Action Research Plan (1 per group)
Facilitation and Evaluation of Action Learning Projects in Literacy and Numeracy
BCE Schools 2014

Please use this template to provide details of your Action Research Plan and email the completed Action Plan to:

**Janelle Young**  
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Please send me your plan at least two working days before the second full day session.

**Name/s of Team members:** Vicki Oldham, Jenny Grace, Kylie Conrad, Marissa Clark, Anthony Lucey

**Name of your Action Research Project:** Developing Reading Comprehension for all Students in Year Six using Explicit Modelling of Effective Reading Strategies

**Aim of the Inquiry:**

We will build capacity of teachers to progress reading comprehension for all students in the middle years of schooling through frequent professional conversations guided by a shared model of pedagogy.

List some key features of the context surrounding your inquiry project.

Teachers have been engaged in a number of projects including Visible Learning, PB4L, use of feedback, Growth Coaching, Reading to Learn and First Steps. Teachers have been planning for student progress using the Professional Learning Community model. This project will bring these practices together into a clear whole school planning process.

**Why is this particular project of interest to the team?**

Our 2013 NAPLAN results and whole school literacy testing helped us identify reading as an area for improvement in this year level. Teachers requested assistance assessing reading against the achievement standard. Teachers have experienced success in student learning using the PLC approach.
**Guide for developing questions and planning for the data collection.**

<table>
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<tr>
<th>Background Questions</th>
<th>Project Questions</th>
<th>Data Collection Strategy</th>
<th>Dates for the Data Collection</th>
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<td>(for increasing teacher knowledge about the area of interest). These are linked to seeking knowledge via the scholarly literature.</td>
<td>What is reading comprehension? What is its purpose? How do we assess comprehension? What do good readers do as they read before, during and after reading? What are the most effective reading strategies to ensure students learn? What common assessments are best to assess learning? What impact does the use of the Gradual Release of Responsibility model have on reading comprehension progress?</td>
<td>1. Pre and post Pat R for whole class 2. Use data wall to track progress of selected students (red and yellow) using 2013 Naplan results and whole school testing data 3. Common Formative Assessments against the achievement standard and agreed success criteria in a 3 week cycle 4. Pre and post student video diary: Before: How do you prepare to read a text? What do you think about? During: When you are reading, how do you check that you understand the text? After: Can you name the strategies that help you understand texts?</td>
<td>1. Week 1 term 3 and week 8 term 4 2. Week 1 term 3 (see data wall photo) 3. 3 weekly cycles beginning week 1 term 3 4. Week 1 and week 9 term 3</td>
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**LEARNING FROM SCHOLARLY LITERATURE**
Provide at least four sources of scholarly information (e.g. reports, academic papers, journal articles, text books) that provide background relating to your inquiry. Provide a concise summary paragraph concerning each of your sources of information and include how this source of information impacts on your particular area of interest.

**Source 1:** Embedded Formative Assessment, Dylan Wiliam

Summary: The use of feedback is a process used by teachers to ensure the intended curriculum is being learned not just taught. Developing formative assessments to regularly check in on what students have learned has significant impact on moving student learning forward. Formative assessments allow teachers and students to co-construct learning goals.

**Source 2:** Reading with Meaning: Teaching Comprehension in the Primary Grades, Debbie Miller

Summary: In order to create a climate and culture of thinking and learning, teachers use explicit instruction, modelling, classroom discussion, and, most important, gradual release of responsibility.

**Source 3:** Chapter 5 Metacognition in Comprehension Instruction, Linda Baker from Comprehension Instruction, Second Edition: Research-Based Best Practices edited by Cathy Collins Block, Sheri R. Parris

Summary: This chapter focuses on research about the role meta-cognitive awareness and control in improving reading comprehension.

**Source 4:** Research into Practice Series, Comprehension: Deslea Konza, Associate Professor, Faculty of Education and Arts, Edith Cowen University, Western Australia

Summary: Paper 6 in the series Understanding the reading process expands on current research around Comprehension as one component of ‘The Big Six’ that supports learning to read.

**Source 5:** Putting Faces on the Data, Lyn Sharratt, Michael Fullen

Summary: Focusses on systems to improve the collective capacity of teachers to ensure student progress through the effective use of data.

**Source 6:** Using Gradual Release of Responsibility Model
[https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Pedagogy/Pages/GradualReleaseofResponsibility.aspx](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Pedagogy/Pages/GradualReleaseofResponsibility.aspx)

Summary: The use of the Gradual Release of Responsibility model underpins a number of school and BCE approaches including First Steps documents and Reading 2 Learn which a number of our teachers have experience in.