

# ACER Portfolio Project

**TEACHING FIELD: Primary**

**LEVEL: Highly Accomplished**

## ENTRY 1: Developing students' writing

**The ACER Portfolio Project focuses on the research and practical challenges involved in developing valid and feasible methods by which teachers can demonstrate how they meet the Australian Professional Standards for Teachers at the highly accomplished level. Entry 1 is one of four portfolio entries for primary teachers.**

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## ENTRY 1: Developing students' writing

### Overview

In this portfolio entry you will provide evidence of how you teach students to develop their capacities in writing for a range of audiences and purposes. You will demonstrate how, over time, you plan and implement ways of extending students' understandings of the importance of audience and purpose in writing. You will show how you connect classroom teaching practices with your knowledge of writing development, and of how to support students' growth in writing at their current levels of schooling.

The entry will show how you set short and long term goals related to this key aspect of writing, and explain how you designed learning activities, such as small group work and individual writing tasks. It will also show the variety of ways in which you observed and monitored students' progress over an extended period of time, and provided feedback, in meaningful contexts, to support students' further progress in writing for different purposes and audiences.

You will provide evidence of the strengths of your teaching by means of:

- **A set of annotated student writing samples**, in print or digital form, selected from writing produced by two students of different abilities across a full semester. The selected samples should provide evidence of how you helped students to build their writing skills, through strategic monitoring and feedback.
- **Artefacts** associated with the planning and implementation of the writing activities related to developing skills in attending to audience and purpose in writing, and those focused on guiding, monitoring and supporting students' learning.
- **A written commentary** to assist assessors to understand the context of your teaching, the reasons for selecting the work of particular students; and a description, analysis, reflection and evaluation of the demonstrated teaching practices related to the entry.

*Note:* this entry should not be based on the same teaching/learning sequence as those used in other Primary portfolios entries.

### How the entry is designed and why

This entry is designed to enable you to provide evidence of how you meet standards for highly accomplished teaching in your current teaching context. You will demonstrate your content knowledge of written language, writing development and the demands of different audiences and purposes. You will also demonstrate your pedagogical content knowledge and your ability to apply it to build students' capacity to address the demands of audience and purpose in their writing.

The entry is referenced to:

**A.** The Australian Professional Standards for Teachers (Australian Institute of Teaching and School Leadership) at the Highly Accomplished career stage.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/career-stage/highly-accomplished>

**B. Australian Curriculum: English**

<http://www.australiancurriculum.edu.au/english/Rationale>

**C. Research on effective practices in the teaching of writing.**

**A. Australian Professional Standards for Teachers relevant to Entry 1**

This entry requires you to provide evidence of your accomplishment relevant to the following Australian Professional Standards for Teachers at the Highly Accomplished career stage.

Standard 1: Know students and how they learn

**Standard 2: Know the content and how to teach it**

**Standard 3: Plan for and implement effective teaching and learning**

Standard 4: Create and maintain supportive and safe learning environments

**Standard 5: Assess, provide feedback and report on student learning.**

The focus of this entry is on Standards 2, 3 and 5, although your entry will also provide evidence in relation to Standards 1 and 4.

**B. Australian Curriculum: English**

The following aims of the *Australian Curriculum: English* are particularly relevant to the preparation of this entry.

The *Australian Curriculum: English* aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue;
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning (ACARA 2014)

The *Australian Curriculum: English* for Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The strands and sub-strands are:

Language	Literature	Literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

The progression of knowledge and skills necessary for writing effectively for a range of purposes and audiences is made clearly evident in the *Australian Curriculum: English* Content Standards across the primary years. Literacy is one of the seven general capabilities within the General Capabilities in the Australian Curriculum, and therefore relevant in all curriculum areas.

