

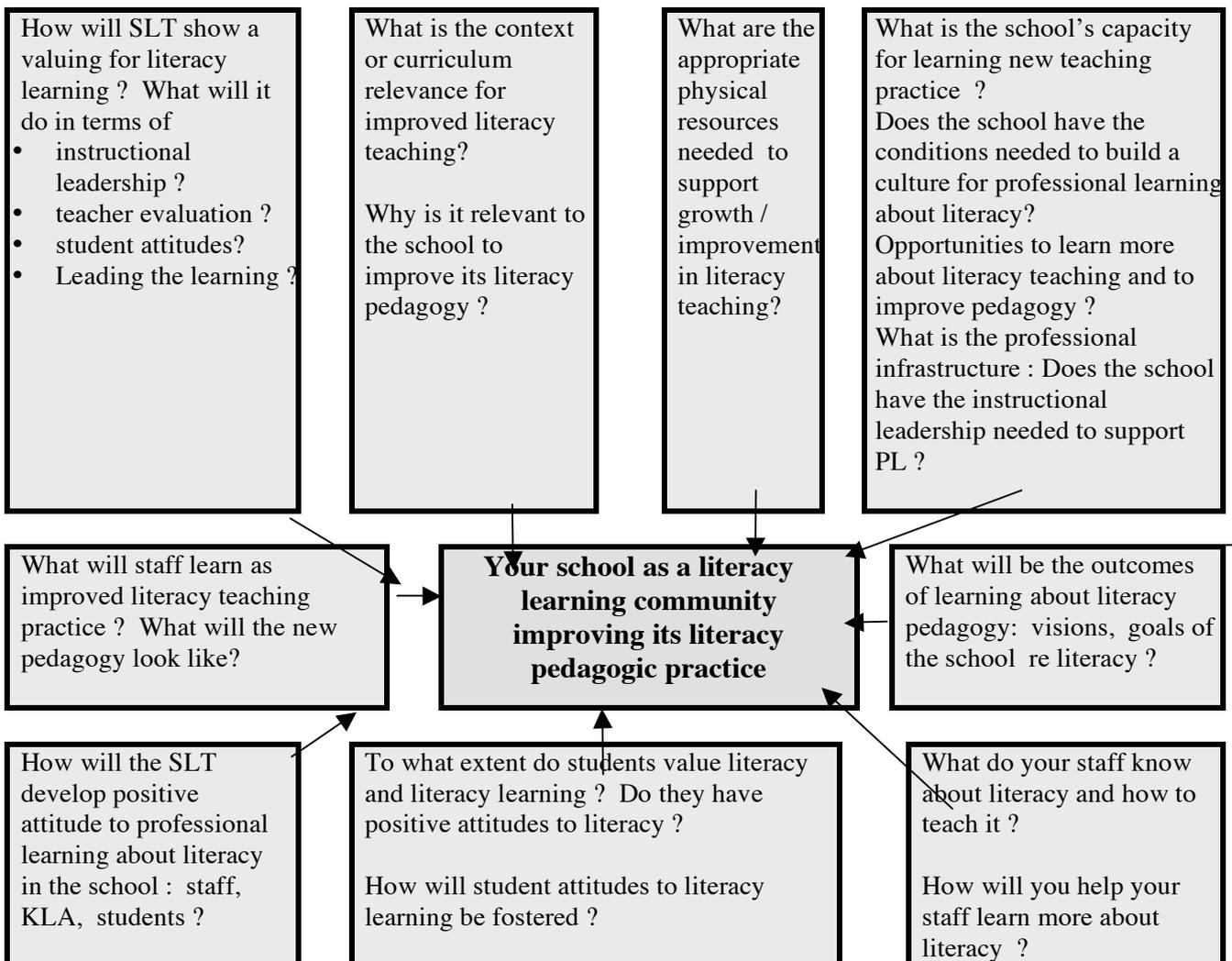
Leading literacy learning: Some key questions to guide the leadership

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The purpose of this paper is to provide schools and school leadership teams with a framework for identifying in a systematic way 'where a school is' in terms of its capacity to enhance the teaching of literacy knowledge, skills and attitudes. The paper grew out of the need to assist literacy leaders in secondary schools to develop action plans they can use to monitor and guide literacy enhancement by helping staff learn how to include literacy teaching in all subject areas.

