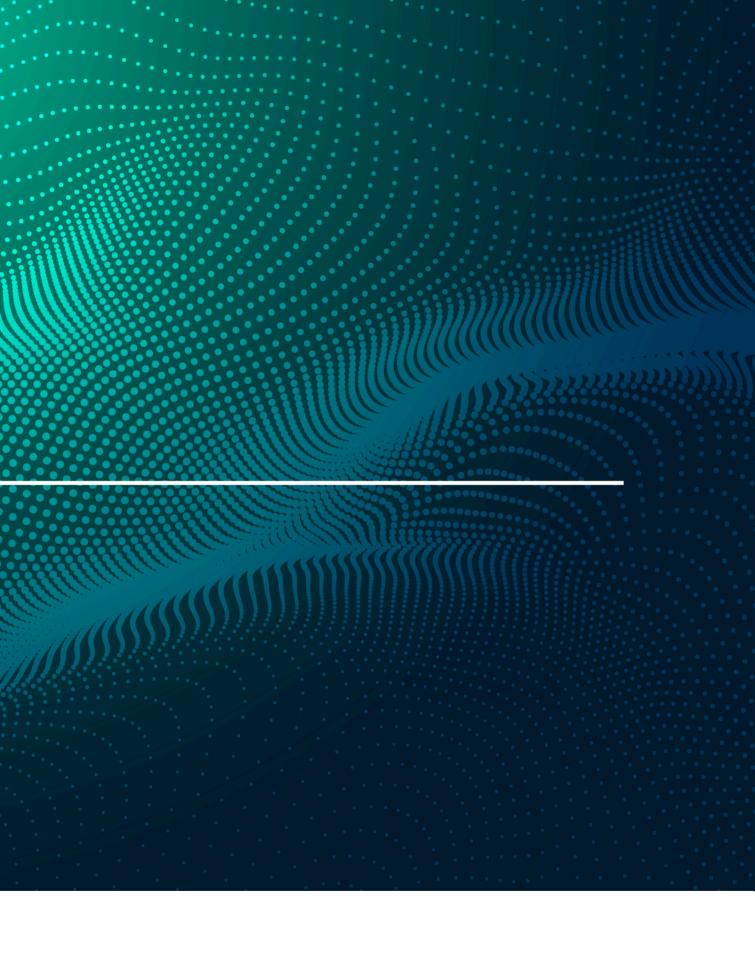




## **Evidence into Practice**

## P-6 Literacy

Jocelyn Seamer - Jocelyn Seamer Education



## **This Session**

- Key elements of an improvement process
- Parts of a literacy block
- Connection to the learning sciences
- Four common mistakes of implementing a structured approach to literacy (and what to do instead)











## Evidence-based literacy block

- Assumes that there is direct research evidence for every decision we make about instruction (there isn't)
- Sets us up to expect that programs and sets of resources will solve our instructional problems (they won't)
- Makes the actions of the adults the focus of the improvement journey (they shouldn't be)





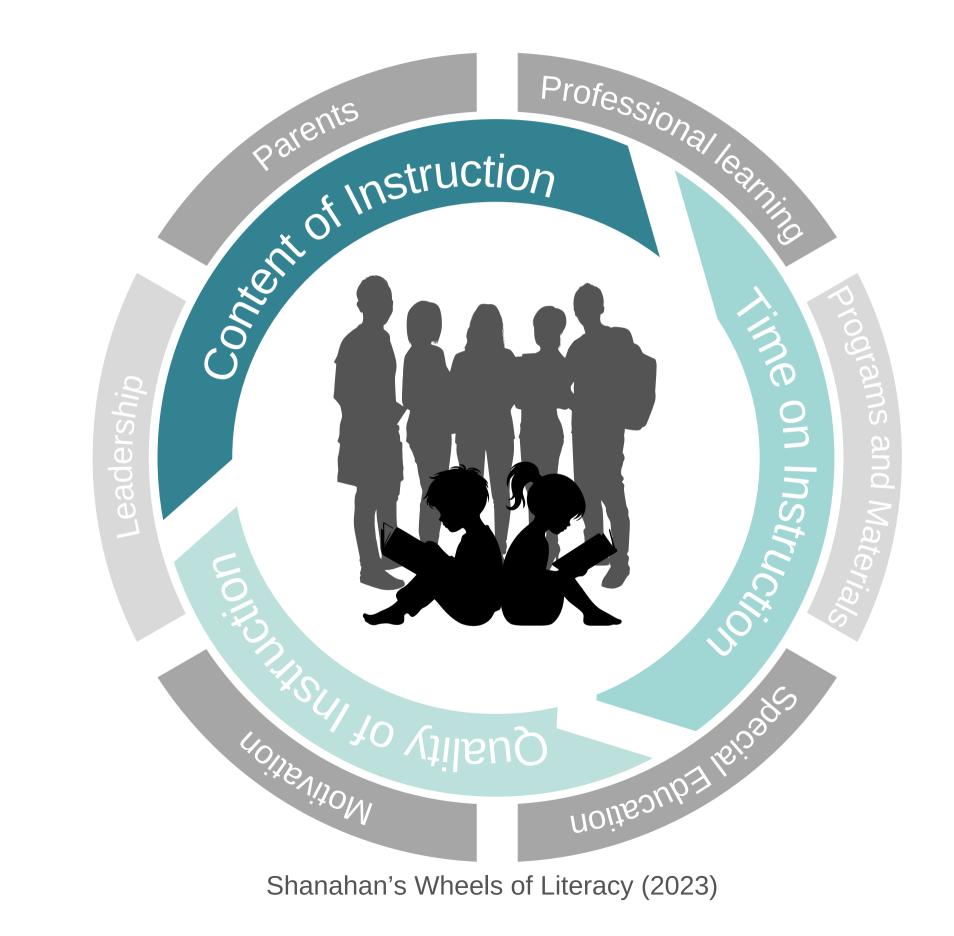
## **Consistency Across the School**

- Consistency creates safety and security for students and supports the cognitive load of all members of the school community
- Low variance no variance
- Instruction must be adapted and adjusted to meet the needs of the students (it's baked into the AITSL standards)



If delivering programs is the end goal of our improvement efforts, it's likely that we will end up with this.

