

## A strategy for leading literacy in secondary schools

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School literacy outcomes determined by what schools know about good literacy practice

Some key issues : When you are leading literacy

1. What are you leading ?
2. What are the outcome of leading ? To where ?
3. Why will you lead ? What is the value in the leading ?
4. From where ?
5. How will you lead ? How have leaders 'trodden the path' before ?

### 1. What literacy knowledge and skills look like in a secondary context

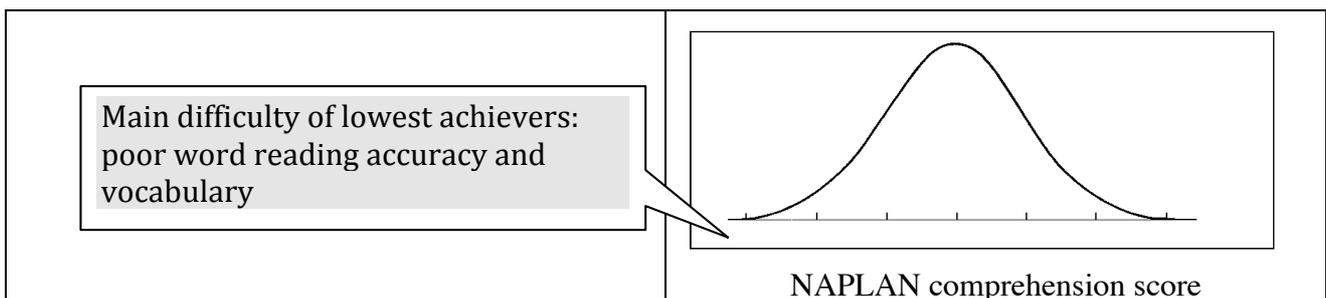
To help students improve their comprehension you need a clear idea of what good readers do when they read. Read the text with the goal of re-telling it. As you read, reflect on what you do.

*There are two types of being; the eternal and the transient. The eternal need to return is not exemplified within the collective drama of history, nor can it be nurtured through organization. Produce as it will, the eternal is not oriented towards produce. The transient, by its very nature, will end; they want to die, not live eternally.*

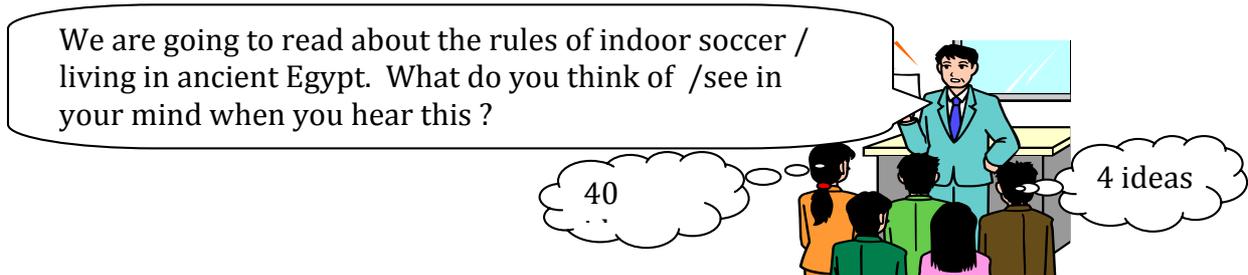
*The struggles and education of man in social history had meaning for Marx such that the goal of a body politic free from class conflict so that man might develop as man.*

List some key things you needed to do to read the texts.

### Importance of vocabulary for comprehension in secondary contexts



Which student will understand the text and learn more about the topic ?



What do we do to work out the meanings of words in a text we read ? Use the following text to work out the meaning of *bacciferous* and *baft*.

*The trees in the orchard were bacciferous. Their branches were weighed down with their heavy loads. The berry pickers worked without stopping. As they picked the berries, they put them in baskets made of baft. The baft scratched and cut their bare arms. If only the farmer had given them containers made of softer fabric.*

