

2020 Online Beyond TEEL

Developing readings of texts and voice in writing

If we want to develop students as sophisticated readers and writers, replacing one formulaic approach to writing about texts, TEEL, with another formula will not work. It is also going to be difficult for students to learn to read meaningfully in an online context. We know it is important for students to experience and internalise the meanings of text. The aim of these 7 modules is to adapt the face-to-face Beyond TEEL course to an online format to help teachers in Years 7-12 develop student readers and writers through:

- providing strategies which will enable students to find their own reading of a text;
- developing their capacity to find their voice in their writing; and to do this using;
- an online learning model which enables students to have agency in their interactions with texts.

The approaches below will work very well with your present curriculum and give you lots of activities to do with students which will increase their capacity to enjoy reading.

Overview of the program

Module 1: Theory and metacognition: Helping students understand what good reading is

- Gaps in understanding about reading for teachers and students
- Ways of increasing the students' metacognition about reading
- Activities to develop metacognition
- Introducing the Reading Capability Framework

Module 2: Approaches to teaching and assessing reading

- Knowing your students as readers and understanding their capabilities.
- Assessing reading formatively: How to recognise students who have greater conceptual awareness and those who require intervention.
- Strategies in One Note to promote reading

Module 3: Approaches to teaching and unpacking sub-text

- Reading aloud and recording thinking for online delivery
- Embodied learning through modelling visualisation and GRR (Gradual Release of Responsibility)
- Writing about reading: Collaborative approaches for online learning



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Module 4: Approaches to enhancing substantive conversation: Why does it matter?

- What is it and why it's important
- Support students' thinking about texts
- Possible approaches to peer-led discussions
- Discussions in an online context

Module 5: Approaches to embodied reading experiences

- What is it and why it's important
- Embodied reading experiences in an online context
- Possible approaches to embodied reading experiences
- Guided visualisation

Module 6: Approaches to formative writing about text

- Using imagery and writing to help students experience and conceptualise the text
- Using annotation to build understanding and the writing of succinct paragraphs or maps
- Using creative responses to enter into the text

Module 7: Approaches to writing the essay

- Use of collaborative work
- Use of text files to identify what the novel is about
- Interrogating the question
- Reviewing student writing
- Teacher feedback of student writing

Price details

2020 VATE Individual Member	\$145
2020 VATE Concession Member	\$135
2020 VATE Organisational Member*	\$245

*Allows 4 staff members from an Organisational Member school to access 2020 Online Beyond TEEL.

Please include the names and email addresses of these 4 staff members on the application form.

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Presenters

All of the speakers in this workshop have participated in the DET funded VATE Reading Community of Practice. They are all experienced and successful secondary educators. Teachers will take away a range of resources from each of the sessions which will help them on their return to their schools and will additionally help less capable students develop their reading comprehension in order to enhance their own voice when writing essays.

Mary Mason is co-convenor of VATE's Professional Learning and Research Committee. She is the author of several texts for English teachers and has worked as Head of English in a number of schools. She has also worked on the Literature setting panel and various committees connected to VCAA. For the last five years, she has been both instigator and Critical Friend for the VATE Reading Community of Practice, supported by the Department of Education, where teachers in secondary schools work on developing their understanding of reading and developing pedagogies to engage student readers.

Tegan O'Dea is a member of VATE's Professional Learning and Research Committee and is a Learning Specialist at Warragul Regional College. She has led two teams in the VATE Reading Community of Practice research. This involved building the capacity of her team to enable them to explicitly teach reading comprehension skills at a secondary level, whilst ensuring students engaged with their texts in effective and meaningful ways.

David Lee has had leadership responsibilities in a range of school settings, especially focused on whole school literacy and teacher professional development. He has worked as a regional literacy coach in the western metropolitan region of the Department of Education, working with teachers across different schools to improve their pedagogical approaches to enhancing students' literacy. For the last three years, David has been a Critical Friend in the VATE Community of Practice project supporting teachers in the schools he has worked with to engage students as critical and powerful readers.

Registering for the full online program will contribute 3.5 hours towards your **VIT professional development hours**, and will address the following **AITSL standards**: 2.1, 2.3, 2.5, 3.6, 6.2, 6.3.



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