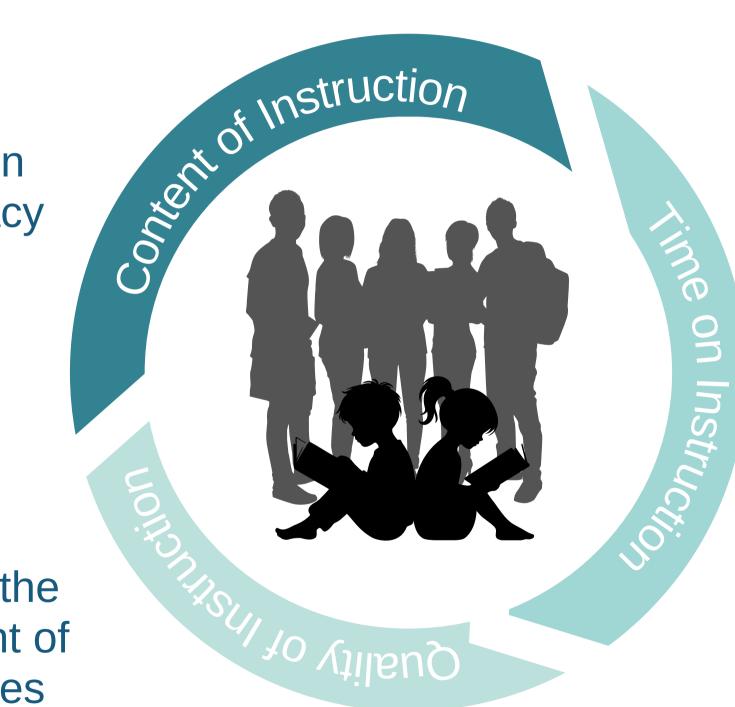






Focus attention on those things that students need to learn at their stage of literacy development.

#### Increases bang for the buck - same amount of time, better outcomes



Shanahan's Wheels of Literacy (2023)

### Increase the amount of academic experience with reading and writing





- Driven by the curriculum
- Informed by research
- Determined by the needs of the students in front of us





Shanahan's Wheels of Literacy (2023)

ne on Instru



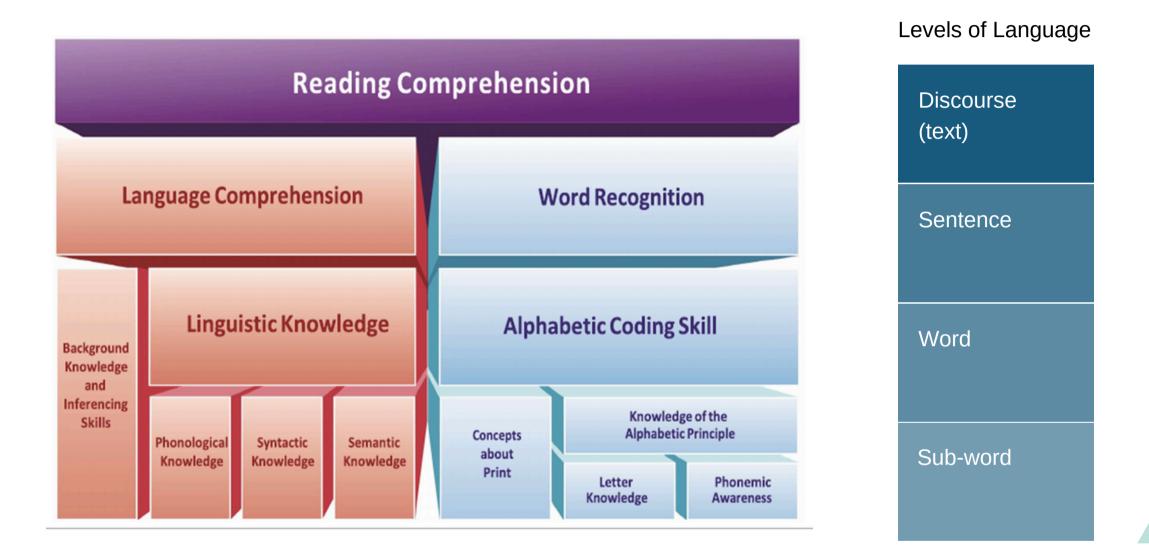
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#### **Seven** General Capabilities

