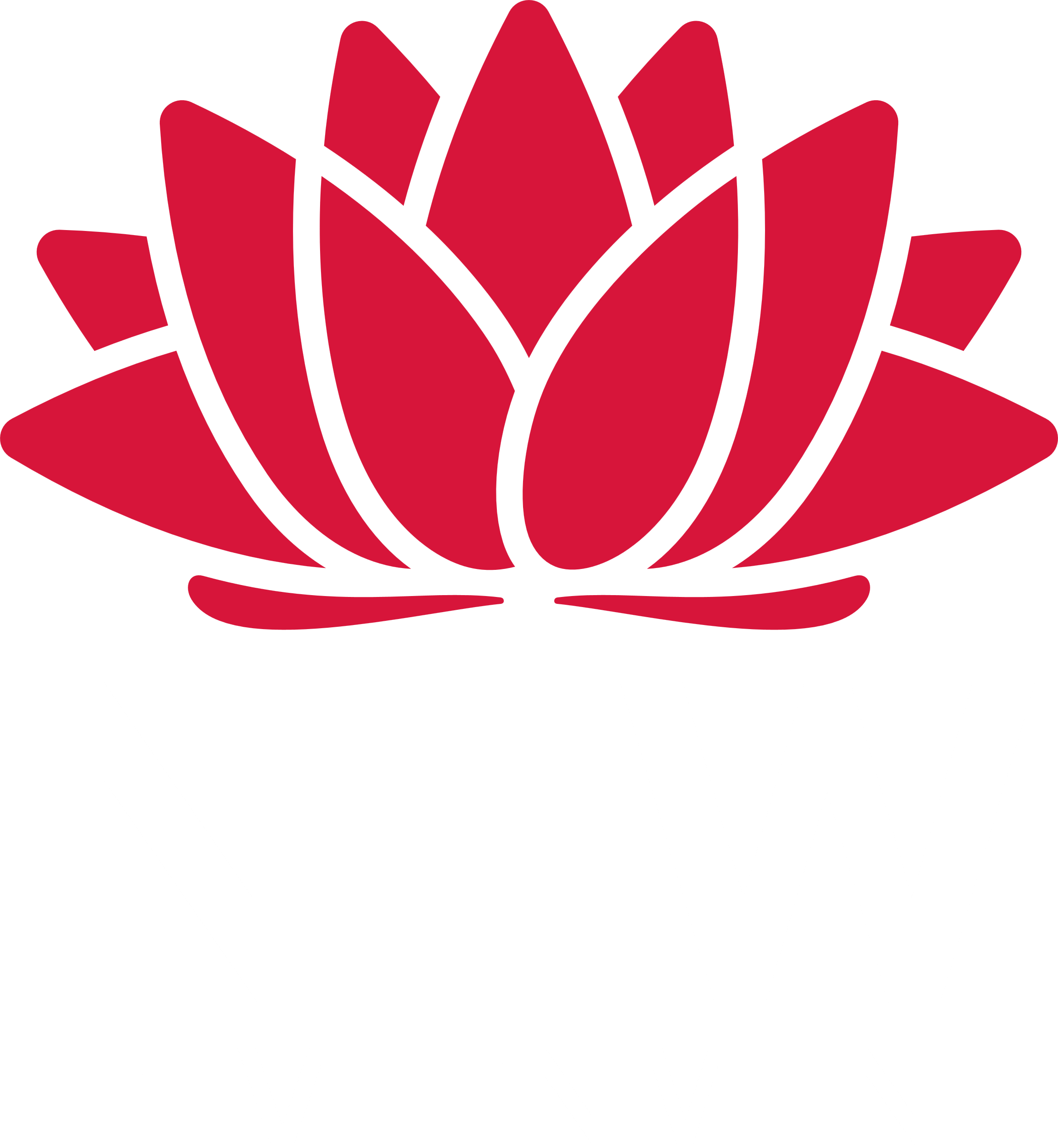
# **Creating a writing culture in the English classroom**

Facilitator guide

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## About this guide

This guide has been developed to assist leaders in facilitating the ‘Creating a writing culture in the English classroom’ professional learning session. The guide will explore:

* how the presentation supports the NSW Curriculum Reform
* how the session aligns with the Australian Professional Standards for Teachers and the School Excellence Framework
* how to structure the session to help your team effectively engage with the presentation content
* recommended activities to promote collaboration, reflection and plans for future action
* additional resources to support further professional development.

