

# Acknowledgement of Country



We acknowledge the Gadigal people as the custodians of the land that we are meeting on today and pay our respects to the Elders past, present and future for they hold the memories, the traditions, the culture and hopes of their people.



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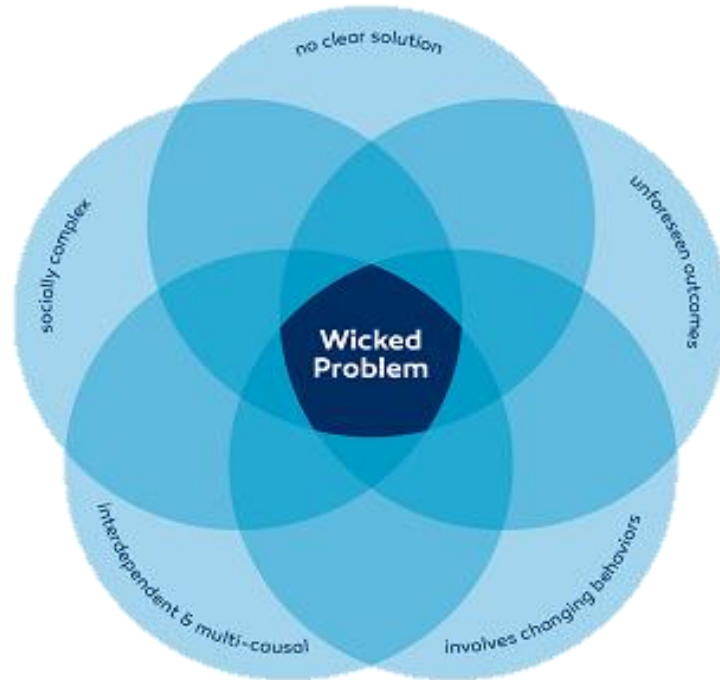
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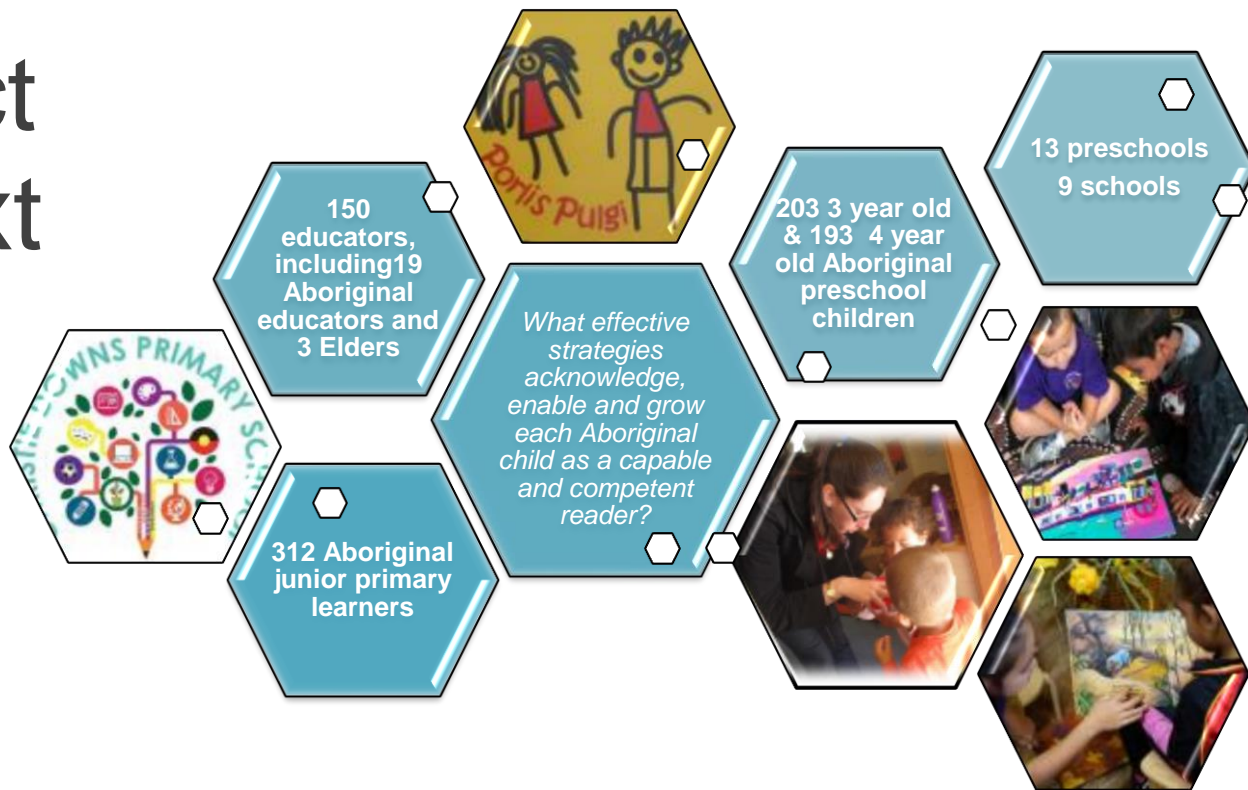
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# Every Aboriginal child a capable and competent reader

