



Reader's and Writer's Workshop

Staff Information Guide

1. Workshop model
2. Parts of the Workshop + timing
3. Conferring
4. Reading
5. Writing
6. Planning
7. Beliefs & Actions
8. Support & expectations
9. Resources

Workshop Model

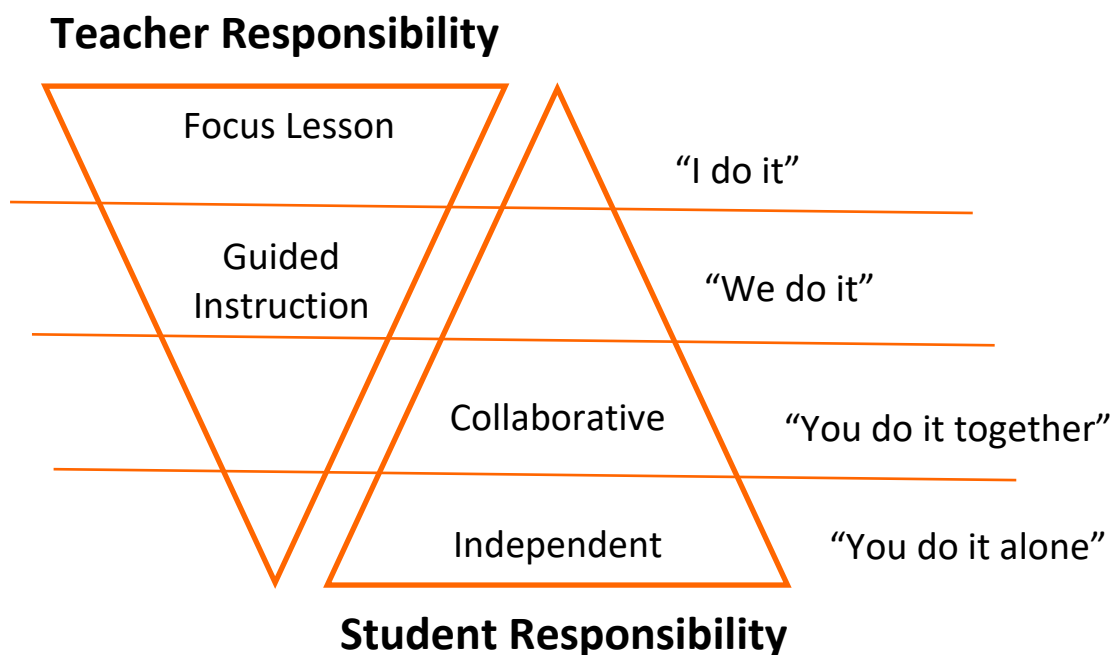
The Workshop model for teaching is not a program but a model – it is designed to allow for effective **Gradual Release of Responsibility** in all parts of the lesson.

Gradual Release of Responsibility

- Teacher modelling
- Guided practice
- Collaborative Practice
- Independent practice
- Application of the strategy in authentic literacy situations

(Pearson and Gallagher 1983)

We want our students to be doing their learning, and as teachers that means we need to scaffold their learning and release responsibility to them.



Values of the Workshop Model

Time – students are given time to read and write independently, as this is the best way for them to become good readers and writers. The Mini Lesson (“teacher talk” part of the lesson) is kept to maximum 15 minutes to allow that the majority of the lesson is left for students to read and write.

Choice – students have choice over what they read or write. Student choice has a huge impact on engagement, and is a big element of the Workshop model.

