



Four 'Best Practice' Pedagogy Principles

Seven Steps to Writing Success

Definition of literacy – The Australian Curriculum

Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

<http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction>

1. Chunk learning.

The research on effective teaching conducted since 1974 has yielded a pattern of instruction that is particularly useful for teaching a body of content or well-defined skills. This pattern is a systematic method for presenting material in small steps, pausing to check for student understanding, and eliciting active and successful participation from all students. <http://files.eric.ed.gov/fulltext/ED332259.pdf#page=162>

John Fleming – Explicit instruction

..... for any learning activity to be effective it has to be taught step by step. I used in my own classroom explicit instruction techniques. I found if you broke skills up step by step, that kids actually picked it up and I quickly realised that kids can achieve, in disadvantaged areas, far greater results than I guess what I had suggested to me.

<http://teacher.acer.edu.au/article/teaching-methods>

2. Repetition and practice reinforces learning

... there was a pattern in which recall of conceptual principles and related information increased sharply with repetition... In addition, problem-solving performance increased with number of repetitions. Mayer, Richard E. Can you repeat that? Journal of Educational Psychology, Vol 75(1), Feb 1983, 40-49. <http://dx.doi.org/10.1037/0022-0663.75.1.40>



"We have to process new material in order to transfer it from our working memory to our long-term memory We have to elaborate, review, rehearse, summarize, or enhance the material."

<http://files.eric.ed.gov/fulltext/ED332259.pdf#page=162>

3. Think first. Write second.

Scott and Vitale (2003) highlight the recursivity of the writing process by breaking the writing process down into five commonly referenced stages – prewriting, drafting, revising, editing and publishing. The steps are laid out on a writing wheel, creating a helpful graphic organizer to show how the different steps fit together. Interestingly, the prewriting stage takes up half the wheel with sub-categories of planning, setting goals and organizing. (Wikipedia)

Scott, B. J., and Michael R. Vitale. "Teaching The Writing Process To Students With LD." *Intervention In School & Clinic* 38.4 (2003): 220.

Kids get netball practice, soccer practice - I think there needs to be daydreaming practice. Anyone whose daydreams are so vivid they forget they're in the maths class already knows how to create a really great story.

Jackie French, author.

Prewriting—This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece.

<http://www.readwritethink.org>

4. Verbal is Vital

Language, verbal or non-verbal, is critical for the development of literacy skills.

<http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/background>

An important, albeit obvious, early marker needs to be entered here that listening and speaking are the roots of reading and writing.

www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf

The importance of engaged, responsive and reciprocal learning relationships with children.



http://docs.education.gov.au/system/files/doc/other/a_research_paper_to_inform_the_development_of_an_early_years_learning_framework_for_australia.pdf

Department of Education and Training – Australia

Greater attention should be given to the development of children's speaking and listening skills because they are intrinsically valuable and because they provide the foundations for high quality phonic work.

http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf

Effective pedagogy is both 'teaching' and the provision of instructive learning and play environments and routines. The most highly qualified staff provided the most direct teaching but also the kind of interactions which guide but do not dominate children's thinking.

Siraj-Blatchford, I. (2004). Quality teaching in the early years. In Anning, A., Cullen, J., Fler, M. Early Childhood Education, Society and Culture. London, UK

Further, Zoellner also demonstrates how orality is empirically accessible—outwardly expressed (observable and manipulative) instead of internally limited— and valuable for research in order to breach the internal processes of the writer by asking students to verbally reflect on those thoughts.

Zoellner, Robert. "Talk-Write: A Behavioral Pedagogy for Composition" *College English* 30.4 (1969): 267-320.

Wikipedia: http://en.wikipedia.org/wiki/Writing_process

Think. Talk. Write.

...the new era of writing instruction ...used orality as a means of process pedagogy.

Campbell, Charles A. "Think-Talk-Write: A Behavioristic Pedagogy for Scribal Fluency." *College English* 31.2 (1969): 208-15

Wikipedia: http://en.wikipedia.org/wiki/Writing_process