The issues that influence school level leadership of literacy learning

As a starting point, school leadership teams (SLTs) need to identify the factors that influence the extent to which their school is ready to 'learn professionally' so that the quality of the teaching is improved or enhanced in its capacity to enhance students' literacy knowledge and skills. Some of these are shown as guiding questions in the following diagram.



What does a school need to know about literacy and leading literacy growth ?

The school, through the SLT need

- a clear ‘visual’ action plan; a pathway that shows how the literacy goal will be achieved on a term basis and where the school is at any time, how the AIM and CSF data fit on this pathway, what these indicate about student learning.
- to be aware that the literacy project is long term and have relevant expectations.
- to own the literacy enhancement program. The school needs to have confidence that the priority will continue, given changes in staff, policy and structure. It is necessary to insulate it from changes in the school.
- to be able to identify what constitutes literacy learning, recognise instances of successful literacy learning, know what it looks like, know what students are doing when they engage in effective literacy learning.
- to be able to recognise effective literacy teaching, what it would look like, what teachers and students would be doing.
- to show a valuing of literacy pedagogy improvement, for example, members of the MLLLs team report to school council meetings the gains and pathway.
- to show a valuing of students’ literacy progress by mentioning it in reports.
- to invite each school level to present to staff meeting a brief discussion of literacy teaching innovations implemented in recent past.
- to know the resources needed.
- to know the literacy goals of each school level.
- to know the literacy strategies to be taught.
- to know about pitfalls encountered in implementing literacy enhancement program.
- to induct new teachers into the literacy strategy.
- to lead the institutionalisation of literacy pedagogic knowledge, for example, need back-ups if teachers leave, stability in professional activities; teachers taking responsibility for literacy enhancement need to stay in the position for a sufficiently long time.
- a code of teaching practice that includes literacy teaching, explicit focus on student learning outcomes, explicit expectations of reasonable standards in students’ outputs.
- to be aware of how success is to be measured and aware of successes that have been made.
- to know the instructional leadership dialogue that fosters growth of institutional knowledge for enhancing literacy pedagogy, positive attitudes to it,

- to familiarise themselves with the specific implementation in classes: the SLT needs to (1) spend time in classes of teachers who are more confident, participate, share in these classes; (2) operate as instructional leaders (3) foster informal discussion about how teachers are progressing (4) act as non judgmental and collegiate.
- need to know that staff value them and the progress made in literacy progress.

What new knowledge will staff learn : High Reliability Literacy Teaching Procedures

Literacy is a complex process. When schools, school leaders and teachers are asked to modify their teaching so as to enhance their students' literacy knowledge, particularly while continuing to teach in their subject area, they frequently don't know where to start.

What new knowledge will staff learn about literacy ? One approach is to include in their teaching a set of '*high reliability literacy teaching procedures*'. These procedures encourage students to act on written text in all subject areas in ways that help them comprehend better the written text and to improve their literacy learning across the curriculum.

Seven literacy teaching procedures, that can be used in all KLA areas have been identified. They are called 'high reliability literacy teaching procedures' or HRLTPs because when students are taught to use them in explicit ways, many research studies have shown that their comprehension of the text improves. The students are instructed explicitly to

- get their knowledge ready for learning and literacy about a topic / subject by organising and recoding what they know to a verbal linguistic form.
- study five - ten key verbal concepts that are part of the content of the lesson. Select these and during the lesson students say accurately each word / phrase, read and spell it, suggest synonyms and antonyms, clarify its meaning link it with other concepts.
- read aloud short portions of relevant text.
- paraphrase or say in their own words each sentence in the text read.
- say questions that each sentence in the text answers.
- summarise the text read, usually paragraph by paragraph.
- read silently a written summary of the content covered in the lesson to review, consolidate and show comprehension of what has been learnt.

