Connections and Collaboration:
Two strategies to accelerate reading

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Whakatauākī: Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero.

literal: Through the eye of the needle pass the white thread,
the black thread, and the red thread.

Metaphorical: This is a comparatively modern whakatauākī that was quoted by Kingi Potatau, the first Māori King. In the year 1858, a large gathering assembled at Ngaruawahia for the religious ceremony of proclaiming Potatau as King. The rite was performed by Wiremu Tamehana Tarapipi.

Present at the ceremony was the high chief of the Tuwharetoa Tribe, Te Heuheu, who during the course of his oration said: *"Potatau, today I anoint you kingi for the Māori people. You and Queen Victoria are today united. Let the religion of Jesus be your mantle to protect you; and may the laws of the land be the mat on which to place your feet forever."*

To this, Potatau replied: *"There is but one eye of a needle, through which white, black and red cotton are threaded. Hereafter, hold fast to charity, uphold the laws and be firm in the Faith."*

This whakatauākī has implications for both the making of connections and collaboration that may ensue as we work towards supporting a common vision.

wise | awards winner 2013

In November 2013, Te Kotahitanga was recognised internationally with the conferring of an award from the World Innovation Summit for Education

New Zealand Government

Tribute to Te Orohi Paul

Taku whakanui i ā koe Te Orohi

Te Orohi, ko koe hoki he kōrari e pihi ake ana i te pā harakeke.
Te Orohi ko ō kupu kōrero i waiho mai
he waihonga hei whakatenatena i te korokī a te pōkai Tūī,
i te waiata a te hui Rearea,
arā te kākākura o Tūhoe Pōtiki e.

Waiho mai, kia tangihia koe e ō iwi.
Waiho mai, kia kōrerohia koe e ō iwi.
Waiho mai, kia whakarangatira koe e ō iwi.
Waiho mai, kia whai mai koe e ō iwi.

E korekore rawa koe e warewaretia.

Te Orohi, you are a flower stem that grows on the flax bush.
Te Orohi, your words you have left, will forever encourage the chatter amongst the assembly of the Tūī, and the singing at the gathering of the Bell-Birds, alas you, the leading Kākā bird (spokesperson) of Tūhoe Pōtiki.

Farewell, to be mourned by your people
Farewell, to be spoken about by everyone
Farewell, so your people can remember your great achievements
Farewell, so you may be followed by everyone.

Lest we forget.

Overview

This module details Pause Prompt Praise and Reciprocal Teaching, two well researched and effective reading strategies, or smart tools, that fit within the principles of culturally responsive and relational pedagogies.

Pause Prompt Praise is a one-to-one reading tutoring programme aimed at benefitting low progress readers. This strategy has also been used as a means for connecting schools with their Māori whānau and communities. As a koha, this strategy could begin the building of collaborative partnerships with Māori whānau and communities when it is used in conjunction with the *Connecting with Māori Communities* module.

When Pause Prompt Praise has been used as a one-to-one reading tutoring programme in the school and simultaneously in collaboration with Māori whānau at home, it has produced some exceptional results.

Chapter 7 of the School Leadership BES: *Creating educationally powerful connections with family, whānau and communities* (Alton-Lee, Robinson, Hohepa & Lloyd, 2009. p.144) presents some of this research in the context of supporting fluent Māori speaking students transition to English medium classrooms at Year 9 (Berryman, 2001).

An overview of this research has been included in this module.

Reciprocal Reading is an effective, straightforward and co-operative group-reading strategy for promoting shared reading as well as reading with meaning that can be used by classroom teachers across the curriculum.

This module begins by connecting with related principles from the Ka Hikitia strategy.

It then explains the theoretical basis that underpins each of the respective smart tools, key messages from the research, and some implementation guidelines.

Both smart tools are supported by a series of video clips to support understanding and implementation.
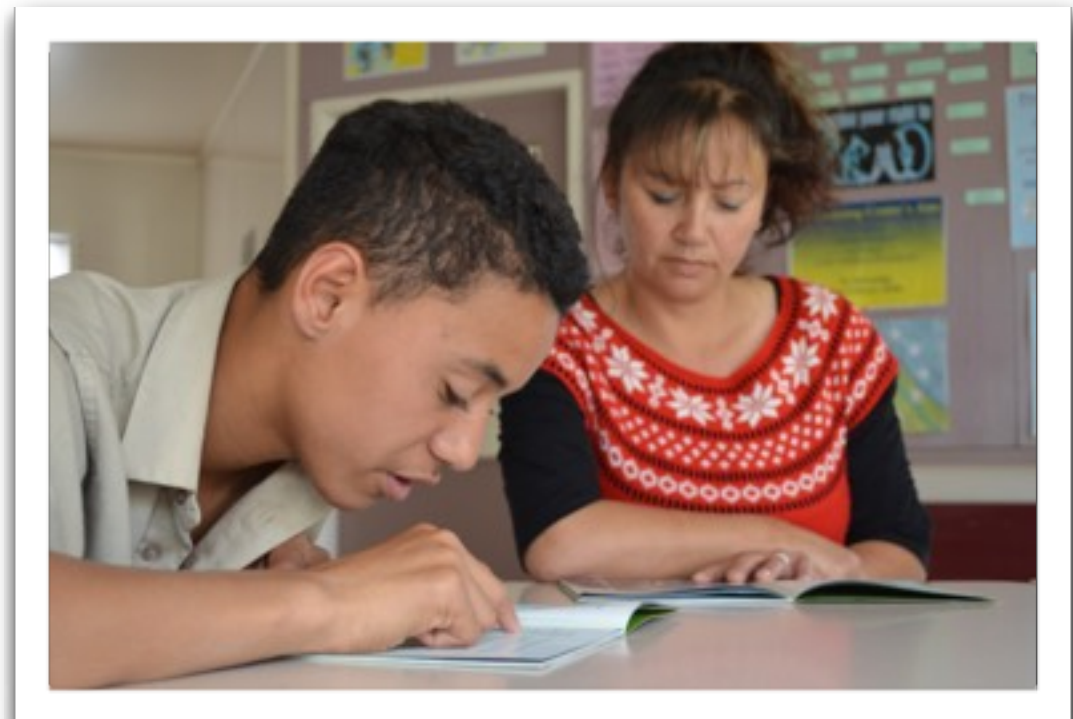
Ka Hikitia connects to Reading Strategies

**Guiding principles of Ka Hikitia
(Ministry of Education, 2013)**

- Treaty of Waitangi:
  ensuring Māori students enjoy and achieve education success as Māori is a shared responsibility

- Māori potential approach:
  high expectations for Māori students to achieve

- Ako:
  a reciprocal, two-way teaching and learning approach

- Identity, language and culture count:
  Māori students benefit from seeing their experiences and knowledge reflected in teaching and learning

- Productive partnerships with key stakeholders:
  ongoing exchange of knowledge and information and the involvement of parents and whānau.