If you have questions about the session, please email [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Presentation overview

This facilitator guide supports the professional learning session ‘Creating a writing culture in the English classroom’. This session explores ways to develop a culture of writing that engages students in the language and literature of subject English in personal, creative and critical ways. In order to unpack this culture we explore the writing process, types of texts, grammar in context and effective writing activities embedded into a program. The focus is on writing as meaningful communication, where students develop and use a deep and applied knowledge of language and textual features for purposes that matter to them.

The professional learning session is divided into 4 parts, each investigating an aspect of the writing culture in English, and each led by a guiding question around which content and activities are structured.

* In Part 1 ‘Creating a writing culture’, we consider how we can help students to go beyond transmitting content knowledge, to writing with the confidence, skills and the authority needed to communicate what they think.
* In Part 2 ‘The writing process and types of texts in English’, we investigate how we can support the development of motivated and skilled writers through modelling, analysing and practising writing different types of texts.
* In Part 3 ‘Grammar in context in the English classroom’, we unpack the notion of ‘in context’ and examine practical strategies for making this happen.
* In Part 4 ‘Adopting and adapting programming in English’, we explore how teachers and faculties can adapt sample programs developed for the English K–10 Syllabus (NESA 2022) to context so that an effective culture of writing is maintained and developed.

### Organisation of this professional learning session

* Complete Part 1 of this professional learning and then engage with one other part, as appropriate to your faculty decisions and planning. Part 1 runs for approximately 30 minutes, leaving 60 minutes to engage with either Part 2, Part 3 or Part 4.
* There are ‘extended faculty application’ activities included in the booklet.
* You can complete the remaining parts as a faculty in future learning events.

### Overview of the structure for this professional learning

The following table is the ‘executive summary’ of the practical considerations for this session. Note that each activity is included in the facilitator guide and in the participant booklet.

Start with Part 1 then move on to Part 2, Part 3 or Part 4. Remaining parts can be completed as a faculty later.

Table 1 – overview of the structure of this professional learning session

|  |  |  |  |
| --- | --- | --- | --- |
| Part | Section | Activity overview and approximate timing | Facilitator notes |
| 1. Creating a writing culture | Video presentation | Introduction to the notion of a classroom writing culture | Whole faculty viewing and note-taking as required. |
|  | Activity – reflecting on the culture of writing | Participants use open response box (5 minutes) | Whole faculty discussion. |
|  | Activity – implementing strategies to faculty programs | Integrated option – faculty discussion (5 minutes)  Extended application – applying ideas to a program (1 hour maximum) | Explore the extended option in a future learning event. |
| 2. The writing process and types of texts in English | Video presentation | Overview of 2 approaches: the process writing and genre-based approaches (10 minutes) | Whole faculty viewing and note-taking as required. |
|  | Activity – implementing strategies for assessment | Integrated option – faculty discussion (10 minutes)  Extended application – applying ideas to a program (1 hour maximum) | Explore the extended option as part of this session or at a future learning event. |
| 3. Grammar in context in the English classroom | Video presentation | Exploration of practical strategies related to in-context teaching of grammar | Whole faculty viewing and note-taking as required. |
|  | Activity – experimenting with sentence variation | Participants choose **one** of the 4 sentence activities (5 minutes) | Ensure participants choose and complete **one** option. |
|  | Activity – adverbial phrases | Integrated option – pairs complete application (10 minutes)  Extended application – applying ideas to a program (1 hour maximum) | Explore the extended option as part of this session or at a future learning event. |
| 4. Adopting and adapting programming in English | Video presentation | Exploring how to take a sample program for the new syllabus and adapt it to school context | Whole faculty viewing and note-taking as required. |
|  | Activity – examining writing tasks | Participants match outcome content to learning sequences in the sample program (7 minutes) | Participants work in pairs with material in the participant resource booklet. |
|  | Activity – identifying and refining writing tasks | Extended application – applying ideas to a program (1 hour maximum) | Explore the extended option as part of this session or at a future learning event. |

### Learning intentions and success criteria

During this session you will:

* develop an understanding of the ways teachers can support student motivation and success in writing
* consider approaches to practical pedagogies for your classrooms.

