

Yirara College

- Boarding school
- Secondary-aged Indigenous students from remote communities
- Many students multilingual
- SAE an additional language or additional dialect





- **All students board**
- **Advantages**
 - **Regular attendance while at Yirara**
 - **Good conditions for education**
 - **Immersion experience of some urban 'mainstream' culture**

•**Disadvantages:**

- Strain on students because cross-cultural, cross language**
- Some students stay only a short time**
- Cut off from families, elders, communities**



Engaging with families



- Community Liaison Officers
- Governing Council
- Remote campus at Kintore
- Staff visits to communities (ideally an ongoing relationship)
- Major events – Confirmation/Open Day, Bush Sports
- School magazine
- Sending home stories, CDs etc

Keeping in touch

- Visit communities for important events
- Take students to sports festivals, cultural festivals, funerals
- Weekend leave passes



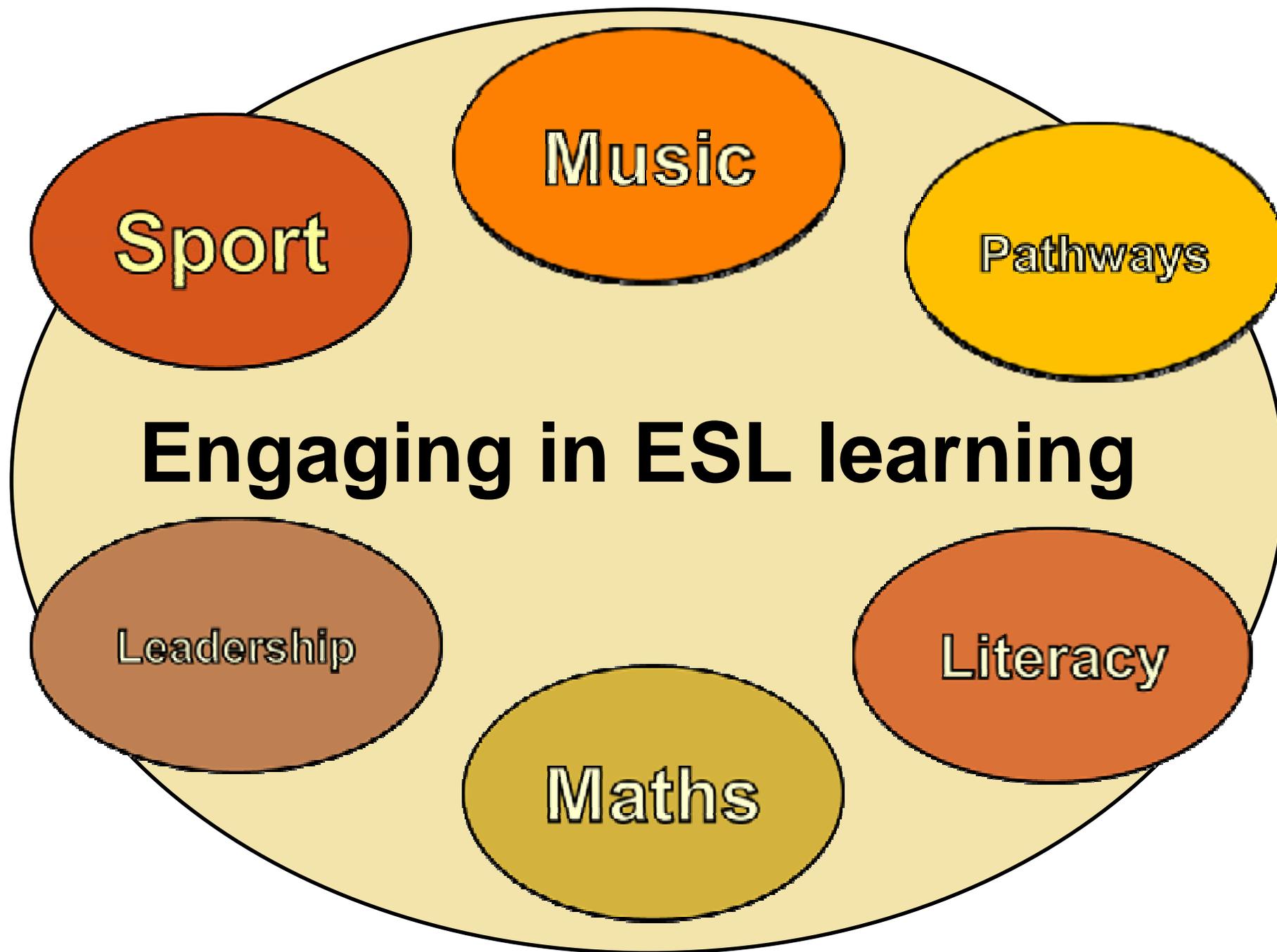


Valuing Indigenous cultures



- Indigenous staff
- Cultural PD for staff
- Vernacular Literacy classes/tutoring
- Bands – songs in Indigenous languages
- Text for the Week displayed in Indigenous languages
- Bible readings in Indigenous languages