All of these principles are essential when we seek to connect with Māori communities, whānau, hapū and iwi.

Once we have effectively connected to these communities research shows that the benefits back to students and staff in schools can be highly significant.

For further information on Ka Hikitia and to read the Auditor General's report which details some of this research, access the links below to obtain a PDF copy.

Ka Hikitia Accelerating Success 2013-2017

Auditor General's Report 2013

Education for Māori: Context for our proposed audit work until 2017

Email

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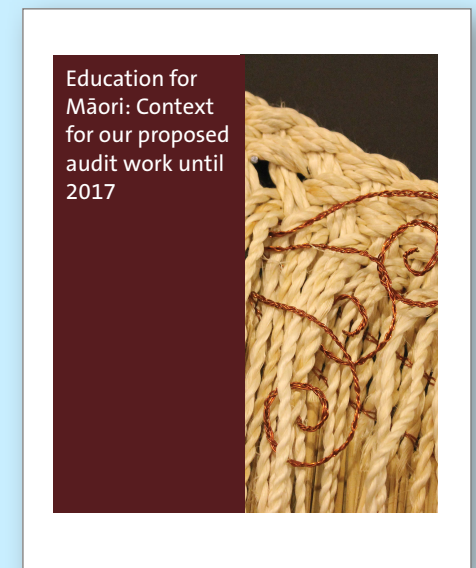
Can parents of secondary school students really help in the process of reading at home with their children?

In 2012 Pause Prompt Praise was introduced in some Te Kotahitanga schools as a means of not only raising the reading achievement of students including Māori students but also for engaging Māori whānau and community members with the reading tutoring processes themselves.

At initial training hui, school leaders and teachers shared the concerns that they had in relation to working with their Māori communities to implement this one-to-one reading tutoring programme. These comments are detailed in the column to the left of the table on the next page. Detailed in the column to the right are key messages from a teacher and Māori parents from these schools, who subsequently undertook training in Pause Prompt Praise, and who participated in these activities.

Key questions [Resource 1]

1. What sense do you make of the following comments and statements?

2. Sometimes assumptions are in conflict with reality; what are the implications when this is the case (i.e. for Māori students, Māori whānau, teachers and school leaders)?

Concerns raised by school leaders and teachers	Key messages and feedback from Māori parents, teachers and research
Māori parents may have had bad experiences of school and therefore might not want to engage with the school.	"I've always known that my daughter had a problem with reading but her schools have not listened to me or showed me how to help her" (Māori Parent)
If parents are not literacy competent themselves they will not have the confidence to support their children.	"PPP is not complicated – parents regardless of their own reading ability understand the strategies and how to use them" (Teacher)
Do/will secondary students read with their parents?	"I'm really pleased to have this opportunity to learn how to support my daughter with her reading because I'm not sure that I am doing the right thing" (Parent)
What are the implications of implementing Pause Prompt Praise – a primary school programme in a secondary school?	Pause Prompt Praise has been widely and successfully used in many primary schools but the original research team sought to specifically target and accelerate the reading achievement of intermediate and junior secondary school students. (McNaughton, Glynn, Robinson & Quinn, 1981)

Resource 1 comes as two sheets — one is seen above, the other with spaces in column two. This allows for the writing in of your own key messages and feedback.

Video 1: Connections and collaborations

Key thoughts

"It makes the learning experience a journey."

"He [my son] appreciates that when he makes a mistake it's OK. We come back to that word... I realised a lot of issues weren't with him, they were with me..."

Key questions

1. What in this video clip do you find surprising or challenging?

2. How do you think parents in your school view their role in terms of a learning partnership between the school and themselves?

3. What questions does this leave you with?

What are smart tools?
(Robinson et al., 2009)

- Tools are "externalised representations of ideas that people use in their practice" (Spillane, 2006, p.18).

- The use of the word 'ideas' captures the fact that tools can incorporate useful knowledge that can help teachers improve their practice in relation to a specific task.

- While a tool is a concept that can encompass whiteboards, software, and policy documents, today we are talking about tools that have some direct or indirect evidence showing that they can assist in improving teaching and learning.

- For leaders, it is not just a matter of selecting or developing tools but of ensuring that any tools they introduce – together with the associated routines – assist the users to achieve the intended purposes.

- We call tools that meet this criterion smart tools.

Smart tools incorporate sound theories, are well designed, and achieve intended outcomes.

Key messages from Chapter 7, Leadership BES
(Alton-Lee et al., 2009)

Why connect with family, whānau and communities?

- Connections with family, whānau and communities have the potential to enhance outcomes for all students, especially those who have been underserved or are at risk. Certain kinds of school-family connections and interventions can have large positive effects on the academic and social outcomes of students.

- Some kinds of engagement with families and communities can be counterproductive. It is important that school leaders promote engagement that they understand can be effective.

- By establishing educationally powerful connections, leaders gain access to a greater range and depth of resources to support the work of their schools.

What kinds of connections make a difference?

- In general, the largest positive effects were found when schools – usually in association with an external researcher – develop the capacity of parents to support their children's learning through programmes that are designed to teach them specific skills (for example, skills to promote literacy development).

- Joint parent/whānau and teaching interventions had the highest overall effect size (1.81) and reflect interventions that were designed to help parents or other community members support children at home and school and that simultaneously provided teachers with professional development.

- Conversely, there is research to show that without a clear focus on both potential and effective strategies, unintentional negative effects can result from parents helping with homework.