These HRLTPs provide a starting point for including literacy teaching procedures in regular instruction. SLTs can use them to evaluate what staff already know about them and the extent to which they use them in their teaching.

Evaluating the readiness of your school as a 'professional literacy teaching community'

SLTs can use the following checklist to 'take stock' of what their school as a whole knows about literacy and how to teach it.

Your school as a literacy enhancing organization : Taking stock

	Where is your school now ?	What steps are in place to target this in Term ... ?
How aware is the staff of the relevance of literacy to student learning outcomes ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Estimate what the staff know about literacy ? How well can they recognise when students are ‘doing literacy’ ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Estimate what the staff know about effective literacy teaching ? How well could they recognise good literacy teaching ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Estimate what the SLT knows about literacy and leading literacy growth ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
How adequate is the school’s visions, and goals of re literacy outcomes ? To what extent has the school’s vision for literacy been accepted by staff as their goals ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
To what extent has the school mapped the vision or goals into an operational action plan or pathway for improving literacy outcomes ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
To what extent has the school specified clear indicators to monitor student progress ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
What is known about your students’ attitudes to literacy, its value and use ? What work has your school done to help students understand its importance for them ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
How available are the appropriate physical resources to support growth / improvement ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
To what extent have teachers examined possible activities that they could use to improve students’ literacy knowledge ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
To what extent does the school encourage goal congruence and commitment among staff to the vision of literacy enhancement ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
To what extent does the school provide opportunities for staff to learn to teach literacy effectively ?	A little A lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Identify what teaching staff know about literacy, how it is learnt and how to teach it.

Teachers can implement effective teaching better if they have a functional view of literacy. SLTs need to judge what they and their staff know about literacy and how it is taught and learnt. The sequence of questions in the following table can assist them to gather this information.

Question	Reated issues
What do teachers in your school know about literacy ? What do they think it is ?	Teachers need to be able to recognise what literacy is, what it looks like (otherwise they can't tell when students are 'doing it').
What things do they think could increase the literacy skills of their students ?	They need to know what effective literacy teaching looks like; otherwise they won't know how to improve their teaching
What do they know about how to assess literacy achievement ?	They need to be able to see when students' literacy is improving
What do they think they could do / teaching procedures they could use to improve literacy achievement ?	
What would they teach / have their students do ? What would their students be doing when their aim was to improve their literacy?	For teaching to be effective, it has to focus on students actually doing things
What are they doing in their current teaching in fostering literacy knowledge ?	If teachers are to improve their teaching, they need to see what they are doing now

Enhanced literacy teaching is more likely both (1) when staff have a greater understanding of literacy knowledge and teaching and (2) when students have a positive attitude to literacy and how it can be used. SLTs may need to identify procedures they can use to assist staff to improve their knowledge of literacy and actions staff could take to identify what students know and believe about literacy. These questions are typified by the following.

What actions will you take to assist staff at each level to improve their understanding to literacy, its influence on learning and achievement in other areas, how it is learnt ?	
What procedures can staff at each level use to (1) determine students' attitudes to literacy, their understanding of what it is, their beliefs about its value and use and their readiness to engage in improving it and (2) help students understand its importance for them ?	

What could teaching staff at each level reasonably to use to improve students' literacy ?

Professional learning takes place slowly and improvement in teaching practice occurs gradually. At the time they are trialing and learning new teaching procedures, teachers need to performing as well a range of other duties. Often, only small changes in teaching can be achieved at any time. SLTs need to be able to identify at any time what small changes they might target in improving teaching practice. They need to examine the questions : What types of activities would teachers in each teaching area do next to enhance students' literacy ? What would they be teaching ? What would they have the students doing ?