Sport

Music

Pathways

Engaging in ESL learning

Leadership

Literacy

Maths

Literacy realities





Our students

Change what we need to





Helpful ESL teaching

- Intentional
- Explicit
- Engages multiple intelligences
- Ensures student success
- Builds practice into lesson structure
- Does not rely on students' prior knowledge but builds a shared body of knowledge
- Positive predictable routines
- Contextualised – range of contexts
- Interesting
- Low-tech as well as high-tech
- Transferrable to other environments
- Coordinated whole-school approach

L
i
t
e
r
a
c
y

S
c
a
f
f
o
l
d
i
n
g



David Rose

David Rose, University of
Sydney:
Reading to Learn

Brian Grey, Wendy Cowey
and the AL team, NT:
National Accelerated
Literacy Program

Yipirinya School
Gillen Primary School

- Sociocultural model of teaching and learning of Vygotsky and others
- Zones of Development
- Active, explicit teaching crucial to efficient learning
- Important ESL strategy because assists learners to
 - Progress more quickly than with an incremental approach
 - Work with more age-appropriate texts

See
www.aate.org/myread/scaffolding





Analyse text before teaching

- Genre
- Phases
- Significant features
- Chunking in units of meaning
- Make notes for orientation
- Make notes for cueing students
- Patterns (sentence level and word level)

Preparation



Zoom in

and

zoom out



Follow the Scaffolding Teaching Sequence:

orientate

read

deconstruct:

highlight, chunk, cut

passages of text

sentences

words

reconstruct:

assemble, spell, predict, write, transform

words

wording chunks

sentences

passages of text

pattern

word families

chunks

sentences

passages of text

publish

orientate and read similar texts

The Scaffolding Interaction Cycle

- Prepare
- Ask
- Confirm or clarify
- Elaborate



Don't play “Guess what's in the teacher's head”

Give the students the necessary information, then cue them to respond correctly.



Make it easy to get things right

Be explicit in the way you orientate and model at each stage of the sequence

Ensure that

the students



think

the students



speak

the students



do

the students



**work
together**

Mentoring

- Specialist teacher mentors home group teachers
- work through David's materials and DVDs
- observe and participate in lessons delivered by the support teacher (first term)
- gradually take over aspects of teaching (second term)
- teach the whole sequence to a small group/class with specialist support (third term)
- teach the sequence to the whole class (fourth term) with weekly planning support
- After this time the home group teacher takes responsibility for the scaffolding program in consultation with the specialist support teacher





A s s e s s m e n t

- Reading Running Records on scaffolded text at the end of each term
- Reading Running Records on leveled unsighted texts twice a year