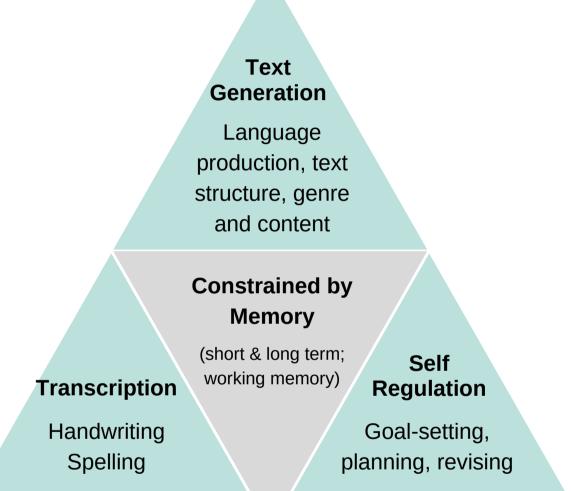


#### **The Simple View of Reading**

#### **The Simple View of Writing**



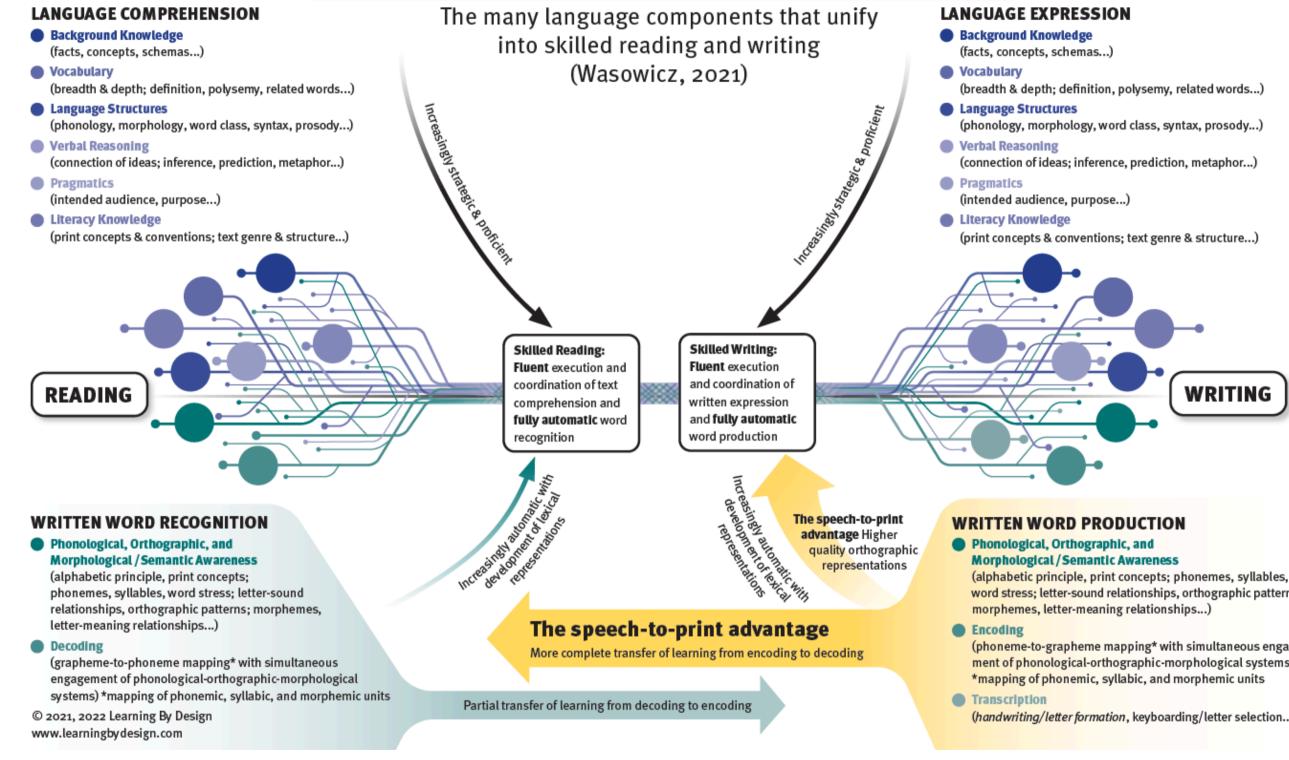
Hoover and Tunmer (2021)



Berninger, V. W., & Amtmann, D. (2003).



## **The Language Literacy Network**



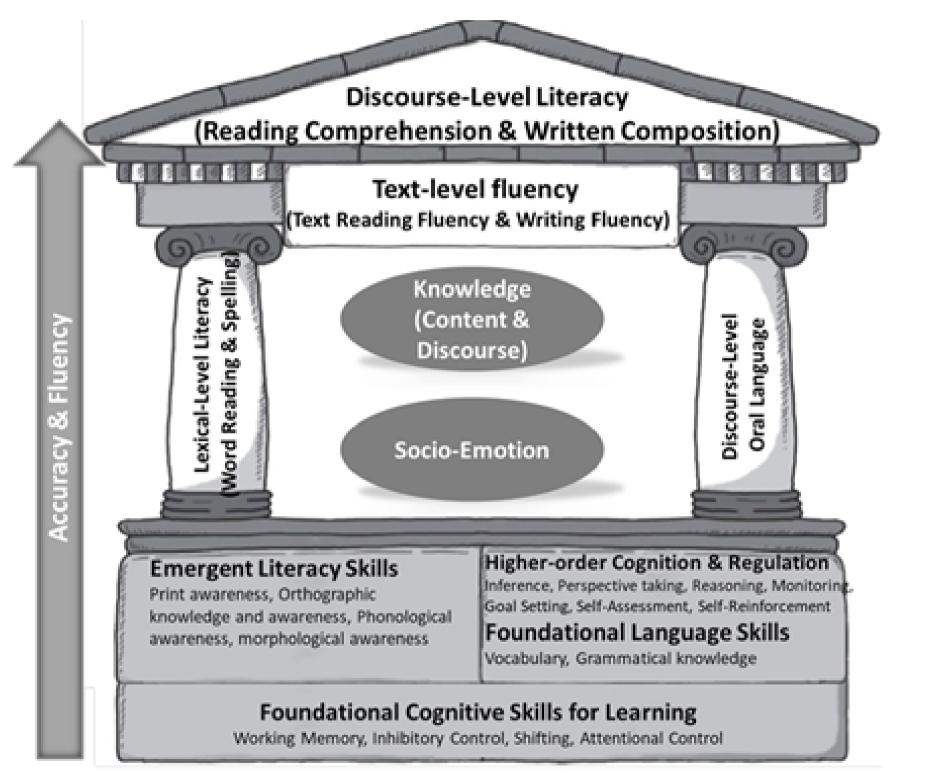
Wasowicz, J. (2024). The Language Literacy Network. SPELL-Links | Learning By Design, Inc., www.learningbydesign.com.

word stress; letter-sound relationships, orthographic patterns;

(phoneme-to-grapheme mapping\* with simultaneous engagement of phonological-orthographic-morphological systems)

(handwriting/letter formation, keyboarding/letter selection...)





