

Roles within SAALP schools

Intensive Phases

Role of the school AL Contact Person

- Negotiates visiting times with consultant
- Arranges timetable for each visit, based on consultant requests, and communicates timetable to relevant people. E-mails a copy of the timetable to consultant at least a day before the visit
- Ongoing liaison with the consultant about general aspects of AL support

The AL Contact Person may be required to support the following tasks, as negotiated with the consultant:

- Obtaining and returning of texts
- Accessing text notes and supporting resources
- Support data collection

Role of the consultant

- Negotiates visiting times
- Negotiates text selection for use throughout the year to ensure suitability and availability
- Supports teachers by negotiation: primarily through observation of practice, provision of written and verbal feedback and provision of planning support
- Supports teachers by negotiation: through provision of modeled practice via collaborative viewing and articulation of the methodology or demonstration at point of need
- Supports teachers to undertake accreditation or re-accreditation
- Supports the school to ensure SAALP data collection protocols are met
- Informs school of forthcoming professional development
- Provides site based and/or cluster professional development
- Reports to the school principal or leadership delegate at least once per term in person when possible, providing a written report

Role of the classroom teacher receiving consultant support

- Implement AL explicit teaching sequence for a minimum of four days per week, when possible (or the equivalent for those in part-time roles)
- Negotiate to have AL practice observed by consultant and meet to receive feedback
- Meet with consultant for planning support

Role of the AL Accredited teacher

- Implement AL explicit teaching sequence for a minimum of four days per week, when possible (or the equivalent for those in part-time roles)
- Negotiate to have AL practice critiqued by a consultant once a semester
- Meet with consultant for planning support



Affiliated School Phase

Role of the Accelerated Literacy Site Leader

- Negotiates details of the 15 hours of support with the consultant
- Attends SAALP Curriculum Leaders' Days
- Attend SAALP Consultants' Meeting once a term
- Supports teachers by negotiation: primarily through observation of practice, provision of written and verbal feedback and provision of planning support
- Supports teachers by negotiation: through provision of modeled practice via collaborative viewing and articulation of the methodology or demonstration at point of need
- Supports teachers to undertake re-accreditation in AL
- Supports text selection, access to texts, text notes and resources
- Ensures SAALP data collection protocols are met
- Informs school of forthcoming professional development
- Provides site based and or cluster professional development

Role of the classroom teacher receiving support

- Implement AL explicit teaching sequence for a minimum of four days per week, when possible (or the equivalent for those in part-time roles)
- Negotiate to have AL practice observed by AL Site Leader and meet to receive feedback
- Negotiate to receive planning support

Role of the AL Accredited teacher

- Implement AL explicit teaching sequence for a minimum of four days per week, when possible (or the equivalent for those in part-time roles)
- Negotiate to have AL practice critiqued once a semester
- Negotiate to receive planning support
- Undertake re-accreditation if interested

Role of the consultant

- Negotiates details of support with the AL Site Leader
- Keeps school AL Site Leader informed of forthcoming training
- Reports to the school principal or leadership delegate at end of the year, in writing