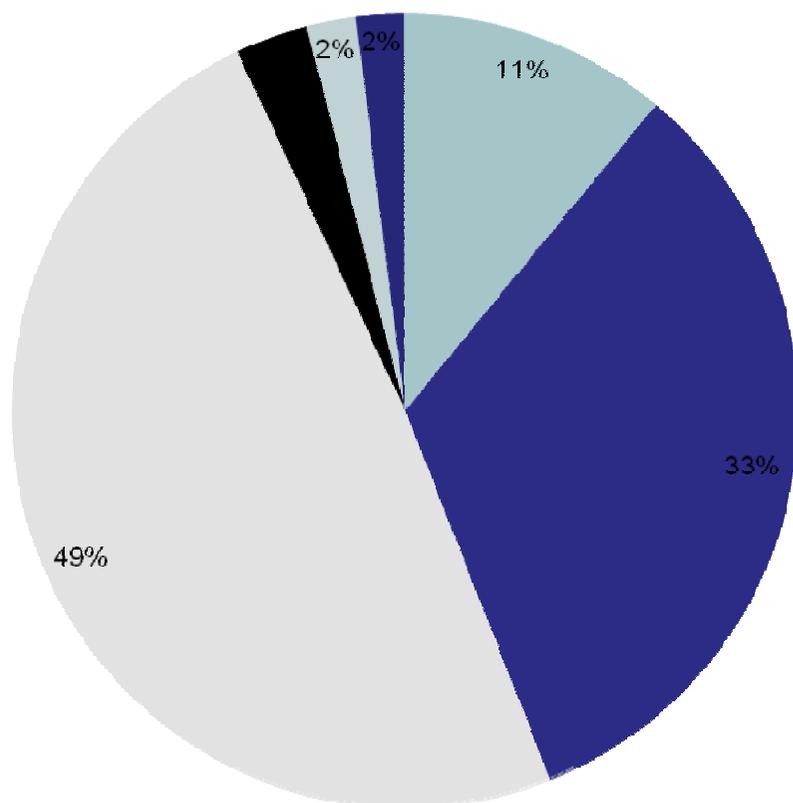
Results

- The group of students who stay at Yirara for 75% of a year is progressing in reading roughly twice as fast as similar groups prior to the introduction of Reading to Learn.
- This rate of reading progress has been around 1.4 year levels per calendar year.

Yirara College

12-month Reading Progress in Year Levels

For students who have test scores dated
Midyear 2007 and Midyear 2008
(57 students)



- Equal: 6 students
- Plus one year level: 19 students
- Plus two year levels: 28 students
- Plus three levels: 2 students
- Plus four levels: 1 student
- Did not read at previous level: 1 student



Maintenance

- Ongoing PD: one session each term for all academic staff, including specialist teachers and tutors. Give homework supervisors and night tutors a brief introduction.
- Timetabled lessons: five each week
- Observations by support teachers
- Yirara Literacy Handbooks
- Focus posters on display
- Joint planning time for teachers and tutors, possibly in class pairs
- Sharing best practice ideas in level meetings

Resources

Learning to Read Reading to Learn

Teaching notes for reading

The Lion, the Witch & the Wardrobe, by C.S. Lewis

Prepared for Yirara College

Description of the Faun, pg 15

As she stood looking at it, wondering why there was a lamp-post in the middle of a wood and wondering what to do next, she heard a pitter patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamp-post.

He was only a little taller than Lucy herself and he carried over his head an umbrella, white with snow. From the waist upwards he was like a man, but his legs were shaped like a goat's (the hair on them was glossy black) and instead of feet he had goat's hoofs. He also had a tail, but Lucy did not notice this at first because it was neatly held up over the arm that held the umbrella so as to keep it from trailing in the snow. He had a red woollen muffler round his neck and his skin was rather reddish too. He had a strange, but pleasant little face, with a short pointed beard and curly hair, and out of the hair there stuck two horns, one on each side of his forehead. One of his hands, as I have said, held the umbrella: in the other arm he carried several brown paper parcels. What with the parcels and the snow it looked just as if he had been doing his Christmas shopping. He was a Faun. And when he saw Lucy he gave such a start of surprise that he dropped all his parcels.

"Goodness gracious me!" exclaimed the Faun.

General preparation

This passage is a good model for students to attend to features of descriptions and to pattern descriptions of their own. You will need to explain that a Faun is just an imaginary creature that people in Europe used to believe in a long time ago. This description resembles images of devils or 'satan' that many Aboriginal people have heard, so you will need to explain that a Faun is not a devil, but just a made up creature that is really friendly, not evil.

Connecting with the students



Indigenous staff are encouraged to share their stories and history. Texts relating to them are sought out, and the staff are actively involved in orientation, modelled reading and supporting students through the teaching sequence.

- Teachers look for ways to help students tell their own stories and history using the patterns of scaffolded texts.
- We've scaffolded the blurb on the Indigenous authors of a story we're reading to pattern text on things the students are happy to share about their lives.

