

Sequencing and Pacing Reading and Writing: promoting excellence in teaching and learning.

Project Facilitators

Nicola Prichard - Academic Consultant Common units
Peter Wignell - Head Centre for Access and ESL

Consultant

Dr. David Rose - Faculty of Education, University of Sydney

Video Production

Birut Zemits - Lecturer CAESL

Introduction

This staff development project is based on the work of Dr. David Rose and colleagues in developing Literacy and Learning strategies for Indigenous secondary school students, NESB students (particularly in South Africa) and students in transition to higher education. He is currently working with students and staff at the Koori Centre and Yooroang Garang School of Indigenous Health at Sydney University among other projects.

The strategies and principles adopted, for preparing for reading and writing, have been developed from work with the aforementioned groups using insights from reading theory, functional linguistics, the genre approach to writing, and scaffolding literacy approaches.

Research has found that students who are weak readers and writers can improve rapidly towards appropriate levels using these strategies and with the right conditions. These conditions include consistent application in dedicated lessons and integration into reading and writing in curriculum subject areas. The strategies work, not by dumbing down the text we expose students to but by guiding (scaffolding) all students in the classroom, regardless of their literacy, to reading and writing text at the assigned level.

By integrating this approach into teaching methodologies in our transition programs we have the opportunity to effectively address the literacy needs of the broad demographic of CDU students which includes NESB, Indigenous, Mature-age and school leavers. By doing so we not only address problems with attrition but also place the university at the forefront of educational innovation.

Project Aims

The overall aim of this project is to introduce teaching staff to highly effective teaching and learning strategies for improving students' basic and academic literacy. Specifically, this project will introduce lecturers to strategies for preparing learners to read and write complex texts using the Sequencing and Pacing Methodology developed by David and colleagues.

Project Plan

The project has two phases. For each phase Dr Rose will spend a week at the university. The first phase will focus on producing demonstration videos using two in situ student groups and conducting an introductory seminar for staff. The second phase will involve the production of a third sample student group video and a two-day training workshop for AMEP, TEP, Common Unit and ATAS staff.

Phase 1 April 27-30th

Demonstration and Video

David will spend one two-hour demonstration session with an NESB group from CAEPSL working through a particular text with the students. This will be filmed by Birut Zemits for use in on-going training workshops. The same procedure will be followed with a CUC100 class.

Workshop

David will conduct an introductory seminar for staff on Friday 30th.

Phase 2 August 16-20

Demonstration and Video

The same procedure as Phase one will be followed will be followed with a *Module 4 AMEP* group and a *CUC107 group*.

Workshop

David will run a two-day training workshop with Common Unit, TEP and ATAS lecturers.

Ongoing Training

The videos will be used for the two-day training workshop and ongoing training for staff to be facilitated by Peter Wignell and Nicola Prichard.

Associated Research

Research will be conducted into the efficacy of these methodologies with the common unit groups. AMEP, TEP and Common Unit staff have the opportunity to be participate in the research and any publications that arise.

NB Permission will be sought from the students before videoing the class commences.

Funding Source - The following cost centres have agreed to provide \$11,000 for the project: Common Units and CAESL.