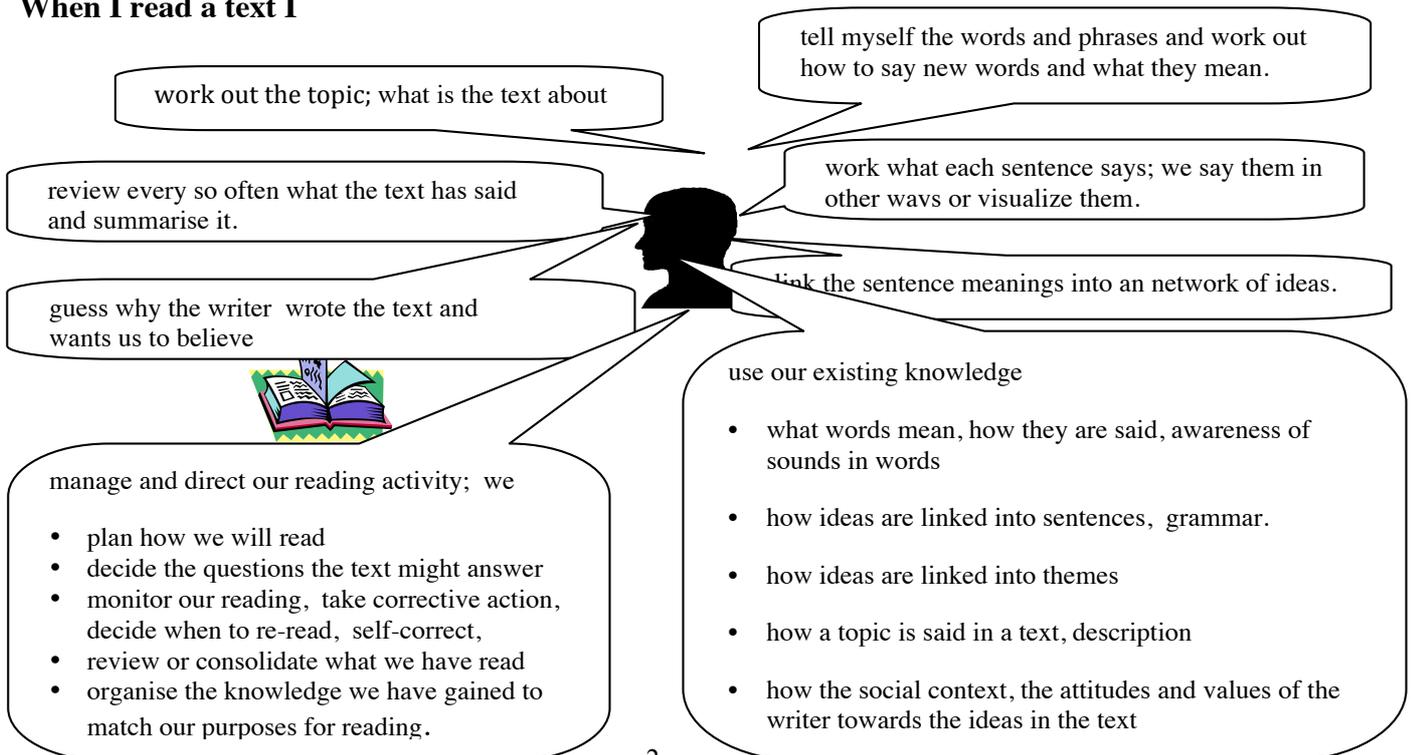
Keep track of the actions you use to work out the meanings of new words you meet as you read:

- underline or write down the new word or term and try to say it to yourself.
- tell yourself what the word does in the sentence; *bacciferous* is about the trees in the orchard.
- visualize the sentence/s that have the new word and other ideas; you put as much of the sentence as you can into the image.
- note any pictures or visual features that go with new word.
- look at the letter patterns in the word, guess at what each part might mean by linking them with words you know.
- try to put other words or phrases in place of it and see which one/s fit best. For *bacciferous* you try” *the trees had lots of berries*” .
- consolidate your guess: I think *bacciferous* means *having lots of berries*. you visualize the trees in the orchard heavy with berries and the pickers working hard
- check your guess with a dictionary definition.

Students may need to taught to

1. do these meaning-making actions one at a time, to practise using them. You also need to learn how to apply them to more complex text.
2. tell themselves how to work out the new vocabulary, for example, themselves *Could it / does it mean ... ?* and to tell themselves what to do, for example, *I need to try possible synonyms and see how they fit,* and *You may need to fine tune your first meaning. Say now what you think the meaning is now.*

### When I read a text I



**2. What do I need to know as a secondary teacher to teach my students to do this ? What will my knowledge as a literacy teacher look like ?**

<b>Relevant conceptual knowledge</b>	<b>Relevant pedagogic knowledge</b>	<b>Relevant pedagogic practice</b>
I know what literacy looks like, for example, when people read text, they ...	I know the teaching options I can use to enhancing students' literacy knowledge and skills in my subject..	I actually know how 'to do' literacy teaching in strategic ways in my teaching. Teachers often perceive barriers and obstacles in this respect.
	I know to value literacy knowledge and its importance for my students. I am motivated to teach it, I believe I can be successful teaching it and that it is part of my role as an educator to teach it.	I know how to 'read' the learning-teaching context in the classroom and school, how to introduce and implement teaching procedures, bring along students, manage the timing, relate my teaching to the school's agenda and focus. I can deal with hurdles /obstacles that arise in teaching and use appropriate management and feedback.
	<b>Disposition and attitude</b>	<b>Know the learning-teaching context</b>

**3. What teaching procedures can I use to teach literacy in regular secondary classrooms?**

*High Reliability Literacy Teaching Procedures:* a set of teaching procedures can be included in any teaching to get this. These are a set of explicit procedures that teach readers to

- get their knowledge ready for reading: they
  - use their experiential knowledge and visualize ideas that may be in the text
  - use their existing verbal knowledge to map their relevant images into sentences and
  - bridge their existing knowledge to the text, decide its topic and disposition
- read text aloud sentences to encode them in their thinking spaces.
- comprehend the written words : recall the meanings of known words and to work out what unfamiliar words mean, suggest synonyms for them and work out how to say them.
- comprehend each sentence by paraphrasing and visualizing
- link sentence meanings by suggesting the questions they answer by, infer, 'think ahead',
- summarize a paragraph and then a set of paragraphs, say the question/s that each answers.
- review, consolidate and automatize key text knowledge and content knowledge.

