An illuminative study of early literacy learners within one multi-age, 'whole' language context: how do the social interactions within one multi-age, 'whole' language class, support learners' cognitive, attitudinal and effective needs for literacy development

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How do the social interactions within one multi-age, 'whole' language class, support learners' cognitive, attitudinal and affective needs for literacy development?

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ABSTRACT

The aim of this study is to illuminate the development of early literacy learners within one multi-age, 'whole' language classroom, and to correlate the social interactions reflected in this context to learners's literacy cognition, attitudes and affective development for literacy.

This study has drawn upon a number of resources, using naturalistic illumination procedures to delineate as effectively as possible, the links between teacher beliefs and practices to the social interactions that contribute to the literacy development of early literacy learners within one multi-age, 'whole' language context. Through this illumination, the importance of social interactions for supporting cognitive, attitudinal and affective needs of learners have emerged. Recommendations from this study have highlighted the significance these social interactions have for literacy learners, and for the classroom practices that support the literacy needs of learners within this context.
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for Learning
DEFINITION OF TERMS

For the purposes of this study, several terms require definition:

Language

The use of language through reading, writing, listening and speaking for specific functions, purposes and contexts, which include classroom interactions and communications.

Literacy

The developments and processes learners undergo in reading and writing as an outcome of language development.

Multi-age Class

Multi-age classes are a form of class organisation that include members from several age and grade spans.

Composite Class

Generally, composite classes are composed of two or more age and grade spans. For the purposes of this study, the term 'composite' will indicate class organisations that
include no less than three age and grade spans.

**Classroom Practices**

Procedures and strategies undertaken by the classroom teacher in accordance with his/her theoretical beliefs and classroom program.

**Social Interactions**

The social contacts between individuals within the classroom context. These may be an outcome of teachers' planned organisations and expectations for students, or may be initiated between students, in both directed and undirected contexts.

**Cognitive Development**

In terms of literacy, cognition includes the thought processes, strategies, understandings of literacy processes, and application of these to literacy acts by individuals.

**Attitudinal/Affective Development**

In terms of literacy, attitudinal/affective development, relates to individuals' self-concept, self-esteem, and responses to learning expectations for literacy within the
Correlate/Correlation: To bring sources of categorised data into mutual or reciprocal relation or to establish connections and links between the categorised data. This term is not used in this study to describe degrees of relationship of two or more attributes, or measurements on the same group of elements, as for example, statistics used in rationalistic research paradigms.
CHAPTER ONE

INTRODUCTION

AN ILLUMINATION OF EARLY LITERACY LEARNERS WITHIN ONE
MULTI-AGE, 'WHOLE' LANGUAGE CONTEXT.

How do the social interactions within one multi-age, 'whole'
language class, support learners cognitive, attitudinal and affective
needs for literacy development?

1.1 AIM OF THE STUDY

The aim of this study is to illuminate the development of early
literacy learners within one multi-age, 'whole' language
context, and to correlate the social interactions reflected in
this context, with learners' literacy cognition and attitudinal
developments.

This study will draw upon a number of resources, using naturalistic
examination procedures, to delineate as effectively as possible, the social
interactions that contribute to the literacy development of early literacy
learners within one multi-age, 'whole' language context. Through this
illumination, the importance of social interactions for supporting
cognitive, attitudinal and affective needs of early literacy learners will
emerge. Recommendations from this study will highlight the significance
that these social interactions may have for literacy learners in one multi-
age, 'whole' language context, and for the classroom practices that
support the literacy needs of learners within this context.
1.2 RATIONALE/JUSTIFICATION FOR CONDUCTING THE STUDY.

1.2.1 Previous Researches and the Need for Such an Illumination

No studies have been found of multi-age classes in regard to literacy learning within the context of a 'whole' language program. This has accentuated the need for such an illumination as this study. Its timeliness, in regard to school and community concerns towards this trend is readily apparent (See Background to Study). No research has focused on such an area as this illumination, and the need for such an illumination is accentuated by the current tension and controversy experienced by schools and the community. Thus, such a study may highlight some of the benefits, and perhaps allay some of the concerns reflected in the media, for schools and the community.

Further, the teaching pedagogies that reflect paradigms of language learning and therefore teaching practice, have also developed and changed over time. These have not remained as 'static' as the memories of past teaching/learning contexts often reflected in the views held by both schools and the community, and such a study may serve to highlight this change to these audiences, in relation to multi-age classes.

Therefore, we might well ask, if multi-age classes are to become a common feature and consideration for schools now and in the future, just what kind of teaching and learning language paradigm will promote successful and beneficial literacy learning to be established and sustained for children's literacy development, individual needs and to ensure these learners are achieving to their potential? If literacy development depends on language being social, contextual and functional (Halliday, 1979; Halliday, 1973 cited by Bouffler, 1987) then how do multi-age classes support this?

The previous studies undertaken within the context of multi-age
classes, have reflected one stance only, that of the detached and objective researcher, adopting a 'rationalistic' paradigm and using exclusively, quantitative instruments, which only reflect partially the growth of students within the setting (Kemp, 1987). These have been compared to settings within more traditional, age-grade classes as a means of evaluating results. No studies were found to have been undertaken, using naturalistic inquiry methods, and none have investigated 'whole' language approaches within this context. The consideration of variations of teaching pedagogies within these comparative studies have not been mentioned nor addressed, thus considerably influencing the validity and "trustworthiness" (Lincoln & Guba, 1986) of the conclusions drawn from these researches.

It is the belief of the researcher, that a 'whole' language paradigm in relation to children's literacy development fulfills the criterion for successful and beneficial literacy learning. The axioms held within this paradigm reflect wide-ranging values defining conditions for development and 'success' for learners, that need to be established and sustained within the learning environment. Further, the notion of 'success' in relation to learners' processes for literacy and behaviours exhibited are considered of prime importance, rather than an orientation to products and skills. This study may serve to illuminate aspects about children's learning within such 'whole' language contexts, that may support future participants of such class organisations.

Therefore, an aim of this study is to illuminate the social interactions that effect, cognitive, attitudinal and affective developments for literacy learners within one multi-age, 'whole' language class. It is the researcher's contention that the potential range of social interactions inherent in one multi-age, 'whole' language context, may serve to inform
school and community concerns for literacy, supporting individuals needs, and enabling learners to achieve to their literacy potential.

As mentioned, comparative studies have already been undertaken within multi-age classes using empirical methodologies for data collection to evaluate and examine, the differences between learners within multi-age contexts and learners within single age-grade settings. These have implied social, cognitive and attitudinal benefits and differences for learners within multi-age contexts in relation to learners in age-grade classes, but were not conclusive in reporting significant results between the two evaluative contexts. Further, the issue of the validity of such 'rationalistic' researches remains inconclusive as the methodologies adopted are themselves questionable by the very paradigmatic constructs they reflect, in relation to a 'whole' language paradigm of this research context. These serve to inform and to some degree, assist in the process of delineating information within the naturalistic illuminative context of the study.

In support of a naturalistic illumination of one multi-age, 'whole' language class, no studies have been found using naturalistic methodologies as a paradigm for illumination, nor have any studies focused on the areas of social, cognitive and attitudinal dimensions for learning in relation to a 'wholistic' approaches for learning within a multi-age context. This has also been another major reason for undertaking this study.

The argument that all classes are in essence 'multi-age' by virtue of the significant ranges of development within any unstreamed class, is acknowledged by the researcher. However, the contention that multi-age classes are the same as such classes is challenged, and this illumination may describe just how they are different.
1.3. **LOCUS OF STUDY**

1.3.1 **Introduction to Background of Study**

The background to this study will describe current concerns and controversies related to multi-age classes, within New South Wales primary schools. This will focus on school, community and media concerns about such class organisations, and describe some of the political and economic influences that pertain to multi-age classroom organisations. It will also provide information about the physical background of this study.

The physical background of this study will be described in 1.3.5. and 1.3.6. and will provide further information about the inception and development of the multi-age class in this study.

1.3.2. **Multi-age Classes- Current Issues:**

Mixed or multi-age school organisation have been in use in N.S.W. primary schools since the inception of compulsory education in 1888, and is present in both small schools and large throughout N.S.W. (and Australia), where the Education Department considers the number of children in each year is not sufficiently large to form classes based on age grouping. (N.S.W. Dept. of Ed. 1989)

Most N.S.W. schools still maintain organisational groupings of children that are by chronological age so that, within the Infants school, four and half to five year olds are placed in Kindergarten, six year olds are in Year One and seven to eight Year olds are placed in Year Two. This horizontal age grouping is in direct contrast to the multi-age grouping implicit in multi-age classrooms.

Watson (1985) asserts that New South Wales stands almost alone in it steadfast adherence to the twin beliefs that streaming by ability and
age is educatively viable and is in the best interests of children and teachers. However, grading children, whether by ability or age is certainly not the sole perogative of N.S.W. primary schools. Rather, a nationally entrenched view of school organisation to homogeneously group children by age reflects an easy to administer school organisation that has been developed as a means of coping with ever increasing numbers of students enrolments throughout this century. Thus, instructional groups have been formed in direct relation to chronological age, and just as children are assigned to grades according to age, curriculum was and still is designated for particular grades. (McCarthy, 1979; Barcan, 1985)

1.3.3. NSW Multi-age Classes - Now.

At present, due to the changes wrought of diminished teaching positions, funding and changing enrolment patterns, a proliferation of multi-age and composite classes have re-emerged within schools (Sydney Morning Herald, September 6, 1989; N.S.W. Dept, of Ed. July, 1989).

In a recent study (N.S.W. Dept, of Ed., February, 1989) of multi-age classrooms in N.S.W. schools, the number of such classrooms shown for July 1988, were 3,383 primary classes, representing approximately 18.5% of all primary classes. This has risen sharply to the current level (July, 1989) of 25.8%, so that within a twelve month period, the number of multi-age classes within NSW primary schools has risen by 7.3% or 247 multi-age classes have since been established.

In both Metropolitan (28.5%) and Non-Metropolitan (69%) schools, a modified form of multi-age grouping, occurred whereby children of a two year age range were grouped together in one class and is commonly known as a composite class. A substantial number (35%) of these classes
in Non-Metropolitan Regions were found to have three or more years grouped in one multi-age class.

Reasons for this were suggested by the study, that although smaller schools had a similar age/grade range within the school as larger schools, there were fewer pupils in each age/grade organisation from which to establish age/grade classes. These classes were therefore established as an organisational means of coping with teacher to pupil ratio rather than as intended educational policy. (N.S.W. Dept. of Educ. July, 1989)

The study also indicated that 13.7% of composite classrooms in Metropolitan schools were organised so that three or more years were grouped within the one class. For the purposes of this study the term composite classes will indicate a chronological age range within a class of more than two years and no less than three.

Important generalisations were noted from the study (NSW Dept of Educ., re-released, February, 1989) about the possible reasons and held beliefs about multi-age classrooms. These included the consideration of an ideology for the formation of such classrooms which did not always rest on purely organisational conveniences. Rather, in a limited number of cases, a conviction was held by schools that multi-age classrooms offered significant benefits for children. These benefits reflected, ranged from educational, social/affective and attitudinal advantages for children's learning.

1.3.4. Concerns and Controversy - Economic and Political Issues.

Multi-age classes have caused some controversy within the community. The view that teachers and parents are experiencing real anguish regarding how effectively teachers are able to teach the 'basics', particularly reading and writing; cater for individual children's needs;
and ensure that all children are achieving to their potential has been claimed by media sources (Sydney Morning Herald, March 8, 1989). Moreover, these are the perceived expectations by the community in terms of the functions of schools in educating the young (Wilkinson, 1987), and concern for children's learning under the circumstances is to be expected, given how perceptions of such organisations as multi-age classes are reflected in the media. The controversy is further highlighted by the same aforementioned newspaper article which reports the existence of such classes within schools where "teachers and parents are enthusiastic" about such organisations. Thus, the timeliness of this study is highlighted by the controversy and concerns expressed by schools, the community and media, towards this growing trend of class organisation within primary schools.

The justification of multi-age classes by the N.S.W. Department of Education has been protested by the media and community, which in their view "the Department encouraged only when its numbers did not come out right" (Sydney Morning Herald, March 8, 1989). Furthermore, the N.S.W. Department of Education readily acknowledges that the beginning of each school year brings with it complaints and protests from teachers and parents about the formation of multi-age classes (N.S.W. Dept. of Ed. February, 1989).

Multi-age classes are currently defended by the Minister for Education, Dr. Metherell, the N.S.W. Department of Education and "educationists" (Sydney Morning Herald, Sept. 6, 1989) as educationally valid. This indicates a shift in focus from the previous study undertaken in 1981 and updated and re-released in February, 1989.

Previously, the N.S.W. Department of Education saw multi-age classes as fundamentally an organisational issue to address teacher to
pupil ratio, and did not concentrate its study in relation to the profound and implicating educational pedagogies raised within such classes. However, Dr. Metherell now argues that multi-age classrooms provide the best educational environment for pupils because "older children will naturally take the lead and help the younger ones in their work" (Sydney Morning Herald, Sept.6, 1989). This is strongly disputed by the N.S.W. Teachers' Federation, which claims that multi-age classes result in more work for teachers because they have to accommodate the needs of children at different stages of educational and psychological development.

Neither Dr. Metherell nor the N.S.W. Teachers' Federation seem to attend to the real issues of benefit and perhaps disadvantages of multi-age classes, as each seem to have vested political and economic interests in promoting their points of view. Moreover, it is the contention of the researcher, that all classes, be they multi-age or age/grade based have significant opportunities for peer-tutoring, collaborative learning, and wide educational and psychological needs to be attended to by teachers, and it is the pedagogy adopted by teachers that facilitate the significant kinds of learning that occur in any classroom. Furthermore, multi-age classes may allocate children according to specified criteria, and it is possible to form classes so that the range of 'abilities' is narrower than it would be in a non-streamed, age/grade-based class (N.S.W. Dept. of Educ., February, 1989).

Since late 1987, the view that 'standards' are falling (Sydney Morning Herald, July, 1987) and the catchcry of 'Back to Basics', as well as the recent introduction of 'Basic Skills Testing', attest to the growing concerns and trends within the community to support a more rational basis for the reimposition of 'accountability' and control in education. The community, through the media, and the media itself, have demonstrated
their criticism of literacy standards in schools. Demands have been made for accountability of education procedures, particularly for reading and spelling. These demands are supported and supplemented by politicians who pledge the introduction of compulsory standardised testing of literacy attainments in order to eliminate the perceived problem of poor literacy standards. These statements reflect the lack of understanding of current developments in education, and for literacy (Woodward, 1987).

Simon and Willcocks (1981) suggest that periods of less certain national economic developments, result in a rationalisation of funds available for education, and reflect a more conservative element in educational policy, and within society, to see the imposition of more control in education. Further, they assert, that there is less tolerance and "complacency" (p. 18) by the community for educational changes.

They further state, there is a strong correlation between political policies advocated by governments in education, as a direct consequence of economic trends, to the priority placed by the community about the relations of education to industry. Conversely, they assert, that periods of economic affluence promote conditions that are tantamount to "educational expansionism" (p.18). It is political and economic issues, such as those mentioned, that also serve to inflame the controversy of multi-age classes, within schools, the community and the media.

So, can we reasonably expect a high quality of education, particularly in literacy, to be provided for by teachers in such circumstances? Can there be any real benefits for learners within such contexts? Might concerns expressed for multi-age classes have emphasised the potential disadvantages and biases, perhaps based on anachronistic perceptions of the old 'one-teacher' school, without consideration of the potential advantages such classes have for children's
literacy development today? Afterall, multi-age classes are not new to NSW schools and do testify to a long tradition of learning in general, as well as successful literacy learning.

All these questions are not easily addressed. There have been no recent and conclusive studies undertaken within multi-age classes, regarding just what multi-age classes have to offer in terms of children’s learning. The quality of social interactions that are potentially inherent within multi-age contexts, have not been examined in relation to childrens’ cognitive, attitudinal and affective growth for literacy learning, nor more specifically, has it been applied to 'whole' language as a guiding paradigm for that literacy development.

1.3.5. Physical Background of Study

The school site which is the focus of this examination is a small two-teacher, Infants school, located in the south metropolitan area of Sydney, in a middle-density, suburban area. The majority of the workforce consists of tradespeople. Only 14% would be considered 'professional' in terms of occupation. A small percentage, 8%, are unemployed.

The school caters for children aged between 4 years and six months old to eight years old. The school comprises of 41 children, divided into two classes, with school staff including two full-time teachers and two part-time (Support Teacher- Learning Difficulties and Librarian). Both classes within the Infants school, are multi-age in organisation, but one class entails a two year age-grade range (Kindergarten and Year one class) and the site of this examination covers a three year age-grade range (Kindergarten, Year One and Year Two class).

The predominant language and cultural group are from Australian and English-speaking backgrounds and make up 71% of the school
population, with 29% of children from non-English speaking backgrounds, predominantly Greek and Macedonian. The socio-economic background of children in this setting range from middle to lower-middle classes.

The class that is the focus of this study, consists of 21 children, and the age range (as from 1st February, 1989) is between 4 years and six months to seven years and four months of age. This multi-age class covers, in more traditional terms, three age-grade ranges of Kindergarten, Year One and Year Two, of which 6 children would have been assigned to Kindergarten, 8 children to Year One and 7 children to Year Two. Within this small Infants school context, they are seen as one class.

1.3.6. Background Information to Setting

The Teaching-Principal of this school, who is both the teacher of this class and co-researcher of this study, will be named Michelle. Michelle, disclosed in the preliminary interview undertaken, that she chose to attempt this form of class organisation for two reasons. The major influencing factor was an administrative one, whereby the predicted numbers for teacher-pupil ratios in establishing age-grade classes, did not constitute enough children to permit age-grade groupings of classes. Rather than have enforced large numbers in one of the two classes within the school, as a result of this shift in the pattern of enrolment, Michelle elected to undertake this organisation after consultation with the then Regional Language Consultant, to address a means of balancing teacher-pupil ratio in class numbers.

Multi-age organisations within this setting have come about as an organisational means of ensuring adequate teacher-pupil ratio, when the
number of enrolments have not allowed for age-grade groupings of classes. The educational benefits of multi-age classes, were considered a primary feature of educational policy, as an outcome of several visits to the school, during September and October, 1988, when this researcher was invited as the Metropolitan East Language Consultant K-12, to advise the staff about the possible educational advantages and concerns regarding teaching and learning within multi-age contexts.

From the teacher-interviews conducted, Appendix 1,2,3,4; it can be identified that this researcher's discussion of personal experiences about teaching in multi-age contexts, the lending of programming materials, evaluation, monitoring and organisational resources, influenced and convinced the teacher-as-participant of this examination to attempt this multi-age class organisation as an outcome of educational policy.

Further, Michelle had felt that such an organisation could provide sound educational benefits for children's learning and development that could not readily be found in traditional age-grade classes, such as extended demonstrations of processes for learning through peer-tutoring and co-operative learning potentials within such a setting. It was these series of consultations with the Language Consultant, between October and November, 1988, that encouraged and convinced Michelle to attempt such an organisation, for both administrative and educational reasons.

As well, resources such as past teaching programs, records of children's development and evaluation, and photographs taken within the Language Consultant's own multi-age classes were lent as a means of allowing Michelle to consider the viability for such class organisation for her own professional undertaking. These encouraged Michelle to understand that such an organisation was well within the limits of her teaching, organisational skills, and experience, and supported her own
theories and practices for children's learning and development (Appendix 1).

During these consultations in 1988, with the Language Consultant, Michelle posed many questions and discussed many aspects of theory and practice in relation to multi-age classes and 'whole' language theories. The predominant aspect of these discussions focused largely on organisational constructs within such classes that could encourage and support peer-tutoring, co-operative learning, prevailing conditions under which children best learnt, support for group and individual work, pupil self-selection of materials and activities, and self-monitoring of progress, teacher-monitoring of children's achievements and how this guided choice of teaching/learning activities and demonstrations supporting children in whole class and group contexts, and the sorts of applications of limited resources for such a developmental range, all within the context of a 'whole' language approach to learning and literacy development.

Questions and discussions between Michelle, and the Language Consultant, (as a result of the consultant's own experiences within multi-age classes) also focused on the process by which parents could come to accept such an organisation for their children's learning and the kinds of communications that fostered parental acceptance, understanding, eliminated confusion, and provided parents with insights into their children's development. These were a concern to Michelle, as she felt that although parents had accepted two age-grade groupings within a class, (with some misgivings), that they would not readily accept a class including three age-grade groupings without feeling their children to be significantly disadvantaged. The notion of organising such a multi-age class on purely administrative conveniences of teacher/pupil ratio, would
not rest easily with the parents of her school community. Thus, she felt
she needed to clarify her own assumptions and tacit knowledge of how
such a class organisation, could in essence, be an advantage for children’s
learning, and to communicate this to the parents of the children involved.

The Language Consultant described the processes she undertook to
support parental acceptance and understandings. These centred largely
on the need for the teacher to provide initially, time and planning to
explain to, and 'in-service' parents on the perceived benefits such a class
organisation had for their children’s learning. As well, the ways in which
this learning was to be encouraged and sustained, and to provide
opportunities to allow parents to experience the kinds of conditions and
learning experiences their children would be involved in. In effect,
breaking down any assumed biases regarding multi-age groupings, and
convincing parents of the potential benefits such classes had for furthering
their children’s education.

These discussions also highlighted the need to follow-up during
the implementation of this class organisation, with further meetings with
parents, so as to report to parents frequently, the developments and
changes that were occurring within the class.

A suggestion was made by the Language Consultant, of monthly
reports to parents, that highlighted a significant aspect for that month of
the educational program in operation, but also gave indications as the
development of processes within any curriculum area the child was
undertaking, through samples of the children’s work. This would be
taken home, and the children would explain to their parent/s about their
development, as well as explanations and comments about the children’s
development by the class teacher.

This had been already tried in several schools and multi-age
contexts by the Language Consultant, and had been found extremely beneficial in showing and explaining the educational program in operation to parents, as well as indicating to parents their children's achievements and development. Also, it encouraged child/parent communications and fostered the understanding of children's achievements as individual.

These monthly reports also provided a tangible adjunct to teacher-parent interviews, to allow parents and the teacher to share concerns and communications regarding the children's achievements and developments, as well as allowing parents to visit the class at their convenience, and where possible to encourage parents to join in and become part of the classroom learning so as to foster 'word-of-mouth' support for the class program. In essence, one not only had to be convinced of the potential benefits such an organisation had for children's learning and development, but one had to 'sell' these notions through sustained and varied communications with parents.

Michelle also chose to implement this organisation as a means of developing and extending her considerable understandings of children's literacy learning and development, and to further her own theoretical stance in regard to a 'whole' language paradigm. She considered the viability of monthly reports, but found that these required an immense amount of time and preparation for the teacher to organise and thus, considered still adopting this form of parent/child communication, but reducing the reports to two-monthly intervals. As well, she decided to undertake regular parent meetings, that would allow her to share with parents her understandings of their children's development and allow parents to address with her their concerns.

Michelle, had at this stage, formulated in consultation with the
Language Consultant, a plan of action, and identified strategies that would help her to gain support for what she was attempting to implement the following year. With this already clarified, she could then concentrate her energies in considering the sorts of teaching/learning experiences she wished to address the following year.

It also was decided that the Language Consultant, would also sustain support for her through regular visits to her class, and whenever deemed necessary would provide feedback, challenge her in regard to what she was attempting, and to provide demonstration lessons in areas she felt would help her to clarify her own theoretical understandings, and that of her learner's understandings of the processes for literacy.
1.4. PRESUPPOSITIONS OF THIS STUDY

The presuppositions on which this research is based reflect those held within the 'whole' language paradigm, those for the literacy learners, and the teacher for the multi-age context of this research. They are as follows:

1.4.1. Presuppositions Reflected within a 'Whole' Language Paradigm:

* "The oral and written forms of language are only superficially different." (Cambourne, 1988 p.28-42) and are therefore learned in similar ways and need to be presented in 'wholes'.

* "Learning to talk, i.e., learning how to control oral language of the culture into which one is born, is stunning intellectual achievement, almost universally successful, extremely rapid, usually effortless, painless and durable (in a sense that once having mastered talk, those who have learned it continue to use it and develop it)." (Cambourne, 1988 p. 28-42) This should be the same for developing literacy proficiency.

* Literacy learning, in effect all learning, is subject to the conditions prevailing at the time of learning. The conditions that facilitate durable, transferable and successful learning are those cited by Cambourne (1988) of immersion, demonstration, expectation, approximation, responsibility, use and response.

Learners select which condition or combination of conditions of literacy learning experiences, that will support their needs at the time of learning. Hence, within a 'whole language and multi-age class, teachers ensure that these conditions operate so as to maximise relevant, durable and transferable literacy learning. Further, these conditions serve as an evaluative framework for both the teacher in terms of their teaching and the learning environment they provide, and for the learner in relation to their interactions with the literacy and language environment.
* 'Wholistic' learning allows for all modes of language - reading, writing, talking and listening - feed into and out of each other. (Brown & Cambourne, 1987) Thus, what language users learn from a language encounter feeds a common pool of linguistic data which can be drawn upon in subsequent language encounters. Further, oral language encounters provide data for written language encounters and vice versa. Thus, growth in a given expression of language must be seen as multi-lingual and multi or "meta-textual" (Cambourne, 1988) events.

* Learning is termed successful, if the learner secures understandings and information as durable, transferable and applicable to other learning contexts. These are "enduring literates" and learners (Brown...
& Cambourne, 1987). Significant to this learning are the social interactions that facilitate cognitive growth and development, and attitudinal changes that reflect affective dimensions of learning. Thus, learners sustain and develop into "enduring literates" through their social interactions, so that the conditions for learning (Cambourne, 1985) are promoted and provide for learners' cognitive and attitudinal needs.

* Literacy experiences are presented to learners (intentionally and unintentionally) as language 'wholes', so that learners are able to determine the "meta-textual" (Cambourne, 1988. p.49) knowledge suited to their literacy development. That is, both explicit and implicit information and understandings within literacy and language acts that are demonstrated to, or experienced by the learners.

* Language and literacy experiences are not fragmented, nor isolated from 'real' contexts. Teachers may focus on explicit information about the systems within reading, writing and oral processes but these are always within the context of 'wholes'.

1.4.2 Presuppositions Held for Literacy Learners Within a Multi-age Context

* Children have opportunities to interact with significant others in a variety of language settings, contexts, purposes and functions. These are more significant and varied because of the wide-ranging development and social interactions inherent in multi-age classes.

* Children expose each other to different styles of learning and levels of thinking, ideas, models and language situations than in age-grade classes. (NESB children in particular benefit from the varied interactions and models of language functions, purposes and settings within such contexts.) These are the outcomes of social interactions, which effect cognitive and attitudinal dimensions for learning on learners within multi-age contexts.
Children benefit from a learning environment that is co-operative rather than competitive. Multi-age classes can readily facilitate co-operative learning through the range of developmental proficiencies that include social, cognitive and attitudinal models, inherent within the organisations of such classes.

Children have many language and literacy models; opportunities for peer-tutoring; feedback on approximations and intended literacy meanings; demonstrations of solving literacy problems and attempts; opportunities to take significant responsibility for their literacy learning across all curriculum areas.

Children are able to work at their own pace and level because literacy learning is initiated by the learner's needs. "Whole' language and multi-age classrooms emphasise flexible organisations that allow learners significant choices of contexts and demonstrations for literacy learning. Children are not penalised in their learning because of absence through illness or for any other reason.

Co-operative learning, peer tutoring and individualised programs are features of effective 'whole' language, multi-age classes.

1.4.3. Presuppositions Held for Teachers Within a Multi-age Context

The opportunity to work simultaneously with children of differing ages and developmental proficiencies provides teachers with a range of literacy and learning contexts. Teachers tend to have a clearer overview of children's literacy development.

As there is more opportunity for independent, co-operative learning and flexible classroom organisations, and teachers are not the sole source of literacy learning, they are freer to work with children on an individual and small group basis. Because of developmental differences within multi-age classes (and once organisational issues are solved! ) there should be less pressure on the teacher than in homogenously grouped classes. Teachers are not faced with a whole class of children with similar literacy needs at the one time.
For example: Emergent readers and writers who need one-to-one support are fewer numerically in multi-age classes, and other children (older, more developed and experienced language users), as well as the teacher, can assist in their development towards independence.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction:

The review of literature will be presented in two parts. Both these parts are historical reviews and are aimed at informing the study by describing the theories and practices that have emerged and influenced Language education and its consequent classroom organisations such as multi-age classes.

Part One, will describe the educational and language theories that have emerged since the early 1950's, to the present 'whole' language theories and practices. Part Two, will describe the classroom organisational developments of multi-age classes that have been an outcome of these historical developments of language and learning theories and practices.

Part One informs this study, through detailing the significant historical developments and changes in educational and literacy theory that have shaped classroom practice for literacy and language. Through demonstrating these developments, the historical emergence of multi-age classes as a result of these changing views and theories for education and language learning, can be demonstrated. Multi-age classes are organisational outcomes of these emerging theories, rather than theories of education and practice. The literature review will demonstrate links between these educational and literacy developments described, and the emergence of multi-age classroom organisations.
2.2. REVIEW OF LITERATURE - PART ONE

2.2.1 A Historical Overview: From English as a Subject to 'Whole' Language Learning.

"Given an unchanging purpose, the system tends to preserve itself within a reasonable range of normal operating conditions by maintaining its internal relationships in a steady balance and by adjusting to the changing environment" (Caiden, 1970. p. 46). 

"The history of teaching methods might well be regarded as largely a study of various instructional patterns from which the teaching profession has had periodically to be rescued" (Connell, 1986 p.214).

2.2.2 Introduction - The Late 1940's...... An 'Evolution' Re-emerges

Although public education in Australia has a history spanning just over a century, significant changes since the late 1940's, in literacy education, have reflected an "evolution rather than revolution" (Connell, 1986 p. 211). This has been highlighted by a central movement in language theory and practice that has distinguished between instructional approaches, in which the main concern was subject matter, and an educational approach, in which the main concern is the student. (Connell, 1986)

Resnick and Resnick (1977) asserted that, "There has been a sharp shift over time of the expectations concerning literacy" (p.370). Since the late 1940's strong forces have operated throughout this time to reform literacy education. These pressures arose in the main, from a pervasive sense of community disquiet about perceived threats to 'standards' of literacy, and along with this emerged the desire, by educationists, Education Departments, and teachers, to review the established policy of literacy education, and in general, demand better ways of developing learning. (Fitzgerald, 1975)
The notion of literacy and what it has meant to be 'literate' has evolved through this time and according to the socio-cultural expectations of the community of language users. Changes in the notions of literacy have ranged from economics as a determinator, to currently, the trend of technology, and as Reeve (1985) states, the dependency of "print for essential communications" (p.55). The Maquarie Dictionary (1986), defines 'literate' as being able to read and write, but over time educationists have maintained that being literate is more than being able to read and write, and the broad term of 'literacy' depends on the context and even the culture in which it is used.

During this century, the period of the 1940's with the advent of World War Two and previously the Great Depression, reflected a "transitional crisis" (Barcan, 1965 p. 247) in Australian education. "The war greatly shaped the economic, social and political patterns of Australian life" (p. 247) and served to actuate a series of educational reforms over the following decades. It is from this period, up to the present that this review will investigate the changes and influences to language theory and practice within Australian primary schools.

In any attempt to describe almost 40 years of theory and practice of language and literacy learning, an area so fundamental to Primary schools, it is certain to be oversimplified and presumably distorted. Patterns found of imposed of theory and practice reflect the perennial problem of history or hindsight. However, it is important to reflect on the events, and identify thoughts that have shaped the current views of literacy learning so as to explain the present and to anticipate the future.

What follows is an attempt to describe influences in the development of education and literacy learning in Australia since the late 1940's, and to search for links amongst the threads of this development. These are
sure to implicate the general views held over time about language learning theory and practice and the relationships these had for the emergence of multi-age classrooms.

2.2.3. English as a Subject - 1950s -1960s.

During the latter part of the 1940s and early 1950s, reference to a "crisis in education" (Barcan, 1988 p. 235) became common. Some saw this as a crisis predominantly in material terms, but this crisis was also one of aims, of curriculum, of structure, of standards, and an old educational tradition was giving way to a new (Turney, 1975). A revision of the primary school syllabus emerged as a "departure from formal elements in many subjects" and attention to the level of work "which may be comprehended by the average child". (Radford, 1956 p. 56 cited by Barcan, 1988 p.236) This change demonstrated the influence of progressive education and emphasised to some degree the needs of the individual child, "While the curriculum recognises the complementary character of the individual and social obligations of the child's living, it seeks to emphasise the needs of individuality as an important concern" (1952 N.S.W. Primary Curriculum, preface, cited by Barcan, 1988 p.236)

Butt (1955) in his study of Australian Education states, "I find a good deal of ferment in the field of primary education. Most of the primary school syllabi that I have read contain forward-looking statements on the goals of primary education. Much stress is put upon the desirability of catering for the physical, social, emotional and personal needs of primary children as well as for their intellectual development."

Changes advocated for reading emphasised the 'look-and-say' approaches, formal spelling lists were abolished and "In view of the weight of opinion" (Curriculum for Primary Schools, 1952, p. 92 cited by
Barcan, 1988) script writing only was used in the infant grades; cursive writing was deferred till the primary grades. Projects or central themes reflecting "the child's needs and interests" A.C.E.R. 1948-1954 p.117) were recommended as "the starting point for any programme" (p.117).

In reading, phonetics was replaced by the 'look-and-say' method so that "the approach to reading should be by sentence, phrase, and word and no phonetic analysis should be attempted until the child shows evidence of a need for such assistance"(Curriculum for Primary Schools, 1952, p.147 cited by Barcan, 1988 p. 236). This approach to reading rested on the beliefs that reading was a part of communication and therefore 'English', and that children learnt to read in similar ways as they learnt to talk. (Southgate and Roberts, 1970 p. 102) The influence of past educators such as Montessori, Dewey, Froebel, and in the field of psychology, the growing support for Gestalt theories contributed to the idea of treating whole words or sentences as basic learning units, that emphasised individual differences and child development. (Southgate and Roberts, 1970 p. 39)

'Look-and-say' methods permitted children's early reading vocabulary to include words from their own speech regardless of whether these words were common or not. Reading schemes emerged in sharp contrast to old phonic schemes. The reading books were designed to attract, motivate and interest the reader.

The provision of 'readers' or texts for primary schools by state Departments of Education, particularly for Infants grades, were "suitably graded to the children's needs and abilities."(A.C.E.R. 1948-1954 p. 111) and reflected the 'look-and-say' approach. N.S.W. provided schools with 'My First Book'(1952) for grade 1 and further texts included 'Fay and Don'(1952), 'At the Farm'(1953), "Sea-side Stories'(1953), 'Let's
Victoria introduced a pre-primer 'John and Betty' (1951) produced with careful attention to controlled vocabulary, the use of short lines, unbroken phrases and clear script print. "The schools are also provided with a set of corresponding pictures and 'flash cards' which are used as an introduction to the actual reading of the text" (A.C.E.R. 1948-1954 p.111). When children mastered the pre-primer they were then introduced to successive texts regulated in difficulty. These examples were indicative of the 'look-and-say' approach adopted by Australian schools. Standards for reading attainment for each age and grade level and expectations were outlined by state syllabi and provisions for individual children's needs were to be drawn from these.

Although the Primary curriculum invested much in its 'progressive' view of education, the difficulty of turning theory into practice remained largely an issue that could not be readily solved by teachers in their teaching practices. Butt (1955) affirms this view as he witnessed "instances of eager activity, flexible arrangements, good use of colourful materials and competent group and project work", he also saw "great evidence of rigid, uniform treatment of little children that must rest on the assumption that orderliness, discipline and development of skills are the prime goals of primary education" (p. 47). Butt (1955) further asserted that two assumptions underlay the disparity between this theory and practice. These were: that the interest of children were not held as sound foundation for learning, and a "distrust" (p.50) of freedom as an essential ingredient of the educative process. Despite the statements in the primary syllabi of this time, the goal of educational practice in Butt's (1955 p.50) view was not of the cultivation of interests, or the development of desirable attitudes and sound judgements, not
personal and social adjustment, but rather the efficient expression of knowledge in terms of resultant products.

In reality, 'English' was still held as being a discrete subject in a curriculum compartmentalised into subjects. (Murray, 1988 p.2) Time was allocated for each and the importance placed was reflected in the amount of time attributed for each subject from a weekly timetable that was rigidly adhered to, up to and including a tally of minutes (A.C.E.R. 1955-1962, p.118). 'English' was seen as important, for the time allocated was comparatively large in contrast to most other subjects (A.C.E.R., 1948-1954, p. 119).

Underlying this view of English were twin beliefs: that the English language had only one correct form and that this was readily translatable into teaching practice. These beliefs were endorsed by the syllabus and the community. Murray (1988) asserts that the teaching of English was "largely a matter of imparting correct forms of spoken and written language to children. In this process the teacher was the major source of information about the language, aided by textbooks which proceeded from the simple grammatical notions of noun and verb, through to correct use of pronouns and verb agreement, to comprehension exercises or to parsing and analysis, in which words were exhaustively catalogued and sentences dismantled and constituent parts labelled and classified ". (p.2)
2.2.4. English as Skills

"This child cannot read
Because he cannot read
we must help him.
He is little, so
we break the job into little steps.
Because we break it into little steps
he can only learn in little steps.
I can only teach one-thing-at-a-time, so
he can only learn one-thing-at-a-time.
If he can only learn one-thing-at-a-time
then we should should only teach one-thing-at-a-time.
That is why I teach him one thing before that.
You must not teach him that before this
because that would upset my programme."

from "Knots" by R.D. Laing (1970 cited by Clay, 1972 p. 1)

The late 1950s saw a theoretical reaction towards more traditional and formal approaches in primary education. (Barcan, 1988) This was in part a result of the perceived difficulty by classroom practitioners to turn theory into practice and the greater one "of accommodating a stream of changing practices" (Murray, 1988 p. 1) for which teachers "were not always prepared". (p.1) Concern for results indicated as an outcome of the implementation of the 1952 syllabus and in part sympathy with a similar mood in the United States heralded the collapse of these progressive educational reforms. (Barcan, 1988 p. 248) In addition, an appraisal of the 'English' curriculum was encouraged as educational systems within Australia became increasingly aware of differences in performances amongst pupils in the same age and grade divisions. Unprecedented numbers of children in schools and increasing numbers of children from non-English backgrounds, contributed to this reappraisal as primary schools struggled to cope with teaching the mandatory 'English' curriculum. (Barcan, 1988; Murray, 1988) These
'differences' made a single, prescribed collection of content difficult to defend and virtually impossible to teach. Thus the focus of the primary English curriculum shifted from content to be mastered, to levels of ability prescribed to varying modes of English. These were spoken heard, read and written language and were expressed in either 'productive' (speaking and writing) and 'receptive' (listening and reading) modes. (Murray, 1988 p. 3)

**Figure 2.1.**

<table>
<thead>
<tr>
<th>RECEPTIVE</th>
<th>EXPRESSIVE</th>
</tr>
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<tbody>
<tr>
<td>Listening</td>
<td>Speaking</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>

(Petty, Petty & Becking- Foundations of The Language Arts Program. 1973. p.6)

Levels of ability were seen as mastery of a hierarchy of prescribed skills in each mode. (Fitzgerald, 1986; Murray, 1988) Variations in skill level were viewed as being able to account for observable differences in pupil's performance.

Although the 'subject' view of English was still strongly entrenched, the view that 'English' was a single language expressed in modes "was not a long step from syllabuses" (Murray, 1988p. 3). The approaches to 'English' still rested on two basic assumptions about language: that it could be systematically described and that learning language was no different from anything else. These axioms reflected the products of "academic, research-oriented educationists" (Barcan, 1988 p. 267). This view was held as applicable in describing all learning as a process of
conditioning, moving from minimal processes to very complex behaviour.

The disrepute of progressive education and concern over low academic standards further encouraged renewal of developments in 'English'. Structural linguists such as Fries (1952-The Structure of English), Harris and Bloomfield influenced markedly the educational processes throughout the 1950s and 1960s. "Structural linguists followed the descriptive lines of scientific method rigidly " (Murray, 1988 p.4). They studied only the observable features of language - what individuals actually said and wrote, and did not consider any of the mental processing, attitudinal and affective interactions, inherent within the contexts in language acts. The concept of meaning was not considered and the view that language, like any other discipline to be learnt, could be dismantled into minimal units which could described exhaustively and reconstructed following structural patterns, into utterances and written language. (Murray. 1988 p.4)

Structural linguists freed to some extent the study of language from prescribed standards of correctness and from the traditional teaching of grammar which was held as a key standard of attainment of literacy. Attention turned to oral language as the most widely and frequently used form of language. Skinner (1957-Verbal Behaviour, cited by Murray, 1988 p. 4) further accentuated this view of language learning theory based on conditioning as a structure for a curriculum centred on skills and helped to maintain the view of ordered certainty that characterised the previous 'subject' view of 'English. The belief that children could be systematically taught basic skills, to be progressively more complex over time, repetition of correct form until mastery was attained and further sub-skills analysed and taught explicitly was the 'linch-pin' of Skinner's theory
of language learning and was further espoused by advocates of 'direct instruction'.

As in the past, the teacher remained central to the control of learning although, "less as a source of information than as a planner of graded and interesting exercises which developed student's linguistic skills." (Murray, 1988 p.5) Teachers became 'diagnosticians' and 'remediators' of children's deficiencies in acquiring the prescribed skills and sub-skills of language in this hierachical structure of learning. Tests and 'probes' were used and designed to isolate these deficiencies of learning and programs devised to bring children in line with the perceived norm of performance.

Dow (1966), whose guide to the Victorian Education System-"Parent, Pupil and School" states "The widespread introduction of 'programmed learning' may help: by this technique the material to be learned is broken down to a series of small steps, and in a printed form which enables the child who does not know the subject matter to follow each step and to correct his own work. Thus teaching supervision is radically reduced and the bright and slow child may each progress at the pace most suitable for him. " (p.11)

In terms of reading for example, Fries (1962) emphasised decoding in the early stages, Daniels and Diack (1957) emphasised the structure of word, while Orbist and Pickard (1967) stressed the unity of sentence. Each fragmented the reading act into components that were 'structured' into hierachical levels of progression and assumed the reader attended only to the visual detail of print to get access to memory, so that "He attends to a word, links what he sees with similar detail remembered from past experiences and in some kind of cognitive operation gets meaning from the text. " (Clay, 1972 p. 2) This 'out-side in' view (Rousch
and Cambourne, 1979) of the reading process, proceeded that information on the page was decoded in a linear manner by the reader, and that meaning was derived from this information.

Structured schemes of reading were developed for use in primary schools and reading was separated from literature in favour of basal readers. Various approaches included:

1. 'Look-and-Say' approaches e.g. Queensway Reading (Brearley and Neilson, 1964);
2. Key Words Reading Scheme (Murray, 1964), Time for Reading( Orbist and Pickard, 1967);
3. 'Phonic' approaches e.g. The Royal Road Readers (Daniels and Diack, 1954), Programmed Reading Kit (Stott, 1962), Fun with Phonics (Reis, 1962);
4. "approaches using different media" (Southgate and Roberts, 1970 p.147) e.g. Words by Colour (Gattegno, 1962), Colour Story Reading(Jones, 1967), The Initial Teaching Alphabet (Pitman, 1959).

The Victorian Department of Education for example, recommended the use in particular of "teaching reading by 'Words in Colour' and by the Initial Teaching Alphabet" (Dow, 1966 p. 19). An example of one scheme developed for use in Western Australian primary schools consisted of two sets of basal readers and work cards aimed to develop three separate reading skills. These were: reading comprehension, reading for speed and reading to develop word knowledge. These were structured and sequenced according to levels of difficulty resting on achievement as indicators for progression (ACER - 1955-1962). " The results clearly showed that an organised system of teaching these three skills was better than other methods being used" ACER - 1955-1962 p.119).
The N.S.W. Department of Education revised a series of basic
readers to be used in Infant grades. To help teachers seek information
about the structure of skills for reading development, a plan describing
the groupings of these basal readers was suggested. " These included the
following headings:

a) Reading Readiness - one pre-reader.
b) Introduction to Reading - Three primers with accompanying work
books.
c) Building Independence in Reading - one basic reader, three
further readers of increasing difficulty.
d) Extension of Reading Experience - two supplementary readers
based on sight vocabulary- five word study books based on primers

Reading schemes based on word counts, frequency lists and
phonemics were common. The monotony and conciseness of sentences
and the rigid adherence to phonemics often made these materials
"unreadable" in real terms. (Richardeau, 1986 p. 279) In relation to
current psycholinguistic views of reading, meaning, visualisation, and
predicting, were not considered joint parameters of reading for
comprehension (Cambourne, 1982). Without having the thread of
meaning to follow, the sounding and decoding of letters into words did
not allow children to retain a group of more than five to seven words.
(Miller, 1956 p. 81- 97 cited by Richardeau, 1986 p. 279) No
consideration was made to encourage readers to link meaning by
"syntactic thread according to the laws of syntax and semantic thread
according to the meaning of the message" (Richardeau, 1986 p. 279).

As Smith ( 1973) was later to assert that individual words did not
carry information about how they should be articulated, nor the meaning
they related to. Before the reader could utter the sentence the meaning
had to be known. " Only meaning of the entire sequence will tell you the syntactic role of the individual words, which for some words is essential for any decision of meaning" (p. 77).

2.2.5. Developments in 'Child-Centredness' for Literacy and Learning

Co-existing with these developments of differing views of literacy, were the child-centred and 'naturalistic' educators. Their theories were attuned to discovery of the developmental nature of the child and rested on the premise that schools should not mould children in a manner of fitting them to the curriculum, but rather "the natural order of development of the child would provide the keys to the riddle of what should be taught." (Kliebard, 1985 p.9, cited by Teale & Sulzman, 1986)

The Plowden Report (1967), which commented favourably on growing trends in the United Kingdom, towards more naturalistic approaches to learning, attracted much interest from American and Australian educators. This report was based on theories grounded in the concept of each child as unique in his/her rate of development across three dimensions, physical, intellectual and emotional, and related the inherent curiosity of children to their innate desire to learn. Further, the report commented on the need for individualisation of teaching, emphasised learning through processes, and valued notions of 'discovery' methods, with the teacher 'leading from behind', stimulating, guiding and encouraging (Simon & Willcocks, 1981). It also commented on appropriate classroom organisations that included multi-age, unstreaming and ungraded classes to support its recommendations.

This resurgence of this interest in primary education as result of changes suggested by the Plowden Report (1967) had a twofold effect. Firstly educators questioned their practices within classrooms, in
particular literacy, and as an outcome of these examinations, more 'open' approaches, based on axioms held for child-centred learning, later emerged as 'Language Experience', 'New English' and 'Language Arts' (Murray, 1988) approaches. These also had significant influence on the patterns of classroom organisations that teachers adopted in response to these pedagogies. An example was the conscious and planned re-emergence of multi-age groupings as a means of promoting a variety of language contexts for children's language and literacy developments (Boydell, 1978).

This period of language and learning developments, identified children's literacy learning to be primarily considered from their needs, rather than from what the curriculum dictated should be the attainments for children, based on age-grade expectations.

2.2.6. The Transition Between 'Old' and 'New'

It is important to compare a number of views regarding the developments about learning and the implications these views had for literacy learning, throughout the 1960s to mid-1970s.

Bruner (1960) asserted that "We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (p 33). This led to some reassessing of and deliberate attempts to stimulate cognitive learning in young children. Expectations held regarding what children could attempt and achieve in literacy were questioned. The parameters of teacher expectations of standards of achievement and what children could attain in literacy (Murray, 1988), given appropriate opportunities, were also being challenged.

Wheeler (1971) claimed that "In this age of knowledge explosion it
is difficult to generalise about the subject matter of the curriculum. There is probably no sacred body of information to which children, everywhere must be exposed"........"learning how to learn is more important than learning subject matter chosen by the teacher on the basis of her interests or the perceived interests of children" (p. 14) The views held by Wheeler (1971) support basic axioms of the 'whole' language paradigm that: literacy learning should entail learning in 'wholes' and not separate or fragmented components to be 'brought' together by the learner, responsibility for learning rested with the learner, and teachers' expectations must attempt to meet children's needs for literacy, so that learners became self-directed, self-regulated, and self-motivated in their literacy learning. Further the notions of 'transferability' and 'durability' of literacy learning, were outcomes of children's positive attempts to undertake this responsibility. (Cambourne, 1988)

Devany (1973-74) reiterated the same theme and advocated a curriculum that "includes experiences that can lead to self-motivated learning rather than facts which are easily forgotten or soon obsolete" (p. 41) This mirrored Pryke's (1970) notions of what the curriculum should emphasise. He stated that the curriculum should:

1. enable the child to get to know him/herself and his/her possibilities
2. provide opportunity for the child to think for him/herself
3. enable the child to make their own personal contribution - intellectually, physically, emotionally, morally and aesthetically
4. allow the child to understand (as fully as s/he is able) the world as s/he comes to know it.

Thus, the idea of a curriculum catering for the retention of specified facts in specific and often unrelated subject areas, and the constant
practice and drilling of 'skills' was rejected. Basically, this view of learning called for a curriculum with a great deal of child involvement with significant others, plentiful and diverse materials which were inherent to children's interests and unstructured enough to allow for open-ended exploration under the teacher's guidance.

These educational views reflected the influence of Piaget's (1953) research into the intellectual development of young children. It had great impact on the development of more naturalistic learning approaches to educational thought, and influenced to some degree literacy theory and practice, until the mid-1970s (Kosower, 1975).

While acknowledging that each child was unique and brought to school different experiences, values and attitudes, Piaget (1953) made many conclusions which he saw as common to all children. These conclusions are summarised by Kosower (1975).

1. Children are innately curious and will explore their environment without adult intervention.
2. Exploratory behaviour is self-perpetuating unless children feel threatened or anxious.
3. Self-confidence is highly related to the capacity for learning and for making important choices affecting one's learning.
4. Active involvement in a rich environment offering a wide array of manipulative materials will facilitate children's learning.
5. Play is not distinguished from work as the predominant mode of learning in early childhood.
6. Children have both competence and right to make significant decisions about their own learning, for only they can know when the time is right.
7. Given the opportunity, children will choose to engage in activities
which will be of high interest to them.

8. When two or more children are interested in exploring the same problem or materials they will often choose to collaborate in some way.

9. When a child learns something important to him/her, s/he will wish to share it with others.

These are remarkably similar to the axioms valued by 'whole' language advocates, and support the presuppositions of this study. Piaget (cited by Kosower, 1975) also made the following conclusions about the way in which children learn:

1. Concept formation proceeds very slowly.

2. Children learn and develop not only at their own pace, but also in their own style.

3. Children pass through similar stages of intellectual development in their own way, at their own rate and time.

4. Intellectual growth takes place through a sequence of concrete experiences followed by abstractions.

5. Errors are a necessary part of the learning process and certain information essential for further learning.

6. Those qualities of a person's learning which are easily measured are not necessarily the most important.

7. The best way of evaluation is to observe the child over a long period of time.

8. Knowledge is function of one's personal experience and therefore does not easily fall into neatly separated subjects.

Again, these reflect the held axioms of the 'whole' language paradigm. They will be returned to again later in terms of their significance for this study and their wide-ranging impact on the
paradigmatic presuppositions that characterise 'whole' language within the context of one multi-age class.

In reality, teachers still provided within their literacy programs, practices that emphasised skills as a precursory means to becoming 'literate'. Clay (1972) concluded in her study "Reading: The Patterning Of Complex Behaviour" that these skills and discrete theories of reading allowed "some children to build inefficient systems of functioning, which keep them crippled in this process throughout their school careers. As older readers they are difficult to help because they are habituated in their inefficiency" (Clay, 1972 p. 269). Reading instruction materials were modelled on those devised in the United States and "teachers prided themselves on sending pupils into a higher grade 'knowing their sounds'" (Murray, 1988 p. 5) and having developed a 'sight vocabulary'.

In Infant grades 'pre-reading' or 'reading readiness' exercises featured as did phonetic analysis and other approaches to reading instruction. (Murray, 1988 p. 5) Reading readiness was based on a view that physical maturation was directly related "to the sphere of learning" (Goddard, 1974 p.14), and that educators needed to wait for children to mature to a certain level before embarking on a reading program of instruction. Schonnell (1945) asserted that reading readiness depended on the child's stage of development or mental age rather than chronological stage and in part this theory was enlightened and influential to this theory of reading instruction.

The shift away from reading readiness as maturation and towards readiness as the product of experience occurred during 1960s. By 1968 Durkin (1968) wrote "The literature still shows some remnants of the maturational concept of readiness, but, as a whole, articles and books are now dominated by the opposite conception highlighting contribution of
environmental factors. Or to put the characterization of the current scene in the framework of the nature-nurture debate, today the spotlight happens to be on nurture..." (p.48)

Furthermore, the influence of Bruner's (1960) "The Process Of Education" should not be overlooked. It was interpreted as support for extending teaching of subjects 'downward' in the grades, the result for reading being that more emphasis was placed on getting children to read as soon as possible rather than sitting back and waiting. (Teale and Sulzby, 1986) Thus an interventionist view was adopted in favour of a neural ripening position maintained by maturationalists.

This interventionist view still maintained the trend towards direct instruction as a fixed prerequisite program for early readers. It was firmly entrenched throughout the 1960's and "remains extremely prevalent throughout the 1980s" (Teale and Sulzby, 1986 p. xiii). Every major publisher of basal reading schemes had a readiness level for its program. These generally included activities to develop auditory discrimination and auditory memory; visual discrimination and visual memory; letter names and sounds; and word recognition and more. Such readiness programs were viewed as being readily applied to testing mastery of particular skills that had been taught, but as Cambourne (1979) asserts, what did the act of putting circles around pictures have to do with the act of reading, and therefore meaning construction and comprehension?