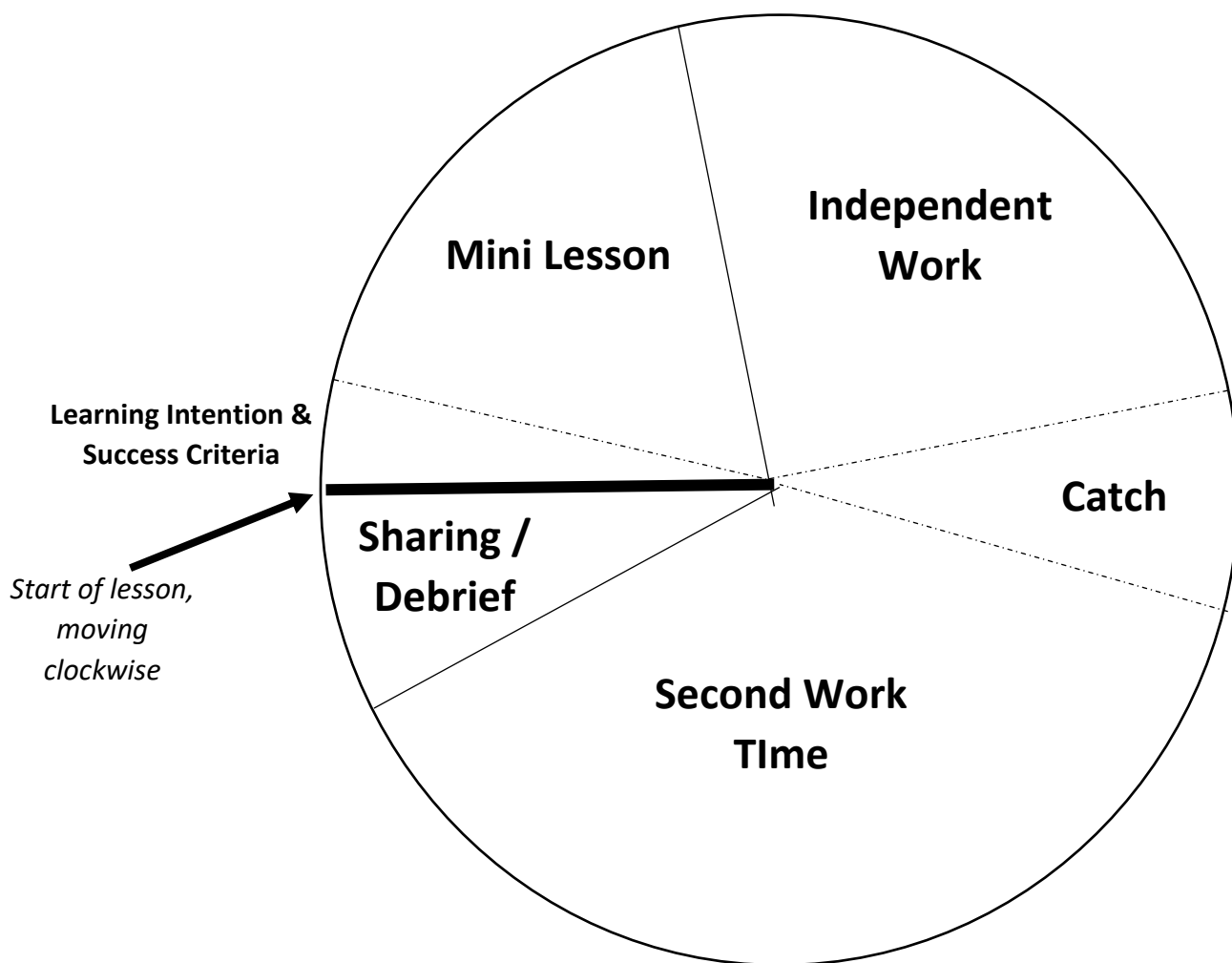
Authentic experiences – we want students to have authentic reading and writing experiences. Reading or writing for real purposes and real audiences, with choice over what they are doing, and time to do it their way, creates real

experiences. We also allow our students to sit or work in authentic places (flexible seating etc.) as we want them to learn to be lifelong readers and writers.

Conferring – conferring is a major focus of the Workshop model. By spending most of each lesson in independent work time, the teacher is able to work one-on-one with every student, explicitly teaching them at their point of need, giving them specific feedback and helping them set personal learning goals.

Parts of the Workshop Model

The Workshop model is designed to fit into a 1 hour lesson. It follows a strict model that allows for explicit teaching, independent work, group work, conferring and sharing. Don't be afraid to **use a timer** to keep you on track with the parts of your Workshop!