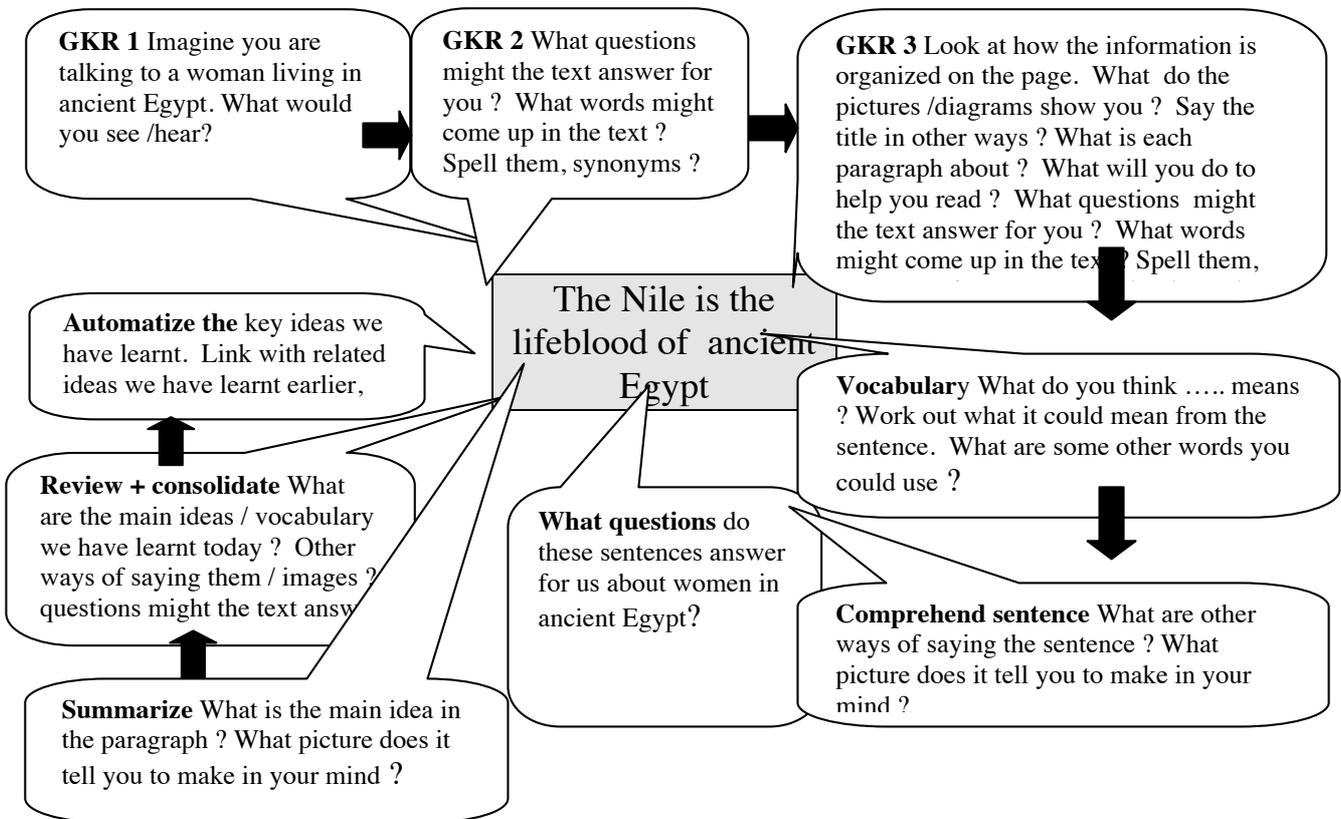
These teaching procedures guide students to learn the corresponding comprehending reading actions or strategies. They use the actions as tools to understand and learn from the text.

The three phases of teaching activity for literacy learning:

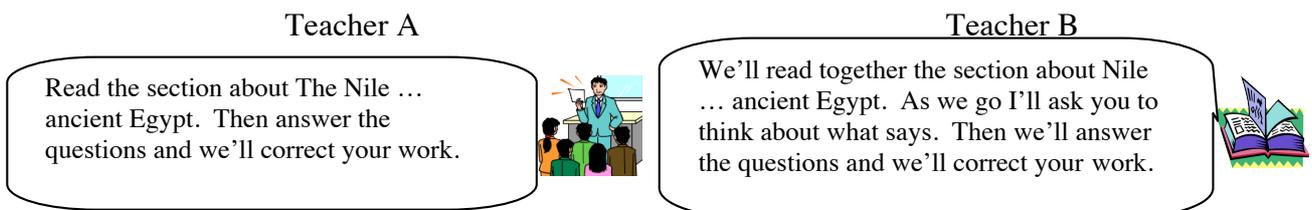
<b>'Get their knowledge ready' for learning</b>	<b>While comprehending</b>	<b>Review and automatize</b>
They link the text with what they know by deciding its likely topic and purpose; they <ul style="list-style-type: none"> <li>• use relevant experiential knowledge</li> <li>• use relevant language</li> <li>• bridge to the text</li> </ul>	<ul style="list-style-type: none"> <li>• read sentences aloud</li> <li>• work on new vocabulary</li> <li>• paraphrase + visualize sentences</li> <li>• questions answered by text</li> <li>• summarize each paragraph</li> <li>• link paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• summarize the main ideas</li> <li>• review new vocabulary, ideas and link with what you know</li> <li>• link positive attitudes with it</li> <li>• automatize key ideas</li> </ul>