In light of developments from advocates of the psycholinguistic theories for reading, this view of reading readiness seemed very linear, limited and one-dimensional. It did not, nor could account for a whole range of experiential, informational and manipulation of strategies and processes inherent in the acts of reconstructing meaning from text.
Overall the readiness paradigm implied the following:

1) Instruction in reading could only begin efficiently when children had mastered a set of basic skills prerequisite to reading.

2) Reading was the area of instruction of concern and that writing (except for letter formation and handwriting) should be delayed until children learnt to read.

3) Sequenced mastery of skills formed the basis of reading and ignored the functional uses of reading.

4) What had gone on prior to formal instruction was irrelevant.

5) Children all passed through a scope and sequence of readiness and reading skills. Their progress through this hierarchy needed to be carefully monitored by periodic testing. (Teale and Sulzby, 1986)

Although this skills-based view of learning again gave certainty to teaching procedures with set objectives of attainment and tests to measure achievement and efficacy of teaching, Clay (1972) asserted that "the more formal the teaching sequence, and the more committed teachers are to it, the larger could be the group of children who cannot keep up with the programme" (p. 2). It could not account for children learning to teach themselves to read through learning to attend to aspects of print, relating oral language to print, developing strategies to maintain fluency and exploring detail, developing strategies to increase understanding and to detect and correct errors (Clay, 1972 p.269).

Further implications for the teachers's role at this time, is reflected in Smith's (1981) view of "decontextualised" and "piecemeal" programs, where instruction "is seen as a manufacturing process, with the learner the raw material, the teacher the tool, the instruction the "treatment", and a literate child as the product delivered at the end." (p.14)

Writing too, had conformed to set structures. Little development
took place in writing until the late 1960s. Primary schools taught 'written expression' or 'composition' by a process of discussion and planning, beginning with a sentence, then the paragraph, then assembling paragraphs into longer pieces of writing on set topics. (Murray 1988, p.6) Teachers collected and noted vocabulary suitable to the topic prior to children writing. The assumption that exercises which gave practice in using particular patterns of usage and spelling would be transferred to children's writing was strongly held and common.

The predominately British 'creative writing' movement argued that children best wrote when working from personal experience based on sensory experience. This 'sensory experience' held a place in preparing for writing and developing imaginative qualities in writing. Correctness of form took second place to the "sincerity of expression" (Murray, 1988 p. 7) and the emphasis shifted from "less time to grammar, for example, and more to poetry" (Dow, 1966 p.21). The incentive in attaining 'correct' standard form in writing was the child's own sense of pride in what they had written. Teachers' insistence of correct form and corrections were thought to inhibit the translation of experience to written form. It was thought that standard form should arise from the piece of writing in line with each child's needs (Goddard, 1974 p.22) rather than imposed from outside by the teacher.

Goddard (1974) asserted that the basic difference between language-experience approaches to literacy and other methods rested on whether "the teaching should be what is called 'incidental' or what is called 'systemmatised' " (p. 22). She maintained that this approach did not underestimate the importance of teachers being as fully aware as possible of the complexities of processes in learning to read and write.
Halliday (1967-8) contended in a paper published in The Educational Review that:

"If we are helping (the child) to find out for himself, structuring his experience in such a way as to provide progressive challenges to which his response can only be through continued conceptual development, as a part of this process we have to structure his experience of language. The capillary attraction school of thought which maintains that all he needs is to be soaked in language has held sway for too long; it was an advance over the cushion stuffing school to which it was a reaction, but like most reactions it was essentially negative in character. Teaching is the provision of environments in which learning can take place, in which there is order, progression and guidance." (p.19)

He further elaborated that this kind of learning could only be achieved "through professional linguistic understanding on the one hand and the professional knowledge of the educator on the other." (p.19)

By the end of the 1960s, teachers within primary schools adopted a "cautious eclecticism" (Murray, 1988 p.8) in their approaches to English. Co-existing were two parallel paradigms for language teaching and practice. These, in hindsight can be readily identified as the notions of separate subject and skills teaching and testing; and that of child-centred learning based on experience, as the provision for further language learning.

In reality these two views were commonly practiced together within the same classroom context so that 'language-experience co-existed with graded readers, and 'creative' writing with isolated exercises for grammar. Teachers often felt unprepared, confused or doubted the value of these innovations (Warry and Fitzgerald, 1969 p. 15-18) and
most felt that these new theories and practices were simply older ones under new names. (Barcan, 1988 p. 267)

2.2.7. **Language Acquisition and Oracy**

During the 1970s, investment in education had augmented to unprecedented levels. The widely held belief that equality of education and its outcomes was the prime means of ensuring social betterment reflected the growing concerns for targeted groups such as immigrants, Aborigines, the poor, and the handicapped. At the same time educational practice based on the paradigm of structured acquisition of skills was also challenged.

In a national survey undertaken in the early 1970's (Murray, 1988) most teachers in primary schools implemented a "cautious eclectism" (Murray, 1988 p. 9) and highlighted a dichotomy of thought for teaching practice in English. Most believed in the prime importance of spoken English, and almost half of primary teachers surveyed believed that the primary English curriculum should be based on the child's experience. Yet, teachers surveyed had definitive expectations of standards of achievement for age and grade levels.

Substantial and unified challenges to the theories of systematised language instruction, emerged as theoretically and practically inappropriate. The roots of this challenge can be traced to two broad trends: a) cognitive approaches to issues of learning and development and their increasing influence on classroom practice and educational research, and b) renewed interest in early childhood as a period of critical and significant development. (Teale and Sulzby, 1986). These trends signified the importance of examining children during the early years when the foundations for all development were being laid, and
regarding children as active participants in learning rather than passive recipients of information. This view of 'active participants', asserted that children could generate their own hypothesis and activate solutions to problems regarding learning in all spheres of development, and in particular oral language and literacy.

The influence of these trends is nowhere more apparent in the field of psychology of language, or 'psycholinguistics'. Research undertaken during the 1960s and 1970s increasingly turned attention to close observation of children to shed light on the mental processes involved in learning language. 'Language acquisition' (Teale and Sulzman, 1986) research was formed as an area that sought to describe the strategies used in learning and using oral language.

This 'language acquisition' research found that the child was an active hypothesis-testing-generating language user, and was modified in time toward the notion of the child-as-constructor-of-language. This paradigm accounted for language learning more successfully than the systematised view of stimulus-response. Findings from 'language acquisition' research were used to hypothesise that oral and written language might develop in similar ways.

In 1972 a seminar took place in Sydney, and papers delivered by Professors James Britton and Roger Shuy, assumed that English in schools should be seen as language used in various modes rather than a collection of skills or subjects. (Murray, 1988) Much of this view was based on work by Noam Chomsky (1957), whose book "Syntactic Structures", challenged previous views on how language was learnt and described.

The mental processes underlying the production of language was crucially important in Chomsky's view. How children learnt the
grammatical rules of oral language to make meaningful utterances without explicit knowledge of those rules was the focus of his research. Further researchers such as McNeill (1970), Berko (1958), Halliday (1977), Britton (1977), Wilkinson (1971), Bruner (1975) Menyuk, Bellugi and Carol Chomsky, confirmed and extended Noam Chomksy's (1957) contention that children managed the rules of language very capably and to some extent from an inborn predisposition to arrive at these rules inductively, from experience of language.

The focus of these extensive researches was to find out what might happen if schools tried to replicate the best features of language learning before and outside school, or children's social contexts for language development. Halliday (1977) asserted that:

"... One can see the baby is leading the dance. The mother is slightly behind, tracking his movements and responding in kind. By an analogous process, for months and even years the mother, and possibly others too may continue to track the child's language development." (Halliday, 1977 cited by Boomer, 1980 p.21)

Halliday points out that the mother and the close-knit "meaning" group of the child, did not actively set out to 'pump' new language into the infant but sensitively attuned and attended to the emerging meanings of the child and responded to these. As Britton (1977) states "Here in the home, then, there is a direct means-end tie up between speech and what it achieves for the speaker. Can we preserve that direct relationship throughout the years of school?" (p.56)

Novick and Waters (1977, cited by Boomer, 1980) found the adult to be "an important bridger of misunderstandings, promoter of compromise and giver of rulings". (Boomer, 1980 p.23) Halliday (1977) emphasised the role of the intimate adult as a socialising agent helping
the child to get "socio-semantic" and "socio-semiotic" perspectives on the life of the community. (p 147) These researches into language acquisition also enlarged the role of the adult as expander of elliptical utterances, thereby assisting the gradual development of syntax approximating even more closely to the adult model. The more varied the interactions, the more likely it seemed the child would develop into a powerful meaning maker.

Working from different methodological perspectives, interest in the study of language variety or register variations confronted issues of natural discourse, or rather language as people use it, than idealised models of language use. Labov (1972, 1976); Halliday (1974, 1975, 1976) and Hymes (1968, 1972) considered ways in which language was used by any one speaker and any group of speakers, and why language was so varied.

Each language user used a particular dialect, but within that dialect each individual demonstrated the capacity to use language differently from situation to situation. Labov (1972) asserted that language users demonstrated the capacity to shift style in language depending on topic and context. Halliday (1974) argued that language users adopted different registers depending on a) field of discourse or subject talked of and physical context, b) tenor, referring to the relationship between participants and the situation and c) mode, the means by which this language is expressed whether in oral or written form. In Hymes's (1972) terms, demonstrations of communicative competence occur whenever language was used, for the social knowledge of language users ensured subtle shifts of language depending on physical context and purpose.

This social linguistic interest, especially in the study of dialect had important implications for educational practice. Since no dialect, not even standard English, could be demonstrated as superior to any others,
the argument for reconsidering conventional notions of 'correct' English in the classroom was raised. In particular, the notion of children categorised as not succeeding because of the dialects they employed were different to those of their teachers, were reviewed.

Three general propositions concerning language teaching and learning in Australia were an outcome of sociolinguistic work. These were cited by Christie (1980 p. 71) as:

i) The notion that one's use of language (dialect) reinforces and is part of one's identification with a particular group, class or community and that educational practice should account for and recognise this.

ii) The notion that no English dialect can be demonstrated to be 'better' than others and that standard English is itself a dialect, rather than a 'correct form' of language.

iii) The notion that language is used for a variety of purposes, and the factor determining use of a particular context is always the appropriateness of the context.

The concept of language expressed as modes was also emphasised by sociolinguists. Sociolinguists believed that the setting a taxonomy of sub-skills for language should not be the purpose of schools, but rather the setting of situations that would make certain language demands, related to the real world of the learner. Boomer (1980) suggests a pedagogical recipe for learning:

"Expose learners to plenty of examples of register (or language tasks), challenging them to 'crack the code' and to begin to produce their own version. Then provide plenty of opportunity for trial, error and feedback. As proficiency develops, allow plenty of time for reflection on how it works. Put the emphasis on a work-shop type approach and make
sure the learner sees purpose in the endeavour. Throughout the sequence, make sure that the teacher's role is consistent with the best practice of mature adults who nurture the growth of pre-school children. The learner should be convinced of the need to guess, to take risks and to bring previous knowledge to bear on the new challenge. It would be of great help if the teacher could show, where appropriate, how he or she does it him or herself, giving access to his or to her thoughts about it. Avoid fragmented exercises. Concentrate on whole tasks. Teach component skills where needed. Learn how to organise the class into groups and how to negotiate without degenerating into chaos." (Boomer, 1980 p.31)

Boomer's (1980) interpretation linked both socio-linguistic and psycholinguistic theories for language and literacy learning. The above description could readily be one that would generally describe the practices and values inherent within the axioms of a 'Whole' language program in 'action'. The 'whole' language theories for language learning and teaching practice, would be developed from these views, and emerge throughout the 1980s as one of the most significant theories for language development and learning. In particular this view would challenge the role of the learner, the teacher and the conditions that generate 'real' learning.

2.2.8. Language Acquisition and Literacy.

Marie Clay's (1967) examination of young children's reading and writing development in light of language acquisition research, demonstrated that young children could engage in important reading behaviours. These included visual sensitivity to letter and word forms, appropriate directional movements, self-correction, and synchronised
matching of spoken and word units to written word units. Her main objective was to identify better descriptions of early reading behaviours so that children with reading difficulties could be identified as early as possible. Clay began with 5-year-olds commencing school and reading instruction did not include reading readiness but deliberately emphasised "fluency, meaning and 'learning as one reads'." (Clay, 1967 p. 12) Her study concluded with the view that "That there is nothing in this research that suggests that contact with printed language forms should be withheld from any five-year-old on the ground that he is immature". (p. 24)

Clay rejected the "neural-ripening" (Teale & Sulzby, 1986 p. xvi) view that relied on children attaining a certain level of maturity. Clay's "Reading: The Patterning Of Complex Behaviour" (1972) contained considerable reference to pre-school reading experience and brought light on Clay's view of how reading development in the early years differed from the traditional view of reading readiness.

"The transformation (to understand the links between oral and written language) at the early reading stage takes place only in the presence of print and when the child actively seeks to discover how oral and written language are related... It is the need to transform pre-school skills new ways of responding that.... makes early reading behaviour a matter of learning and discredits the 'growth from within' concept of readiness. In this book the new entrant stage of being introduced to printed language will be referred to as the 'early reading behaviour stage' and the terms 'preparation for reading' or 'reading readiness training' or 'prereading' will be avoided. " (Clay, 1972 p. 5-6)

Pre-reading and reading readiness were rejected as Clay recognised that becoming literate implied discontinuities in development as it
required the child to continuously develop new ways to respond to written language. Important links in what Clay (1966) termed emergent literacy behaviours were found to link with those employed when children read independently.

"Reading: The Patterning Of Complex Behaviour" (1972) also was significant for several reasons. First it emphasised the importance of the early childhood period for literacy development. In particular, it highlighted the scope for research to be carried out by examining what children did as they attempted to construct meaning from books, reading and writing, although they could not read or write in the conventional sense. Finally, in this book the process of distinguishing between an emergent literacy approach to teaching and learning of reading to that of conventional, traditional approach of reading readiness was highlighted.

In Clay's book "What Did I Write?" (1975) although definitely one about reading, the inclusion of writing samples from young children and discussion of their significance for literacy development indicated the general move of researchers toward focusing on the relationship between writing and reading in early literacy development.

At the same time that Clay was conducting her work, Yetta Goodman was also examining the reading process of young children in the United States (Y. Goodman, 1967). Kenneth Goodman's psycholinguistic model of the reading process (K. Goodman, 1967) was gaining more widespread acceptance as valid description of what fluent readers did than previous conceptualisations. Yetta Goodman hypothesised that the model was also appropriate to describe what young children and those considered 'at risk' did for becoming competent readers. Each had knowledge of many aspects of reading such as knowing how to handle books, knowledge of direction of written language, the
function of print and that it carried messages. Y. Goodman concluded that "It slowly became obvious to me that children's discoveries about literacy in a literate society such as ours must begin much earlier than at school age" (Y. Goodman, 1984 p.102) This prompted her to undertake further studies investigating even younger children.

Thus, the early environmental print awareness studies were begun. Labels, signs, logos common to pre-school children's environment were presented to children in varying degrees. Results from these studies suggested the roots of the reading process were established very early in life. As well, the results identified that function preceded the form in learning to read and write and that there is a "movement from learning to read printed symbols in familiar situational contexts toward more reliance on language contexts" (Goodman & Goodman, 1979, p.145) The Goodmans concluded that learning to read is natural in a literate society.

These psycholinguistic views, have led to great insights, because literacy and oral language are psycholinguistic processes. That is they are a blend of psychology and linguistics, or an interaction between thought and language (Gollasch, 1982). Goodman (1965, 1976), was particularly concerned with the application of psycholinguistics to the reading process. The view that words only existed within the flow of language and that neither words nor morphemes could be defined, pronounced, or classified outside the language stream of varying intonation, pitch, stress, and juncture was crucial to this model of reading. Goodman's (1965) study showed that primary school children were often unable to decode words in isolation, but were able to read the same words successfully in a running context. When given a list of words to learn, children memorised these, a procedure far more demanding than reading itself. Syntactic contexts were essential in both language learning and reading. Word
recognition of individual words served the purpose of contributing to meaning rather than the source of meaning in itself. Goodman concluded that reading and thus comprehension, involved complex reactions to several signal cues such as: the order of words (syntax pattern), intonation, inflection, and certain key functions that words play (pattern markers).

Goodman asserted that children already had significant knowledge of these systems. These operated in the process of knowing language. Their knowledge of the structural system of the sound and grammar used in speech would set expectations of the structure of language within texts. Thus the reader would fix at a point and begin a selection process, picking up graphic cues on prior choices, language knowledge, and learned strategies. The reader formed a perceptual image, searched his/her memory for matching syntactic, semantic and grapho-phonic cues. Then more graphic cues could be selected and the reader 'guessed' or made a tentative choices from short-term memory and continued reading. Should an attempt or 'guess' not be possible then the reader would make a guess based on decoding and if this was not suitable semantically or syntactically then the reader would not continue until an acceptable choice was found or resumed reading where meaning could be found. These studies examined what proficient readers did as they read and basically these readers attended to decoding directly from graphic stimuli and then encode from the deep structure of the text. Improvement in reading, according to Goodman, was not due to greater precision, but to better sampling techniques, firmer control over language structures, broadened experience and increased conceptual development which made for more accurate first guesses.

The Goodmans's prime base advocated a 'naturalistic' approach to
research. They observed children reading in situations that were as
natural as possible or as Ken Goodman claims "we worked with real kids
reading real books in real schools... everything we know we have learned
from kids." (Goodman, 1973, p.3) This had implications for teachers to
become observers and researchers within their classrooms.

2.2.9. 'Whole' Language Emerges -1980's

Psycholinguistic theories put meaning foremost. By the time
'whole' language theories were developed and emerging as practice
within Australian primary schools, the conception that reading and
writing were meaning-making processes occurring during the acts of
reading and writing (Smith, 1982), was accepted as language education
policies (Barcan, 1988). These views influenced considerably pedagogies
for literacy learning practices, within Australian schools.

The New South Wales Department of Education (Reading K-12,
1979) supported the psycholinguistic theories for reading. It adopted and
emphasised practices, based on the definition that reading was, "a
process of bringing meaning to, and extracting meaning from print"
(p.13). This definition emphasised reading to be an interactive process in
which the reader was actively engaged in an attempt to reconstruct the
author's message (Parker, 1985). This view was characterised by teaching
strategies and evaluation measures that supported the understandings,
that meaning was the primary concern. Strategies advocated for literacy
learners, included the use of supportive and natural texts for readers, an
adaptation of home and pre-school reading for the classroom as shared
reading (Holdaway, 1979), uninterrupted sustained silent reading
(USSR), cloze, and retelling. This theory emphasised the value of reading
whole and natural texts as opposed to the contrived texts of reading
schemes, and in contrast to other theories for literacy.

Changes in the teaching of writing was also considerable. Walshe (1982) asserts that this was tantamount to a 'revolution'. The previous views of structured skills for writing that involved repeated and isolated drills relating to grammar, punctuation, and spelling, and the 'Language Experience' theory, gave way to an orientation of writing that promoted processes for writing, as pivotal to the learners' development of writing.

By the late 1970's a new model known as "The Process of Writing" emerged. Research by Donald Murray (1982) and Donald Graves (1980, cited by Walshe, 1982) emphasised the processes involved for writing and its interactions with all other areas of literacy. The product became far less important than the actual process of writing, and this process was seen as an interactive, thinking process. Writing was understood to be a recursive, thinking process, that varied according to the individual's needs and challenges at the time of writing, and involved the writer in a cyclic process that included experience, pre-writing, drafting, revising and editing, production, publication or outcomes of writing, and response (Writing K-12, 1987, p.6-7).

Again meaning was emphasised. Teaching and evaluation practices, emphasised writer's first attempts were to be concerned with meaning foremost, and that successive drafts or attempts would concentrate on issues that clarified meaning towards more accepted and standard forms. Evaluation of reading, as with writing, did not emphasise attainments prescribed for particular ages and grades, but focused on individual learners developing according to their own experiences, needs and purposes for literacy.
2.2.10. 'Whole' Language

"Birds fly, fish swim, man thinks and learns. Therefore, we do not need to motivate children into learning by wheedling, bribing or bullying. We do not need to keep picking away at their minds to make sure they are learning. What we do need to do, and all we need to do, is bring as much of the world as we can into the school and classroom; give children as much help and guidance as they need and ask for, listen respectfully when they feel like talking; and get out of the way. We can trust them to do the rest".


The 'whole' language paradigm evolved from literacy theories that reflected 'natural learning' processes, or learning that was initiated by the learners needs. It was further based on the notions that "a) language is for making meanings, and accomplishing purposes; b) written language is language - thus what is true for language in general is true for written language; c) the cueing systems of language (phonology in oral, orthography in written language, morphology, syntax, semantics, (pragmatics) are always simultaneously present and interacting in any instance of language in use; d) language use always occurs in a situation; e) situations are critical to meaning-making" (Altwerger, Edelsky & Flores, 1987, p.145)

Newman (1985) asserted that there was no "simple definition" (p.1) of whole language. She stated that: "whole language is a shorthand way of referring to a set of beliefs about curriculum, not just language arts curriculum, but about everything that goes on in the classroom" (p.1) Moreover, she added that, "Whole language activities are those which support students in their use of all aspects of language; students learn about reading and writing while listening; they learn about writing from reading and gain insights about reading and writing" (p.5) Altwerger, Edelsky, and Flores (1987) supported these notions, and asserted that, "whole language is thus a perspective on language and language acquisition
with classroom implications extending far beyond literacy" (p. 145)

Newman (1985, p.1) further defined the whole language paradigm, as a philosophical stance that emphasised that the processes of how oral language was learnt by young children, should be replicated as a means for literacy learning. Altwerger, Edelsky and Flores (1987) asserted that "the world over, babies acquire a language through actually using it, not through practising the parts until some later date when the parts are assembled and the totality is finally used" (p. 145) Thus, the key theoretical premise of whole language was based on the view that processes for learners' literacy development was similar to those processes for oral language development. This view was confirmed by Newman (1985 p.1) and Cambourne (1985,1986, 1987,1988), that whole language was based on the axioms that language was learnt through authentic and purposeful use, through significant opportunities to encounter language and literacy contexts as 'wholes', and not through practice exercises divorced from learners' needs. They further supported the notion that this should be the basis of classroom practices for literacy.

This paradigm was ideologically opposed to the 'traditional' fragmented, skills-based views that had predominated previously. Altwerger, Edelsky and Flores (1987) add that: " the Whole Language view is that reading/writing are whole activities, that any separate skills or subactivities used outside the total activity are different from that subactivity used within the total activity. Moreover, the subactivity is merely the behaviour. It has a role to play in the total activity; it interacts with other subactivities; it engenders consequences. If the role, relationships, interactions, and consequences are taken away, what is left is only behaviour - meaningless in itself " (p. 148)

An analogy to highlight the two views of literacy learning
mentioned, would be to give a two groups of young learners, say, each a
two thousand piece jigsaw puzzle in a box. On the cover of the box, would
be a fascimile of the completed puzzle. Theories for the construction of
this puzzle would focus on dichotomous processes. One where the
constructors or learners, would be required to piece the two thousand
pieces with the fascimile as a guide to placing the pieces in the
appropriate places or contexts, so as to engender "the patterns which
connect" (Bateson, 1979, P. 16, cited by Cambourne, 1987) the pieces
together, in a constant process where pieces were placed in reference to
the 'whole' picture of the puzzle.

The other, would require the learners to construct the pieces
without the fascimile to guide where the pieces fitted. Learners in this
situation could eventually reconstruct the puzzle, but it would be a long
and laborious task, requiring much trial and retrialling of attempts to 'fit'
pieces together, without reference to the 'whole' picture. The learners
would find that some pieces that were thought to fit together, really did
not, when fitted with other parts constructed. They would find the
process of reconstruction of the puzzle difficult. The relationships
between the parts to the 'whole', without the understanding of the
complete 'picture' of the puzzle, or the significance of the pieces, would
render it meaningless, for most learners.

Thus, in relation to language theories and practices which
emphasised fragmentation of language into small components, such as
letters, sounds, isolated skills or "subactivities" (Altwerger, Edelsky &
Flores, 1987, p.148), these were meaningless and no longer operated as
language because its functions and purposes did not establish meaning
relationships within a 'whole' context. Goodman (1987) argued that "You
can't make sense of or through language if the language isn't all available
Altwerger and Bird (1982) reiterated this notion, and stated that "there is no meaning to express, no meaning to comprehend, and thus the very goal of reading and writing is lost" (p.5).

Meaning is the core purpose of language from the view of Whole language advocates, for both oral and written forms. Language learning was seen as "a learning how to mean process" (Halliday, 1975 p. 37) within the frameworks of context, function and social purposes (Halliday 1975, cited by Bouffler, 1984, p.37). Whole language emphasised that literacy programs must provide for, and focus on oral and written language meanings and relationships within various social contexts, and these must also provide language learning for real purposes within 'whole' contexts, as the central concern for developing literacy learners.

Whole language emphasised the notions of literacy learners as meaning constructors and hypotheses-testing- problem solvers involved in a process of discovery of how language worked. Learners constantly tested, confirmed, modified their hypotheses of language so as to construct and sustain meanings. Their attempts indicated that certain conditions needed to prevail so as to assist this process. These were outlined by Cambourne (1988), as "Conditions for Learning" (p. 32). He emphasised seven conditions which operated when learners successfully constructed meanings from their problem-solving processes. These were immersion, demonstration, expectation, approximation, responsibility, use, and feedback. He advocated that these could and should be replicated within the classroom, as a focus for the literacy learning environment.

Cambourne (1988) in describing these conditions for learning, emphasised the relationship that these conditions had to young children developing oral language. He stressed that these conditions operated also
for learners' written language development. Cambourne emphasised the importance for literacy learners of being immersed in print-filled environments where they were surrounded by written language, just as young children in learning to speak, were immersed in oral language from the moment of birth.

Cambourne (1988) also described how learners needed demonstrations of language, that emphasised the "metalinguistic" (Altwerger, Edelsky & Flores, 1987, p. 150), and inner core meanings about language. These included phonemic, grammatical and pragmatic (context) systems for written language (Atwell, 1983, cited by Cambourne, 1987). Cambourne (1987) also asserted that, "In a teaching-learning context, a 'Whole language Approach' means that the literary act or artifact being demonstrated needed to be sufficiently 'whole' to provide enough information about the various systems and subsystems of language, so that if he decides to engage, will have data available for working out how all the pieces fit together and interact with each other" (p. 7)

As a result of these immersions and demonstrations, Cambourne (1988) contended that learners engaged in these language acts, but only as an outcome of other conditions that supported learners' needs to be willing and able to do so. Smith (1983), like Cambourne, believed that engagement occurred when learners perceived themselves as potential readers and writers, or members of a "literacy club" (Smith, 1988-Sydney University Plenary).

Cambourne (1988) further stated that learners were more likely to want to engage in language acts with teachers that they trusted and liked. This relationship of trust was reflected in the expectations the teacher established within the learning context, that of children learning to read and write. It was evidenced as the teacher's confidence in learners' ability
to make decisions concerning the demonstrations they experienced and to select what was meaningful for their learning at that time; and the teacher's acceptance of their attempts or approximations for reading and writing as worthwhile and important for development of written language, without expecting them to read and write like adults from the beginning. This trust was a two-way process. Children needed to trust their teachers, and teachers needed to trust that learners would learn and select what they needed for their literacy learning. Goodman (1987) believed that 'whole' language instruction showed "continuous respect for language, for learners and for teachers" (p.43)

Approximations were also seen as attempts learners undertook in their hypothesising-testing-confirming processes for literacy. These enabled learners to modify, confirm and select new strategies from the demonstrations they experienced. Goodman (1987) demonstrates several examples, "Beginners are encouraged to take risks. When they write they spell words as best as they can, inventing if necessary, but using the words they need when they need them rather than sticking with those they are sure they can spell. Their reading miscues are celebrated if they contribute to making sense and show developing strategies. No one is perfect, and sense rather than error-free performance is the main point of reading. The teacher helps them see they should not tolerate nonsense when they read" (p. 47) Thus, the feedback learners received about their attempts needed to be constructive, non-threatening, and supportive of expectations held for the learners, to ensure learners continued to select information and strategies for problem-solving from demonstrations of language.

new learning contributed to and could be stored for later use, in the 'language pool' that learners had already about the modes of language. These modes each fed into the other, so that learners drew upon interrelated experiences when attempting oral or written language acts. Thus, whole language emphasised the integration of oral and written language, and the development of each was seen as complementary to the other.

2.2.11. **Social Interactions and 'Whole' Language.**

Goodman (1987) argued that "there are no whole language literacy programs without whole language teachers". Most crucial is the new role of the enlightened teacher who serves as guide, facilitator, and kid-watcher. Whole language teachers try to help developing readers and writers use written language to learn- to acquire, extend, and present concepts. They capitalize on the language competence and the language learning ability of children, and help make literacy an extension of natural language learning. They know their pupils well, and encourage them to collaborate with their peers. These teachers share their own expertise and knowledge with their pupils" (p.44). Cambourne (1987, p.12) expressed similar views about whole language classrooms, when he highlighted that such settings had certain significant features. These included the following:

* Such classrooms involved learners in social interactions with others that were friendly, supportive, understanding, accepting and caring.

* They were unpressured and non-anxious situations.

* Learners were encouraged to discern their purposes and functions for their selection of activities within the setting.
* Learners were also aware of the roles they and others played within the classroom.

* Learners perceived the activities they undertook as being relevant to their needs and purposes.

* Learners felt secure and comfortable about taking part in these activities without concern of being demeaned for 'mistakes'.

These features, asserted by Cambourne (1987) supported the notions that social interactions facilitated, what some recent researchers have discussed as metacognition: knowing what you know and how you know it (Goodman, 1987, p.53). By interacting with others within this setting, learners were provided with a wider range of demonstrations, immersions, varied expectations, feedback on attempts, and the responsibility resting with learners to take what they needed as they needed for their literacy development. Further, social interactions promoted learners' awareness of how others went about solving their own literacy problems, and provided further models for them to draw upon.

Halliday and Hasan (1985) contend that, "Knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher pupil, or classmates, that are defined in the value systems and ideology of the culture. And the words that are exchanged in these contexts get their meaning from the activities in which they are imbedded, which are again social activities with social agencies and goals" (p.5). Unsworth (1988) asserts a similar notion that, "knowledge, thought and language learning are intrinsically social and collaborative" (p. 135) and Wells (1988) agrees with this notion, when he states that, "Literacy events are inherently social...." (p.91).

Reid, Forrestal and Cook (1989) state that for students to learn to use their own thinking and language to help them learn, that social and
collaborative interactions are fundamental to human learning, so as to allow learners to "engage in the processes of 'coming to know' through problem-solving, exploration, observation and practice" (p. 9).

Mead (1934) first described the importance of socialisation through social interactions in the development of thinking processes. She claimed that thought developed through the incorporation of viewpoints from others into learners' various processes of thought. Through a variety of interactions with others, learners came to 'know' viewpoints and to take these into account within their own thinking. As reading and writing are held by whole language advocates as 'thinking' processes, this view affirms that social interactions can provide for the growth of cognition for literacy.

An example of how social interactions influence literacy learners' cognition, as well as their attitudes and affective development for language is described by Kamler (1980, cited by Cazden and Foreman, 1982). This can readily be applied to whole language contexts with regards to what occurs during writing, as writers interact with one another in attempts to clarify their meanings as they orchestrate their writing tasks. Kamler (1980, cited by Cazden and Foreman, 1982) described how in one classroom, the teacher encouraged learners to 'peer conference'. The roles of the writer and 'helpful questioner' (p.10) were interchangeable amongst learners, and that learners knew what to say and do, as the teacher had provided many demonstrations and modelling that had focused on the meanings, organisations and conventions of writing, for these interactions to occur. These demonstrations allowed learners to adopt various roles, and so to the benefit of the learners as authors, to the learners as a critics, and to the learners as readers and language users, all of whom had to have internalise the teacher's
demonstrations, to be able to carry out the purposes such interactions demanded.

Cambourne (1988) raises the notion that language and literacy learning, is successful if learners have internalised from immersions and demonstrations of language, what they need, and apply or 'transfer' this to new contexts for their needs and purposes. He calls this "transferability" (1987, 1988, p.34). Peer interactions for literacy acts, benefitted as Kamler (1980, cited by Cazden and Foreman, 1982) asserts, writers in two ways. Firstly, they served as an "audience made visible" (p.11), representing the writer's needs for an audience, and secondly, allowed them to bring with their responses, further information that not only confirmed the writer's message, but also confirmed the writer's expectations of him/herself as a writer, through responses and feedback, given by the peer/s. This social interaction, within a specified purpose, supported the writer's cognition, attitudes, and affective development for writing.

Wilkinson and Dollaghan concentrated their studies within a Grade One class, on one aspect of learning to read: how the processes of communication worked amongst students for reading within groups. They identified that two types of reading groups were common within the elementary school: those in which the teacher was present and directed the reading group, and those in which the teacher was absent and group members constructed their own strategies for reading. They selected the latter as the basis of their research, to pursue the communicative processes by which learners undertook academic tasks and regulated their own interpersonal behaviour for reading - by asking questions, making demands, and providing answers for each other.

They found that all participants maintained their attention to tasks,
at some underlying level. Superimposed on this underlying attention to
tasks, was a "rich and well-managed" orchestration of social interactions,
in which they formed and used a variety of linguistic strategies in
attempts to complete their reading tasks. Their interactions
demonstrated the degree to which participants were aware of and co-
operated with each other's communicative efforts, and learners occupied
different roles with respect to these interactions.

Wilkinson and Dollaghan chose for this study the theoretical
framework of "communicative competence" (Hymes, 1974, cited by
Wilkinson and Dollaghan). This was defined as knowledge of not only the
grammatical rules for producing language, but also the pragmatic rules of
appropriateness of language. They asserted that learners routinely learnt
how to get things done through communicative interaction, and that
these primarily focused on exchange of information and regulation of
interpersonal behaviour. They concluded that, learners who were likely to
efficiently obtain information when they needed it, from either teachers
or peers, were advantaged in their "academic achievement" (p. 268). At
the same time their social interactions skills affected both their academic

They further concluded that learners within such settings, regularly
engaged in trialling and discarding a variety of strategies to meet
communicative goals within the context and purpose of the interaction.
This has important implications for whole language, where emphasis is
significantly placed on learners interacting for a variety of purposes, and
communicative functions for sustaining and developing their language and
literacy competencies. Wilkinson and Dollaghan concluded that
"Teachers who provide a variety of contexts and speech (and literacy)
situations in which varying rules can be discovered and applied may be
Valencia and Pearson (1987) cite contributions to recent research (Collins, Brown and Larkin, 1980, Pearson and Spiro, 1980) in reading as emphasising the active role of readers as they use print clues to construct a model of the text's meaning. "It deemphasizes the notion that progress is the aggregation of component skills. Instead it suggests that at all levels, from Kindergarten to research scientists, readers use available resources such as text, prior knowledge, environmental clues, and potential helpers to make sense of the texts" (p.727) The use of "potential helpers" for assisting reading, must focus on the interactions of learners within literacy contexts. Whole language approaches, emphasise this notion through peer interactions and co-operative learning as a means of establishing conditions for literacy learning.

Cazden (1980) reported on three broad kinds of adult initiated oral interactions with early learners. These, she called "scaffolds, models and direct assistance" (p. 65). Of these, two required 'scaffolds' or vertical constructions, in which adults asked the learner for new information in each utterance, which emulated an almost 'game-like' routine. The other category of adult assistance, was direct instruction, and this focused on the adult modelling a particular utterance and then directing the learner to say, tell or ask in response. How the adult spoke to the learner demonstrated to the learner, how texts were constructed for particular purposes and for particular situations. Cazden (1980) concluded that the purpose of these interactions was for the learner to imitate and to acquire the underlying structure of the text. Whole language emphasises a variety of roles for the teacher, that significantly supports the teacher's role as model, assistant and presenter of language structures within various textual contexts, to be initiated by the learners' needs, through the
teacher's demonstrations within a variety of group and individual settings.

Vygotsky (1978) asserted that children's learning began long before school, and that they had learnt oral language through interactions with adults. He saw language both as a cultural product and a tool of thought, which once, acquired inexorably shaped the successive transformations of mental behaviour which constituted the growth of mind. He noted that, "The specifically human capacity for language enables children to provide for auxiliary tools in the solution of difficult tasks, to overcome impulse action, to plan a solution to a problem prior to its executions, and to master their own behaviour. Signs and words serve children first and foremost as a mean of social contact with other people. The cognitive and communicative of activity in children" (1978, p. 28-29).

Vygotsky (1978) emphasised that "the intellectual mechanisms related to speech acquire a new function.......a synthesising function, which in turn is instrumental in a achieving more complex forms of perception" (p. 32) He believed that learning occurred as a consequence of interactions that established "the zone of proximal development" and that this learning occurred at two levels. These, he described as the actual development level, that is, the level of development of a child's mental functions; the zone of proximal development was described as the distance between the actual developmental level of the learner determined by independent problem-solving, and the level of potential development determined by problem solving under adult guidance or collaboration with more able peers. "The interpersonal processes of spoken and written dialogue are transformed into intrapersonal one. Each operation incorporated into the growth of mind first, on the social (ie interpsychological) level as an interaction amoung persons, and second, on the individual (or intra-psychological) level as an inner relations

Vygotsky (1978) applied his theory of zone of proximal development to learning, thinking and as a general developmental axiom for higher mental functions. He cited Piaget’s observations which indicated that reasoning occurred as an argument to prove one’s point of view prior to becoming an internal activity, and as a means for learners to perceive and regulate their thoughts. Piaget concluded that communication produced the need for checking and confirming thought, which were processes characteristic of adults. These could only occur in relation to interactions with others. Vygotsky (1978) further proposed that such learning awakened internal development or inner speech processes as a consequence of interacting with peers or adults, and that these processes were then internalised and became part of the learners’ functioning development. He concluded that learning was directly related the learners' mental development and that this was accomplished, not in measured steps, but as an interaction between development processes stimulated by learning processes, in interaction with others.

Parker (1983) asserted similar notions in application for classroom contexts. "This conception of the socio-cultural origins of mind- or consciousness, - highlights the role of dialogue, both spoken and written. If pupils have regular opportunities to engage in the kinds of dialogue that give and take of reciprocal discussions which encourage and support higher order uses of consciousness, then the operation involved in these interactions may be reconstructed internally as permanent processes. When the opportunities for dialogue are sharply limited by the structure and content of classroom uses of language, then it would seem the growth of mind is sharply curtailed" (p. 153) Again, 'whole' language emphasises
that chief sources of learning are through interactions with others, that create the 'tensions' and 'dialogue' necessary to challenge individuals and to sustain their engagements with language acts. They are immersed in demonstrations of the purposes and functions of language, as well as evolving their own. The provision of such, allows learners to transfer the 'new' and the known to other areas of their learning, and for this learning to be "durable" (Cambourne, 1988, p. 34)

Cazden and Foreman (1982) also raised issues related to peer-tutoring and peer collaboration, as separate and different interactive classroom processes. Peer tutoring tasks, in their view, tended to resemble common classroom activities, where the 'peer-tutor' helped inform, guide, and/or correct the tutee's work, whereas peer collaboration focused on learners interacting co-operatively in attempting learning tasks. Peer tutoring relates to some extent to whole language approaches, but the purposes of peer tutoring differs in that these social contexts would emphasise different learning tasks than those stated by Cazden and Foreman (1982) and would encourage further development of conditions of learning for learners within this setting.

They also defined peer collaboration as requiring "a work environment that is even further from traditional classroom organisation" (p.12). Whole language classrooms, can readily be defined as such and also emphasise peer collaboration, as a valuable means of learning about literacy tasks. Peer collaboration required, in Cazden and Foreman's (1982) view, "a mutual task in which partners worked together to produce something that neither could have produced alone" (p.12). The argument raised from this assertion, not only supports the conclusions contended by Vygotsky (1978) and Parker (1983), but also supports the notion that almost all learning within whole language classrooms is
collaborative, and therefore learners must constantly be in a process of producing new understandings, strategies, and products through their literacy attempts, that could not have been produced otherwise. The implications of this notion, bears strong emphasis to producing 'accelerated' learning through natural learning conditions, that at the same time must influence positively, learners attitudes to literacy acts, and their self-concept as literacy and language learners, that would not otherwise happen within classrooms based on different paragims of language learning.

Cazden and Foreman (1982) cited Perret-Clermont's (1980) study about peer interaction, as concluding, that these interactions enhanced the development of logical reasoning through the processes of active cognitive re-organisation induced by cognitive conflict. She claimed that cognitive conflict was most likely to occur in situations where learners with moderately discrepant views were asked to collaborate. Anyone who has witnessed collaborative work by learners within a whole language classroom, will undoubtedly know of the significant play of 'cognitive conflict' that occurs, as learners clarify, suggest, adjust and describe strategies to solve literacy problems faced in attempting and orchestrating their literacy tasks.

Studies also cited by Cazden and Foremen (1982) include Lomov (1978), Kol'tsova (1978), and Inagki and Hatano (1968, 1977, 1981) as having reached similar conclusions. These were that, peer interactions helped individuals acknowledge and integrate a variety of perspectives to solving problems, and that this process of co-ordination produced 'superior' results for learning. This supports the previous mentioned notions that peer interactions within whole language classrooms, promote further the conditions of learning that assist learners' literacy
development.

These theories, have directly and indirectly influenced whole language pedagogies, and highlight the social interactions inherent within whole language classrooms as significant sources for further and ongoing literacy learning.

2.2.12. Whole Language and Evaluation.

The 'whole' language paradigm does not advocate traditional assessment procedures, such as standardised tests, as these bear little or no relation to authentic language used for 'real' purposes, functions and contexts. These traditionalistic procedures do not account for language behaviours and attitudes, nor do they help determine how and why language users behave in the ways they do. Thus, such procedures are incompatible with 'whole' language theories.

Kemp (1986) refers to this concern when he states that "One of the interesting problems generated by wholistic or naturalistic approaches.... is in various assessment procedures. ... The questions they (parents, teachers and administrators,) have always been able to ask about performance levels, and have answered quickly, are not appropriate ones in the face of such dynamic changes in curricula as have been brought about by the wholistic curriculum movement" (p. 218-219).

Cambourne (1986) argues that " The new pedagogy and philosophy is based on a different metaphor (wholistic language) which in turn requires... a different view of assessment based on performance on tasks which involve whole language. This new paradigm demands the methods of qualitative data collection, namely careful observations of individuals over time, observation of "literacy in process" and or interview procedures" (p.3) Testing as Kemp (1985) asserts, "seems to be designed
to prevent children from reading in a naturalistic way" (p.181). This highlights a significant discrepancy between rationalistic assessment procedures and those advocated by whole language exponents. Whole language holds as a basic tenet, that naturalistic literacy processes need naturalistic procedures for assessment, based on naturalistic language, and that learners demonstrate what they know about literacy acts and processes, only within the contexts of implementing such acts.

Yetta Goodman (1982) contended that, "The relationship between teaching and learning is part of the integral process of evaluation and curriculum development. As they operate in the school situation they must be understood as a holistic process with each impacting, interrelating and effecting each other but never as an isomorphic or one-to-one correspondence of the other. Kid-watching legitimises this dynamic relationship" (p. 121). Deford and Harste (1982) also advocated kid-watching as an alternative assessment procedure. Recent research demonstrates that the best evaluative data results from observing real learners, in real situations (Goodman, 1973), that use real language. This assertion would also emphasise and take into account the contexts of social interactions within 'whole' language classrooms.

Cambourne and Turbill (1988) forwarded the contention that teaching, learning and assessment should occur simultaneously. Thus, learners within multi-age settings would have their literacy and oral language developments monitored within a variety of socially interactive contexts, that would serve to indicate the proficiencies learners manifested within these contexts. The idea of dynamic assessment put forward by Valencia and Pearson (1987) "emanates from Vygotsky's notion of the 'zone of proximal development', that region of just far enough-but not too far- beyong the student's current level of competence
such that sensitive teachers, using scaffolding tools such as modelling, hints, leading questions and cooperative tasks completion, can assist learners in moving to their next level of learning. In such a model, instruction consists of guiding learning through the interplay of assessment and meaningful application of skills; the "measure" of students' ability is not a score but an index of the type and amount of support required to advance learning " (p. 728).

The emphasis on 'kid-watching' as legitimate procedures for evaluation, has also developed out of ethnographic studies by such researchers as Taylor (1983), Baghan (1984), Bissex (1980) and Calkins (1983). As Harste (1981) stated, "Given the fact that language is first and foremost a process, ethnography seems an ideal methodology for the study of language. Categories that are used to analyse developmental data must evolve from the data itself and be verified in situations where constraints are known through study of the linguistic resources being demonstrated and used" (p. 96)

These studies have provided significant documentary evidence of children's language and literacy development over time. Further, they take account of the influencing social contexts that have contributed to learners behaving in 'literate ways', and highlight the multi-dimensional means that learners use to accommodate their development towards literacy competence and independence.
2.2.13. Conclusion

Many teachers, within their classroom literacy programs, demonstrate the frequently stated division between theory and practice (Murray, 1988). Yet, teachers of whole language classrooms, reflect such flexibility, continual experimentation, teaching practices guided by understandings of language learning developments that are current and informed, that reflect their own views of themselves as learners, within a perpetual cycle of learning and accommodating this learning to practices, as they make discoveries about their literacy learners. Murray (1988) asserts that this is "by testing what is done in classrooms against the best available theory that teachers are freed from fads and from the constant tension between the comfort of established methods and the demand for innovation. On the basis of sound theory, teachers can construct the curriculum that meets the needs of their particular pupils and can adopt teaching practices which are consistent with the nature of language and of language learning" (p.1). Thus, on the basis of their own informed observations of children, whole language teachers contribute to theory and teaching practices, completing the cycle which enriches knowledge of how children best learn language and literacy. It is the strongly held contention of this researcher, that whole language theories and practices, ensures that this occurs and is the best possible means for doing so.
2.3. MULTI-AGE CLASSROOMS - PART TWO

2.3.1. Introduction

Multi-age classrooms are the form of school organisation whereby children of different ages and levels of development are grouped in the one class. Such classes can be introduced as a school organisation at any age level, but this study is concerned with its operation at the early childhood level or what is commonly known within the N.S.W. Education system as the Infants school i.e. children aged from four years six months to eight years of age.

Multi-age grouping does not refer to any particular philosophy of teaching and learning. It is a term that has been used to refer to a particular type of organisation where one suggested purpose has been to maintain in any one school a desirable teacher to pupil ratio. This has occurred when the number of children in some or all years has exceeded the numbers required to form 'regular-sized' classes but are not large enough to form additional classes. Thus, 'surplus' children from two or more years are grouped together within the one class (N.S.W. Dept. of Ed. 1989).

Multi-age, family grouping, mixed-ability, combination, ungraded, multi-grade, composite, interage and vertical-aged grouping are all terms that are ascribed to this form of organisation. This type of school organisation has also been used to support deliberate educational policies where challenges and concerns have been raised regarding the notion of homogeneous grouping of classes based on age and ability.

Again, it is not an educational approach but a deliberate application of a type of school administration that some teachers find most conducive to the promotion of child-centredness, co-operative learning and
natural extension of 'whole' language learning. As well, the philosophical conviction that personalised learning, peer tutoring, and the notion of maximising the fullest and most flexible use of physical and human resources complements this form of organisation and the axioms held within the 'whole' language paradigm.

Together, this paradigm and school organisation may account for the development of the multi-dimensional aspects of children's learning. Wherever this type of organisation is deliberately applied in conjunction with a "wholistic", informal educational policy rather than purely an administrative convenience, the assumption of a flexible school in which the organisation within has been so adapted as to maximise learning in the widest sense- social, emotional and intellectual may be held (Mycock, 1970).

2.3.2. Multi-age Classes: Are They the Old 'One-Room' School?

The fallacy that multi-age classes are nothing more than a modern interpretation of what happened in the 'old' one-room school is still held by some sections of the community who equate this as anachronistic and inferior teaching practise. Indeed, the one-room school was the backbone of the early Australian (and American) education system, offering rudimentary training that served the purposes and needs of past generations (Malehorn, 1978; Barcan, 1986) and were the prototype to current multi-age classes and not an anachronism (McGrath, 1976).

There were certainly many outstanding teachers, and much practical learning was produced (Malehorn, 1972). The 1952 N.S.W. Curriculum for Primary Schools demanded that teachers of small schools be selected for service in rural areas as "teachers who give evidence of special character and competence. These country teachers sought are
men with a high ideal of service and a deep sense of responsibility; men of
broad tolerance and balanced judgement who will act wisely when the
situation requires it" (p. xv). As well, these teachers were often the
Education Department sole representative for the communities they
serviced and they were thus encouraged to understand the "factors that
build a community life and the individual members of the community" in
rural districts that were "so few as to be readily apparent and well-known
to all members of the community" (p. xv).

However, to equate the potential of multi-age classes today with
what is hazily remembered as the best of the 'good old days' is to deny the
usefulness of many modern teaching pedagogies. The 'one-room' school,
for all its contributions to society featured, rote learning, stressed
conformity of thinking, used the same limited materials year after year, a
fragmented timetabling of subjects, demanded stern teacher-dominated
discipline, and offered only those experiences that could be handled
through textbooks, chalk, paper and pencil. (Barcan, 1988)

If the old-fashioned school was the equivalent of today's multi-age,
'whole' language class, where then, was the variety of recording and
monitoring of children's development? Where was the flexible use of
furniture and space to meet the needs of flexible organisations and
groupings for children's learning? Where was the the responsibility given
to children for their learning and the encouragement that children would
become self-motivated, self-directed and self-regulated learners? What
opportunities were given to children to monitor their own development
and to recognise their achievements? Where did the teacher allow
exploration and discovery instead of telling children all they needed to
know? Where did children 'learn to learn' and to attempt strategies to
solve their own problems?
The 'one-room' school could never be compared with the naturalistic, multi-age, 'whole' language classroom of today, in which the teacher stresses intended meanings, approximations and relationships rather than memorised facts. Learners capitalise on interest, abilities, peer-tutoring and co-operative learning. Standards of conduct are jointly negotiated in light of communal needs, children are encouraged to take responsibility for their learning, and are flooded with materials and experiences that make their learning relevant to themselves and the community at large (Malehorn, 1978, Cambourne, 1985).

It is fair to admit that what constitutes an effective multi-age, 'whole' language class today is simply sound, considered and current pedagogical procedures that have developed as a historical outcomes of treatises and research on various paradigms for language learning. Naturalistic approaches to learning are one of the most significant and together within multi-age classes provide children with the broadest and 'all-encompassing' contexts for children's learning.

2.3.3. British Developments

There was in Britain, a movement toward naturalistic learning as early as the 1930's, when some of the more promising methods were generated by 'progressive' educators. The Hadow reports of 1931 and 1933 (on Primary, Infant and Nursery schools respectively) had both stressed child-centred approaches, with activity and experience and central to both of them. (cited by Simon & Willocks, 1981) However, it was not until World War II that there was significant growth towards multi-age and naturalistic approaches to learning.

During World War II, many young British children were sent away from their parents to live in areas less likely to be bombed. After the war,
when children returned home and as an outcome of wartime education, "to help heal the children's emotional scars, British educators created primary schools with new social patterns; they called these classes family groupings." (Connell, 1987, p33)

As much in desperation as in deliberation teachers struggled to accommodate the needs of children throughout the war, and discovered the suitability of a less structured approaches that capitalised on children learning from each other. New emphasise was placed on allowing children to assume increased responsibility in selecting and directing their own learning. Children of different ages and teachers, were thrown together by the exigencies of war, discovered that was great merit in learning and living together in mixed-age groups. The rigidity of furniture and schedules fell victim to newly found flexibility of space and time. The spontaneity of the situation prompted teachers to eliminate strict divisions and demarcations between grades, subjects and enabled children to see relationships that had not been apparent earlier (Malehorn, 1978; Mycock, 1972). This was carried on during the post-war years that emphasised the desire to create groupings where children and their siblings could maintain daily and sustained contact. Thus, multi-age or family-groups were an outcome of this innovation.

2.3.4. What is Family Grouping?

Family grouping takes its name from the similarity of social interaction in the classroom arising from mixed age group, to typical patterns of interaction in the child's home amongst his/her own family. Although often erroneously thought to be the case, family grouping does not directly refer to the grouping together of children from the one family in the same class. This may happen, and in fact often does, but
rests on the wishes of the parents and the children and at the discretion of the school, and is not necessarily a condition of family grouping.

Children in these schools were divided, not into 12-month blocks, but into more natural 3-year groups (ages 4-5-6, 5-6-7, 6-7-8 years old). Students stayed with the same familiar teacher for several years. When some of the older children showed that they were ready to move on, some new younger children moved into the group. The formerly younger children then automatically became senior in the group. Sometimes siblings were in the same group, giving security to both children. Older children helped teach younger ones. (Connell, 1987)

At the end of the academic year, approximately the same number of children filtered through to the primary school leaving room for a new intake of five year olds. Thus at any one time, there would be approximately equal numbers of 5, 6, 7 and 8 year olds (although this is not a hard and fast rule), most of whom would be quite familiar with the teacher and she with them, disallowing for changes of staff. These British schools were not unlike our own Australian 'one-room' rural schools.

The Infant schools that pioneered deliberate multi-age or as it was commonly known, vertical-age or family grouping "were those also that had already introduced different forms of classroom organisation, termed the 'integrated day' " (Bullock Report, 1975; 13.7. pp.199). The 'integrated day', like the terms 'informal day', 'unstructured day', 'child-centred classroom' and 'open-education' were all terms that were the contributors and prototypes of naturalistic learning. These educational pedagogies meant many different things to many people, and often elicited highly emotive responses.