SLTs can use the questions in the following table to guide their evaluation.

What additional things could teachers at each level do as part of regular teaching, to foster / teach literacy ?	
How will you lead teachers staff at each level to become aware of possible activities that would have students improve their literacy knowledge ?	
What it is reasonable to expect of teachers staff at each level given their existing knowledge ?	

What are the goals, vision for enhanced literacy learning ? What is the growth action plan ?

The SLT need to decide the goals and the vision for enhanced literacy learning for their staff, their students and for the school. As well, they need to specify a possible action plan by which they will enhance literacy learning and teaching. Effective professional learning here :

- needs an explicit long term vision and a pathway to it that has clear indicators of student achievement, staff outcomes (change in pedagogy) and school level indicators. The monitoring of progress along the pathway needs to be data-driven. As well, the pathway at any time needs to be easily modified.
- needs to highlight pedagogy as a foundation for improvement; the vision needs to be described in terms of the pedagogy and student activity that will allow it to be achieved.

Vision and literacy improvement action plan The sequence of steps and activities in specifying the vision and the action plan to it are shown in the following table. SLTs may need to consider the following questions.

	Actions to be taken at each level / possible outcomes
What is goal / vision re literacy at each level ? What might students be doing in 3 years that is different from now ? What will teachers be doing that is different ?	
Vision / goals at each level written as a code of teaching practice for the school. What will be characteristics of pedagogic practice in the school that will assist goals to be achieved ? Actions to assist staff to identify personal literacy pedagogy and relate this to school pedagogy ?	
How will you allocate aspects of the goal / vision to members / groups at each level //individual teachers ?	
Unpack and operationalise the vision, map it into an action plan for growth. You need to prioritise components of the improvement, identify the particular areas of literacy teaching / learning to be targeted at various times.	
Identify <ul style="list-style-type: none"> • achievable indicators of progress (what you would see as evidence of improvement) • procedures for monitoring growth and for gathering evidence 	
From this develop a road map for literacy enhancement for the school / at each level that you can use to chart progress	

What an action plan for each level could specify The following table shows some of the questions each aspect of the action plan could examine.

Aspect of the action plan	Relevant questions
Outcomes re explicit staff literacy teaching achieved by the end of each term	<ul style="list-style-type: none"> • What teaching procedures staff will have put in place ? • What explicit training in literacy teaching will be put in place (for example, 2 teachers trained at a time for 4 weeks, all teachers in level target 1 or 2 strategies)?
Literacy topics discussed in the level over the term ?	The level specifies the literacy topics that may be discussed each term (for example, getting knowledge ready activities, how lesson plans will be evaluated re literacy teaching).
Apply the literacy framework to future topics in teaching	Future topics are targeted in group discussions.
Collecting feedback re modifying teaching ?	How they have collected feedback from staff who have attempted to implement the teaching for topics taught.
Assessment/monitoring procedures?	What assessment / monitoring procedures are used to assess changes in students' literacy ?
Developing dialogue re effective literacy teaching ?	How will dialogue re effective literacy teaching be developed ? How learning / discipline problems can be dealt with in part through literacy teaching ?

School-wide literacy enhancement action plan The SLT can work with groups of staff such as middle leaders of literacy learning to develop a school-wide literacy enhancement action plan. Key questions to be examined are shown in the following table.

	Actions to be taken by LLL / possible outcomes
What is goal / vision re literacy for the school ? What might students be doing in 3 years that is different from now ? What will teachers be doing across the school that is different ? What will the school be doing / supporting ?	
Need for a school-wide literacy pedagogy generic across the school that is part of an explicit code of teaching practice for the school ?	
Actions to align literacy pedagogy at each level with school pedagogy ?	
Actions for each department to identify its goals, unpack and contextualise the goals of the school at each level, link the goals at each level with the vision and goals of the organisation	
Identify sets of indicators of growth and the procedures to be used for gathering evidence of improvement at the school level – this is a, evaluate, identify landmarks for celebrating victories, see quick wins, victories.	