4. How do we build these into teaching in a secondary classroom : Two aspects:

4.1 Teaching to scaffold students to use the comprehending strategies



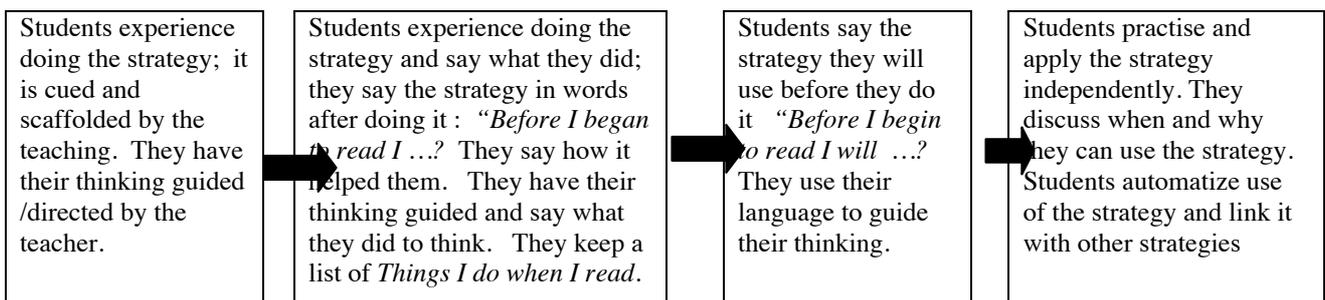
Contrast the strategy teaching approach with the content only teaching approach



Which teacher

- takes account of individual differences in what students know at beginning of the lesson ?
- takes account of individual differences in how students think and learn during the lesson ?
- helps students feel more confident of what they are learning ?

4.2 Teaching students to use strategy independently Teaching-learning plan for any strategy:



**One way of doing this is as follows:**

1. Take a text about a topic you are teaching and split it into two parts, each of about 250 words. The following example is from *Humanities Alive 1*. Write 5 comprehension questions for each part at the end of each part. Match the two parts in difficulty.
2. Ask the students to read the first part by themselves and then answer the questions.
3. Before, or as they read the second part, cue them to use the strategy you are teaching, for example, paraphrase each sentence as they read.
4. Have them answer the comprehension questions. Ask them :
  - *In which case was it easier to understand the text ?*
  - *Why was it easier ? What made it easier ?* Lead them to say the actions they used (that is, the strategy you want them to learn) in their own words. *I said each sentence in my own words.*
5. Have them say what they could do in the future to make it easier for them to understand the text they read. *I will say each sentence in my own words. This helps me.*

You can use this procedure to help each student learn to tell themselves to do each strategy.

Part A	Part B
<p><b>Rights and privileges</b></p> <p><b>Wealthy women</b></p> <p>After about 1500 BC, wealthier women in ancient Egypt could own and sell property, earn an income, work as part-time priestesses, defend themselves in court, and decide to marry or divorce. They decided who would inherit their belongings, and had custody of any children if there was a divorce. By contrast, women in ancient Greece — even wealthy women — had very little freedom. They lived most of their lives indoors and were regarded as the property of their menfolk.</p> <p>Wives and daughters of pharaohs led a <b>privileged</b> life. The eldest daughter was often made a high priestess and like other first-born daughters of Egyptian <b>nobles</b>, she, not her brothers, inherited her father’s wealth. The male next in line to be pharaoh often had to marry her before he could be crowned pharaoh. Sometimes this was her little brother.</p> <ol style="list-style-type: none"> <li>1. How were wealthy women in ancient Egypt more independent than women in ancient Egypt ?</li> <li>2. If your father were a pharaoh in ancient Egypt , what rights could help you be independent ?</li> <li>3. How do we know that ancient Egypt had a legal system ?</li> <li>4. What does leading a <b>privileged</b> life mean ?</li> <li>5. What aspect of a pharaoh’s life doesn’t happen in our culture ?</li> </ol>	<p><b>Poor women</b></p> <p>Besides caring for their families, poor women helped their men in the fields, carried water in pots from wells or rivers to their homes, and made bread or beer (both a major part of the diet of ancient Egyptians). They might also work as servants, temple dancers, midwives, perfume makers, musicians, weavers and professional mourners (people who were ‘hired’ to weep and wail during the funeral procession of an ancient Egyptian).</p> <p><b>Wives and mothers</b></p> <p>Egyptian women were expected to marry and have a family. Most girls were married in their early teens, and were mothers within a couple of years.</p> <p>Marriage ceremonies were not a special event; in fact, the language of ancient Egypt does not have a word for ‘wedding’. Between wealthy families in particular, marriages were usually little more than a business arrangement. Sometimes wealthy men had many wives, although it was always the first wife and her children who had the highest status.</p> <ol style="list-style-type: none"> <li>1. What were some of the jobs of poor women in ancient Egypt ?</li> <li>2. How do we know the ceremony surrounding death was important in ancient Egypt ?</li> <li>3. How do we know cosmetics were important in ancient Egypt ?</li> <li>4. What does being a professional mourner mean?</li> <li>5. What is one aspect of life in ancient Egypt that doesn’t happen in our culture ?</li> </ol>

**5. A case study of leading literacy in a secondary college**

- 5.1 Context for the case study : Low academic achievement and low student literacy levels concerned the leadership. Literacy was seen as a key link to successful academic learning.