Stevens and King (1976) describe how "the daily programme is structured in large blocks of time to allow children to explore and
investigate topics in which each one is interested. The classroom is arranged in different interest centres, not with fixed desks and teacher front and back. Much of the children's work and topics comes from the community and the local environment that surrounds them. Physical activities and movement education are integral parts of the curriculum. There is a focus on play and games in learning both physically and mentally" (pp.28).

2.3.5. **Developments in Multi-age Organisations and Naturalistic Learning in Education**

The Plowden Report (1967), commented favourably on growing trends in the United Kingdom, towards multi-age organisations of classrooms through more naturalistic approaches to learning. This attracted much interest from American and Australian teachers and educators. Such interest in British schools, linked with a phenomena of crisis in American and Australian primary schooling during the late 1960s and early 1970s. Many saw the British Primary school as moving towards advanced and valuable teaching/learning practices that could provide insights of value (Simon & Willcocks, 1981) for American schools. The report commented on the need for individualisation of teaching and emphasised learning processes (Simon & Willcocks, 1981). It also commented on appropriate classroom organisations that included multi-age, unstreaming and ungraded classes to support its recommendations.

In 1967, Joseph Featherstone published in the "New Republic", a series of important articles which described some especially effective organisational and teaching pedagogies he witnessed in England. These featured open education, team-teaching and multi-age or vertical-age classes. Shortly afterwards, the best-selling work by Charles Silberman
"Crisis in the Classroom" provided added impetus, describing American schools as "grim and joyless places" (Silberman, 1970 cited by Malehorn, 1978) due to their formality, and highlighted the changes that British school organisations were undergoing as positive directions for American (and later to be adopted by some Australian) schools.

The Plowden Report (1967) had a twofold effect. Firstly educators questioned their practices within classrooms and began to examine more 'open' approaches, as viable for primary schools. Secondly, American schools began to examine also the organisational structures, such as multi-age classes or 'family-grouping' that were reported as common in British Infant and Primary schools and to experiment with these.

Mycock (1972) suggests that the educational environment of multi-age classes as a "functional variable" had received limited significant attention. She added that the effects of multi-age grouping appeared to demonstrate important interactions beneficial to learners in such contexts than were found in homogeneously grouped classes, and that multi-age classes were therefore a more effective means for realisation of educational ideals. However, she asserted that teachers had to elect to undertake such classes as an expression of their of educational philosophy and practice and "Where this is done, the children are superbly provided for" (Mycock, 1972, pp. 59).

2.4. MULTI-AGE CLASSROOMS : "Killing 'Three' Birds........."

At the time, the classes indicated in the American and British researches were rather different from multi-grade organisations commonly used in the Australian studies, albeit, ideological reasons for their formation differed significantly. These classes were created because teachers, school executives and in most cases parents, believed in the
educational and social advantages of multi-age grouping. In contrast to the formation of multi-aged classes generally found in Australia which were largely for administrative reasons when the number of pupils divided by the number of teachers allocated to the school did not enable the formation of distinct age group classes.

A number of studies (Buston, 1978; Dixon, 1978; Ford, 1977; Milburn, 1981) were carried out by researchers on the range of social and educational benefits multi-age groupings could take advantage of. These studies dealt with:

1. the acceptance and implementation of multi-age classes
2. pupil interaction within multi-age classes
3. comparative studies which examined affective developments in multi-age and homogeneously grouped classes.
4. comparative studies which examined cognitive developments in multi-age and homogeneously grouped classes.

2.4.1. Acceptance and Implementation of Multi-age Classes.

An important constraint regarding multi-age classes, was and still is, the level of acceptance by parents and teachers. As previously mentioned, the view that such classes are more difficult to administer and children may thus 'suffer' is still maintained. Further, parents and teachers may find difficulty accepting classrooms that emphasise a curriculum based on children's needs and socially interactive learning rather than in reference to an absolute age-grade standard.

Buston (1978) found this to be the case, and identified multi-age classes where instruction was largely teacher-directed and confined children to age-grade groupings. So that, within an Infant multi-age class, encompassing Kindergarten, Year One and Year Two, each grade would be
taught separately to from an age-grade program designed by the teacher, for each grade grouping. Buston (1978) also found that parents and teachers continued to assign grade names to such classes, and hypothesised that this reflected the level of acceptance held.

Ford (1977) visited numerous multi-age classes within a large metropolitan area of the southwest of the United States. His observations of these classes indicated that although children of different ages shared the same classroom space, teachers often erected physical barriers to provide separate areas for each age-grade grouping. Again, this reflects the general acceptance of then current understandings about children's learning and the way in which the curriculum advocated was conducted and emphasised. The notion of dealing with what is perceived by some teachers, as far too many age-groupings within the one class, meant many teachers had not come to resolve their understandings of classroom management and children's learning, and still saw this in very limited and linear ways.

Over a ten year period, Vogel and Bowers (1974) examined teaching and learning practices extensively within multi-age classes, against what they considered were pre-requisite and desirable criterion for effective implementation. These criterion are revised below:

1. No single or specific grade label, but rather the school should promote multi-grade labelling.

2. A continuous course of progression that defined concepts and skills based on children's individual needs, rather than a course based on grade expectations of attainment.

3. Organisation of subjects, units and themes, so that they were cyclic in nature, and children had opportunities to be presented with similar concepts and information for exploration.
Continuous, on-going evaluation of children's progress and development.

Flexibility of grouping which provided for the creation of groups for specific purposes.

Multi-age grouping and social interactions.

Flexibility in the instructional program so as to adjust to children's needs.

Types of staff organisations that facilitated flexible grouping patterns.

An abundance of multi-media materials.

A written statement of the school's objectives in relation to its view of learning and multi-age classes.

From the evidence gathered of multi-age classes surveyed, Vogel and Bowers (1974) found that 48% clearly met their criterion for multi-age classes. A further 42% fulfilled their criterion in part, and only 10% did not at all. How reliable these studies were is unknown, but significantly these results contradict the research undertaken by Boydell (1978) of innovative changes during this time, and cites the reverse of 10% only fully implementing new educative principles and organisations.

From these studies key factors were identified as contributing to the successful implementation of multi-age classes. They were in order of frequency:

1. Staff that wanted to develop and extend naturalistic pedagogies and supported and communicated well with each other.

2. Parents and the community supported and had understandings of what the school was attempting achieve through such classes.

3. Educational boards and central office personnel that backed these innovations.

Other mentioned factors included inservice education for staff, a
dynamic principle, access to a wide range of materials and resources, facilities and budget which provided some flexibility, and a curriculum consistent with naturalistic learning and multi-age classes. Further key factors which promoted the continuation of multi-age organisations included the aforementioned key factors and significantly, further inservice education to allow for staff changes.

Vogel and Bowers (1974) also cited factors which impinged on the implementation and operation of multi-age classes, and were in order of frequency:

1. staff reluctance to change current practices or to experiment with the new,
2. lack of support from parents and the community,
3. lack of materials and resources,
4. lack of adequate and supportive inservice for staff.

Other factors included the reluctance to reorganised school schedules so as to allow for large blocks of time for ongoing, sustained learning by children, shortage of funds and support staff, and the perceived difficulty by some learners in accepting freer contexts where choice and self-direction were expected. Vogel and Bowers (1974) concluded that the most significant factors that promoted successful naturalistic learning within multi-age contexts were staff commitment and the support of parents and central administrative staff.

Neil (1975) found that parents at a Californian school, who worked within multi-age classes and their programs, demonstrated strong support for what the school was attempting achieve through these innovations. However, he found that parents, teachers and principals of other schools had difficulty in accepting the potential merits of such innovations. He concluded that once parents became familiar with what
the school was attempting, their attitudes changed significantly for the better, and as a result, all but one class at this school adopted naturalistic pedagogies for multi-age classes.

2.4.2. Pupil Interaction in Multi-age Classes

A commonly expressed advantage of multi-age classes has been the opportunities such contexts present for social interaction and learning between children of differing ages. Day and Hunt (1975) analysed verbal communications in four multi-age classes to investigate the interaction across age groups. These groups had approximately similar numbers in gender distribution and were selected as multi-age classes that exemplified naturalistic programs.

Day and Hunt (1975) expected that there would be little or no significant differences between the frequency of pupil interaction across age groups, within children's own age group and between pupil-initiated interactions with teachers. The criteria for evaluating interactions was defined as interactions that occurred randomly across age groups.

The results showed that in all settings studied there was high interaction within age groups and low interaction across age groups. Further, no significant differences were noted between the expectations for pupil/teacher interactions.

Further, it was found that the frequency of interaction across age groups was not related to the type of task done by groups, but moreso related directly to the presence of the teacher. Much of the interaction noted occurred without the teacher's presence and it could be surmised that teachers tended still, to dominate interaction.

In many cases, the researchers noted that the learning environment did not encourage children to communicate with one another without the
teacher's presence, nor was the notion of collaborative learning significantly implemented as to truly capitalise on children sharing and learning from each other. It was concluded that communication networks could readily be encouraged between children of differing ages, and that this would indeed need the support of the teacher, rather than be left to chance. Thus, simply grouping children into random groupings would not guarantee interaction across groups, rather, teachers had to create expectations and environments for this to occur. Moreover, teachers also had to examine their roles within classrooms.

Way (1980) sought to examine whether children one particular age group dominated conversations within multi-age classes. These conversations or verbal interaction were defined as those between two children or more, or between child and teacher. Results showed that when three age levels were combined in a classroom, the older children tended to dominate verbal interactions directed to other children. This was not as apparent where classrooms with only two age groups were combined, and conversation was initiated randomly across these two age levels. However, little interaction was noted combining three age groupings and this was especially so between the younger and the older groupings. Only those children who were the 'middle age' were noted as interacting across age groupings.

The results of these studies do question assumptions held as to whether multi-age groupings facilitate across age communications. However, the expectations, modelling, organisation and understandings a teacher holds for the significance that collaborative learning may feature for children's learning must influence the type of interactions that occur within such contexts. Further, the notion of naturalistic learning is
explicit in that these considerations are crucial to teachers facilitating children's learning.

2.4.3. Affective Development

Much research examined the effects of Multi-age classes on children's affective development (Chace, 1961; Young & Henderson, 1964; Mycock, 1966; Junell, 1970; Schroeder & Nott, 1974; Papay et al, 1975; Schrankler, 1975 cited by Ford, 1977). These studies compared children within multi-age contexts to a 'control' group of children in traditionally organised classes. Children in the 'experimental' and control groups were matched by characteristics such as age, sex, intelligence quotient, school location, soci-economic background and the training and experience of their teachers.

Ford (1977) reviewed comparative research of the affective developments of children within graded and multi-age classes and concluded that:

1. Children in multi-age classes had more positive self-concepts and a higher self-esteem, felt more successful and more parental approval than children in control classes.

2. Children within multi-age classes liked school better and had highly positive attitudes to their school work than children within control classes.

3. Children in multi-age classes benefited from longer term teacher-pupil relations provided within such classes.

These research findings were inconclusive as to whether children in multi-age classes showed less anxiety to school, were better adjusted socially and personally, had a wider age-range of friends, or had more opportunity to experience leadership than in graded classes. In addition,
the studies at this stage did not indicate whether the assertions that children within such naturalistic, multi-age contexts were significantly more self-directed in their learning, than their counterparts in the control classes. Although no conclusions could be positively made, Ford asserted that children were in general, seemed far better adjusted socially and attitudinally, than their counterparts in age-grade classes.

Again, this raises the notion that much depends upon the teacher within all classroom settings, as to the conditions and expectations fostered, and the kinds of communications and organisations that provide for children's affective development. Further, with current developments gained in understanding how children learn and sustain their learning within naturalistic contexts, it this author's assertion that a combination of naturalistic pedagogies and multi-age groupings, do have profound and wide-ranging effects in all dimensions of children's development, that are difficult to assess empirically.

2.4.4. Cognitive Development

Fewer studies throughout the 1970s examined the effects multi-age groupings had on children's cognitive development. Schrankler (1976) assessed the academic achievement in reading and mathematics using standardised tests with children within classes spanning the whole age-range of the primary school, children within classes spanning three age-groupings, and children within traditional age-grade organisations. All three groupings had the same curriculum, teachers of similar experience, and children from similar socio economic background.

Pre-tests and post-tests were administered after a six month period, and Schrankler (1976) found no significant differences in children's performances in group tests, except for mathematics where
children spanning three age levels scored consistently higher. He concluded that multi-age groupings had not impaired the acquisition of cognitive skills.

The use of standardised tests is itself questionable, as these tend to examine limited aspects of learning and do not account for children's processing, which often lead teachers and researchers to make assumptions about children's performances, rather than the test being viewed as sub-standard. Further, the aims of standardised tests do not take into account assessing specific purposes for individuals at different times, and usually do not provide for observation of why or how expectations are met in particular cases (Kemp, 1987). "They represent test designer views of expected standards or qualities"..." in populations which may be quite different from the ones we are teaching. Such tests are not designed for the specific group of children or individuals we teach" (Kemp, 1987 p.6).

Way (1980) compared the achievement of children in multi-age classes with that of children in single age groupings using a basic skills test. Total scores in reading, mathematics, language and study skills were analysed. No significant differences were found between groupings.

It is interesting to note Way's (1980) view of reading as separate from language. It could be surmised that some of the biases held within such basic skills tests demonstrate a 'fragmentalist' and 'skills-based' view of learning, and does not readily account for children's interactive processing and learning, nor transference of what is learnt to other learning areas (Cambourne, 1986). This gives the abovestated argument against standardised tests further merit.

Milburn (1981) compared the academic achievement of multi-age and single age classes within two large inner city schools of similar size
and socio-economic context over a four year period. Standardised tests were administered to assess reading development and mathematical computation.

Again, results confirmed little difference in reading and mathematical scores between the two groups. Milburn (1981) found though, that children within multi-age classes scored significantly higher on vocabulary tests and surmised that teachers in these classes placed greater emphasis on verbalisation as a means of learning, or that teachers tended to address the class at the level of older children.

In addition, results indicated that in all cases, younger children in multi-age classes scored higher in basic skills tests than their counterparts in traditional age settings, although older children in multi-age classes showed little difference. Milburn (1981) suggested that the reason lay in younger children striving to emulate and attain academic levels they observed in older children. He did not speculate about how the notions of immersion and demonstrations may support children's own expectations of their achievements and attempts (Cambourne, 1988).

These three studies do indicate that multi-age classes do not disadvantage children's cognitive learning, although the procedures used to validate this outcome, as mentioned, are questionable. Way (1980) asserted that sceptics had been fearful that academic achievement would suffer within multi-age classes as teachers attempted to attend to the needs of such a differentiated group, and that these fears were unfounded when compared to the results gained in testing children's cognition.

It is this author's view, and from personal experience, that multi-age classes significantly benefit children's cognitive, interpersonal and affective development. Whether this is moreso in multi-age classes than age-grade grouping seems to largely depend on the teachers involved,
and the theoretical understandings that influence each teachers' practises and organisations within classrooms.

Following is Table 2.1. which reveals the findings of research in affective, cognitive, and attitudes to school, for multi-age classes. These are in part taken from the N.S.W. Department of Education's findings in regard to a study undertaken in 1981 and updated in 1988, about the significance multi-age classes have for children's learning.
Table 2.1.  
Comparative Studies of Multi-age and Single-age Classes -
Summary of Findings.

Key:  MA>SA = Multi-age 'better' than Single-age classes.
      MA<SA = Multi-age 'worse' than Single age classes.
      MA=SA = No difference between the two organisations.

Note: * beside year indicates those studies cited by Ford (1977)

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<th>Variables</th>
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<td>School Anxiety</td>
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<td>Work Attitudes</td>
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<td>Attitude to School</td>
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<td>MA&gt;SA</td>
<td>Schroeder &amp; Nott</td>
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<td>MA&gt;SA</td>
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<td>Quality relationships with Teachers</td>
<td>MA&gt;SA</td>
<td>Mycock</td>
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<td>Peer Relations</td>
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The extent to which it is possible to base significant conclusions
about multi-age classes, from these studies, is limited because of variations of the paradigms that influence the pedagogies for teaching practices within these studies. It is possible to generalise about the significant points raised and affirmed by these various studies, in relation to the conclusions drawn, and as a guide for this study.

Many of the classrooms studied varied in the choice of educational pedagogies guiding not only classroom practices, but the organisations themselves. The multi-age classroom tended to be 'progressive' and adopted to various degrees, naturalistic practices. Most age-grade classrooms tended to reflect 'traditional' approaches, with fragmented skills associated to specified subjects, and little or no interrelation between subjects. Further, many of the indicators for these comparative studies, could not be readily 'controlled' or assessed, as they varied as much as the individuals examined in these studies and were not further explored.

Overall, the results of the studies indicated that children's social and affective development faired better in multi-age contexts. Little difference was noted about the academic achievement between the two age groupings, but children within multi-age classes had more positive attitudes to school and themselves as learners. This might be related to the wider range of learning possibilities available in a varied group of children, as well a reduction in anxiety and pressure to conform to a homogeneous group an the expectations held for that group (Martin, 1975).

2.5 FURTHER ISSUES RELATED TO MULTI-AGE CLASSES

McCarthy (1972) argues that there is no reason whatever why graded classes within schools should be regarded a "sacrosanct" (p. 41)
and be as strictly and widely adhered to as it is at present. If anything, this system of school organisation is anachronistic.

When compulsory public education systems were created, little was known about individual differences. It was thought that each child progressed more or less like every other child of the same age with predeterminable needs, skills and development. This position supported the notion that it was appropriate for all students of the same age to be grouped together for instruction. Once together, they could all pursue subjects in a well organised, controlled, disciplined manner (Barcan, 1985, McCarthy, 1972).

Graded school organisations resulted in fixed grade level expectations, graded textbooks, graded curriculums, graded teachers, and graded students. These expectations developed norms of attainment that had little basis in reality. (Cambourne, 1982) Such a system nonetheless advocated that:

1) At each grade level there were specific skills and concepts that should be learned by each student.
2) Students classified as slow or as less academically competent than others would profit if they were not promoted to the next (chronological) grade.
3) Students must learn to adjust to the standards established by their schools and teachers.
4) Should students be promoted to the next grade, regardless of their academic proficiency, then the overall standards within the school would be lowered and all would suffer. (McCarthy1972; Mycock, 1970)

Since the organisation of a school is in reality an expression of an educational theory and philosophy, then the graded and departmentalised
primary school creates a rigid framework that can ignore the individual, student and teacher (McCarthy, 1972). This organisation tends to support lock-step approaches to learning which deny the fundamental assumptions of naturalistic learning, that individual students are indeed individual in needs, learning styles and development.

Stott (1979) considered these practises adhered to limited and "dehumanising" (p.137) notions of not only children and their development, but of the multi-dimensional nature of learning itself. He asserted that organisations based on age were synonymous to advocating ability range to chronological age. Further, these organisations supported the notion that each individual was endowed from birth with a quota of intelligence basically fixed by heredity and physiological factors related to age and that this was held as the chief determinant of success in school learning.

However, the weight of psychological opinion is not in favour of viewing intelligence " as a fixed, unitary and hereditarily determined quality, but rather as a fluid collection of skills which are to a considerable extent developed by early experience and subsequently affected by the quality and length of the formal and informal schooling that the individual undergoes " (Yates, 1966 cited by Watson, 1985 p.58). Further, research undertaken on entity verses incremental theories of intelligence have highlighted that learners' performance and development are largely dependent on the influences within their learning environment (Dwerk, 1986) and largely support incremental views of intelligence and learning.

Age grading is done in the most unreliable of ways. Short tests administered when children are enrolled and still overawed by the strangeness of a new school are less likely to yield a true picture of the
child's placement in a class, be it by age or age-designated abilities. However, these tests and I.Q tests have been shown to bear little relation to actual academic performance (Watson, 1985) and are highly questionable in themselves as to just what they are indicating. As well, segregating children by sex, race ethnic, or socio-economic differences is against the law in most countries and infringes the most fundamental of human rights. (Connell, 1979) Yet, within Infant and Primary schools we continue to allow segregation of children by age and 'standards of achievement' into 12 month blocks. Do we then, have this right? Studies undertaken by Postlewaite and Denton (1978) indicate that children in multi-age classes achieve slightly better academically and intellectually than in age designated classes. The concern shown of long term effects of multi-age classes on more able students of being 'held back' has been shown by studies in Britain as erroneous. Thompson (1974) in a study undertaken over a 10 year period, concluded that non streaming and multi-age classes had positive effects on academic performance at 'both' ends of the ability range.

2.5.1 Social Class and Schooling: Social Benefits of Multi-age Grouping.

The early sorting of students into age and ability groups can often reflect socially institutionalised values regarding social class and ethnicnicity, and can mean differential access to information, experience and career expectations, according to the school ranking system. (Clayton, Knight and Rado, 1977) Multi-age organisations within 'whole' language contexts can readily diminish stereotyping reflected in such values.

Some implicit values held within 'whole' language learning reflect paradigmic assumptions of co-operative learning and interaction with
significant others. The opportunities for varied learning through social contexts, and demonstrations of problemsolving, rest on the assumption that there is always more than one teacher in the classroom (Cambourne, 1988). Multi-age classes are ideal contexts for this to occur (Mycock, 1972).

Multi-age organisations promote and offer greater flexibility in developing various relationships among children, than is usually found in more traditional and graded classes (Mycock, 1972). Because children's development and needs vary so widely in multi-age contexts than in homogeneously grouped classes, the teacher must consider the introduction of a greater variety of learning experiences to provide for development at many levels of ability. As well, the teacher must examine 'in-class' organisations and management so as to best facilitate development of children's needs (Malehorn, 1978). As Watson (1985) points out, teaching multi-age classes is more difficult than teaching graded classes, but schools should be organised primarily for the benefit of children, not of the teachers. He adds that schools have an obligation to adopt organisations that recognise the value of each individual pupil and gives maximum opportunity for each to develop their potential.

Thus flexibility of organisation cannot be separated from providing for the many-sided aspects of children's development. The more we learn about children the more we realise the immense range of behaviours at any age and the absence of any 'real' stages of development except those of administrative convenience (Kemp, 1987). This realisation raises serious doubts about the value of narrowly fixed age-groups and has forced researchers (Buston, 1978; Dixon, 1978; Ford, 1977; Milburn 1981) to look more closely at children, their ways of learning, interacting and their schooling conditions (Cambourne, 1985; Smith, 1988).
We recognise now that children grow through interacting with their environment and therefore the environment must be organised in such a way that as to provide maximal conditions for learning. (Cambourne, 1979) As one teacher stated to this author "... organisation in multi-age groups seems to be the best way to ensure the full use of every opportunity provided by the school, myself and the children". As well, teachers who have experienced this changeover from age-grade to multi-age classes indicate improved pupil/pupil and teacher/pupil relationships, along with a greater improvement of children in the work, as the main gains of this organisation. (Watson, 1985)

Arguments have been put forward that age is not necessarily the best variable as a basis to group children. Variables such as ability, interests or personality characteristics should be the criterion for forming classes so that desirable social and educational outcomes can be fostered. (Connell, 1987) Schools face a far greater responsibility than was hitherto recognised in providing an environment propitious to the needs and potentials of each individual child, and flexible school organisations have their roots in this realisation (Milburn, 1981).

Even if it were possible to grade children accurately according to ability and age it would be to deprive the less able and younger of the stimulus, range of demonstrations and uses for learning they need. Less commonly acknowledged, but equally important, is the fact that it would steadily deprive the more able and mature of opportunities to communicate with the less accomplished (Bullock Report, 1975), further consolidation and extended learning through demonstrations and engagement in learning. Thus older and more proficient learners often act to help explain and demonstrate more difficult concepts to younger learners and in doing so, 'learn-through-teaching' (Malehorn, 1978;
Multi-age organisations in classrooms more nearly approximate the natural arrangements of children in 'out-of-school' situations. Children find themselves in mixed-age clusters in the playgrounds and backyards. Through these experiences they discover a variety of social roles and relationships and attend to learning that best suit their interests, motivation and development. As well, they are provided with models that demonstrate not only significant information and ways of learning, but the transference of this to many learning contexts. (Malehorn, 1978: Mycock, 1970) Multi-age classes replicate these contexts and provide children with a greater sense of belonging, of support, and security as well as providing a wider range of relationships and social experience than can easily be found in traditional grouping (Mycock, 1970). Again, the variable which accents this view, must rest on the philosophical underpinnings teachers adopt within their classes.

These 'inclass' social contexts (under the teacher's management) can provide for learners a range of conditions (Cambourne, 1985) that promote learning. These allow children to engage in a range of levels of development by diminishing imposed limits of development based on age. Further, children are exposed to and engage in styles of thinking, learning, and 'risk taking' or putting oneself 'one-the-line', as this is viewed as a significant part of the process of 'learning to learn'. Thus tolerance and acceptance of individual strengths and differences is promoted free from the notion of competition, and the limitations usually associated with age groupings.

This must effect socially entrenched values and stereotypes held by both the students and teachers involved. There seems little reason then, to continue a practice which engenders a sense of inadequacy in the
majority, which increases behaviour problems and disaffection for school and which may well work to divide a school along the lines of social class. (Watson, 1985)

2.5.2 Self-concept, Learning and Multi-age Classes.

The general public and educational establishment in Connell's (1987) view assumed graded classrooms provided children with the same prescribed curriculum and so, equal opportunity to learn. Thus, if some children did not progress satisfactorily, it was assumed that the children failed, rather than the system failed to meet their needs. In addition, no matter how this was presented to the child or the family, the child was separated from other children who move on to the next grade. The child was made to feel different from his/her classmates (Mycock, 1970, Malehorn, 1978). Therefore, classifying individuals by age made different pupils in the same group seem more similar, and similar pupils in different groups seem more different than they were. (Bullock Report, 1975)

Graded organisations within schools promote the internalisation of such personal failure by the child and contributes to lowering the child's self-concept or perceptions of him/herself in the school context (Connell, 1987). Coombes (1970) suggests that students take their self-concept wherever they go and that this has profound effects which may be detrimental to life-long learning. Poor self-concept and disaffection with school are the "almost inevitable" (Kelly, 1975, p. 7) result of grading children within age-grade classes on their supposed inferiority to others. As Kelly (1975) has noted "discouragement... comes not from working alongside brighter children as much as being separated from them". (pp.8) Such institutionalised failure has strong implications for
supporting multi-age organisations that flexibly allow children to sustain involvement with social groups not totally based on academic performance and to highlight development as individualistic. Further, the promotion of positive and tolerant relations, values and expectations inherent in effective multi-age classes have profound influence on learners, and further demonstrate how school organisations can influence learning. (Coombes, 1970)

A multi-age class therefore promotes through its organisational structure scope for children to progress through differentiated curricula programs at his/her individual rate of progress (McCarthy, 1972). The learner's development is monitored and assessed in terms of the individual's own unique characteristics rather than in terms of grade-level standards.

If we acknowledge the fact that children have different physical, emotional, social, psychological, and intellectual needs; that they grow at differing rates and learn at different speeds; and if we believe that children achieve better when they are met with success rather than failure (Cambourne, 1984), then the absurdity of the graded structure with all its implications becomes eminently clear. It has only been within the confines of school that children have been so divided. Such an arrangement is contrary to the real world in which they live, work, and play.

2.5.3 CONCLUSION

2.5.3.1. Grading By Age: WhatWorks.

Currently, New Zealand permits children to enter school any time during the school year on their fifth birthday. At first these children are called 'early entrants'. They move through several cycles or steps during
that first year at their own pace. Forward movement is by achievement in
development, not by birthday, or because the whole class is 'being
promoted' in a block "consisting of children with birthdays dotted
throughout a span of twelve months. There is no 'skipping' or 'failure' "(Connell 1987, p 37). The major advantage of this system is that no one
expects the newcomer to function academically at the same level as the
children who entered several months before - as the older children are
months older. Differences are expected and celebrated as each child joins
the school community on his/her birthday.

It is this notion of individual development, and the creation and
sustaining of a learning environment by promoting certain conditions
(Cambourne, 1985) crucial to learning, reflects a major axiom held by
proponents of 'whole' language learning. Age-grade classes can provide for
cognitive, social and affective dimensions of learning, but teachers must
examine their expectations and values regarding children's achievement
and development in regard to age-grade groupings.

2.5.3.2. 'Whole' Language

Brown & Cambourne(1988) demonstrated this process through
their research, and further attest that learning through significant others
can provide for durability and transference of learning from one context
to many others. This is in essence 'real' learning (Cambourne, 1988).
Whether this occurs within age-grade or multi-age groupings, 'the bottom
line' is, all rests on the teacher, his/her views of learning and teaching,
and the facility to implement such educational thinking in actual
classroom practice.
CHAPTER THREE.
DESIGN OF THE STUDY

3.1 Introduction

This chapter establishes the 'fit' of the naturalistic research paradigm to the focus of this study. The decision to work within a naturalistic research paradigm, utilising an ethnographic design for observation and case-study methodology, was a consequence of the setting, the aims of the study, and the theoretical beliefs of the researcher. Goetz and LeCompte (1984) assert that, "ethnographers seek to construct descriptions of total phenomena within their various contexts and from these descriptions the complex interrelationships of causes and consequences that effect human behaviour toward and about the phenomena" (p. 3). The data collection methods include field notes of observations within the setting, interviews, audio recordings, a reflective journal by one case study respondent and artifacts.

This chapter also examines the theoretical considerations of this research paradigm as they relate to this study: illuminative examination, case study format and establishing credibility. It also sets out the practical aspects of the naturalistic paradigm for this study by establishing the sources of data, the methods of gathering data, the specific credibility measures and methods of analysing the data.

3.2 RATIONALE FOR NATURALISTIC PARADigm

The aims and presuppositions of this study, require an illuminative study of behavioural phenomenon to determine the interrelationships of developments within a multi-age, 'whole' language class, as a means of illuminating what aspects and interactions inherent within this context,
support learners' literacy development. There is strong agreement between recent researchers that a naturalistic paradigm is the most appropriate one to use when conducting research, about the meaning which humans construct.

These meanings cannot be appropriately illuminated within the context of other paradigmatic illuminatory constructs, such as those that emphasise rationalistic researcher-subject interactions through controlled and standardised procedures.

Cohen and Manion (1986) assert that the 'traditional' paradigm for research is unsuccessful within the classroom context, as it fails to reveal the immense complexities of human nature and the elusive quality of social phenomena indicative of interactive and social relationships within teaching and learning contexts. Such rationalistic paradigms do not account for the processes of change and development that 'stakeholders' undergo, nor do they allow for emerging hypotheses to be formulated as data is analysed and recurring patterns noted, but rather, begin with objectives based on theories, of which the research sets to prove. The specificity of such an inquiry paradigm, often lead researchers to make limited and 'linear' assumptions about stakeholders, and do not account for observations of why and how possible emerging theories and presuppositions are evolved.

The review of literature evidences considerable quantitative, and comparative results related to previous researches within multi-age classes, but these have investigated specific and limited aspects of these contexts, in isolation, without considering the other influencing factors and interactions, inherent within such settings. Such studies do not allow for "the nature of the research problem, the evaluand, or the policy option being investigated, (which are, however, themselves subject to
revision and extension as the study proceeds)" (Guba & Lincoln, 1985, cited by Cambourne & Curtis, 1988, p. 4) to be linked.

Further, they represent test designer views of expected outcomes or qualities, and do not account for the specific setting or how participants are involved in the examination. It is these concerns, that in essence, address the credibility and trustworthiness of this examination, that has led the researcher to develop and adopt naturalistic paradigm procedures as the most suitable methodological 'fit' with the phenomena examined. In addition, no literature could be found for naturalistic research has been undertaken within multi-age, 'whole' language contexts, and this has further highlighted the need such an examination based on the naturalistic paradigm.

3.2.1 Naturalistic Paradigm: Theoretical and Practical Considerations

The methodological approach taken for this study is based on the model of responsive evaluation by Guba & Lincoln (1981), which refined and further developed Stake's (1975) 'responsive evaluation' model (both cited by Cambourne & Curtis, 1988, p. 1).

The complexity of bringing together a whole range of qualitative data inherent in a naturalistic examination is succinctly summarised by Guba & Lincoln (1985, cited by Cambourne & Curtis, 1988, p. 3) in the following statement:

"... naturalistic studies are virtually impossible to design in any definitive way before the study is actually undertaken. But naturalistic studies do have a characteristic pattern of flow or development ......Naturalistic inquiry is always carried out, logically enough in a natural setting, since context is so heavily implicated in meaning. Such a contextual inquiry demands a human instrument, one fully adaptive
to the indeterminate situation that will be encountered. The human instruments builds upon his or her tacit knowledge, and uses methods that are appropriate to humanly implemented inquiry: interviews, observations, document analysis, unobtrusive clues, and the like. Once in the field the inquiry takes the form of successive interations of four elements: purposive sampling, inductive analysis of the data obtained from the sample, development of grounded theory based on the inductive analysis, and projection of next steps in a constantly emergent design. The iterations are repeated as often as necessary until redundancy is achieved, the theory is stabilised, and the emergent design fulfilled to the extent possible in view of time and resource constraints" (Guba& Lincoln, 1985. p. 200 cited by Cambourne & Curtis, 1988.p.4)

The methodology employed in this naturalistic illumination has been described in Figure 3.1. The data collected is from a natural setting (i.e the classroom), and 'human-as-instrument' are the informants and sources of data collection and analysis, through categories that have emerged as an outcome of the relationships linked. These informants are case-studies, and have been selected as an appropriate 'vehicle', as these allow for detailed descriptions of the entities being examined, within the natural context of a multi-age classroom.

Cohen and Manion (1985) assert that "the purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs" (p.120) Bogden and Biklin (1982) assert that nothing is to trivial, that everything has the potential to to inform and illuminate the research, and that "action can best be understood when it is observed in
the setting in which it occurs" (p. 27). As a result, the basic aim is to discover recurring patterns in the data collected within the multi-age, 'whole' language setting, and to explain the meaning and significance of those patterns for literacy learners.

As a consequence, a priori hypotheses cannot stated. Instead, as the data is analysed, possible theories emerge. These are working hypotheses which guide the evolving design employed for the present study, within a naturalistic paradigm, including examination strategies, case study procedures, and establishing of credibility.

The flow of research in this study is depicted in figure 3.1. It demonstrates how the data is collected through observation, interview and artifacts under the broad heading of 'examination'. Initially this data has been reported through case studies. A single case study of the multi-age class is then developed and credibility is established through member-checking, triangulation, and peer-debriefing.
Figure 3.1 METHODOLOGY

ILLUMINATION

DATA COLLECTION

OBSERVATION INTERVIEWS ARTIFACTS

INDIVIDUAL CASE STUDIES

LEARNERS 1 2 3 4 TEACHER

SUMMARY 'STORIES' FOR EACH

CASE STUDY (SUPER STORY)

CREDIBILITY

AUDITING

MEMBER CHECK

TRIANGULATION

PEER DEBRIEFING

(Based on Woodward's methodological model of Naturalistic Paradigm, 1987)
3.3. **NATURALISTIC ILLUMINATION AND 'TRUTH'**

This paradigm of naturalistic illumination, is different to traditional, rationalistic paradigms, especially in reference to just what is understood as 'truth' and how this is uncovered. It is based on the axiom of 'human-as-instrument', which rejects the assumption that researcher-subject interaction should be objective and minimised through carefully controlled variables of environment, criterion, and standardised procedures, but rather is within the participants' own setting. Thus, this model focuses on, and allows illumination of the experiences of the participants within the study, and does not set out to prove predetermined goals or outcomes. Rather, responsive illumination is used to highlight the effects that one multi-age, 'whole' language context, has on those involved (i.e. 'stakeholding audiences') and "invites the participants to take an active role in data collection, data analysis and the establishment of the credibility and trustworthiness of the data" (Cambourne & Curtis, 1988, p.2) in terms of supporting and sustaining development in literacy using a 'wholistic' approach to learning.

Guba & Lincoln (1985) assert that, "trustworthiness is tested by four naturalistic analogues to the conventional criteria of internal and external validity, reliability and objectivity, which are termed 'credibility', 'transferability', 'dependability', and 'confirmability', respectively. This testing begins early in the study and continues throughout, culminating in a final critical review by a panel of local respondents." (pp.187-189 cited by Cambourne & Curtis, 1988, p.4)

In such research designs, changes to the design and refocussing is common. For this study, these occurred as an outcome of illuminative data collected, and in analysing it, recurring patterns emerged that guided the hypotheses for this study. The recurring patterns have been tenatively
applied to other similar contexts of empirical studies undertaken within multi-age classes, so as to establish a comparative idiographic base from which the emerging theories can be delineated.

As well, throughout the study, the data and interpretations have been continually checked with the respondents who have acted as sources for data, as well as with others for a process of member checking. The differences in perceptions between researcher and respondents, are re-checked until outcomes are agreed upon or minority opinions are well understood and reflected. The information is then used to develop an individual case study report, and from these reports delineation of important categories for recurring patterns form the 'super story' or culminating case study report.

3.4. SOURCES OF DATA

3.4.1. Research Design

The methods used to collect data are qualitative in orientation, and include six main sources of data. Data was collected from case-study participants through interviews, observations of case study participants in classroom learning contexts, related artifacts, and was extended, amended, or confirmed for credibility by member checking. These have included the following: Semi-structured Interview, Focused Interviews, Observations, and Focus-related Artifacts and Products.

3.4.2. Overview of Specific Data Collected:

1) Semi-structured Interview - Teacher Interview 1 - Appendix 1.a.

- Field Notes of previous interview-
2) **Focused Interviews**

**Teacher Interviews:**

i) Interview 2- The Deford Theoretical Orientation To Reading Profile (TORP) Appendix 2

ii) Follow-up Interviews. - Interview 3 - Appendix 3

- Interview 4 - Appendix 4

**Case-Study Children Interviews:**

i) Burke's Reading Inventory (Burke 1981) - Appendix 5

ii) Writing Interview (based on Jennings & Kilarr, 1982)

- Appendix 6

iii) Kindergarten Protocol - (Cambourne et al.-ELIC-1986-87) Emergent Literacy Learner - One case study participant. - Appendix 7

iv) Oral Reading Protocol - (Cambourne et al. -ELIC- 1986-87) Two case study participants- Appendix 8

iv) Sources of Literacy Support Interview - Appendix 9

vi) Attitude Interviews - Appendix 10. a.

- Appendix 10. b.

3) **Observations:**

**Classroom Teacher and Children:**

Observations of classroom interactions, organisations, resources, physical setting, teacher expectations and values and learners responses to these, and conditions of learning that operate.

i) Conditions for Learning - Teacher Initiated Environmental Conditions. Appendix 11

- Learner's Responses to Environmental Conditions. - Appendix 12
ii) Informal Observations of Case Study Children - Interactions in Small Group Settings. Appendix 13

iii) Teacher Literacy Demonstrations and physical setting - Appendix 14.a., 14.b. & 14.c.

4) **Focus-related Artifacts and Products.**

i) Case study children: samples of written attempts, Appendix 15 and samples of texts read. Appendix 16

ii) Teacher: Teacher's teaching program, Appendix 17 evaluation and pupil records. Appendix 18

3.4.3. **Semi-structured Interviews:** - Appendix 1.a. & 1.b.

Two semi-structured interviews have been included for this study, and undertaken by the case study teacher. One, prior to this study being implemented, is in field note form, and was taken during a visit to the school during March, 1989. These notes were recorded at the time, because of the researcher's interest in multi-age organisations, and were not specifically the outcome of data collection for this study. However, it is included because it provides some insight to the issues and concerns raised by the case-study teacher at the time. The second of these interviews, was recorded on tape, during August, 1989, and was later transcribed.

Both these semi-structured interviews probe information from a range of broad areas. The aim of this, has been to allow the case-study informant to talk freely around pre-determined areas, and to thus inform the study of what she believes, knows, values, feels and understands, in relation to understandings of literacy, 'whole' language theories, and implementing these within her multi-age classroom context. Clarification has been sought at various times, by asking the informant further probing
questions, and to follow 'leads' and/or comments made by the informant which may further illuminate the focus of the study and reveal insights as to what this informant understands and believes.

The interview undertaken with the class teacher has been aimed at also identifying this teacher's perceptions of what she understands are the benefits and possible disadvantages of her multi-age context for literacy learning, her understandings of how children learn and develop language and literacy, and how this is interpreted in classroom practice.

Further, the interview attempts to provide information so as allow delineation of just what influences such a context has had on her perceptions of changes to her teaching role, to her classroom management and organisation, planning of teaching/learning experiences, understandings of children's literacy development and how this relates to her understandings of 'wholistic' learning.

As well, information related to this teacher's perceptions of the social, cognitive and attitudinal benefits that she has found for literacy learners within the context of her multi-age class and the processes of change she has undergone in attempting to meet literacy learners needs, has also been a feature of these interviews. Generalisations about the recurring patterns have been drawn from the data gathered.

3.4.4. Focused Interviews:

These interviews are more specific than the previously mentioned semi-structured interview and aim to illuminate and clarify interpretations of the teacher's beliefs and practices and learners' literacy understandings. The questions here are specific and are intended to clarify informational issues within a narrow range, so as to guide the emerging hypotheses. These have included the following:
1. **Teacher Interviews:**

i) **Interview 2- The Deford Theoretical Orientation To Reading Profile (TORP) Appendix 2**

The Deford Theoretical Orientation Reading profile (TORP), uses a Likert scale response system to determine teacher beliefs about practices in reading instruction.

The Case-study teacher was asked to complete the TORP. Questions are grouped so that a SA or a low score on questions 1, 2, 3, 6, 9, 10, 12, 20, 21, and 22, identifies a phonics orientation. A high score indicates strong disagreement with statements which have a phonics orientation and, therefore, represents 'whole' language.

Questions 4, 8, 11, 13, 14, 16, 19, 24, 25, and 28, are grouped to indicate a skills orientation. Questions 5, 7, 15, 17, 18, 23, 26, and 27 are grouped to indicate a 'whole' language orientation.

The researcher also undertook this interview, so as to understand the process the respondent would be involved in.

ii) **Followup Interviews. - Interview 3 - Appendix 3**

This interview was designed to establish this teacher's background and professional development within the area of literacy. It also sought to find out what had influenced the case-study teacher, the concerns and difficulties she had in implementing her literacy program, her understandings that influence her literacy practices, and how she evaluates that program within the context of her multi-age class.

iii) **Followup Interviews.- Interview 4 - Appendix 4**

This interview focuses on further information about the teacher's beliefs and practices for literacy, in relation to the social interactions of
learners within her multi-age class. This interview has been an outcome of patterns emerging from her previous interviews, where her beliefs have indicated she believes there to be a strong relationship to children's literacy learning and the social interactions she encourages within her multi-age 'whole' language class.

The interview also aims to highlight her understandings of what these social interactions offer the case study and other learners in relation to their cognitive, attitudinal and affective development for literacy. This interview is designed to further illuminate information from the identified categories of beliefs, practices, literacy attainments and social interactions- cognitive, attitudinal and affective.

2) Case-Study Children Interviews:

i) Burke's Reading Inventory (Burke 1981) - Appendix 5

This reading interview is aimed at providing insights into the expectations, values, attitudes and processes readers hold about reading. Further, it aims to illuminate how readers see themselves as readers, and what they understand is reading.

ii) Writing Interview (based on Jennings & Kilarr, 1982) - Appendix 6

This writing interview aims to provide insights into the expectations, values, attitudes and processes writers hold about writing. Further, it aims to illuminate how writers see themselves as writers, and what they understand is writing.
iii) Kindergarten Protocol - (Cambourne et al. - ELIC-1986-87)

Emergent Literacy Learners - Two case study participants. - Appendix 7

This interview aims at providing insights to the processes young/emergent readers have for orchestrating cues and strategies they have for reading. It further provides insights into the learners' reading background and gives an indication of their proficiency for comprehending and recalling the text.

iv) Oral Reading Protocol- (Cambourne et al.-ELIC- 1986-87) Two case study respondents. - Appendix 8

This interview aims at providing insights to the processes readers have for orchestrating the cues and strategies they have for reading. It further provides insights into the learners' reading background and gives an indication of their proficiency for comprehending, recalling, and orally reconstructing the text.

v) Sources of Literacy Support Interview - Appendix 9

This interview focuses on providing insights into the sources of support or 'significant others', children use in orchestrating and solving their literacy problems. This will serve to highlight the purposes of social interactions learners make use of for their cognition, attitudinal and affective development in literacy.
vi) Attitude to Literacy Inventories/Interviews -
Appendix 10.a. & 10.b.

Two Attitude to Literacy Inventories/Interviews have been undertaken by the three case study respondents. The first 'Literacy Inventory (Appendix 10.a.) aims to provide general insights in the these learners' attitudes as readers and writers. The second (Appendix 10.b.) serves to provide more specific accounts and insights of attitudes the case study respondents' hold for their reading within a variety of contexts. Further, both serve to confirm the observations within the classroom noted by the researcher.


These observations are aimed at capturing, "in descriptive language, the ongoing stream of behaviour within the context of the inquiry, with minimal observer interference" (Cambourne & Curtis, 1988, p. 8).

These observations have been recorded in field-note form and reflect two kinds of field-note contexts. Firstly, written descriptions of accounts of on-going classroom behaviours during language and literacy related lessons being taught by the case-study teacher. Secondly, field-notes have been recorded which have focused on the actual social interactions of case study children engaged in actual literacy acts and the way in which these social interactions support co-operative learning and demonstrations they have initiated and received from others.
3.4.6. Focus-Related Artifacts and Products:

Appendices 15, 16, 17, & 18.

This documentary evidence has been collected from both the teacher and children involved as case-study participants. For the case-study teacher, examples of her literacy program demonstrate her beliefs in terms of her philosophy and aims for literacy, rationale and practice for the planning of groups and teaching/learning experiences, and her monitoring and assessment of children's literacy development.

For the case-study children samples of their writing, and books they have attempted to read independently have been the artifacts collected as data.
3.5. METHODS OF ANALYSING THE DATA

In using a naturalistic examination for this study, it was necessary to identify themes and recurring patterns within the data collected and to categorise it accordingly before analysis could occur. These categories had to be formed so that emerging, working hypotheses could be tried and 'tested' within the context of the study. One category in particular, that had not been previously considered had emerged, as an outcome of analysis of the semi-focused interview. This was the category of social interactions and how these influence children's literacy development.

The categorising process for data analysis used in naturalistic research, rests on the premise that humans are sensitive and highly attuned measuring instruments, and are able to respond accordingly to information. In using such 'measuring' processes, attention must be given to ensure accurate, unbiased and confirmable results.

In order to examine the relationships between literacy learners and and the effects that involvement within a multi-age, 'whole' language context has for their literacy learning, seven distinct procedures were carried out. These were:

- formulating case study reports
- categorising and correlating teacher beliefs to teaching practice, and thereby establishing the relationship between beliefs and practice
- categorising social interactions, case study child initiated, others to the case study child, and correlating this to sociograms
- sociograms plotting and identifying the main interactions within small groups, involving case study children
- categorising and correlating information from child case study interviews
- categorising learner **case study literacy artifacts**, as evidence for literacy development and correlating this to the **interviews undertaken**

- collecting the **uncorrelated or unmatched categories** that required further consideration.

These considerations were examined in light of the emerging working hypotheses.

### 3.5.1 Formulating the Reports

A descriptive report for each respondent was written based on the information that has emerged from the interviews, observations, documentation and artifacts (See Appendix 1-18). By correlating the data from the reports written for case study learners and the case study teacher, and the various artifacts, observations and feedback from member checks, an Interpretive report was written for each respondent.

This aimed to link issues related from all available sources, and became the means for triangulating the data. Further, this report did not necessarily state facts about the respondents, but rather drew conclusions about them. What emerged were four themes from these reports. These were that the teacher's beliefs in relation to her practices, literacy developments and attainments for case study children, social interactions as an integral part of this multi-age, 'whole' language class for cognitive developments in literacy, attitudinal and affective developments for literacy.
3.5.2. **Categorising The Reports**

In the initial stages of data analysis, recurring patterns emerged from the data were categorised under the headings. These were:

i) the **teacher's beliefs**,  

ii) the **teacher's practices**,  

iii) **literacy developments** and **attainments** for case study children for  

   a. reading  
   b. writing  

iv) **social interactions**, and the according categories of  

   a. **cognitive**,  
   b. **attitudinal** and **affective**, as an outcome of these social interactions.

Figure 3.2 describes the method of categorising the data for analysis.
Figure 3.2. **PHASE 1 ORIENTATION AND OVERVIEW**

**ANALYSIS OF DATA**

- Interviews
- Observations
- Artifacts
- Documentation

- Descriptive Report
- Member Checking
- Interpretive Report

- Categorisation
- Beliefs
- Practices
- Interactions/Observations
- Interviews
- Artifacts
- Uncorrelated

- Documentation
- Child Initiated
- Sociograms

- Categorisation
- Literacy Beliefs & Practices
- Literacy Attainments Social Interactions for Literacy.

- Categorisation

- Conclusions & Recommendations
3.5.3. Categorising Teacher Beliefs and Practices

In terms of teacher beliefs these fell into three categories:

These were her beliefs about literacy learning and learning in general, her beliefs for multi-age classes and her beliefs about learning in general.

Her classroom practices were categorised accordingly to her beliefs under the headings of:

i) practices that supported her literacy beliefs about learners, and the literacy development and attainments for learners, 

ii) and any modifications or considerations to those practices that supported the social interactions: cognitive, attitudinal and affective developments, as an outcome of social interactions for literacy learning within her multi-age class,

3.5.4 Categorising Literacy Developments/ Attainments and Social Interactions- Case Study Children

The recurring elements of data, that has emerged from data collected from the case study children, was categorised under the following indicators:

i) literacy developments and attainments for case study children for a. reading 

b. writing

ii) social interactions, and the according categories of 

a. cognitive,

b. attitudinal and affective, as an outcome of these social interactions.
3.6. **ENSURING TRUSWORTHINESS/CREDIBILITY OF DATA**

The issue of trustworthiness/credibility has been addressed using the areas of concern listed in Guba and Lincoln (1986).

They are:
1) Credibility: by prolonged engagement.
2) Dependability: by investigator triangulation. (tacit knowledge)
3) Confirmability: member checks.
4) Peer Debriefing.

3.6.1. **Credibility: Prolonged Engagement.**

3.6.1.a. **Credibility of the Research.**

In any form of research there needs to be some way of auditing the rigour of the study to ensure and establish trust in the outcomes of the illumination, examination, or inquiry. To maximise trustworthiness, several credibility measures were used. They include the processes of member checking, triangulation and peer debriefing (Guba & Lincoln, 1986).

3.6.1.b. **The Researcher and the Research Context.**

The researcher's credibility had already been established through consultative visits, as the then Metropolitan East Language Consultant K-12, in 1988. Thus, the researcher had already established a relationship with the teacher involved in this study, and had met some of the students that would be part of the multi-age class for 1989.

As part of this study, the researcher, visited the site a number of times and stayed for varying lengths of time, depending upon the purposes of the visits. The learners within this multi-age class, became familiar with the researcher, and she with them, as she adopted the roles
of co-teacher, supporter, and another audience for their literacy attempts. The teacher, within this site, continued to develop a 'trusting' relationship with the researcher. This is evidenced in Appendix 1, 2, 3, & 4. The information disclosed in these data gathering procedures, as well as informal discussions with the researcher, highlight this development in the relationship.

3.6.2. Dependability: by Investigator Triangulation

Triangulation, or confirmation of data interpreted, appears similar to member checking, but is different in that this was carried out with respect to the actual data. Information derived from one source of data was checked against other sources. The purpose is to substantiate the conclusions drawn from the data gathered, and to check this information against the observations made in the classroom and the data produced from documentation and background information.

This triangulation procedure guards against bias in the examinatory process, and enables the multiple values and presuppositions held by both the case study teacher and the researcher to be illuminated and considered.

3.6.3. Confirmability: Member Checks

Member checking, both formal and informal, serves to validate interpretations of the data and was carried out throughout the examination. It required that the data collected be returned to the respondents for checking. Lincoln and Guba (1986) state that:
"...the purpose of a comprehensive member check is not only to test for factual and interpretive accuracy but also provide evidence of credibility - the trustworthiness criteria analogous to internal validity in conventional studies" (p. 373).

Lincoln and Guba (1986, p. 314-15) assert the purposes for member checking are to provide the opportunity to assess intentionality of the respondents and what the respondents intended by their actions, behaviours and provision of information. For this study, member checking provided soon after the data was collected, opportunities to correct errors of fact and challenge perceptions of data interpretations.

In this study, member checking was carried out in three ways. Firstly by reporting to the case study teacher. She was requested to reject or confirm the data and categories resulting from the data analysis, and to comment on the content and/or add to it if she felt it would expand and clarify her ideas. Secondly, a copy of the case study reports for all participants was given to the teacher, and she was asked to comment and/or clarify the ideas put forward in these reports.

Lastly, the case study children were also asked to confirm the researcher's understandings illuminated by the data gathered for this examination.

3.6.4. Peer Debriefing

The purpose of peer debriefing was to explore aspects of the examination, that might otherwise have remained implicit within the examiner's mind. Peer debriefing, also served to test the emerging hypotheses, bias, and to test the next methodological steps for this examination.
The 'peers' assisting this study were disinterested research peers, who combined to test and reflect on the conclusions drawn from the data.

3.6.5. **Uncorrelated Categories.**

Uncorrelated categories were initially part of the data collected, but through the processes of categorisation, could not be correlated (matched) according to the following criteria:

i) the **teacher's beliefs**,  
ii) the **teacher's practices**,  
iii) **literacy developments** and **attainments** for case study children for  
   a. reading  
   b. writing  
iv) **social interactions**, and the according categories of  
   a. **cognitive**,  
   b. **attitudinal** and **affective**, as an outcome of these social interactions.

From this exercise, those uncorrelated categories could not be readily resolved within the context of this study and would serve further investigation.

3.7 **SUMMARY:**

In this chapter the design of the study was examined. The theoretical considerations that represent the naturalistic paradigm were outlined. These were illumination, case study presentation, and confirmability of the data for collation, categorisation and analysis.

