

Connections and Collaboration: Strategies to accelerate writing



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***“Ka whangaia, ka tupu, ka puawai”
That which is nurtured, blossom then grow***

*This whakataukāki reminds us that if we take the time to nurture
and support then growth will occur.*

*In the context of this module, this refers to the support we need to
extend to our students who may be struggling with
writing in cross curriculum contexts.*



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

New Zealand Government

Overview

This module details Responsive Written Feedback, a well-researched and effective writing strategy. Four writing structures have also been included in this module (Structured Brainstorming, Report Writing, Recount Writing and Procedure Writing) as a means of promoting greater confidence and writing fluency.

When teachers create responsive contexts for writing, these strategies or smart tools can be used within the principles of culturally responsive and relational pedagogies.

Responsive Written Feedback has proven effective in accelerating the writing of students who might otherwise have found writing a real challenge. This strategy has also been used as a means of connecting schools with their Māori communities.

As a koha, Responsive Written Feedback could begin the process of building collaborative relationships with Māori whānau, hapū and iwi when it is used in conjunction with the Connecting with Māori Communities module.

An example of how Responsive Written Feedback and Structured Brainstorming were used by a school in collaboration with their Māori community is detailed in

Chapter 7 (Creating educationally powerful connections with family, whānau and communities) of the School Leadership BES (Robinson, Hohepa & Lloyd, 2009. p.144).

These strategies were used to develop the quantity and quality of students' writing and produced some of the highest effect sizes reported in this best evidence synthesis.

Some of this research was in the context of supporting fluent Māori speaking students to transition to English medium classrooms at Year 9 (Berryman, 2001).

As well as Structured Brainstorming, structures for Report Writing, Recount Writing, and Procedure Writing are detailed in the third section of this module. These writing structures can be used across the curriculum and across a range of different writing genre. A section on transitioning students from Māori medium education into English medium education has also been included.

This module begins by connecting with related principles from the Ka Hikitia strategy. It then contains the theoretical basis that underpins of these writing strategies, key messages from research and some implementation guidelines.

There are also three video clips to support understanding and implementation.

Ka Hikitia connects to Reading Strategies

Guiding principles of Ka Hikitia

- 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.

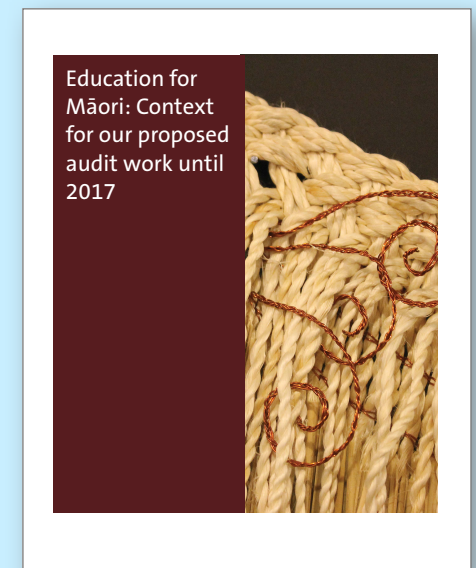
Once we have effectively connected to these communities research shows that the benefits back to students and staff in schools can be highly significant.

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



Creating responsive social contexts for writing

Sociocultural understandings of human development and learning promote a view of learners as active agents who come to know their world in terms of their own operations within it, especially through their use of language in contextualised social interactions with others (Bronfenbrenner, 1979; Bruner, 1996; Glynn, Wearmouth, & Berryman, 2005; McNaughton, 2002; Vygotsky, 1978).

Lave and Wenger (1991) construe learning as a process of change in the degree to which individuals can actively participate in and be included in communities of practice where there is regular and sustained interaction with more-skilled individuals around genuinely shared activities (Wearmouth & Berryman, 2009). Genuinely shared activities are those that are meaningful and authentic for students.

Regular interactions around these shared activities can lead students to develop and refine their knowledge and skills within specific literacy domains such as speaking, reading and writing for example. Sustained participation in these

activities also affirms and extends positive social relationships. Glynn, Wearmouth and Berryman (2005) describe these important interactive and social learning contexts as responsive social contexts. Glynn et al. (2005) further explain that:

Responsive contexts are characterised by a balance of control over initiating and continuing learning interactions, such that the more-skilled participant takes on a range of responsive, interactive roles rather than instructional, custodial or managerial roles.

They are characterised also by reciprocal intellectual and social benefits for each participant that result from their language interaction around shared tasks. These contexts may be characterised, too, by frequent reversal of the traditional learning and teacher roles, and by feedback that is responsive rather than evaluative (p.93).