- 5.2 Desired outcome : Enhanced student literacy skills, to be achieved through enhanced teaching knowledge.
- 5.3 To achieve outcomes : teach students ‘how to be more literate’ while learning the regular curriculum.
- 5.4 Means for achieving enhanced teaching knowledge: Teach a group of teachers to be ‘leaders of literacy teaching’ (MLOLTs) in the school. They were responsible for embedding an enhanced knowledge of literacy knowledge in the school in the following ways:
1. Each MLOLT was guided to build literacy knowledge in each aspect of 2 above;
  2. Each MLOLT was trained to teach the strategies explicitly to a group of students as part of their regular classroom teaching (that is, trained to teach 4.2);
  3. Each MLOLT practised modifying their teaching to scaffold students to use particular strategies (that is, plan and implement 4.1);
  4. The MLOLT team planned with SLT a term by term and a within- term professional learning plan and student learning plan
  5. The MLOLT team planned with SLT a schedule to monitor student learning outcomes.
- 5.5 The term by term learning plan

Term	Outcomes for MLOLT	Outcomes for students	Outcomes for other teachers
1	Teach students to use GKR and vocabulary explicitly. Prepare colleagues to transfer GKR and vocabulary. Use student monitoring measures for GKR + vocabulary.	Students use GKR and vocabulary explicitly	Support students to transfer GKR and vocabulary and apply it in their subject.
2	Teach students to use paraphrasing + visualising explicitly. Prepare colleagues to transfer paraphrasing and visualizing. Monitor student use of paraphrasing + visualising.	Students use paraphrasing and visualizing, automatize GKR and vocabulary	Support students to transfer paraphrasing and visualising and apply it in their subject.
3	Teach students to use strategies to comprehend paragraphs. Prepare colleagues to transfer strategies for comprehending paragraphs. Monitor student use of comprehending paragraphs.	Students use strategies to comprehend paragraphs, automatize paraphrasing and visualising	Support students to strategies for comprehending paragraphs and apply it in their subject.

5.6 Within term planning

Week	MLOLT	Other teachers
1-4	Assess reading comprehension and strategy use Teach targeted comprehending strategy explicitly Monitor students’ use of the strategy	
3-4	Video teaching students to use the strategy Teach colleagues how to embed the strategy in their teaching to facilitate transfer	Plan how to embed the strategy in their teaching and what it ‘looks like’ in student learning outcomes
5-10	Continue to teach students to use strategy automatically	Scaffold students to use the strategy in their content area
6-7	Monitor colleagues’ application of the strategy and assist them to transfer the strategy to their teaching	
9-10	Assess reading comprehension and strategy use Monitor colleagues’ application of the strategy and assist them to transfer the strategy to their teaching	

This learning pathway can be used to embed each literacy strategy in the regular teaching.

**6. The school leader’s awareness of their school’s literacy knowledge and the capacity to enhance it.** Some key decisions for the leadership in a school intending to improve its literacy.

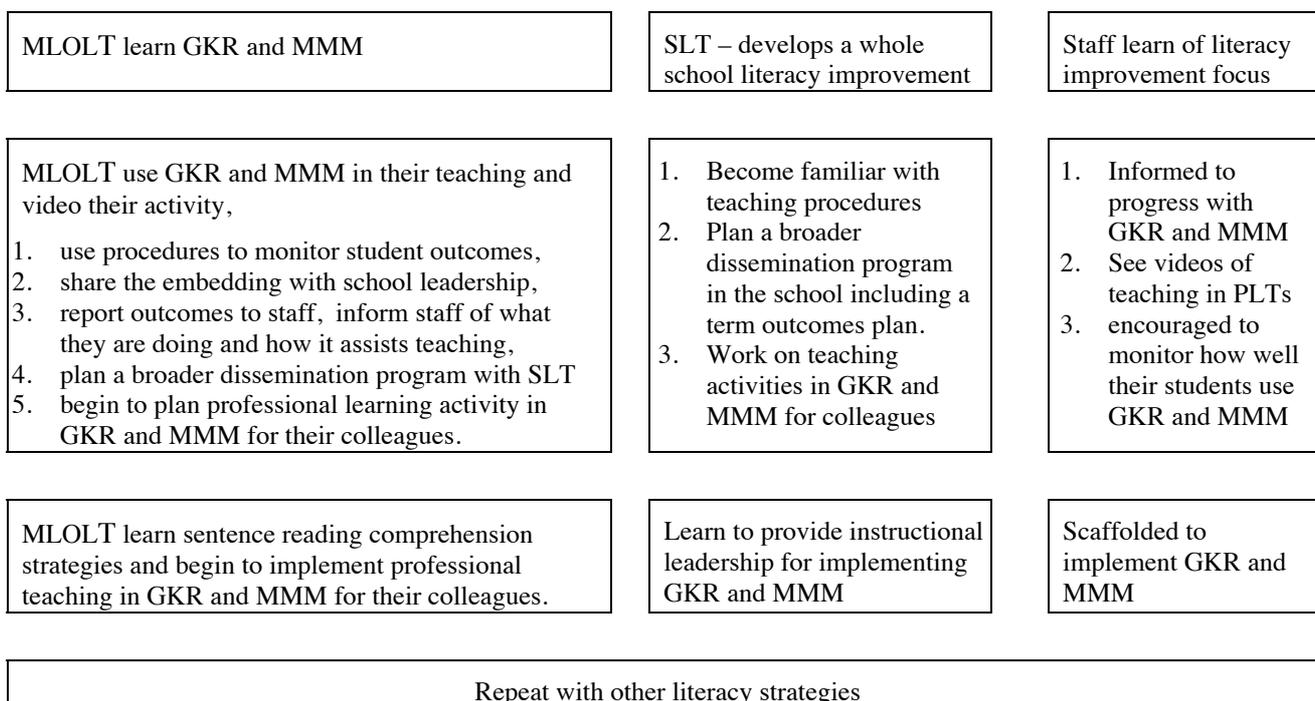
**Assessing your school’s capacity to teach literacy : What does your school know about effective literacy teaching ?**