Implementation plan The school may develop a plan that shows how each component will be implemented.

The school may need a yearly plan that shows the literacy knowledge to prioritise. Each level decides a yearly plan. What each plan will specify.

What procedures will the SLT use to encourage goal congruence and commitment to the vision of literacy enhancement within each level ? The SLT needs to decide the procedures it will use to encourage goal congruence and commitment to the vision of literacy enhancement within each level. It may need to bring staff on board, convince, persuade, encourage staff to pursue the literacy outcomes, make them aware of the importance of literacy and what the code of teaching practice means for their teaching. Key issues here the SLT may need to take into account are:

- Staff commitment to the literacy improvement goals is necessary for the changes.
- Staff in schools frequently vary in their beliefs about (1) the values of literacy knowledge, (2) the extent to which students’ literacy knowledge can be improved through teaching (3) their responsibility for teaching it (4) whether the engagement in improving literacy pedagogy is recognised / valued by the level / school.

To convince teachers of the need for literacy teaching, the SLT may need to show staff how:

- success in each KLA area is linked with literacy skill. Students need to learn what it means to be literate in each area.
- literacy knowledge enhances the life of staff, how knowing three literacy strategies is better than not being literate.
- a shared vision of how literacy could operate use at each level.
- literacy strategies can be built into each lesson, for example, how vocabulary can be used as a lesson organiser.
- students will be doing particular actions when they engage in literacy .

The points raised in the following table draw the attention of SLT to issues they can examine to foster goal congruence re literacy enhancement.

The SLT identifies procedures the school / level will use to	Actions to be taken at each level / possible outcomes
foster belief in the school that teaching practice can improve students’ literacy and that it is worthwhile	
<ul style="list-style-type: none"> • foster positive attitude to staff preparedness to trial literacy teaching procedures and to show that it values teachers learning about improved literacy pedagogy. • identify the procedures the level will use to show it values the gains made by staff. 	
identify and evaluate ways in which commitment to literacy pedagogic improvement, goal congruence in the level can be enhanced	
foster ownership of the literacy improvement agenda in the level and the procedures it will use to encourage teacher ownership.	
lead the level to see itself as a professionally growing community	
lead staff to value developing professional literacy growth plans	

Indicators of student literacy knowledge at any time ? The SLT need to identify what they see as indicators of student literacy knowledge at any time. Key issues here include the following:

- Indicators of literacy progress need to be linked with measures of student literacy achievement at any time.
- It is useful for each level and the school to identify sets of indicators of growth and the means to be used for gathering evidence of improvement.
- Students' literacy knowledge is assessed for different purposes; summary versus formative vs diagnostic purposes. Different evidence may be collected for each.

In deciding the indicators and the procedures to use at each level or on a school basis, the SLT needs to take account of the following questions:

- What aspects of student literacy knowledge should be assessed ?
- How can literacy knowledge be assessed as effectively and unobtrusively as possible ?
- How often should you assess students' literacy knowledge ?
- Need to assess students' skills / beliefs about literacy in each subject area ?
- How to interpret data ?
- How easily / well does the assessment allow you to modify / redirect the literacy enhancement program ?
- What procedures can each level use to (1) assess students' attitudes to literacy, their understanding of what it is, their beliefs about its value and use and their preparedness to engage in improving it and (2) help students understand its importance for them ?

To identify a set of procedures for indicators of student literacy knowledge, the SLT may need to consider

- How to monitor progress in literacy learning at each level or at the school level (or both).
- The procedures to use for gathering information, taking account of the questions above.