## 'Interactive Dynamic Literacy Model' (Kim, 2020)





Student data is feedback about the effectiveness of instruction.

If you don't measure it, you can't manage it.



## There MUST be alignment between the needs of students and the content / focus of instruction



We have to know WHY we are doing what we are doing





## Time on Instruction

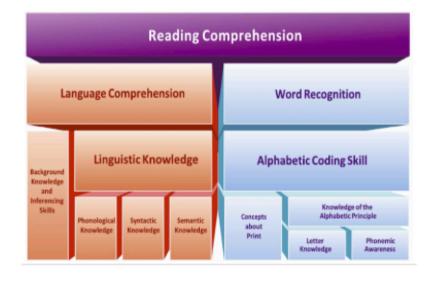
- Sound decision making about time allocations for explicit teaching.
- Efficient use of cross curriculum opportunities for application of concepts and skills in context.
- Effective use of pedagogy to increase the amount of time that students spend on academic pursuits.





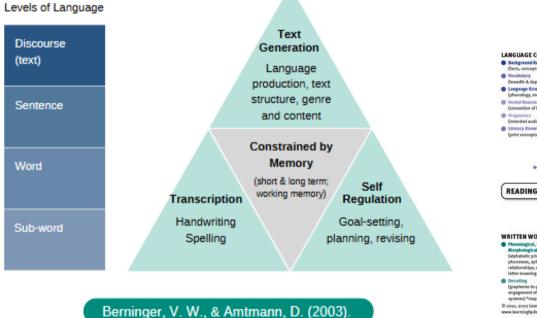
## All of these are models for reading and writing. They are not models for instruction.

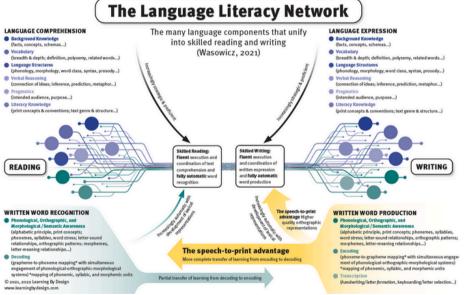
#### The Simple View of Reading

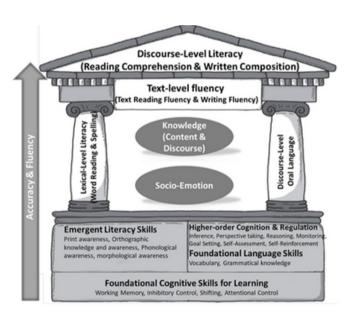


Hoover and Tunmer (2021)

#### The Simple View of Writing









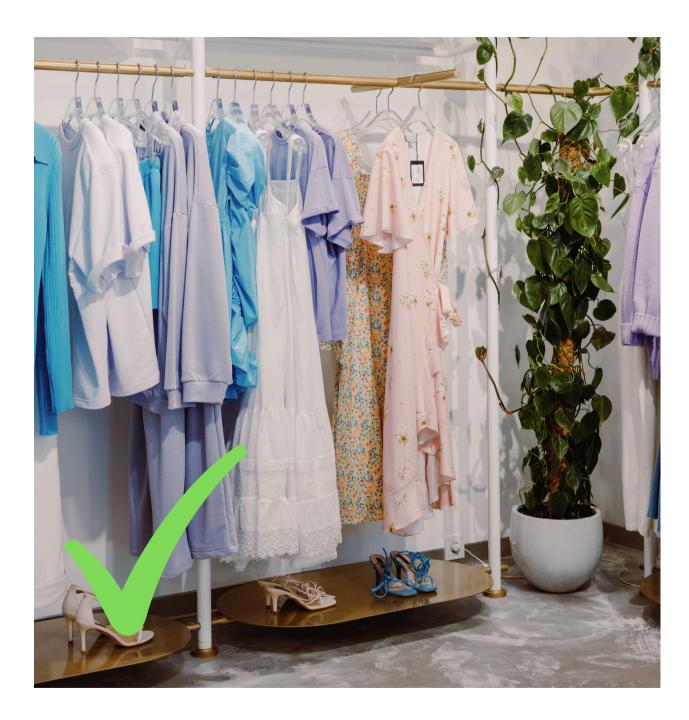
## A well organised literacy block is like a permaculture garden