The table below details an analysis of NZ data from the Competent Children Project (Wylie, Thompson, & Lythe, 2001; Wylie, Thompson, Hodgen, Ferral, Lythe & Fijn, 2004; Wylie, Ferral, Hodgen, & Thompson, 2006; Hodgen, 2007). The effects sizes show the counterproductive effects that parents helping with reading homework can have.

Practice / Provision	Age of students	Outcome	No. of Studies	N Students	Effect size
Parent help with reading homework	10	Reading (age 10 & 12) mathematics (age 10, 12 & 14) logical problem solving (age 10, 12, 14 & 16) over and above effects accounted for by family income and mother's education.	1a	523 496 476 448	-.48 -.77

This highlights the critical importance of educational powerful connections, especially when accelerating achievement in communities, such as Māori communities, that have been traditionally underserved by the education system. This module is concerned with these types of Connections and Collaborations and the use of two specific strategies or smart tools.

Even with small numbers, it is important to model discursive practice throughout the hui. Facilitation teams will need to use a range of strategies, find appropriate opportunities to change the pace of the learning, and make use of different parts of the available space. For example, a 'pair, walk, and talk' might provide a useful opportunity to reflect on what the Effective Teaching Profile looks like and sounds like in the classroom. When planning the hui, facilitation teams will need to ensure that strategies do not become more important than learning outcomes, either in their own minds or in the minds of participating teachers.

Where to hold the hui

With a small group of teachers, you still need to carefully consider where the hui is held. The following questions will be useful in guiding your decision making:

- Which venue will allow us to engage with the Māori community? How might we do that?

- Which venue will allow us to engage with other Te Kotahitanga teachers? How might we do that?

- Which venue will allow participating teachers an opportunity to fully engage with the hui without the distraction of competing agenda or responsibilities?

- What are the budget implications of different venues?

Pōwhiri

You will need to decide whether a pōwhiri is an appropriate beginning for the hui. This will often depend on the venue. If your school has a pōwhiri as part of the welcome to new staff, you may wish to align your hui to this.

Timeframes

The most important consideration when planning the length of your hui is to ensure there is adequate time for participating teachers to develop their understanding around each of the key concepts. It seems reasonable to expect that Hui Whakarewa with a small cohort of teachers will require less time than Hui Whakarewa with a larger group. With a smaller cohort, there is likely to be more time for individual learning conversations, both in the plenary sessions and during the activities. Depending on the daily start and finish times, two days will normally be adequate time to complete all Hui Whakarewa activities with a smaller cohort of teachers.

Plenary sessions

Plenary sessions throughout the hui can be run as learning conversations. It is appropriate to use the PowerPoints (as in the outline), but rather than a facilitator standing at the front for these sessions, the group may be able to comfortably sit around one computer and engage in a learning conversation. With a small group, you will have ample opportunities to connect with the prior knowledge and experiences of the group as you engage them in learning conversations.

Reflection and feedback

Throughout the hui, it will be important to plan for times when participating teachers record their reflections in their journals. This activity is particularly useful at the beginning or end of a session. It allows time for learners to process what they have learned. Some useful reflection questions you may wish to use are:

- What have I learned?

- What are the implications for me in my classroom practice?

- What else would I like to find out about?

Karakia, waiata, and whakataukī

When planning, decide how you will start and end each day and how you might share responsibilities for this with participating teachers.

Sharing the journey with the Māori community and across the school

The evening session on Day Two of the Hui Whakarewa provides an opportunity for existing Te Kotahitanga teachers (tuakana) to share their Te Kotahitanga stories with both the Māori community and with the new cohort of teachers (teina). For example, you might plan for a series of five to ten minute presentations from experienced Te Kotahitanga teachers, in which they share aspects of their journey, including evidence of shifts in outcomes for their Māori students. You may wish to invite all staff, the board of trustees, and key members from the Māori community for a shared meal, either before or after the presentations. The facilitation team must decide how formal this occasion will be and plan accordingly.

Coherency across the school

Key thoughts

"We often use co-construction meetings to share information."

Key questions

- What do we know about our own students' reading data?

- What would be the benefits of using Pause Prompt Praise at our school?

- Who could contribute and how?

- What questions does this leave us with?

Pause Prompt Praise

Theoretical Basis – What is Pause Prompt Praise?

Pause Prompt Praise is a set of one-to-one reading tutoring strategies that were developed in the 1970s by a team of researchers from the University of Auckland (Glynn, Mc Naughton, Robinson & Quinn, 1979).

The team worked closely with Māori and Pākehā families from South Auckland to improve the reading achievement of a group of 10 to 12 year old low-progress readers.

Existing relationships are nurtured, enabling the group to go forward together.

Since the initial research project in 1979 there has being widespread and continued interest in Pause Prompt Praise (McNaughton, Glynn & Robinson, 1987) which encouraged the release of an updated version of the programme in 1992 (Glynn, Dick & Flower, 1992; Dick, Glynn & Flower, 1992).

In the 1990s, Pause Prompt Praise was also reconstructed for use in Māori language immersion settings as Tatari, Tautoko, Tauawhi and has subsequently been trialled and reported on in a number case studies (Glynn, Atvars, Furlong, Davis, Rogers & Teddy, 1992).

In a review of Pause Prompt Praise, Glynn (1994) describes the origins of the reading tutoring strategies:

The Pause Prompt and Praise strategies were derived from the theoretical perspective on reading developed by Clay (1979, 1991) and McNaughton (1987).

This perspective views proficient reading as learning to use all the sources of information within and around a text to understand the particular message being conveyed.

Differences between high-progress and low-progress readers were thought to lie not so much in their success at identifying letters and letter-sound combinations, but in the flexibility and fluency with which they use this information together with contextual information. (p.1)

Professor Ted Glynn

Why is Pause Prompt Praise important?

Video 3: Strategies for life

Key thoughts

"I like watching them progress and getting better." (Tutor)

"Confidence means a lot, especially when you're that age, year 9...it has helped me...not just through reading, confidence overall, through schoolwork and other subjects." (Student)

"When the change happens it doesn't just happen in here, it happens in all their subjects." (Tutor)

"What I learnt there, I took through all my subjects." (Student)

"Meeting the challenges and overcoming the challenges to move on, that has really helped." (Student)

"Reading is one of the most important things you have." (Student)

Key questions

1. What do you understand by the connections made by the students between literacy competency and confidence as learners?

