

APPENDIX A

GENERATING POSITIVE OUTCOMEs FOR YEAR 5 TO 8 PRIORITY LEARNERS IN WRITING: AN INQUIRY INTO EFFECTIVE TEACHER PRACTICE

FORM FOR ANALYSING AND EVALUATING OBSERVED LESSONS

Note that this form is to be completed both by teacher-researchers undertaking lessons and project leaders observing lessons.

TEACHERS NAME:	SCHOOL:	CLASS LEVEL:
DATE:	OBSERVER/S NAME/S:	

ALL ABOUT THE CLASS OR GROUP (from discussion with teacher before the lesson):

PROPOSED OUTLINE OF LESSON (from discussion with teacher before the lesson):

This might include (for example) what has led up to the lesson, and proposed learning goals/criteria for the lesson.

DIMENSION ONE

Acquiring and applying deep knowledge of your writers.

DESCRIPTORS	ODJ	EVIDENCE
<ul style="list-style-type: none"> - Monitoring and noticing writing behaviours; observing information on students' writing behaviours and outcomes. - Knowing where students are in relation to where they should be. - Knowing pattern of strengths and gaps for individuals and groups of students (both this and the one above include knowing what you are looking for!) - Interpreting the information gleaned (about students' strengths and needs) for its application to practice. - Demonstrating evidence that teaching is informed by student learning needs. 		

Note that the ODJ will be based on the following criteria:

- NA Not able to make a judgement as insufficient evidence.
- 1 Some limited evidence of a few of the descriptors for that dimension. For example, a WALT may be visible but it may be referred to at a surface or lip service level only.
 - 2 Moderate/adequate amount of evidence across some of the descriptors for that dimension. The evidence may not be consistent or may be of variable quality.
 - 3 Considerable amount of evidence. This means that most aspects of the descriptors for that dimension are met and mostly to a high level.
 - 4 Significant amount of evidence covering all aspects of that dimension to a high level. This means that there is evidence of strong, consistent practice.

DIMENSION TWO

Making connections with, and validating, appropriate and relevant cultural and linguistic funds of knowledge.

DESCRIPTORS	ODJ	EVIDENCE

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DIMENSION THREE

Aligning learning goals in writing with appropriately designed writing tasks and ensuring that students understand what they are learning and why.

DESCRIPTORS	ODJ	EVIDENCE
<ul style="list-style-type: none">- Helping students to gain a sense of what is aimed for.- Ensuring that goals are sufficiently challenging and focused on learning rather than performance.- Being specific about what students are learning to do or be better at as writers.- Ensuring that learning goals and related performance criteria are clearly articulated to students.- Involving students in development of learning goals and related performance criteria as appropriate.- Helping students to understand why the goal is important.- Ensuring that the writing task has purpose and meaning for students (in terms of personal interests and communicative goals, and wider curriculum goals).- Involving students in development of learning tasks as appropriate.- Ensuring that the writing task allows the goal to be achieved by students.		

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DIMENSION FOUR

Providing quality feedback

DESCRIPTORS	ODJ	EVIDENCE
<ul style="list-style-type: none">- Ensuring that feedback is focused on the current learning focus, and is achievement and improvement related.- Ensuring that feedback is aimed at <i>substantive</i> aspects of learning (e.g. relating to the purpose for writing a particular kind of text or to the use of language as a resource to express ideas or about aspects of student self-regulation and other cognitive and meta-cognitive processes like those seen in recrafting/revision).- Ensuring that feedback indicates to students the way in which their work has met expectations.- Ensuring that feedback helps student to see what and how improvement could be effected.		

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DIMENSION FIVE

Scaffolding self-regulation in writers

DESCRIPTORS	ODJ	EVIDENCE
<ul style="list-style-type: none">- Ensuring that information about learning and achievement moves from feedback ‘<i>to</i> the student’, to feedback ‘<i>by</i> the student’. This can be generated through:<ul style="list-style-type: none">- deliberate opportunities to peer evaluate/ provide feedback to peers;- deliberate opportunities to self-evaluate.- Using instructional strategies that encourage independence/self-regulation. These might include:<ul style="list-style-type: none">- providing time and opportunities for students to write on self-selected topics;- encouraging students to write outside writing instructional time (self-directed writing);- encouraging students to work collaboratively (testing ideas and giving and receiving feedback),- encouraging students to take responsibility for seeking support for their writing (encouraging self-monitoring).		

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DIMENSION SIX

Providing targeted and direct instruction at the point of need.

DESCRIPTORS	ODJ	EVIDENCE
<ul style="list-style-type: none">- Demonstrating clearly and deliberately through both active and receptive/passive modelling as appropriate.- Asking a high proportion of high-cognitive-demand questions in conversations with students about writing; namely, questions requiring learners to analyze, evaluate and synthesize issues in text-related conversations and think more deeply and metacognitively about them.- Utilizing and making opportunities for students to link their writing to other aspects of learning, e.g. links with prior knowledge/experience, cross-curricular links, reading-writing links, inter-textual links.		

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DIMENSION SEVEN

Differentiating instruction (while maintaining high expectations)

DESCRIPTORS	ODJ	EVIDENCE
<ul style="list-style-type: none">- Providing <i>flexible</i> grouping (e.g. for targeted instruction) according to students' needs.- Using monitoring information to plan for/implement differentiated student learning.- Using mini lessons or individual help – maybe as part of “rove and assist” – as a means of monitoring and checking students' progress.- Ensuring that students have individualized goals and criteria for success to work on.		