Part of Lesson	Timing	What the teacher is doing	What the student is doing
Learning Intention & Success Criteria	1-2 mins	<ul style="list-style-type: none"> ○ Display LI and SC on the screen (these are to stay displayed throughout the lesson) ○ Reading aloud and explaining LI and SC 	<ul style="list-style-type: none"> ○ Listening/reading LI and SC ○ Discussing/thinking through what they need to do to be successful
Mini Lesson	10-15 mins	<ul style="list-style-type: none"> ○ Explicit teaching <ul style="list-style-type: none"> ▪ Create/build on Anchor Chart ▪ Modelling ▪ Think Aloud ○ Give students time to 'have a go' (part of Gradual Release of Responsibility) 	<ul style="list-style-type: none"> ○ Listening and thinking ○ Turn & Talk discussion – sharing thinking ○ Having a go in a 'low stakes' way <ul style="list-style-type: none"> ▪ Talking ▪ Writing/drawing
Independent Work Time	20-25 mins	<ul style="list-style-type: none"> ○ Conferring with individual students 	<ul style="list-style-type: none"> ○ Independent Reading OR Independent Writing ○ Working on a task that reflects the LI and SC
Catch (optional)	5 mins	<p><i>Optional part of lesson – sometimes planned, sometimes spontaneous.</i> <i>Options include:</i></p> <ul style="list-style-type: none"> ○ Quickly grabbing students attention, reminding them of LI and SC ○ A second mini lesson, focusing in on something new ○ Recapping first mini lesson and checking in with progress ○ Remind students of Second Work Time tasks 	<ul style="list-style-type: none"> ○ Listening and thinking ○ Sharing – Turn & Talk ○ Discussing
Second Work Time	20-25 mins	<ul style="list-style-type: none"> ○ Focus Groups ○ Additional check ins or conferences 	<ul style="list-style-type: none"> ○ Choice of task (students need to be responsible enough to earn the right to choice, otherwise teacher guided) <p><i>Options include:</i></p> <ul style="list-style-type: none"> ○ Continue with Independent Reading or Writing ○ Work on a different reading/writing piece ○ Write in Reader's/Writer's Notebook ○ Working towards personal goal ○ Other Literacy Task <ul style="list-style-type: none"> ▪ Prepare for a Book Talk ▪ Vocabulary work ▪ Word Study activities ▪ Alphabet/Magic Words task ▪ Etc.
Sharing/Debrief	5-10 mins	<ul style="list-style-type: none"> ○ Facilitate discussion and sharing – link back to LI and SC ○ Teacher to ask deep questions – to facilitate higher order thinking 	<ul style="list-style-type: none"> ○ Sharing their work and success/areas to grow in ○ Turn & Talk – this means that all students have the opportunity to share, not just sit and listen

Conferring

Conferring is a one-on-one conversation with a student – it is a highly effective form of **formative assessment**.

Research suggests conferences should be somewhere between **4-7 minutes**, so don't be afraid to use a timer for each one to keep you moving. At Clarinda Primary School we ask each teacher to have a **Conferring Calendar** to ensure they are seeing every child as often as possible – this will look like a timetable/schedule of the students in your class across a 1-2 week period. The goal: to confer with every child once per week, though this is a hard target and most teachers aim for once per fortnight. We also expect every teacher to keep **written records** of their conferences.

- This can be done in Notebooks or on paper, using symbols/planned questions, or recording the conversation had between teacher and student.

A conference is not about fixing/editing a student's work, or just setting a goal and moving on, it is about explicitly teaching that student one thing they can work on to improve as a reader or writer.

When we confer, we want to use the **Admiring Lens** – this means looking at the strengths and positives of what the student is doing first, before we give them something to work on.

There are no "rules" for how a conference should go, but an easy guide to follow is this one by Lucy Calkins of Jennifer Serravello:

Research	<ul style="list-style-type: none"> ○ Discuss how the student is going ○ Reflect on their previous goal ○ Look at their work (this can be done prior to the conference if that is easier for the teacher) <ul style="list-style-type: none"> ▪ We teach our students to come prepared to their conferences, so they know to bring the correct resources ▪ <i>Reading:</i> Reader's Notebook, Just Right Book, book box ▪ <i>Writing:</i> Writer's Notebook, Writing book/journal/folder
Name	<ul style="list-style-type: none"> ○ Use the Admiring Lens ○ Name something you notice the student is doing well as a reader/writer
Decide	<ul style="list-style-type: none"> ○ Decide what you want to teach and how you will teach it (again, this can be done prior to the conference if you have previously looked through their work) ○ Needs to be within their Zone of Proximal Development ○ Needs to be something that is transferrable to future reading or writing – it is not just about the task they are currently working on
Teach	<ul style="list-style-type: none"> ○ Use demonstration, guided practice or a Mentor Text* to teach the selected focus or skill (Mentor Texts are particularly for use in Writing Conferences)
Link	<ul style="list-style-type: none"> ○ Name what the student has learned, refer to what you taught and ask the child to restate their learning goal ○ You can record the goal in your Conferring Notes, or you may like to give the student a record of their goal ○ Remind them that at your next Conference (in 1-2 weeks) you will want to see evidence of what they have done to work on their goal

**Mentor Text = a high quality piece of literature, usually a picture story book but not always, by an excellent author. This should be a text the student is familiar with from being previously read aloud or used (more than once) in Mini Lessons.*

Reading

Reader's Notebooks

The Reader's Notebook is a tool used by students to capture their thinking and understanding about texts. It is flexible enough to allow students to respond in a variety of ways. The responses written in the reader's notebook reflect the particular ways that students are taught to respond to texts.

Reader's Notebook and Assessment

Teachers and students need to view the notebook as an integral part of their assessment process.

Teacher

Teachers read the notebooks on a regular basis to get a 'window' into the depth of their students' thinking. When they assess students' thinking in the notebook, it relies on a preponderance of evidence over several entries.

Students

Students need to be involved in the assessment process. Students can monitor their own progress as readers. Reading over their entries at specific points in the year, students can reflect on their entries in the light of specific criteria that have been shared or developed and write down what they are doing well as a reader and set goals for improvement.

What would you expect to see in a reader's notebook?

- 1. Students' thinking about the texts they read.** These may be written or drawn directly into the notebook or captured on post-it notes, think sheets or graphic organisers that are then glued into the notebook. Such responses might include:
 - Thinking associated with the comprehension strategies – predictions, questions, inferences, connections, visualisations etc.
 - A memorable response or aesthetic experience – How does it feel?
 - Any new ideas and possibilities that the book has provoked
 - Responses to the craft of the writing
 - Structured responses that have been taught through the GRR which include modelling by the teacher- (See point 6 from *Notebook Connections Strategies for the Readers Notebook*, Aimee Buckner)
- 2. Students' personal reflections of their progress as readers. These might include:**
 - A reflection on the comprehension strategies they use and how using the strategy helped them to understand more deeply
 - Reading preferences
 - How they are growing as a reader over the year
 - Personal reading goals and plans for growth
 - Reading surveys or responses that gather information on their attitudes to reading
- 3. Reading logs that demonstrate the depth and breadth of a student's reading**
- 4. Literature Circle/Book Club responses and reflections**
- 5. Thinking and new understandings gained from mini lessons, including the current reading unit goals**

6. **Structured responses that have been developed by the teacher and are part of the assessment process where students will demonstrate their understanding and skills in relation to the current reading unit goals.**
7. **More directed responses such as those described by Buckner in her book “Notebook Connections”.**

Reading Logs

A Book Log or Reading Log is a record of student reading, usually kept in the Reader’s Notebook. A suggestion would be to stick a sheet in the front of the Notebook with a table set up to record reading information each day. It can include: book title, author, genre, number of pages read and more.

It is at the teacher’s discretion how much information needs to be recorded in the Reading Log – this is a useful tool for formative assessment, as it allows us to see the depth and breadth of a student’s reading habits.

Just Right Books

We want our students to read ‘Just Right Books’ during Independent Reading time – books that are not too hard but also not too easy. This way they will be able to improve their reading skills and practice using different strategies.

Two ways to teach students to select JRBs are:

The 5 Finger Test – hold up 5 fingers, turn to a random page in the book and read, each time you don’t know a word put down a finger. 0-1 fingers down means the book is too easy, 4-5 fingers down mean the book is too hard. This is a simple strategy but only focuses on decoding.

The 4 Questions – teach students to ask the ‘4 Questions’ each time they are trying to select a new book. You can also work with them in conferences to ensure they are using the method correctly.