## everything has more than one purpose and is interconnected

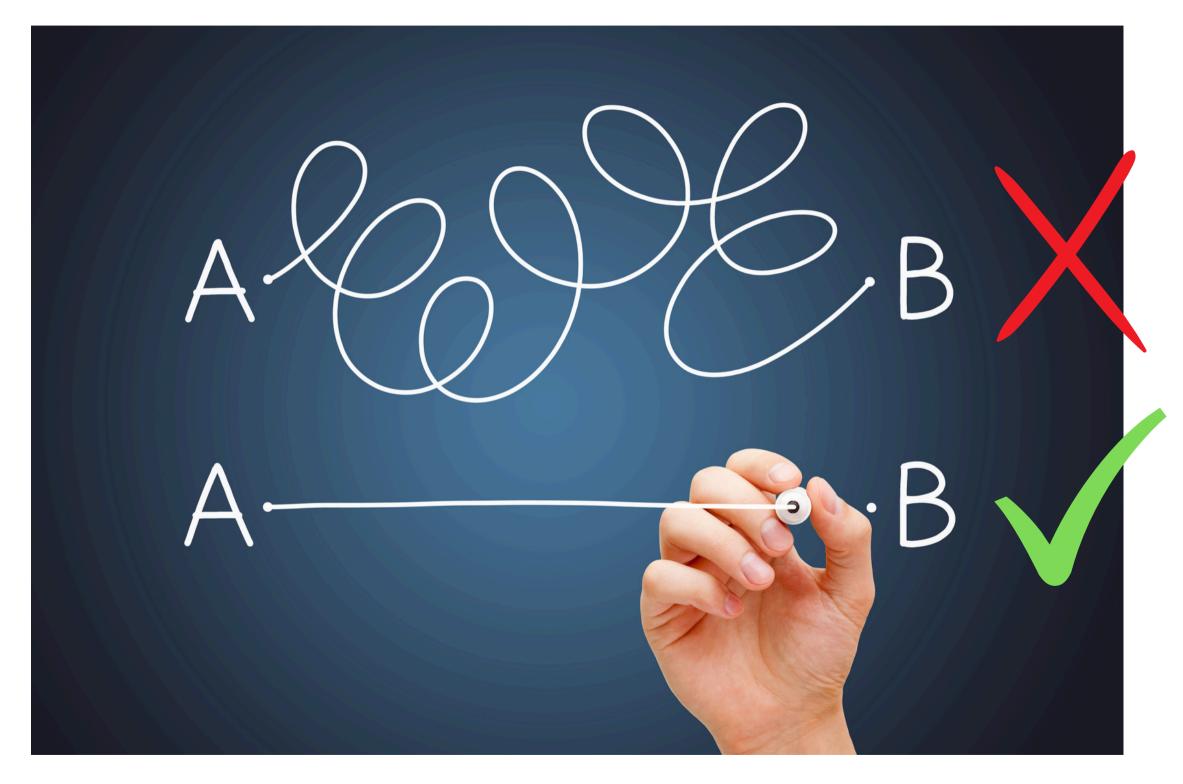


## The biggest challenge in instruction is this...



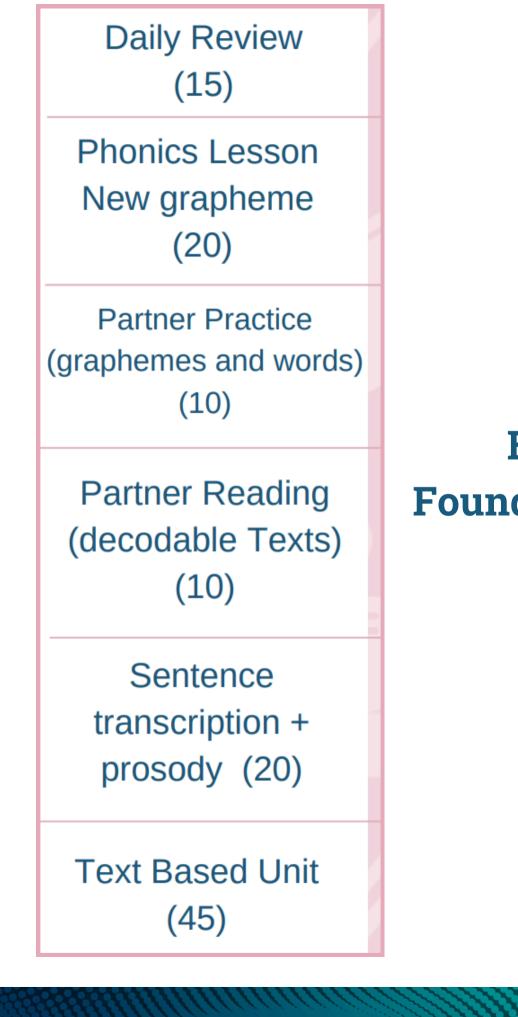


## And this...



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#### **Early Years Foundation To Year 2**

Explicit Morphology Instruction (20)

Oral Reading Practice (10)Handwriting (10)

Sentence level writing + prosody (20)

Text Based Unit (45)

Daily Review (15)