The study supports the view of the researcher about naturalistic examinations within natural settings, rather than more directed and
artificial contexts, and has allowed theories to emerge regarding the focus of the study.

The practical application of these theories have emerged as an outcome of categorising the recurring patterns within the data collected, and these have served as possible developments and explanations of the phenomena observed. The use of four methods of gathering data, from seven sources or respondents within their natural setting has allowed to some degree the provision for insightful data which informed the researcher in the manner of illuminative examination. This data has been recorded in the form of case study format. Credibility measures have been established through the measures described in this chapter. These have ensured the "trustworthiness" (Guba & Lincoln, 1986) the data categorised and collected. Further, the procedures of formulating descriptive and Interpretive reports, categorising the information within under outlined categories and identifying and categorising uncorrelated data, have allowed new theories to emerge.

Once the categorising of data, which had primarily focused on whole language and literacy within one multi-age class, had been correlated, the focus of this study 'shifted' to incorporating the category of social interactions as a prime source for cognitive, attitudinal and affective literacy learning, within such class organisations as this study examines.

The redefined focus emerged very early, in the data collection process, and so was readily incorporated as an ongoing and appropriate category for this study. Uncorrelated categories, are the recurring patterns that do not pertain to the immediate focus of this examination and provides insight to the recommendations this study suggests.
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter examines the correlation of data under the following areas:

1. Teacher beliefs and practices for literacy development and social interactions supporting literacy cognition, attitudes and affective developments.
2. Case study learners' literacy attainments, and
3. Social interactions and group dynamics for literacy cognition, attitudes and affective development

The relationship between the case study teacher's beliefs and practices for literacy, and her understandings of how social interactions may support learners' cognition, attitudes and affective development for literacy, has been illuminated through descriptive and interpretive summaries. Relationships between the social interactions that occur within the classroom context for case study literacy learners, to the data collected about these learners' literacy attainments, including their cognition, attitudes and affective development for literacy has also been illuminated through descriptive and interpretive summaries.

This has then proceeded through a process of delinination, where relationships between the teacher's beliefs and practices for literacy and social interactions, have been linked with the literacy attainments of learners and the social interactions that have facilitated their literacy development. These have then informed the conclusions and recommendations of this study.
Uncorrelated categories were also considered as further possible sources to inform the study, but remain as sources for recommendations for this study.

4.2 RESULTS OF THE DATA - THE CASE STUDY TEACHER

BELIEFS AND PRACTICES FOR LITERACY

4.2.1. The Teacher's Professional Background:

The following report is the Interpretive Summary from Interview 3 (Appendix 3). It has been included here as an introduction to the case study teacher.

The case study teacher has undergone several tertiary training courses, culminating with a Post-gradute Diploma in Teaching Studies from Milperra, CAE. She has taught extensively within a range of schools at both Infants and Primary levels, and this has influenced her developing theories for literacy and learning.

Professional Development courses have focussed on her growing needs as an executive within schools, but her most influential inservice course in terms of her literacy beliefs and practices has been the ELIC course she undertook, during 1987. This has enabled her to make new links in her understandings of children's literacy development from the ones she held previously, and has also influenced her teaching practices for literacy, in light of these developments. As well, Regional Language inservice courses have influenced and served to affirm her developing beliefs and resultant practices, and to adopt whole language approaches. Although, this teacher has been teaching for a considerable length of time
(17 years) she still believes that she can learn more about children's literacy and learning, for all areas of the curriculum. This demonstrates her attitude about herself as continuously learning, developing and refining her theories and practices for literacy and learning in general.

Influences to her earlier attempts to move towards a whole language program have come about from reading a range of literacy materials, and by 'word-of-mouth'. These have been the catalyst for her to initiate developments for her own beliefs and practices in relation to undertaking whole language approaches.

4.2.2 SEMI-FOCUSED TEACHER INTERVIEW - 1.a. (Appendix 1.a.)

Descriptive Summary:

1. Beliefs for Literacy Learning within a Multi-age class.

From the Semi-focused Interview these indicators of this teacher's beliefs within the context of her multi-age class, have been collated and recorded with the line numbers indicating similar and linked statements about her beliefs for learning and literacy. Her beliefs are:

* Children learn from one another (Line 1.19).
* Children need to have many models (Line 1.20, 1.56, 1.77).
* Multi-age classes support learners as they have a wide variety of significant others as models and have lots of opportunities to get the help they need when they need it (Lines 1.22 & 1.23, 1.44, 1.115).
* Children learning from one another and having a range of models supports her beliefs for whole language and reflects her philosophy of learning (Line 1.26 & 1.28).
* Daily activities and teaching provides for social and learning
interactions for language (Line 1.64).

* Children tutoring each other is an important means for literacy learning (Line 1.78).

* Social interactions sustain children's cognitive, affective and attitudes for literacy learning (Lines 1.92, 1.142, 1.149, 1.154).

* Multi-age classes have benefits over age/grade classes (Lines 1.11, 1.22, 1.24, 1.35, 1.77, 1.84, 1.90-1.91, 1.110, 1.119-1.125, 1.132-1.138, 1.142, 1.145, 1.147-1.148, 1.153-1.154, 1.182, 1.187).

* Cambourne's conditions are an important component of her beliefs for literacy learning and learning in general, and multi-age classes enhance these conditions (Lines 1.32, 1.88, 1.109-1.110, 1.112, 1.112 & 1.113).

* The teacher's role is to meet children's literacy learning needs and to understand how children learn literacy (Lines 1.158 & 1.159).

2. Teaching Practices that Support Teacher's Beliefs.

From the Semi-focused interview, indicators that demonstrate links between this teacher's beliefs and classroom practices are below. These also have been recorded with line numbers indicating similar statements that link her classroom practices to her beliefs. These are:

* She allows children to work with one another to for a variety of reasons that support children's social, cognitive, attitudinal and affective developments for literacy learning (Lines 1.96 - 1.106).

* She provides for demonstration, feedback and modelling by others. (Lines 1.110 -1.114).
* She allows children to freely select groups, or with whom they wish to work (Lines 1.119-1.120).

* She promotes the conditions for learning through social interactions, peer-tutoring and co-operative learning within her class (Lines 1.133-1.138).

3. **Teacher Beliefs and Practices that Support her Understandings of Social Interactions for Cognitive, Attitudinal and Affective Developments for Literacy and Learning within a Multi-age Class.**

* Children learn from one another (Line 1.19).

* Children need to have many models (Line 1.20, 1.56, 1.77).

* Multi-age classes support learners as they have a wide variety of significant others as models and have lots of opportunities to get the help they need when they need it (Lines 1.22 & 1.23, 1.44, 1.115).

* Children learning from one another and by having a range of models supports her beliefs for whole language and reflects her philosophy of learning (Line 1.26 & 1.28).

* Daily activities and teaching provides for social and learning interactions for language (Line 1.64).

* Children tutoring each other is an important means for literacy learning (Line 1.78).

* Social interactions sustain children's cognitive, affective and attitudes for literacy learning (Lines 1.92, 1.142, 1.149, 1.154).

* Multi-age classes have benefits over age/grade classes (Lines 1.11, 1.22, 1.24, 1.35, 1.77, 1.84, 1.90-1.91, 1.110, 1.119-1.125, 1.132-1.138, 1.142, 1.145, 1.147-1.148, 1.153-1.154, 1.182, 1.187).
* Cambourne's conditions are an important component of her beliefs for literacy learning and learning in general, and multi-age classes enhance these conditions (Lines 1.32, 1.88, 1.109-1.110, 1.112, 1.112 & 1.113).

* She allows children to work with one another to for a variety of reasons that support children's social, cognitive, attitudinal and affective developments for literacy learning (Lines 1.96 - 1.106).

* She provides for demonstration, feedback and modelling by others. (Lines 1.110 - 1.114).

* She allows children to freely select groups, or with whom they wish to work (Lines 1.119- 1.120).

* She promotes the conditions for learning through social interactions, peer- tutoring and co-operative learning within her class (Lines 1.133 - 1.138).

**Concerns Raised.**

Concerns raised within this semi-focused interview are as follows:

* Concerns about being able to implement a program for the multi-age class (Line 1.138)

* Concerns with parents response and acceptance of the multi-age class. (Line 1.49-1.53)

* Concerns related to her understandings of what were the advantages of multi-age classes for children's learning (Lines 1.73-1.74).
Interpretive Summary:

The case study teacher has a strong commitment to learning interactively within her multi-age class. Her responses reflected whole language perspectives and beliefs, and she promotes her understandings of Cambourne's conditions for learning within her classroom practices and as a guide for her philosophical framework for her literacy program. She is aware of the place of social interactions for children's literacy learning and that these influence children's cognitive, attitudinal and affective developments for literacy and learning in general.

As well, she understands that there is strong relationship between the social interactions she promotes (through the theories she holds for literacy learning that guide her classroom organisations and practices) and the conditions for learning. She has a strong belief that her multi-age class has significant benefits for her learners for literacy and learning in general.

The concerns she raised, relate to acceptance of parents of this form of classroom organisations, and the data also indicates that her own strength of commitment to this class has augmented as she has understood the implications this has had for children's learning. These have also influenced parental acceptance. As well, she shows she had cause for concern about meeting children's learning, literacy needs and organisations that can facilitate this within her class context.
4.2.3 FIELD-NOTES BASED ON INFORMAL INTERVIEW

WITH TEACHER 1.b. (Appendix 1. b.)

(MARCH, 1989)

The information from these field-notes are categorised under the following headings: beliefs, practices, and concerns held. This largely addresses the issues of implementing a program for her multi-age class, and organisational issues that are raised as an outcome of perceived needs and in attempting to meet those needs. The concerns raised reflect this in particular.

Descriptive Summary:

1. Her beliefs are:
   * Children should be able to work together, so that they have many sources for their learning.
   * Literacy is a very important part of children's learning at school. It is the means by which they learn, apart from actually 'doing' and experiencing, for all aspects of their learning inside and out of school.

2. Her practices are:
   * Enabling children to work together, but this is under direction and discretion of the teacher.
   * Organisation of groups and activities is very directed, and grade-based, with some ungraded groupings attempted, but sees this as part the 'training' and understanding of her expectations for later independence and responsibility.
   * Has introduced shared reading, daily reading to children for enjoyment and for specific purposes. Is promoting a range of texts in a attempt to 'build' up their experiences with text and to discover what kinds they've experienced.
* Has ordered a range of commercial reading products ('Bookshelf' -1-4, and a selection of 'big books') that are a selection of written genres for her class and school.

3. **Her concerns are:**

* Organisation: coping with children "of such a diversity". How to guide them for independence and meet their needs at the same time?
* The language period, what structure would suit this class?
* Are children still learning, as she attempts to trial modes of organisation?
* What to do with Kindergarten to ensure they still have structured play as part of their learning?
* Children want to use the same materials and learning areas at the same time. How to ensure they remember class rules about these areas?

**Interpretive Summary:**

Michelle is facing the sorts of concerns and issues most teachers face at the inception of establishing their classes at the beginning of the year. Her concerns are compounded initially by the age-range diversity of her class. She has Kindergarten children that as yet, have not experienced widely expectations within her class. Year one and some Year Two children who still find it difficult be self-directed and self regulated about their learning within her classroom expectations and expect her to direct their actions at all times.

Her practices indicate she is attempting to implement her beliefs, as her program at this stage centres on language and maths, with already
a wide range of experiences for children to respond to these areas of the curriculum. These include daily art and craft activities, some directed drama, directed discussions, listening to listening post stories, writing, dictated stories, USSR, shared reading and daily reading from a range of texts. She promotes the expectation that all children, at all age-grade ranges must complete daily, a reading, writing and mathematical activity. There is no compromise on this issue, and children are made accountable if this is not completed. All activities after completion, by children must be checked by her. This allows her to see where children are in their development and gives her an indication of their learning needs.

4.2.4 TEACHER INTERVIEW 2 - THE DEFORD THEORETICAL ORIENTATION TO READING PROFILE (TORP)  
Appendix 2

Profile (TORP) Appendix 2

The Deford Theoretical Orientation Reading profile (TORP), uses a Likert scale response system to determine teacher beliefs about practices in reading instruction.

The Case-study teacher was asked to complete the TORP. Questions are grouped so that a SA or a low score on questions 1, 2, 3, 6, 9, 10, 12, 20, 21, and 22, identifies a phonics orientation. A high score indicates strong disagreement with statements which have a phonics orientation and, therefore, represents whole language.

Questions 4, 8, 11, 13, 14, 16, 19, 24, 25, and 28, are grouped to indicate a skills orientation. Questions 5, 7, 15, 17, 18, 23, 26, and 27
are grouped to indicate a whole language orientation.

The research also undertook this questionnaire, so as to understand the process the respondent would be involved in.

Below are the results of the respondent teacher, and the researcher's results are included as a comparative indicator.

The case study teacher was also reinterviewed, so as to examined what changes to her beliefs for reading and to confirm what she had previously stated as her beliefs.

Descriptive Summary:

PHONICS ORIENTATION:

Table 4.1 (Appendix 2) indicates the case study teacher's responses to the phonics questions. Her score thirty-five out of fifty indicates a strong disagreement with the statements with a phonics orientation.

PHONICS

Table 4.1 : These questions are grouped so that SA or a low score identifies a phonics orientation.

<table>
<thead>
<tr>
<th></th>
<th>Claire</th>
<th>Michelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbalises rules</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Increase errors/ less com</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3. Syllabification</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6. Instruct to sound out</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>9. Problem of reversals</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>10. Correct miscues</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>12. Attend to punctuation</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>20. Control text</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>21. Formal instruction</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>22. Importance of phonics</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 50 35
**Figure 4.1:** The following graph gives a comparative picture of how the teacher scored on the phonics related questions. A high score indicates a strong disagreement with the statements which have a phonics orientation and therefore represents whole language.

When re-interviewed about her responses, they remained virtually unchanged except in one instance, where she altered slightly her score by one mark, to indicate even stronger disagreement with Statement 12, relating to the issue of punctuation as being necessary for reading comprehension. Her score indicated she still strongly disagreed with the phonics orientation of these questions. See Table 4.2. *(Appendix 2)*

**Table 4.2. TORP PHONICS:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Claire</th>
<th>Michelle Reinterview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbalises rules</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Increase errors/ less com</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3. Syllabification</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6. Instruct to sound out</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>9. Problem of reversals</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>10. Correct miscues</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>12. Attend to punctuation</td>
<td>5</td>
<td>4  <strong>5</strong></td>
</tr>
<tr>
<td>20. Control text</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>21. Formal instruction</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>22. Importance of phonics</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
Figure 4.2. TORP PHONICS

SKILLS ORIENTATION:

Table 4.3. (Appendix 2) indicates the case study teacher’s responses to the st would indicate she supports the teaching of skills to some degree.

SKILLS:

Table 4.3: These questions are grouped so that SA identifies a skills orientation. SD would identify a whole language orientation. Middle scores indicate a phonics orientation.

<table>
<thead>
<tr>
<th></th>
<th>Claire</th>
<th>Michelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Fluency = comprehension</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>8. Must use Glossary</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>11. Repeat sight words</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>13. Inefficient to repeat</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>14. Label grammar</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>16. Roots then inflected</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>19. Teach accent patterns</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>24. Teach word shapes</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>25. Importance of skills</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>28. Prob.s with endings</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Figure 4.3: A score of 10 would indicate a skills orientation. A score of 50 would indicate a whole language orientation.
When re-interviewed about her responses, she changed several of her responses, so that her new score became thirty-three out of fifty. See Table 4.4. (Appendix 2)

The responses she modified show her change to Statement 16 - by strongly disagreeing that readers need to know root of words before being asked to read the inflected form. Previously she had agreed with this statement.

Statement 19 - that readers need to know accent patterns to syllabificate words. Here she altered her score by one mark only to further disagree with the statement.

Statement 24 - that readers need to be taught word configurations to aid recognition. Here she altered her score by one mark only to further disagree with the statement.

See Table 4.4. (Appendix 2)
Table 4.4: TORP SKILLS:

<table>
<thead>
<tr>
<th>TORP SKILLS</th>
<th>Claire</th>
<th>Michelle Reinterview</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Fluency = comprehension</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>8. Must use Glossary</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>11. Repeat sight words</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>13. Inefficient to repeat</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>14. Label grammar</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>16. Roots then inflected</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>19. Teach accent patterns</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>24. Teach word shapes</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>25. Importance of skills</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>28. Prob.s with endings</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 49 28 33

Figure 4.4: TORP SKILLS

WHOLE LANGUAGE ORIENTATION:

Table 4.5 (Appendix 2) indicates the case study teacher’s responses to statements which have a whole language orientation. Her score of seventeen out of forty demonstrates a whole language perspective to her beliefs.

Table 4.5: These questions are grouped so that SA or a low score indicates a whole language orientation.

WHOLE LANGUAGE:
When re-interviewed about her responses, she indicated several changes. Her score dropped to eleven out of forty, which indicates an even further orientation to whole language. See Table 4.6. (Appendix 2) Statement 5- showed a strong agreement to the use of natural language materials for reading. Previously her score showed disagreement with this statement. Statement 17 - Showed a strong agreement to the

<table>
<thead>
<tr>
<th>Statement</th>
<th>Claire</th>
<th>Michelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Natural Materials</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>7. Read in Dialect</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>15. Guess and go on</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17. Alphabet unnecessary</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>18. Flash cards unnecessary</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>23. Initial focus on meaning</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26. Do not correct house</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>27. No word introduced</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Figure 4.5**: In this graph a low score indicates a strong agreement for the whole language statements. A score of 8 would be the lowest possible. A high score, a maximum of forty, would indicate a phonics orientation.
statement indicating that readers need to know the letters of the alphabet in order to read. Previously, her response had shown she had agreed with this statement, whereas, she disagreed with the statement in the second interview. See Table 4.6. (Appendix 2)

**Table 4.6: TORP WHOLE LANGUAGE:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Claire</th>
<th>Michelle Reinterview</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Natural Materials</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>7. Read in Dialect</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>15. Guess and go on</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17. Alphabet unnecessary</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>18. Flash cards unnecessary</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>23. Initial focus on meaning</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26. Do not correct house</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>27. No word introduced</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 8 17 11

**Figure 4.6: TORP WHOLE LANGUAGE**

![Graph showing TORP 6 - WHOLE LANGUAGE scores for Claire, Michelle, and Reinterview.](image)
Interpretive Summary:

The case study teacher's responses to the Theoretical Orientation to Reading Profile are consistent with her beliefs and practices, and demonstrate she has a strong orientation to whole language. Although she is still concerned with teaching skills, as she perceives these are necessary, she is moving towards adopting further whole language understandings in her practices, as an outcome of her emerging beliefs.

4.2.5 FOCUSED INTERVIEW - 3

Descriptive Summary:

1. Background Information:

From this Focused Interview, the questions asked regarding her professional background and the influences on her professional development in literacy and educational philosophy have been recorded with the line numbers indicating linked and similar statements about her professional background and her development for her beliefs about literacy and learning. Her background is as follows:

I) a. Educational Background:

* Two year training Certificate of Teaching- Infant's, Armidale (Line 1.3)
* Conversion course for three year Diploma of Teaching, Armidale-external course (Lines 1.3-1.4)
* Four year conversion course, Post-Graduate Diploma, Milperra C.A.E. (Line 1.5)
* Visual Arts Consultant, St George Region.
1) b. **Professional Development:**

* ELIC, Regional inservices - Language, Personal Assessments-
  Lists 1,2,&3, Supervision inservices, Effective Schools and
  Executive inservices, local inspectorate inservice facilitator

(Lines 1.14-1.18)

1) c. **Teaching Experiences and Contexts:**

* Taught in a variety of locations. These include Infants and Primary
  grades, but predominantly Infants classes, in schools as
  Rockdale, Green Valley, Berala, Laguna St., Kareela, and
  Kyeemagh. (Lines 1.23-1.26)

2. **Beliefs for Learning within a Multi-age class.**

   From this Focused Interview these indicators of this teachers
   beliefs within the context of her multi-age class, have been collated
   and recorded with the line numbers indicating similar and linked
   statements about her beliefs for learning and literacy. Her **beliefs** are:

   * That professional reading and professional development have
     contributed to her growth as a teacher (Lines 1.18-1.21, 1.76-
     1.82)
Whole language is the basis of her literacy program and that Cambourne's conditions are met within her classroom (Lines 1.29-1.30)

Literature-based reading is important (Lines 1.31-1.32)

The teacher believes that children should have a say in their learning and the decisions that effect the class (Lines 1.31-1.32, 1.66-1.67)

Children should be grouped according to needs at the time and for varying reasons (Lines 1.33-1.35)

Children need to know predictable procedures and to help others as the best means for their literacy learning (Lines 1.35-1.38)

Children learn more from each other and have many more models for their learning (Line 1.38, 1.71-1.73)

The teacher is also an important model for children's literacy learning (Line 1.39)

The teacher has high expectations of children, and values these as a source for building children's confidence for literacy (Lines 1.40-1.42)

The teacher believes her literacy program meets her class's needs for literacy development (Lines 1.43-1.44, 1.93,)

The teacher believes that others often underestimate children's capabilities (Lines 1.68-1.69)

expectations held for children do not always match those held at school (Lines 1.98-1.99)

The teacher believes that small classes are beneficial (Line 1.105)

The teacher believes she is evaluating children's literacy development at all times, consciously and unconsciously (Lines 1.109-1.112)
* The teacher believes that informal methods like anecdotal records, checklists, samples of children's work are the best means of evaluating children's literacy development (Lines 1.112 -1.117)
* The teacher believes that standardised tests are not needed (Line 1.113)
* The teacher believes that her program should be evaluated (Lines 1.117-1.121)

**Interpretive Summary:**

The case study teacher believes that her professional reading has influenced her beliefs about children's literacy development. She believes in adopting whole language practices based on her understandings of this philosophy, eg. literature-based reading she can best meet children's literacy needs.

As an important part of her whole language beliefs, she encourages children take responsibility in their learning by having a say in the decisions of the class, by supporting one another through modelling, co-operative work and groupings, and by having choice for their learning activities. She implements this be establishing predictable procedures and her expectations supoort this also. Her expectations are high and there is at times disparity between those she holds within the class and those expectations from children home backgrounds. She feels that her expectations reflect those that do not underestimate children's capabilities.

She believes that her literacy program needs to be based on ongoing evaluation and that informal methods are the most suitable to ensuring her program is meeting children's literacy needs. Se believes
she is doing at present.

3) a. **Teaching Practices** that Support Teacher's Beliefs.

From this Focused interview, indicators that demonstrate links between this teacher's beliefs and classroom *practices* are below. These also have been recorded with line numbers indicating similar statements that link her classroom *practices* to her beliefs. These are:

* She used a Literature-based based reading program (Line 1.30)
* Children have freedom to choose through contract work and their reading and writing (Lines1.31-1.32)
* She organises her class so that they can work together (Line1.33)
* She selects groups based on learning needs and not ability (Lines1.34-1.36)
* Children understand the routines in her class, what is expected of them and how they can get help from others (Lines1.34-1.36)
* The teacher organises her language block in the morning until recess in the following way:-
**Input:** Reading aloud, shared reading, writing demonstration, cloze exercise (15-20 minutes)

**USSR:** (10 minutes)

**Contract activities:** (up to 40 minutes) The teacher takes conferencing or teaching groups during this time.

**Share Time:** (10 minutes)

* The teacher had to spend significant time and input "training" and demonstrating routines so that children could meet her expectations (Lines 1.59-1.64)

* The teacher allows children to make decisions within the class (Line 1.67)

* The teacher uses anecdotal records, samples of children's work, checklists, observations and contract cards and means of evaluating and monitoring children's developments in literacy, and she evaluates her program (Lines 1.101-1.103, 1.112-1.121)

3) b. **Concerns Raised.**

Concerns raised within this Focused interview relate to linking **practice** to her **beliefs** and are as follows:

* Concerns about being able to organise so that children take responsibility for their learning in implementing a literacy program for the multi-age class (Line 1.58-1.67)

* Concerns with children's literacy development within the multi-age class. (Lines 1.91-1.94)
Interpretive Summary:

The case study teacher demonstrates her understandings of whole language theories by adopting a range of teaching/learning strategies and organisations that promote conditions for learning and to implement the beliefs she holds for whole language. These include reading daily from a variety of texts, shared reading experiences, modelling writing, literature-based reading, listening post activities and stories, USSR, writing, dictated writing, responding to texts and reading in a variety of ways, and encouraging children to read.

She organises her class so to facilitate her beliefs and goals she holds for children's learning, that reflect her understandings of whole language. Some of the ways she does this is to provide a variety of demonstrations for procedures, to allow children choice in working together and in their contract activities, setting up organisations that are predictable for children and expectations that all will have a say in this.

The sample daily language block demonstrates a strong whole language orientation, especially as all components of language are with 'wholes' and are not compartmentalised. As well, her informal evaluation strategies indicate whole language orientation. These are largely through informal observations of children within a variety of contexts. Her decision to group children according to needs when tutoring and supporting, further confirms this whole language orientation.

The concerns she raised, are ones that indicate that although she believes that children are developing to their literacy potential and that her organisations are promoting independence, self-motivation, self-direction, self-regulation and a definite responsibilities she is not totally
sure that these are occurring in the best possible ways and that these could be improved on.

4) **Teacher Beliefs and Practices** that Support her Understandings of **Social Interactions** for **Cognitive, Attitudinal and Affective** Developments for Literacy and Learning within a Multi-age Class.

* Children learn from one another (Lines 1.36-1.39).
* Children are models for each other and she is a model also (Lines 1.1.36-1.39).
* Multi-age classes support learners as they have a wide variety of significant others as models and have lots of opportunities to give and sustain children's confidence in literacy (Lines 1.40-1.41).
* Children learning from one another supports her expectations and beliefs for whole language (Lines 1.42-1.44).
* Daily activities and teaching and organisations provides for social and learning interactions for language (Lines 1.46-1.55).
* She allows children to freely select groups, or with whom they wish to work and this has supported children's cognitive, attitudinal and affective developments for literacy (Lines 1.69-1.73, 1.92-1.94).

**Interpretive Summary:**

In terms of how her beliefs and practices within the multi-age class support children's literacy development through social interactions for cognitive, attitudinal and affective development are described below:
**Social Interactions for Cognitive Literacy Developments:**

These are largely through encouraging the expectations that children will work together and co-operatively, they will provide models for each other and she will group children for small group tutoring and feedback together based on groups she perceives having similar needs or with children who can assist others. These groups also provide her opportunities to monitor and evaluate children's literacy developments.

Her daily lessons and demonstrations also allow contexts where children are able to receive co-operatively demonstrations about processes, ways of overcoming problems and immersion of literacy products for their literacy developments.

**Social Interactions for Attitudinal and Affective Literacy Developments:**

These are largely through her expectations, the organisations she provides for these expectations that children need literacy support and can provide literacy support for one another, through working co-operatively, and by being model for each other.

She allows children to select freely their social interactions for literacy learning, thereby encouraging social groups based on needs and friendship. She believes her class has emerged into a harmonious group, supportive of one another and that this has provided support for their learning in terms of risk-taking and confidence in learning and transferring knowledge from one context to another in attempts to solve literacy problems.
161

4.2.6 **FOCUSED INTERVIEW- 4**

(Appendix 4)

**Descriptive Summary:**

1. **Beliefs for Literacy Learning within a Multi-age class.**

From this Focused Interview these indicators of this teachers beliefs within the context of her multi-age class, have been collated and recorded with the line numbers indicating similar and linked statements about her beliefs for learning and literacy. Her beliefs are:

* That observations inform her groupings on the basis of needs and that evaluation is the most important aspect of her program for supporting children's current literacy needs (Lines 1.6-1.7, 1.62-1.71, )

* Children working co-operatively supports many aspects of their literacy development such as cognitive, attitudinal and affective aspects (Lines 1.1.9-1.10, 1.17, 1.19-1.22, 1.24, 1.29-1.32, 1.58-1.62, 1.68-1.74, 1.77,)

* There are strong links between reading and writing in supporting literacy development in each (Lines1.25-1.26 )

* Through models and demonstrations, children take what they needs to apply this to their learning needs (Lines 1.33-1.34, )

* There are indicators of development for writing that address information, organisation and conventions (Lines1.35-1.44)
* Children need to approximate in their spelling attempts (Line 1.45-1.46)
* Children need experience and be immersed in a wide range of texts and language of books in order to select texts appropriately and to develop reading (Lines 1.47-1.54)
* Retelling is an appropriate means of discovering children's comprehension of texts (Lines 1.54-1.55)

**Interpretive Summary:**

The case study teacher believes that for her whole language literacy program she must be guided by her observations in attempting to meet children's literacy needs, and that this is the most important part of her program. She believes that there are strong links between reading and writing for the development of literacy, and that there are indicators to guide children's literacy attainments and developments. Provision of a wide range of literary experiences allows children to learn about written language and its relationship to oral. Further, retelling is seen by this teacher as a means of determining children's comprehension of texts and reading for meaning.

She believes that approximations are an important aspect of learning literacy and that this promotes children's attempts at transferring new understandings within their own contexts for solving problems related to their literacy needs. She also believes that varied groups and social interactions promote this literacy learning, in terms of children's confidence, risk-taking and approximations and learning about literacy from others.

2. Teaching **Practices** that Support Teacher's Beliefs.
From this Focused interview, indicators that demonstrate links between this teacher’s beliefs and classroom practices are below. These also have been recorded with line numbers indicating similar statements that link her classroom practices to her beliefs. These are:

* Demonstrations using examples of children's work, such as a cloze exercise based on a child's written piece, allows children to take what they need for their own literacy learning (Lines 1.28-1.34)

* She encourages children to approximate in spelling, because she sees this to be an important part of learning to spell (Lines 1.43-1.47)

* Groupwork with the teacher is based on her perceived needs for children from her evaluation. This allows her to give children appropriate help. (Lines 1.58-1.67)

* Contract work allows children to work at their individual levels and supports her organisations for children's independence so that she is able to work with small groups (Lines 1.71-1.76)

* Co-operative contexts based on social needs within the class allow children to develop cognitively, attitudinally and affectively for their literacy (Lines 1.91-1.105)

**Interpretive Summary:**

The case study teacher demonstrates her understandings of whole language theories by adopting and encouraging through her teaching practices: demonstrations that include samples of children's work as the source of demonstration, allows and encourages spelling approximations and risk-taking. Encourages children to group, based on their cognitive, attitudinal and affective needs and that this supports their literacy development. These groups are freely selected by children or may be
children brought together for mutual support by the teacher.

3. **Teacher Beliefs and Practices** that Support her Understandings of **Social Interactions** for **Cognitive, Attitudinal and Affective** Developments for Literacy and Learning within a Multi-age Class.

* Children learn from one another and this develops their cognitive, attitudinal and affective areas for literacy learning. (Lines 11.17-1.19).
* Children are models for each other and this has strong influences on children cognition for literacy (Lines 1.20-1.23,)
* Multi-age classes support learners as they have a wide variety of significant others as models and have lots of opportunities to give and sustain children’s confidence in literacy (Lines 11.27-1.34)
* She allows children to freely select groups, or with whom they wish to work and this has supported children’s cognitive, attitudinal and affective developments for literacy (Lines 1.68-1.74, 1.86-1.90, 1.92-1.112).

**Interpretive Summary:**

In terms of how her beliefs and practices within the multi-age class support children’s literacy development through social interactions for cognitive, attitudinal and affective development are described below:

**Social Interactions** for **Cognitive** Literacy Developments:

The examples of Rachel and Jamie indicate that social interactions have been important for developing their cognition in literacy by providing them with feedback, possible answers and models for their literacy problems, transference of demonstrations by others for their own literacy needs and attempts, and expectations that they attempt to meet.
**Social Interactions for Attitudinal and Affective Literacy Developments:**

The sample children have both benefitted through social interactions in regard to their attitude to literacy, and their developing self-esteem.

Both have come to see themselves as written language users, both value this, and their attempts and approximations show they are confident enough to take risks. Further, each of these children, although very different, provide support for others, and this also seems to effect the way in which they perceive themselves in positive ways.

4. **Member Checking**

Member checking from this interview has highlighted and confirmed previous data collected about the teacher's beliefs, practices for literacy and social interactions. As well, this has also addressed her concerns regarding children's literacy development and parental acceptance and support for this multi-age class.

In particular, her beliefs and practices have been validated, confirmed and modified through her observations and evaluations of the children's literacy developments and the benefits she perceives for their literacy developments as an outcome of the social interactions she encourages, expects and organises for. Parental concerns have diminished as an outcome of communicative strategies, through meetings and reports, and she believes that she has overcome these concerns.
4.2.7 **OBSERVATION**

- **TEACHER INITIATED ENVIRONMENTAL CONDITIONS**

(Appendix 10)

**Interpretive Summary:**

The evidence of conditions promoted within this class demonstrate this teacher's strong commitment and beliefs in valuing these conditions as integral for developing literacy learning. These demonstrate her beliefs for these conditions in practice.

Her class organisation for language, decisions based on observations, selection of literacy activities and demonstrations, and encouragement for children to interact and work together demonstrate this further. The class is thoroughly immersed in print and provides evidence of the range of literacy experiences and demonstrations children have to refer to; demonstrations are initiated by the teacher, children within their choice of groupings provide further demonstrations; expectations are clear; feedback often and from a variety of sources and means, approximations are valued; children are able to apply their literacy learning for real purposes that they select, although this is at times initiated by the teacher; and expectations, demonstrations and class organisation promote learners to take responsibility for their learning.
4.2.8. **OBSERVATIONS -TEACHER LITERACY DEMONSTRATIONS AND PHYSICAL SETTING.**


4.2.8.a **Literacy Demonstrations**


These two demonstrative lessons are based around the text, "The Three Wishes", and the teacher with the involvement of the children jointly reconstruct and predict the text, using a cloze passage based on the text. Both these demonstrations are recorded below in graph and tally chart, and aim to describe the sources and purposes of these oral interactions for demonstrations to others. The duration of these demonstrations was over a period of approximately ninety minutes.

From each of these demonstrations, interpretations regarding the teacher's beliefs and practices have been drawn, and the number of social interactions and responses of learners from the various age/grade have been graphed, as an indication of the sources the teacher is reliant for providing modelling, demonstrations and other conditions for learning.

Also, a chart has been drawn indicating the relationships between the frequency of interactions, to the sorts of conditions these interactions have promoted and emphasised by the teacher and learners in these demonstrations.

Below, the frequency and type of interactions occurring during these demonstrations in relation to the teacher and age/grade grouping has been plotted. From the chart, the teacher, records the most frequent interactions with others, and shows that most of these are related to questioning, responding, providing information and linking connections.
Table 4.7.

Interactions For Teacher Demonstration- Oral Responses

<table>
<thead>
<tr>
<th>INTERACTIONS 14.a.&amp;14.b.</th>
<th>TEACHER</th>
<th>YEAR 2</th>
<th>YEAR 1</th>
<th>KINDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>18</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Responding</td>
<td>10</td>
<td>15</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Providing Information</td>
<td>16</td>
<td>21</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>Clarifying</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Paraphrasing Others</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Linking Connections</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Stating feelings</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Predicting</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>87</td>
<td>81</td>
<td>82</td>
<td>25</td>
</tr>
</tbody>
</table>

Total number of interactions: 275 oral responses as interactions.

The graphs below, provide another means of presenting this data in relation to the interactions between the teacher and learners, from the various age/grade groupings, in the context of these demonstrations.

Figure 4.7

INTERACTIONS FOR LITERACY

- Questioning
- Responding
- Providing Information
- Clarifying
Figure 4.8.

INTERACTIONS FOR LITERACY

Paraphrasing Others  Linking Connections  Stating feelings  Predicting

Year One and Year Two learners provide the most frequent responses through responding, providing information, paraphrasing others, linking connections and predicting. Kindergarten learners, in frequency of responses, is significantly less frequent than Year One and Year Two.

Table 4.8 describes the frequency of conditions supported by the interactions between the teacher and learners. Many of these interactions supported several conditions at once, and this accounts for numerical variations, from those described in the frequency of response.

<table>
<thead>
<tr>
<th>ORAL INTERACTIONS &amp; CONDITIONS FOR LEARNING</th>
<th>Teacher</th>
<th>Year 2</th>
<th>Year 1</th>
<th>Kinder</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMMERSION</td>
<td>33</td>
<td>15</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>DEMONSTRATION</td>
<td>21</td>
<td>13</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>APPROXIMATION</td>
<td>4</td>
<td>16</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>2</td>
<td>21</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>USE</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FEEDBACK</td>
<td>31</td>
<td>11</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>109</td>
<td>83</td>
<td>90</td>
<td>51</td>
</tr>
</tbody>
</table>
4.2.8.b. Physical Setting

The physical setting of the classroom provides indications of the beliefs in practice the teachers holds about literacy learning, and social interactions that support this learning. The teacher organises her learners' environment so as to facilitate the conditions for literacy learning and social interactions that promote this learning.

In Figure 4.9 there is considerable use made of 'learning areas' where learners are encouraged to work in small groups. Desk areas are minimised so as to maximise floor space, movement between groups and to provide room for whole and group demonstrations and sharing.

Resources are readily accessible to all age groups within the class, and provision has also been made of learners' needs for withdrawal areas outside the class and in small learning areas, so as to minimise interruptions between working groups. Considerable wall space has been allocated to display of children's work and sources of literacy support that learners may use as a reference for their needs.
Interpretive Summary:

The teacher and learners' demonstrations of joint constructions of a cloze passage, based on the literature source, support the teacher's previously mentioned beliefs in practice, about the significance of interactions to provide further conditions for children's literacy learning. The teacher has sought from the learners, a variety of oral responses as part of the process of this joint demonstration. The responses include children from all age/grade ranges, and significantly, 'Year One' and 'Year Two' children have provided the bulk of these interactions. This would seem to support the teacher's beliefs that social interactions can provide for children's literacy cognition. Few responses within this demonstration
context, initiated by learners, explicitly supported the attitudinal and affective developments for literacy for others, apart from those initiated by the teacher. Her responses to children’s attempts concentrated largely in asking questions, responding, providing information, clarifying, paraphrasing and linking connections.

In doing so, the teacher also demonstrates the following conditions: she provides immersions and demonstrations through responding, asking questions, providing information and linking connections; she provides for expectations through asking questions, responding, clarifying and paraphrasing; she provides for approximations through paraphrasing, clarifying, and linking connections, she provides for responsibility largely through children initiating their responses rather than directing them to respond; and feedback is provided for by the teacher providing information, asking questions, linking connections and affirmative responses to children’s attempts.

The organisation of the classroom environment supports conditions for learning, and promotes social interactions through the a ‘free’ plan organisational structure, that emphasises learners’s working in small groups in small learning areas, limited desk space, considerable floor and wall space and resource areas that are accessible to learners. These readily support conditions for learning by providing work areas for groups that will encourage expectations that demonstrations, immersions, learning areas and groupwork, and resources are to be used. Responsibility largely rests on the learners taking from this learning environment, explicit and implicit demonstrations of literacy acts for their attempts. Contract work allows learners choice of learning activity, and as well, resource areas promote expectations of literacy acts and use for learners’ literacy purposes. The sharing and demonstration areas provide contexts for expectations of how
children are expected to work and assist each other and provide contexts for learners to give and receive feedback.

**4.2.9 THE LITERACY PROGRAM:**

(Appendix 17)

1. **The Teacher's Literacy Beliefs:**

   The case study teacher *believes* that:

   * Written language development is an outcome of oral language development and that learning written language should be in similar ways to learning to speak.

   * Whole language is the most effective means of developing children's literacy development.

   * Reading, writing, listening and speaking are all interactive processes and should not be separated. There should be an emphasis on a 'natural' flow between these.

   * Children learn through immersion and demonstration of oral and written language forms.

   * The conditions for learning must be promoted to ensure children's literacy development.

   * Daily language activities must be an outcome of daily observations so as to meet children's daily literacy and language needs.

   * Children needs a range of language and literacy models and group work, co-operative learning promotes this.

   * Students need to have choice and make decisions about what they learn and how they learn, so as to learn to take responsibility for their learning.
Language contracts present language to her children in a more wholistic manner, than directed activities.

All language and literacy learning are processes and so processes are considered the major source for evaluation children's literacy needs.

Language is a social and interactive process, so literacy learners need a variety of these to ensure their literacy development reflects literacy cognition, growth in attitudes and 'healthy' self-esteem. These all are influential to children's literacy learning.

**Interpretive Summary:**

From the teacher's program it is clear to see what her stated beliefs are for children's literacy. She indicates a very strong orientation towards whole language, and that these views support her beliefs that literacy learning needs to focus on developing children's understandings and control over the processes for written language.

She believes that the conditions for learning are a crucial element of her program, so that she emphasises these through her teaching and organisational practices. These emphasise learning through social interactions as a means of developing children 'wholistically'. There is also emphasise on presenting children a diversity of language and literacy experiences, and encouraging children to make home-school links through the home reading program and allowing parents access to the classroom.

Her program also demonstrates she has a sound understanding of
the cyclic processes for reading and writing and that she considers these in terms of her teaching practices and evaluations. She believes that co-operative learning contexts promote children's cognitive, attitudinal and affective literacy development. There are considerable statements within her program that reflect her beliefs of how these can be promoted and what these have to offer in supporting children's literacy development.

2. **The Teacher's Literacy Practices:**

* The teacher begins her language sessions with a demonstration/s such as reading to children for specific purposes or immersion, shared reading experiences, or modelled writing.

* USSR is from a selection of 'natural texts, is a daily feature of this time.

* Contract activities allow learners to choose a wide selection of activities such as listening post activities, shared book activities, writing, dictated stories, responding to stories through art, craft, drama, etc., and reading practice.

* Children are immersed in print and see varied literacy demonstrations of various literary forms.

* The teacher uses real books as a source for children's reading and writing.

* Children are encouraged to choose who they wish to work with. Directed groupings are for specific teaching and learning purposes.

* Her evaluation best happens when she is observing or 'kid-
watching' in her class.

* Evaluation is ongoing and she uses samples of children's work, observations, checklists and anecdotal records as a basis for future planning.

* Her evaluations provide a focus for her modelling of reading and writing.

* Sharing time is an important aspect of children receiving immersions and demonstrations of literacy processes, ways of overcoming problems, feedback on their attempts and for the teacher to focus important issues that are raised within the language time with the whole class.

* The language session promotes social interactions as an integral part of children's sources for learning. There is a mix of whole class, pairs, groups within the language time.

**Interpretive Summary:**

Her practices demonstrate a considerable understanding of whole language 'in action'. They are well organised and considered and are significantly influenced as an outcome of her beliefs and what she determines are her learners literacy needs. She appears to be at ease with her current organisations and practices, and her contract activities are well implemented through considerable demonstrations. These are understood by her learners. New practices are demonstrated in the daily input time, as these are usually whole class, and evaluated by observations
4.2.10 **UNCORRELATED DATA.**

The data collected that was not initially correlated to the teacher's beliefs and practices for literacy and social interactions, were largely reflected in her concerns about implementing these beliefs and practices within her multi-age context. Another aspect of these concerns were the response and acceptance parents would have to such a class organisation as this and to communicate to parents what was occurring for learners attainments as an outcome of her class program.

Since these concerns were raised early in the data collection procedures, the teacher has indicated through member checking (Appendix 3 & 4) that almost all these concerns have been addressed. She believes that children are working to their potentials for literacy, that social interactions have supported conditions that have allowed this to occur, and that communications with parents and the reporting learners have undertaken with their parents on their behalf, have allayed most concerns parents have expressed in regard to such a multi-age class.

4.2.11 **SUMMARY OF THE CASE STUDY TEACHER**

The case study teacher's beliefs about literacy development are reflected in her classroom literacy practices, her organisation of the classroom environment, and the goals she sets for her learners. Her practices and beliefs indicate she emphasises providing for the conditions for learning through demonstrations of literacy acts she initiates, and by encouraging modelling by others through socially interactive contexts, that provide for children's cognitive, attitudinal and affective literacy development.
Following, are Tables 4.9, 4.10. and 4.11. These are summaries of the relationships between the teacher's beliefs for literacy, her practices that support these beliefs, the conditions that manifest as an outcome of these beliefs and practices, and the forms of social interactions that are encouraged to facilitate these conditions, through the practices the teacher organises.

The teacher demonstrates her beliefs that literacy acts must have meanings and must relate to language 'wholes'. There is strong emphasis on reading, writing and spelling as interactive processes and that each are an outcome of experiences with the others. Also, social interactions through group, whole class, and individual interactions, provide for these interrelated literacy acts through facilitating conditions for literacy learning.
<table>
<thead>
<tr>
<th>Table 4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING:</strong></td>
</tr>
<tr>
<td>Teacher's Beliefs</td>
</tr>
<tr>
<td>Meaning is important</td>
</tr>
<tr>
<td>Readers need many literary sources. Learn to choose books appropriately, reading through literature,.</td>
</tr>
<tr>
<td>Reading through 'real' books</td>
</tr>
<tr>
<td>Attitude- enjoy reading</td>
</tr>
<tr>
<td>Reading is a whole language activity</td>
</tr>
<tr>
<td>Reading develops writing</td>
</tr>
<tr>
<td>Good readers are independent</td>
</tr>
</tbody>
</table>

**Table 4.10.**

| **WRITING:** |
| Teacher's Beliefs | Teacher's Practice | Interactions & Conditions |
| Writing must make sense | Writing process, demonstrations of process, problems & products | Immersion, demonstrations, expectations, approximations, feedback, use, responsibility whole class, group & individual conferences, sharing |
| Children should write often | Timetable, contract work, learning areas, class environment | Demonstration, expectations whole class, groups & individual conferences, sharing |
| Different registers/genres are important | Reading to learners, modelled writing, directed writing, USSW | Immersion, demonstration, expectation, approximation, whole class, group & individual conferences, sharing |
| Writers need outcomes for writing | Publishing, sharing, varied purposes | As above |
| Writing must have real purpose & audience | Individual, peer, group conferences, role play conference questions, lists of guiding questions, sharing | Demonstrations, immersions, expectations, approximations, responsibility, feedback, use whole class, group, pairs & individual |
Implications drawn from the relationships between the teacher's beliefs and practices, indicates the teacher believes that social interactions provide for children's literacy cognition, support for literacy attitudes and self-esteem through demonstration, feedback, reinforcement and support, choice and responsibility, regarding how children perceive their literacy attainments and attempts. Her beliefs and practices focus on co-operative rather than competitive processes for literacy learning and she allows children to have significant choice regarding with whom they choose to work, and what they choose to work on.

The teacher also believes that reading and writing development best occurs in the context of real language situations and real books. This is reflected in her selection of resources, the social interactions, both whole and group contexts she provides. Her choice of resources and
promotion of social interactions for literacy, provide contexts for learners' literacy cognition, development of positive attitudes to literacy and opportunities for shared and worthwhile experiences that promote children's self-esteem and self-concept in regard to their literacy development. Her beliefs that approximations are important for developing children's literacy strategies and risk-taking, highlight this further.

Her organisation for language reflect her beliefs and practices regarding the interactive nature of whole language and for providing social contexts for children's literacy development, through contract, whole class contexts and groups for specific purposes.

She believes that evaluation should focus on children's literacy processes rather than their products, and that this should form the basis of programming decisions and considerations. Further, her beliefs and practices reflect her constant evaluation measures, primarily through observations, as a main source of guidance for her literacy program.

4.3. LITERACY ATTAINMENTS OF CASE STUDY LEARNERS

4.3.1. Introduction:

This section deals with the categorisation of data collected about the literacy attainments and the social interactions that influence these attainments, for the three case-study learners. These learners were selected from each age-grade grouping within the class. They are Tim (Year Two), Rachel (Year One) and Freya (Kindergarten). Interpretive summaries have been drawn from the descriptive data collection procedures, that include their literacy attainments, and reflect on the social interactions they are involved in for their cognitive, attitudinal and affective literacy development. An Interpretive report has been written for each case study learner and a total Interpretive summary implicates
the literacy development of these learners as an outcome of the teacher's literacy beliefs and practices and views have regarding what social interactions offer learners for their literacy development.

4.4. **CASE STUDY (A) - TIM.**

Tim is eight years old (DOB 23/9/1981) and has attended this small Infants school since commencing Kindergarten. This is his second year in a multi-age class and the second year he has been with his teacher.

He is described as 'bright' by his teacher, as he was able to read before commencing Kindergarten, and she believes he has considerable language and literacy proficiencies. She has described his home background as 'middle-class', and his parents as valueing school and literacy attainments. She indicated that his home background would provide him with significant demonstrations of literacy acts for a variety of uses and purposes.

4.4.1. **THE READING INTERVIEW - BURKE, 1981**

**Interpretive Summary:** Appendix 5 (A)

Tim believes he is a 'good' reader. He uses the strategies of 'sounding-out', rereading the text, asking for help from both his teachers and peers when stuck. He enjoys reading for his own purposes, and reading activities that include co-operatively working with other children. He also understands implicitly that reading is a 'sense-making' process that involves manipulation of a variety of strategies, to ensure comprehension of the text. These, he understands, must be manipulated flexibly. Further, Tim believes he has taught himself to
read from demonstrations by his teacher and family, and this implies considerable self-regulation and self-direction in his reading development. He has demonstrations at home of reading, and it appears this is a valued activity.

4.4.2 THE WRITING INTERVIEW

- REVISED BY JENNINGS & KILLAR, 1982.

Interpretive Summary: Appendix 6 (A)

Tim believes that only sometimes he is a 'good' writer, and that 'good' writers have many ideas for their writing. When stuck, he considers strategies of reading his stories to others for response and asking for help as important for helping him to construct and orchestrate his messages. He believes that selection of topics is preferrable, and that he is able to give help to others through demonstrations of strategies he uses, as well as take what he needs for his writing from others.

4.4.3. ORAL READING PROTOCOL - (Cambourne et al. 1986-87- ELIC)

Interpretive Summary: Appendix 8 (B)

Tim is readily able to select a reading task that ensures he will sustain meaning and comprehension of the text. His choice of "Pugwash Aloft", indicates he uses previous text experiences to make text selections. He read this with fluency, using a variety of reading strategies and cues that ensured he could reconstruct the meaning of the text. This also
demonstrates his strong commitment to reading as a process of making sense of written language.

His retellings were quite detailed to begin with, but became more general towards the end, as he largely assumed that I already had an understanding of the text. When asked to provide further information, he chose to link the ending of the story with other events within the text. This demonstrates he understands the relationships between events within the text.

4.4.4. SOURCES OF LITERACY SUPPORT INTERVIEW

Interpretive Summary: Appendix 9 (A)

Tim considers working with other people, as valuable sources for his literacy learning. He interacts with a range of age/grade groupings within his class in either seeking assistance or providing assistance for others. When he requires assistance he usually asks his friends (Yr 2 and Yr1) to assist him. He indicates that he prefers to learn by being shown and told what he needs at the time, and that his teacher is also a valuable source. He believes that learners interacting and assisting one another is a valuable means for their learning, and that helping others and being assisted by others helps him to feel worthwhile and positive about his literacy tasks.

4.4.5. ATTITUDE TO LITERACY INVENTORY (A)

Interpretive Summary: Appendix 10 a. (A)

Tim's attitude to reading is very positive. He enjoys reading and listening to reading in a variety of contexts, as well as reading aloud to others. He also enjoys writing and demonstrates a positive attitude to this
activity. He feels his teacher regards his reading attempts positively, as well his literacy contract activities.

4.4.6. **ATTITUDE TO READING INVENTORY (B)**

( based on the NSW Department of Education, South Coast Reading Evaluation Study, 1983)

**Interpretive Summary:**

Tim continues to indicate positive feelings in regards to reading. He enjoys reading within a variety of contexts, so much so, that this is one of his preferred activities, overuling his interest in television, play, and colouring-in, as he considers reading to be a worthwhile pastime. He enjoys attaining books from a variety of sources such as the local library, the school library and form the classroom. This demonstrates considerable reading for his own purposes and access to a wide selection of literature.

4.4.7. **OBSERVATION - LEARNERS RESPONSE TO ENVIRONMENTAL CONDITIONS**

**Interpretive Summary:**

Tim attends and responds to the various conditions within his classroom literacy environment, both transientally and intentionally as organised by his teacher. He uses print and oral immersions and demonstrations as sources for his literacy processing, for his literacy problemsolving and presentation of literacy products. These immersions
and demonstrations further support his literacy development by providing sources of information, organisation and written conventions of written language. The sources for this are also fellow classmates.

He is able to apply and transfer these strategies because he understands that approximations are valued and important for his literacy development, and that the feedback he receives confirms his attempts. He is aware that written language above all must make sense to himself and to others, and that immersions, demonstration, expectations, feedback and use provide for this. He takes responsibility for his learning in that he is self-directed and self-regulated to apply these to new and current orchestrations of his literacy tasks.

4.4.8. OBSERVATION- SOCIAL INTERACTIONS FOR LITERACY

Appendix 13 (A)

Observation of responses to social interactions for cognitive, attitudinal and affective literacy development within a small group context were recorded. These involved those interactions initiated and sustained by the case study learner and those by other learners within the group. The context was a small group reading and writing activity that involved four children from the age grade ranges of Year Two and Year One. The duration of this observation was approximately nine minutes. The results are as follows and are presented in table and graph form.

<table>
<thead>
<tr>
<th>INTERACTIONS FOR LITERACY</th>
<th>INITIATED BY TIM</th>
<th>INITIATED BY OTHERS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COGNITIVE</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>ATTITUDINAL</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>AFFECTIVE</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL (38)</td>
<td>20</td>
<td>18</td>
<td>38</td>
</tr>
</tbody>
</table>
Descriptive Summary:

Out of the thirty-eight interactions that occurred during this observation period, the case study learners initiated and responded to fifteen interactions for literacy cognition, including clarifying, providing information for others and linking connections, of a total of twenty-six such interactions.

