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What do you choose to read and why?

THINKING QUESTION



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Ministry Consultations: A series of seven topics

Topic 3, Session 6:
Reading and Understanding
Growing Good Practice
30^h November 2022



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Topics Overview

Session One: The Journey of Language and Communication in Education (4/11)

Session Two: Communication Across the Curriculum (10/11)

Session Three: Making Meaning and Creativity (21/11)

Session Four: Communication and Competency (24/11)

Session Five: Assessment through communication (28/11)

Session Six: Reading and Understanding / Growing Good Practice (30/11)

Introductions: participants

Please:

- Turn your camera on briefly
- Say hello in the chat box

During Webinar

- Please mute your microphone if not speaking
- Switch off your camera if not speaking

Thank you

Working together: protocols

- Please turn on your camera at the start and end of the webinar and when you come back from the break.
- Please turn off your microphone unless you are speaking to avoid background noise
- Please do use the chat box or put up your hand to ask questions
- We like questions and comments!

Breakout Room Rules

In your breakout room:

- put your camera on and unmute;
- introduce yourself;
- nominate someone who is willing to feedback to others;
- you can ask for help by alerting the host, using the button on the toolbar.

Today's programme

14:00 – 15:00

Reading for Pleasure

30 minute break 15:00 – 15:30

15:30 – 16:30

Growing Good Practice

16:30 – 17:00

Investigation

15 minute break 17:00 – 17:15

17:15 – 17:45

Feedback

17:45 – 18:00

Part 6: Questions, comments, discussion

Learning Outcomes

At the end of this webinar you will:

- Have considered the place of volitional reading in a learner's reading journey



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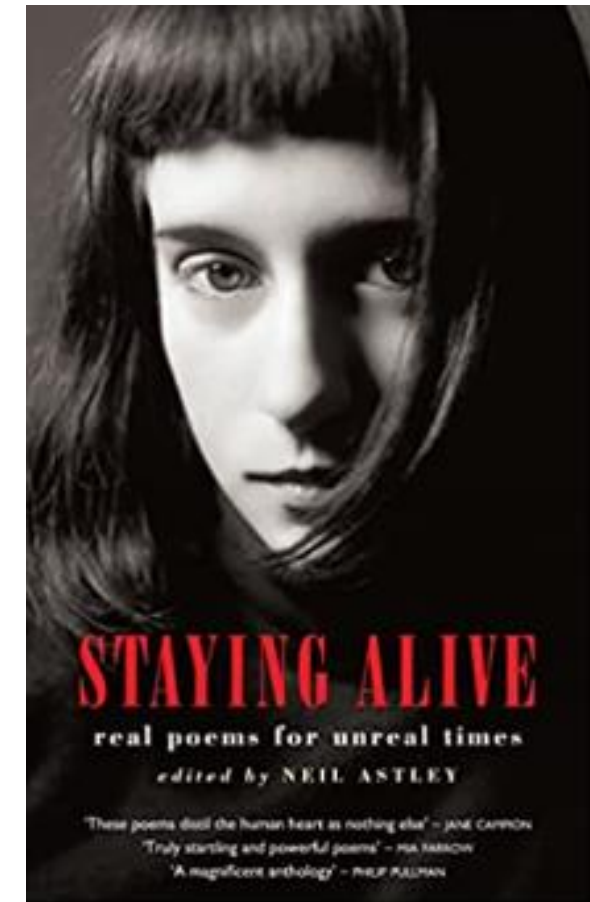
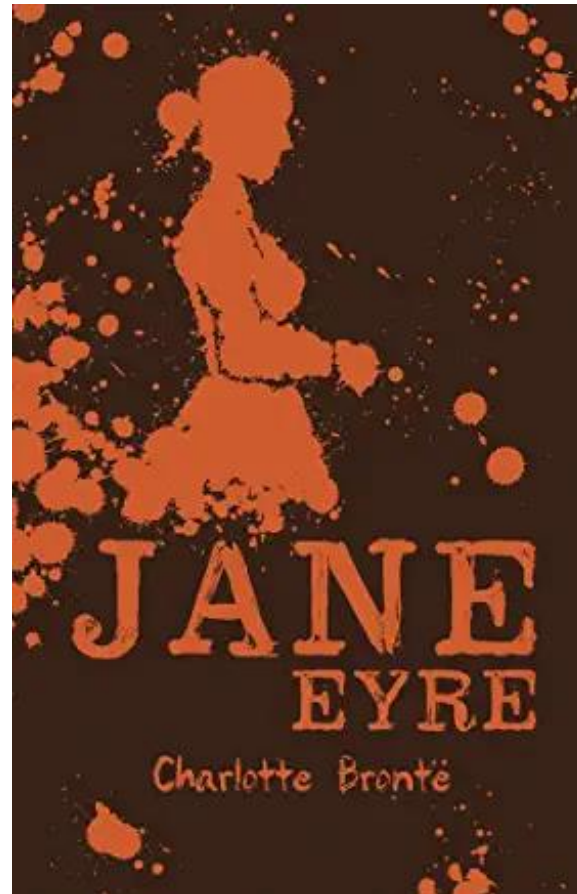
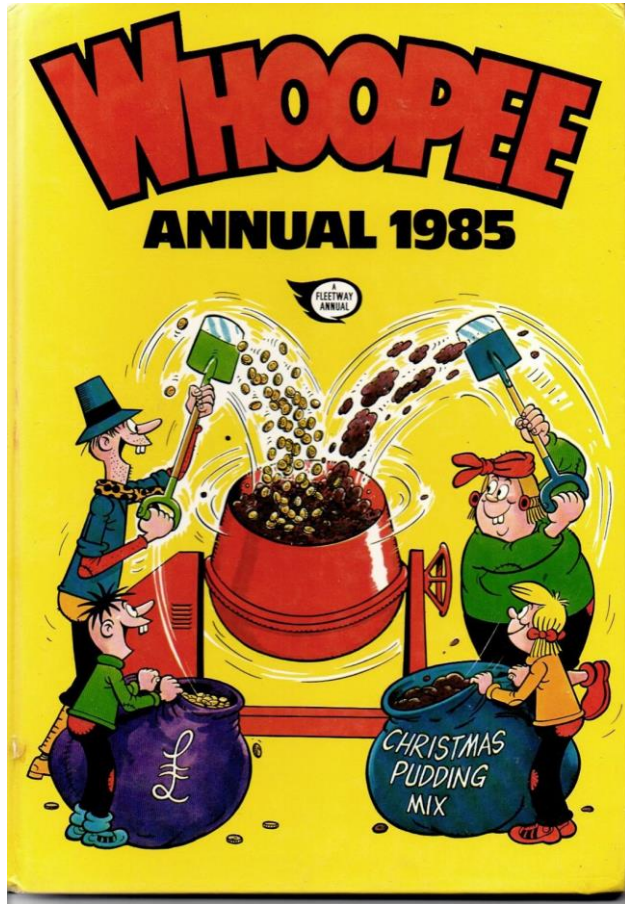
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Reading for Pleasure

Reading identities

Reading Identity



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Reading Identity



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**If all the children in your school/setting
loved to read what difference would
you see?**

The evidence for volitional reading

International evidence demonstrates:

- increased **attainment in literacy and numeracy** (e.g. Sullivan and Brown, 2015)
- improved **general knowledge and vocabulary** (e.g. Sullivan and Brown, 2015)
- encourages **imagination, empathy and mindfulness** of others (e.g. Kidd & Costano, 2013)
- new **reader to reader relationships** and communities of readers (e.g. Cremin et al., 2014)