Content standards relating to audience and purpose in writing are found at every level from Year 2-6, for example:

- Year 3: Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose. (ACELY1683)

The content standards describe what is to be taught and learnt. In this entry you should focus on the Literacy strand, and the development of skills in relation to creating texts for different purposes and audiences: *Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences*

### C. Research on effective teaching practices

The entry must include an account of how specific research studies in the field have influenced the ways in which you teach writing to your students, and how you assess their progress in critical aspects of writing. You will make reference to this research in relation to how it has informed the practices described in the entry that support students' development of writing for a range of purposes and audiences.

## Requirements for Entry 1

The **Annotated Student Writing Samples, Artefacts and Written Commentary** included in this entry will provide evidence of how, over time, you planned and implemented learning contexts in which students explored strategies and ways of using language that enable them to write more effectively for different purposes and audiences. Evidence of how you provide feedback to students, and monitor their learning over time should be provided.

### Annotated Student Writing Samples

The choice of print or digital writing samples from two students of varied abilities and different levels of interest that you select for this entry should enable you to present evidence of how you use professional knowledge and practices to provide differentiated teaching. The samples should show evidence development and progress in the students' writing, together with evidence of how you cater for individual learning needs. The reasons for your selection of the students should be explained. The evidence from the samples will show aspects of students' progress in writing for different audiences and purposes, together with the feedback you provided at different points in the stages of drafting, editing and revising, and the way each individual student built on your feedback to make progress over a semester.

The writing samples should include the students' notes, drafts and finished pieces produced during the development of two pieces of writing. Your annotations should include written feedback you made in response to the samples, reference to verbal feedback provided, and a commentary identifying aspects of the students' progress, and how your feedback incorporated your understanding of each student's progress in learning

The samples should show the full development of two pieces of writing from the two students. Your annotations should

- comment on the relevant features of the writing, and point to the evidence of development and growing control
- identify evidence of students' increasing awareness of shaping the writing to specific audiences and purposes
- explain the teaching strategies that you employed at different stages in the writing of the sample texts
- show evidence of feedback you provided to the students throughout the development of the samples, and how students may have utilised this feedback.
- explain the decisions and plans you made regarding the support for each students' future learning.

Guidance on the selection, formatting and submission of the annotated samples is provided in the Supporting Information. ([link](#))

## Artefacts (4 items, a maximum of 8 pages)

The artefacts should be drawn from those used during the period covered by this entry. The print and/or digital collection could include teaching plans; classroom posters listing strategies and features of writing; writing samples you used to illustrate responses to purpose and audience; brief video or audioclips of an uninterrupted teacher-student discussion of the writing task (no more than 2-3 minutes; transcripts of your oral feedback to a student, with an explanation of the intended purpose of the feedback, and the student's response to this feedback.

Example artefacts and guidance on the selection, formatting and submission of artefacts are provided in the Supporting Information. ([link](#))

## Written commentary (12-15 pages)

Your written commentary will assist assessors to make judgements about your accomplishment in relation to this entry. There are six components in the written commentary.

### 1. School context (electronic drop down; auto-generated for each entry)

An *outline* of the characteristics of the school and the wider community that provides an overall context for your entry.

- 1.1 Type of school, its location (rural/remote/urban), jurisdiction; year levels (primary, secondary, F-12); single/multi-campus, co-ed/single sex boys/girls [*use drop-down boxes*]
- 1.2 Total school enrolment, number and size of classes
- 1.3 Mandated curriculum requirements.
- 1.4 Demographic composition and characteristics of the school and wider community, for example: cultural, ethnic and socio-economic backgrounds, diversity of language, integration of students with disabilities.

### 2. Teaching context (half page)

Describe the characteristics of the class from which the samples were drawn that might influence the teaching and learning of these students in writing at this time.

- 2.1 What is the year level, the age range and the number of students in the class?
- 2.2 How much time do you spend with this class each week?
- 2.3 What is the nature of the space/facilities in which you teach writing to this class?
- 2.4 What features of school programming might affect your teaching of this class?
- 2.4 What resources are available to you that facilitate or limit teaching and learning in writing?
- 2.5 What are the characteristics of the class you are teaching that influenced the way you designed the teaching/learning sequence over the period relevant to this entry?