This will equip you to:

* implement the ‘expressing ideas and composing texts’ focus area from the English K–10 Syllabus (NESA 2022) with increased confidence.

### Alignment to the Australian Professional Standards for Teachers

This presentation aligns with the following standards:

* 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* 2.5.2 Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.

### Alignment to the School Excellence Framework

This professional learning session aligns with the following elements of the School Excellence Framework:

* Learning culture
* Assessment
* Curriculum
* Effective classroom practice
* Learning and development

## Preparation

It is recommended that you are familiar with the course structure and content prior to the professional learning session. You should guide participants through the learning by:

* choosing either Part 2, 3 or 4 to complete alongside Part 1 in this session
* playing video and audio files
* reading content when required (for example, activity instructions)
* leading activities and discussions
* managing time.

### Prior to the session

* Ensure all participants will have access to:
* the participant workbook (either printed or downloaded and completed electronically on a device)
* ‘My mother, my hero’ memoir from the teacher support resource on the [Powerful Youth Voices – Year 7, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-4-year-7-powerful-youth-voices) webpage – explore the sample program to understand how the text is used in context. The text is also provided in the participant workbook.
* a school-specific teaching and learning program and assessment you wish to refine in terms of the focus on writing, development of writing activities and the development of a writing culture – this will be relevant to Part 1, Part 2, Part 3, and Part 4.
* Play any video or multimedia on your browser to ensure they have loaded for your session.
* Consider room or equipment set up for the day.

### After the session

* Direct participants to complete the evaluation survey using the QR code in their participant workbook.

### Participant workbook

The Participant workbook can be printed double-sided or used digitally. There are note-taking pages that complement the presentation and activity templates to guide engagement with the content.

The **note-taking pages** are to be used while watching the presentation. They provide your team with an opportunity to reflect and think critically about the information being shared. The note-taking pages feature 3 main sections:

* Focus questions – these are questions to keep in mind while engaging with the session. They encourage your team to consider how the content in the presentation can inform their practice.
* Key points and notes – in this section, your team can record any concepts or ideas that resonate with them. The left column is for staff to write down the main points of the presentation for future reference. The right column provides them with space to expand on their thinking and provide additional detail.
* Summary – at the end of the presentation, staff can write down 3 key ideas they would like to apply to their practice. You may like to conclude the session by having your team share the reflections they have recorded.

The **activity templates** provide a scaffold for the ‘pause and reflect’ slides in the presentation. Further information about these activities is provided below.

## Part 1 – Creating a writing culture

Guiding question – How can students go beyond transmitting content knowledge, to writing with the confidence, skills and authority needed to communicate what they think?

### Activity – reflecting on the culture of writing

**Participant activity question**

How would you describe the culture of writing in your classroom and school at present?

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* Pause the video.
* Individuals or pairs use the open response box to outline their reflections.
* Share ideas briefly.
* Encourage participants to use note-taking spaces during the following part of the video presentation. Continue through Part 1.

### Activity – implementing strategies

**Integrated activity** – which strategies will you experiment with in class through the remainder of 2024. In which Year 7–10 program will they be most useful?

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* Pause the video.
* Individuals or pairs use the open response box to outline their reflections.
* Share ideas briefly.
* Move on to Part 2.

**Extended application** **activity** – begin with the application question above, then discuss responses as a faculty. Spend time adjusting a Stage 4 or 5 program to include these elements of a writing culture.

## Part 2 – The writing process and types of texts in English

Guiding question – How can we support the development of motivated and skilled writers through modelling, analysing and practising writing different types of texts?

### Activity – reflecting on the culture of writing

**Integrated activity** – consider how both approaches to teaching writing are evident in the way students prepare for and complete assessment tasks – both formative and summative.

**To what extent are effective practices related to the process and genre-based approaches embedded in your assessment practices?**

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* Pause the video.
* Individuals or pairs use the open response box to outline their reflections before the discussion.
* Share ideas briefly.