Examples of student indicators; monitor how well students

- spell key content words, suggest synonyms for them, keep a wordbook, develop a glossary routine, create definitions.
- paraphrase text they have read.
- review, visualise, articulate the text.
- ask questions, say questions that the text answers.
- know the literacy tools they are being taught and how and when to use them.
- are increasingly engaged in their learning.

How will the staff learn how to teach literacy effectively ? The SLT need to examine how their staff will actually learn the new teaching procedures, that is, how their staff will be taught to use the new literacy teaching procedures. Key issues the SLT need to examine here include:

What do staff need to learn ? Teachers (and students) need to learn

- how to teach the various literacy strategies.

- how to fit the literacy strategies into various student activities, eg., how to teach the students to learn from think-pair –share or TPS activities. The teachers may need to learn how to fit TPS activities into their class and to contextualise them in the class activities. Teachers may begin by having students do the think or T individually initially and then the think-pair or TP aspects. Teachers may need to teach students how to do the task as well as the literacy strategy.
- how to help students see that the activities are helping them achieve better. Students need to see that doing the activity helps them learn better / works for them. The students initially may be sceptical and not prepared to engage in them.
- how to let students see they are expected to learn. Students need to see that they are expected to learn, come up with the outcomes.

How will staff be taught the new literacy teaching procedures ? The SLT needs to decide how it will provide opportunities for staff to learn to use the new literacy teaching procedures. Issues it may need to examine include:

- how each department or faculty will develop a plan for improved literacy pedagogy.
- how to foster professional learning in small collaborative learning teams in which staff trial new literacy teaching procedures through action-research activities, receive coaching and mentoring (including peer coaching) where necessary assists collegiate staff.
- how it will implement instructional leadership processes, including dialogue to assist / support / encourage staff to improve literacy teaching systematically and to consolidate what individual teachers learn. Issues re directing staff thinking, providing feedback, alternative interpretations, seeing other options, trialing, etc.
- helping staff see that each collegiate level or group in the school provides a context for staff to engage in authentic literacy pedagogic improvement and show that it values risk-taking for improvement.

What will staff learn ? What new literacy teaching procedures will staff learn ? The SLT needs to decide which HRLTPs it will have the staff learn and the order in which they will be taught.

How will staff learn to use these ? How will the staff teaching activities be sequenced for each literacy teaching procedure ? What actions can the SLT take to assist staff to improve their understanding of literacy, its influence on learning and achievement in other areas, and how it is learnt ? The SLT may

- encourage staff to trial particular teaching strategies, lead by example, and help staff to prioritise their activity for learning literacy teaching procedures.
- need to show staff what literacy is and how problems can be solved in their teaching through it; how there are positive spin-offs to teaching literacy in their subject areas.
- begin with staff who are committed and build a dialogue with and between them about effective teaching.
- lead groups of staff to analyse the content they will teach in terms of its literacy demands and how they can use the literacy teaching procedures in teaching these topics.

To assist staff to improve their understanding of literacy teaching, the SLT can provide the following alternatives for professional learning activity: They can

- Decide a starting point individually for each teacher.
- All teachers work on the same strategy in a lock step way.
- Work on intensive coaching / mentoring with 2 teachers for 4 weeks – get them started and then begin with another 2 teachers for another 4 weeks.

How can staff help students transfer and generalise their literacy skills and knowledge across different subject areas ? What steps can each staff group take to encourage students to transfer or generalise their literacy skills and knowledge across different subject areas ? A possible sequence of professional learning aspects is described in the following table. Groups of staff can be encouraged to discuss possible actions and activities they can use to develop each aspect.