Interactions that supported attitudinal development for literacy remained proportionally high, in that the case study learner initiated and responded to four attitudinal interactions out of a possible eight, thus 50% of such interactions.

Affective interactions for literacy development was low at four
total interactions that supported this aspect of literacy development, and the case study learner interacted once or 25% of this total.

A sociogram depicting the flow of interactions is as follows:

**Figure 4.11**

This sociogram does not depict the type of interactions per se, but indicates the relationships between the members of the group that serve the interactions for cognitive, attitudinal and affective developments for literacy. All members interacted with each other, except for P. (Yr1) and J. (Yr2), where others members served these interactional needs for literacy. It is important to note that all members interacted with the case study learner, Tim.

**Interpretive Summary:**

The observations of these interactions within this group context, indicated that significant support for literacy cognition could be found for all members. Further literacy support for attitudes and affective developments for literacy were not as prevalent, indicating the
purposes of the group, at this stage of the observation, was largely information, clarification and linking connections of understanding and information about literacy acts the members were engaged in.

The conditions that related to this context were demonstrations, immersions and approximations, with self-directed and self-regulated problem-solving indicating responsibility by the learners. Not all members interacted with one another, and this could reflect that their literacy needs were met within the group, and so did not need for all members to interact with one another. The group was not directed in membership, as these learners elected to work together, and did so regularly. This supports to some degree, research findings described in the literature review, e.g. Day and Hunt (1975) and Way (1980), that learners within such settings have significant opportunities for learning and that interactions were more frequent in multi-age classes than in age/grade groupings.

These interactions have also significantly influenced this case study learner's literacy cognition for the processes, strategies for problem-solving, and products he undertakes, through the conditions for learning such contexts provide. To a lesser degree, these interactions have served his literacy needs for supporting positive attitudes to literacy and oral language acts and attempts, and have enhanced his self-concept as a language user.
**Descriptive Summary:**

Tim's writing samples indicate the following attainments:

* Displays willingness to write.
* Understands the concept that messages are conveyed.
* Is aware that purpose of writing govern the form it will take.
* Is able to make judgements about, content, form, effectiveness.
* Is willing to revise work so as to provide more information.
* Uses punctuation conventions appropriately.
* Is developing an ability to write in a form that suits such purposes as: - recording feelings/observations- personal letters, poems, diaries;  
  - describing- pictures, events, objects;  
  - informing/advising- posters, messages, book reviews;  
  - predicting - endings for stories, probable outcomes.
* Narrative writing- displays sense of cohesion and story structure of orientation, complication and resolution.
* Expository writing displays cohesion and logical development of ideas and structure.
* Able to employ understandings of proof-reading to refine his draft, and so understands readers needs.
* Seeks response to writing attempts from others.
* Is developing an understanding of and an ability to produce legible and fluent handwriting.
* Spells a core of common words conventionally.
* Uses spelling patterns and strategies to 'predict' new spelling attempts.
* Uses references in search of conventional spellings.
4.4.10. ARTIFACTS - READING

Appendix 16 (A)

Descriptive Summary:

Tim's reading checklist and current book selections indicate the following:

* He is able to predict, check and confirm his attempts using cues for reading.
* He can self-correct using semantic, syntactic and grapho-phonics cues.
* He is able to retell stories.
* He is able to sequence the episodes of a story.
* He can read silently and sustain concentration and enjoyment of text.
* He can follow written directions.
* He can distinguish between fact and fiction.
* He understands the relationships between punctuation conventions and the meaning of the text.
* He demonstrates and transfers concepts about written language to his own writing.
* He makes appropriate and varied selections of texts.

Interpretive Summary:

Tim shows that he has considerable understandings and use of strategies for his writing. He is able to manipulate these strategies flexibly so as to achieve his meanings. He is aware that writing is a process, and that form is governed by purpose and audience. He is committed to ensuring that the conventions for writing he knows are
used, so that others may share his messages.

Tim is aware of the relationships between reading and writing. He understands that his reading experiences help his writing experiences and visa versa. His innovations of stories he has read, for his writing demonstrate this. His reading indicates that he understands that he can flexibly manipulate the cues and strategies he has to reconstruct the message of the text, and that the purpose of reading is to make sense. He attempts self-corrections when meaning is lost, using the reading strategies he knows and understands that forward and backward referencing of the text informs the message he attempts. He also makes varied and appropriate selections of texts, indicating he understands what criterions he needs for text selections so that he gain satisfactions from the text's messages.

4.4.11 INTERPRETIVE SUMMARY OF LITERACY ATTAINMENTS - TIM

The data collected and categorised about this literacy learner, indicates considerable understandings of the processes, for and relationships between reading, writing, and oral language. He understands that language is for meaning, that it differs according to purpose and context, and that language users manipulate their language strategies accordingly. To this end, Tim demonstrates that he is moving towards independence, for his literacy attainments.

The conditions for language learning that are reflected within his classroom context have influenced significantly this literacy development, particularly immersions of print, demonstrations of literacy processes,
the teacher's expectations, learning from approximations, using literacy and oral language for his own purposes and appropriate feedback.

From the data collected, the variety of social interactions he initiates and responds to, have supported these conditions that have enhanced his literacy development. These interactions have also significantly influenced his literacy cognition for the processes, strategies for problem-solving, and products he undertakes, through these conditions. To a lesser degree, these interactions have served his literacy needs for supporting positive attitudes to literacy and oral language acts and attempts, and have enhanced his self-concept as a language user.
4.5. CASE STUDY - RACHEL (B)

Rachel is in her second year at this small Infants school and is six years old (DOB 11/5/1983). This is her first year with her teacher, and her teacher describes her as showing significant developments in her literacy.

Her teacher describes her home background as 'working class', and states that her parents show considerable interest and value for her development in literacy and school experiences. She has access to considerable sources of demonstrations of purposeful literacy acts within her home and her parents endeavour to ensure they do what they can to support her development.

4.5.1 THE READING INTERVIEW - BURKE, 1981

Interpretive Summary: Appendix 5 (B)

Rachel enjoys reading. She understands that reading is a process of making meaning from texts, and uses a variety of support (teacher and peers) to help her when 'stuck'. She understands that she can sound-out words, reread the text and ask for help from others to tell her the words or the meaning of the text. These strategies have been demonstrated by her teacher, and she understands she can use these for her own purposes. This indicates that she is self-regulating and self-directing her knowledge of reading strategies and is committed to making sense of texts she attempts.
4.5.2 THE WRITING INTERVIEW

- REVISED BY JENNINGS & KILLAR, 1982.

Interpretive Summary: Appendix 6 (B)

Rachel enjoys writing, and prefers to direct her choice of topics when writing. She tends to ask for support from a small group (of Year one and Year Two) children and her teacher when stuck. She implicitly understands that her teacher expects her to attempt to solve her own writing problems before consulting with her, and that rereading her writing helps her to reflect on the message she constructs. She also understands that she can take from the demonstrations of writing around her for her own purposes.

4.5.3 ORAL READING PROTOCOL - (Cambourne et al. 1986-87- ELIC)

Interpretive Summary: Appendix 8 (B)

Rachel indicates that she reads for meaning and that this is the purpose of reading. She understands that the text provides the information she needs to unlock this meaning. She uses a variety of strategies and cues for reading, and demonstrates that to some degree she can manipulate these for her reading purposes. She uses also a variety of reading behaviours and this demonstrates further her understandings that reading is a 'meaning-making' activity.

Her retellings were general, and concentrated on the main events of the text, but were in sequence. She provided her opinion, that dinosaurs were not real, and this indicates that she is able to make interpretations and further connections about the text, based on her experiences and personal knowledge.
4.5.4. SOURCES OF LITERACY SUPPORT INTERVIEW

Interpretive Summary: Appendix 9 (B)

Rachel indicates that she believes that having others to assist her is important for her literacy learning. She believes that her teacher is not the sole source of assistance she can request. Her other sources of literacy support include learners from all age/grade groupings, but Tim and Tamara (both Year2) provide valuable modelling and demonstrations of the behaviours more proficient literacy learners demonstrate. She provides assistance for others through sharing and demonstration and believes that this too is valuable for her learning. She enjoys helping others and receiving help, and this helps her to feel worthwhile and positive about her literacy attempts.

4.5.5. ATTITUDE TO LITERACY INVENTORY (A)

Interpretive Summary: Appendix 10 a. (B)

Rachel has a very positive attitude to literacy tasks in a variety of contexts. She enjoys both reading and writing and feels her teacher regards her attempts positively. She holds the expectation that she will improve as she gets older, and that she will continue to feel positively about her literacy acts.
4.5.6. ATTITUDE TO READING INVENTORY (B)

(based on the NSW Department of Education, South Coast Reading Evaluation Study, 1983)

Interpretive Summary: Appendix 10. b. (B)

Rachel enjoys reading in a variety of contexts but prefers to watch television and colour-in than read. She is positive about selecting books for her own purposes and has access to these from a variety of sources including the local and school library and from her classroom.

4.5.7. OBSERVATION - LEARNERS RESPONSE TO ENVIRONMENTAL CONDITIONS

Interpretive Summary: Appendix 12 (B)

Rachel attends and responds to conditions for oral and written language within her classroom, both transiently and intentionally. These have been organised by her teacher, so that there is a wide range of immersions and demonstrations, from which Rachel may select for her literacy and oral language needs. She understands that these immersions and demonstrations are for her to use and she readily applies what she needs to her literacy tasks. She is aware that others are also sources for immersion and demonstrations.

Her response to expectations is clearly that she is a reader and writer and that her literacy tasks need to concentrate on making sense to herself and others. Her enjoyment of reading and writing provides further evidence of her response to literacy expectations. She is able to take information and apply it for her own purposes, and to ask for assistance when necessary. Her approximations are shown in her
attempts to 'have-a-go- at reading, writing and spelling. These are rewarded by the feedback she receives from both her teacher and peers about her literacy attempts.

4.5.8. OBSERVATION- SOCIAL INTERACTIONS FOR LITERACY

Appendix 13 (A)

Observation of responses to social interactions for cognitive, attitudinal and affective literacy development within a small group context were recorded. These involved those interactions initiated and sustained by the case study learner and those by other learners within the group. The context was a small group reading and writing activity that involved four children from the age grade ranges of Year Two and Year One. The duration of this observation was approximately ten minutes. The results are as follows and are presented in table and graph form.

Table 4.13.

<table>
<thead>
<tr>
<th>INTERACTIONS FOR LITERACY</th>
<th>INITIATED BY RACHEL</th>
<th>INITIATED BY OTHERS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COGNITIVE</td>
<td>11</td>
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</tr>
<tr>
<td>AFFECTIVE</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL (43)</td>
<td>15</td>
<td>28</td>
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</tr>
</tbody>
</table>
Descriptive Summary:

Out of the forty-three interactions that occurred during this observation period, the case study learner initiated and responded to eleven interactions for literacy cognition, including clarifying, providing information for others and linking connections, of a total of thirty-three such interactions, which was 33% of all language cognition interactions.

Interactions that supported attitudinal development for literacy remained proportionally high, in that the case study learner initiated and responded to three attitudinal interactions out of a possible six, thus 50% of such interactions.

Affective interactions for literacy development was low at four total interactions that supported this aspect of literacy development, and the case study learner interacted once or 25% of this total.

A sociogram depicting the flow of interactions is as follows:
This sociogram does not depict the type of interactions per se, but indicates the relationships between the members of the group that serve the interactions for cognitive, attitudinal and affective developments for literacy. All members interacted with each other, and served these cognitive, attitudinal and affective interactional needs in literacy, for each other. It is important to note that all members interacted with the case study learner, Rachel, but that no Kindergarten children were asked to join the group at this time.

**Interpretive Summary:**

The observations of these interactions within this group context, indicated that significant support for literacy cognition could be found for all members. Further literacy support for attitudes and affective developments for literacy were not as prevalent, indicating the purposes of the group, at this stage of the observation, was largely
information, clarification and linking connections of understanding and information about literacy acts the members were engaged in.

The conditions that related to this context were demonstrations, immersions and approximations, with self-directed and self-regulated problem-solving indicating responsibility by the learners. All members interacted with one another, and this could reflect that their literacy needs were met within the group, and so did not need to initiate interactions with others. The group was not directed in membership, as these learners elected to work together, and did so regularly.

These interactions have also significantly influenced this case study learner's literacy cognition for the processes, strategies for problem-solving, and products she undertakes, through the conditions for learning such contexts provide. To a lesser degree, these interactions have served her literacy needs for supporting positive attitudes to literacy and oral language acts and attempts, and have enhanced her self-concept as a language user. It is interesting to note, that proportionally, this case study learner's frequency of interaction of cognitive, attitudinal and affective interactions, was similar to the previous case study learner, Tim.
4.5.9 **ARTIFACTS - WRITING.**

**Descriptive Summary:**

Rachel's writing samples indicate the following attainments:

* Refers to print immersion in classroom to assist her writing attempts.
* Through listening, discussing, and reading is developing an awareness a sense of text structure and organisation for various purposes.
* Understands that writing is a message that needs to undergo a cyclic process.
* Is developing a critical attitude to spelling and attempts to approximate standard spellings.
* Produces identifiable approximations through developing spelling strategies, and will take risks in spelling.
* Provides information in writings, but these still have 'gaps'.
* Displays a growing understanding of the basic forms of punctuation and how they serve writing.

4.5.10 **ARTIFACTS - READING**

**Descriptive Summary:**

Rachel's reading checklist and current book selections indicate the following:

* She is able to predict, check and confirm her attempts using cues for reading.
* She can self-correct using semantic, syntactic and graphophonics cues.
* She is able to retell stories.
* She is able to sequence the episodes of a story.

* She can read silently and sustain concentration and enjoyment of text.

* She can follow written directions.

* She can distinguish between fact and fiction most times.

* She understands most relationships between punctuation conventions and the meaning of the text.

* She demonstrates and transfers concepts about written language to her own writing.

* She makes appropriate and varied selections of texts most times.

**Interpretive Summary:**

Rachel shows that she has considerable understandings and use of strategies for her writing. She is able to manipulate these strategies flexibly so as to achieve her meanings. She is aware that writing is a process, and that form is governed by purpose and audience. She is committed to ensuring that the conventions for writing she knows are used, so that others may share her messages most times.

Rachel is aware of some of the relationships between reading and writing. She understands that her reading experiences help her writing experiences and visa versa. Her reading indicates that she understands that she can flexibly manipulate the cues and strategies she has to reconstruct the message of the text, and that the purpose of reading is to make sense. She attempts self-corrections when meaning is lost, using the reading strategies she knows and has an understanding that forward and backward referencing of the text informs the messages she attempts. She also makes varied and mostly appropriate selections of texts, indicating she is learning to understand what criterions she needs
for text selections so that she gain satisfactions from the text's messages.

4.5.11. **INTERPRETIVE SUMMARY OF LITERACY ATTAINMENTS**

- **RACHEL**

The data collected and categorised about this literacy learner, indicates early and emerging understandings of the processes for, and relationships between reading, writing, and oral language. She understands that language is for meaning, that it differs according to purpose and context, and that language users manipulate their language strategies accordingly. To this end, Rachel demonstrates that she is moving towards early and independent 'stages', for her literacy attainments.

The conditions for language learning that are reflected within her classroom context have influenced significantly this literacy development, particularly immersions of print, demonstrations of literacy processes, the teacher's expectations, learning from approximations, using literacy and oral language for her own purposes and appropriate feedback.

From the data collected, the variety of social interactions she initiates and responds to, have supported these conditions and have assisted and enhanced her literacy development.
4.6. CASE STUDY - FREYA (C)

Freya commenced school at the beginning of this year and is five years old (DOB 6/3/84). Her teacher states that she has adjusted well to school, and has made significant developments in her literacy proficiency. On commencing school, her teacher noted that she was already able to produce 'print-like' messages for her writing and could readily undertake and 'recite' simple and predictable books, such the 'Instant Readers' by Bill Martin Jnr. e.g. "A Ghost Story", "Fire! Fire! Said Mrs Mac Guire", and "Brown Bear, Brown Bear". She understands that reading and writing are meaning-making processes.

Her home background, is where her parents encourage her attempts at literacy, and provide significant demonstrations of the purposes for reading and writing.

4.6.1. THE READING INTERVIEW - BURKE, 1981

Interpretive Summary: Appendix 5 (C)

Freya has a positive attitude to reading, which she enjoys. She considers herself a 'good' reader, and does not compare herself with older children, but understands that she will also be as proficient at some stage. Her knowledge of strategies to ensure comprehension of texts she attempts, is primarily, asking for assistance from others. Her home background, indicates that reading is a valued and worthwhile activity. She believes she has taught herself to read, but implicitly sees her teacher's demonstrations as supportive of her development.
4.6.2 THE WRITING INTERVIEW

- REVISED BY JENNINGS & KILLAR, 1982.

**Interpretive Summary:**

Freya enjoys writing and views her attempts positively. She primarily uses the strategy of asking for help largely from her teacher, but also from others to solve her writing problems. Her knowledge of strategies she can use and manipulate to serve her writing purposes is still limited, and is mostly aimed at asking for help from her teacher. She does not know at this stage, what constitutes a 'good' writer, although she believes she is one. Freya also believes she has taught herself to write, and this indicates she is aware that she can include strategies from the demonstrations and immersions within her environment to assist her writing.

4.6.3. KINDERGARTEN PROTOCOL- (Cambourne et al 1986-87- ELIC)

**Interpretive Summary:**

Freya demonstrates considerable emerging understandings of the reading process. She understands that reading must make sense. She read the story accurately, occasionally finger pointing, making some self corrections, searching pictures cues to confirm words she was not sure of, at times looking at me to approve her attempts, she 'guessed' words using initial letters, and indicated her knowledge of directionality of texts. Freya indicated she could use semantic cues, as she is familiar with the story, syntactic cues because she focused on the text's predicatability through repetition. She also demonstrated use of grapho-phonics cues,
when she indicated the word "catch" for "can't", as these were visually similar.

Her writing attempt indicated the use of language for books with the use of "One day" as her beginning. Her story retold one aspect of the text, and demonstrates her understanding of this event within this text. Her spelling attempts, were largely based on her knowledge of sound/symbol relationships, and showed her approximations to be logical and committed to reproducing accuracy. Her story also demonstrated her emerging understandings of the conventions of print, such as punctuation and spelling.

4.6.4. SOURCES OF LITERACY SUPPORT INTERVIEW

*Interpretive Summary:* Appendix 9 (C)

Freya receives help mostly from older children within the classroom. She believes she can readily call upon others to assist her, but prefers to ask her teacher most times. She enjoys assisting others and in particular receiving assistance. She is not clear as to who she usually works with, and when asked about this could not indicate again who. It would seem Freya works with a variety of persons, so has a significant range of models and demonstrations for her literacy development. She indicates that she feels positively about receiving and giving support to others.

4.6.5. ATTITUDE TO LITERACY INVENTORY (A)

*Interpretive Summary:* Appendix 10 a. (C)

Freya is very positive about reading and writing. She demonstrates
that she enjoys reading to others as well as being read to, both at home and at school. She is positive about the activities her teacher asks her to undertake, and feels her teacher regards her attempts positively. She also feels that she will continue to enjoy reading and writing, as well continuing to feel positively about her literacy attempts.

4.6.6. ATTITUDE TO READING INVENTORY (B)

( based on the NSW Department of Education, South Coast Reading Evaluation Study, 1983)

**Interpretive Summary:**

Appendix 10. b. (C)

Freya enjoys reading but prefers to play outside, watch television, and colouring-in. She has as yet not really found reading for her own purposes outside the classroom context, as this is still a difficult task for her. She has access from a variety of sources for books and these include her local and school library and well as books from her classroom. When asked about her reading where she indicated ambivalent feelings towards reading at bedtime, at school, with a friend after school, reading stories in books, she stated that she did not enjoy reading alone as this was "hard", but preferred being read to as then she could understand what the text was about. She seems committed to constructing the meaning of texts and would prefer the actual messages of the text then the ones she interprets.

4.6.7. OBSERVATION - LEARNERS RESPONSE TO ENVIRONMENTAL CONDITIONS

**Interpretive Summary:**

Appendix 12 (C)

Freya attends to the various immersions and demonstrations within the classroom. She is not always clear of the purposes of these
and does not always see these as significant sources from which to take from for her literacy attempts. She has considerable support from other children, but relies mostly on those demonstrations conducted by her teacher.

She understands that print should make sense, in most cases, but does not fully understand the difference between her attempts and standard forms. She is confident that her approximations are important, but she does not consciously relate these to the demonstrations she uses. She sustains her motivation to learn through the interactions and feedback she receives, and understands that this serves to confirm her attempts and beliefs as a user of written language. Her approximations indicate that she is committed to maintaining for herself and others the meanings of the texts she reads and writes. She is aware that there are differences between her attempt and the conventional and 'correct' standard form. She is able to transfer for her own purposes, information from both the classroom print immersions and demonstrations provided by others, but this transference, at this stage is still limited.

4.6.8. OBSERVATION- SOCIAL INTERACTIONS FOR LITERACY

Appendix 13 (A)

Observations of responses to social interactions for cognitive, attitudinal and affective literacy development within a small group context were recorded. These involved those interactions initiated and sustained by the
case study learner and those by other learners within the group. The context was a small group reading and writing activity that involved three children from the age grade ranges of Kindergarten and Year One. The duration of this observation was approximately ten minutes. The results are as follows and are presented in table and graph form.

Table 4.14

<table>
<thead>
<tr>
<th></th>
<th>FREYA</th>
<th>OTHERS</th>
<th>TOTAL</th>
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<td>9</td>
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<tr>
<td>AFFECTIVE</td>
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<td>4</td>
</tr>
<tr>
<td>TOTAL (41)</td>
<td>17</td>
<td>24</td>
<td>41</td>
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</tbody>
</table>

Figure 4.14

Descriptive Summary:

Out of the forty-one interactions that occurred during this observation period, the case study learner initiated and responded to eleven interactions for literacy cognition, including clarifying, providing information for others and linking connections, of a total of twenty-eight such interactions, which was 39.2% of all language
cognition interactions.

Interactions that supported attitudinal development for literacy remained proportionally high, in that the case study learner initiated and responded to three attitudinal interactions out of a possible six, thus 50% of such interactions.

Affective interactions for literacy development was low at four total interactions that supported this aspect of literacy development, and the case study learner interacted once or 75% of this total.

A sociogram depicting the flow of interactions is as follows:

**Figure 4.15**

![Sociogram](image)

This sociogram does not depict the type of interactions per se, but indicates the relationships between the members of the group that serve the interactions for cognitive, attitudinal and affective developments for literacy. All members interacted with each other, and served these cognitive, attitudinal and affective interactional needs in literacy, for each other. It is important to note that all members interacted with the case
study learner, Freya, but that no Kindergarten children were asked to join the group at this time.

**Interpretive Summary:**

The observations of these interactions within this group context, indicated that significant support for literacy cognition could be found for all members. Further literacy support for attitudes and affective developments for literacy were not as prevalent, indicating the purposes of the group, at this stage of the observation, was largely information, clarification and linking connections of understanding and information about literacy acts the members were engaged in.

The conditions that related to this context were demonstrations, immersions and approximations, with self-directed and self-regulated problem-solving indicating responsibility by the learners. All members interacted with one another, and this could reflect that their literacy needs were met within the group, and so did not need to initiate interactions with others. The group was not directed in membership, as these learners elected to work together, and did so regularly.

These interactions have also significantly influenced this case study learner's literacy cognition for the processes, strategies for problem-solving, and products she undertakes, through the conditions for learning such contexts provide. To a lesser degree, these interactions have served her literacy needs for supporting positive attitudes to literacy and oral language acts and attempts, and have
enhanced her self-concept as a language user. It is interesting to note, that again proportionally, this case study learner's frequency of interaction of cognitive, attitudinal and affective interactions, was similar to the previous case study learners, Tim and Rachel.

4.6.9. ARTIFACTS - WRITING.  

Appendix 15 (C)

Descriptive Summary:

Freya's writing samples indicate the following attainments:

* Has understandings that print immersions can be used to assist writings.
* She understands that written language is different to spoken language.
* She will attempt to write what she wishes to say.
* Understands written language directionality.
* She is aware that written language is governed by conventions, structure and information needed to meet audience needs.
* Produces identifiable approximations, and will attempt words she does not know using the spelling strategies she understands.
* She will use reference to assist her spelling attempts towards standard form.
* She displays a growing understanding of the basic forms of punctuation.
4.6.10. ARTIFACTS - READING

Descriptive Summary:

Freya's reading checklist and current book selections indicate the following:

* She is beginning to be able to predict, check and confirm her attempts using cues for reading.
* She is able to retell stories.
* She is able to sequence the episodes of a story.
* She demonstrates reading-like behaviours, and will finger and voice point, pause, and use picture cues to assist her with the meaning of the text.
* She can follow written directions.
* She is beginning to distinguish between fact and fiction.
* She understands most relationships between punctuation conventions and the meaning of the text.
* She demonstrates and transfers concepts about written language to her own writing.
* She makes appropriate and varied selections of texts most times.

Interpretive Summary:

Freya shows she is developing her shows she is developing understandings and use of strategies for her writing. She is not yet able to manipulate these strategies flexibly so as to achieve her meanings. She is beginning to understand that writing is a process, and that form is governed by purpose and audience. She is committed to ensuring that the conventions for writing she knows are used, so that others may share her messages most times.
Freya is beginning to note the relationships between reading and writing, and attempt to use these for her reading and writing attempts. She understands that her reading experiences help her writing experiences and visa versa. Her reading indicates that she understands she has to reconstruct the message of the text, and that the purpose of reading is to make sense. She attempts self-corrections when meaning is lost, using the reading strategies she knows. She also makes varied and mostly appropriate selections of texts, indicating she is learning to understand what criterions she needs for text selections so that she gain satisfactions from the text's messages.

4.6.11 INTERPRETIVE SUMMARY OF LITERACY ATTAINMENTS

- FREYA

The data collected and categorised about this literacy learner, indicates early and emerging understandings of the processes for, and relationships between reading, writing, and oral language. She understands that language is for meaning, that it differs according to purpose and context, and that language users manipulate their language strategies accordingly. To this end, Freya demonstrates that she is moving towards an early 'stage', for her literacy attainments.

The conditions for language learning that are reflected within her classroom context have influenced significantly this literacy development, particularly immersions of print, demonstrations of literacy processes, the teacher's expecations, learning from approximations, using literacy and oral language for her own purposes and appropriate feedback.
From the data collected, the variety of social interactions she
initiates and responds to, have supported these conditions and have
assisted and enhanced her literacy development, particularly for literacy
cognition.

4.7 SUMMARY OF CASE STUDY LEARNERS

Many of the literacy attainments for the case-study learners
were as a direct outcome of the teacher's beliefs and practices that
provided within this multi-age context, promotion of conditions for
oral language and literacy development, organisations that established
predictable procedures so that these learners understood the
expectations and choices for their learning that was available to them,
support from a variety of significant 'others', and social interactions
that were based on needs and social groupings that in turn, further
supported conditions for learning so as to facilitate learners cognitive,
attitudinal and affective literacy developments.

The pivotal features of this context for these case study
learners, was the significant opportunities they had for the conditions
for oral and written language to be initiated and sustained through
these social interactions. These included learners from a wide range of
oral language and literacy proficiencies and needs, and provided these
case study learners opportunities to 'take the lead' for others, or to
follow what others had suggested and demonstrated. In essence this
social interactive context allowed these case study learners a
multiplicity of roles and contexts for their own literacy development and to sustain the development of others. This must have considerable bearing on these case study learners's cognitive, attitudinal and affective development for literacy.
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 RESTATEMENT OF THE PURPOSE

The purpose of the study is to illuminate the development of early literacy learners within one multi-age, 'whole' language context, and to correlate the social interactions reflected in this context, with learners' literacy cognition, attitudinal and affective developments for literacy.

This study has examined the teacher's beliefs and practices that have initiated and supported the classroom organisations for social interactions for literacy learning within one, multi-age, 'whole' language classroom. Case study learners have been examined so as to describe their literacy attainments and to depict the social interactions that have supported cognition, attitudes and affective development for these literacy attainments.

This study has developed a set of procedures for illuminating the social interactions that support literacy development for learners within, this multi-age, 'whole' language classroom. These make explicit the teacher's beliefs and practices for literacy that can initiate and sustain such social interactions for literacy learning. Through implementation of the recommendations that emerge in this study, teachers will be able to further attempt and undertake multi-age organisations, establish credibility with the community by justifying the literacy program in operation, and by extending and modifying their current beliefs about 'whole' language learning, and to organise their classrooms so that social
interactions are an integral focus of the literacy learning occurring.

5.2 PRINCIPLE FINDINGS FROM THE CORRELATED DATA

As the main thrust of this study is to show the relationships between teacher beliefs and practice for literacy learning, social interactions that support this literacy learning, and the literacy attainments and social interactions occurring for learners's literacy attainments, it seems pertinent to initiate findings and conclusions by first examining the teacher's beliefs and practices for literacy learning, and the social interactions inherent, as an outcome of these beliefs and practices. Next, the literacy attainments and social interactions that support literacy development for the case study learners need to be investigated. These two aspects encapsulate the premises developed throughout the study which in turn will show the relationships between the conditions within the classroom and social interactions for literacy learning.
5.2.1. **THE TEACHER'S BELIEFS AND PRACTICES FOR LITERACY AND SOCIAL INTERACTIONS.**

The case study teacher beliefs and practices for literacy were shown to support axioms for 'Whole' language learning. These emphasised such theoretical issues as 'meaning should be integral to literacy acts', 'oral language and literacy acts are superficially different and should be integrated processes', 'written language should develop through similar ways that oral language has developed for learners', 'literacy learning is subject to conditions', 'interactions amongst learners supported conditions for learning', 'language learning should be within language 'wholes' and not fragmented' and 'language learning is a thinking, (cognitive), knowing (attitudinal), feeling (affective) activity', and that 'learning, to be successful, had to be durable and transferable'.

The teacher's beliefs and practices endorsed and confirmed these presuppositions, with heavy emphasis placed on 'whole' contexts and the conditions for learning as being paramount for her beliefs, and for guiding her literacy practices. Social interactions were seen as an outcome of her beliefs about the conditions for learning and as a means of further implementing these conditions within the classroom. The notion of individual rates, proficiencies and needs for literacy learning, as substantiated by these findings, indicated the teacher believed that these could best be met within the framework of diverse, age/grade ranges of self-selected and teacher-directed 'tutor' groupings, that further sustained those conditions in operation, implemented by the teacher within the organisational framework of her classroom.

Her ongoing evaluation procedures focussed primarily on observing learners within group settings, that included whole class, learner-selected groups, teacher-directed 'tutor' groups, and individual contexts
such as individual conferences. These indicated that variations of groupings within the classroom, provided the teacher a range of learning contexts from which to observe learners's literacy developments, and from which to make informed decisions regarding future literacy practices and conditions for learning she needed to further emphasise, based on her literacy beliefs confirmed through the classroom context. Figure 5.1. describes the procedure for beliefs, practices, conditions for learning and social interactions as sources for evaluations and further planning of practices, based on confirmed or modified beliefs.
5.2.2 **RECOMMENDATIONS: Theory and Practice.**

Writing and implementing literacy programs and practices, and thus, implementing considerable organisations for literacy learning within a multi-age class, requires expertise and understandings about 'whole' language. In order to do this, a strong and consistent theory base about 'whole' language and the inherent psycholinguistic theories that have shaped this paradigm is required for teachers. As with children, teachers are often at various stages of development about understandings at both theoretical and practical levels.
One of the many ways to address this problem is to ensure teachers understand the cyclic processes of beliefs-practices-(organisations that implement these theories and practices)- evaluations (both learners and the teacher's own theories and practices as an outcome of these evaluations) - confirmation/modifications to theories and practices as resultant outcomes of this cycle within multi-age, 'whole' language classroom contexts.

Inservice support is also recommended and should take several forms, and be related to several areas of concern in addressing teacher needs and concerns about such multi-age contexts, but always with the obvious connections of theory and practice being evident. Once the theory and practice issue is valued then the need for correlation between practice, organisations and evaluations for these beliefs and practices will be seen as essential.

Further, inservice support should focus on facilitating teachers who are experienced in multi-age contexts, explaining their 'whole' language theories, practices, organisational decisions as outcomes of evaluative measures for multi-age classes, as a means for teachers to undertake, clarify, and problem-solve, their concerns related to this classroom organisational context. This was clearly seen from the data collected and correlated about the case study teacher (See Appendices 1,3,&4) as pivotal for her undertaking, clarifying, problem-solving and extending her own theories and practices, through discussions with an experienced and significant 'other'.

As well, in initiating such a classroom organisation as multi-age contexts, parents need considerable information about the teacher's beliefs and practices in regard to these classroom contexts and the effect this may have for their children's literacy learning. This information needs to be sustained through a variety of parent-teacher contacts for different purposes highlighting differing aspects of this classroom context, so as to allay what might be prejudices about such classrooms and the outcome for learners within. Such contacts can include parent-teacher meetings and interviews, explanations of program developments through notes and meetings, and also needs to be provided by two sources, the teacher and through the learners themselves.

An important means of describing to parents their children's literacy attainments, the teacher beliefs and practices in operation, and validating these with tangible evidence, was the frequent reporting by children of their literacy attainments in the form of 'process' and progress reports. These were regular (six to eight weekly) reports that highlighted the teachers beliefs and practices for literacy, and thus explained and inserviced parents about the influences within the multi-age classroom context, demonstrated through their children's products at various stages of undergoing literacy processes, of which the learner's themselves 'explained' to their parents in addition to the
teachers comments about these attainments. This form of reporting to parents and in influencing their perceptions of current teaching practices and the theories that influence these, as well as the outcomes for learners within such settings, would be valuable for all teachers to adopt, and not only for multi-age 'whole' language classrooms.

5.2.3. TEACHER BELIEFS AND PRACTICES ABOUT SOCIAL INTERACTIONS FOR LITERACY LEARNING.

The teacher's beliefs indicated her tacit knowledge regarding social interactions in facilitating literacy learning, through promotion on conditions for learning. Because the teacher had not taught such an age/grade range class previously, and was concerned about meeting these literacy needs, and she believed that learners benefitted from social interactions based on her experiences in other classes, and that this should also be the case within this multi-age context. Further, she perceived these social interactions as augmenting and sustaining conditions for children's literacy learning.

She believed that organising for social interactions should provide a twofold means of addressing her beliefs and concerns. These were that such multi-age classes needed considerable organisational skills to implement her beliefs and practices, and that the prime means of meeting the literacy needs within such a class, rested on learners, themselves, being prime sources of learning for all
or other class members. The learners would thus provide further sources of immersion, demonstration, expectations, support approximations, allow learners to initiate and take responsibility in various ways for their literacy learning, allow opportunities for all learners to develop a range of purposes and uses for their literacy attempts and to be important sources of feedback on these attempts. Figure 5.2 describes this process.

**Figure 5.2.**

![Diagram showing the relationships between Teacher's Beliefs & Practices, Classroom Organisations for Literacy, Social Interactions, Conditions for Learning, and Literacy Development.]

This was supported by the data collected about the case study learners's literacy attainments and perceptions of the importance and influences social interactions had for their literacy learning. This data indicated that for all these learners, that social interactions as an outcome the teacher's beliefs, practices, and therefore organisations for literacy learning and social interactions, that they had significantly benefitted in their literacy cognition, attitudinal and affective developments.

Figure 5.3 describes the relationships between the teacher's
literacy beliefs and practices for literacy development, how these influence her organisations for social interactions, the conditions for learning, and evaluations, so that literacy development within this contexts ensures "enduring literates" (Brown & Cambourne, 1987).

**Figure 5.3**

5.2.4 **RECOMMENDATIONS: Social Interactions.**

The issue of social interactions as furthering the conditions for literacy learning became evident during this study. The teacher placed great emphasis on these conditions for learning, and it was as an outcome of organisational needs, that arose from implementing practices for this multi-age, 'whole' language class, that these social interactions for supporting learners cognition, attitudes and affective literacy development became evident as a means of furthering these conditions for literacy learning.

The concepts of teacher and learners being co-investigators and peer and self-evaluation was developed, along with the idea that evaluation is best done integral to the teaching/learning activities with a variety of social contexts, and not separate from them. This enabled the
teacher to make changes regarding classroom practices and organisations that supported her beliefs and practices, and encouraged a variety of social interactions, where learners had significant choice and responsibility, and as well to further value her 'co-workers', within this context.

It is recommended that teachers initiating, attempting or sustaining current multi-age classroom organisations, do so with considerable emphasis on the conditions for learning. The inherent classroom organisations, as an outcome of teacher beliefs and practices needs to consider the range and purposes of social interactions for literacy learning in terms of language contexts, functions, purposes, and in relation to the conditions for literacy learning. That the learners within such contexts have significant opportunities to direct and regulate their literacy learning through self-selections of social groupings for a variety of purposes and needs, and that teachers also provide flexible and directed groupings for a variety of purposes and literacy needs as an outcome evaluation measures.

Further, the recommendation that such social interactions also be seen to provide significant opportunities for teachers and learners to co-investigate learners's developments, proficiencies, and needs through evaluative and monitoring measures, that in turn provide sources for the teacher's own evaluative measures regarding her beliefs, practices and organisations is regarded as highly significant.
5.3 LEARNERS'S LITERACY ATTAINMENTS AND SOCIAL INTERACTIONS.

From the categoried data, relationships between learner's literacy attainments and the social interactions that supported conditions for learning was apparent. These relationships evidenced considerable emphasis on the diversity of interactions that supported conditions for literacy learning, learners's perceptions of the value such interactions had for assisting their literacy development, and as well, for monitoring their literacy attainments in regard to the feedback they received from others.

This awareness on the learners's part, was through the explicit teacher expectations, organisations, practices, and variety of opportunities the teacher provided for learners's to take responsibility for regulating and directing their literacy learning, as an outcome the teacher's literacy beliefs. In effect, the teacher had organised her classroom over time, so that learners were aware of explicit, and in some cases, of the implicit conditions for their literacy learning through the variety of socially interactive contexts, which included whole class, self-selected and teacher-directed groupings, and individual contexts.

The data collected and categorised, highlighted that learners's literacy development was considerably augmented within their own perceptions of their literacy learning and attainments, as an outcome of these social interactions, and that the teacher's beliefs and practices about 'whole' language, were in essence, being implemented so as to meet these learners's literacy needs.

Figure 5.4 demonstrates the relationships to literacycy learners or in this case, "enduring literates" (Brown & Cambourne, 1987), of these social interactions that support cognitive, attitudinal and affectives literacy developments, to the conditions for learning.
Thus, for literacy learners to develop their literacy cognition, they need the conditions for learning to be operating within their learning contexts, and social interactions, whether they are in whole class, or small groups that are either learners or teacher directed, support conditions that allow this literacy cognition to occur. This applies also to learners’s attitudinal and affective developments for literacy.

Social interactions that are not sustained by the overall conditions the class teacher establishes as an outcome of her beliefs and practices,
and therefore effect her organisations, implies that development of cognitive, attitudinal and affective literacy developments for learners would be significantly reduced.

5.3.1 **RECOMMENDATIONS: Social Interactions and Conditions for Literacy Learning.**

Following from the above findings, it is recommended that teacher beliefs and practices significantly reflect the conditions for literacy learning as a basis of literacy beliefs and practices, and as a strong consideration of classroom organisations for literacy practices undertaken and selected by the teacher. These organisations should consider these conditions for literacy learning, in light of the multiple social interactions that are considered in essence, the outcomes of the teacher's beliefs and practices. It is also paramount that teachers consider these conditions in evaluating the 'quality' of social interactions for literacy learning, the classroom environment they establish, and the responses to these conditions by their literacy learners.

5.4 **RECOMMENDATIONS FOR FURTHER RESEARCH.**

Following the above findings and recommendations, it is recommended that this study be replicated in similar multi-age, 'whole' language classes to confirm the factors involving teacher beliefs and practices for literacy learning and social interactions within multi-age, 'whole' language classes, over a longer and sustained length of time. Confirmation of literacy attainments by literacy learners in relation to the social interactions that support cognitive, attitudinal and affective developments for literacy learning, also needs to be further investigated.
Further research is needed to investigate the relationships of literacy attainments to the social interactions that can occur within such classrooms. Moreover, the nature of these social interactions also need to be investigated so as understand the relations these contexts have to the conditions for learning, to formulate indicators for qualifying such interactions amongst diverse age/grade ranges, and qualities these interactions may offer learners because of the diversity of needs and proficiencies such multi-age 'whole' language classrooms may offer.

Longitudinal studies that relate social interactions within multi-age, 'whole' language classrooms to the natural learning that occurs amongst siblings in familial contexts, may serve to uncover specific features of these interactions amongst heterogenously grouped classes. These studies may further illuminate ways to relate how children learn within the natural contexts and relationships amongst siblings, to multi-age classrooms, so that schools may more readily replicate such learning conditions. This in turn, may be related to 'whole' language theories that may confirm or need to be modified in light of further information of how children best learn.


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APPENDIX 1
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SEMI-STRUCTURED INTERVIEW

TEACHER INTERVIEW


Note: In these transcripts C.W represents the researcher, M.B. represents the Teacher - respondent of this research.

1.1 C.W: "Michelle, Tell me how you came to undertake multi-age groupings in your school?"

1.2 M.B: "Well, I didn't know how I was going to manage, .... because our numbers looked so unbalanced last year. Debbie, the other teacher here, looked as if she was going to have to take a Kinder, Year One with really big numbers....too many children really.......... and it looked as though I'd have the Year Two's and any left over kids. ...................... When you came out last year, you know. as the Language Consultant, it was just great!.... You really 'saved our bacon' when you told us about your family groups. I think, no, I'm sure, that's what convinced me to give it a try. You were just so enthusiastic and excited by it... you know, that's very catching,... and I suppose that 'cinched it' for me. It also helped solve our problems with numbers. You know, I had thought of this before you talked about family groups, but I wasn't clear, or game enough for that matter, to give it a go. You made it seem really easy. Well. maybe not easy ...but at least feasible.

1.18 C.W."Yes, I see. Any other reasons ?"

1.19 M.B." Well I really do believe children learn from each other,.... I encourage it in all my classes, and certainly as Principal of this school. I do feel that children need lots of different models to learn from....and this sort of class really lets you 'get on' with this kind of learning. I know this sounds really glib, but I do think its true, especially where there are lots of different ages of children to help each other. It really makes sense, letting children learn from each other, and it fits in with whole language."

1.27 C.W." Any other reasons? "
1.28 **M.B.** Well, I think it fits in with my philosophy of how children learn. I know we’ve talked about this before, we really have similar views on children’s learning... it fits in with both my classroom philosophy and how I like children to work together and letting children take responsibility in their learning."

1.33 **M.B.** You know, too ... when you lent me your program, and those things I could really see the potential for our kids. I felt that this might also bring this little school a lot closer. And I could see how you could actually go about teaching, organising this type of class....You put a lot of work into it, didn’t you ?... You know... when I saw your program, I just felt so inadequate, but when I really looked at it, I thought I could do it. And you did say you would be available, if I needed help... that helped."

1.41 **M.B.** "I still worried about it... but I was more worried about how the parents were going to react. You know....what you suggested....you know.... what you did in your school.... well I thought about it... and I called a parents’ meeting about it. I told them the position the school was in with numbers,... then I told then what I thought about how these sort of classes was benefical for childrens’ learning, and how this could be one of the best ways in which their children could learn.... in the class and from each other. I had a few parents that weren’t happy about this at all! They really thought,that this sort of class would disadvantage their children and it really wasn’t fair to expect them to learn from each other. That was my job! I’m the teacher...so I should teach!"

1.54 **C.W.**"How did you convince them, then?"

1.55 **M.B.** "I asked them how many had more than one child here at school...Then, I asked them, what sort of things had they seen their younger children learn from their older children.....They came up with so many things! Then, I explained that these were the very sorts of ideas I wanted to promote in my class..... I also told them that, ....what you’d told me... that you had to ensure that older, mature and gifted , as well as all the other children got a chance to develop... and that it wasn’t going to be the same
children teaching others all the time.... That would come into the
activities and my teaching everyday, so it would change all the
time. Also I explained again, my philosophy of teaching and
learning... and although I didn't convince all the parents 100%,
at least I got them to agree to giving it a go. .... Plus, they do know
me here.... I've been here two years.... this is my third..... as their
principal.. and that helped enormously. Some parents defended
me to the 'hilt', about this. That was very reassuring, you know."

C.W." So really, you had ideas established as to what this could
achieve for children's learning?
M.B."I did have some ideas how this could help children learn, but
they weren't all that clear, really. ... I did need to get 'in' and do
some reading... and talk to you...you were a great 'sounding-board'
to help 'clear-up' my ideas. But, I think that the best aspect of
this kind of class really are the opportunities children have to
tutor each other....do you like that word?.... I do think that I've
really encouraged this in the past, but not quite as consciously as
I did this year. I've been amazed, at what the children have learnt
from each other.... and how responsible they've become.... It got
to do with seeing how the older children behave and do
things........And you know, another thing that's really great about
this class?...is that children can find someone who they can be
matched with.

C.W."How do you mean?"
M.B.Well, in a 'normal' class you have children that are either too
mature, clever or immature, and don't seem to have anyone they
can establish some sort of friendship or link with. But in this
kind of class... this doesn't seem to happen as much....there's
always seems to be someone to help their needs... you know...
their learning and self-esteem. Like Jamie... he didn't really fit
into his Kindergarten class last year. Debbie did everything to
help him, but because he's so awkward and immature, and his
home life so 'up and down', he can be really difficult when he
plays out his feelings.......... now,Tim and John, are two of the
older boys that have really taken him 'under their wing', and
Jamie just loves it. He's learnt so much from them, and they're
almost two years older than Jamie. Their so patient with him. It's really nice to see, all of them, together. That couldn't happen in an 'ordinary' class, Jamie would really be on his own... and I'm sure he wouldn't have learnt as much. The two boys have really helped his reading and writing, ....so I encourage this... but that's just one example. The children are all helping each other to learn, and all the time.

C.W."How did you see this fitted in with your notions of literacy learning?"

M.B."Well, obviously you'd know about Cambourne's Conditions for Learning,...I just think that this kind of class would add to this. Children would have so many other ways they could see demonstrations of reading and writing...get lots of feedback from others,... have many models of how you can learn from the other children, and they would be a very wide range from them to choose from. They could really get help as they needed it, and take what they needed from the other children. Am I making sense to you?

C.W. "Yes, go on."

M.B. "Well... they have interaction with other children, in groups or freely... and they are able to have of support for their learning by seeing such a range, listening to so many ideas, and ways of doing things, so that they can take what they need for their learning, when they needed it. I think this situation would give them more scope.

C.W. 'Tell me further about how such a context could help childrens' reading and writing.

M.B." Well.....ummmm...Take for instance Jamie. Jamie's background is not terribly helpful for his reading and writing. He hasn't had much contact with books, or print, or does his mother really spend time talking to him.....In the class he gets lots of help through being with other children, and all this is at so many levels, that he is immersed in such a variety of language ....and he also sees so many kinds of demonstrations because of the variety in my class........ His self-esteem has
really improved........other children can help him, and he can help others as well. I think this sort of class has really changed his attitude about himself.

C.W. "You mentioned self-esteem. What else can you tell me about this in relation to your class?"

M.B. "Look....it's hard to prove....but I know this sort of class really gives children lots chances at developing their self-esteem. I can see it everyday. I'm not teaching all that differently to last year...of course you always improve on things....but I know children get a lot more from this class...than others...... I know my expectations do influence this, but I've always had high expectations anyway......but I really think that having so many ages and levels of development really lets my children find their own place among it all. They feel secure, and they trust the other children......of course sometimes other children aren't kind... but that's part of life.....and it doesn't happen all that often. They really do try to help each other and be kind to one another. .................. I also find, the older children are very responsible to the younger ones, and that also helps, too.

C.W. "Tell me what you can about your class, now. Has there been any changes because of its multi-age?.

M.B. " Now...mmmmmm... I need a moment to think..... Alright!

Now, I think I'm more conscious of how children learn and how they learn from each other. Before, I certainly didn't consider it as much as I do now, at least not in the same way. I've changed a lot with this class, because I've really had to think about how I was going to meet their needs. My role has changed too. Because the children help each other so much, I'm not teaching the way I use to, I tend to move around alot and work with small groups mostly. I hadn't worked like this before, not as much ...Ummm..... I've changed, no the class has changed too, because I've had to try so many ways of organising them so they could work and learn together, and this has made me change my teaching too. And they've got use to me and how the class is managed and that's really helped for any new changes I've made, like the learning centres and the contracts and choosing who to work with, and letting
1.173 others join groups..... I've also relaxed more. I'm not as
1.174 concerned about whether they're learning to read or write,
1.175 and the evaluations I use are easier, I understand them better,
1.176 and I'm trusting my own judgement more....Also, Claire... I've
1.177 tried new ways of teaching...or its more like that I'm using
1.178 methods I use to use before... like the board stories, but I have
1.179 a different purpose now. I read alot more to children... and
1.180 lots of different kinds of books for subjects..........I think one of
1.181 the biggest things that has helped changed me has really beer
1.182 to see your program. I don't think I would have this class
1.183 under control if it hadn't been for that.... You know.....
1.184 everytime I got stuck for ideas.... I'd read your program, look
1.185 at your class plan and look at the areas you'd organised in your
1.186 classroom, and that would give ideas. That really helped you
1.187 know. Is that it?
1.188 C.W. If you want.
1.189 M.B Yes, that's enough!
FIELD-NOTES BASED ON INFORMAL INTERVIEW WITH
TEACHER
(MARCH, 1989)

16th March 1989.

Michelle

- Stand back - make all kinds of
  text - "swingeand" to give experience
  e.g. Many the Dirty Dog - Dinah's
- Reading problems with boys not
  working properly - together
  - I'll have done really know what's
  expected - same year 2 do too - too
  immature

- What to do with kids - structured
  Play? Finish too quickly - others
  want to do this rather than their
  work

- Can't cope with all the ages - too
  different - what did I do? - Warren's
  kids are all over the place!

- Is write + language ok only?
- Does Art, craft, listening posts, Spell,
  Big Book, reads books, drama,
  Writing + Dictated work - is it enough
Michelle

16th March 1989.

- Shared book - reads all kinds of text - "emergesbord" to give experience.
  - Kay the Dirty Dog - Dinsdale.
  - Has problems with kids not working properly in groups - 7/11 have done really hard work.
    - Expected - same year 2 ability.

- What to do with Kindey? - Sometimes Play? Finish too quickly - others want to do this rather than their work.

- Can't cope with all the ages + their needs - too difficult - what did I do? - Warmin' kids are all over the place!?

- Is weath + language ok only?

- Does Art, craft, listening posts, USK, Big Book, read books, drama, writing & dictation work - is it enough?
Very directed — "train" children — have to tell them what to do — repeat and demonstrate all the time.

Want kids to learn language — very important for all learning — concentrate on 3R's — must do this — everyone.

Ordered from Asst —
Bookshelf — 1-7 + Big Books from Nelson, Rigby — HBJ — put together some sets.

How do you organize language block so that all kids are working at own level?

Are they handy — what!!!

What to do about learning areas — kids find book corner/art/craft/science) listening food the most popular — all want to use it, and if not directed — spend all their time there.
- spends most of her time mentally
  kids - tell them what to do -
  what to do next - show up again
  + again - how to get around the
  kid running off to toilet all the
  time? what to do?
- class rules? - what to do?
  what about area?
- what do you mean finish assigned
  tasks - how can they take more
  responsibility? - contacts? simple
  + structured to begin with
  with kids taking in more responsibility
  list of modalities to support this
- children must know expectations
  'not good at chemistry' - let them attempt
  learn about what's appropriate
- constraints for learning operate now
APPENDIX 2
Directions: Read the following statements, and circle one of the responses that will indicate the relationship of the statement to your feeling about reading and reading instruction.

(select one best answer that reflects the strength of agreement or disagreement)

1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.

2. An increase in reading errors is usually related to a decrease in comprehension.

3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.

4. Fluency and expression are necessary components of reading that indicate good comprehension.

5. Materials for early reading should be written in natural language without concern for short, simple words and sentences.

6. When children do not know a word, they should be instructed to sound out its parts.

7. It is a good practice to allow children to change what is written into their own dialect when learning to read.

8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.

9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.

10. It is a good practice to correct a child as soon as an oral reading mistake is made.

11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.

12. Paying close attention to punctuation marks is necessary to understanding story content.

13. It is a sign of an ineffective reader when words and phrases are repeated.

14. Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.

15. When coming to a word that's unknown, the reader should be encouraged to guess on the basis of the meaning and go on.

16. Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest).

17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.

18. Flashcard drills with sightwords is an unnecessary form of practice in reading.
19. Ability to use accent patterns in multisyllable words (pho' to graph, pho' to' graphy, and pho to gra' phic) should be developed as part of reading instruction.

20. Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.

21. Formal instruction in reading is necessary to ensure the adequate development of all skills used in reading.

22. Phonic analysis is the most important form of analysis used when meeting new words.

23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.

24. Word shapes (word configuration) should be taught in reading to aid in word recognition.

25. It is important to teach skills in relation to other skills.

26. If a child says "house" for the written word "home", the response should be left uncorrected.

27. It is not necessary to introduce new words before they appear in the reading text.

28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).
Name: Michelle

Read the following statements, and circle one of the responses that will indicate the relationship of the statement to your feeling about reading and reading instruction.

(select one best answer that reflects the strength of agreement or disagreement).