### 3. Research on effective teaching practice in writing (1-2 pages)

Select a small number (2-4) of key research studies, and explain how this research has informed and influenced your approach to teaching and learning writing. Explain the connections this research makes to the teaching practices you implemented in order to build students' capacity to write for a variety of audiences and purposes. Include full references to the research you cite, and include links to those references for which full-text online is freely available.

The following questions provide a basis for your commentary on this research:

- 3.1 What new insights into the teaching of writing in the primary years did you gain from this research?
- 3.2 What changes did you implement in your teaching practices, or in your assessments of students' achievement as a result of reading this research?
- 3.3 To what extent has your teaching been strengthened by your learning from this research?
- 3.4 How you have applied the research findings in this field to the learning opportunities you have provided for your students in the context of this entry.
- 3.5 What was the source of each research report:
  - recommended by a colleague?
  - provided in a professional learning program, or a post-graduate course?
  - from a journal published by a professional association?
  - located in your own regular reading of research in the field of teaching writing?

#### 4. Description of your teaching plan (1 page)

This section requires a description of the overall goals that established the purpose, focus and context of the learning activities the students engaged in during the development of the annotated writing samples. You should also describe how you assessed students' work in order to determine where they were in their learning at the time of assessment, and how you then used this data to inform your teaching.

The description should also include brief reference to the ways in which the teaching sequence was designed to address each of the three strands of the ***Australian Curriculum: English***: Language, Literature and Literacy. While this entry is closely connected to the Literacy strand, it also develops and draws on the skills and knowledge that students develop in the Language and Literature strands. For example, in the Language strand, students develop their knowledge of the English language and how it works. The Literature strand calls for teachers to provide many opportunities for students to learn how to *use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences*.

The description should summarise the range of teaching and learning activities that you included in this teaching sequence, with explanations of how the choices you made were influenced by your understanding of the diverse learning needs of all students in the class.

The collection of teaching strategies, resources and artefacts should be used to illustrate the ways in which the activities and experiences contributed to the learning sequence that is the subject of the portfolio entry.

Key questions to be addressed in this section include:

- 4.1 How did your goals and teaching plans take account of the curriculum content relating to the teaching of writing at this year level, and of the individual learning needs of the students in your class?
- 4.2 How did the goals for this teaching sequence link to the classroom activities that generated the work samples?

- 4.3 What were your main intentions for specific activities within the teaching sequence?
- 4.4 How did your knowledge of the students and their progress shape the activities used in this teaching sequence?
- 4.5 What records did you keep of the feedback you provided to students, and of students' progress?
- 4.6 In what ways did you monitor students' draft writing and small group discussions relating to purpose and audience, and provide feedback to students on their writing?
- 4.7 How did you use these records?

## 5. Analysis (4-5 pages)

This section of the entry should analyse the evidence contained in your students' writing samples and annotations in terms of your teaching goals, the effectiveness of the classroom practices you designed to implement these goals, and the impact on students' learning. Refer to your overall planning and selection of teaching strategies, and to the learning environment that you created and maintained in your classroom during the whole period of the featured writing program.

- 5.1 In the light of your knowledge of the curriculum requirements for developing writing for different purposes, indicate the ways in which the learning environment you planned encouraged students' active participation and engagement in writing.
- 5.2 Explain how aspects of the learning sequences that you implemented were differentiated to meet the needs of all students in the class.
- 5.3 Indicate evidence in the annotated samples of how your assessment and feedback to students influenced the changes they made in their writing.
- 5.4 For each student, point to the evidence of improvement in the drafting and revision of the annotated samples.
- 5.5 Where possible, point to evidence of students' progress in the related language modes of reading, viewing, speaking and listening.

## 6. Reflection and evaluation (4 -5 pages)

The *Written Commentary* should conclude with a reflection in which you evaluate and reflect critically on your teaching as demonstrated in the annotated writing samples and the artefacts with the intention of improving students' learning and your teaching practice.