2. How are you growing this in your own school setting?

How do you use Pause Prompt Praise?

Used in a one-to-one oral reading situation, a parent, adult or peer tutor assists low progress readers to use the strategies when they:

1. pause before responding to children's errors

2. prompt children to use both contextual and letter-sound information (rather than telling them the correct word)

3. praise children's use of independent strategies such as self-correction and correction following tutor prompts. (Glynn, 1994, p.1)

Resources for tutor training

The following pages are designed to be used as resources in the training of tutors. The tutors may be whānau or community members.

They could also be more competent peers.

Research has shown all of these tutor groups to be highly effective when the professional development also involves specific feedback about their tutoring to tutors.

Video 4: A pro-active school-wide literacy response

Key thought

"It's not that they can't read, it's the way we have focussed on teaching them to read."

Key questions

1. How might different groups of students benefit from this school-wide literacy response?

2. Reading is important across the curriculum:

   - what happens in classrooms in your school to accelerate reading?

   - what happens in addition to classroom practice (beyond the classroom) to accelerate reading?

3. Who else should be involved in accelerating reading and how might they contribute?

The reading process

In 1976 the Reverend Jesse Jackson highlighted the importance of prioritising time to practice reading (at school and at home):

> *"We keep saying that Johnny can't read because he's deprived, because he's hungry, because he's discriminated against. We say that Johnny can't read because his daddy is not in the home.*
>
> *Well, Johnny learns to play basketball without daddy. We do best what we do most, and for many of our children that is playing ball. One of the reasons Johnny does not read well is that Johnny doesn't practice reading."*

It's much easier for students to learn to read if they have used language in many ways:

- talking
- listening
- thinking
- using his/her imagination
- following directions

Learning to read is one of the most important things we expect students to learn when they go to school, but learning to read is only one part of their total language growth and development.

Reading is understanding the meaning of written text.

It is easier to read and write about that which we know, things we have experienced and things we are interested in and care about. These are the things in our own prior knowledge and experiences; in our cultural tool-kit.

Students learn to read by reading

Students will read if:

- they have people read interesting stories to them
- they want to learn to read
- they see others getting pleasure from reading
- they have someone they trust to help them
- they have someone who knows how to provide effective support
- they have books that are exciting, interesting to them and at their level of instruction
- they have opportunities to read.

All readers bring their own oral language system to the reading process.

By school age a child's oral language approximates very closely to the dialect of the adults and peers in their family.

Video 5: A relational based response

Key thought

"Putting them in a strong position to learn positively."

Key questions

1. How do the practices of the leaders, teachers, tutors and parents in this video clip support students to be in a strong position to learn positively?

2. What implications, opportunities and questions does this video clip highlight for your school?

Hearing sounds in words is part of reading

While hearing the sounds that letters stand for, and knowing the names of letters, can help students who are learning to read, there is a more to reading than this. Most adults have ideas about how they learned to read.

For example:

> *"My goodness, we had to know our sounds in those days!"*

But reading is far more than syllabification or sounding words out.

The poem on the following page (Resource 2) provides tutors with an opportunity to discuss what range of reading prompts are necessary, and why reading is more than just sounding words out.

English [Resource 2]

I take it you already know
of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, though, slough and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead -
For goodness sake, don't call it deed!
Watch out for meat and great and threat,
(They rhyme with suite and straight and debt.)
A moth is not a moth in mother
Nor both in bother, broth in brother.

And here is not a match for there,
And dear and fear for bear and pear,
And then there's dose and rose and lose -
Just look them up - and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go, and thwart and cart -
Come, come I've hardly made a start!

A dreadful language? Why, man alive!
I'd learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.   *- Anon.*

Key questions

1. What does this poem exemplify or tell you about the English language?

2. What cognitive strategies did you draw on to read this poem?

3. What are the implications for readers who depend on sounding out letters?

4. What are the implications for readers who have learned to read in another language first, for example te reo Māori?

Some basic ideas about students reading

Opportunities to read orally in a one-to-one situation provide an important assessment context.

1. Students learn to read by reading.

2. Praise and support will encourage their attempts to read successfully.

3. Students reading and their attitudes towards reading will improve when:

   - they are working with someone who gives them encouragement and appropriate help;

   - they are provided with interesting material which is at their instructional or independent level;

   - their behaviour leading to independent reading is encouraged and praised.

Selecting a suitable book

Successful use of Pause Prompt Praise depends on readers having access to a variety of text material that is:

- of interest to the reader, and

- of appropriate difficulty.

If a text is too difficult or challenging for the reader they are likely to make too many errors. This can result in the text losing meaning and the reader becoming disheartened and frustrated.

Conversely, if a text is too easy and too few errors are made, there will not be sufficient opportunities for the tutor to utilise the Pause Prompt Praise strategies and for the reader to learn to practise the skills needed to correct their errors when they are reading alone.

Successful use of Pause Prompt Praise, therefore, requires regular monitoring of the readers accuracy levels so that the levels of the text can be adjusted (upwards or downwards) to maintain an optimal difficulty level of challenge for the reader and tutor to work together.

This is often referred to as the zone of proximal development (Vygotsky, 1978).

A useful guide to selecting texts that are the appropriate level of difficulty is to count off 50 words from a selected book or story.

If the reader makes five or more errors within those 50 words then the text is too difficult and another text will need to be selected.

However, if the reader makes two or less errors, it is too easy to use in Pause Prompt Praise tutoring sessions as there will be insufficient challenge for the reader to develop their reading strategies. Ideally text should:

- be of interest to the reader

- be within their range of experiences

- be what they can talk about

- provide about three to five opportunities in every 50 words to practice their self correcting skills.

Video 6: Finding the right text

Key thoughts

"Decisions need to be made about children's interest and level of the text."

"In order for the child to be able to apply the reading tutoring strategies it does need to be at a certain level. Three to five errors in 50 words is perfect."

Key questions

1. What systems are in place to support this exercise?

2. What needs to happen in your school to prepare most effectively for this exercise?

3. Who is best placed to do this work?

Video 7: The preview: setting up for success

Key thoughts

"It's one thing to read, it's another thing to understand what you've read."