1. What is your school’s agreed set of beliefs about how literacy is learnt and taught ?
2. What procedures does it use to interpret assessment outcomes in terms of its teaching ?
3. How well does your school respond to literacy learning issues ? What does it do to
  - Identify and analyse literacy learning issues in terms of a learning-teaching framework ?
  - Implement modified literacy teaching ?
  - Monitor the effectiveness of the modified teaching ?
  - Incorporate the modified teaching into its explicit literacy teaching framework ?

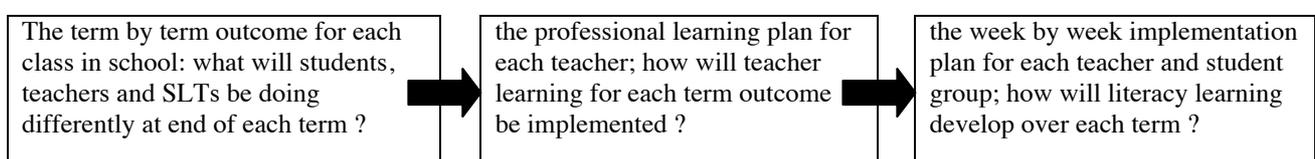
**How to bring new literacy teaching knowledge into your school.** A three strand strategy to implement improvement in literacy teaching

1. Teachers are guided and scaffolded to monitor and modify their classroom teaching
2. School leadership provides instructional leadership for literacy
3. Some teachers are trained to ‘drive’ the literacy improvement: they
  - Build the literacy teaching knowledge needed to scaffold improved student outcomes
  - Learn procedures for guiding the professional learning of colleagues
  - Procedures for bringing new literacy teaching knowledge into the school
  - Lead the professional learning of PLTs.

Example of an embedding strategy



**How to guide and build a professional learning plan for literacy improvement: How to contextualize new literacy teaching in your school** Steps in the professional learning pathway



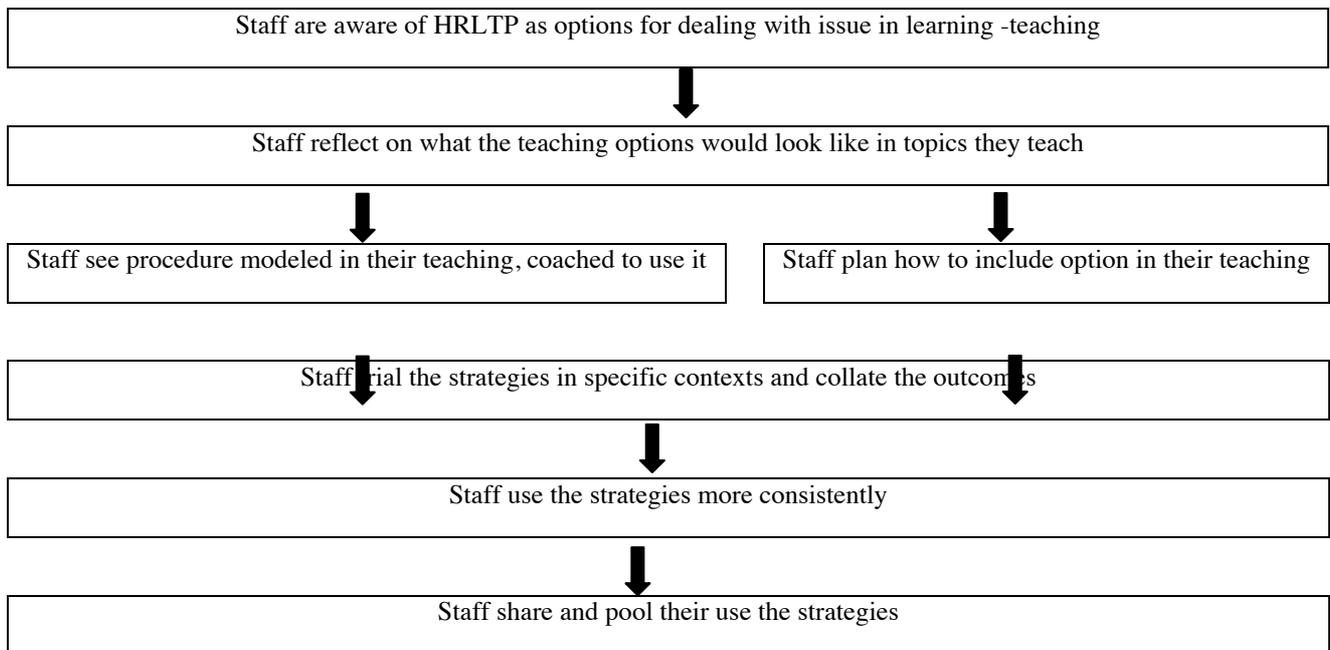
**The term by term outcomes plan** The term by term outcomes plan for each stakeholder in the school :

Stakeholders	Term 1	Term 2	Term 3	Term 4
what students will be doing differently at end of term				
what teacher will be doing differently at end of term				
what middle leader of literacy teaching will be doing differently at end of term				
What school leadership will be doing differently at end of term				

What will be used to measure progress each term, indicators of success ?