“We read to know we are not alone”
C.S.Lewis



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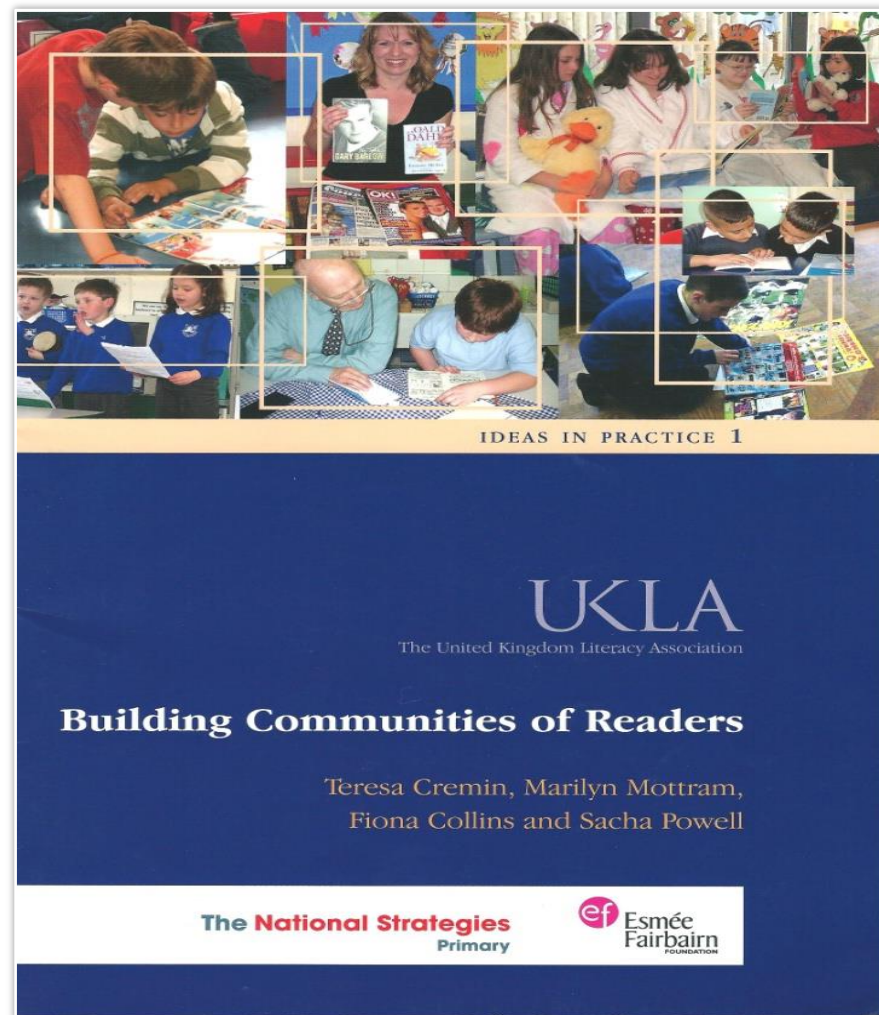
Reading for Pleasure

Building Communities of Readers

UKLA/OU Research

Building Communities of Readers

Cremin et al. (2007, 2008)



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Building Communities of Readers

Key elements that help teachers build interactive reading communities are:

- Teachers' knowledge of children's literature and other texts
- Teachers' knowledge of children's reading practices
- **Reading for pleasure pedagogy**
- Reading teachers: teachers who read and readers who teach
- Reading communities

*Cremin, T., Mottram, M. Collins, F. and Powell, S. (2008)
Building Communities of Readers*



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Reading for Pleasure

Teaching Approaches

Reading for Pleasure Research

The TaRs research project revealed that a robust reading for pleasure pedagogy encompassed four specific practices:

- **reading aloud,**
- informal book talk and recommendations
- independent reading time
- **social reading environments**

Open University: Research Rich Pedagogies, Website (2019)

Reading Aloud

Connect

- What memories do you have of being read aloud to?
- When are you read aloud to now?

Benefits

- Children will access more texts
- They will have a better informed internal reading voice
- Builds 'books in common', which can be discussed, shared and referred to whenever an opportunity arises
- Supplements/enhances all aspects of English teaching without it feeling like 'work'

Reading Aloud

- Do children hear teachers read aloud every day?
- How are the texts chosen that are read aloud?
- How well do your teachers read aloud to the children?
- Is it only class teachers who read aloud? If not, what other opportunities to the children have to hear an adult reading?

Social Reading Environments

Connect

- Where do you like to read and why?

Benefits

- Supportive of children developing their own reading preferences
- Child ownership
- Fosters independence
- Support children to develop positive book behaviours
- Books become valued by the children (tantalising)

Book Abuse!



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Texts that Tempt



The Tiger Who Came to Tea



ANNIVERSARY
50
EDITION



Meet the Author



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Social Reading Environments

- Do children have access to the books they want to read?
- Do the children have spaces to read that are conducive to independent reading? Inviting spaces? Texts that tempt?
- Is there enough time allocated to children using social reading spaces to explore their own reading preferences and practices?

Break Out Activity

In your group choose one of the following to discuss:

- Your own reading identities and the insights these give into the world the readers you teach inhabit
- How your actions influence your learners' reading habits and how you might tweak your behaviour to further engage the readers in your care
- The changes you might make to the reading environment in your settings to ensure children develop a love of books and reading



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FEEDBACK

Communication Competency

Break Out Feedback



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Quick Wins

Reading
Growing good practice



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Questions, comments, discussion

Reading
Growing good practice



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Growing Good Practice

Next steps



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What do you intend to do next?