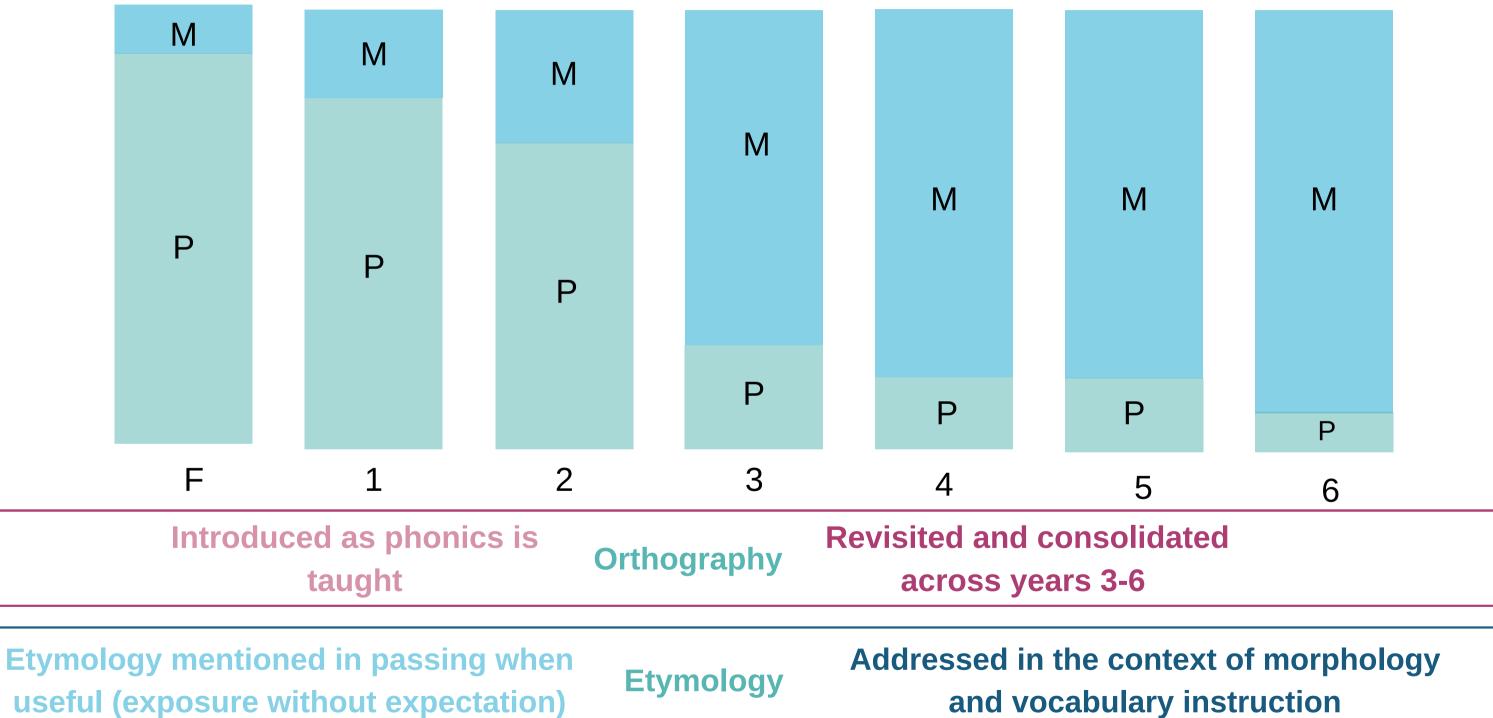
#### **Upper Primary Years 3-6**



## Word Level Work

Suggested ratio of morphology to phonics coverage across the primary grades.

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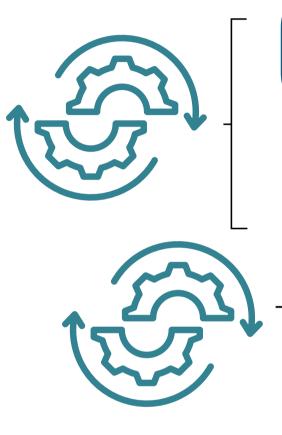


When we say we want an evidence-based literacy block, we usually mean that we want research-backed instruction to focus on the right content for the optimal amount of time to ensure strong student learning.



As such, the inclusions in our literacy blocks will depend on the needs of the student in our context.



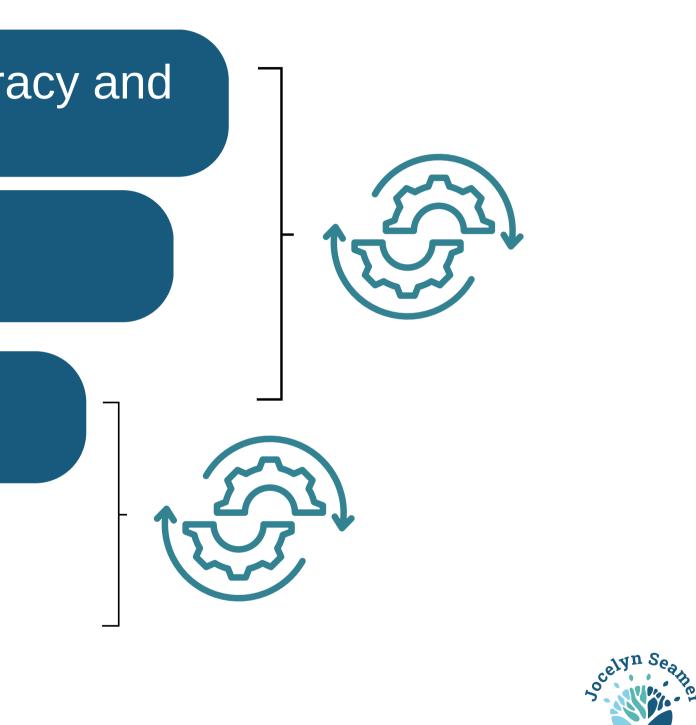


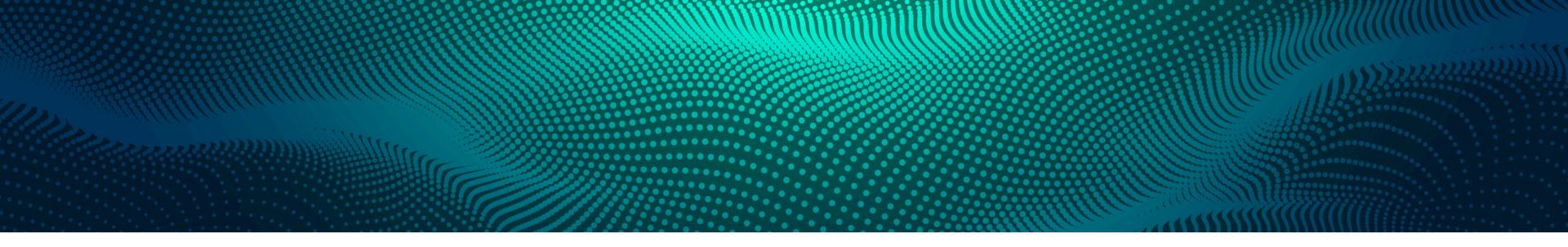
## Research based frameworks of literacy and instruction

