ENHANCING LITERACY LEARNING WITH THE PEDAGOGICAL MODEL

'Teachers can move across the domains at any point in a lesson or lesson sequence in order to truly meet the needs of each student, regardless of their ability.'

Averil Nunn, Principal, Southern Cross Primary School

OVERVIEW

This professional practice note provides advice and practical examples for school leaders and teachers to use the Pedagogical Model to enhance literacy learning.

THE PEDAGOGICAL MODEL

The Pedagogical Model comprises five domains of teaching instruction: **Engage, Explore, Explain, Elaborate and Evaluate.**

The Pedagogical Model resource describes continua of practice across each domain and teachers can use the Model as an instructional reference. The resource details how high quality teaching practices in each of the Model's domains enhances student learning. Teachers can also reference the Pedagogical domains to create engaging and challenging learning experiences for students. These experiences can occur in the classroom and also in partnership with carers and parents.

School leaders can use the Pedagogical Model to develop a shared language and facilitate consistent teaching practice across the school. The resource can be an effective reference for reflective discussion about teaching practice and professional learning needs.

For more information, see the Pedagogical Model.

ENHANCING LITERACY LEARNING

Literacy leaders can use the Pedagogical Model to:

- help teachers develop a common language to guide literacy learning
- work with teachers to clarify expectations and responsibilities related to literacy learning
- stimulate open-to-learning conversations and self-reflection around literacy teaching and learning with a focus on improvement
- identify evidence-based priorities in literacy learning
- lead teachers in collaborative projects to facilitate literacy learning across the school curriculum
- map connections between what teachers are already doing when teaching literacy skills and what they need to do to:
    - o better monitor and evaluate student learning
    - o improve instructional practice
    - o develop new literacy instructional practices.

Professional Learning Teams and Professional Learning Communities (PLCs), Key Learning Area Teams and individual teachers can use the Pedagogical Model to inform the planned integration of curriculum, pedagogy and assessment. For example, the pedagogical domains can each be addressed in the design of literacy learning.

EXAMPLES OF PRACTICE

Any or all of the Pedagogical Model's domains can be used to inform and guide learning experiences. In each of the following case studies, the Pedagogical Model is used to plan and design literacy learning experiences to address student learning needs.

1. ADOPTING THE MODEL: SECONDARY SCHOOL

This case study illustrates how literacy learning was addressed by a professional learning group using the Pedagogical Model and other resources.

A PLC of year 8 teachers regularly discuss student data and teaching practices. As the school's Annual Implementation Plan focuses on curriculum-wide literacy learning, their recent PLC meeting was led by the school's Literacy Leader. The session focused on classroom observations and student data relating to literacy.

They found that, across year 8, common problem areas for students were listening and speaking skills.

For more information on literacy sub-strands, see: Halliday's functions of language.

Designing a literacy learning experience

With the joint aims of improving student's listening and

VICTORIA State Government | Education and Training

speaking skills and embedding literacy learning across the curriculum, the PLC decided to plan a Term 4 project. The PLC members already understood that their students' listening and speaking skills would be enhanced through exploration, presentation and evaluation of ideas for a project, especially if students had defined roles.

See: Literacy Teaching Toolkit - Practice examples.

They decided that they would **engage** students with different interests and abilities with a project in Science, Technology, Engineering, Arts, Mathematics and Humanities (STEAM+H). Students would then be able to present their projects at the end of year STEAM+H Expo.

The teaching strategy demonstrates clear learning intentions and a learning goal that can be easily understood by students.

See: HITS 1: Setting goals.

The collaborative student learning facilitated through the project would draw on the pedagogical domains **explore**, **explain** and **elaborate**. Collaborative learning occurs when students work in small groups and everyone participates in a learning task.

See: HITS 5: Collaborative learning.

The teachers revisited the Pedagogical Model resource and reviewed the continua of practice for each of these domains. They collectively identified critical practices and determined professional development goals based on the examples provided.

The objective of the learning experience was to enhance the speaking and listening skills of the students as they collaborated on the meaningful task of developing a music-themed exhibition for the STEAM+H Expo.

Explore

Working in small groups, students used Information and Communications Technology (ICT) to explore musical instruments around the world. This collaborative exploration activity allowed students to ask questions, challenge each other, build on each other's ideas and develop a shared focus for the project.

Teachers drew on the strategy of questioning to engage students and stimulate their interest and curiosity in the learning.

See: HITS 7: Questioning.

Explain

Students engaged in a reciprocal teaching strategy to explore ideas, navigate through a wealth of information available to them, and practice four major comprehension skills – predicting, summarising, questioning and clarifying.

See: Reciprocal teaching.

Elaborate

During presentations, students assessed each other's work, using the feedback rubrics, and made sure that the feedback was actionable and supportive.

Teachers provided timely and specific feedback to students throughout the project, helping them navigate their way through issues and elaborate on their findings. This approach is another high impact teaching strategy.