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APPENDIX B

REFLECTIVE JOURNAL

TEACHER INQUIRY INTO TOUCHSTONE STUDENTS' WRITING

**Potential, powerful practices for developing writing and for accelerating progress
in priority learners**

Student's name:		Year group:		Teacher's name:	
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Estimated overall teacher judgement of student's writing, term one:

TERM ONE

Student's learning goals	Teacher's instructional strategies
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TERM TWO

Student's learning goals	Teacher's instructional strategies
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	Date	<p>What have I learned about this student's writing:</p> <ul style="list-style-type: none"> • progress • next learning steps? 	<p>What am I learning about my teaching?</p> <ul style="list-style-type: none"> • How did I help the student make progress? • What do I need to do to assist the student to meet next learning steps?
Writing completed by week 5			
Writing completed by week 10			

Student voice	How has the teacher helped me to improve my writing?	What I would like help with in term three

TERM THREE

Student's learning goals	Teacher's instructional strategies
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	Date	<p>What have I learned about this student's writing:</p> <ul style="list-style-type: none"> • progress • next learning steps? 	<p>What am I learning about my teaching?</p> <ul style="list-style-type: none"> • How did I help the student make progress? • What do I need to do to assist the student to meet next learning steps?
Writing completed by week 5			
Writing completed by week 9			

Student voice	How has the teacher helped me to improve my writing?	What I would like help with in term four

TERM FOUR

Student's learning goals	Teacher's instructional strategies
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	Date	<p>What have I learned about this student's writing:</p> <ul style="list-style-type: none"> • progress <p>Final teacher judgement on student writing:</p>	<p>What am I learning about my teaching?</p> <ul style="list-style-type: none"> • How did I help the student make progress? • What can I do in the future to ensure student progress in writing?
Writing completed by week 5			
Writing completed by week 10			

Student voice	What has helped me to achieve success in my writing this year?

APPENDIX C

STUDENT SURVEY

What it's about

As part of our work in your school on writing, we would like you to fill in this survey form, as honestly as you can. We are interested to find out how students like you feel about writing now and whether your attitudes have changed during the year.

What to do

For most questions, you need to decide which is your best response. Tick that response. Your teacher might give you directions on the questions and how to respond to them, but s/he will not give you the answers. It is **YOUR** response that we are interested in. **PLEASE TELL US WHAT YOU REALLY THINK.** You will get to talk about your ideas later.

YOUR NAME: _____

Circle one of these: **BOY / GIRL**

year 5 / year 6 / year 7 / year 8

NZ EUROPEAN / MAORI / PASIFIKA / OTHER

Do you speak a language beside English? **YES / NO** If yes, what language?

Do you write a language beside English? **YES / NO** If yes, what language?

1) How much do you like writing at school?

Heaps	Quite a lot	A little	Not at all
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2) How good do you think you are at writing?

Very good	Quite good	A little bit good	Not good
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3) How much do you like writing in your own time at school?

Heaps	Quite a lot	A little	Not at all
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4) How much do you like writing in your own time away from school?

Heaps	Quite a lot	A little	Not at all
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5) How much do you like writing creative fiction, eg. narratives, poetry?

Heaps	Quite a lot	A little	Not at all
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6) How much do you like writing informational texts, eg. reports, explanations?

Heaps	Quite a lot	A little	Not at all
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7) How much do you like other people reading your writing?

Heaps	Quite a lot	A little	Not at all
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8) How much do you like reading the writing of others in your class?

Heaps	Quite a lot	A little	Not at all
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9) How easy is it in writing to:

Think of what to write about?

Plan the writing?

Put the ideas into well-formed sentences and text?

Think of the right words to capture what you want to say and how you want to say it?

Organize or structure the writing?

Revise writing to see if it makes sense and is ready for a reader?

Edit for spelling and punctuation etc?

Tick the parts you find easy. Try to tick no more than 3 parts.

10) How hard is it in writing to:

Think of what to write about?

Plan the writing?

Put the ideas into well-formed sentences and text?

Think of the right words to capture what you want to say and how you want to say it?

Organize or structure the writing?

Revise writing to see if it makes sense and is ready for a reader?

Edit for spelling and punctuation etc?

Tick the parts you find hard. Try to tick no more than 3 parts.

11) When you think about the kind of writing lesson that you really like, think about what the teacher did to make it a good lesson.

Tick any of these things (but no more than 3) that the teacher did to make it a good lesson.

The teacher selected a topic that was interesting for me
The teacher made sure that the purpose/reason for writing meant something to me
The teacher gave me some choice (in topic; in attending 'workshops'; in the means I use for writing (paper or computer); in activities; in where I write)
The teacher showed me how to plan or write the text
The teacher showed me a good model so that I knew what I should be aiming for
The teacher worked with me as part of a small group. This meant that I was able to work with others to share ideas or to write or to share our drafts
The teacher provided me with help to improve my writing
The teacher let me know how I was going in my writing

12) Some people say they don't really like writing. They have different reasons. If you don't really like writing, list up to THREE things that make you feel like this.

1.
2.
3.