1. Am I interested in this book?
2. Can I read it?
3. Does it give me something to think and talk about?
4. Does it help me practice what we/I am learning?

Classroom Library

Every Clarinda Primary School classroom is required to have an engaging Classroom Library. If we want students to have choice over what they read, and to be able to choose effective Just Right Books, we need to give them options. Classroom Libraries must be presented well, organised with student input (categories, topics, authors etc.) and have a high number of books.



Strategies we teach

These strategies are introduced at different times across the schooling years, using the Victorian Curriculum as a guide. We want to teach our students to use a range of strategies at all times, not to feel like they must use one strategy in isolation. We are beginning to introduce the Fountas & Pinnell continuum as of 2020.

Term		Definition
Monitoring		Using a range of comprehension and decoding strategies as we read to help us understand what we read, and noticing our thinking to ensure we comprehend. Monitoring is about <u>paying attention</u> to what we read as we are reading. It is the <u>umbrella</u> that covers all reading strategies we use.
COMPREHENSION STRATEGIES	Schema	The information and prior knowledge we have that helps us to understand what we read. (Schema is also known as <u>Prior Knowledge</u>)
	Connecting	Finding similarities between aspects of a text (characters, settings, actions, feelings, etc.) and something else. <i>Text-to-self connections:</i> Finding a similarity between an aspect of the text and something from your own life. <i>Text-to-text connections:</i> Finding a similarity between aspects of the text you are reading and aspects of a different text (book, movie, blog, song). <i>Text-to-world connections:</i> Finding a similarity between the text you are reading and a real world event/person/experience/place etc.
	Predicting	Making 'guesses' about what will happen in a text, using the pictures, text, characters and plot as clues to inform the guesses.
	Questioning	Thinking of questions to help us think more deeply and better understand the text. We can ask questions <i>before, during</i> and <i>after</i> reading a text. We can ask <i>shallow/thin questions</i> (closed/literal/hard) and <i>deep/thick questions</i> (open/ implied/inferential/heart).
	Visualising	Forming pictures or 'movies' in our mind as we read.
	Inferring	Using clues to figure out meaning or ideas beyond what is literally stated in the text. (Can be referred to as <u>reading between the lines</u>).
	Summarising	Telling or explaining key elements from the text, retelling the main events or information from the text in our own words.
	Synthesising	Putting the pieces of the text and our schema together to change our thinking and understanding as we read.
	Determining Importance	Working out what the main theme is from a text, being able to discern what information is <i>interesting</i> and what information is <i>important</i> .
	Main Idea	Identifying what the story, text or paragraph is <u>mostly</u> about.
DECODING STRATEGIES	Eagle Eye	Use the picture clues to work out unknown words.
	Lips the Fish	Get your mouth ready and make the beginning sound of the word.
	Chunky Monkey	Look for small 'chunks' you know inside bigger words, or break the word up into smaller chunks that are easier to read.
	Stretchy Snake	Stretch out the sounds in the word and blend them together as you say them.
	Elephant Ears	Listen carefully as you read the word. Does it make sense? Does it sound right?
	Skippy Scott	Skip over the tricky word, read the rest of the sentence, and re-read and try it again.
	Flip Flop Frog	'Flip' the vowel sound – if you tried saying the short vowel sound, try saying the long vowel sound instead. Re-read the word with the new sound. Does it make sense?

Focus Groups

Guided Reading - Students at the same ability level read the same levelled text, explicit teaching focus around decoding strategies, fluency and accuracy, and comprehension strategies.

Strategy Group - Students with different ability levels, but with the same instructional need, bring their own Just Right book to the focus group. The teacher does some explicit teaching, then allows students to practice and confers with them as they do. This group is teacher guided, and based on need not level.

Reciprocal Teaching - Students with a similar ability level work through a passage of text, reading and using key strategies (predicting, clarifying, questioning, summarising – worked through sequentially) to help them understand it, guided by a leader (teacher or a trained student). This style of group is particularly useful for non-fiction texts.

Literature Circle - Students select a book to read as a group. They work together to choose a section to read independently before their Literature Circle meets, then discuss their ideas and thinking about that section when they meet. A Literature Circle can also be referred to as a 'book club'.

