

Articulating the Accelerated Literacy pedagogy

The pedagogy:

- ◆ Provides a common language for talking about literacy
- ◆ Supports a whole-site literacy improvement strategy
- ◆ Covers the explicit teaching of the comprehending and productive modes of language
- ◆ Aligns with the Australian English Curriculum and Literacy as a General Capability
- ◆ Provides a supportive teaching routine for planning and teaching
- ◆ Rather than learn the skills in isolation, children are taught the skills within a relevant, meaningful context (the text). This helps the process of understanding and applying the different literacy skills
- ◆ Helps teachers to become intentional in their teaching; thinking about the learning goals for every lesson
- ◆ Is flexible and can cater for the high performers as well as the low achievers in each class
- ◆ Helps teachers to differentiate learning outcomes through their questioning and adjust their levels of scaffolding for every student
- ◆ Helps teachers to be systematic and explicit in their teaching of spelling
- ◆ Appropriate for all year levels
- ◆ Is the core of literacy instruction, and leaves plenty of time for consolidation and application

The implementation model:

- ◆ Having an external consultant helps to maintain focus and rigour
- ◆ Consultant acts as principal's delegate in instructional leadership and reports back to principal
- ◆ Regular consultant visits help to maintain the focus on literacy improvement
- ◆ Provides coherent professional learning opportunities for teachers and paraprofessionals
- ◆ Provides a professional learning pathway, including refinements in practice and accreditation
- ◆ Provides flexibility in levels of support, depending on school capacity
- ◆ Expects cooperation and shared efforts from teachers, leadership and the program.