**Extended faculty activity**

1. Explore the discussion question above and then compare responses as a faculty.
2. Adjust a Stage 4 or 5 formative writing assessment activity and a summative (formal) task to include these elements of a writing culture. Consider the implications of including these elements on the teacher and student-facing marking guidelines that you will need to develop.

## Part 3 – Grammar in the context of the English classroom

Guiding question – How can we teach grammar in context in the English classroom?

### Activity – experimenting with sentence variation

**Participant activity instructions**

Complete **one** of the following activities:

* sentence combining
* sentence signposting
* sentence expanding
* sentence shrinking.

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* Pause the video for 5 minutes.
* Ensure participants complete only one activity in the spaces provided in the participant booklet.
* Continue through Part 3.

### Activity – adverbial phrases

**Integrated activity** – complete activities 1 and 2 in the allotted time.

1. Read the model text ‘My Mother, My Hero’ by Kobra Moradi provided below and in the participant resource. This model text and the suggested activities can be found in Phase 3 of the Year 7 – teacher support resource on the [Powerful Youth Voices – Year 7, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-4-year-7-powerful-youth-voices) webpage.
2. Complete **one** of the adverbial clause activities (listed after the model text). Complete either ‘identifying and experimenting with adverbial phrases’ or ‘reorder the words and create adverbial phrases’.

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* Pause the video.
* Individuals or pairs use the open response box to outline their reflections before the discussion.
* Share ideas briefly.

**Extended faculty activity**

1. Select one of the strategies that you have experimented with in this session.
2. Use this strategy to develop a learning activity for a text that you currently teach or plan to teach.

## Part 4 – Adopting and adapting programming in English

Guiding question – How can we adapt programs to context so that an effective culture of writing is maintained and developed?

### Activity – examining writing tasks in the sample materials

**Participant activity instructions**

In pairs, complete activities 1–3, then proceed to the discussion below.

1. Select one of the sample program sequences provided in the resource booklet.
2. Identify the outcome points from within EN4-ECA-01 that have been addressed in the sequence. Some examples have been provided in the table below.
3. Identify the teaching strategy that has been used to develop student learning in relation to that outcome content.
4. Discuss your findings using the following prompt questions:
5. Are a variety of writing tasks provided?
6. Do the writing tasks provide for explicit instruction, modelled examples and independent practice?

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* Pause the video.
* Pairs use the resources in tables 7, 8, 9 and 10 in the participant booklet to complete this activity. Table 7 provides content groups and content points from the outcome EN4-ECA-01. Table 8 gives examples of writing tasks, and tables 9 and 10 are extracts from the sample programs.
* Share ideas briefly.
* Continue through Part 4.

### Activity – identifying and refining writing tasks for your context

**Integrated activity** – you will now apply the knowledge you have developed to create writing tasks for your own context. Please use a program sequence with which you are familiar. For the integrated task complete activities 1 and 2 below.

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* Pause the video.
* Complete the full set of activities in the extended faculty option.

**Extended faculty activity** – complete the full set of activities below with pairs working on separate tasks. Use the discussion time at the end to compare and assess overall faculty strengths and opportunities for development.

Focus on one sequence of learning and:

1. identify the writing requirements of the task
2. identify the strengths of the current approach and the opportunities for refinement
3. identify the needs of the student group
4. refine the task and resource focusing on the identified writing needs
5. discuss why this task and teaching strategy is appropriate to this lesson sequence and how it helps build a writing culture.

## Where to next?

Would you like to learn more? The links below provide additional learning and resources. These may assist you in developing future professional learning sessions to respond to the needs of your team.

The section below includes our full references list and syllabus links and information about the various literature that has been cited in this professional learning. For further professional development please see the [Curriculum Reform PL recordings](https://teams.microsoft.com/l/channel/19%3A752b86ff84f04d81ab058d12233fdc2c%40thread.skype/tab%3A%3Ab55babec-0ecd-4a66-989e-2931a56eea52?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991&allowXTenantAccess=false) tab in the English Professional Learning channel of the English statewide staffroom. See also the English [Professional learning calendar](https://teams.microsoft.com/l/channel/19%3A752b86ff84f04d81ab058d12233fdc2c%40thread.skype/tab%3A%3Ac68df113-aae9-4fb6-82f6-0eaaa42c310a?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991&allowXTenantAccess=false) tab in the same channel.

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