Writing

Writer's Notebook

- A Writer's Notebook is a tool our students use to record the things they notice, observe, and think about. Children write best about the things that are important to them. It is writing that comes from what they know and what they have experienced.
- A Writer's Notebook is a blank book where a writer can engage in the fun, often messy job of being a writer – practicing, listing, playing with language, gathering images and insights and ideas. Its purpose is to nourish the writer. Professional writers claim that the notebook is one of the most valuable tools of the trade.
- A Writer's Notebook houses ideas that writers can return to in order to grow ideas, restructure, rethink, revise, connect ideas, and ultimately choose from a variety of entries to publish for an audience. It supports the work of publishing.
- Notebook writing helps you and your students get to know each other, building a sense of community while establishing a ritual of talking about writing that will carry you into the rest of the year.
- The Notebook is about developing the writer. It provides a safe, low risk and high comfort-zone where students can begin to develop the habits of mind – seeing, thinking, expressing, reacting to the world, playing – that are essential for successful 'high' stakes writing.
- The Notebook is not to be edited/marked/written on by the teacher – the teacher can leave comments on sticky notes, but the Notebook is the student's own place.

Assessing how the students are using the notebook

- Read the recent entries in your student's notebook.
- Ask students to put post-it notes on the entries they would like you to read. Give some criteria to the students. For example: choose an entry you love, an entry where you tried something new, an entry that shows your best.
- Confer with students and ask them to talk about the entries they have included over the last week.

The writer's notebook is not:

- A reading log.
- A new name for a 'journal'.
- A response journal in which the student and teacher conduct a back and forth dialogue.
- A booklet to collect teacher-generated worksheets or support material for writing.
- A writing draft book.

Writing journal / book / folder

As well as their Writer's Notebook all students have a writing book/journal/folder, which is a place for writing, drafting, revising, editing etc.

At Clarinda PS we do not correct student writing – we leave comments, and work on the writing with students during conferences. Teachers can write comments in the margins of pages, leave feedback or suggestions on sticky notes, or tick/star/stamp/sign to show they have looked at something, but we don't "correct" the work. Even in a conference, we encourage the student to be the one doing the actual editing or revising – whoever is holding the pen is the one doing the learning!

6 + 1 Traits of Writing

The 6 + 1 Traits of Writing are a language that we as a school use in Writing, from Prep to Grade 6. They allow us to use consistent language across the school and give us a broad range of areas to teach, assess and comment on in conferences.

Ideas	<ul style="list-style-type: none"> ○ The Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme. ○ The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. ○ When ideas are strong, the overall message is clear. We must help students to: <ul style="list-style-type: none"> ▪ select an idea (the topic- sometimes assigned, sometimes not) ▪ narrow the idea ▪ elaborate on the idea ▪ discover the best information to convey the main idea (details).
Organisation	<ul style="list-style-type: none"> ○ Organisation is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence and how the structure fits the central idea. ○ The writer must think about organisation while drafting and while revising for meaning. It is important not to impose an organisational schema arbitrarily but rather to find the right organisation for that particular piece of writing. ○ When the organisation is strong, the piece: <ul style="list-style-type: none"> ▪ begins meaningfully and creates in the reader a sense of anticipation ▪ proceeds logically ▪ provides information to the reader in the right doses at the right times so that the reader never loses interest ▪ makes appropriate connections, so that the writing moves logically from one idea to the next ▪ closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions while still leaving the reader something to think about.
Voice	<ul style="list-style-type: none"> ○ Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath.