"The tutor needs to have read the text themselves…"

Key questions

1. How does the preview exercise set the reader up for success?

2. Often preview is seen as merely asking readers questions about the text, what are the potential risks in this?

3. Preview is about 'activating the reader's prior knowledge'. Discuss how you think this played out in the video clip and why it would be a worthwhile thing to do.

Previewing

1. Preview on your own

As a tutor it is vital to take time to read the book or the section of the text you will be using, prior to commencing tutoring.

You need to know what the story is about.

During your previewing, look for words that your student may find difficult. Think about possible meaning prompts.

If you think a word may cause difficulties, think about how you could bring it into your previewing conversation naturally but without necessarily pointing the word out.

2. Preview with your reader

Flip through the pages talking generally about what is happening on each page.

If you are able, relate the story to your reader's background experience.

Bring in any of those words that you identified as being particularly difficult in your own preview.

Your task in previewing is to set the reader up for success.

Video 8: Building on prior learning

Key thought

(After a visit to the place where the story was set) *"He was able to relate to the scenery, everything about the story. He understood so he got a good clear picture in his mind so when he was reading it, he read like he had been there."*

Key questions

1. This student and his whānau were able to visit the site where the story occurred. This is not always practical. How else might you work to use, when possible, texts that connect to the lived experiences of students?

2. What benefits are there in using texts that connect to the lived experiences of students?

Key thoughts

"Resisting the urge to help means you are passing the control over to the learner."

"If there is never a pause, because the adult is telling the word, then the child never has a chance to learn to self correct."

Key questions

1. What connections do you make between 'the pause' as a strategy and the pedagogical notions of power sharing and self-determination?

2. Many tutors have said that this is the hardest thing to do. Why might this be so?

The Pause

The first thing to do after a student stops at a word or makes a mistake is to refrain from doing anything – to pause. (Sounds easy doesn't it?)

This means:

- don't say anything
- don't signal with your face
- don't point
- in fact – don't do anything.

This allows time for the child to do their own thinking.

Being able to problem-solve is an important part of reading.

The issue of learned helplessness

Sometimes, in our endeavours to support students to read successfully, teachers, parents, or more able readers can be overly helpful and create a condition that Stuart McNaughton refers to as 'learned helplessness' (Personal communication, 2013).

McNaughton contends that learned helplessness or learned dependence is where a learner comes to depend on somebody else to help them do their work, whatever that was.

The person helping receives reinforcement because they can help, and the learner receives reinforcement because all they have to do is plead, or show some sign of needing help.

The implication of this is that students can easily become trapped in the situation where they are reliant on somebody else.

By pausing, rather than jumping in with support, we are providing the reader with the space to think about what they might be able to do themselves.

Video 10: Learned helplessness

Key thoughts

For some students, stopping when they come to a word that they don't know has become an effective strategy for learned helplessness and not having to think for themselves.

Without a pause the student does not get a chance, because he's told the right word, he doesn't get a chance to engage with the text and think about what could it be, what might it mean.

Key questions

1. Where might you have caused or experienced learned helplessness yourself?

2. How can the Pause reduce learned helplessness?

3. What might the tutor need to unlearn?

Thinking about the mistakes students make in their reading

Student's mistakes in reading contain important information. By carefully studying these mistakes you can find out something about how children are learning.

Readers make two types of mistakes.

1. Leaving out words and stopping

These mistakes occur when readers leave words out, or when readers simply stop at a word they don't know. When most of a reader's mistakes are of this sort it is difficult to know how to help the reader to attempt them.

Readers who are afraid of being wrong may have learned that it is safer to say nothing when they come to an unknown word, rather than risk being criticised. Also readers may have learned that all they need to do is stop, to be told what the word is.

2. Reading incorrect words

These mistakes occur when readers read a word, but it does not match the word in the text, or when they add a word that isn't in the story. Sometimes incorrect words do not make any sense in the context of the sentence and sometimes incorrect words do make sense. It is important to be thinking about this when providing tutoring support.

Incorrect words that do not make sense might be supported with a prompt about meaning. However incorrect words that do make sense might need a prompt about the way the word looks or sounds.

When most of a reader's mistakes are incorrect words you can be fairly sure that the reader is confident enough to 'have a try'. When you listen carefully to these mistakes you often find that the reader is on the right track, so you can praise them for being 'nearly right'.

The Prompt

1. If the word is not attempted – go looking for more clues.

   - *"Read on"*
   - *"Try that again"*
   - *"Go back to the beginning"*

2. If the word does not make sense – give a meaning prompt

   - ask a question about meaning.

3. If the word read makes sense but is incorrect – give a visual or sound prompt

   - direct attention to what the word looks or sounds like.

Key thoughts

Students make three different types of errors and the faster we can provide the most useful prompt for the error that is occurring the more quickly we will get them on the road to more independent reading.

Often parents go straight to the phonics prompt, the sounding out which is probably the least effective and the last prompt you will ever need to use.

It's better to get students to focus on meaning.

Key questions

1. What key messages about prompting readers do you take from this video clip?

2. What did you find surprising and/or what affirmed your understandings about supporting students to become fluent and independent readers?

Self corrections

One of the best and most encouraging signs of independence in reading is when a reader, given time, corrects their own errors without help. This is called self correction.

Self correction happens when the reader corrects an error they have made. This might happen when:

- a word read incorrectly is corrected

- a word omitted at first is then rerun and read correctly

- a word not attempted at first is then processed correctly and included

- a word originally put in, but which was not part of the text, is then excluded.

Self correction shows the reader is confident enough to take chances with their reading. Some students will not self correct their errors for fear of being wrong. We need to encourage attempts at self corrections as these are good signs. Self correction shows a student is on the way to independent reading.

Praise

Praise can (and should) be given for:

- correct reading
- self corrections
- attempts
- prompted self corrections
- effort
- answers
- positive participation.

Praise should also recognise correct reading

This happens when a reader processes text without any errors occurring.

Not only are the words read correctly, the reader shows a clear understanding of what has been read.