1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.
   - 2 3 4 5
   - SA

2. An increase in reading errors is usually related to a decrease in comprehension.
   - 2 3 4 5
   - SA

3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.
   - 2 3 4 5
   - SA

4. Fluency and expression are necessary components of reading that indicate good comprehension.
   - 2 3 4 5
   - SA

5. Materials for early reading should be written in natural language without concern for short, simple words and sentences.
   - 2 3 4 5
   - SA

6. When children do not know a word, they should be instructed to sound out its parts.
   - 2 3 4 5
   - SA

7. It is a good practice to allow children to change what is written into their own dialect when learning to read.
   - 2 3 4 5
   - SA

8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.
   - 2 3 4 5
   - SA

9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.
   - 2 3 4 5
   - SA

10. It is a good practice to correct a child as soon as an oral reading mistake is made.
    - 2 3 4 5
    - SA

11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.
    - 2 3 4 5
    - SA

12. Paying close attention to punctuation marks is necessary to understanding story content.
    - 2 3 4 5
    - SA

13. It is a sign of an ineffective reader when words and phrases are repeated.
    - 2 3 4 5
    - SA

14. Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.
    - 2 3 4 5
    - SA

15. When coming to a word that's unknown, the reader should be encouraged to guess on the basis of the meaning and go on.
    - 2 3 4 5
    - SA

16. Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest).
    - 2 3 4 5
    - SA

17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.
    - 2 3 4 5
    - SA

18. Flashcard drills with sightwords is an unnecessary form of practice in reading instruction.
    - 2 3 4 5
    - SA
19. Ability to use accent patterns in multisyllable words (pho' to graph, pho to' gra phy, and pho to gra' phic) should be developed as part of reading instruction.

20. Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.

21. Formal instruction in reading is necessary to ensure the adequate development of all skills used in reading.

22. Phonic analysis is the most important form of analysis used when meeting new words.

23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.

24. Word shapes (word configuration) should be taught in reading to aid in word recognition.

25. It is important to teach skills in relation to other skills.

26. If a child says "house" for the written word "home", the response should be left uncorrected.

27. It is not necessary to introduce new words before they appear in the reading text.

28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).
Name: Claire

Directions: Read the following statements, and circle one of the responses that will indicate the relationship of the statement to your feeling about reading and reading instruction.

(select one best answer that reflects the strength of agreement or disagreement).

1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.

2. An increase in reading errors is usually related to a decrease in comprehension.

3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.

4. Fluency and expression are necessary components of reading that indicate good comprehension.

5. Materials for early reading should be written in natural language without concern for short, simple words and sentences.

6. When children do not know a word, they should be instructed to sound out its parts.

7. It is a good practice to allow children to change what is written into their own dialect when learning to read.

8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.

9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.

10. It is a good practice to correct a child as soon as an oral reading mistake is made.

11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.

12. Paying close attention to punctuation marks is necessary to understanding story content.

13. It is a sign of an ineffective reader when words and phrases are repeated.

14. Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.

15. When coming to a word that is unknown, the reader should be encouraged to guess on the basis of the meaning and go on.

16. Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest).

17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.

18. Flashcard drills with sightwords is an unnecessary form of practice in reading instruction.
19. Ability to use accent patterns in multisyllable words (pho' to graph, pho' to gra' phy, and pho to gra' phic) should be developed as part of reading instruction.

20. Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.

21. Formal instruction in reading is necessary to ensure the adequate development of all skills used in reading.

22. Phonic analysis is the most important form of analysis used when meeting new words.

23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.

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25. It is important to teach skills in relation to other skills.

26. If a child says "house" for the written word "home", the response should be left uncorrected.

27. It is not necessary to introduce new words before they appear in the reading text.

28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).
APPENDIX 3
TEACHER INTERVIEW 3  
(29th AUGUST, 1989)

3.1 C.W. Tell me about your educational background. (Training, experience, interests etc.)

3.3 M.B. "I trained at Armidale, a 2 year Infant's course, then I did some external work for my three year conversion, and I've also subsequently done a 4 year conversion, at Milperra. That was good. It really helped my to 'put-together' how children learn to read and helped me to understand language...I've been a Visual Arts Consultant in St George, and my special interest ....really has to be language and visual arts... There's a good idea for a project, Claire. That can be your next one!"

3.11 C.W. What professional Development activities have you undertaken the last three years?

3.13 M.B. As I've mentioned, all that has contributed to my professional development....ELIC was the biggest influence for language , I got so much out of that course, your inservices...going for my lists, that's really pulled my thinking and philosophy together, Supervision courses, Executive and Effective Schools inservices, the inservices I've done for Mary (Inspector),the reading I've done over the years and trying it out in my classroom. That's been the greatest growth. That, and helping other teachers. Its really interesting how much you really do know."

3.23 C.W. Tell me about your teaching experience.

3.24 M.B "Mostly, Infants, but I've taught both Infants and Primary all over. I've taught at Green Valley, Rockdale, Berala, Laguna St, Kareela, and Here. Mostly in the southern suburbs, except for Green Valley. ......I'd say mostly these have been quite positive, except for a couple, but I won't go into that. "

3.29 C.W. Tell me about your literacy program.

3.30 M.B " I think it's a whole language program. I try to implement Cambourne's conditions, there's literature based reading,... my
children have lots of freedom to choose their activities, their writing, their reading materials, their contract work. I think that I organise so that they can easily work together. They aren't put into ability groups...and when I group them it's on needs, and they know what to do... they know that other children can help them. I try to capitalise on this, because I really do think, it's the best way children learn....they always learn more from other children anyway......They have so many models... and I'm a model too. I have high expectations...and they live up to them, you know. I think they're really confident know in their reading and writing. I give them lots of immersion and demonstrations.I also believe that every thing should be integrated and not in bits. I think my literacy progam meets their needs for reading and writing."

"How do you organise your language sessions?"

I begin it in the morning, until recess, usually with a story or big book or even a writing demonstration. Sometimes we'll do a cloze exercise on one of our books, or the big book we're using. That's for about...15 to 20 minutes...then we do USSR for 10 minutes...and then children can go on with their contracts. I usually conference children and help them in this time, or I might take a group for teaching some particular thing they need help with. That lasts for about forty minutes and then we come back and share what we've been doing in that time with everone, for about 10 minutes.

How do you find this organisation in relation to your multi-age class?

Well, at first I found it difficult. It was hard with the young ones, trying to get round and help them all.....and I didn't really have my routines established, and they didn't know how they could help themselves or other people. I really had to train them. You know...give lots of demonstrations of not only what they were learning, but the routines, what I expected of them, how to use materials,, put it away, class rules, how many people could use an area. I tried to work this out with the children as much as I could so that they
could make some decisions too. Slowly, it has really proved to me that it can work and that people really do underestimate children. Now the children, get in and help each other all the time, its a really harmonious group. If someone hasn't understood something, then there's lots of other children to show them an explain...and I think that's a real plus for this class. .....It was hard to start, but then so are lots of other classes I've had....it all comes together in time."

3.77 C.W. What reading have you done in the area of literacy?
3.78 M.B. "Well, Jan Turbill's book, "Towards a Reading Writing Classroom" helped, so did "Read On" and "Write On", and the PETA books are really helpful too. Also Brian Cambourne's articles you gave me made me think about children's learning and the conditions I ought have in my class,.....and your inservices. They were really practiced."

3.84 C.W What has influenced you? Has it been a teacher, something you've heard or read about, inservice?
3.85 M.B "All those things really, everything I've mentioned......I think Jan Turbill had a big influence on me. She did so much in writing, and she was so well known....I suppose I wanted to find out what it was all about."

3.90 C.W What concerns or difficulties do you have in implementing you Literacy Program?
3.91 M.B "Well, I do worry that all my children are developing to their potential. But I think this is covered by their working together, I know it is, I see it all the time but I do worry about it. I guess teachers are never really happy. I still have problems at times getting some children to finish off their work.. and some children take a long time to want to take responsibility for their work. Its hard because their home backgrounds are so different, and my expectations don't always match what they have at home....some children really don't seem to want direct themselves at all. It's also hard, sometimes, especially in the beginning to organise for all
the groups, to keep track of who's doing what. They do have contract cards they have to tick off, but I still have a couple who don't do this unless I tell them to. I also think that having such a small class has been really helpful. It would be very difficult with a class of thirty or more.

C.W. How do you evaluate?

"All the time, and I used lots of different ways. Every time, I'm with a child, I'm evaluating....I know it's not always conscious, but there's some part of me that's awake to what's happening to that child's reading or writing or oral language. I use anecdotal records, checklists,...I don't use any standardised test, at least not anymore...conferences tell me a lot. I think I use rather informal methods. Oh, I also keep some samples of their work, like their writing, or what they've done to respond to a book, and their reading cards......what they've read........mmmmmm...now I evaluate my program from my objectives...or rather they're goals now, aren't they?. I write a comment about my program or lesson, and about the children....but not in very much detail...more as a memory jogger. That's it.
APPENDIX 4
TEACHER INTERVIEW 4

(7th OCTOBER, 1989)

4.1 C.W. "You mentioned that your involvement with me has influenced your literacy program. Can you tell me about this?"

4.3 M.B "Well, it has, I've learnt so much from talking with you. It's made me really consider what I do with children about their literacy development, what lessons I teach, and how my observations let me group children with similar needs, and definitely made me think about evaluating more than just the program. It's also made me think about the way children work together, and how this really helps their literacy learning.

4.11 C.W. Tell me more about your observations? Perhaps you could tell me Rachel, in regard to the observations you've made about her.

4.14 M.B. "Well, Rachel"s a good example. The thing with her is, that she really knows and understands a lot about reading and writing. Working with other children has helped her to be a lot less shy, and I think more confident in general. She's always eager to help other children, and she easily fits in with the Year Two children, in fact she's more developed in some ways than a lot of them. She's also asks very good questions and gives good answers to problems as well, her explaining this, in class helps other children to learn and to get ideas for solving problems in their reading and writing. She's also very helpful in giving children some ideas about how their writing is going. I think that this has a lot to do with her being such a good reader, you know.

4.27 C.W. Tell about what you've observed for her literacy development?

4.28 M.B "Well, the last time I did a cloze exercise with the class, I did his as an input by taking another child's piece of writing and asking the class to help predict what could be in the writing. Rachel, really came up with some very good ideas, so good that the child whose writing I used, took her up on some of her suggestions. Also, she then went off a designed her own.
cloze for the class to have a go at reconstructing

"Her writing is showing improvements..... She's providing a lot more detail in her writing...... It's better organised than it was earlier in the year,...... She definitely has more control over her spelling and punctuation. For example, I've noticed that she's now using direct speech at the right times, .......... she also has a growing awareness of what other children will enjoy, so she's writing more to an audience than she ever used to..... like when she includes sounds and exclamation marks to emphasise the meaning of her writing....... She still has problems with spelling, but this shows me that she's really trying to use what she knows to try to spell other words. I think her 'tries' are really very good and sensible. ............ Her reading...... ummmmmm.... I've noticed that that's improved too........ mostly because she built up her experiences with books... she's usually the first one in in the morning to change her books for Home Reading..... and she's trying to read a greater variety..... like the non-fiction books over there. and she doesn't return as many as she use to ... I think she's choosing books more appropriately and she's reading better........ Her re-tellings show that she really understands what she reads.... and I suppose that's what reading's about.

"You mentioned previously that you don't group children into ability groups, but that you group them according to what you see are their needs. Can you tell me more about this?"

"Alright,.... when I see children have common problems, like with their writing... they might be having trouble starting, or they don't know what they can do next, or they need and audience, I usually bring them together.... I call these my tutor groups... for some help. This saves me and the children covering work they might already know, and it also lets me help their needs directly, rather than teaching something they might not be ready to understand, as yet. I also use this time to evaluate children more closely, because in a small tutor group they respond to others, and they also get a chance to share what they know and I get to see them actually in the
process of making decisions about their reading and writing. I think that's really important. The contract work that everyone does, and my class organisation lets me have this time with these groups. The children have to take responsibility for their learning, and work independently, and that also makes it important that they have other people to help them with their reading and writing. I really do believe that there is always more than one teacher in the classroom and the children know that they're teachers too. Mind you it took me some time to get the class to operate like this!

C.W. "One of the last time we talked, you mentioned that there is a strong relationship between children's literacy learning and their social interactions. Can you give me an instance where this has occurred? Perhaps, you could tell more about Jamie?

M.B. "Well, alright... I thought I had already told you about Jamie earlier, but alright. As I said to you, he had lots of problems socially, at home and at school. It wasn't until he came into the class and got together with Tim and John that he really started to show signs of evening out. He was lot less aggressive to other children, he started to settle down and attempt work and I'm sure he felt a lot better about himself. I think he's learnt a lot about reading and writing from the other two. He used to spend a lot of his time writing by trying what the other two had written. But also he was listening to them, about how they went about writing, the ideas they had, what was important to them, and the sorts of things they had to think about for their writing. I really think this has helped his writing enormously. He's now beginning to do these things in his writing, like he tries to write about the same topics they choose or he might also write using the same form that they've, or either one have chosen. He also joins in the groups they work with, so he gets lots of other ideas and information about reading and writing. I think being with these two older boys has had a maturing effect on Jamie, they've been really good role models for him in so many ways. He's a lot more responsible
for himself than he ever was...... Reading is sometimes a little
difficult, because he wants to try the books these two read,
and he's not easily convinced to make another choice, but I'm
letting this go because I think he'll want to soon read
something for himself and when he feels that its O.K. to not
be just like these two.

C.W. Could you tell me how you've recorded or monitored Jamie's
development in literacy as an outcome of this experience
you've mentioned?
M.B. "Well, I've made observations and made notes about what
I've seen.....the day to day decisions I make and things I
see....don't always get recorded because I don't get time to do
it........ Then there's the the things we do daily like shared
reading, modelled writing, reading andd talking about stories,
cloze passages..... I learn about everyone from these, not only
about Jamie. Then there's the contract work..... Jamie does
these a lot better now.... they tell me things about Jamie.....
and the checklists I use.... the conference notes I take for
both reading and writing..... my anecdotal records and that's
about it.

C.W. Tell me about your concerns now for children's literacy
attainments.
M.B. "Well, I can honestly say now that most of my concerns are
gone.....gone because my children are working so well
together and I think, learning so much from each other. They
don't seem to have 'suffered' or been 'disadvantaged' by being
in this class. If anything I really do think they've benefitted. I
know I've enjoyed this class more than any other I've have
before, and it was hard to begin with, mostly because I was
nervous about it..... but once the class gets going, and children
know what to do....it's like any other.... but more dynamic! I
really do think there's so much more potential for children
and the teacher in this kind of class.....Well, I love it..... I think
this class as really special....its really brought areas of my
teaching 'together', because I've had to think about so many
ways of justifying what I've done with the children."
4.143 C.W. How about your concerns with parents?

4.144 M.B. "Most parents no longer seem to think their children are disadvantaged by the class. They seem to really like it and they are use to the idea now. I don't think they see it the same way as the use to. The reports have helped and so has the meetings I ran about this. .....Now, if anything they're quite enthusiastic....You have to let them know what's happening and I do think we have to 'educate' parents to realise schools are not the same as when they went to school...... I still have a few parents who aren't all that happy, but they're a very small minority and they would never be happy with anything you offered them, anyhow...... The reports have been 'cream on the cake' for convincing parents and getting their support.....they see how happy their children are... and I think that and their children learning and progressing is what wins parent support for any teacher in any school, anywhere.
APPENDIX 5
THE READING INTERVIEW - BURKE, 1981  
Appendix 5 (A)

Name: Tim  Age: 8 (23/9/81)  Date: 9/10/89  Sex: M

Interview Setting: classroom.

1. When you are reading and you have a problem (or get stuck) what do you do?
   I ask my teacher, or my John, or Emiliano.

   Do you do anything else?
   Yes, I sound out the sounds,......... I look at it again, and try to work it out.

2. Who is the best reader that you know?
   Julia is.

   What do you think makes him/her a good reader?
   She reads really hard books and she knows lots of words.

3. Do you think that s/he ever comes to something s/he doesn't know when s/he is reading?
   Yes, sometimes.

   IF YES: What do you think s/he does when s/he comes to something s/he doesn't know?
   Looks at it again and sounds out the sounds.......she could ask Mrs B.

   IF NO: If s/he ever did come to something s/he didn't know when reading what do you think s/he would do about it?

4. If you knew that someone was having difficulty reading how would you help them?
   Sound it out....or read it if was easy and tell them.

5. What would a teacher do to help that person? (if you are the teacher ask: What do you think I would do?)
   Help them sound it out the letters, help them with the words- give them hints or tell them. Tell them the words.

6. How did you learn to read?
   Mrs B. showed me how.
   (How? C.W.) She just reads lots of books and shows us.

   ALTERNATE: Who helped you to learn how to read?
   How did they help you?
   My teacher, Mum and Jeffrey, (big brother) and Nanna.
   They just read books to me.
7. Is there anything you would like to do better when you are reading? or
   Are you satisfied with the way you are reading?
   No.... maybe learn new words for harder books.
   Yes.

8. Do you think you are a good reader?
   Yes.

   IF YES: What makes you a good reader?
   Reading hard books.

   IF NO: Why do you think you are not a good reader?

ADDITIONAL COMMENTS:

9. Do you like reading?
   Yes.

10. What do you like to read?
    The Faraway Train, comics, Batman ones, Tom's Midnight Garden- I
    like that one but its really hard and my big brother helps me, Birk the
    Beserker, Prehistoric Creatures.
THE READING INTERVIEW - BURKE, 1981
Appendix 5 (B)

Name: Rachel  Age: 6 (12/4/83)  Date: 9/10/89  Sex: F

Interview Setting: classroom.

1. When you are reading and you have a problem (or get stuck) what do you do?
   Go up and ask the teacher.
   Sometimes, I ask my friends.

Do you do anything else?
Look around the room, for letters and ideas.

2. Who is the best reader that you know?
   My teacher is.

What do you think makes him/her a good reader?
She just knows lots about reading.

3. Do you think that s/he ever comes to something s/he doesn't know when s/he is reading?
   No, sometimes she makes mistakes but she fixes them up- sometimes she says she's a 'Silly Billy'.

IF YES: What do you think s/he does when s/he comes to something s/he doesn't know?
   Reads it again, or sounds out the words. She doesn't have to try. She just fixes them up.

IF NO: If s/he ever did come to something s/he didn't know when reading what do you think s/he would do about it?

4. If you knew that someone was having difficulty reading how would you help them?
   Go up to them and help them to read. Tell them the word that they didn't know.

5. What would a teacher do to help that person? (if you are the teacher ask: What do you think I would do?)
   The same thing- help them, and she would sound it out with them, that's what she usually does. Sometimes she can read it again.

6. How did you learn to read?
   My Grandma showed me, then my teacher, my Mum and my cousin, Sabina.

   ALTERNATE: Who helped you to learn how to read?
   How did they help you?
From my Mum and Dad, the teacher, friends and sometimes my Grandma and Grandad.
I don't know...they just read books.

7. Is there anything you would like to do better when you are reading? or Are you satisfied with the way you are reading?
Know more words.
Yes, because some books I can read by myself.

8. Do you think you are a good reader?
Yes.

IF YES: What makes a good reader?
'cause I know how to fix up mistakes.

IF NO: Why do you think you are not a good reader?

ADDITIONAL COMMENTS:
9. Do you like reading?
Yes

10. What do you like to read?
Mr Archemedes Bath.
THE READING INTERVIEW - BURKE, 1981

Appendix 5 (C)

Name: Freya  Age: 5 (6/3/84)  Date: 9/10/89  Sex: F

Interview Setting: classroom

1. When you are reading and you have a problem (or get stuck) what do you do?
   I ask somebody.

   Do you do anything else?
   Look at the pictures.

2. Who is the best reader that you know?
   My Daddy.

   What do you think makes him/her a good reader?
   He reads lots of books.

3. Do you think that s/he ever comes to something s/he doesn't know when s/he is reading?
   No.

   IF YES: What do you think s/he does when s/he comes to something s/he doesn't know?

   IF NO: If s/he ever did come to something s/he didn't know when reading what do you think s/he would do about it?
   I don't know.

4. If you knew that someone was having difficulty reading how would you help them?
   Look at the pictures. Tell them to ask somebody else.

5. What would a teacher do to help that person? (if you are the teacher ask: What do you think I would do?)
   Tell them the word.

6. How did you learn to read?
   I just did.

   ALTERNATE: Who helped you to learn how to read?
   How did they help you?
   Myself.
   I just worked it out.

7. Is there anything you would like to do better when you are reading? or Are you satisfied with the way you are reading?
   No.

8. Do you think you are a good reader?
   I don't know.
IF YES: What makes a good reader?
I don't know.

IF NO: Why do you think you are not a good reader?

ADDITIONAL COMMENTS:
9. Do you like reading?
   Yes.

10. What do you like to read?
    Lots of books.
Name: Tim  Age: 7 (23/9/81)  Date: 11/9/ 89  Sex: M

Interview Setting: classroom.

1. When you are writing and you have a problem (or get stuck) what do you do?
Try to figure it out, or I read to some one or my friend John, or Mrs B. and ask them for some ideas.

Do you do anything else?
I might look at books for some more ideas.

2. When your writing is interrupted how do you get back on track?
I read it so I know where I was up to.

3. Who is a good writer you know?
My brother Jeffrey.

What do you think makes him/her a good writer?
He thinks up all kinds of stories. Some a really funny, you just split yourself.

4. Do you think that s/he ever has a problem (or gets stuck) when s/he is writing?
Not really.

IF YES: What do you think s/he does about the problem, or how do they get unstuck?

IF NO: If s/he ever did have a problem (or gets stuck) when writing, what do you think s/he would do about it?
Read it again and think about it.

5. If you knew that someone was having a problem (or was stuck) in their writing, how would you help them?
I have to read it first, then tell them some ideas.

6. What would a teacher do to help that person? (if you are the teacher ask: What do you think I would do?)
Ask them to read for her, then she could talk to them about it.

7. How did you learn to write?
My brother Jeffrey showed me, them Mrs B.

ALTERNATE: Who helped you to learn how to write?
How did they help you?

8. Is there anything you would like to do better when you are writing? or Are you satisfied with the way you are writing? Why?
Just think up better ideas like Jeffrey. Well, I think it's alright sometimes, because other kids like it.

9. Do you think you are a good writer?
   Sometimes.
   IF YES: What makes a good writer?
   Having lots of ideas.
   IF NO: Why do you think you are not a good writer?

ADDITIONAL COMMENTS:
9. Do you like writing?
   Yes.

10. Would you rather the teachers gave you topics or would you rather choose your own? Why?
   Choose the topic, then I can write about interesting things.
Appendix 6 (B)

Name: Rachel  Age: 6 (11/5/83)  Date: 11/9/89  Sex: F

Interview Setting: classroom.

1. When you are writing and you have a problem (or get stuck) what do you do?
   Ask Emiliano, Saso and Nadine.

   Do you do anything else?
   Ask my teacher and the bigger kids.

2. When your writing is interrupted how do you get back on track?
   I remember it.

3. Who is a good writer you know?
   Julia and Tim.

   What do you think makes him/her (them) a good writer?
   They write very long stories.

4. Do you think that s/he ever has a problem (or gets stuck) when s/he is writing?
   Sometimes, Julia asks Mrs B. but she says she has to try to work it out first and then come back.

   IF YES: What do you think s/he (they) do about the problem, or how do they get unstuck?
   Remember other stories.

   IF NO: If s/he ever did have a problem (or gets stuck) when writing, what do you think s/he would do about it?

5. If you knew that someone was having a problem (or was stuck) in their writing, how would you help them?
   Ask somebody else.

6. What would a teacher do to help that person? (if you are the teacher ask: What do you think I would do?)
   Listen to somebody read it and then tell some answers.

7. How did you learn to write?
   At school.

   ALTERNATE: Who helped you to learn how to write?
   How did they help you?
   Mrs B.
   She showed us how to do it.
8. Is there anything you would like to do better when you are writing? or Are you satisfied with the way you are writing? Why?
   No.
   Yes.

9. Do you think you are a good writer?
   Yes.
   IF YES: What makes a good writer?
   I don't know.
   IF NO: Why do you think you are not a good writer?

ADDITIONAL COMMENTS:
9. Do you like writing?
   Yes.

10. Would you rather the teachers gave you topics or would you rather choose your own? Why?
    I like when we choose our own, ..... because I like it.
THE WRITING INTERVIEW
- REVISED BY JENNINGS & KILLAR, 1982.

Appendix 6 (C)

Name: Freya  Age: 5 (6/3/84)  Date: 11/9/89  Sex: F

Interview Setting: classroom.

1. When you are writing and you have a problem (or get stuck) what do you do?
   *Ask one of the other kids.*
   Do you do anything else?
   *No.*

2. When your writing is interrupted how do you get back on track?
   *I don't know.*

3. Who is a good writer you know?
   *Anna, my big sister.*

   What do you think makes him/her a good writer?
   *She's bossy.*

4. Do you think that s/he ever has a problem (or gets stuck) when s/he is writing?
   *No.*

   IF YES: What do you think s/he do about the problem, or how do they get unstuck?
   
   IF NO: If s/he ever did have a problem (or gets stuck) when writing, what do you think s/he would do about it?
   *Don't know.*

5. If you knew that someone was having a problem (or was stuck) in their writing, how would you help them?
   *Tell them to ask the teacher.*

6. What would a teacher do to help that person? (If you are the teacher ask: What do you think I would do?)
   *Ask them questions.*

7. How did you learn to write?
   *Easy, I remembered it.*

   ALTERNATE: Who helped you to learn how to write?
   How did they help you?
   *Me, I did.*

8. Is there anything you would like to do better when you are writing? or Are you satisfied with the way you are writing? Why?
   *Negative- shakes head.*
9. Do you think you are a good writer?
   Affirmative - nods head.

   IF YES: What makes a good writer?
   Shrugs shoulders- Don't know.
   IF NO: Why do you think you are not a good writer?

ADDITIONAL COMMENTS:
9. Do you like writing?
   Affirmative- shakes head.

10. Would you rather the teachers gave you topics or would you rather choose your own? Why?

   I don't know.
KINDERGARTEN PROTOCOL- (Cambourne et al 1986-87- ELIC)
Appendix 7.

Name: Freya  Date: 14/9/89

Part A.
7.1 C.W. I know you’re really good at reading and writing now. I’d like
to talk to you about your reading and writing.
7.2. Do you have a favourite book Mummy or Daddy or your teacher
7.3 reads to you?
7.5 has a birthday and she has a party and the three bears come.
7.6.
7.7. C.W. What else is it about?
7.8 Freya: Letters and cards from people, Cinderella’s in that. There’s a
7.9 postman and he takes the letters to all the people, and its
7.10 funny.
7.11 C.W. (Picking up The Gingerbread Man) This book is one of my
7.12 favourites. You might know it but I’d like to read it to you now.
(Story read to child. This version is from Methuen and is
commonly found in primary schools.)
7.13 C.W. Now it’s your go. Please would you read the book to me and
7.14 tell me the story.
7.15 Freya: (Reads story word for word of text, occasionally finger
points, some self corrections., searched pictures cues to
confirm words not sure of, at times looked at me to approve
her attempt, 'guessed' words using initial letters, knows
book directionality, uses semantic cues as she is familiar with
the story, syntactic cues because of text's predictability.)
7.16 C.W. What was the story about?
7.17 Freya: Its about the Gingerbreadman and the fox and the old man
7.18 and the woman.
7.19 C.W. What did they do?
7.20 Freya: The gingerbreadman ran away, no, first the old woman
7.21 cooked the gingerbread man and then he ran away, and then
7.22 the old man chased him, and then the gingerbreadman ran to
7.23 the fox, and the fox said "Jump on my tail", then he jumped
7.24 on the tail. Then the fox said "jump on my back", then the
7.25 gingerbreadman jumped on his back. Then the fox said, no,
7.26 they had to get to the otherside of the river, then the fox
7.27 said"jump on my head", and the gingerbreadman got on his
7.28 head and the fox ate him up.
7.29 C.W. You told me that story so well. Well done! I really enjoyed
7.30 listening to you tell me that story.

Part B.
7.31 C.W. Tell me who reads in your house?
7.32 Freya: My mummy, my daddy, my brothers Ivan and Peter.
7.34 Freya: Books. My Daddy reads newspapers, so does my mummy, but
7.35 not Ivan and Peter. They just read it in their heads.
7.36 C.W. Anything else?
7.37 Freya: No.
7.38 C.W. Do you read at home?
7.39 Freya: Yes.
7.40 C.W. What do like to read?
7.41 Freya: Books.
7.42 C.W. Anything else?
7.43 Freya: No.

WORD RECOGNITION:
(Sentence strips marked one-to-four. Read in order of numbers.
Sentence Strips:
1. Run, run as fast as you can.
2. You can't catch me.
3. I'm the gingerbread man.
4. The little old man and woman both ran after him.)

The cards have been placed in front of Freya. These have been read to her.

7.44 C.W. Now its your turn to read them. Okay? (Freya attended to the reading of these strip and 'mouthed' the text as I read these to her.) Freya: Reads cards correctly, although she substituted 'him' for 'man', this still made sense.

7.45 C.W. How did you know that words was 'run'.
7.46 Freya: I just do.
7.47 C.W. How do you know this one is 'gingerbread man', and this one is 'woman'.
7.48 Freya: I just remember.
7.50 C.W. Help me find the word that says 'after'(points to it). What about 'little'? (Points to the word)

WRITING
7.52 C.W. Would you write me a story please? Write anything you feel like.
7.53 Freya commenced her story by drawing the gingerbread man and the fox. She wrote her story down and was able to re-read it to me correctly. When asked would she allow me a copy, she declined. The story she wrote is as follows:

"One day the gnjrbd man went to the rr. Th the gnjrbed man. his on the fox and his gon to et hm up."

She stated she knew how to write 'went', 'the' and 'day' because "my teacher told me"

When asked how she knew how to spell words, she replied "I just knew how to spell it out".
ORAL READING PROTOCOL - (Cambourne et al. 1986-87- ELIC)  
Appendix 8 (A)

Name: Tim Date: 14/9/89

8.1 C.W. I have some books here I'd like you to look at. Will you choose one to read to me?  
8.2. (The book selection includes "Pugwash Aloft", "Tiger TShirt" and "Wibble Wobble". Tim selected "Pugwash Aloft".)  
8.3. C.W. Why did you choose this book?  
8.4 Tim: Because I like Pugwash books.  
8.5. C.W. How about I read some and then you read some?  
(I read the first two pages, Tim continued. This he read with fluency, pausing to attempt to search for meaning, finger pointed, repeated phases and self-corrected on three occasions when the the words he attempted did not makes sense. He used forward and backward referencing to sustain meaning and to self-correct his attempts.)

RETELLING:  
8.6. C.W. I'd like you now to retell me the story you've just read.  
(Tim retold the story succinctly, providing far more detail of the events that occured within the text at the beginning of the story, than towards the end. He retold all important events within this text.)  
8.7. C.W. What else happened? Can you tell me anymore?  
(Tim described what occurred at the end of "Pugwash Aloft" in more detail, providing further information about the ending and stating why this had occurred in relation to other events within the text.)
ORAL READING PROTOCOL - (Cambourne et al. 1986-87- ELIC )
Appendix 8 (B)

Name: Rachel Date: 14/9/89

8.1 C.W. I have some books here I'd like you to look at. Will you choose one to read to me please? (Rachel looked carefully through all three books, "Horace", "The Big Tail" and "There's a Dinosaur In The Park". Rachel selects "There's a Dinosaur In The Park".

8.3 C.W. Why did you choose this book? 
8.4. Rachel: Because I like dinosaurs and we did some.

8.5 C.W. How about I read some and then you read some? (I read the first five pages and then asked Rachel to read on. This she did with some difficulty, as there were words she had not encountered before. She used a variety of strategies to construct the meaning of the text, by rereading sentences, using picture cues, using previous information I had read about the text, and sounding out the letters of words. Her reading behaviours included repetition, one substitution e.g. "garbage bin" for "rubbish bin", finger and voice pointing and pausing so as to take the time to reconstruct the meaning of the text. This reading task, was challenging for Rachel, but as she wanted to read the text for herself, she persevered.)

RETELLING:
8.6. C.W. I'd like you now to tell me the story you've just read. Will you? (Rachel retells the story, with most events in sequence, although she does not detail all events that have occurred within the text, she has selected the major events, and provides detail about these. At the conclusion of the retelling, she added her opinion that the dinosaur was not real, indicating she can make inferences regarding the texts she undertakes to read.)
1. Do you ever work with other people in your classroom?  
All the time, with different people.

2. Is it usually one person or in a group? If so how many are usually in the group?  
Mostly two, sometimes three or four people.

3. Who do you usually work with? (Note: Age/grade range)  
John (Yr 2), and Jamie (Yr1) Tomas (Yr2), Slobodan (Yr2), and Pece (Yr1).

4. When you get stuck or need help with reading or writing, what do you do?  
Ask them or Mrs. B. to help me.

5. Does anyone help you or do you get help from the people you usually work with?  
John helps, so does Emiliano (Yr1)

6. What do they do to help you?  
They tell me what to do.

7. Do you ever help others? What do you do to help?  
Yeah, all the time.  
I show them how to do stuff or tell them.

8. How often do you help others?  
All the time.

9. Do any people who help you, help you with your reading?  
What do they do to help you?  
John does, so does Tamara and Julia.  
They tell me words. John showed me how to use a th-th-thsrus (thesaurus). He’s got one for kids, because the grown up ones are too hard for kids.

10. Do any people who help you, help you with your writing?  
What do they do to help you?  
They do (points to a year2 and year1 group working - Yr1 - Emiliano, Stephen, Johanna, - Yr2 - John, Julia, and Tamara.)

11. How does your teacher help you with reading and writing?  
She shows us stuff about reading and writes stories for us. She’s really good.

12. What ways do you like people to help you? What do you like them to do?  
Tell me things, when I want to find out stuff.
13. What do you like to do to when you help other people? 
   I tell them.

14. How do you feel when you help other people? 
   Kind. Really good.

15. How do you feel when other people help you? 
   Good.

16. Do you think its alright for children to help each other? Why? 
   Yes. You learn from the other
SOURCES OF LITERACY SUPPORT INTERVIEW

Name: Rachel  Date: 12/9/89  Appendix 9 (b)

1. Do you ever work with other people in your classroom?  
   Yes.

2. Is it usually one person or in a group? If so, how many are usually in the group?  
   Lots of children. I don't know.

3. Who do you usually work with? (Note: Age/grade range)  
   Tamara (Yr2), Angela (Yr1) she's my best friend now, Maree (Kindergarten), Slobadanka (Kinder), Photis (Yr 1), lots of children.

4. When you get stuck or need help, what do you do?  
   Ask them to show me.

5. Does anyone help you or do you get help from the people you usually work with?  
   Most of the time Tamara does, Angela asks me all the time to tell her things. She copies.

6. What do they do to help you?  
   I don't know, .... lots of things.

7. Do you ever help others? What do you do to help?  
   Yes. I show Angela my work, and she copies.

8. How often do you help others?  
   Everyday.

9. Do any people who help you, help you with your reading?  
   What do they do to help you?  
   Yes. They tell me words and what the story about.

10. Do any people who help you, help you with your writing?  
    What do they do to help you?  
    Yes. Tamara does, and so does Tim and Julia.

11. How does your teacher help you?  
    Mrs B. teaches me.....how to do things.

12. What ways do you like people to help you? What do you like them to do?  
    Show me their work.  
    Show me their work.

13. What do you like to do to when you help other people?  
    Tell them.

14. How do you feel when you help other people?  
    Happy.

15. How do you feel when other people help you?
Happy.

16. Do you think it's alright for children to help each other? Why?
   Yes. Lots of people to help you to do your work.
1. Do you ever work with other people in your classroom? Affirmative - nods head.

2. Is it usually one person or in a group? If so how many are usually in the group? Sometimes the big children help me.

3. Who do you usually work with? (Note: Age/grade range) I don’t know. Everybody.

4. When you get stuck or need help, what do you do? Ask somebody.

5. Does anyone help you or do you get help from the people you usually work with? I don’t know.


8. How often do you help others? I don’t know. Everyday. (Prompted)


10. Do any people who help you, help you with your writing? What do they do to help you? Affirmative - nods head. They read me writing stories.

11. How does your teacher help you? She just tell us things.

12. What ways do you like people to help you? What do you like them to do? I don’t know.

13. What do you like to do to when you help other people? I don’t know. Show them my writing.


15. How do you feel when other people help you? Happy.
16. Do you think it's alright for children to help each other? Why?
   \textit{Affirmative} - nods head. \textit{You learn things.}
APPENDIX 10
ATTITUDE TO LITERACY INVENTORY (A) - CASE STUDY LEARNERS

Appendix 10 a.

Questions:
1. How do you feel when your teacher reads a story out loud?
2. How do you feel when someone gives you a book?
3. How do you feel about reading books at home?
4. How do you feel when you are asked to read aloud to someone?
5. How do you feel when you write?
6. How do you feel when you read your writing?
7. How do you feel when it is time to do contract workcards?
8. How do you think the teacher feels when you read?
9. How do you feel about working with others when you read and write?
10. How do you think you'll feel about reading and writing when you get older?
ATTITUDE TO LITERACY INVENTORY (A) - CASE STUDY LEARNERS

Name: Tim Date: 8/89

1. How do you feel when your teacher reads a story out loud?

2. How do you feel when someone gives you a book?

3. How do you feel about reading books at home?

4. How do you feel when you are asked to read aloud to someone?

5. How do you feel when you write?
6. How do you feel when you read your writing?

7. How do you feel when it is time to do contract workcards?

8. How do you think the teacher feels when you read?

9. How do you feel about working with others when you read and write?

10. How do you think you'll feel about reading and writing when you get older?
ATTITUDE TO LITERACY INVENTORY (A) - CASE STUDY LEARNERS

Name: Rachel  Date: 8/81  Appendix 10 a.

1. How do you feel when your teacher reads a story out loud?

2. How do you feel when someone gives you a book?

3. How do you feel about reading books at home?

4. How do you feel when you are asked to read aloud to someone?

5. How do you feel when you write?
6. How do you feel when you read your writing?

7. How do you feel when it is time to do contract workcards?

8. How do you think the teacher feels when you read?

9. How do you feel about working with others when you read and write?

10. How do you think you'll feel about reading and writing when you get older?
ATTITUDE TO LITERACY INVENTORY (A) - CASE STUDY LEARNERS

Name: Freya  Date: 8/89  Appendix 10 a.

1. How do you feel when your teacher reads a story out loud?

2. How do you feel when someone gives you a book?

3. How do you feel about reading books at home?

4. How do you feel when you are asked to read aloud to someone?

5. How do you feel when you write?
6. How do you feel when you read your writing?

7. How do you feel when it is time to do contract workcards?

8. How do you think the teacher feels when you read?

9. How do you feel about working with others when you read and write?

10. How do you think you'll feel about reading and writing when you get older?
ATTITUDE TO READING INVENTORY (B) - CASE STUDY LEARNERS

(based on the NSW Department of Education, South Coast Reading Evaluation Study, 1983)

Questions: Appendix 10. b.

How do you feel........

1. When you read in the library?
2. When you read instead of playing?
3. When you read a book in free time?
4. When you are reading with others?
5. When you read instead of watching TV?
6. When you read to someone at home?
7. About the stories in the reading area?
8. When you read out loud to others?
9. When you read with a friend after school?
10. When you read stories in books?
11. When you read in a quiet place?
12. When you read a story at night?
13. When its time for reading at school?
14. When you read on a trip?
15. When you have lots of books at home?
16. When you read outside when its a warm day?
17. When you read in the reading area at school?
18. When you find a book in the library?
19. When you read in your room at home?
20. When you read instead of colouring-in?
PUPIL RESPONSE SHEET - YEAR 2

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

Tim
8/9/89
APPENDIX 11
OBSERVATION

- TEACHER INITIATED ENVIRONMENTAL CONDITIONS

Appendix 11

Immersion:
1. Are the learners surrounded by language?
   Yes, lots of immersion around the room, print on walls, modelling of reading and writing processes, opportunities to talk and interact with others.

2. What kind of printed material is displayed in the classroom?
   Word lists and word banks, wall stories, differing forms of writing-letters, children's narratives, posters, poetry, instruction and directions, captions and labels, wall dictionary, mobile of similies, lists of antonyms, homophones and homynyms, morphemes, punctuation reference chart, ideas for writing, sentence beginnings, procedural text and recount of cooking experience.

3. What kind of texts are available for learners to read?
   Varied form and genres- natural language narrative texts, highly predictable texts based on rhythm and rhyme, cumulative texts, poetry, songs and chants, fairy stories, jokes and riddles, informational/recount and reports.

4. What type of texts are shared by the teacher with her class? How?
   As above- a wide variety.

5. Is language presented as meaningful and whole? How?
   Yes, as an outcome of daily language program, contracts, demonstration and modelling by teacher and others.

Demonstration:
6. What demonstrations do the learners have for literacy?
   Teacher: modelled writing, shared reading, directed and informal discussions, oral reading, small group work, sharing time provides demonstrations.
7. How do these involve demonstrations of processes, overcoming problems and a variety of products?
   Largely within Input sessions, small group tutoring and sharing time.

Expectations:
8. Does the teacher expect her learners will learn to use language?
   Definitely, as evidenced by providing demonstrations, allowing children to work co-operatively, make learning and contextual choices, USSR, providing literacy materials and selection of program learning activities, and supporting small group work and sharing time.

9. Do the learners expect to become language users? Are students expected to talk, read and write?
   Yes, through attempts at literacy learning activities.
   Yes, as evidenced in question 8.

10. Is learning regarded as important? In what ways? Does this include the notions of peer tutoring and co-operative learning?
    Learning is regarded as an expectation of this setting, by the expectations determined by teacher, an those reinforced by social interactions within the class.
    Notions of peer tutoring and co-operative learning are seen by the teacher as important sources of supporting conditions for learning in learners cognitive, attitudinal and affective developments for literacy.

Approximations:
11. Are the learners free to approximate and experiment with language?
    Yes, this is encouraged as an expectation, demonstration, and as an outcome of social interactions.

12. Are students expected to talk, read and write according to a defined age/grade criteria?
    No, expectation are based on the notion of every child's literacy development is different and so are their needs. Social interactions minimise this through expectations and organisations.

Responsibility:
13. Does the teacher value and respond to her learners' needs?
    Yes, through small group work, conferences, sharing time, and
demonstrations.

14. **Does she demonstrate, suggest ways in they may direct and regulate their language learning?**
   Yes, as above.

15. **Are peer tutoring and co-operative learning part of these?**
   Yes.

16. **Who decides what learners will learn next?**
   Mostly the children, although the teacher will at times direct individuals and even whole class for specific purposes.

**Use:**

17. **Do the learners use language in authentic situations?**
   Yes, through whole class input and demonstration, the choice of resources and groupings.

**Response:**

18. **What sources of response do learners have for to their language attempts?**
   Positive, constructive and honest ones are promoted and expected. Both the teacher and class learners are sources throughout language sessions.

19. **Do learners have a variety responses for achieving feedback on their attempts?**
   These are in oral and written form from both teacher and class learners.

20. **Are these responses positive, honest and constructive?**
   Yes, most of the time they are.
OBSERVATION - 
LEARNERS RESPONSE TO ENVIRONMENTAL CONDITIONS

Appendix 12 (A)

Name: Tim Date: 12/9/89

Immersion:
- What are the features of the print environment of the child?
  Word lists, word banks, wall dictionaries, personal dictionaries, writing forms (poetry, jokes, riddles, cumulative, patterning sequences, cultural patterns, and various other narrative forms, procedural texts - cook books, non-fiction reports, recounts), Shared reading big books - Bookshelf, instructions and directions, labels, captions, spelling 'demons', punctuation reference charts, displayed children's writing, wall stories, wide selection of children's literature for various stages of reading proficiency, letter box, contract activities.

- How does the child respond to/talk about the print environment?
  Tim could take me on a guided tour of the room and explain the purpose and significance of the print immersion within the classroom. Stated that he referred to these as he wrote and read throughout the day.

Demonstration:
- What reading/writing/spelling strategies are modelled by others for the child?
  - Ideas for writing, spelling and punctuation checks, deeper meanings of texts read through discussion, both teacher guided and child interactions.

- How are these strategies modelled?
  Through peer and teacher demonstration and telling of ways they've solved their problems.

- What are the child's perceptions of what is modelled?
  Very conscious of purposes for modelling and asking for support. Asks explicit questions related to his needs. e.g. "How does this sound?" (writing and reading to peers; asking for spelling help and confirmation.

- Does the child attend to the demonstrations (both intentional and transient) ?
  Tim attends to these demonstration with intent and purposefully.

- Does the child transfer modelled strategies to own reading and writing ?
  Definitely. Saw example where he asked for morphemic structure of how to spell "disagreement" from another child. This child stated that it had "agree" in the word. His attempt was "disagemnt". He asked his teacher to confirm his attempt, she demonstrated the 'root' word "agree" and the following prefixes and suffixes of 'dis' and 'ment'. Tim applied this to his writing, and attempted later in the text, the word 'management' in a story about a shop. His attempt was "mangment".

- What strategies does the child transfer?
  Mostly ideas for writing, and conventional concerns that arise from his writing, such as the example above. Reading, relates to new wrds he
cannot use his knowledge of cueing systems to reconstruct meaning, e.g. What does this word (enchanting) mean- to both peers and teacher.

**Expectations:**
- *Does the child expect print to make sense?*
  Yes.

- *Does the child enjoy reading/writing?*
  Yes.

- What are the child's expectations of him/herself - in learning to read and write- as a reader and writer?
  That he is a competent and confident reader and writer. Regards himself highly.

- *Does the child believe s/he will learn?*
  Yes.

- What are the sources of the child's expectations? (e.g others?)
  His teacher is the prime source of these expectations, but this is reflected as a group 'consciousness' by the other class members.

- What are the expectations of significance in the learner's environment?
  That he will refer to these as a source for his literacy needs.

**Responsibility:**
- *Does the child take up (transfer) and apply information and strategies from the environmental immersion and demonstrations?*
  Yes, as stated previously, constantly attempts to use what resources are available to him to attempt his literacy tasks.

- Is the child able to ask for assistance?
  Yes.

- What decisions about the features of the child's literacy learning indicate self-directed decision-making?
  Selection of texts as writing sources, the use of ideas from others, demonstration of information, organisation and conventions of written language for both reading and writing.

- *Does the child regulate own learning?*
  Yes.

- *Does the child sustain motivation to learn?*
  Yes.

- In what ways does the child learn make, negotiate and implement decisions affecting own learning choices?
  Selection of support and stregies he uses to attempt literacy tasks. Will ask another peer or teacher for support, then attempt this himself, if unsuccessful will attempt other strategies before asking others for support.
Approximations:
- Does the child attempt to approximate meaning?
  Yes, spelling, reading attempts - retellings.

- Is the child encouraged to 'have-a-go'?
  Yes.

- Are approximations rewarded? How?
  Confirmed and shown how close his attempts are to conventional and proficient written language users.

- What does the child learn from his/her approximations?
  How close his attempts are, and confirms what he has under control. Provides the child with further information for current and future attempts.

- What is the intent behind the approximation?
  (e.g. to achieve meaning? to please? to achieve accurate product?)
  To achieve meaning. Tim has a very strong commitment to achieving meaning.

Use:
- For what purposes does the child read and write?
  For his own needs and enjoyment.

- Does the child employ reading and writing as a means of fulfilling his/her own purposes?
  Yes.

- How does the child perceive the connection between literacy and serving own purposes?
  As integral to serving the purposes of constructing meanings.

Response:
- From whom does the child receive feedback?
  From teacher and peers of all ages.

- When is feedback given?
  At all stages of the reading/writing processes, during the language block timetabled and input, sharing and contract-work activities.

- How does the child 'connect' with the feedback?
  (e.g. Does s/he use it on subsequent occasions?)
  Yes, encourages his self-esteem and confidence, attempts to reproduce written texts and to read similar books of level of difficulty.

- Is the feedback appropriate?
  Yes.
Observation - Learners Response to Environmental Conditions

Appendix 12 (B)

Name: Rachel Date: 12/9/89.

Immersion:
- What are the features of the print environment of the child?
  Word lists, word banks, wall dictionaries, personal dictionaries, writing forms (poetry, jokes, riddles, cumulative, patternning sequences, cultural patterns, and various other narrative forms, procedural texts - cook books, non-fiction reports, recounts), Shared reading big books - "Bookshelf, instructions and directions, labels, captions, spelling 'demons', punctuation reference charts, displayed children's writing, wall stories, wide selection of children's literature for various stages of reading proficiency, letter box, contract activities.

- How does the child respond to/talk about the print environment?
  On guided tour of classroom, could nominate the various 'print-immersions' around the room and provide purposes for these. She also stated that the word lists, word banks and wall dictionary she used for her writing, and that she read what was around the room when the children were asked to "take a walk around the room." This was, in her view a common activity the teacher asked the class to do, so that they would "know what's in our room".

Demonstration:
- What reading/writing/spelling strategies are modelled by other for the child?
  She attends to demonstrations of the reading process through shared reading experiences that include - directed reading thinking activities, cloze, oral reading, reading with others in reading corner, information, organisations and conventions of texts. Writing, is significantly demonstrated through modelled writing by both the teacher and other children. These demonstrations focus on the writing process, problem-solving for writing and writing products.

- How are these strategies modelled?
  As above.

- What are the child's perceptions of what is modelled?
  That these are helpful, although she has stated that she doesn't think everything is helpful, because she need it.

- Does the child attend to the demonstrations (both intentional and transient)?
  Yes. Her writing and reading demonstrate behaviours that are an outcome of these demonstrations.

- Does the child transfer modelled strategies to own reading and writing?
  Yes.
- What strategies does the child transfer? 
She transfers ideas, words, that help her clarify her written messages. Eg. Another child, Tamara (Yr2) used the words 'delightful' and 'transparent'. Rachel attempted to use these for writings.

**Expectations:**
- Does the child expect print to make sense?  
  Yes, but cannot always use cues and strategies to work out messages.

- Does the child enjoy reading/writing?  
  Yes, selects own texts for reading and topics for writing.

- What are the child's expectations of him/herself - in learning to read and write- as a reader and writer?  
  Expectation are positive for both.

- Does the child believe s/he will learn?  
  Yes.

- What are the sources of the child's expectations?  
  (e.g others?)  
  The classroom teacher.

- What are the expectations of significance in the learner's environment?  
  That Rachel is expected to learn to read and write, and that this is important for her future learning.

**Responsibility:**
- Does the child take up (transfer) and apply information and strategies from the environmental immersion and demonstrations?  
  Yes, as mentioned previously.

- Is the child able to ask for assistance?  
  Yes, from teacher and peers.

- What decisions about the features of the child's literacy learning indicate self-directed decision-making?  
  Choice of book selection, topics for writing, asking for assistance, using environmental print.

- Does the child regulate own learning?  
  Yes, by applying demonstrations from classroom context.

- Does the child sustain motivation to learn?  
  Yes.

- In what ways does the child learn make, negotiate and implement decisions affecting own learning choices?  
  Asks for support and attempts to implement demonstrations given by others.
Approximations:
- Does the child attempt to approximate meaning?
Yes, through all literacy and language attempts. This is encouraged by teacher's expectations of her.

- Is the child encouraged to 'have-a-go'?
Yes. In all forms of written and oral language purposes. Encouraged to 'make sense'.

- Are approximations rewarded? How?
Positive feedback during sharingsessions, individual and group conferences by both the teacher and peers.

- What does the child learn from his/her approximations?
To identify approximations can achieve insights for further literacy learning. These are not fully conscious, but Rachel has disclosed that "They tell what's right so I can do it better."

- What is the intent behind the approximation?
(e.g. to achieve meaning? to please? to achieve accurate product?)
The intent concentrates on achieving meaning and to please herself and others.

Use:
- For what purposes does the child read and write?
For both her own largely and some directed purposes by the teacher.

- Does the child employ reading and writing as a means of fulfilling his/her own purposes?
Yes.

- How does the child perceive the connection between literacy and serving own purposes?
As important.

Response:
- From whom does the child receive feedback?
From the classroom teacher and peers.

- When is feedback given?
At all stages of the language sessions.

- How does the child 'connect' with the feedback? (e.g. Does s/he use it on subsequent occasions?)
Rachel 'connects' with this feedback by confirming that her messages have meanings for others, similar to her concept of the message she has constructed.

- Is the feedback appropriate?
Mostly.
OBSERVATION - 
LEARNERS RESPONSE TO ENVIRONMENTAL CONDITIONS

Appendix 12. (C)

Name: Freya Date: 12/9/89.

**Immersion:**
- *What are the features of the print environment of the child?*
  Word lists, word banks, wall dictionaries, personal dictionaries, writing forms (poetry, jokes, riddles, cumulative, patterning sequences, cultural patterns, and various other narrative forms, procedural texts-cook books, non-fiction-reports, recounts). Shared reading big books - "Bookshelf, instructions and directions, labels, captions, spelling 'demons', punctuation reference charts, displayed children's writing, wall stories, wide selection of children's literature for various stages of reading proficiency, letter box, contract activities.

- *How does the child respond to/talk about the print environment?*
  On guided tour of classroom, Freya could nominate the purposes of a selected range of print immersions within the room. These included some word backs, wall stories, topics lists, instructions and labels. Freya could tell where certain books were stored and that these were different e.g. "That one is the stories" and Non-fiction she referred to as "big-kids books", which she told me she was allowed to 'read' but that she couldn't "really read" them yet, only when she got "bigger". Freya also stated that she sometimes used the immersion around the room for words in her stories, and that she attempted to read them when the class went for literacy walks around the room.

**Demonstration:**
- *What reading/writing/spelling strategies are modelled by other for the child?*
  She attends to demonstrations of the reading process through shared reading experiences that include- directed reading thinking activities, cloze, oral reading, reading with others in reading corner, information, organisations and conventions of texts. Writing, is significantly demonstrated through modelled writing by both the teacher and other children. These demonstrations focus on the writing process, problem-solving for writing and writing products.

- *How are these strategies modelled?*
  As above.

- *What are the child's perceptions of what is modelled?*
  That these are helpful, although she has stated that she doesn't think everything is helpful, because she doesn't understand some of it.

- *Does the child attend to the demonstrations (both intentional and transient)?*
  Yes. Her writing and reading demonstrate behaviours that are an outcome of these demonstrations.