The curriculum

Programs and resources

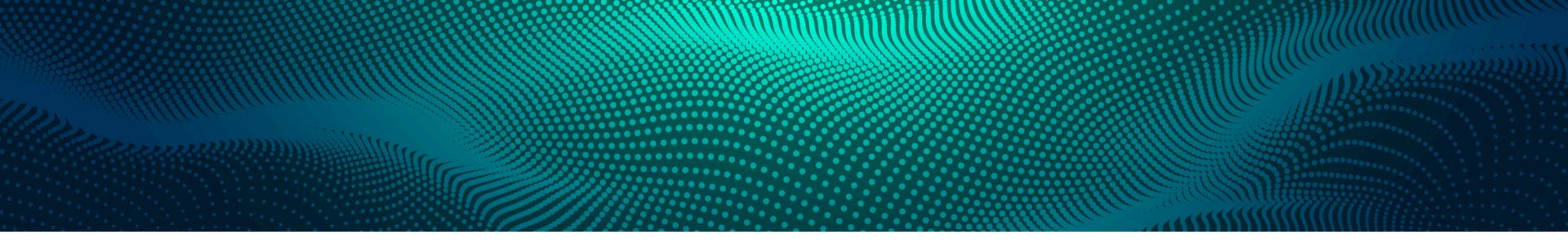
## The students





## Achieving the outcomes we desire relies on using judgement at the school, grade and teacher level.





This requires us to have deep knowledge of the needs of students at various points in their learning journey as well as the knowledge and experience to meet these needs.





- Reflects the recommendations of existing research from a range of areas.
- Dependent on having consistent behaviour management expectations and norms in place.
- Responsive to student needs.





## Common Errors (and how to avoid them)





Not knowing why we are doing what we are doing (other than because other people are doing it).

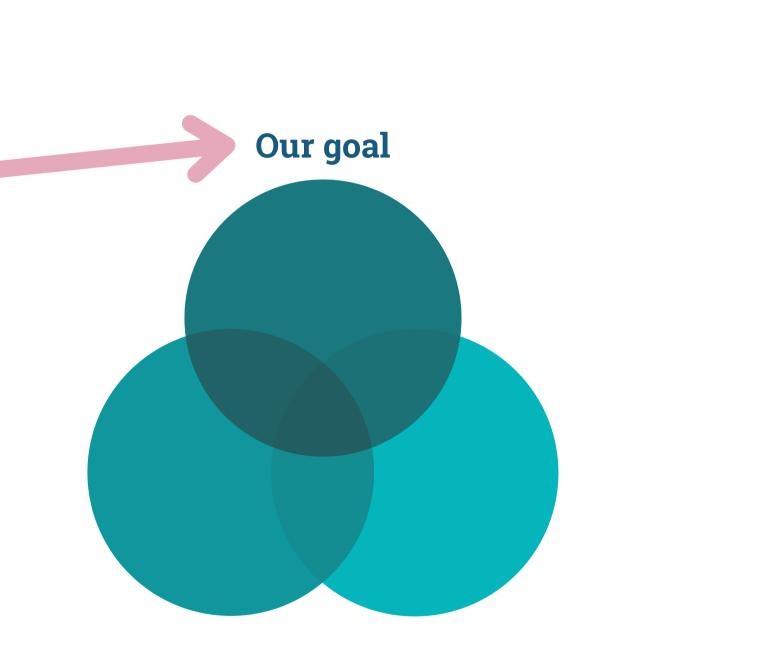






### A NICE framework for decision making

# N Do we actually need it? How do we know? I I C E







### **A NICE framework for decision making**

- Do we actually need it? How do we know?
  - What is the impact we hope to make?
- C



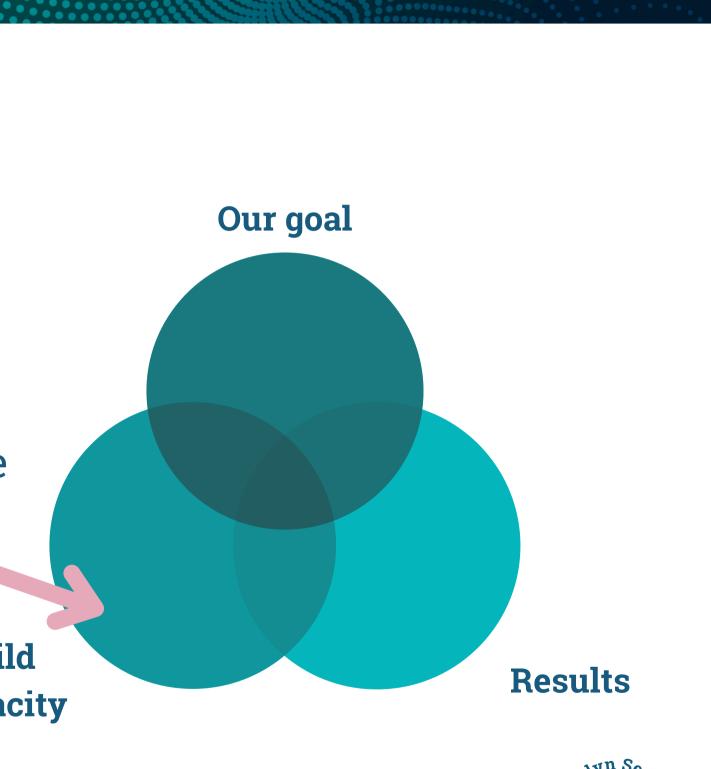




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### A NICE framework for decision making

- Do we actually need it? How do we know?
  - What is the impact we hope to make?
  - How does this help us build capacity and become
     expert teachers of reading and writing?
    - Build Capacity