Session One: The Journey of Language and Communication in Education

Session Two: Communication Across the Curriculum

Session Three: Making Meaning and Creativity

Session Four: Communication and Competency

Session Five: Assessment through communication

Session Six: Reading and Understanding

THINKING QUESTION

A point worth consideration

Further reading:

The key finding of the TDT review was that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a **significant impact on student achievement.**

<https://www.dropbox.com/s/m76p6mdep95git2/DGT%20Summary.pdf?dl=0>



How can we strategically plan for change?

“It is not the strongest of the species that survive or the most intelligent, but the one most responsive to change.”

Charles Darwin

ACTION PLANNING



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REFLECTION

Think about	Suggestions	How do we know?
What's working well?		
What needs improving?		
What will you do?		

Case Study

Collaborative Leadership, Teaching and Learning

Barrier to Learning: Students have weak reading, writing and communication skills. Outcomes are significantly less compared to other schools nationally.

Vision: Through our joint actions, students will rapidly gain skill in reading, writing and communication. This will impact on academic results and lead to a better quality of life.

2019

Literacy Area	Short (Easter 2020)	Intended Impact	Medium (September 2020)	Intended Impact	Long (Easter 2021)	Intended impact
Literacy basics*	All subject areas are aware of the basics* and are experimenting. Best practice/ success is shared. Support is called for and actioned.	Staff are developing their literacy practice through experimentation/ sharing and support. Students' literacy is improving, although not perfectly coordinated at starting point.	All subject areas have embedded practice for the basics. Best practice and success <u>is</u> regularly shared. Targeted support for specific subject areas is underway and having impact.	All departments are confident in their development of literacy practice. Teachers' skill at planning to improve literacy is improving rapidly. Students' literacy is improving <u>as a result of</u> a clearly coordinated effort.	Literacy basics are a natural part of planning at UCA. More creative	Development of more creative and impactful literacy practice is emerging <u>as a result of</u> staff confidence, practice and knowledge in literacy. Students are making rapid progress in literacy and more difficult to solve problems with student literacy are developing solutions.
Evidence file collated for each subject**	An overview of literacy practice in UCA is easily accessible.	Literacy leads can articulate exactly what is happening and where across the academy. Examples of good practice and areas requiring support or CPD are identified.	Evidence files are used in whole school CPD.	Staff <u>are able to</u> access literacy practice across the curriculum and use this knowledge to develop their own practice.	Evidence files show the progress of literacy through student examples/ testing/ department development.	The development of literacy is clear from January 2020 to September 2021. The impact of all actions is clear to begin next steps for literacy development...

Literacy Policy Simplified	Policy is simplified and launched to all staff.	Staff are able to access the literacy policy in all subject areas and able to use it as part of their planning.	Literacy policy is used for planning in all subject areas.	All staff can articulate and find examples of the literacy policy in action.	Literacy policy is amended regularly as outstanding practice develops new ideas...	The literacy policy becomes a living document that is adapted as practice grows. All staff know the basics of literacy so this policy can now become part of outstanding practice.
Student Literacy Leads	A plan for student literacy leads is created.	This idea is ready to be trialled following Easter break 2020.	Student literacy trial has taken place and evaluated.	The impact of student literacy leads has been evaluated and problems troubleshooted. This idea is ready to have a bigger impact on whole school literacy.	Student literacy leads are regularly used in all lessons to support teacher and students in developing literacy practice as a habit.	Students support each other in developing literacy habits. Literacy is not something done to students by teachers but is part of life at UCA and beyond.
Reading across the curriculum is regular and embedded in a wide range of subjects	World book day collates staff voice about their confidence in and the impact of reading to students in lessons.	Literacy leads have an overview of where beginning reading to students may have the most impact and be easiest to implement.	Confident staff across the curriculum read to students at least once each week. Staff choose books that enhance the learning in their subject area to inspire students to read.	Reading is becoming an embedded part of UCA life through good practice. Good practice examples lead the way for less confident subject areas to try reading for pleasure.	Students are read to in all subject areas across the curriculum. Staff read at appropriate times and choose books that inspire students in their own subject areas.	Students are regularly read to in a range of genres across the curriculum. Students see reading as part of their daily routine at UCA and are inspired to make their own choices as readers.