Teachers, parents, and tutors are very good at establishing when a reader makes an error. However, something we might all be able to improve upon, is responding positively to the correct reading of our children. Out of all the pages of text read, it is often only upon the errors that we focus.

It is essential to consistently and positively acknowledge correct reading. This could occur at the end of:

- a difficult word
- a line
- a paragraph, or
- a page.

Positive acknowledgment of correct reading should at the very least balance the attention paid to a reader's errors.

If readers feel good about what they read, they are more likely to want to read more often.

Video 12: Praise

Key thoughts

It's feedback so he will actually learn from it.

It's really important with praise that we are really specific about what we are praising for.

Key question

1. How does the reader benefit from hearing praise?

More about Praise

Praise lets the reader know when they are doing the right things in learning to read. Praise also motivates them to keep on trying.

When you praise readers, it is important to tell them why you are pleased with them so that they can see for themselves what they are doing right. Praise such as this is often called specific feedback. When readers lack confidence in their ability to read, and when they have been used to embarrassment and criticism about their mistakes, you should praise often, even for quite small beginnings.

Book: Shining packets lay on the ground like treasure chests.

Student: *Shining packets lay on the ground like treasure … checks.*

Parent: *Great, you were nearly right with that last word, I could tell you really thought about what it might be.*

To encourage readers to be independent readers and to work things out for themselves, you should try always to notice and praise their self corrections. Tell them you are pleased that they corrected an error without your help.

Book: The tornado destroyed the village centre.

Student: *The tornado destroyed the vintage centre…. destroyed the village centre.*

Parent: *Great. You realised that vintage centre did not make sense so you corrected yourself. Well done!*

Review

The Review follows the reading task. Your main task in reviewing is to help ensure your reader has understood the story.

This can be achieved by asking general questions like:

- what do you think of …?
- tell me in your own words …?
- what do you think is going to happen next …?
- what would you have done if …?

Reviewing is not testing the reader about the story, however it clearly signals that we expect to gain meaning from what we read.

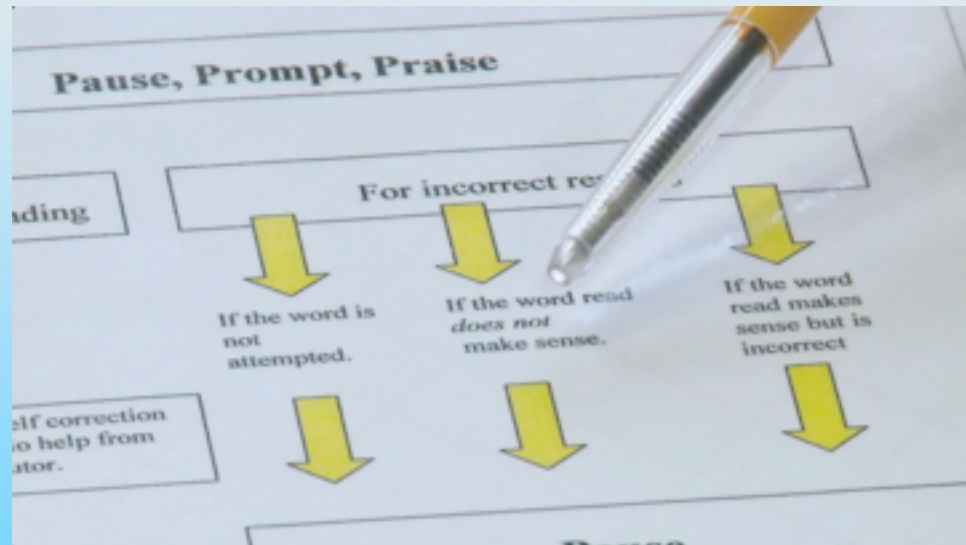Video 13: Review

Key thoughts

By asking the reader to tell you about the story in their own words the tutor will be able to tell from the response where their understanding is at.

Key question

1. What do you understand about this statement and why is it important?
2. How is it the same as the Preview, and how is it different?

Video 14: Feedback

Key thoughts

"After they've come to the workshops we offer some back up support... we don't want to just leave them isolated in their homes working with the kids."

"Any feedback is helpful. It's all to do with helping him, and me: it's a two-way thing."
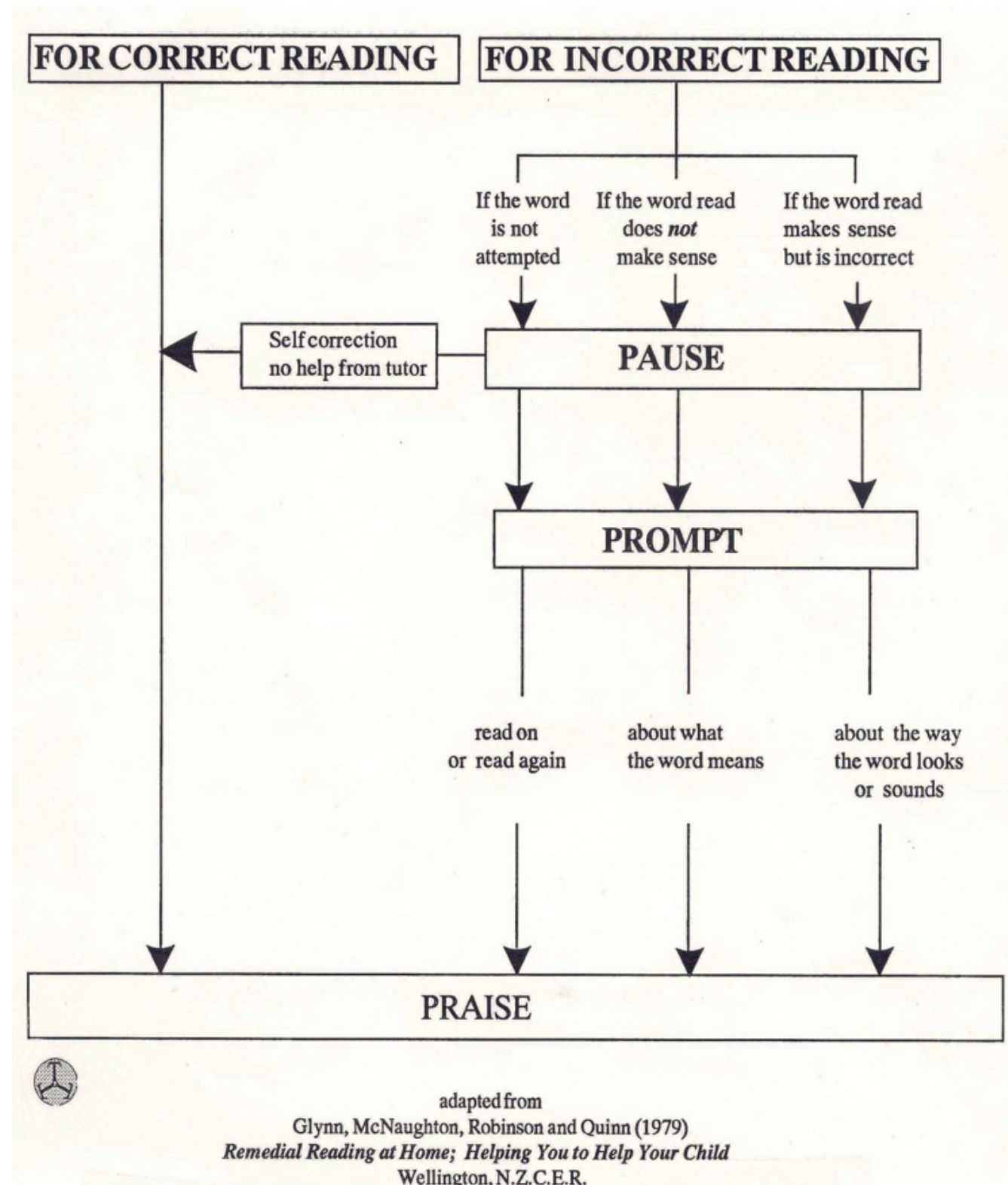
Key questions