T
e
r
m

P
l
a
n



One idea

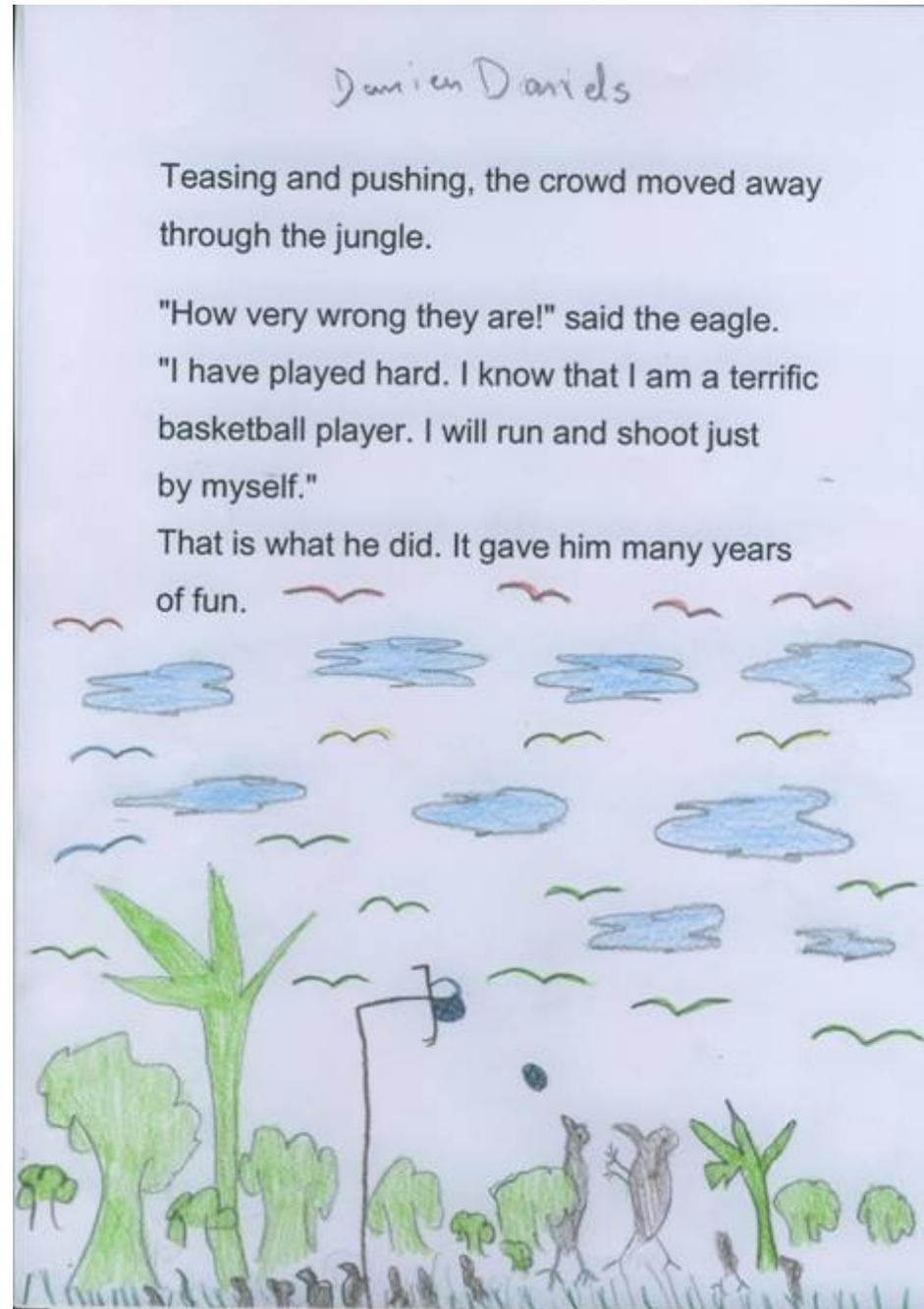
For a novel:

- Weeks 2,3 – choose an introductory passage which allows students to do some patterned writing on an aspect of their own life
- Weeks 4-7 – detailed work on two or three passages
- Weeks 8,9 – individual patterned texts written and published (preceded by another group text if necessary)

Publishing and using patterned texts

We

- Illustrate posters for display
- Make books for class library and to send home
- Do Puppet plays/plays: record on video and use for the end of year concert
- Have accessed funding from Dymocks Foundation
- Use patterned text to write for school magazine





- We share paired reading of patterned texts at the end of term.



- We cook scaffolded recipes and make patterned recipes of things students cook at home

- We write letters



We link excursions to scaffolded text,



and use language features of scaffolded text to write about shared experiences.

Life skills

- recipes
- work (or family) health and safety related to students' work experience requirements:
 - Hazards
 - Warnings and instructions
 - Incident reports
 - Maintenance requests

Using the scaffolding sequence for teaching vernacular literacy



ICT

- Making videos of patterned stories
- Using powerpoint to demonstrate chunking
- Using Storybook Weaver to publish patterned texts
- Using the internet to find information and write it up using text patterning
- Using film for field orientation
- Watching movie based on novel being studied

Into the future!