- *Does the child transfer modelled strategies to own reading and writing?*
Yes.

- **What strategies does the child transfer?**
  Reading and writing-like behaviours. Tends to emulate other children's literacy behaviours.

**Expectations:**
- Does the child expect print to make sense?
  Yes, but understands her own attempts may not make sense to others. e.g. She stated "my stories are good, 'cos I know, but sometimes you can read them."

- Does the child enjoy reading/writing?
  Yes, very much.

- What are the child's expectations of him/herself - in learning to read and write - as a reader and writer?
  In learning to read and write the child expects that she will as she gets older, and views herself a "good" reader and writer.

- Does the child believe s/he will learn?
  Yes.

- What are the sources of the child's expectations?
  (e.g. others?)
  Largely from the teacher and from older children who sources of support for her literacy development.

- What are the expectations of significance in the learner's environment?
  That she is a reader and writer, even if she is beginner, and that she is and will learn to read and write.

**Responsibility:**
- Does the child take up (transfer) and apply information and strategies from the environmental immersion and demonstrations?
  Yes. Words from demonstrations and word lists, reading behaviours from others.

- Is the child able to ask for assistance?
  Yes, particularly from teacher and peers.

- What decisions about the features of the child's literacy learning indicate self-directed decision-making?
  What information to include in writing, choice of topics for writing, choice of books for reading, contract activities and self-monitoring of reading and writing-like behaviours.

- Does the child regulate own learning?
  Yes.

- Does the child sustain motivation to learn?
  Yes.

- In what ways does the child learn make, negotiate and implement decisions affecting own learning choices?
  As stated above.
Approximations:
- *Does the child attempt to approximate meaning?*
  Yes, for both reading and writing.

- *Is the child encouraged to 'have-a-go'?*
  Yes, in all areas of learning.

- *Are approximations rewarded? How?*
  By teacher and peers, through sharing sessions, peer and teacher conferences for reading and writing.

- *What does the child learn from his/her approximations?*
  Confirmation of attempts for conventions and meanings for both reading and writing.

- *What is the intent behind the approximation? (e.g. to achieve meaning? to please? to achieve accurate product?)*
  To achieve meaning and to please others.

Use:
- *For what purposes does the child read and write?*
  For her own.

- *Does the child employ reading and writing as a means of fulfilling his/her own purposes?*
  Yes.

- *How does the child perceive the connection between literacy and serving own purposes?*
  That literacy is the means of sharing and 'getting' meanings to and from others.

Response:
- *From whom does the child receive feedback?*
  From teacher and peers, in a variety of settings organised by the teacher, and as part of classroom literacy expectations.

- *When is feedback given?*
  Throughout the language sessions, where she is encouraged to shared and respond to her own messages and others.

  *How does the child 'connect' with the feedback? (e.g. Does s/he use it on subsequent occasions?)*
  Confirms her worth and 'status' as a reader and writer.

- *Is the feedback appropriate?*
  Yes.
APPENDIX 13
OBSERVATIONS: SMALL GROUP INTERACTIONS FOR LITERACY.

Duration: nine minutes.  

Small group involving Tim (Year 2,) John (Year 2), Pece (Year 1) and Emiliano (Year 1).

13.1 Tim: You have to write a story.
13.2 P: You don't have to.
13.3 E: You can live in a hut?
13.5 P: Can you?
13.6 Tim: Yes.
13.7 P: You can do a verandah?
13.8 Tim: No. Not like that one, only like the one on the house.
13.9 E: Tim, how do you spell 'had'?
13.10 Tim: H-A-D.
13.11 J: This has seventeen pages.
13.12 Tim: Wow! That's really good!
13.13 E: Tim?, Tim?
13.14 Tim: What?
13.15 E: Can you do about houses for your story?
13.16 Tim: Yes. Lots of stories have houses. Ask Mrs B.
13.17 P: I'm going to draw about the robots. They're really big ones, big and strong fighters, like Gargantuan.
13.18 Tim: Make them really big, and tough.
13.21 Tim: Yeah! Make it Batman, then you can make the Joker. I've got Batman cards. I've got three Jokers, four Batmans, two Bruce Waynes and Vicki Vales.
13.23 J: Yeah, I got those too.
13.24 Tim: I'm going to write a Batman story, too. (Indiscernable, students talk)
13.26 Tim: ........ do you spell Joker?
13.27 J: Say it "Jooookkeerrr. 'J-O-K-R'"
13.28 Tim: That has to have 'e' in it. I seen it.
13.29 J: Doesn't.
13.30 Tim: Look at Emiliano's cards. Can we? (Emiliano passes cards from pocket. Tim and John spread out cards, and find a Joker card.)
13.31 Tim: See! There's a 'e'. It there. 'Er' (sound) has got 'e'.
13.32 J: O.K. Well?
13.33 Tim: I'll put the 'e' in
OBSERVATIONS: SMALL GROUP INTERACTIONS FOR LITERACY.

Duration: 11 minutes. Appendix 13 (B)

Small group involving Rachel (Year 1) John (Year 2), Anna (Year 1) and Emiliano (Year 1).

13.1 A: Is that how you spell 'dolphin'?
13.2 Rachel: Look in the dolphin book.
13.3 A: Where is it now? Give it to me, Emiliano.
13.4 J: There's no 'e' in dolphin. It got to be 'i'.
13.5 A: I'll look.
13.6 J: Your nearly right.
13.7 Rachel: One day I saw a rainbow. It was.... (reads story aloud)
13.8 J: Pretty?
13.9 Rachel: Yes! How do write 'pretty'?
13.10 J: P-r-e-t-t-y.
13.11 A: I know how to spell 'die'.
13.12 A: D-i-e-d.
13.14 J: What are you spelling?
13.15 A: Died in dead.
13.16 J: D-i-e-d.
13.17 Rachel: John, is one hundred and one the same as one hundred? One hundred and ninety-nine and then you add one and its a hundred.
13.18 E: Well, some people ninety-nine, a hundred and some people say ninety-nine one hundred.
13.20 J: John, ninety-nine one hundred.
13.21 A: You say a hundred and I say one hundred.
13.22 E: Its a lond story, now.
13.24 A: On the island is a lot of dogs and one day one when the dolphins died there was only one hundred left. . . .
13.26 Rachel: I know what a dolphin is? Don't tell me, don't tell me.
13.27 Dolphin, dolphin, dolphin. (looks at Anna's story) Is that how you spell 'dolphin'?
13.29 J: What's a 'dolphin', Rachel?
13.30 Rachel: It's a fish and it's friendly and it doesn't like sharks and it fights them and they have babies in the water.
13.31 A: In the water?
13.33 A: (Takes book from Anna, searches through pages) There!
13.34 Look. Its comes out and then it has to get air, so doesn't drown. It's got a hole on its head. That's it's nose.
13.37 Rachel: Why does it have a nose on it's head? It got to be on it's face.
13.39 J: So it can get air when its swimming real fast, so the sharks don't eat it.
OBSERVATIONS: SMALL GROUP INTERACTIONS FOR LITERACY.

Duration: 9 minutes 22 seconds.

Appendix 13 (C)

Small group involving Freya (Kinder), Jennifer (Year 1) and Photis (Year 1).

13.1 Freya: I'm going to draw a pencil.
13.2 P: I'm not going to draw a pencil.
13.3 Freya: I'm going to draw a funny one that has got a rubber and a sharpener.
13.4
13.5 Here's the rubber.
13.6 Here's the sharpener.
13.7 J: I'm going to do a crayon.
13.8 Freya: What is that?
13.9 P: Its a bird, no, a parrot, like the galah.
13.10 Freya: It looks like a dragon, that's not the bird.
13.11 P: It's a bird!
(Indiscernable talk amongst students - discussing dragons.)
13.12 Freya: What does that say?
13.13 J: Day.
13.14 Freya: Day.
13.15 P: How do you spell 'bird'?
13.16 Freya: Bird?
13.17 J: I don't know.
13.18 Freya: Can I have a change of pencils, please?
13.20 P: Doesn't matter. 'B-rr-d'.
13.21 P: You only got 'y' and two 'l's and 'e'.
13.22 J: It says 'yellow'. That's my crayon, stupid.
13.23 Freya: Jenny, can you spell 'bird'?
13.25 P: I forgot the 'i'.
13.26 Freya: Yeah. You forgot the 'i'. You made a mistake.
13.27 P: I'll just do three pages of it. This is my second.
13.28 J: You have to sound it.
13.29 Freya: I'm finished. Want to read my story.
13.30 J: No. You read, I'm busy.
13.31 Freya: My pencil has got a sharpener and a rubber. It's magic.
13.32 J: You can't have magic, that's not real.
13.33 P: Yes, she can. It's a story. Mrs B. says you have anything.
APPENDIX 14
Teacher: What I am going to do is read you a story and then we are going to do some magic pointer with the story and then I am going to ask some people to work in groups and complete the close passage on ..... and some people can work just by themselves.

And then we are going into language. Now do you understand what we are doing?

The story I am going to read to you, I know most of you know, in fact I am sure most of you know, is 'The Three Wishes.' And if you don't know the story it is very hard to do a .... passage if you don't know what the story is all about. So we'll read the story first so you know it.

OK The Three Wishes. This is in the book called 'Storytime'.

Once upon a time there lived a poor old woodcutter who lived with his wife. One day he was about to cut down a huge tree when an elf appeared. "Please don't cut down this tree" asked the elf. "I live here, I will give you three wishes if you go away". So the woodcutter left.

"Wife, wife I have a surprise. An elf said I could have three wishes". "Fiddle sticks" said his wife. "Go back to work at once, its a long time since we have anything good to eat". "I am so hungry I wish we could have a huge bowl of sausages". And a big bowl of sausages appeared at the table. "Oh! Where did they come from?" said the wife. "It's one of the wishes. Let's thank the elf" said the woodcutter. "Fiddle sticks" said his wife. "What a silly wish, sausages, we could have wishes for a new house, fine food and wine but now we have a silly bowl of sausages". I wish the sausages were on the end of your nose". And the sausages appeared on the end of his nose. "Look at this cried the woodcutter. The second wish is gone and I have a nose of sausages. What can I do, I look so funny, pull them off, pull them off". They pulled and they pulled but the sausages would not come off. "Wife, wife wish the sausages off my nose" he yelled. "But then all our wishes will be gone" said his wife. "We could have wished for a new house and fine food and wine". "Wife, wife can't you see, I won't feel like a new house if I have a sausage nose, help me".

Teacher: The lessons I have put on the board. We have to work out what or try to work out from the story so far. So let's see if we can do it.

Now I hope you've read some of this. Read it in your head and now we are going to go through and read it together.

Teacher: All right, let's go. Everybody

Students I don't want to.

Teacher: What's going to go in that

Students .... What I really want is a new
Teacher: Now, a new what?
Students: Home.
Teacher: (child’s name), why did you say home?
Students: ...... 
Teacher: That’s not right, you are thinking about what she said before. What I really want is a new home.
Students: And some food and some wine.
Teacher: What’s going in this one?
Students: ..... 
Teacher: Let’s go.
Students: But then again, I don’t really like the idea of you with a nose made of ..... 
Teacher: What’s his nose made of? S(k)
S(k) : Sausages.
Teacher: Sausages.
Now this morning when I was writing this on the board someone came in and interrupted me. So I am just going to write..... You read it as I write it.
Students: All 
Teacher: Now wait a minute.....
Students: All
Teacher: Wait a minute until I finish.
Teacher: OK. Who is going to predict whose words that go in there.
T. Well read us the sentence first please.
T(γ2): I
Teacher: I what?
Alright then.. I
T(γ2): I wish
Teacher: Sausages, the sausages
Who’s going to predict the next one ... Y(γ1)
Y (γ1) : Would vanish from your nose.
Teacher: said the
Students: said the wife.
Teacher: Vanish. What a good word, I wish the sausages would vanish from your nose said the what? I’m going to read you the last part and you put a couple, well one word different. Listen to what they wrote in the book and tell me how it’s different. Alright then, I wish the sausages would disappear from your nose said the wife. How do you make it different? A(γ1)
A(γ1): Because. Y. said vanish and in the book it’s really disappear.
Teacher: Can we have vanish?
Students: Yes
Teacher: Why can we have vanish? J(γ1)
J(γ1): It’s another word for disappear.
Teacher: It’s another word for disappear. It means the same thing. Yes it’s OK we can have vanish. Yes.
Student: After high then the fullstop and end there...
Student: It’s been rubbed out.
Teacher: Its been rubbed out. I told her to rub it out.... and who can predict to the end of the story. There is two more paragraphs in this story. How do you think the story ends.
A (γ1)
A (γ1): ...
Teacher: Yes, but that’s not the end of the story. How do you think the story ends? R(γ1)
R(γ1) : And they lived happily ever after.
Teacher: And they lived happily ever after? A
A (k): Like says, Oh gee now we've wasted all the wishes. She calls him names and all that cause you've wasted all the wishes ..... 

Teacher: Sounds like a pretty logical explanation to me. This is the last part of the story. ..... Leave it there please.

The sausages disappeared and the woodcutter was left with nothing. The poor woodcutter went out to look for the elf but he never saw him again. I think I like Aaron's end to the story better than the one in the book.

Student: (k): and the sausages came off the nose.
Teacher: Have the sausages come off the nose? Did you read this. Read this line here.

Student: (k) ........
Teacher: Are the sausages still on his nose.
Student: (k) No
Teacher: No they are not.
The people who are going to work in a group to answer this are going to be N because N is good at figuring out these words. J because I think J is being very sensible today. Oh it's difficult to choose out of all these people that want to help. Um ... R and M, best mannered M OK. Well I'll go and get a pencil.

Teacher: What I would like you to do J is, you read it and when you get to the words that are left out ask everybody what word they think should go in there. I don't want you to look at the book I want you to work it out right, go.

J: Once upon a time there lived a poor old woodcutter. He lived in a house with his wife. One day he went out to cut a huge ....

M: tree
J: When an elf appeared.
Teacher: I don't want you to do it, I want you to find out what everybody else.

J: Yes that's what they are doing.
J: When an elf appeared. "Please don't do
Teacher: Maybe you should read a little bit more
J: down this tree
R: cut
J: she said cut
Teacher: Please don't cut down this tree. ..... asked the elf "I live with
J: I will give you three wishes. ...... if you go away. So the woodcutter went away ...........

Student: (k) A surprise
J: An elf said I could have three wishes. Fiddle sticks said his wife. Go back to work at once. It's a long

Student: (k) life
Student: (k) time
J: since we have anything good to eat. I'm so hungry I could
Student: (k) wish
J: wish we could have a huge bowl of sausages. A huge bowl of sausages
J: sausages appeared on the table. Help, where is they come from?
Student: (k) did
J(yr1): said the wife.
Teacher: Have you finished. Well now its time to go and do your, whatever
you were doing for language, what are you doing J ? leave it
there.
J(yr1): You asked me to set up the computers to see if I could work out
the new game.
Teacher: Right, well go and do that.
Student:(yr2) ........
Teacher: Can you do that with N(yr1) ? You will have to carry it down and
fill it all up. Can you do that?
Student:(yr2) N(yr2) can take the ...
Teacher: What are you doing?
Student:(yr2) Does everyone have to start a book report?
Teacher: No, you can do one of the things off the ... reading activities
chart. You could do writing, you could finish a story you started
this morning.

Noise, talk, both teacher and students
APPENDIX 14b

Teacher: We are going to check each other's contracts in five minutes. So a quarter past 12 everybody is going to stop and we will check the work together.

More talk, noise ... can't transcribe

Teacher: You're all working really well on your language activities. Look at this! We're going to stop right now and first of all share the three wishes and our predictions for the three wishes and then C and J have a written conversation to share with us. Right. So let's go. We want 'The Three Wishes' in front of you and nothing else. Put everything out of the way. Next one, sentence please. ???

?name? Wife, wife I have a surprise

Teacher: Wife, wife I can't find it I'm looking. I have a surprise. Who have have. What did you have J (\(y^r\))

J (\(y^r\)) : Got

Teacher: I got a surprise. Yes that's fine. Why can you have got and have? L (\(y^r\))

L (\(y^r\)) : Because they both make sense. Yes they both mean the same thing.

Next sentence please. Big voice. F (\(K\))

F (\(K\)) : The elf said I can have three wishes.

Teacher: Read the next one, keep going J (\(y^r\))

F (\(K\)) : Fiddle sticks

Teacher: Does anyone have anything else instead of ? Date

Student: ....

Teacher: Yes, she was a yelling type of person wasn't she?

Student: Called

Teacher: Could have had all the right ones.

Teacher: Who is ready for the next one.

Y (\(y^r\)) : go back to work at once.

Teacher: And the next sentence please.

Y (\(y^r\)) : It's a long time since we have had anything good to eat.

Teacher: Stop there! Did anyone else have something instead of time?

What did you have C (\(k\))?

C (\(k\)) : Way.

Teacher: It's a long way since we have had anything good to eat? Time

Next sentence please J (\(y^r\)).

J (\(y^r\)) : I'm so hungry I wish we could have a huge bowl of sausages.

Teacher: Does anyone have anything instead of wish? No.

Well nearly finished, and now next sentence.

T (\(y^r\)) : A huge bowl of sausages appeared on the table.

Teacher: Anyone have anything instead of sausages? No you really can't put any other word there other than sausages. And the last sentence please.

name? : Oh, where did they come from, said the wife.

Teacher: Did anyone have anything instead of did?

What did you have J (\(y^r\))?

J (\(y^r\)) : ....

Teacher: Where have they come from? Yes you could have have. Well done!

Who got it, just about everyone right? Leave those on the desk and we will come and sit on the mat and we'll .........

Everybody is just about ready. This is from ...... please pardon

Student: ....
Have we read the story? So you really can’t have written conversation cause people don’t know what the story is about. We have to know the story first. 

We had the book before.

Did we have the book before? Can you remember what the story was about then and give us a report.

No I can’t remember.

........ wanted to ask the giraffe what it was like up there ... What is it like up there? ........

Well thank you for that very detailed summary, I probably guess you wrote the book report. Is that right. Who are you please

Ciri) What’s it like up there, pardon. What’s it like up there, pardon. What’s it like up there, pardon. What’s it like up there. It’s nice up here thankyou but the ... tickles my nose and I think I am going to ah ah chu. What’s it like down there, pardon?

Thankyou. What are we going to do now is contracts. I’ll tell you what contracts are. We have got a brand new game on computer which is a spelling game. J(Vi)and M(νz)have just been playing it. They said it is really fun so I am going to let two people go and start doing that. I’ll show you what contracts are first. Read and do contracts ...... to do activities on the back contract table. Would you like to just stand up and get it M and show everyone what I am talking about.

Is that like the um ...

Just stand up and go and get it M(κ)and hold it up. That’s it... you have to read the instructions and draw what it tells you to draw. Thankyou. The second one is spelling. The spelling is the spelling game on the computer. That’s your maths book, you’ll have to get it and find out what you have got to do. Fourth, I’ve got, we’ll do find a poem from ‘Alright Vegemite’ and share it with us. So we will leave ‘Alright Vegemite on the contract table. That’s the contract draw about this week. Wouldn’t it be brilliant if we could all finish contracts. We have already won the assembly award so we could just about win the finished contracts I would say.

Who would like to go and .... I thought that might happen ...

I am going to choose two people who have done a lot of very good reading and lot of very good work this morning. That’s about it. Jennifer? Would you like to go and use the computer, would you like to go with her please, Mitchell. Go.

Tell James that I’ve said he has been playing it long enough and he’s going to teach you. Right.

Who has got to look at ... Those people go up the back and do that before you start contract lessons.

Tell me what you see in the contracts and you can get started?
OBSERVATION - PHYSICAL SETTING

1. Class plan:

[Diagram of a classroom layout with various areas labeled, such as reading corner, learning centre, science area, drama, art, construction, and investigating areas.]

Appendix 14
Name: Timothy

Observations / Skills Developed

18.2
- writes for an audience
- uses strong dialogue and humour when he writes
- stories 3-4 pages in length

23.3
- uses punctuation correctly

17.5
- writes, edits, re-reads, publishes
- a great little author
- his latest extravaganza is 5 computer pages long!

4.8
- uses various formats in creative work
- project
- game
- story mash
- books
- above both hand written and

To be developed...

18.2
- use punctuation correctly
- write clearly and concisely
- rewrite a text in a different genre e.g. play to narrative

23.3
- develop research skills
  - read a page
  - paraphrase
  - record
  - time to choose own topic

17.5
- use different genres to present work

4.8
- use paragraphing and chapters
<table>
<thead>
<tr>
<th>Goals</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Displays a willingness to use writing as a means of communication.</td>
<td>✓</td>
</tr>
<tr>
<td>* Is aware that the purpose of the writing governs the form it will take.</td>
<td>✓</td>
</tr>
<tr>
<td>* Through listening, reading and discussing is developing an awareness and sense of text structure.</td>
<td>✓</td>
</tr>
<tr>
<td>* Able to make independent judgements and decisions about:</td>
<td>✓</td>
</tr>
<tr>
<td>- content</td>
<td>✓</td>
</tr>
<tr>
<td>- form</td>
<td>✓</td>
</tr>
<tr>
<td>- effectiveness</td>
<td>✓</td>
</tr>
<tr>
<td>* Is developing an ability to write in a style and form appropriate for various purposes to:</td>
<td>✓</td>
</tr>
<tr>
<td>- clarify thinking, note taking, explanations, diagrams, etc.</td>
<td>✓</td>
</tr>
<tr>
<td>- record feelings/observations - personal letters, poems, diaries;</td>
<td>✓</td>
</tr>
<tr>
<td>- persuade - advertisements, debates, speeches, interviews:</td>
<td>✓</td>
</tr>
<tr>
<td>- describe - picture, events, objects:</td>
<td>✓</td>
</tr>
<tr>
<td>- inform/advise - posters, messages, book reviews:</td>
<td>✓</td>
</tr>
<tr>
<td>- make comparisons - recording results, note making, descriptions;</td>
<td>✓</td>
</tr>
<tr>
<td>- predict - endings for stories, probable outcomes, social studies, etc.;</td>
<td>✓</td>
</tr>
<tr>
<td>- to clarify thinking - reporting, summaries, precis, paraphrasing;</td>
<td>✓</td>
</tr>
<tr>
<td>* Narrative writing displays a sense of cohesion and of story structure.</td>
<td>✓</td>
</tr>
<tr>
<td>* Expository writing displays a sense of cohesion and a logical development of ideas.</td>
<td>✓</td>
</tr>
<tr>
<td>* Able to employ the skills of proof-reading to refine their draft.</td>
<td>✓</td>
</tr>
<tr>
<td>* Seeks response to writing from classmates, teachers and others.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Handwriting**

* Is developing an understanding of and an ability to produce legible and fluent handwriting. |

**Spelling**

* Spells a core of common words conventionally. |

* Uses spelling patterns to predict 'spellings' of new words. |
<table>
<thead>
<tr>
<th>GOALS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will use references in search of conventional spelling:</td>
<td></td>
</tr>
<tr>
<td>- directed</td>
<td></td>
</tr>
<tr>
<td>- independently</td>
<td></td>
</tr>
<tr>
<td><strong>PUNCTUATION</strong></td>
<td></td>
</tr>
<tr>
<td>- Recognise and use the basic forms of punctuation:</td>
<td></td>
</tr>
<tr>
<td>. full stop</td>
<td>✓</td>
</tr>
<tr>
<td>. capital letters</td>
<td>✓</td>
</tr>
<tr>
<td>. question marks</td>
<td>✓</td>
</tr>
<tr>
<td>. recognise and use quotation marks for direct speech.</td>
<td>✓</td>
</tr>
<tr>
<td>- Recognise commas in series and for emphasis.</td>
<td></td>
</tr>
<tr>
<td>- Write commonly used abbreviations and contractions in accepted form:</td>
<td></td>
</tr>
<tr>
<td>Mr, Mrs, Dr, isn't, can't, it's, don't doesn't</td>
<td></td>
</tr>
<tr>
<td>- Use capital letters for:</td>
<td></td>
</tr>
<tr>
<td>. Sentence beginnings</td>
<td>✓</td>
</tr>
<tr>
<td>. Proper nouns</td>
<td>✓</td>
</tr>
<tr>
<td>. Subject headings</td>
<td>✓</td>
</tr>
<tr>
<td>. Titles</td>
<td>✓</td>
</tr>
<tr>
<td><strong>STRUCTURE</strong></td>
<td></td>
</tr>
<tr>
<td>- Use pronouns in sentences.</td>
<td>✓</td>
</tr>
<tr>
<td>- Write a sequence of sentences about a topic.</td>
<td>✓</td>
</tr>
<tr>
<td>- Use a noun and a verb to build a sentence.</td>
<td>✓</td>
</tr>
<tr>
<td>- Use varied beginnings to enrich sentences:</td>
<td></td>
</tr>
<tr>
<td>. directed</td>
<td>✓</td>
</tr>
<tr>
<td>. independently</td>
<td></td>
</tr>
<tr>
<td>- Use adjectives and adverbs to enhance meaning.</td>
<td>✓</td>
</tr>
<tr>
<td>- List questions for inquiry and interest and use as a guide to gain information.</td>
<td></td>
</tr>
<tr>
<td>- Recognise that two sentences can be joined by conjunctions.</td>
<td></td>
</tr>
<tr>
<td>- Is beginning to use apt vocabulary.</td>
<td>✓</td>
</tr>
</tbody>
</table>
THERE’S A BUNYIP UNDER MY BED. Mario and Lucas were brothers. They slept in the same room. One night Mario said to Lucas, “Guess what, Lucas?” Lucas was half asleep. He said sleepily, “What Mario?” And Mario said “There was a big old bunyip under my bed last night.” But Lucas didn’t believe in bunyips. They had an argument. Finally Lucas said “Your the craziest kid in Australia, Mario. There’s no such thing as a bunyip.” Mario was very angry at this he hated arguing, but he did see a bunyip. So he said “Is to Lucas, he was as big as anything and he had a hairy-scary body and a bumpy-lumpy head. Fair dinkum!” Lucas was furious! Mario had believed in bunyips for ages, now he is telling me he saw one. He couldn’t believe his ears. So he said: “You were only dreaming.” Mario was frustrated. He did see a bunyip he had told his mum, dad, best friend, his worst friend, and last of all he told his teacher. Out of five people only one believed him. His teacher. So he kept on describing
it: "It was not a
dream, Lucas. That bunyip's
grin was full of fangs and
he had two big horns and a
purple tongue
and..." Lucas was furious
by now so he said: "You're
crazier than a cross-eyed
bandicoot. Be quiet and let
me sleep!" They kept on like
this Lucas trying to
sleep, and Mario kept on
describing it, saying that
it had spikes down his
back, twelve muddy toes, spat
snakes. Finally Mario said
something different: "That
bunyip crept and crawled
and rattled and clanked
andslithered and slathed and
came closer and closer
and..." Mario stood on the
bed imitating the
bunyip, while Lucas was
saying things like: "Did he
eat you?" Then Mario
said: "Worse! That old
bunyip jumped right on to
the end of the bed and
picked me up and gave me a
great big bunyip
kiss!" Lucas who was
disgusted in the pretend
bunyips behayvier he had
only one thing to say and
that was: "Yuk!" Mario was
so suprised he had to say
were the bunyip hid: "Then
he hid. Guess were?" Lucas
was so angry by now so he
said: "I don't care
were, because there is no
such thing as a bunyip. Now
go to sleep before I thump
you!" Mario wanted to have
some fun, so he grabs a bag
marbles and sayed: "Okay
Lucas. I'll go to sleep I'm
asleep already
Zzzzzzzz.... "Then Mario
rattled the
marbles!: "Mario.... Mario
wake up!" Lucas was so
curious that he looked
around, but then Mario
answered him: "What do you
want Lucas?" Lucas was
shaking with fright by
now, so he said really
shakily: "Did you hear a
noise? A rattling clanking
noise? " Mario grinned and
said: "No!" Lucas sniffed the
air very curiously and said:
"Do you smell a billabong
smell? " Mario didn't grin so
nicely. But he
said: "No. " Lucas was puzzled
so he said: "Are you
sure?" Mario grinned from
ear to ear, and said: "Sure
I'm sure
goodnight! Zzzzzzzzzzzz " Mario
shook the marbles again
Lucas was so scared that he
hid under the
blankets! " Mario..... were
did that pop-eyed, yellow-
tailed, jagged-fanged old
bunyip hide anyway? " Mario
tailed, jagged-fanged old bunyip hide anyway?" Mario

was so tired by he was yawning, so he said very sleepily: "Under the bed Lucas." Lucas was so curious, so he said: "Under your bed?" Mario wanted to scare Lucas so he said: "Nope that old bunyip is hiding under your bed Lucas!" Lucas was so scared that he sprinted out of the room and shouted back after him: "Mum, Dad, there's a bunyip under my bed! Please don't let him kiss me! Mario laughed fit to kill himself. He pulled out the bag of marbles and went to sleep. A few minutes later, the bunyip crawled out of under Lucas's bed and kissed Mario. By Tim.
One boring day in the batcave, the Joker was thinking. Then, he had an idea. He would put on a suit and put an evil spell on it. Then, Batman slowly got into his hideout and got an apple and chucked it in the bin. Then, Batman
wacked them. Robin punched him and they got a **fake**. Now they have got **300** troops.
8-6-81

Last night I had a Nemo care. It was about a pirate.

Once one day, my father said, "It is time you left home." I said, "Alright. My father said, I could use his ship to off."

I went up a notice to ask for people to sail with me on the ship. Then, we sailed off. The person at the lookout said, "Island ahead. We..."
at full speed ahead. We made it. Then it started to rain. We went to the ship. The next day we started to make a house. Three days later it was ready. We made new friends with the natives. These are their names: Renee, Louie, Laura, and Sokpythyrith. We let them stay. One day a pirate.
A pirate is a person who attacks and robs ships from any country. In the 1700's it started. In the early 1800's it ended. Cause the law and so. Most BAD. Pirates wore dark clothing. Most pirates sailed the Japan Sea, South China Sea, Caribbean Sea, and Mediterranean Sea. In the 1700's, the most famous pirate was Blackbeard. They wore boots. They have a cutlass, maybe a whip, a pistol, and a dagger.
9-10-89 - Capt. White

All pirate ships have cabins for the Negroes, and the captain have there own room. The crew have to find room and set up there hammocks. These are some of the jobs they do, scrub the deck, release the sails, repair the rigging, climb the rigging. Look from the lookouts and shoot (wheel to the) ship. Pirate ships are made out of wood. At the back of the ship they keep their supplies.
Rachel

I am having a birthday on the 11th of May and it is from 4-30 to 6-30. Kimberly is coming, Nadine, Georgia Blak, Sarah F., and a lot more. Actually, 14 Pipers are coming. We are having fun. Game and we are having lots of games. I am putting the words to my birthday. So it will look nice for my birthday. And I will be turning seven. Seven is fun. There are fun birthdays, because I like birthdays.
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Rachel

the hen auta now roo in the bag and the hen she took away
and then the fox wood up
and ran howm and sed to mahr
hav you got the aot on yes dear
as fox stand the licking his
choqs as and ishaced the bag
ouwr the aot squilsh
mahr and fox got badini birn+
at's wiy foxs
do t eat hens
Rachel

The platypus and the kwala

the platypus was a great enemy of

the kwala one day the platypus was

coming out of the water there and the kwala got a heap of branches and threw them on him the platypus was angry

so he made a plan. But it did not work so he gave up the
In the holidays we stayed at the Annamoe Manor House and we grew beet. Freya

And it has not got any flowers or plants. It has got grass.

What a wonder story. Great.
Name: Timothy

Observations / Skills Developed

3.2
Independent reader

To be developed...

3.2
Different types of texts i.e. factual and non-fiction
Comprehension skills i.e. written Comprehension

5.5
- Progressing well.
  - Comprehension & research skills excellent.
  - Now reading literature from library. A. Roald Dahl. . .
- Also read:
  - Lion, Witch & the Wardrobe
  - The Magician’s Nephew

5.5
- Development of research skills & reading for a specific purpose

T/L
- Individual projects. Tim’s choice. Certain questions to be answered regarding topic e.g. dinosaurs

24.7
- Researches topics well

28.8
- Reads widely e.g.
  - Tony’s Midnight
  - C T Dennis Books

24.7
Read a passage/text & answer specific questions

28.8
- Under genre e.g. non-fiction
# READING CHECKLIST

## Level 3

<table>
<thead>
<tr>
<th>GOALS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Recognises that meaning of print is constant/</td>
<td></td>
</tr>
<tr>
<td>that print is stable.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Confirms and self corrects - semantic and syntactic fit.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Recognises common affixes, i.e. ed, ing, s,</td>
<td>2/89</td>
</tr>
<tr>
<td>* Uses graphonic cues in word solving.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Reads for meaning.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Risk taker - prepared to make predictions.</td>
<td>4/89</td>
</tr>
<tr>
<td>* Rejects unsatisfactory predictions and self corrects.</td>
<td>4/89</td>
</tr>
<tr>
<td>* Locates specific parts of text.</td>
<td>5/89</td>
</tr>
<tr>
<td>* Uses semantic cues.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Uses syntactic cues.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Discusses character development.</td>
<td>4/89</td>
</tr>
<tr>
<td>* Recognises sequence, cause and effect.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Differentiates reality and fantasy.</td>
<td>5/89</td>
</tr>
<tr>
<td>* Differentiates fact and opinion.</td>
<td></td>
</tr>
<tr>
<td>* Considers audience when reading orally.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Uses references appropriately.</td>
<td>4/89</td>
</tr>
<tr>
<td>* Independently choose suitable books to read.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Use class library effectively.</td>
<td>4/89</td>
</tr>
<tr>
<td>* Read for sustained periods.</td>
<td>2/89</td>
</tr>
<tr>
<td>* Use research skills, i.e. skim read to find information.</td>
<td></td>
</tr>
<tr>
<td>* Use punctuation appropriately in oral reading.</td>
<td>2/89</td>
</tr>
</tbody>
</table>
Tim's Reading Record YR2. App.
1. Pugwash aloft 2. Kangaroo Tennis
3. The Littles and the big storm.
4. The cheese magician and the giant. 5. Cam Jansen and the mystery of the C.C.
6. The disappearing cat.
7. Snow white and Rose red
13. The luckiest one of all. 14. From pen to pencil.
15. A trick 16. Seven boring normal days in the life of Sunny Samuels.
17. Black gold.
27. Frightful fear. 28. Royal mouse.
29. Birds in Birch Bark Hill.
<table>
<thead>
<tr>
<th>Reading Record</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>- An independent reader.</td>
</tr>
<tr>
<td></td>
<td>- Repeats to aid comprehension</td>
</tr>
</tbody>
</table>
**PHYSICAL DEVELOPMENT:**
- Gross Motor - good, well developed.
- Fine Motor - good, well developed.
- Body Awareness - awareness evident.
- Craft work - good, 1/89.

**EMOTIONAL DEVELOPMENT:**
- Cooperation / relationship skills - get on well with peers.
- Independence - shows evidence of this.
- Positive self image / self concept - to be imaged, concept.
- Good.

**SOCIAL DEVELOPMENT:**
- Selecting tasks - can do this independently.
- Planning and carrying out tasks - can sort well.
- Completing tasks - can complete next task.
- Cooperation with teacher / other children - will and.

**LANGUAGE DEVELOPMENT:**
- Speech - well developed, clear.
- Form, e.g., sentence structure - appears to situation.
- Usage - fluent, appears well.
- Listening skills - developing well.

**OTHER FACTORS:**
- Cultural / linguistic background - Asian.
- Home environment - fine.
- Parental attitudes to school - fine.
- Disabilities - suffers with asthma.

**GENERAL COMMENTS:**
<table>
<thead>
<tr>
<th>Writing Process</th>
<th>Date:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of language organization (surface structure)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictorial representation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribble writing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Random invented letters</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>Strings of repetitive alphabetic letters</td>
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<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Groups of letters with space between</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copying sentences or words unrelated to stated topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any recognizable word (own)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing knowledge of sound/symbol correspondences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any simple sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Message quality (deep structure)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies objects in picture</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One sentence description of picture</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a concept that a message is conveyed (Tells message but what is written is</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part of directional pattern is known —</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>start top left</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>move left to right</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>return down left</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reversal of directional pattern</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct directional pattern</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct directional pattern and spaces between words</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**NAME:**  
**YEAR/LEVEL:**

<table>
<thead>
<tr>
<th>Date: 1934</th>
</tr>
</thead>
<tbody>
<tr>
<td>369</td>
</tr>
</tbody>
</table>

### LANGUAGE

| **Organization (surface structure):**  
**Correct spatial relations between letters, size, position**  
Confident attitude towards attempted spelling  
**Shows sound/symbol relationships in spelling —**  
initial letters  
final letters  
nuclear letters  
**Attempts to use resources to assist spelling**  
**Self-identification of spelling errors**  
Use of upper and lower case letters in relevant places  
**Attempt at punctuation**  
**Use of correct punctuation —**  
initial stops  
question/exclamation marks  
periods  
commas  
**Story of two or more sentences**  
Punctuated story of two or more sentences  
**Message quality (deep structure):**  
Writing approximates conventional form and child matches more or less what message says.  
**Repetitive independent use of sentences**  
**Understands concept of a story**  
**Can retell own experiences in writing**  
**Can sequence events**  
**Expresses need to improve or rewrite**  
(i.e. 2nd draft)  
**Prepared to attempt editing for pages of a draft**  
**Prepared to evaluate own stories against each other to select best one for publication**  
**Directional principles**  
Exhensive text without any difficulties of arrangement and spacing |
PHYSICAL DEVELOPMENT:
- Gross Motor: developing well
- Fine Motor: good, direction well controlled
- Body Awareness: well developed
  - left-good co-ord. 5/14

EMOTIONAL DEVELOPMENT:
- Cooperation / relationship skills: co-operative but a little shy
- Independence: can select activities independently
- Positive self image / self-concept: timid, unsure, self-image low

SOCIAL DEVELOPMENT:
- Selecting tasks: can do well
- Planning and carrying out tasks: can do
- Completing tasks: 
- Cooperation with teacher /other children: very good
  - gets on well

* LANGUAGE DEVELOPMENT:
- Speech: clear
- Form, e.g., sentence structure: forms sentences well
- Usage: varies language according to situation
- Listening Skills: has good listening skills

* OTHER FACTORS:
- Cultural / linguistic background: Australian
- Home environment: the at this stage
- Parental attitudes to school: 
- Disabilities: n/a

* GENERAL COMMENTS:
  - Report 12 Progress 3 Progress increase
  - as self-confidence grows
<table>
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<th>Date: 4/89, 9/89</th>
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</tr>
<tr>
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</tr>
<tr>
<td>Punctuated story of two or more sentences</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Message quality (deep structure)</strong></td>
<td></td>
</tr>
<tr>
<td>Writing approximates conventional form and child matches more or less what message says.</td>
<td>✓</td>
</tr>
<tr>
<td>Repetitive independent use of sentences</td>
<td>✓</td>
</tr>
<tr>
<td>Understands concept of a story</td>
<td>✓</td>
</tr>
<tr>
<td>Can retell own experiences in writing</td>
<td>✓</td>
</tr>
<tr>
<td>Can sequence events</td>
<td>✓</td>
</tr>
<tr>
<td>Expresses need to improve or rewrite (i.e. 2nd draft)</td>
<td>✓</td>
</tr>
<tr>
<td>Prepared to attempt editing for pages of a book</td>
<td>✓</td>
</tr>
<tr>
<td>Prepared to evaluate own stories against each other to select best one for publication</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Directional principles</strong></td>
<td></td>
</tr>
<tr>
<td>Extensive text without any difficulties of arrangement and spacing</td>
<td>×</td>
</tr>
</tbody>
</table>
APPENDIX 17
AIM:

To develop the communicative competence of each child in the areas of Reading, Writing, Listening and Speaking.

GENERAL OBJECTIVES:

1. To promote language learning in each child through a wide range of activities centred on good literature.

2. To promote a more complex and informative use of language that will enable the children to express their thoughts in the manner required.

3. To foster the language development of each child by providing a learning environment where he can both work by himself, in diads and in larger groups.

4. To develop and extend the role that literature, poetry, drama, music and movement play in language development.

5. To monitor each child’s progress so that an optimum development of language skills can be produced through planned and unplanned language experiences at school.
Communicating is seen as encompassing four components of an integrated development. These components are Listening, Talking, Reading and Writing. It is my belief that these areas are each a process of learning in themselves, but are so interrelated that one cannot exist without the other.

These components, because they cannot be isolated need to find definition within contexts. These contexts are, all the components of the curriculum. These serve to create links, integrate, and define a continuity for a relevant process of learning for children.

The four components of Communicating can be defined across the curriculum as:-

Listening:-
Children listening to each other, to themselves, others within school and community and a variety of modes of aural input and learning experiences.

The contexts for these across the curriculum include:-
Children sharing their work, their thinking and processes, what they've learnt and conference situations.

Talking: Talking is very interrelated with listening.
Through talking children clarify their thinking, ideas and process; share their work, perceptions, problem-solving, interrelate, share what they've learnt and achieved.

Reading: Reading can be seen across the curriculum by the broad experiences: input, listening to stories, Shared Book Experience, frequent opportunities to read, writing frequently, dictating own language to be seen in print, writing and responding.

Writing: Can be seen within the context of across the curriculum as these broad experiences:
Input / Reading experiences; modelling of writing across the curriculum; writing for a variety of purposes and for children's own needs; sharing of writing, be it part way through the writing process or the products.

I believe children cannot fully understand these components of communicating unless they
have opportunities to experience these in broad contexts of their learning. By challenging their understandings and asking children to communicate these, further development can occur.

The children of K,1,2 will be offered experiences that encompass the four components of Communicating across the curriculum. For the purposes of programming; reading and writing will be programmed, along with language experiences to form the basis of strategies and information children will need to confront challenges to their thinking and learning for all areas of the curriculum.

Reading and writing in this context are programmed so as to provide the processes that children need to be involved with so that within the areas of Communicating, Investigating, and Expressing, children have some degree of understanding and practice of these processes to apply to new and challenging experiences.

The language experiences also offer the above mentioned, but within the context of whole language Arts development within the curriculum.

Non-Verbal Communication is particularly important for Personal development; understanding others, Conflict and relationships. An understanding of Non-verbal communication can enhance relationships between children, teachers and parent, and support classroom climate. It is anticipated that this will be highlighted through role play, picture books, personal development program and incidentally in classroom. As well Non Verbal Communication must be considered within the context of Non-Sexist, Multicultural, Aboriginal and Australia Studies perspectives.
Daily Language Arts Experiences - Language Block

Input
Can be:
* Shared story - introduce / re-read / highlight structure / plot.
* Shared Book experience - innovating aspects, story, text,
* Shared writing - modelling process problem.

Teacher's role

Input - modelling process problem.

Conferences - roving
- individual
- group.

Group Activities

- Each activity allows children to operate at individual level.
- Organisation provides a variety of group learning situations.

Includes:
- Listening post
- Reading Corner / Centre.
- Writer's Corner - process writing
- dictating stone
- Responding to stories.
- Sharing experiences in sharing sessions.

Individual Activities

- Concept development activities - focus on specific concepts, eg text matching sequencing.
* Responding to stories.
* Writing.
* Reading practice and USSR.
* Independent reading.

Sharing Sessions

Children Share:
- their own writing - get readers response to
- read or retell a story
- explain activities involved in during session.
- show and explain how to make something.
- show personal / group response to story writing.
- share ideas for - stories.
- improvements and help to others.
"First words must mean something to a child. First words must have intense meaning for a child. They must be part of his being. How much hangs on the love of reading, the instinctive inclination to hold a book."

- Sylvia Ashton-Warner

Teacher, 1963 p.33.

"To learn to read, children need to read. The issue is as simple and as difficult as that."

Frank Smith, Reading, 1978 p.28

"Just by the virtue of being a reader, everyone of us has learned to be a reader, to recognise and understand thousands of words on sight...... by conducting experiments as we read, not only do we learn to recognise new words, we learn everything else to do with reading."

- Frank Smith, Reading, 1978 p.90 p.97

"Cushla was not 'taught' to read, unless the provision of language + story, in books + out of books can be called a method. I believe it can + that it is the best method of all. It produces children who experience reading as a joyous process, natural to the human state; children who absorb ideas as sponges absorb water"
Aims:

• To develop and foster each child's access to and enjoyment of reading through the provision of stimulating, diverse reading materials, developmental experiences and instruction and in the context of all curriculum areas.

• To ensure each child’s access to the richness and value of the literary experience.

• To promote learning to read as a process that is integrated with reading personally meaningful and enjoyable materials.

• To provide a supportive, developmental environment where learning to read may be promoted in the context of children's individual learning styles and needs across the curriculum.

• To provide an environment that supports conditions for learning language as exemplified by Brian Cambourne, in the context of reading across the curriculum.

There are Seven Conditions Outlined:

i) Immersion  ii) Demonstration  iii) Expectations
iv) Responsibility  v) Approximation
Objectives:

- To develop each child's reading skills and strategies in an integrated manner and in the context of books and meaningful reading.

- To develop each child's ability to use semantic cues and world knowledge to unlock words and predict meaning.

- To develop each child's skilful use of context to unlock words and predict meaning.

- To develop each child's ability to use syntactic cues to unlock words and predict meaning.

- To develop each child's grapho-phonetic skills i.e., word recognition and word attack skills.

- To promote each child's skilful use of predicting and testing/confirming predictions as an important reading strategy.

- To acquaint children with literary convention through exposure to written language in and out of books (e.g., punctuation, sentence structures).

- To develop each child's comprehension skills - literal, inferential, critical + creative comprehension skills.
Objectives - Continued.

- To develop each child's written and aural comprehension.
- To foster each child's enjoyment of reading and books.
- To encourage and guide each child's self-selection of reading materials, to heighten individual involvement in the learning to read process.
Some thoughts on Reading and Learning to Read. (cont'd)

Early Literacy Inservice Course

Basic conditions for Language Development.
Children learn language when:
- They are immersed in it.
- It fulfills their own needs and purposes.
- Others trust that they can learn and expect they will.
- They receive positive responses to their attempts.
- They get the help they need when they need it.

Basic conditions for Reading Development

Children learn to read when:
- They are immersed in it.
- It fulfills their own needs and purposes (when it is meaningful to them).
- Others trust that they can learn and expect they will.
- They receive positive responses to their attempts.
- They get the help they need when they need it.
THE READING PROCESS:

1. Child selects one/more of above cues systems to predict meaning.
2. Tests meaning;
3. Confirms prediction or makes new prediction.

Three Interacting Systems:
1. Semantic - readers (texts) experiences + meaning.
2. Syntactic - context + grammar.
A CHILDREN'S LITERATURE-BASED APPROACH
TO THE ACQUISITION OF READING

Rationale:

Motivation is a key factor in learning to read, as in any learning process. Motivation and total child involvement is to be promoted at all times.

Diverse literature can hold a key to the joy of reading and learning to read. Literary encounters with stimulating and meaningful books promote enjoyment and enrichment of children's understandings about reading, book language and personal experiences.

Literature demonstrates the variety of options in expressing language through print. They offer models of writing forms, models of the finished product through the process of writing and also serve to demonstrate how other writers have overcome their challenges.

As well, book experiences offer children opportunities to take strategies that reflect their understandings of the written system and apply to new and meaningful contexts.

The children in K, 1, 2, are varied in their motivation towards reading and need to be supported in the belief that they can read and at the same time supporting them with materials that support that belief. Literature books that belong to the 'everyday' part of home/school/library can offer this rather than readers that involve readers in encounters that are often linguistically and experientially isolated.

A reading program should:
- cultivate joyous familiarity with language models and book experiences that serve as a levering to skill acquisition
- incorporate sensitivities to structure (rhyme, rhythm, phrase-sentence - and story patterns) for the purposes of decoding.
- capitalize on familiar linguistic and cultural structures
- involve children aesthetically (as well as intellectually) in the printed page
- and hold whole book success (meaning) as the purpose of reading.
- see book experience as preceding word experience in bring children to print.
- encourage children to predict, check and confirm their attempts.

+ see reading as a process across the curriculum.

Children's literature books can hold one of many keys to problems children in K-1 encounter in learning to read. Through providing diverse picture books, accompanied by structured activities and instruction to develop reading skills and strategies, it is intended that the children's reading development will be promoted and enriched.

Books also provide an effective stimulus to talking, + listening and writing, thus being integrated with reading.

Reading is the product of talking, of writing, words and stories, that are personally meaningful and encounters with a multitude of books. This also serves to reinforce and extend children's understandings of the reading process.
Activities:

Activities are allocated on an individual/paired basis, and on a group basis for tutoring common challenges and strategy needs.

To facilitate self-direction, self-regulation and independence, children have a variety of choice of activities to choose from and a variety of working and learning models to work with.

Children are able to choose activities based upon their sense of self-motivation, success and confidence and at the discretion of the teacher.

Children are able to work at their own pace and level.

Activities include: whole class, group, pair and individual modes.

Individual Book Studies: Child selects book from core library (graded emergent, early, fluent readers) and completes specific work cards or/and general activity cards.

Group withdrawal - by teacher for specific skills and strategies instruction and activities.

Workcards and Worksheets - for specific book treated by group or as a whole.

Reading Experiences:

Daily input - stories and/or Shared Book experience. Model writing.

Listening to stories: Daily reading of literature for experiences.

Listening post: taped stories and follow up activities (see general activity cards in Reading Centre); taped reading Rigby, storybox and follow up exercises and worksheets: responding and writing.
* Shared Book Experiences: use of large books, (large charts of poems, songs, rhymes, etc) for whole class/group reading -> shared reading. Use of child made books.

Making large books for S.B.E - rewriting, retelling, innovating on sentence, text, storyline of large book.

Shared Book Experiences: with masking paper for close, context and specific reading skills and strategies.

* Frequent Reading Practice:
Opportunities to read in silence for enjoyment.
Aloud to check sound and sense of what is read.
These occur throughout day, Individual/group.
U.S.S.R. - Whole class. 10-15 minutes daily.

* Children dictating their stories: (daily and individual) allows children to see own spoken language in print and begin to make links and further develop reading skills and strategies in the context of their own meaningful language.

* Children writing stories: See Writing Daily News writing.

* Responding to stories:
  * Children paint, make whatever interest them about a story.
  * Sound/slide sequence: slides of children dramatisations, art/collage of stories, tapes of children's narratives and sound effects.
  * Drama - re-enacting stories to more fully explore and express responses to stories, capture details, sequence, feelings, characteristics.
Music - asking children to find sounds, sequences of sounds that can represent an event, a sequence of events, a character, an emotion.

Integration of reading across the curriculum (see other subject headings) and literature list.

Media - Television.
* Words and pictures - explores reading strategies
  For the Juniors
* Westwood Stories - literary forms in the context of storytelling rather than book readings.

Assorted Reading Games to develop specific reading skills and strategies.

Concept Development Activities - Reading: are aimed at developing specific reading skills and strategies.

Rigby Storybox Program - (To be implemented as soon as resources arrive)

Term 2 Wk 3.

Resources have arrived and sorted. Children are showing great motivation to attempt these books, particularly books supporting Big Books. Other readers, children are attempting but prefer literature books to read. Will implement Home Reading program to encourage reading in home context.
In addition, there are general activity cards in the Reading Centre, for individual book studies. These cards are categorised as follows:

1. Getting the main idea (eg make a book cover)
2. Details and sequencing (eg make a film strip)
3. Characters (eg make a mobile)
4. Setting (eg draw a map)
5. Making inferences (eg feelings collage)
6. Critical comprehension (eg write a letter to the author)

Children choose a book to 'study' and attempt each of the 6 categories but may select from each category their form of response.

The reading centre will hold any number of the previously mentioned activities for self-selection and independent work by children. These will vary according to the needs of children.

Books to be taken home and read to and with parents include M.Gratvatt Books, Methuen PM readers, and "I can" books. This selection is small and very limited. It is hoped that will be augmented.

Evaluation: Term1.

At this stage, Year 2 and Year 1 (except Alana and Arana) find this very difficult and will need further input experiences. I believe I have been too premature in my judgement and see Term3 for implementation and introduction.

Term2 should continue focus upon daily activities for reading and writing to encourage further development of cueing system, reading for meaning, and spelling/phonetic development for word attack when meaning is lost.

Resources have been augmented from personal library and school library. More work is needed in highlighting predicting and children comprehension through
Home Reading Program

This program aims:
- to provide children with reading opportunities within the home context.
- to encourage parent/child interaction through books that is enjoyable.
- to encourage children to see themselves as readers both at home and at school.
- to offer books as a source of enjoyment and experience at home.

Implementation:
All books are numbered and coded with a large green spot. (1-217 books) These are a selection from school, my personal library, Mount Gravatt and Rigby Storybox. These books have been vetted for sexist, racial and culturally biased attitudes, but, because of their age (and limited resources for books) may present out of date concepts. Parents have been informed of the program and asked to support the program and to clarify with their child any misunderstandings the material may present.

Each child has a card where they record the numbers of their books and date. Children are limited to borrowing five books only (as resources are limited) and may return these weekly or daily. A further card goes home with the child to be signed and dated by parent. (This is to ensure a commitment and helps me to see children who may need support.

Evaluation: Weeks.
So far this program has been highly successful. Parent approval is high and children are motivated to read. Books are being returned and in good condition. I will continue this program and
attempt to provide more resources as these become depleted. The children's attitude to books and reading within the classroom is very positive and encouraging.

One parent has told me that their child no longer wants books to be read to him (Scott Harplee) but that he wants to read books to them.

Week 9 Parents are also showing their support by signing and dating card and encouraging children to change books. This now varies to daily or weekly. The initiative has largely become child-centred and parent-centred. I feel that the program has been highly supportive of K,1,2 reading development and encouraging of parent participation. Parents, in discussion with me are very supportive and positive. This is very encouraging.
Organisation:

Children will have the opportunity to learn in whole class, group, paired and individual situations. There are no formal groupings of children but groups of children will be brought together for tutoring of reading skills and strategies. Individualised reading instruction will occur through conferences. These include Roving, Individual and group conferences. There is a high degree of emphasis on peer teaching, where children show each other how they can and have overcome their challenges.