1. How might you use the feedback conversation to develop a reciprocal relationship with whānau? What are the implications of seeking to do this with regard to the way feedback is given?
2. How might you establish feedback loops so that the whānau and students involved are able to contribute to the on-going learning and development of the programme within the school?

The Pause Prompt Praise process
[Resource 3]

Email

| FOR CORRECT READING | FOR INCORRECT READING |

If the word is not attempted | If the word read does *not* make sense | If the word read makes sense but is incorrect

Self correction no help from tutor

PAUSE

PROMPT

read on or read again | about what the word means | about the way the word looks or sounds

PRAISE

adapted from
Glynn, McNaughton, Robinson and Quinn (1979)
Remedial Reading at Home; Helping You to Help Your Child
Wellington, N.Z.C.E.R.

Video 15: Making it happen

Key thoughts

"I would encourage people to not be afraid to ask the teachers and schools for support to develop their understandings of how they can help their children."

"Our sessions have gone from me telling him what he should be doing to us engaging really, really well."

"I would like to see these strategies taken on the marae so that communities can participate. If we are honestly looking at Māori and thinking about how we are going to overcome the terrible statistics for Māori failure – then as a community we all have to take responsibility for that – not just the school."

Key questions

1. What sense do you make of these reflections and communities from Māori whānau?

2. What implications might this have for your school?

Pause Prompt Praise guidelines
[Resource 4]

	Not recommended	What the research shows about more effective implementation
Whānaungatanga	Begin the work with whānau after you have begun the work with their tamariki.	Prepare for the work well in advance by developing understandings about the community with whom you seek to engage. Respect the important funds of knowledge that whānau bring as allies to their child's learning. Start with a small group of whānau, try and include some with whom you already have respectful relationships. Provide opportunities to get to know each other better so that you might further develop mutual relationships. If Pause Prompt Praise has been working elsewhere, include someone who will be able to share their own experiences with it.
Ako	Tell whānau/tamariki what you will be doing and what you want them to do. Expect that everyone must participate.	Lay down the 'koha' by providing opportunities for whānau to learn to use the Pause Prompt Praise tutoring strategies with their children. Talk about how you could use these strategies between the home and school. Provide opportunities for whānau/ tamariki to ask questions and contribute their ideas. Talk about the benefits this could promote. Allow them to determine how they will participate. Co-construct dual roles and responsibilities.
Mahi tahi	Run Pause Prompt Praise without explicit links to individual feedback and links to reading levels and ongoing monitoring. Select students' books and related materials. Run the programme without a regular review and development of practices. Meet with groups of students to monitor the work. Don't expect that whānau cannot care for and return materials in a timely manner.	Have high expectations of whānau/tamariki contributing and taking care of resources. Make resources available and displayed so that levels and books are easily accessible. Use a regular and ongoing assessment, needs analysis and review cycle, sharing this information regularly with whānau / tamariki Make the goals transparent to whānau / tamariki. Use explicit teaching to help tamariki and whānau to understand their own reading level and how this applies in their selection of appropriate materials. Allow whānau/ tamariki opportunities to select their own books Monitor regularly that the selection processes remain accessible. Ensure a culturally responsive approach so that students can, by choosing of their own materials, bring their own cultural knowledge and prior experiences to the reading task as the foundation for new learning. Give regular and specific feedback to students and to whānau, this can be written or by word of mouth.
Te Kotahitanga	Keep the programme information and outcomes within the school.	Maintain the relationships with whānau. Recognise and celebrate Pause Prompt Praise successes with them.

Resources for tutors

The following pages are designed to be used as resources in the monitoring of students participating in the Pause Prompt Praise tutoring programme.