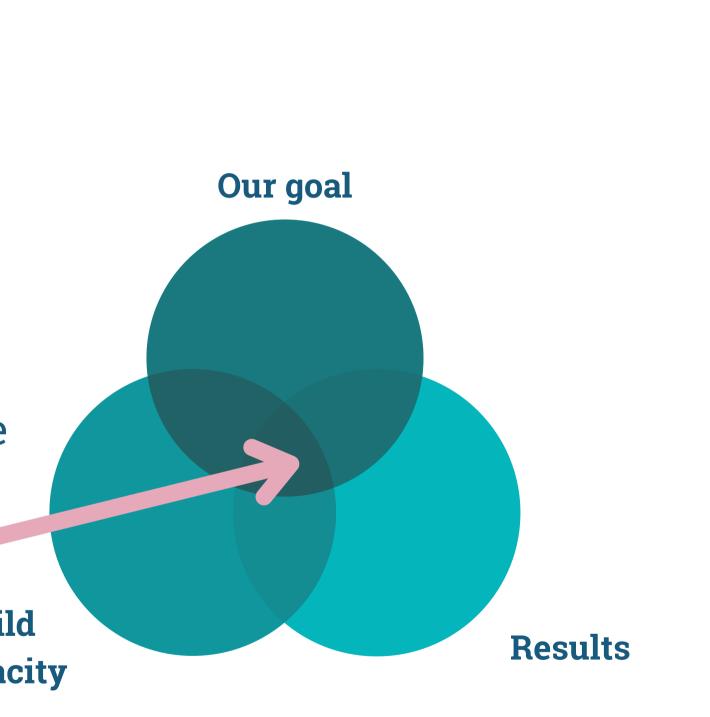




#### A NICE framework for decision making

- Do we actually need it? How do we know?
  - What is the impact we hope to make?
  - How does this help us build capacity and become
     expert teachers of reading and writing?
- Will this allow us to respond to our context and students in the easiest way possible?

Build Capacity







# Not making the new approach 'the way we do things here'.





## Making the new program/approach an 'offering'





## Allowing teams and teachers to 'opt in' or 'opt out'





## Taking the foot off the pedal before the job is done.

**Implement an approach** 

Get an initial bump in data and consider the job done.





## Three

- Implement an approach **Evaluate impact (who is still not being served?)** Adjust
- **Evaluate impact (who is still not being served?)**
- Adjust
- **Evaluate impact (who is still not being served?)** Adjust...



## LONG-TERM MEDIUM-TERM SHORT-TERM



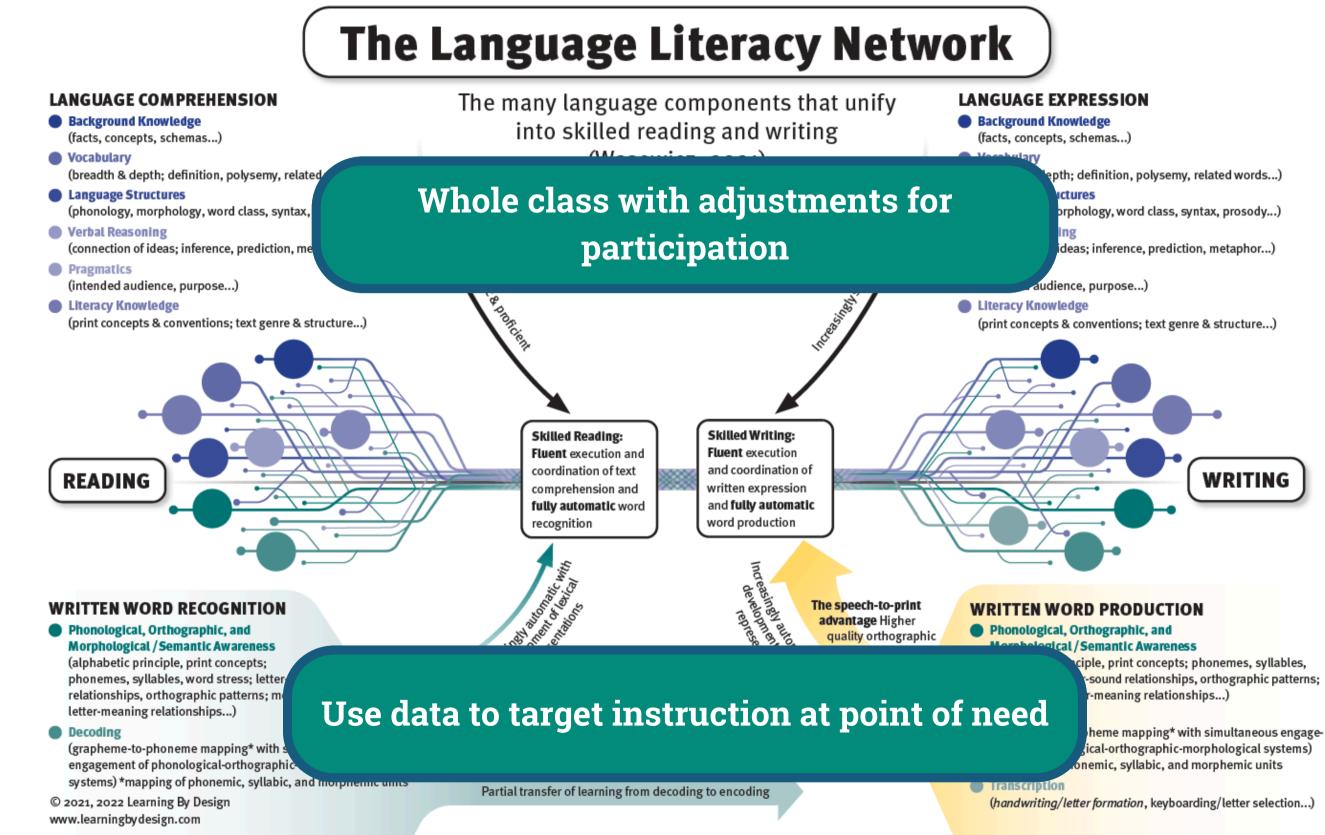


## Thinking that we can/should always teach whole class.





## Four



Wasowicz, J. (2024). The Language Literacy Network. SPELL-Links | Learning By Design, Inc., www.learningbydesign.com.





 Every child growing and learning at an appropriate rate.

 Consistent, evidence-informed pillars that each teacher can build responsive teaching on.



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