- Indicators of what students have learnt to do with support /independently each term ?
- Indicators of change in teaching practice ?
- Indicators of change in effective instructional leadership ?

**The professional learning plan.** The Driver –PLT activities that will be used to support /lead/guide the professional learning activities for teachers.



The professional learning plan for each stakeholder in the school- how the professional learning opportunities for each teacher will be implemented:

- The teaching procedures to be trialed by each teacher are identified and embedded in topics they will teach. Each teacher prepares 'annotated lesson plans' that show how they will use the HRLTPs in their teaching. This is managed in PLTs. Each teacher practises this embedding and then teaches modified lesson to the PLT.
- Drivers demonstrate, model the teaching and implement coaching in class.
- Teachers trial the teaching procedures, monitor their effectiveness.
- Group knowledge in PLTs is shared and pooled, reflective professional practice

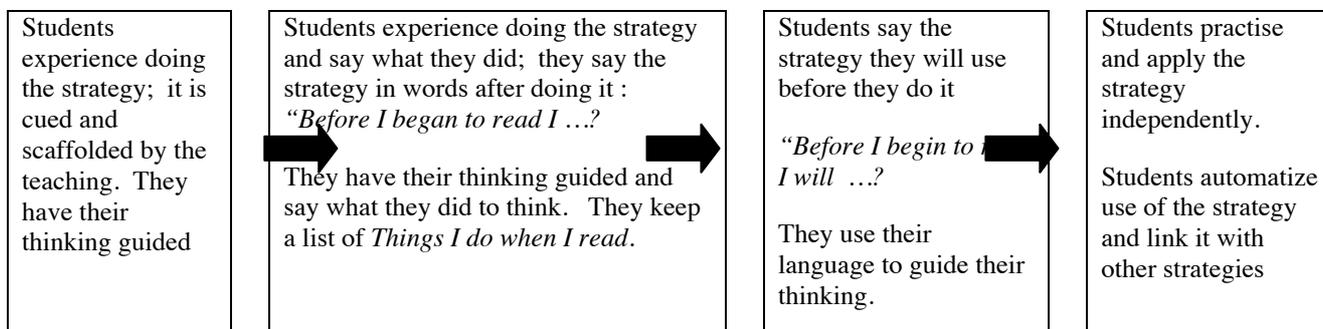
**Staff learning** : The professional teaching that each staff member will receive can be planned using the following *Weekly planning proforma*.

Aspect of professional learning	Weeks				
	1-2	3-4	5-6	7-8	9-10
Build procedures into topics to be taught					
Trial procedures in classroom					
See teaching procedures modeled, coached					
Work on procedures in PLTs to discuss options					
Share, pooling new teaching knowledge					
Instructional leadership activities					
Build staff awareness, feedback from peers					
Student outcomes + feedback					

**To generate an implementation plan for each teacher.** The following steps can be used:

1. Take the student outcomes and sequence /arrange the student activities in a ‘learning based’ way across the term and add the types of activities you will use to achieve this.

Teaching – learning plan for any strategy :



2. Develop and record the teaching procedures the teacher will use to guide /scaffold student learning.

**Weekly schedule for teaching each strategy.** Write in the strategy/ies you will teach each week and the learning status of the teaching. The following is an example.

week	Use strategy orally when cued	Use strategy in reading when cued	Use strategy in reading when cued, say what you did and evaluate its use	self-cue; say strategy you will use in reading and use it	practise applying strategy	automatise and link with other strategies
	GKR					
	MMM	GKR				
		MMM	GKR			
			MMM	GKR		
				MMM	GKR	
					MMM	GKR
						MMM

You can also plan the activities you will use to target each procedure each week. The following is an example.

HRLTP	Lesson 1	Lesson 2	Lesson 3
GKR	Hear key words, visualize the context	Talk about images in sentences	Say questions the text might answer
MMM	Read and spell key words	Work out meaning of key words	suggest synonyms

## 2.5 How to be an instructional leader of literacy

**Key features of instructional leadership by principals.** Principal explicitly guides staff towards improved teaching practice.

- Evidence of IL by principals and drivers is shown through the strategic actions they take and the explicit decisions they make.
- This includes the principal initiating and modeling both backward and forward reflection on practice

- Examples : a principal who engages in probing dialogue about the teaching procedures used by a teacher to meet the learning needs of a student.