See: HITS 8: Feedback.

Evaluate

Students shared photos and audio recordings from the project during the STEAM+H Expo night and uploaded them to the school's Virtual Learning Environment. Students described what they learned from their projects to students from other year levels in the school, demonstrating understanding of their own learning. Teaching students to think about their thinking and learning is a metacognitive strategy.

See: HITS 9: Metacognitive strategies.

Throughout the project, PLC members engaged in peer observations to gain a deeper understanding of their impact. Teachers used available templates to facilitate discussions, guide observation sessions and record relevant data.

To access the templates, see: Peer observation.

Following the project completion, teachers in the PLC analysed student achievement results, noticing a significant improvement in speaking and listening skills. Teachers presented their findings and reflections from this experience at a whole-school meeting, and worked with other PLCs to share their learnings.

2. DESIGN AND IMPLEMENTATION OF A TAILORED PROGRAM: PRIMARY SCHOOL*

This case study illustrates the design and implementation of a tailored literacy program to address the specific learning needs of an individual student.

A strong partnership in learning was developed between the classroom teacher and the student's parents to support the student's acquisition of key literacy skills. The Pedagogical Model's domains helped the teacher to develop the program in partnership with the student's parents.

Tailoring literacy learning

A Year 2 teacher identified that one of her students had difficulties with all of the language sub-strands needed for writing – vocabulary, sentence construction, spelling and oral language. The student used a number of avoidance strategies to avoid writing and had difficulty completing tasks.

Engage

The teacher worked with the student's parents to further understand their child's needs and abilities. The teacher then worked with colleagues in her PLC to understand the student's needs and to develop a tailored learning program for the student. These steps in understanding students' needs are important in setting goals effectively.

See: HITS 1: Setting goals.

For more information on family partnerships, see: Becoming a writer.

Explain

With the parents' permission, the teacher organised for the student's skills to be assessed by the school speech pathologist. Using the assessment results, the speech pathologist, teacher and parents worked together to develop an individual program for the student, focusing on explicit skill development, with systematic and sequential tasks. The teaching strategy employed draws on the learning that exposures phased over time to engage students in deliberate learning are most effective.

See: HITS 6: Multiple exposures.

For more information, see: Get parents involved in literacy.

Explore

The teacher provided the student's parents with a number of techniques and templates, used in class, to continue working on their child's writing at home. The parents used

scaffolding and timely positive feedback to help their child to stay engaged as he worked through stepped tasks. They used a template for an activity of gradually increasing the difficulty: beginning with describing 'When, Who, What and Where', and progressing to 'First, Next, Then, After that, and Finally'. The parents paced learning to avoid overwhelming their child, and celebrated every skill that transferred to their child's writing. These practices are examples of the high impact teaching strategy of feedback.

See: HITS 8: Feedback.

Elaborate

The teacher invited her peers in the PLC to observe lessons and help her find ways to adjust the explicit instruction and feedback strategies to maximise the student's learning. The teacher, parents and speech pathologist kept in contact, reviewing the student's progress and adjusting their approach as learning progressed.

See: HITS 3: Explicit teaching.

For more information, see: Peer observation.

Evaluate

The assessment of the student's skills showed improvement in all relevant areas – vocabulary, sentence construction, spelling and oral language. The parents and the teacher recognised that the student was more enthusiastic about writing and stayed on task for longer periods of time.

The student succeeded at the stepped tasks in writing, and said that they felt proud of their efforts demonstrating metacognition. The teacher shared her experiences and learnings with her PLC, and volunteered to help another teacher in Year 1 who had identified similar learning difficulties with their students.

See: HITS 9: Metacognition.

* This example is adapted from the Learning Activity 7 in the Communication Practice Guide (pp.29-30), see: Communication Practice Guide.

MORE TOOLS AND RESOURCES

This note is part of a series of professional practice notes to support school-based staff to continue improving their practice.

For more information, see: Professional Practice Elements.

Relevant tools and resources include:

- Framework for Improving Student Outcomes (FISO)

VICTORIA State Government | Education and Training

- [Evaluating the impact of your teaching](#)

- [The Victorian Teaching and Learning Model (VTLM)](#)

- [The Victorian Early Years Learning and Development Framework (VEYLDF)](#)

- [Communication Practice Guide (VCAA)](#)

- [Peer observation, including feedback and reflection](#)

- [Expert literacy videos](#)

- [Literacy Masterclass on High Impact Teaching Strategies (HITS)](#)

- [Literacy and Numeracy Strategy](#)

- [Literacy Teaching Toolkit](#)

- [Victorian Literacy Portal](#)

- [Victorian Numeracy Portal](#)

- [Mathematics Curriculum Companion](#)

- [A School Leaders' Guide to Improving Literacy and Numeracy Outcomes](#)

CONTACT US

For more information, or to share your feedback on this resource, please email:
professional.practice@edumail.vic.gov.au