2021 Reflection

- Students around the curriculum are consistently articulate and given the opportunity to practice talk across the curriculum.
- Students consistently write using the basics and are encouraged to write beautifully in all lessons.
- Reading is embedded across the curriculum
- A celebration of outstanding literacy is part of everyone's planning.
- Staff across the curriculum are encouraged to be creative with their literacy ideas.
- All subjects read to students at least once per week with appropriate and inspiring texts for their subject area

Slater (2011: 221)

By working together as a team of leaders, our case study school was able to overcome societal cultures (poor literacy/ poor relationship with education) through strong organisational structures (consistency through strong visions and leadership).

- Culture exists at multiple levels. [There are differences] between societal and organisational culture.
- Societal culture is deeply rooted, based on values and taken for granted usually across a whole country.
- Organisational culture is made up of more malleable practices that leaders can work to change.

John P. Kotter



Further Reading:

<https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2>

7 Key Errors made when trying to instil change

What? We are going to explore an article by Kotter in which he discusses fundamental errors that people make when leading changes in establishments

How? Looking at each error in turn and discussing them in relation to our current practise. Making notes on our responses to add to our action planning

Why? We want to use the information we have gathered across our six sessions to lead change and make it a success.

Error #1: Not Establishing a Great Enough Sense of Urgency

Why should you change?

Why is it urgent right now?

What's in it for you that you cannot live without?

Ideas for urgency

The world has changed! If we do not change with it, we will not survive

Inspection

Parents

Results

Error #2: Not Creating a Powerful Enough Guiding Coalition

Are you powerful enough?

Can you gain more power?

Are those above us fully on board?

You want to create as big a backing as you can. You can catch the new teachers on the way in!

How might colleagues support you?

How will you get learners on board?

How will you involve other stakeholders?

Newly appointed teacher mentoring system.

Fortnightly meetings with “on board” mentors

How do you ensure that the mentors are selling your vision? Could you provide incentives for becoming a mentor that does not involve cash payment could be an additional day off in the summer term, termly free lunch, etc.

Error #3: Lacking a Vision

Can we communicate our vision individually and all say the same thing?

If we asked a student about the vision for your classroom, would they get it right?

If we asked any member of staff, would they be able to communicate our vision back to us right now?

Can we communicate our vision in less than five minutes?

What is our vision? Is it linked clearly to student achievement?

Our Collective Vision

At Unity City Academy we want each and every child inspired to choose a Remarkable Life.

Our mission is for each and every child at Greenwood Academy to be inspired to choose a remarkable life.

Our hope is that every child who leaves Tamworth Enterprise College has the qualifications, skills, knowledge and character to access aspirational Post-16 opportunities and to lead a remarkable life that includes positive relationships, resilience and financial independence

Error #4: Under communicating the Vision

How often do students/ staff hear/ see our vision?

What channels are we communicating the vision through?

Are there more opportunities to communicate our vision available?

Ideas for communicating the vision

CPD display boards (including virtual)

CPD fortnightly sessions run across the academic year, during which all colleagues are invited to share how they have interpreted the vision with success

Newsletters

All meetings have some mention of the vision

Including the vision in email signatures

Including the vision on the website

Error #5: Not Removing Obstacles to the New Vision

What are our obstacles?

How can we remove them while staying true to our ethos and vision?

Example Obstacle – Time

Remove the unnecessary

Create a culture of support

Research time saving teaching techniques

Error #6: Not Systematically Planning For and Creating Short-Term Wins

Do we have short-term wins by accident or because we engineered them?

What short term wins can we engineer for the start of the new term?

How will we a) ensure they happen b) communicate them to everyone?

Example Short-Term Wins

- A simple technique being used by all staff/ students consistently
- All staff being able to tell you what the vision is and how they are making it a success
- A target class of one TLC member making more than expected progress
- TLC delivering successful CPD that gains positive feedback
- Teacher voice shows that staff are positive about the TLC's work
- Getting one more supporter for the cause

Now that we have reviewed Kotter's seven common errors, what might we change about our action planning?

How might we lead change more effectively?

A) As a teacher

B) As a leader

Time for action planning

Feedback to Move Forward

What will you do? How will you do it?