Lead staff to	Possible implementation path and possible activities / actions.
see that student literacy learning contributes to current student learning problems and that literacy issues can be targeted through their teaching	
identify and collate what the level knows about literacy at the secondary level; staff explicate their beliefs about literacy learning	
describe student learning problems in terms of these literacy skills and identify what they need to know about literacy learning and teaching.	
become aware of how improving literacy is one way of dealing with student learning problems.	
contextualise the literacy teaching procedures (LTPs) in their teaching and reflect on how they would change their teaching. They apply the LTPs to topics they will teach, identify possible student activities and ways of fine-tuning their teaching.	
see the LTPs demonstrated and modelled in their classes so that they can transfer them to their classes.	
trial, implement and evaluate aspects of the LTPs in their classes. They are coached individually during implementation (coaching, mentoring, peer coaching)	
report the outcomes to each level and to the school (often at staff meetings) in ways that showed how the procedure influenced student achievement, engagement and interest, literacy knowledge and their attitudes to the topic and subject	
identify how the successful LTPs could improve their regular teaching practice and the code of teaching practice at the level.	
plan directions for the next phase of literacy enhancement at the faculty and whole school levels.	

What are indicators of improvement in staff literacy teaching ? How will a SLT know if a staff member is progressing in learning new literacy teaching procedures and when a staff member is ready to move on to the next phase in learning ? Indicators the SLT can use to measure professional learning progress include

- use of pedagogy; the SLT can monitor the use of teaching that targets explicitly the key literacy concepts. These will be shown in unit plan lessons and in PLT activities.
- the professional dialogue staff share in instructional leadership briefings, for example, how vocabulary was taught, the advantages and barriers.
- observation by a critical friend of the teaching.
- student comment and feedback re the extent to which the teaching seemed to target their learning.

Developing action plans for professional learning.

This section examines various formats or ‘rubrics’ for planning and monitoring the staff professional learning and students’ literacy learning in systematic ways. The rubrics or proformas can be used for

- planning on a year basis in terms of staff and student learning.
- planning on a term basis.
- planning on a weekly basis.
- planning on a lesson basis.

Staff in PLTs can develop, reflect on, trial and evaluate the sequence for lesson planning at each level.

Planning on a year basis in terms of staff and student learning The SLT leads staff to plan what they expect to achieve for each term and then identify the procedures or actions they can take to achieve the outcomes for each term.

	What teachers will do independently in their teaching	What teachers will research /trial in teaching	What teachers will be coached to use in teaching	Novel student activities	What will be done in staff meetings to foster literacy teaching	What IL dialogue re fostering literacy
Term 1 activities						
Term 1 outcomes for staff / students						
Term 2 activities						
Term 2 outcomes for staff / students						
Term 3 activities						
Term 3 outcomes- outcomes for staff / students						
Term 4 activities						
Term 4 outcomes- outcomes for staff / students						

Planning on a term basis. Each teacher or PLT develop a more detailed plan for the activities they intend to target. Following is an example of an implementation or operational plan for Term 1. Each teacher writes their action plan for Term 1.

	Term 1 activities	Term 1 outcomes- what will be done differently by staff / students
What teachers will do independently in their teaching	Have students read aloud Have students review what they have learnt	Include GKR and vocabulary activities in teaching Note subjective comments of teachers. Monitor PLT attendance. Monitor PD session attendance. Monitor LLLTs timetables Establish a timeline for the implementation of the HRLTPs appropriate to each KLA. Establish a tick sheet for teachers involved in each KLA for the HRLTPs
What teachers will research /trial in teaching	3 GKR procedures, 1 per lesson 3 vocabulary activities, 1 per lesson	Outcomes reported to KLA
What teachers will be coached to use in teaching	Schedule for coaching, mentoring, supporting particular teachers in KLA, seeing teaching procedure modelled, demonstrated	observation by critical friend of teaching in the classroom
Novel student activities	Student activities : write what they have learnt each lesson learn to read, spell key words, provide synonyms consolidate what they learnt by answering written questions, doing cloze tasks	Student Indicators: Students use key vocabulary for topics taught in Term 1; recognise correct spelling of words, provide synonyms, answer written questions, do cloze tasks for relevant topics, use glossary routine, create own definitions
What will be done in staff meetings to support / foster literacy teaching, foster group dialogue	Establish a common understanding of what a PLT does. PLTs discuss and implement HRLTPs at pace appropriate to each KLA. Each LLLT establish a framework/timetable to collaborate with KLA teachers and assist in implementing literacy improvement and provide feedback. Work on lesson plans for topics to be taught in the next 2 weeks Develop and negotiate a framework for reviewing / evaluating lessons from a literacy perspective in the KLA Assist teachers to coordinate and manage the activities in their teaching, review their use, time management, check that the activities for the next 2 weeks are 'do-able' and relevant.	Set of literacy activities for vocabulary and GKR for teaching Term 1 content
What IL dialogue re fostering literacy	Practise using IL dialogue with a colleague, giving on-going feedback to colleagues re teaching. Encourage on-going discussion with individual staff re use of literacy strategies, using literacy to deal with classroom problems, suggesting options for dealing with issues and problems in teaching.	