Daily organisation:

Children are expected to work throughout the week at least once in the daily activities offered.

Input: Literature story read and discuss eg main idea, feelings.
Shared Book Experience, Read to chn close ex.

This input is selected and worked over the week, highlighting more aspects of reading.

10-15 mins Model Writing may be part of this daily input.

Daily activities:

Individual book studies:
Reading Practice: aloud and silent.

Listening Post:

chn dictating their stories: Newsbooks.
Children writing stories: Newsbooks, Writing Folders. Other writing forms eg letters.


Reading Skill development:
All previously mentioned activities are suited for these headings.
As well, small group withdrawal for personal tutoring.

To ensure children attempt each of the mentioned activities weekly, children will have a reference of activities to choose from. Term 1 and Two will see no formal monitoring of children's activities but will be guided by teacher. It is hoped that children will be motivated to try all activities. Sharing time will also provide a source for motivation and teacher attitude and expectations.
Rioture books compose the chief reading materials. Kept in Reading Corner and Centre books are graded and colour-coded.

There are three broad levels Emergent, Early and Fluent. (these are defined in the context of the class)

Children are encouraged to take books at all levels so as to develop a sense of suitable texts and to develop familiarity with a wide range of books.

Books read to class are coded with a blue spot and remain in Reading Corner. These form reading practise, U.S.S.R and Individual work studies of books. These are ungraded.

Gradings include:

**EMERGENT**: *Wordless picture books eg Up and Up*  
*First words - high text /picture correspondence, high predictability of text - simple basic vocabulary, predictable layout, short sentences and phrases and logical development of story. Cat on the Mat & Wildsmith

**YELLOW**:  

**EARLY**: *gain confidence and strategies - text extending beyond pictures to a small extent, more text to a page, simple vocabulary*  
*Taking off - more complex sentence structures and vocabulary; more text than illustration.*

**RED**:  

**FLUENT**: *Towards independence - complex language and long texts.*

**GREEN**: *independence and beyond.*
Most children in K, 1 require focus on the first two levels as they are emergent or early readers. These books are accompanied by work/activity cards (teacher-prepared). These are designed to develop reading skills and strategies in the context of reading. They are to be used in group and individual situations.

Evaluation: Term 1
Children are becoming increasingly motivated to read and look at books. They particularly select Blue spot books as they are well known, reread and provide familiar contexts. As yet children are not motivated to attempt work activity cards, and responding to books has been through role play, art and writing.

I will attempt these later Term 2 (and 3) but have misjudged children's reading needs.
At this stage, I believe children need a broad range of relevant and enjoyable experiences with books.

Term 2 Weeks
The majority of children except for Alana, Arana, Stephen find this difficult- I believe I will need to attempt this individually throughout Term 2- gradually introducing these activities and books for study on an individual basis.
MONITORING, ASSESSING AND EVALUATION:

MONITORING CHILDREN'S DEVELOPMENT

This will be done as an ongoing process with each child.

Running records will highlight children's growing development and awareness of strategies and the cues they are most dependent on. Each child will be monitored for what is an easy, challenging and difficult text. Running records will be given at teacher's discretion from thereon:

Reading Conferences will highlight in an individual context children's learning strategies for reading. Leave to term.

Reading / Attitude / Interest / Book Inventory. These will be used to monitor children's attitude to reading and the importance of books.

Children will have opportunities to monitor their own reading development - see overleaf.

A Reading Folder for each child will hold:

1. Titles I would like to Read
   This is a list of books children may like to add to as their interests expand and they come to know more books.

2. Conference Record (will leave to Term 2)
   This is a record of when conferences have been held and why they were held.

3. Books I've Read - This lists the titles read.

4. Activity Record - lists activities completed.
   Blue cards activities.
   (Activity centered learning)

(About the use of Running Records and Assessment Process)
Evaluation:

**Term 1: Wk 9.**

After listening to children in Year 1 and 2, I believe that children will need further work with Reading strategies highlighting three cueing systems.

Running records have not been implemented as most children do not have skills for reading for meaning. This is seen for implementation for Term 3 where children may have gained further strategies.

Reading Conferences have been noted and commenced Wk 10 - Arana, Alana, Stephen, Armando, Selwyn.

Term 2 should see further implementation for Year 1 and Kindergarten.

Reading Attitude Inventory has been enlightening for the most part in highlighting children's understandings of themselves as readers. Most are very positive - but concern is for how children perceive themselves in reading to others.

Titles I would like to read indicate for the most part that almost all children need more experience with books with titles highlighted.

Blue Card activities are monitored by children after a brief conference with me.

**Term 2: Wk 6.**

Have commenced recording titles of books and further reading conferences - Home reading program has greatly helped children's reading awareness and attitude.

At this stage, I feel more can be achieved during Term 3. -will continue monitoring through conferences.
<table>
<thead>
<tr>
<th>Activities</th>
<th>Whole Class</th>
<th>Group</th>
<th>Pairs</th>
<th>Individual</th>
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<td>Reading aloud to children</td>
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<td>Making Big Book/Wall Story</td>
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<td>Innovations on Text</td>
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<tr>
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<tr>
<td>Storytelling</td>
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</table>
"Some thoughts on writing and learning to write"

"Children learn to write by writing" Donald Graves.

"When children control the writing process, the teacher's role changes. Whereas once teachers' energy went into making up enticing topics, deciding how many drafts a piece needs, finding the problems in a draft and making editing corrections, now these responsibilities belong to the child."


'Children become invested in their work. It is theirs. They want to do the best they can do'. When children have ownership of their piece, they supply the motivation, the energy. Teachers can observe, question and extend. Teachers, as well as children, experience a different pace, and with it, a different quality." Lucy Calkins.

"...... there was no way I could watch writing without watching reading. While composing, children read continually. They read to savour the sounds of their language, they read to see what they had written, they read to regain momentum, they read to reorient themselves, they read to avoid writing. They read to find gaps in their work, they read to evaluate whether the piece was working, they read to edit. And they read to share the work of their hands." Calkins (1983) p 153.
"Children in learning to write as a process, are sometimes involved in finding their own subjects or topics for writing because self-chosen topics usually arouse more interest."

Writing K-6 Syllabus Draft.

"Children learn through making decisions. They search their lives and interests, make a choice and write. Some of the decisions are poor ones. The topic could not be controlled, little was known about the subject, or the child chose the topic to impress another. They lost control of their writing. But with help, they regain control, make better choices. Above all, they learn to control a subject, limit it, persuade, sequence information, change their language...... all to satisfy their own voices, not the voices of others." Donald Graves.
Basic Conditions for Writing Development

Children learn to write when:
* they are immersed in print
* it fulfills their own needs and purposes
* others trust they will learn and expect they will
* they receive positive responses to their attempts
* they get the help they need when they need it.

E.L.I.C.

Brian Cambourne’s Seven conditions for learning language are relevant to all kinds of language learning — including writing. (See how children learn and use language.) The seven conditions are immersion, demonstration, expectations, responsibility, approximation, employment and feedback.

These conditions both basic and Brian Cambourne’s have implications for reflecting how children are operating ‘healthily’ as learners and writers.

Children who are operating ‘healthily’ as learners and writers are:
Self-motivated: These children want to write because they gain immediate and long-term satisfactions from writing.
Self-directed: These children can choose what to write about and direct their writing processes towards fulfilling their intentions as writers.
Self-regulated: These children monitor their own writing development in order to discover whether they have fulfilled their intentions. They demonstrate the ability to review their writing in relation to their understandings and challenges they are facing.
Process Writing

Aim:

To guide each individual child to become a writer who is competent, confident, enthusiastic, and who will continue to write in future years.

Objectives:

- To develop the concept that the process is more important than the product.

- To centre writing around children’s language and experiences.

- To encourage children to value and use their own experiences.

- To allow children to develop at their own rate according to needs.

- To use the process approach across all curriculum areas.

- To provide opportunities for varying language according to audience and situation.

- To be aware of each child’s proficiency in their first language.

- To allow children to write in their first language if they wish to.
OBJECTIVES: (Long Term)

- To provide children with a variety of literature and language experiences from which they may model and extend their writing development.

- To allow children to experience feelings of success in a barrier-free environment. (Barrier free implying a non-competitive, child-centred environment where children are expected to be self-motivated, self-regulated and self-directed in their learning)

- To allow children to not only experience a wide range of literary forms through their reading program and across the curriculum but to experience this further in the context of input and demonstration and modelled writing strategies guided by the teacher.
The Writing Process

Writing: A recursive composing process.

Writing is a highly complex process of composing meaning on paper for an intended readership.

Writing Syllabus K-6 Draft.

**The Writing Process**

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This process which commonly passes through interacting process of rehearsing (Forming Intentions) drafting and revising (exploring and reviewing). These are done from the writer's perspective because the focus is on representing meaning. Writing may also pass through stages of proof-reading (reviewing) in preparation for sharing with a wider readership. (Obtaining a response) These are done from the the reader's point of view because the focus is on appropriate communication.

**Forming Intentions.**

Choosing - deciding what to write.

Rehearsing - sifting through the possibilities within a topic - what to say and how it might be said.

**Composing:**

Exploring: when writers put pen to paper - considering and selecting on the run
of information and ideas the best words to use and how to say it.
(spelling- implications for 'hare-go' so as not to disrupt this process).

Reviewing: reading own writing in order to check message is clear. This include:
proof-reading, and editing. (This is also seen as a developmental turning point as children begin to show control over their writing and development in bringing skills into a context)
The process of exploring and reviewing operate together.

Outcomes:
Obtaining a response:
Sharing- reading to others
Using- sending an invitation / letter
Publishing- public viewing
Reflecting- talking about story to others.

This phase enables writers to see if their intentions (in writing) have met the readers' needs.
What is involved in learning the process?

In learning the process of writing, children have opportunities to understand that:

* thoughts and ideas evolve as one writes

* writing is not a one draft affair. (e.g., thoughts evolve as new ideas occur; revising, rewriting are necessary parts of process)

* recopying is not redrafting

* meaning clarification is the sole purpose of early drafts. Conventions of spelling, punctuation, grammar are only attended to after meaning is clear.

* accurate spelling, correct grammar, appropriate punctuation, are conventions which must be met for publication.

* writers produce more poor pieces than good pieces; not every piece goes well.

* writers put pieces away and leave them for a while

* one needs to write first to see if the information is "there", the best kind of information to work with is personal experience.

* writers need feedback on how one's writing is meeting reader/audience needs.

* the style and form depends upon one's audience and intention.

* in writing one is involved in a meaningful activity.

* there are a variety of resources to use as models. (literature, shared book, other writers/peers)
Writing Process Steps for K, 1, 2

Step 1 - Select a topic
- (variety of sources - class brainstorm list, previous work, books and resources in room, others work)

Step 2 - Write a draft

Step 3 - Read it to yourself:
- Read it to a friend.
  - Does it make sense?
- Ask someone to read it back to you.
  - Does it make sense? Do you need to change anything?

Step 4 - Make any changes needed.

Step 5 - Circle any words you are unsure of:
- Write these into 'My turn, Your turn' Book.
- Find help for words from dictionaries, words around room, other people.

Step 6 - Ask for a Conference with an adult/teacher.
- Bring folder
  - Word book (dictionary)
  - Pencil
- Teacher to focus on I.O.U model to highlight conferenceing priorities
  - I - Information
  - O - Organisation of writing.
  - U - Use of conventions, - spelling, punctuation.

Step 7 (Optional) rewrite/redraft.
- Young children are often reluctant to redraft work because they see no need to do so and their attempts are their redrafts.
The Writing Process Steps.

Evaluation Term 1 Week 4.

Term 1 has been largely concentrating on objectives of process rather than product and to centre writing around children's language and personal experiences.

At this stage Steps 1, 2, 3, 6 have been highlighted, with encouragement for attempts at Step 4, 5, 6. Alana and Arena are able to readily attempt these steps by others are not and need more modelling and demonstration of strategies for spelling, sources of information - dictionaries, class lists, and strategies for providing more information and organisation of writing.

Conferences are highlighting these, but further experiences are needed.

Term 2 Week 5

Have commenced Steps 4, 5, 6 in greater detail with class and modelled writing. Children, largely reluctant to attempt 'my turn, Your turn book.' and I have ask them to attempt only a few words they feel they may use again. This has eased chnt concerns.

I believe there is a need to progress slowly and regularly.
CHILDREN WILL LEARN HOW:

- to select a topic.
- to brainstorm for information.
- to decide whether information is "there or needs to be gathered".
- to write leads, either as a beginning to a story or as a stimulus for further ideas.
- to recognise and to get over writer's block.
- to discard a piece that is not going well.
- to share and get feedback about meanings.
- to give details.
- to retain ownership of pieces.
- to work a draft until meanings are clear.
- to edit to the limit of one's knowledge/maturity.
- to use grammar, punctuation as tools of meaning.
- to take responsibility for mastering conventions necessary for going public, appropriate to their level of development.
- to use writing to find out what is known or not known about topic.
- to gather and organise information that is necessary for pieces;
- to read like a writer - i.e. to become aware of the structures, organisation, metaphors, etc. that writers use.
- to use other writer's works as sources of ideas for organising and structuring pieces.
- to get control of pieces that other people set.
- to find out what grabs readers, what turns them off.
- to talk about writing using terms that have common acceptances; e.g. phrases, editing, publishing, grammar and punctuation.
- to write appropriately for their intended audience.
- to use writing as a tool of learning and for problem solving.
- to love and value writing.
ORGANISATION OF WRITING WITHIN THE CLASSROOM.

Opportunities for children to be involved in the writing process are: during:

1) Daily language experiences: Children writing their stories, and chn dictating stories.
2) Specified writing sessions.
3) Writing across the curriculum.

Structure of the writing sessions:

Children have opportunities to write daily during Daily language experiences and specified timetabled times. These are mostly aimed at teaching/modelling writing and its process, highlighting solutions to group and individual problems brought to light during conferencing and tutoring small groups.

As children's understandings of the writing process develop and the needs of readers are further perceived it is anticipated that peer conferencing and writer's circle conferencing will be introduced.

These writing sessions both Daily language experiences and specified session will begin with input that will highlight and demonstrate aspects of the writing process.

Input for Daily language experience will demonstrate finished writing products, through literature and Shared Book experiences. These aim to offer children a variety of writing
options children can begin to bring to their own writing.

This will demonstrate the writing process by providing children with a 'smorgasbord' of
information and strategies from which they can select what they need for their own writing. Children will be shown:

- different genres and forms of writing
- options for topic choice
- ways of manipulating print
- information about conventions
- different ways of organising the writing
- strategies for sounding our words and representing these sounds
- strategies for proof-reading and correcting.

Input for Specific Daily Writing Sessions will demonstrate the writing process to children through Modelled Writing.
Children can be shown how a writer can choose, rehearse, explore, review and obtain a response.

Children can be shown that what is happening on paper is only a small part of what happens during the writing process.
- the challenges that writers confront and the range of solutions they can use
- how writers take readers' needs into account by becoming a 'reader' of their own writing
- how writers get help or suggestions on how to solve problems from others, but make the final decision about what to do themselves (ie keep control of the writing).
DAILY WRITING PLAN

Daily Language Experiences: 9.15 - 11.00
(see also statement in Reading)

INPUT

Story - Literature - to demonstrate writing form
and structure.

Shared Book Experience - as above to model
reading and readers needs; to highlight writing
conventions, genre, and form; demonstrate
innovations on texts - using ideas from
other sources.

10-15 mins

WRITING

Writing experiences are two-fold:
Children writing their own stories and children
dictating their stories. These enable children to
use written language for two differing
purposes. Children dictating their stories
enables children to see their spoken language
in written form and begin to make links.

At times Input for Daily Language
experiences will include Model writing.

Writing Sessions:

Modelled Writing: Teacher models story. (Can
come from teachers' own experience, story etc.
Children witness 'writing as it is happening'
and to understand that writing is a
process of rehearsal, composing and revising.
Children can be shown how to overcome
problems, look for solutions and strategies.
Model writing can also highlight ways of
overcoming needs identified in conferencing.

5-10 mins
Roving Conference: Children get folders, begin reading, writing, and talking. Teachers help is short and to the point, aimed at helping children with strategies as they need it. 10-15 mins.

Individual Conferences - (No interruptions)
- Children can ask for this at any stage of the writing process. 10-15 mins

Class Conference:
Teacher listens to and unobtrusively takes notes on stories read to class.
Children come to central area, to listen and respond to each other's writing.

**Modeled Writing** - Weekly plan.

DAY 1 - Decide on topic. Get main idea of story down.

DAY 2 - Add more information, eg. Put in words left out. Re-read Change a few things, particularly when and if children suggest it. Model spelling strategies, writing conventions, editing strategies eg. at signs, commas, arrows.

DAY 3 - Re-read. Does it make sense? How does it meet your (children's) needs as readers. Re-read Clarify ambiguities. Add or delete if necessary.

DAY 4: Fix up punctuation, full stops, capital letters, speech marks, - conventions highlighted by Shared Book Experience. Highlight any problems noted during conferencing, show strategies to overcome.

DAY 5 - Re-consider, check spelling errors etc.
Term 1  Week 10.

This has been daily through news or my own stories. Children had little or no strategies to bring to this context: in general. Have had to constantly stress and demonstrate informational needs of readers - Innovation on shared book has help to promote information needs of readers without the concern for organisation.

Have found variations to Daily writing and this has not always seen to be daily but rather 2-3 times weekly. Shared book has been the primary focus (and literature) for other writer's strategies.

and this has encourage development of topic choice and awareness of author's strategies for meeting reader needs. I feel I should continue program as is and focus Term 2 on Shared book and literature, innovations, and organisation and informational strategies.

Use of conventions to continue through the above mentioned. Writing process is kept to daily or two day implementation.

Term 2  Week 6.

Have provided a range of writing styles for purposes: letter, jokes, riddles, poems and stories. These have been introduced informally and not greatly stress at this stage. Children have shown interest in these but this is limited by lack of development of writing strategies and experiences.

See the term highting still T.O.S. model and writing process skills are demonstrated weekly now.
Monitoring, Assessing and Evaluation
Children’s Writing Development

Monitoring

This program is based upon ELIC assumptions:

* That learning to read and write is part of children’s language
* That learning to read and write is a developmental process

* Developmental learning has the characteristics of self-motivation, self-direction, and self-regulation.

* All writers are involved in the same process but vary in awareness.

* A way of making sense of children’s writing development is to describe it in terms of children’s growing awareness or understandings of writing process.

* Children’s writing behaviours are not random or haphazard but systematic attempts to answer the challenges presented by the process as they understand it.

Children’s growth of awareness can be noted and identified as three stages of development. They are: Beginnings, Print orientation, and Power over print.

These levels and associated understandings will guide the monitoring of children’s writing development.

See Overleaf.

* Writing Analysis Sheets, Conference Cards will help teachers monitor children’s progress.
* Children monitor their own development via a checklist of topics, conventions, questions associated with writing.
Assessment of Children's Writing

Assessment is defined as to use information gathered in order to make a judgement about the children's development.

Information gathered through monitoring and recording relevant information about children will be assessed through skills based writing development checklists. This will highlight the effectiveness of the program. (See overleaf)

EVALUATION

Evaluation is defined as using information to make a judgement about the effectiveness and/or value of the program being provided.

This will be recorded in the program in the form of commentary or statement.
Spelling

Rationale:
Spelling is implemented in the context of highlighting grapho-phonetic cues. This can be done through shared-book experience and highlighting the conventions of word study. From shared book, word analysis in a meaningful context can demonstrate initial, final sounds, word families, unusual sound/phonetic combinations, grapho-phonetic relationships between similar words.

Model writing offers a model of strategies of ways to resolve attempts at spelling words. It allows all to ‘pool’ their understandings of strategies in resolving the spelling problem in the context of using words or written system in reading and writing. This also provides a meaningful context. Words are not treated in isolation and without the support of context cues of semantic and syntactic cues.

Each child has a word book where words attempted during the writing process are recorded. The criteria for recording is that it will be a word/s the child has chosen as important to be included in word book. Children are encouraged to use word book again to find words that they have included, to look around room, to ask each other for help, to use dictionaries.

Children are also asked to circle words that appear inaccurate or words that their strategies have left them unsure of. These are dealt with during individual conferences.

Look, Say, Cover write approach is highlighted through conferences.

A wall dictionary also serves to highlight alphabet/sound strategies, aspects
Of print, relationships between words, similarities between words and word families.
This wall dictionary also serves as a reference for children's own writing.
Word families highlighted through shared book and model writing are also displayed.

Evaluation:

Children's development in spelling will be noted as anecdotal records through writing and reading conferences. These will highlight children's approximations (spelling attempts, spelling strategies, use of resources - dictionaries, wall charts and dictionaries, My Turn your turn book. Children's word books will provide children's own records of spelling words so as to monitor their own growing repertoire of spelling strategies and personal list development.

Pre-conferencing and conferencing investigation of spelling conventions will also serve to highlight their development. Asking "does it look right?" and attempting further spellings of words will also highlight these strategies. Links between spelling approximations and standard spelling will be made during the conferencing procedure.

Children will be asked to select words they deem useful to their needs in future. These will be noted in spelling/word books.

Term 2 Wk 3
Sees introduction of "my turn, your turn" book to encourage children's spelling attempts. This will be introduced individually and as children's motivation, and directions dictate.
APPENDIX 18
Evaluation Term!

Term 1 Language experiences have been programmed under input. This has not reflected class development within the context of the range of reading and writing experiences occurring. A day-book format (kept daily) has helped monitor children's experiences. I will program Term 2 under more definitive structures.

Term 1 Language Experiences have given a wide and varied grounding of reading and writing options within these processes. They have served as a 'smorgasbord' from which children are able to a) see the processes in a variety of contexts.

b) isolate components of what has worked or held reader interest by authors c) are able to take what they need from this when they need it, to their own attempts at reading and writing.

Curriculum areas have had some emphasis so as to consolidate the processes of reading, writing, listening and speaking, and sharing their efforts, responses and thoughts in children's minds. This should begin Term 2 in greater depth.

K,1,2 children are highly motivated to read, listen to stories, to partake in shared stories and modelled writing, and to attempt strategies for writing.

Children's attention span is developing, and sustained interest in self-chosen work is beginning to show development. As well, K,1,2 is beginning to develop into a more homogenous group, where mutual respect, support is highlighted.
Language Experiences through Literature

Literature for K, 1, and 2 offers:

- A sense of story
- An opportunity to learn intuitively about story structure as they use authors' patterns to structure their own stories.
- An opportunity to learn intuitively about writing forms for a variety of purposes across the curriculum, e.g., Writing to preserve and express ideas and experiences, Writing to inform others, Writing to inform others, Writing to persuade others, Writing to transact information, Writing to entertain.
- An opportunity to know success and growth across the curriculum, in written language.
- Experiences in cumulative, interlocking, and chronological sequences.
- Opportunities to improvise, internalise and utilise information, ideas across the curriculum.
- The relationship between illustration and text.
- The relationships between the three cues for reading of semantic, syntactic and grapho-phonemic cues.
- A positive role model.
- Opportunities to focus on aspects of writing so as to highlight intuitive knowledge into conscious form.
- Patterns in sentences - rhyme, repetition.
- Opportunities to read aloud and to self.
- Opportunities to realise the composition of plot and layout.
- How other authors have evoked a response in readers for a variety of purposes.
- Enjoyment of literature / books across the curriculum.
- Children the opportunity to see themselves as writers and readers.
Language Arts Experiences for the Development of Literacy K, 1, 2

Literature / Shared Book Experience and model writing are input and are selected to suit children's needs and to provide meaningful contexts for the development of reading / writing strategies.

Teaching Input Experiences. 

Objectives

The Cat Sat on the Mat
Brian Wildsmith.
Term1 Week 1, 2 Reading Centre Activity.
(Literature Based)

Big Book made 
individual books . 

Rosie's Walk - Pat Hutchins

Term1 Week 3 - introduced, discussed - further work and
plot description → Term2. 

- To experience Simple 
plot structure.
- Highlight predictability of text
- Innovate on text - create own version.

- To show the basic characteristics
of sentence structure as plot.
- To highlight significance of illustrations in depicting and providing information about story.

Observe a teacher write a story - Modelled Writing
- To create an awareness of writer's behaviours
Ongoing (daily/weekly process)
- To encourage children to comment on writer's behaviour

Discuss the essentials of a story.
- To heighten children's awareness of essential information, organisation, use of conventions - the writing process.
- To de-emphasise convention whilst drafting

Ongoing (daily/weekly process)
Experiences

Meg and Mog
Meg's Eggs by Helen Nicoll.

The Very Hungry Caterpillar
Term II: Weeks 4, 5.
Wall story made
Big Book made.
Children responding.

Brainstorming possible topics for writing
Term II: Week 4, ongoing.

Where the Wild things are
Maurice Sendak.
Term II: Weeks 4, 5.

Objectives

- To show basic characteristics of sentence structure as well as plot.
- To highlight predictability through semantic, syntactic information and illustrations.
- To show variations in layout.
- To show how sounds can be written in stories.

- To heighten children's knowledge of existing sequences brought to school from children's cultural background.
- To encourage semantic and syntactic cues through prediction.

- To heighten children's awareness of the range of topics that can be written about.
- To highlight areas of interest so that children will recognise they have something to write about, or provide information orally.

- To show basic characteristics of sentence structure as well as plot.
- To support/follow up library program (through team teaching & planning).
Experience

Mr. Gumpy's Outing
John Burningham
Week 3.

Tikki Tikki Tembo
Week 4, 5, 6.

Objectives

- To examine cumulative sequences as a story form.
- To examine cumulative sequences as a writing form.
- To enrich children's sense of language through rhythm, and words that 'sound' good.

Brainstorming suitable words for teacher's story (Model writing)
- innovating on text.
  Ongoing.

Observe I write a letter to a friend.
Introduce letter box to class.
Week 5, 6. Ongoing.
Write to 2135 Mayfield Dem Brown Bear Brown Bear
What do you see?
Bill Martin Jr.
Week 6.

Recipes
Ongoing.

Model for children to discuss, features of a letter and to use class letter box.

- To experience interlocking sequences.
- To innovate on text as class effort.

- To highlight essential information.
- Present information pictorially.
- To establish importance of sequence and organisation of ideas/information.

Daily News ✓ (Class)
Ongoing.

(individual) - To highlight essential information.
- To allow children to make links between spoken and written language (dictation, choice)
Experiences

Signs & Rules
(class decided rules)

Objectives

- To highlight that writing can be for a variety of purposes.
- That information changes according to needs.

Traditional Stories
- To give children experience in stories that have a familiar cultural sequence.

The Gingerbread Man. Week 1, 2.
The Three Pigs. Week 2.
The Three Bears. Week 4.
The Three Billy goats Gruff. Weeks 5, 6.
Little Red Riding Hood. Week 3, 9.

- To highlight that may be broken to resolve or find a solution to a problem.
- To allow children opportunity for retelling, both orally and in written form.
- To give experiences with literary form of fairy tales.

The Story of Ping
Majone Plack.

Would you rather?
John Burningham
Week 7.

Don’t Forget the Bacon.
Pat Hutchins
Week 7, 8.

Noisy Nora - Rosemary Wells. Week 12.

- To highlight that stories may be problem-centred in sequence.

- To give children experiences in a repetitive sequence (with some rhyme) - one sentence of refrain is repeated.

As Above.

- To highlight that text is
Experiences

To Model editing strategies.

Observe I. write letter.
Children contribute information.
Week 8, 9.

When the Wind Changed.
Week 9.

Objectives.

- To demonstrate ways writers can manipulate, add and delete information to their writing.

- To further bring the types of conventions (to children's awareness) that letter writing involves.

- To experience story in form of rhyme.
- To heighten childrens sense of rhyme and rhythm.

Interruptions - Shared Book

- As Above
- To encourage predictability through dependable rhyme

The Farm Concert

- To demonstrate speech marks as conventions
- To highlight the clues layout and size of print can bring to story (eg. bigger print - louder.

The Paper Bag Princess

- To experience an innovation on traditional fairytale format that is non-sest.

Emily the Train Driver

- To experience non-sest information, and positive role model (female) through story.

No Roses for Harry

- To highlight that stories have a development.
- That stories can be problem-
Experiences
Meanies - Shared Book.

Objectives.
- To highlight predictability through repetitive pattern sequence.
- To highlight semantic and syntactic cues through masking.
- Does it make sense? semantic
  Does it sound right? syntactic.
- To innovate on sentence, and phrase.
- To identify grapho-phonics elements of text.

Aboriginal Legends
The Quinkeins
The Giant Devil Dingo
How the birds got their colours.
Dunti the Owl.
The rainbow serpent.

Week 6 to 10
Term 1

Weeks 1/2

Input:

Shared Reading: Objective: to enable children to experience rhyme and rhyme in a repetitive sequence plot, within the context of Social Studies theme "What is a family?" and literature.

Grandpa Grandpa - Big Book. - Rigby Story Box.

Hairy MacCleany - Hynley Dodd.

Modelled Writing: Sign Writing

Teacher story - highlight information

Objectives: Children to become aware of the purposes of sign writing to convey messages and the process involved.

Children to see the process of story with emphasis on providing the reader information.

Sign Writing: - demonstrate: the purposes of signs, information needs of users, to convey messages succinctly, organisation of information size, type of print, layout, vocabulary.

-types of signs: public, limited audience, street, shop, advertising.

Shared Stories: (Stories for teaching)

Literature: Objective: to give an experience with rhyme and rhythm and patterns of language.

Grandpa Grandpa - Rigby Story Box.


Hairy MacCleany - Hynley Dodd.

Wombat Stew - Marjua Vaughan.

Objective: Language in literature can encompass maths, language and concepts.

In the Night Kitchen - Maurice Sendak.

Concepts - full/empty, in/out, capacities, relative quantities and size, social representations, concept of...
Frequent Reading Practice

Objective: To give opportunities for children to read frequently (to others, themselves) To practise strategies and understandings, and broaden these, in a variety of contexts across the curriculum.

- USSR daily.
- Pint around room.
- Book corner.
- Current published stories - children.

Sharing:

Occurs daily in all areas - highlighting children's attempts, products, processes and procedures.

Evaluation:

Modelled writing daily is a must! Children are benefitting greatly, particularly Kindergarten. The majority are still unable to write conventionally but changes and development is occurring. Children are beginning to see words a units, and using letters and sounds they are familiar with. Eg Drew-Che for tree.

Children's oral stories when dictated indicate the range of experiences for input. Dialogue, onomatopoeic words, provision of more information and organisation of ideas are developing. Children such as Alana, Arana, are developing their writing with much use of varied story structures, language patterns that reflect imagery and are beginning to distance themselves from their writing. I have begun to implement a chart for continuity procedures within the writing process. This has not been successful and I will need to leave it and reintroduce at a later date - Term 3.
Term 2

Weeks 5/6.

Input:

Shared Reading 1 Book - Obadiah - Rigby - Story box.
Objective: To enable children to experience rhyme and rhythm in a repetitive sequence.
- A dark, dark tale - Ruth Brown.
- In the Dark, Dark Woods - Rigby Story box.
  Funny bones - Ahlberg

Modelled Writing: Teacher model writing: ✓
Objective: To enable children to see the development of the writing process and how writers make decisions about their writing.
Signwriting: - See Objective Weeks 1/2 Term 2.
Innovation on text - Obadiah: Objective: To demonstrate innovation where organisation is controlled, but information need to be focus within the context of rhyme and rhythm. Innovate on word, sentence, text.
Listing: Objective: Listing ideas so as to select the best information for writing (Social Studies).
  What is a family?) ✓
  Writing to preserve and express ideas and experiences - Visual Art, Social Studies.
Shared stories (Stones for teaching)

Literature: Objective: To enable children to experience and use rhyme for their own purposes.
  Obadiah ✓
  A Dark Dark Tale: Ruth Brown ✓
  A Ghost Story - Bill Martin Junior ✓
  Funny Bones - Ahlberg ✓

Objective: To highlight concepts of other cultures and their needs of family unit. (Social Studies)
  Ayn and the Perfect Moon - David Cox ✓
Objective: to highlight concepts of episode and dialogue in pictorial representation.
- Mog on the Moon - Helen Nicholls ✓
- Bossy Boots - David Cox ✓

Objective: to highlight chronological sequence. That events in a story show an obvious time lapse.
- Sunshine - Jan Omerod ✓
- John Brown, Rose and the Midnight Cat - Jenny Wagner ✓

Listening to stories
Listening Post: Obediah ✓
- Tiddalik - The Frog who Caused a Flood.
- Tikki Tikki Tembo ✓
- Dinosaurs - Tape Story - Action.
- Millions of Cats - Wanda Gag - Circular Stories - come full circle the end echoes the beginning.
- See Shared Stories Literature ✓
- See Shared Reading ✓

* Interlocking Sequence - plot structure where each new line relates back to the previous one. The sequence breaks when a solution is found and the pattern breaks.
- No House for Me! R. Quachender - (Social Studies Family Unit)

* Familiar Cultural Sequence:
- The Very Hungry Caterpillar - Eric Carle - Reading (Science)
- Seasons - John Mumblesham ✓ (Science)

Chronological Sequence:
- I'm going for a walk - Shigoo Watanabée ✓
- Friends don't - Holme Heine (Demonstrate chronological sequence for recording Maths experiences) ✓

Shared Book Experience:
Obediah - Objectives: To highlight interlocking sequence
- To experience rhyme and rhythm of language ✓
- To find similarities in words - sound/look alike ✓
- To innovate on familiar text sequence - focus on information rather than organisation ✓
- To highlight semantic, syntactic, and grapho- semantic cues in this context ✓
Shared Book Experiences:

Obediah - Rigby v A Dark Dark Wood - Rigby.

Objective: to explore semantic, syntactic and grapho-phononic cues in the context rhyme and rhythm in repetitive sequence.

Whole Class, small group, Kindergarten.

Tutor Group: Michael, Maggie, Danny, Jacob, Emiliano, Aison, Martin, Janelle, Diana, v

Semantic Cues/Close - Does it make sense?

Syntactic Cues/Close - Does it sound right?

Grapho-phononic Cues/Close - Does it look right?

Obediah - initial final sounds.

Word Study: ire-fire ✓

at - pat, hat, righ - night.

ish - dishy ✓

y - dishy ✓

uck - stuck ✓

ar - yard ✓

ee - sleep ✓

Punctuation - Capital, fullstop, exclamation mark, ✓

Similarties of print and sound, ✓

Innovation on word, sentence, text.

A Dark Dark Wood - Rigby.

Word Study - rhyming:

- ath, bath, path
- house, mouse
- cup, up
- stairs, pairs
- box, fox
- oo, room

Innovation - Dark Dark school.

Children Dictating Own Stories

Objective: to enable children to see their own language in print in a variety of contexts.

- Listing - for a variety of needs and purposes (see models of writing).
Preserving and expressing ideas and experiences.

Newsp books -

Maths - recording, representation.
Visual Arts - recording.
Music - responding - recording responses.
Social Studies - recording personal experiences, responding.
Responding to Familiar cultural sequences, chronological sequences, Interlocking sequences.
(See Listening to stories)

Writing Own Stories:
- Children writing their own stories. Input across curriculum from experience, from literature.
  Innovations on Obadiah
  A. Dark Darre Wood.
Social Studies: Why do I need my family?
Recording and responding - Maths, Visual Arts, Music,

Frequent Reading Practice:
Objectives: to give opportunities for children to read frequently (to others, themselves). To practise strategies and understandings in a variety of contexts across the curriculum.

USSR daily.
Caption matching for Big Book. Obadiah.
Social Studies - Why do I need my family?
Print and children's work around room.
Current published stories - children.
Book Corner.

Responding to Stories
Objective: to enable children to represent their thinking, concepts and understandings in the context of literary input across the curriculum.

See Weeks 1/2 Term 2.

Sharing-
Occurs daily, in all areas, highlighting children's attempts, products, progress and progress.
Term 2

Weeks 11/12

Input:
Shared book: Reading Dan the Flying Man. Storybo
Objective: To enable children to have further
experiences in Rhyme and Rhythm in a
repetitive sequence. What do you do? Year 1.
Obediah
Dark Dark Woods
Modelled Writing: Teacher Model Writing
Objective: to enable children to see writing
process writing for rhyme and rhythm.
See Objective Week 5/6.
Teacher Model Writing.

Innovation on Text - Objective to demonstrate whe
innovation is controlled but information to be
focussed within context of rhyme and rhythm.
Innovate on word/sentence.

Shared Stories: (Stories for teaching)

Literature: To enable children to experience
Rhyme for own purposes.

- Dan the Flying man.
- Dr Seuss - Cat in the Hat.
- Dark Dark Wood

Objective: To highlight concepts of other cultures and
their needs as a family unit.

- The Quinkins: D. Roughsey
- Gorilla: A. Browne

Objective: To highlight simple plot structure
and sentence structure.

- The Blanket: J. Bumingham.
- The Shopping Basket: J. Bumingham. (Revision)
- Mog at the Zoo: H. Nicols (Revision)
- Még and Mog: " " (Revision)
- Még's Eggs: " " " "
- The Cat sat on the Hat: B. Wildermith
Shared Book experiences
Dan the flying Man - Dark Dark Wood. - Rigby.
Objective: to explore semantic, syntactic
and grapho-phonemic cues in the context of
rhyme and rhythm.
Whole class, Group, Kindergarten.
What do you do? Ashton Schiolastics.
1 year tutor group.
Innovation demonstrated - Children attempt
to write own stories. 

Word Study - Dan the flying Man. (Initial/final sounds)
an - Dan man
er - over
ear - sea.
ur - bridge
er - tree
ar - pair
y - sky
ch - catch.

Punctuation: Capitals, full stops -
- similarities of print and sound
What do you do?
en - hen
uck - duck
sh/ish - fish
sw - swim
qu - quack
cl - cluck.

Punctuation: Question mark.
Innovation on What do you do?

Children Writing their own Stories
Objective: As previously stated.
Innovations on shared book, literature,
childrens choice of books.
News books
paintings - Visual Art - recording
Mathematics - dictation recordings
Writing Own Stories:
- Children writing their own stories, input across curriculum, personal experiences and literature.

Innovations on: 
- Dan the Flying Man. 
- What do you do? 

Social Studies - Where do I live? 

Recording and Responding to Maths, Visual Arts, Music.

Frequent Reading Practice
- Objectives - as for Wes 5+6.
  - USSR daily ✓
  - Caption matching for Big Book. ✓
  - Social studies - Where do I live? ✓
  - Print around room. ✓
  - Current published stories. ✓
  - Book Corner - Language Block. ✓

Responding to stories
- Objective: As stated previously. ✓
  - Posters for Dan the flying man. ✓
  - See Week 1/2 Term 2.

Sharing: Occurs daily highlighting children's attempts, process, sources of ideas and procedures.

Evaluation:
- Children have enjoyed and found more relevant shared book experiences through Dan the flying man for stated objectives. Innovations are being attempted by children and these too reflect a growing development of structure.
Evaluation:

Children are enjoying the rhyme and rhythm of Obediah. Shared writing has highlighted this written innovation on Obediah. Children are beginning to bring concepts of print from objectives of listening to stories, but need further experiences and direction for this to occur. Will attempt shared book with rhyming that is simpler for further development. e.g. Dan, the Flying Man.

Sign writing have been written for home—most children have written signs for their parents and bedroom. Writing has been successful as a group attempt but children as yet are not attempting this individually.

Literature is helping children to bring more information and elements of stories in their own writing.

Children are readily selecting books for reading. Home Reading Program very supportive.
Input:

Shared Book Reading: Trouble in the Ark, The Wind and the Candle - teacher made. Class made Big Book - How the birds got their colours.

Objectives:
- To highlight repetitive sequence and patterning sequence of story and vocabulary.
- To highlight problem centred sequence and simple plot structure.
- To highlight Aboriginal Folklore story of Simple plot structure.

Modelled Writing:

Teacher Modelled writing.

Objective: To enable children to see the development of writing process and how writers use information from other sources for their own writing.

- Innovations of the Wind and the Candle.
- Innovations on How the bird got their colours.
- Write own dreamtime story with Year 1 and 2 tutor group.
- Kindergarten - base on story - innovate on word and sentence. dove - eagle - stick - echidna.

Shared Stories: (for teaching) literature.

See literature listing for Aboriginal Perspectives.
Cidja - D. Roughsey
How the birds got their colours. Dunbi the Owl.
Shy, the Playgus.
How the Kookaburra got its laugh.

Objectives: To promote simple plot structure and problem solving and Aboriginal folklore for children to use stories for own purposes.

Listening to Stories:
Listening Post
- Dan the Flying Man.
- How the Birds got their colours.
Wks 9/10

* See Stories Shared for literature
+ See Shared Reading.

Objectives: To heighten a variety of layout for print.

Meg and Mog - H. Nicols.
Megs Castle - " "
Spot goes to School - Eric Hill.
Sooty first Christmas " "

Objective: To highlight natural speech and representation of animal sounds.

Trouble in the Ark - Gerald Rose.
Mog at the Zoo - H. Nicols.

Objective: To highlight Interlocking sequences - where an episode relates back to the previous one - the sequence breaks when a solution is found and the pattern ends.

Wacky Wednesday - Dr. Seuss.
Djurgba - Dreamtime stories.

Shared Book Experiences

Objectives: To innovate on familiar text in sound/look alike - sentence and text - The Wind and the Candle.

- To innovate on information rather than organisation
- To highlight semantic, syntactic and grapho-phonemic cues. How the birds get their colours.

The Wind and the Candle

Junior Group: Alana, Alana, Stephen, Armando,
Selwyn, Emily, Diana,
Whole Group, Kindergarten

Semantic Cues/Close - Does it make sense?
Syntactic Cues/Close - Does it sound right?
Grapho-Phonemic cues - Does it look right?

Word Study

ew - blew ✓
gh - ghost / ghostly ✓
bl - blew ✓
fr - afraid ✓
ind - wind ✓
h - haunted ✓
w - wind ✓
sh - shook ✓
c - candle ✓
r - rattled ✓

Punctuation - Capital, full stop, exclamation mark!
speech marks.

- Similarities of print and sound.
- Innovation of print and word.

How the birds got their colours.
Innovation on story - sentence, character, plot.
Input for - writing - Modelled writing and children's writing.

Children Dictating Own Stories:
Objective: to enable children to see their own language in print in a variety of contexts.

- Innovations on Shared Book - literature,
children's personal experiences and choice of books / other authors - children.

News books
Maths - recording and representation.
Visual Arts - recording and responding to stories.
Social Studies recording personal experiences
responding - responding to familiar cultural experiences.

Writing Own Stories: see previous objectives We 3/4.

- Children writing own stories / innovating on stories from shared book, literature, Own choice -
Recording and responding - Maths - Art - Music.

Frequent Reading Practice
USSR daily.

Social Studies - What do I do with my family?
Book Corner - language time
Literacy/Books - Maths, Science,
Current published stories.

Responding to Stories.
Objectives - See previous objectives.
Sharing: occurs daily in all areas - highlighting children's attempts and procedure.
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Term 1. 

The Cat Sat on the Mat — Brian Wildsmith
Too! Too! ~
All Fall Down
Rosie’s Walk — Pat Hutchins.
Meg and Mog — Helen Nichols
Meg at the Zoo — Helen Nichols
Meg’s Eggs —

The Very Hungry Caterpillar — Eric Carle

Where the Wild Things Are — Maurice Sendak
Would you Rather — John Burningham
The Avocado Baby —
Mr Gumpy’s outing —
Mr Gumpy’s Motor Car —
Tikki Tikki Tembo — Ruth
Brown Bear Brown Bear What do you see? — Bill Martin Jr
Sunday Sunday I like Sunday —
The Gingerbread Man
The Three Bears
The Three Billy Goats Gruff —
The Three Little Pigs
Little Red Riding Hood.

The Story of Ping — Marjorie Flack
Don’t Forget the Bacon — Pat Hutchins

Noisy Nona — Rosemary Wells

Mom’s and the Disappearing Bag —

The Paper Bag Princess
Tiddalick — The Frog that Caused a Flood.
No Roses for Harry
Harry the Dirty Dog.
Emily the Train Driver
The Quinkins — Peggy Thiese and Dick Rough

The Giant Devil dingo
Terramulli — The Giant Quinkin.
Dunbi the Owl.
How the birds got their Colours.
Literature Term 2 - General.

Weeks 1/2.

Phoebe and the Hot Water bottle
The Gossipy Wife.
Hairy Maclary - Lynley Dodd
Scatter Cat
Hairy Maclary - And the Bone
Wombat Stew - M. Vaughan.
In the Night Kitchen - M. Sendak.
Would You Rather - J. Bunningham.
What Do you do - Aston Scholastics
Funny Bones Ahlberg
The Crow and Mrs. Caddy - W. Gage
The Teeny Tiny Woman - B. Seuling
Where is the Green Panet? - T. Zacharias
The Story of Pig - M. Flack
Noisy Nona - R. Well
Horns and the disappearing bag
Don't forget the Bacon - P. Hutchinson
The Wind Blew

Weeks 3/4.

There's a Hippopotamus on my roof eating cake.
The Lighthouse Keepers Lunch - D. Armitage
Possum Magic - M. Fox
Hattie and Fox - H. Fox
Bedtime for Francis - P. Hoban
Not Now Bernard - R. Brown
Goodnight Goodnight E. Reid
Dark dark tale - R. Brown
The Riddle Book
1000 Jokes for kids
Fox in Socks - Dr. Seuss
What do you do with a Kangaroo?
Apple Pigs - P. Oribach
Try it again Sam - J. Voisin
Eat Your Carrots - D. Ridyard
Gobble Growl Grunt - 5 Spies.
Weeks 3/4.
The Baby's Categorical Atlasberg. ✓
Families ✓ ✓ ✓
Trouble in the Ark - Ashton Scholastic. ✓

Weeks 5/6.
D. Dark Tale - R. Brown. ✓
A Ghost Story - B. Martin, Jr. ✓
Funny Bones - Atlasberg. ✓
Agn and the Perfect Moon - D. Cos ✓
Bossy boots. ✓ ✓ ✓
Mog and the Moon- E. Keats not done
Mog the Cat. ✓ ✓ ✓
Mog and the baby ✓ ✓ ✓
Mog, the Forgetful Cat ✓ ✓
Mog and the Moon - Helen Nichol. ✓
Tiddalik - The Frog who caused a Flood ✓
Millions of Cats - W. Cog. ✓
No House for Me! - R. Grachubush. not done
The Big Sneese - R. Brown not done
The Very Hungry Caterpillar - E. Carle not done
Season J. Burningham. ✓
I'm going for a walk - S. Watanabe ✓
Friends Don't - H. Hein. ✓
John Brown Rose and the Midnight Cat - W. Wagner ✓

Weeks 7+8.
Dr Seuss - Cat in the Hat. ✓
The Quinkins - D. Roughsey ✓
Gouilla - A. Brown. ✓
The Blanket - J. Burningham ✓
The Shopping Basket ✓ ✓ ✓
Mog at the zoo - H. Nichol ✓
Meg & Mog ✓ ✓ ✓
Meg's eggs ✓ ✓ ✓
The Cat on the Hat ✓ ✓ ✓
The Rainbow Serpent - D. Roughsey ✓
The House that Jack Built - P. Galdone not done
Rosies Walk - P. Hutchins ✓
The Fat Cat - J. Kent ✓
Weeks 9/10

Giraja - D. Roughsey
How the birds got their colours.

Dunbi the Owl
Shy, the Platypus SRA.
How the Ko... got its laugh SRA

Meg and Hog H. Nichols
Mog at the Zoo H. Nichols.

Spot goes to school Eric Hill
Spots first Christmas. " "

Wacky Wednesday D. Seuss

Djurba - Dreamtime Stories
The wind and the candle.

See Aboriginal Perspectives literature.
Literature for Maths Concept Development K,1,2.

Week 1. - 3: Colours - I am Red, Yellow, Blue, Green, Orange, Brown, Purple.

Week 3. Here a Chick, There a Chick. (Position - Spatial Relationships)

Week 4. Six Foolish Fishermen - B. Elkin. (Counting)

Week 5. Five Chinese Brothers. (Counting, Attributes, Problem Solving)

Week 3-5 Shapes - This is my Shape - circle, square, triangle, rectangle.

Week 5/6 The Food Book. (Sorting by Attribute)

Week 6. Round and round. (Attributes, Concept of Round/arc)

Week 7. The Shopping Book. (Listing Attributes, Counting)

Week 7/8 One Dragon's Dream. (Counting) One to one correspondence

Week 8. The Enormous Turnip. (Concept of One More)

Week 9. Seasons... J. Burningham. (Concept of Time, Duration)

Week 9. The Magic Lantern. (Form and Symmetry)

Week 10. The Gigantic Balloon. (Concept of Comparisons, Size)

Week 10. 1 fish, 2 fish, red fish blue fish. (Relative Size)

*Week 6/7 The Very Hungry Caterpillar. Dr Seuss. (Attributes)

Week 6/7 The Very Hungry Caterpillar. Dr Seuss. (Concept of Time, Space, Duration, Sequence)

Term 2

Week 1. - Hide and Seek - (Spatial Relationships)

200 Book

Week 1/2 Over in The Meadow, E. Keats. One to one correspondence.

Week 2. Monday, Monday I like Monday. (Time - Week - Duration)

Week 3. Not more Spaghetti. I Say. (Quantity)

Solomon Grundy. (Time - Week - Duration)

Week 4. Seven Eggs - M. Hooper. (Duration, Time)

Ten Loopy Caterpillars. (Counting Backwards from 10)

Sunshine - J. Donaldson. (Time, Day - Duration)

Week 5. One Woolly Wombat. (Counting, Spatial Relationships)

The baby's catalogue. (Sorting, Categorising by Attributes)

10 Sleepy Sheep. (Counting to 10, Positional Order)

Week 6. Millions and Millions of Cats. (Quantity, Estimating, Counting)

Week 7. 500 Hats of Bartholomew. (Quantity)

Week 8. The Bad Tempered Ladybird. E. Carle. (Time, Relative)

Week 9. He Archimedes Bath. (Capacity)

Week 10. 10 Loaves. (Subtraction)
Literature to Support Personal Development Perspectives

Term 1 - Going to School - Week 1 (Althea)
Nobody Else for Me - A. Hackern. Week 4
Gorilla, Anthony Browne. Week 4
The Boy with Two Eyes. Week 5
The Robot. Week 5/6
Lachlan's Walk - L. Hathorn. Week 7
Arabella, the smallest girl in the world. - M. Fox. Week 7
The Manners Book. Week 8/9
And the Teacher Yelled - City Kids. Week 11.

Term 2.
The Child who cried all night. Week 1.
Feelings - Aliki. Week 2
Arabella, the smallest girl in the world. Week 2.
Gorilla - Anthony Browne. Week 3.
Jim Terrific. Week 4.
Wilfred Gordon Macdonald Partridge. Week 4/6 (Mem Fox)
When the Wind Changed. Week 4/6
The Trouble with Dad. Week 5 (Babbette Cole).
The trouble with Mum. - Week 5
Having a haircut. - City Kids. Week 6 (Michael new)
And the teacher got mad. Week 4/6
Alex and the No Good, Terrible, Horrible Day. - Week 8
John Brown Rose and the Midnight Cat. - Jenny Wagner.
The Bump of Berkeley's Creek. - J. Wagner. - not done
Dinosaurs and all that. Rubbish - M. Foreman. - Conservation
Obstreperous - T. Greenwood. Week 9 not done
Aboriginal Week.
Literature to Support Non-Sexist Perspectives

**Term 1**

Emily the Train Driver - P. Perseck. Week 6
Helpful John. Week 6
Daddy Stays at home. Week 9
And the teacher got mad. Week 9

**Term 2**

Arabella the Smallest Girl in the World - Week 1-4
The Trouble with Dad ✅
" " " " Mum ✅ Babett Cole. Week 5
" " " " Witches ✅ Week 4
The girl who wanted to play Football. Black books. Weeks
Literature to Support Multicultural Perspectives

Term 1

Janos is New, Too - Kiprianos
Let's visit South America
Let's visit China
Let's visit Greece
The Egg Book
Easter

Term 2

Week 1/2. Dual Language: French/English.
Little Red Riding Hood (Larousse)

Week 2/3. Colargol - H'ours voyagent.
" - The Travelling Bear.

The Snowman Shango Hitsuki.
Term 1

Week 6 - The Quinkins - Percy Tieve.
Week 7 - Dunbi the Owl - P. Wemomah
     The Giant Devil Dingo - P. Tieve.
          Tummuli the Giant Quinkin - P. Tieve.
Week 9/10 Djurgurba - Tales from the Spirit Time.
     The Magic Firesticks - P. Tieve.

Term 2

Week 11/2. When the Snake Bites the Sun - D. Mowaljarla.
     The Magic Firesticks - P. Tieve.

Week 8, 9, 10. Term 1 Books and was 3-6 made available
for Pre-Primary and Aboriginal week.

How the birds got their colours - H. Arnold.
How the kookaburra got its laugh - SRA Week 10.
Shy, the Platypus - SRA
Gidja - P. Tieve - D. Roughtey.
Nurra bulli; the quinkin - " " V
Library Program

Through discussion with Teacher Librarian, Jenny Corbett of seen needs for K,1, we both decided jointly that experiences with literature across curriculum areas and highlighting aspects of programs would be best. We would mutually support use of library and Class literature program in the context of Language and Community.

With the arrival of Year 2 Week 6 of Term 1, we decided that whole class library sessions would be beneficial to create and support class cohesion, with previous time allocated for small group work with Teacher Librarian in the context of Communicating and Investigating. This we felt better to implement during Term 2, as children developed self-responsibility and skills to support investigation.