*Accelerating achievement in year 3 reading for Aboriginal children*



# Project context



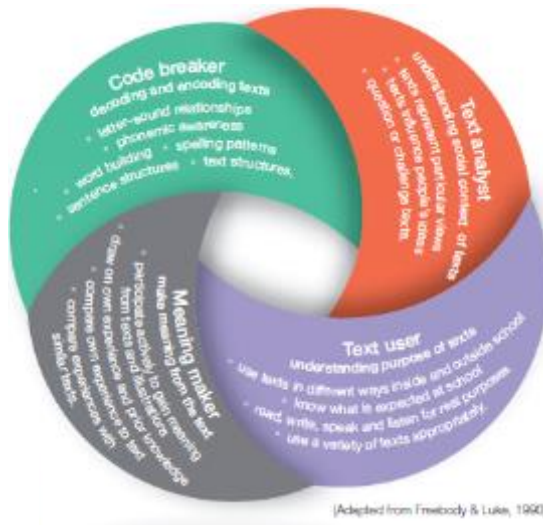
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# Seeing the capable and competent reader...



*"I am now seeing children in a new light as I learn to identify children as readers."* Preschool teacher

*"I am analysing and planning for children's reading (using the 4 resources model), continuing to reflect and make changes to the learning spaces to deepen experiences for children and support all children's high levels of involvement."* School project leader



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## Key people involved:

- Margie (*Preschool Director*)
- Rachel (*Preschool Aboriginal Family Literacy Strategy teacher*)
- Alex (*School APAS tutor - teacher*)
- Trish & Obi (*School Aboriginal Education Teacher*)
- Braedon (*School Aboriginal Community Education Officer*)

## What we noticed ...

- 15 Aboriginal students identified for 'reading intervention' because they did not meet the achievement benchmarks at the school
- An opportunity build:
  - Across site connections
  - Preschool and school children's confidence as readers and language for reading
  - School children's ownership of learning goals

## What we did: At school educators supported students to...

- Chose picture books slightly beyond their capability and with consideration about *“what the little kids would be interested in”*
- Set personal learning goals for their reading improvement, i.e. to ‘go up a level’ in their reading program
- Identified words they didn’t know and unpacked them for meaning
- Practiced reading for confidence, proficiency, fluency and expression
- Learnt to hold the book so the preschool children would be able to see
- Practiced the ‘Strive for 5’ conversational turns to *“help the kindy kids with their words, then they can be good at reading”*

## What we did: Shared Reading Time

- In small groups, the school students regularly visited the preschool to read their books to younger children
- Students sat down around the room and the preschool children chose to sit with them to listen to a story
- Students joined the preschool children in play and used the Strive for 5 technique as they interacted together



*“You need to listen and learn to talk before you read.”*

# Learning outcomes for the School readers

All buddy readers significantly improved their reading levels -  
comprehension and fluency

*“It helps me achieve my goals and go up a level... It helps Kindy kids, they will be able to read books and they will get the story.”*

Increased student confidence as leaders and as readers

*“When I read to the little kids they boost my confidence.”*

Increased ownership and articulation of personal learning goals

*“It helps me because it’s a little Kindy, because if we say something out in public we don’t have to feel embarrassed or shame because we had a practice.”*

# Learning outcomes for the Preschool Children

- Increased confidence and enjoyment of reading
- Stronger identity as a reader
- Growth in reading behaviours (e.g. tracing their finger under the words)
- Understanding reading is relevant to them

*“Are we reading today?”*



# What thinking changed for educators?

## We used to think...

*Aboriginal children aren't interested in books*

## Now we think...

***Aboriginal children are interested in books, especially when they are positioned as powerful readers in relational learning contexts***

## How we know...?

*Aboriginal children engaging confidently with a range of texts - and leading the learning with their peers and family*

*Planning to foster the reading development of preschool children (especially 3 year olds) is not relevant*

***Aboriginal children are capable and competent readers and it is educators' responsibility to plan for each child's reading identity***

*Educators noticed and documented children's reading behaviours, skills and dispositions*

*Children purposefully and effectively engaged as readers*



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# Learning outcomes for the community

- Developed stronger connections between the preschool and school through a shared purpose
- Demonstrated to the community a shared value of Aboriginal children as learners
- Families shared favourite stories and books with preschool and school staff

*“They get really interested in books and then they can (later) read to the Kindy kids.”*



# Effective practice: *Read more often to / with children*



- Increased confidence to engage with a range of texts
- Evidence of growth in 3 year olds reading behaviours
- Concepts about print development



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# Effective practice: *Use / provide a range of multi-modal texts which are meaningful to children*



- Selecting texts for a purpose, authored texts, shared texts from home
- Children positioned as expert readers – at home, preschool and school
- Positive transition experiences for children through familiar texts



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# Effective practice: *Talk more with children*



- Used more complex language more often
- Vocabulary and confidence to talk increased
- More conversations about children's thinking around texts



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# Powerful noticing: *Aboriginal peers, family and educators led the learning*



- Fluency and reading levels increased (for school readers)
- ‘Reluctant readers’ engaged
- Positive reading identity through the influence of peers
- Home literacies validated at preschool and school



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# Every Aboriginal child a capable and competent reader

*Thank you for listening... Any questions?*

*“When I was at Kindy there was no role models to help me, and now I’m going up, up, up, and it might help the Kindy kids.”*



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