Planning on a weekly basis. Planning at this level involves teachers deciding both the literacy teaching procedures they will use each session or lesson, and the teaching activities they will use to teach each procedure.

An example of a weekly plan for a teacher developing some of the teaching procedures with a group of students for three lessons each week for a term.

HRLTP targeted	Lesson 1	Lesson 2	Lesson 3
Get knowledge ready, visualise	Hear key words, visualise in context	Visualise → talk in sentences	Hear topic sentences and visualise
Put knowledge into words	TPS	Write a brief article showing what someone could say about topic	Say what questions the topic might answer
Identify key concepts	Read and spell key words	Suggest synonyms	Predict how to read words. Suggest synonyms
Learn part of new idea by reading information	Practise reading aloud in pairs prior to group	Read aloud and say questions it answers	Read aloud and visualise
Say what has been learnt	Write a brief summary of what will be remembered	Read silently, do cloze activities that requires readers to practise ideas	List key words and summary

A shortened plan for terms 3 and 4 is shown in the following. Each lesson comprises 6-8 key activities A focus in this plan is on paraphrasing. Students learn first to paraphrase first single sentence, then 2 sentences at a time (weeks 5-6) and finally 3 sentences at a time (weeks 7-8).

Weeks	Lesson 1	Lesson 2	Lesson 3
Weeks 1, 3	GKR :	GKR :	GKR :
	Vocabulary :	Vocabulary :	Vocabulary :
	Paraphrase: work in pairs in paraphrasing 1 sentence at a time by changing as many words as possible	Paraphrase: work individually on paraphrasing 1 sentence at a time by recognising a matching sentence	Paraphrase: work individually on paraphrasing 1 sentence at a time by writing a matching sentence
	Review what has been learnt : knowledge book	Review what has been learnt : cloze	Review what has been learnt : answer questions in writing
Weeks 2, 4	GKR :	GKR :	GKR :
	Vocabulary :	Vocabulary :	Vocabulary :
	Ask question: work in pairs in questioning 1 sentence at a time; does it answer a 4W or H question ?	Ask question: for 1 sentence at a time, select the question that matches a written sentence.	Ask question: for 1 sentence at a time, write the question that matches a written sentence.
	Review what has been learnt :	Review what has been learnt :	Review what has been learnt :

The weekly plan format is shown in the followings:

HRLTP targeted	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Planning for each lesson Teachers can also plan how they will use each literacy teaching procedure in each lesson. The following chart is useful for guiding this planning.

	Teaching activity
Get knowledge ready, visualise Review earlier knowledge	
Put knowledge into words	
Identify and teach key vocabulary, concepts	
Learn part of new idea by <ul style="list-style-type: none"> • reading aloud • paraphrase • question • predict 	
Say, review what has been learnt	

These proformas or rubrics provide a starting point for planning by teachers and PLTs. As staff members become more familiar with the proformas they are less likely to need them.