	<ul style="list-style-type: none"> ○ Voice is the ‘personality’ behind a writer’s words. It is the heart, eyes, ears, tongue, and hand of the writer. It is a writer’s way of telling a story, poem, the way only the writer can tell it. ○ Voice is influenced by audience and genre. Voice will be very different when writing a poem rather than a research paper for a scholarly journal.
Word Choice	<ul style="list-style-type: none"> ○ Word Choice is the use of rich, colourful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. ○ In descriptive writing, strong word choice resulting in imagery - especially sensory, show-me writing, clarifies and expands ideas. ○ In persuasive writing, purposeful word choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as metaphors, similes and analogies articulate, enhance and enrich the content. ○ Strong word choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.
Sentence Fluency	<ul style="list-style-type: none"> ○ Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. ○ Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. ○ Sentences vary in length, beginnings, structure, and style, and are so well crafted that the writer moves through the piece with ease.
Conventions	<ul style="list-style-type: none"> ○ Conventions are the mechanical correctness of the piece and include five elements: <ul style="list-style-type: none"> ▪ spelling ▪ punctuation ▪ capitalization ▪ grammar/usage ▪ paragraphing ○ Conventions is the only trait where we make specific grade level accommodations, and expectations should be based on grade level to include only those skills that have been taught.
Presentation	<ul style="list-style-type: none"> ○ Presentation is the +1 Trait – this is because all the others are focused on and thought about throughout the writing process. Presentation is mostly focused on at the publishing stage. ○ Presentation considers: <ul style="list-style-type: none"> ▪ Illustrations ▪ Text layout ▪ Font size and formatting

Focus Groups

Shared Writing – The students collaborate with the teacher to jointly construct a written text. The teacher acts as the scribe, prompting, questioning and supporting students as the text is shaped. The text can be more complex than one the students could complete independently, as the teacher is doing the recording.

Interactive Writing – The teacher shares the pen (or other writing implement) with the students. The focus of this group is to strategise around words that are challenging. This is a tool to use when working on spelling strategies or handwriting skills.

Strategy Group - Students with different ability levels, but with the same instructional need, bring their own writing book or Writer’s Notebook to the focus group. The teacher does some explicit teaching, then allows students to practice and confers with them as they do. This group is teacher guided, and based on need not level.

Planning

We are working towards keeping all curriculum documents for Literacy in a common location:

[Google Drive Shared Drives](#) → [Whole School](#) → [Literacy Resources](#) → [Curriculum Documents](#)

Scope and Sequence – we have a whole school Scope and Sequence for Literacy, outlining the units covered in each year level from Prep to 6. The Scope & Sequence is general, and so composite grades can change their focus or lessons within units to suit the needs of their classes.

Unit Planners – The Scope & Sequence is broken down into units of work, usually 2 per term for around 4-6 weeks each. The Unit planner includes overarching focus and goals, student goals (which are shared and explained with the students at the beginning of the unit), suggestions of Learning Intentions and Formative Assessment that can be used in the unit, and a Weekly Overview guide of the focuses for each week of the unit.

Weekly Planners – Each team completes weekly planners for Reading and Writing. These include:

- Weekly goals & Formative Assessment
- Learning Intentions & Success Criteria
- Mini Lesson
- Independent work
- Catch
- Second work time
- Sharing

Collaboration – teachers at Clarinda Primary School are encouraged to collaborate on their planners and work together with their colleagues to plan each week's lessons.

Beliefs & Actions

As a school we have a series of things we **believe** about Literacy, and have key **actions** we undertake because of those beliefs.

Topic	Belief	Actions
Conferring	Because we believe children need clear communication to understand what they are doing right, along with areas that need improvement...	<ul style="list-style-type: none">○ We meet one-on-one with every student to provide feedback with specific language.○ We work with the student to identify strengths and areas for improvement and set goals and strategies for future / differentiated learning.○ We use conferring calendars to ensure we meet with every child at least once every four weeks, ensuring to record every conference.
Learning Intentions & Success Criteria	Because we believe children need to be explicitly told what they are learning and how to be successful...	<ul style="list-style-type: none">○ We have 1 Learning Intention and up to 3 Success Criteria for each lesson.○ We use student-friendly language in our Learning Intentions and Success Criteria.