- 6.1 What changes, if any, did you make to the learning sequence and classroom environment during the semester, and why did you make these changes? How did your knowledge of the students influence these changes?
- 6.2 Which classroom activities and teaching strategies were particularly effective in building students' capacity in writing for different purposes and audiences? Can you define the reasons for the success of these activities and strategies?
- 6.3 To what extent did you achieve your goals in extending the capacities and understandings of these students in writing?



- 6.4 How might the learning goals and the teaching plan be more closely matched to supporting students' progress in writing for varied purposes and audiences?
- 6.5 How could you teach the aspects of writing addressed in the learning sequence differently in future; and how could the learning goals be more closely matched
- 6.6 How effective was the oral and written feedback on their work that you gave individuals and groups of students during the semester?
- 6.7 What feedback did the selected students give you on their experiences in developing writing for different purposes and audiences during the semester? In what ways would their feedback influence the ways in which you teach writing in the future?
- 6.8 What starting points for future teaching are suggested by the evidence you collected during the semester?
- 6.9 If you were to share a success story from this semester's teaching with colleagues, what would your story focus on, and why would you share it?

### *How will my entry be assessed?*

Assessors will be looking for clear and convincing evidence that you have assisted your students to develop their capacity to write for a range of audiences and purposes. Your entry will demonstrate how, over time, you planned and implemented ways of extending students' understandings of the importance of audience and purpose in writing. It will show how you connect classroom teaching practices with your knowledge of writing development, and of how to support students' growth in writing at their current levels of schooling.

Your entry will show how you set short and long term goals related to this key aspect of writing, and explain how you designed learning activities, such as small group work and individual writing tasks. It will also show the variety of ways in which you observed and monitored students' progress over an extended period of time, and provided feedback, in meaningful contexts, to support students' further progress in writing for different purposes and audiences.

Further details about the assessment process can be found the Evaluation Guide for Portfolio Entry 1. ([Link](#))

## Summary of evidence requirements

Components of portfolio entry	Summary description	Limits
<b>Annotated Student Work Samples</b>	<b>A set of annotated student writing samples</b> , in print or digital form, selected from writing produced by two students of different abilities across a full semester. The selected samples should provide evidence of students' development of writing skills, and the teacher's strategic planning, monitoring and feedback.	<b>2 sets of all drafts of 2 pieces of writing</b>
<b>Artefacts</b>	Artefacts developed by the teacher used to support teaching during the period covered by the entry.	<b>4 items, 8 pages</b>
<b>School context</b>	An <i>outline</i> of the characteristics of the school and the wider community that provides an overall context for your entry	<b>File</b>
<b>Teaching context</b>	The characteristics of the class from which the samples were drawn that influenced the teaching and learning of these students in writing at this time.	<b>1/2 pages</b>
<b>Written Commentary</b> An overall account explaining, analysing, evaluating, and reflecting on the context of your teaching, the reasons for selecting the work of particular students; and a description, analysis, reflection and evaluation of the demonstrated knowledge of students and of effective teaching practices related to the entry.		
<b>Research on effective teaching practice in teaching English</b>	Research studies in the field that influenced your teaching writing, and your assessment of students' progress in critical aspects of writing. Indication of how this research informed the teaching practices designed to develop students' skills and knowledge.	<b>1 page</b>
<b>Planning</b>	The overall goals of the range of teaching and learning activities included in this teaching sequence, with explanations of how teaching choices and decisions were influenced by your understanding of the diverse learning needs of all students in the class, and your knowledge of writing development.	<b>2 pages</b>
<b>Analysis</b>	Analysis and critique of the evidence contained in the students' writing samples and annotations in terms of your teaching goals, the effectiveness of the classroom practices designed to implement these goals, and the impact on students' learning.	<b>4-5 pages</b>
<b>Reflection and evaluation</b>	Evaluation and critical reflection on your teaching as demonstrated in the provided evidence of your professional knowledge and teaching practice intended to improve students' learning.	<b>4 pages</b>

Note: Total page length of the written commentary should not exceed 12 pages. When completed, each of the components will be uploaded to a website. Guidelines for uploading will be provided later.

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