***Key features of instructional leadership by drivers*** Drivers guide professional learning within the context set by the principal's IL practice. They

- guide colleagues to evaluate their teaching, problem solve possible improved procedures, suggest teaching options for a colleague who has yet to understand a particular strategy.
- guide progress along the professional learning pathway
- model novel teaching strategies, coach and support new teaching
- The direction of the IL is to achieve automatized, independent learning by students. This is evident when students can independently learn new ideas and say how they will work through tasks to completion.

### ***2.7 How to build a group knowledge of literacy teaching and a code of teaching practice for the school***

### ***2.8 How to build a professional learning climate for literacy.***

A positive climate for PL that is consistent with the culture of the school that allows the PL to be embedded in the context of the school. The climate recognises that professional learning:

- needs to take account of the culture of the school
- is student referenced
- can follow a chaotic path
- requires a systematic set of learning opportunities
- involves valuing, distilling past professional experiences
- involves thinking innovatively about possibilities and options.
- involves professional collaboration
- acknowledges that individuals differ in how they learn.
- involves building and drawing on the relevant group knowledge
- involves identifying what has learnt about how to learn professionally.
- involves trust

**What to teach ?** The comprehending strategies are taught as actions students tell themselves to use as they read. This teaches them how to work through a reading activity in a systematic way, gradually constructing an understanding of it as they go. The information written in italics indicates the types of self talk about literacy strategies you can teach your students learn to use to guide, manage and direct their reading comprehension activity.

Phase of reading	Student activity : students	
Getting ready or orienting phase	Focus on possible topic of the text. Guide students to link text with what they know by using the title, the cover, pictures in the text or blurb.	<i>What do I think the text is about? What pictures do I make in my mind when I hear the title/look at the cover..... What might happen ?</i>
	Link ideas in text with what the reader already knows, use mapping, networking.	<i>What ideas could it mention ? If it is about ..... what else might it say ?</i>
	Focus on how the ideas (such as pictures, key words they have identified) might be said	<i>How can I say these ideas in sentences ?</i>
	Focus on questions it might answer:	<i>What are some who / what/ how/ why/ when/ where questions I could ask about it ?</i>
	Focus on possible words that might be in the text.	<i>What words might be in the text ? How would they be spelt ? What synonyms might be used ?</i>
	Focus on possible reasons or purposes for writing it.?	<i>What are alternative ways of thinking about this topic? Why might the author have written this text? How might its purpose affect how it is written</i>
	Readers say how they will read, the actions (strategies) they will use.?	<i>"What will I do as I read/ if I come to a part that I don't understand</i>
	Focus on reader's self efficacy as a reader	<i>Am I ready to read? What more do I need to know before I begin to read ?</i>
While-reading phase	<p>Sentence level strategies for literal comprehension:</p> <ul style="list-style-type: none"> <li>• break text into bits, decide where to pause.</li> <li>• listen to themselves as they read, paraphrase text.</li> <li>• act on ideas, put themselves in the context.</li> <li>• visualize what was read.</li> <li>• monitor meaning of each sentence, re-read</li> </ul>	<p><i>Where will I pause and ask : What has it told me ?</i></p> <p><i>What are other ways of saying this sentence ? How can I tell myself what it says ?</i></p> <p><i>What would I see /hear/do /feel if I were in context ?</i></p> <p><i>What picture can I make of the sentence ?</i></p> <p><i>Does it make sense/fit in?</i></p>
	<p>Discourse level reading strategies to summarize, monitor, infer, evaluate comprehension of text:</p> <ul style="list-style-type: none"> <li>• review and consolidate,</li> <li>• underline, note down useful information</li> <li>• infer, Relate then to what they expected</li> <li>• think ahead, predict, anticipate.</li> <li>• evaluate dispositional techniques.</li> </ul>	<p><i>What do I know now? How does this fit with the topic ?</i></p> <p><i>What has happened so far?</i></p> <p><i>Why did that happen?</i></p> <p><i>What might be said happen next ?</i></p> <p><i>How has the text so far attempted to influence my view ?</i></p>
	<p>Word reading strategies to work out new words</p> <ul style="list-style-type: none"> <li>• use context of word + initial few sounds, word analysis and re-read</li> <li>• work out the meanings of unfamiliar words.</li> </ul>	<p><i>How can I say the word ? What will I do ?</i></p> <p><i>What does the word do in the sentence ? What does it tell me about ? What picture do I make of sentence ? What is another word I could say ?</i></p>

review reading phase	Link positive emotion response with the text	<i>How I liked the text? Were ideas useful / interesting? How could it have grabbed me better ?</i>
	Review understanding of text in various ways.	<i>What did the text tell me? The text didn't say this but if .... ?</i>
	Review the purpose of the text and how well it achieved its purpose.	<i>Why was text written ? Did it say what I expected ? How well did it achieve its purpose ?</i>
	How can the text be interpreted from different points of view or perspectives ?	<i>What was the writer's purpose in writing this text? What techniques used to influence the reader to take a particular interpretation ?</i>
	Review and evaluate the reading strategies used, particularly the strategies being learnt at the time.	<i>What reading actions did I use to help me understand the text ?</i>
	Store in memory what has been learnt.	<i>What new ideas have I learnt? How do they fit with what I know already ?</i>
	Identify the new language and literacy knowledge that has been learnt	<i>What new ways of saying things have I learnt ? What new words were in the text ?</i>
	Automatise and practise reading aloud and silently similar text to achieve increased fluency.	