		<ul style="list-style-type: none"> ○ We display our Learning Intentions and Success Criteria throughout the entire lesson.
Anchor Charts	Because we believe children need to have their learning visibly scaffolded...	<ul style="list-style-type: none"> ○ We co-create posters with the students during lessons to scaffold their learning. ○ We display Anchor Charts throughout lessons for students to refer back to. ○ We display core Anchor Charts around the classroom that students will refer back to throughout the year.
Time	Because we believe children need time to read and write...	<ul style="list-style-type: none"> ○ We keep our Mini Lessons to a maximum of 15 minutes. ○ We block out the largest part of the Workshop for Independent Reading or Writing. ○ We give time to every student, through Conferring (based on the Conferring Calendar) and Focus Groups (in Second Work Time).
Mini Lesson	Because we believe students need explicit teaching, as well as opportunities to practise what they are learning...	<ul style="list-style-type: none"> ○ We model the use of skills and strategies through Think Alouds in the Mini Lesson. ○ We use the Gradual Release of Responsibility model (I do, We do, You do together, You do) during the Mini Lesson to allow students to practise new skills. ○ We ensure our Mini Lessons are a maximum of 15 minutes to maintain engagement.
Independent Reading and Writing	Because we believe children learn best by 'doing' reading and writing...	<ul style="list-style-type: none"> ○ We block out the largest part of the Workshop for Independent Reading or Writing. ○ We give students choice over their topics or book preferences to enhance their engagement. ○ We scaffold student learning expectations during Mini Lessons to allow them to work independently with confidence.
Choice	Because we believe students need to be engaged in and have ownership over their learning...	<ul style="list-style-type: none"> ○ We give students choice over their writing topics and book preferences. ○ We give students choice over their Second Work Time tasks. ○ We leave some 'Free Reading' and 'Free Writing' days available to give students choice over text type, genre, reading style etc.
Sharing	Because we believe students need to see where they are in relation to the learning intention...	<ul style="list-style-type: none"> ○ We block out time at the end of the Workshop for students to reflect on the Success Criteria. ○ We ask guiding questions to assess student learning. ○ We encourage students to synthesise their thinking to help the teacher work out the next steps.

Support & Expectations

Learning Specialist – our school Literacy Learning Specialist is available to support you and work with you as you implement the Workshop model in your classroom. Our Learning Specialist is eager to assist with:

- Modelled lessons – coming in to your classroom to model part of or a whole Workshop lesson

- Coaching sessions – meeting with you and observing you in an ongoing capacity to help develop your practice
- Team teaching – working with you in your classroom to teach lessons together
- Planning support – researching and discussing ideas with you to assist in planning lessons

Learning Walks – as part of our consistent implementation of the Workshop model, our Learning Specialist and school leaders undertake Learning Walks on a regular basis. This means walking through the whole school and noting/observing the practice occurring in each classroom. Learning Walks are conducted with the guidance of a checklist based on our Beliefs and Actions, and are always undertaken with the Admiring Lens. Teachers are welcome to join a leader on a Learning Walk – this is a great opportunity to see what is happening in Literacy on a whole school level and reflect on your own practice.

Professional Development – whole staff PD is conducted on a regular basis, in a number of different formats.

- Literacy PLT – run by the Learning Specialist, PLT sessions will give additional training and information in key areas of the Workshop model. Staff meetings also include short PD sessions at times.
- Book Club – all staff will be provided with a copy of a teaching resource. As a staff we will read given sections of the book and then meet together to discuss our learning and improve our practice.
- Literacy Consultant – we work in an ongoing capacity with Danny Hyndman, facilitator of numerous Literacy courses at Bastow. Danny will continue to provide professional development to our staff and coach our Learning Specialists to ensure we are implementing best practice.

Resources

As well as using the knowledge and experience of our staff, we have a number of text references to support our school in the implementation of the different aspects of the Reader's and Writer's Workshop model. You are welcome to use these to assist with planning or working on parts of your teaching, and our Learning Specialists use them actively to assist staff with questions or plan for PD. These include:

Reading

- *Reading with Meaning* – Debbie Miller
- *The Reading Strategies Book* – Jennifer Serravallo
- *Notebook Connections* – Aimee Buckner
- *Strategies That Work* – Harvey & Goudvis
- *No More Independent Reading Without Support* – Miller & Moss
- *Guiding Readers and Writers* – Fountas & Pinnell
- *The Fountas & Pinnell Literacy Continuum* – Fountas & Pinnell
- *Understanding Texts and Readers* – Jennifer Serravallo

Writing

- *6 + 1 Traits of Writing* series – Ruth Culham
 - Primary grades, prep – 2 (yellow book)
 - Grade 3 and up (purple book)
 - Middle school, grade 6 – 8 (green book)
- *The Writing Strategies Book* – Jennifer Serravallo
- *Notebook Know-How* – Aimee Buckner
- *Guiding Readers and Writers* – Fountas and Pinnell