Pause Prompt Praise scoring sheet
[Resource 5]

Email

TEXT READING		TUTOR									READER OUTCOME		
		PAUSE	PROMPT			PRAISE							
Record The correct word from the text	**Record** *Either:* The word substituted *Or:* no word (leave blank)	**Record** *Either:* for five seconds *Or:* wait till the end of the sentence or phrase	**Record** *prompt* to read on or start again	**Record** *prompt* about the meaning of the word	**Record** *prompt* about the look or sound of the word	**Record** *praise* for the reader being nearly right	**Record** *praise* for the reader self correcting	**Record** *praise* for the reader correct *after* tutor prompt	**Record** *praise* for general reading	**Record** reader self corrects	**Record** reader corrects after tutor prompt	**Record** reader told word by tutor
1													
2													
3													
4													
5													
6													

Individual reading monitoring sheet [Resource 6]

Email

Name: _____

Age: ____

Date of Birth: _____

Class Teacher: _____

Class: _____

Room: _____

• •

Reading and Comprehension Checks:

Date: _____ Reading Level: _____ years
Instructional Reading Material
RW= _____ ER= _____ SCR= _____ ACC level= _____ COMP= _____
COMMENTS: _____
_____
_____

Date: _____ Text read: _____
Reading level: _____
Comments: _____
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Reading and Comprehension Checks
Date: _____ Reading Level: _____ years
Instructional Reading Material
RW= _____ ER= _____ SCR= _____ ACC level= _____ COMP= _____
Comments: _____
_____
_____

The inventory in Resource 6 is to be used in the first tutoring session as a discussion between tutor and student. Answers, to be recorded by the tutor, will provide an insight into the student's prior knowledge and interests.

Reading interest inventory
[Resource 7]

Name:_____ **Age:**_____ **Class:**_____

What interests me most in the world is:

My hobbies are:

The things I like to do when I get home are:

The activities I enjoy most at school are:

My best friends are people who like:

If I could change anything about my world it would be:

I like to read about:

A song I really like is:

I enjoy movies about:

My favourite television programmes are about:

I'd like to go on a holiday to:

Because:

My favourite subjects are:

1.
2.
3.

What I enjoy most about them are:

1.
2.
3.

In my family I have:

Something I hope to achieve this year is:

Reciprocal Teaching (reading)

Theoretical Basis – Reciprocal Teaching

Reciprocal teaching of reading draws from research conducted by Palinscar and Brown (1984). The procedure utilises four explicit strategies to develop and improve reading comprehension. These strategies are: predicting, questioning, clarifying and summarising.

The teacher initially leads a small group of students and models how to apply the strategies. The strategies require readers to be active in their reading and thinking and the purpose of the dialogue between group members is to jointly construct meaning from the text. Once the process has been modelled by the teacher, students can take turns at leading the process with the group.

Reciprocal Teaching: Extending Reading Strategies
(Ministry of Education, 1993)

Predicting

- sets up the purpose for the reading
- utilises the title, pictures and prior learning
- provides readers with the opportunity to link new ideas with prior knowledge
- as reading progresses predictions are confirmed or modified
- students are effectively monitoring their own understandings.

Clarifying

- use the context and word knowledge to overcome difficulties in the text
- identify and discuss words, phrases and sentences that may be unclear
- utilise resources - dictionary, thesaurus and / or atlas to check understandings.

Questions

- help to develop thinking skills
- thinking skills are more likely to occur when students are asking and answering their own questions rather than just responding to teacher generated questions.

Summarising

- indicates the level of understanding of what is or has been read
- allows students to review.

The reading material should reflect students' instructional level which is slightly more difficult than text that they can read independently and with understanding. Each session should last for approximately 20 minutes.

Research has shown that comprehension gains are greatest when reciprocal teaching is introduced to groups in intensive, consecutive sessions and continued within the structure of a balanced literacy programme.
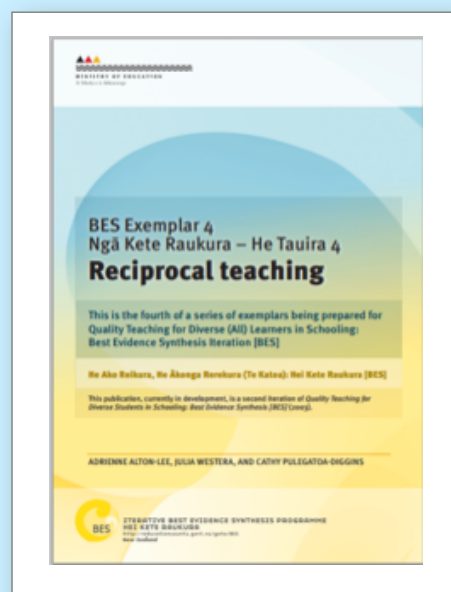
BES Exemplar 4: Reciprocal Teaching

Reciprocal teaching is the fourth (Alton-Lee, Westera & Pulegatoa-Diggins, 2012) in a series of five BES exemplars for quality teaching.

These exemplars were developed in response to requests from teachers and school leaders for real life examples of effective teaching approaches that accelerate progress of diverse learners.

The reciprocal teaching exemplar details six studies that were undertaken by educators in primary, intermediate and secondary schools and demonstrates that this approach has been highly effective with Māori students as well as other priority learners.

BES Exemplar 4
Reciprocal Teaching

Email

The following video clip provides an example of reciprocal teaching being applied in a secondary school setting where the participants refer to the approach of reciprocal reading.

Video 16: Reciprocal reading

Key thoughts

"Sometimes we're the leader or the teacher and sometimes we're the learner and those roles can be interchangeable… valuable learning for whoever… be it the leader or learner." … *"Reciprocal reading is one of the strategies used to accelerate reading."*

Key questions

1. What do you understand the purpose of reciprocal reading to be?
2. What potential benefits for students do you see or have you experienced?

The Reciprocal Teaching process [Resource 8]

PREDICTING
What is going to happen?
Use titles, pictures and prior experience to make predictions

⬇

CLARIFYING
What does it mean?
Identify and discuss words and phrases

⬇

QUESTIONING
What questions could we ask?
Formulate questions about the text, authors intend

⬇

SUMMARISING
What have we read?
Briefly summarise the main points made in the text

Resources for tutors

The following set of resources expand on the process and provide prompt cards for use in teaching.

Predicting

- I think..................
- I'll bet...................
- I wonder if..........
- I imagine..............
- I suppose.............
- I predict..............

Adapted from L. Oczkus

Clarifying

Identify the problem:

- I didn't understand the part where …
- This [sentence, paragraph, page, chapter] is not clear
- This doesn't make sense
- I can't figure out …
- This is a tricky word because …

Clarifying strategies:
- Reread
- Read on for clues
- Think about what I know
- Talk to a friend

Summarizing

Retell the story [include setting, characters, problems, events, resolution]

The most important ideas are........

This book/story is about......

Adapted from L. Oczkus

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