In establishing responsive social contexts for writing, teachers avoid traditional pedagogical approaches that emphasise evaluation of the text and in particular focus on formal instruction in surface features (such as grammar, spelling and punctuation).

By contrast, responsive teachers understand that students need to be able to share their prior knowledge and experiences through the medium of writing, without fear of criticism or failure, therefore they work to create contexts in which students have many opportunities to communicate with others through writing.

This involves ensuring that students receive feedback about their writing from people who are more skilled at writing and it also involves providing strategies and writing structures that support students to generate words and organise their ideas in the planning and revision processes of writing.

Research reported in Alton-Lee's (2003) *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis* supports the proposition that effective pedagogical approaches to writing build upon the language experiences of diverse students and view writing as both a social as well as a literacy skill.

Alton-Lee draws specifically from the work of Freedman and Daiute (2001) who highlight the importance of acknowledging that many students enter schools and classrooms with language practices that are different from those valued in formal writing genres of mainstream schools.

Alton-Lee surmises their findings and proposes that “addressing diversity is the key pedagogical strategy for effective instructional approaches in writing” (p.24).

This research further highlights the importance of teacher consideration of their pedagogical approaches to writing and the way in which the socio cultural contexts they create are inclusive and enable all learners to actively participate in the classroom writing community.



The development continuum reflects some indicators of successful writers - what does writing for success look like?

Successful beginning writers	Successful developing writers	Successful fluent writers
<p>Students are beginning to make connections between the spoken and written word.</p> <p>They recognise and are able to form the shape and size of many letters.</p> <p>They want to write and are prepared to take risks.</p> <p>Some words are known other words are being independently found in classroom wordlists.</p> <p>They are building up a bank of known words and structures.</p> <p>Students are able to share ideas and information orally and are able to think logically as well as creatively.</p> <p>They understand the importance of meaningful story writing.</p> <p>They have been exposed to a range of structures and forms in their language programmes.</p> <p>They are able to reread and share their stories with others.</p> <p>Students are able to deal positively with the frustrations and challenges that they meet in their writing.</p>	<p>Students' writing is relevant and meaningful and is based on their own experiences.</p> <p>They approach the task with enthusiasm.</p> <p>They are confident risk takers and are able to problem solve as they write.</p> <p>Students are able to make self-corrections and edit what they write.</p> <p>They are able to use a variety of words and language structures with developing effectiveness and for a range of purposes.</p> <p>They are able to follow a simple line of enquiry then gather and present relevant information.</p> <p>When required they can work through each stage of the writing process eg. drafting, rehearsing, editing and publishing.</p> <p>Students are beginning to use what they know about words, structures and meaning to create unknown words.</p> <p>They are also able to effectively use reference material in pursuit of new words.</p> <p>They can evaluate their own writing and the writing of others.</p>	<p>Students' writing is relevant and meaningful and is based on a range of experiences.</p> <p>They know and can confidently and competently use the conventions of writing for a range of purposes.</p> <p>They can effectively edit their writing in order to improve and enhance the message.</p> <p>They can confidently and competently apply their writing to a range of genre.</p> <p>They can use traditional language forms to enhance and substantiate their writing.</p> <p>Students are able to write 'with a voice' for a particular audience.</p> <p>Students can share their writing with peers and other audiences.</p> <p>They can use good ideas from other resources including written materials to enhance their own writing.</p> <p>They understand and can accept that constructive criticism can be helpful but may not always be seen to be correct in the eyes of the writer.</p> <p>They enjoy writing</p>

Responsive Written Feedback

Theoretical Basis - the Responsive Written Feedback procedure

Responsive Written Feedback is an example of a writing procedure that draws from sociocultural understandings of learning to accelerate the writing achievement of students.

The procedure provides a framework that facilitates social interaction, through a writing exchange or writing relationship, between a (less competent) writer and a responder (who is more skilled at writing than the writer).

The writer initiates the writing exchange and can determine what they would like to communicate and share with their responder. The responder reads the piece of writing and then provides written feedback to the writer.

The intention of the feedback is to respond to the messages conveyed within the piece of writing in order to develop a non-dominating writing relationship between the writer and the responder.

If we consider what this social interaction might look like in terms of a respectful face-to-face conversation between two people, the person who is more competent in their oral language delivery is unlikely to focus on correcting or

evaluating the oral language delivery of the person who is less competent.

The same principle or socially appropriate conventions apply to this writing exchange so that the responder shows support for the writer by responding to what they understand the writer is attempting to communicate, rather than commenting on or trying to correct the writer's errors. This does not mean however that Responsive Written Feedback does not support the development of accurate spelling, grammar and correct structure.



If we again consider the face-to-face conversation scenario, the person who is more competent in their oral language delivery has the opportunity to provide a correct example or model of oral language conventions and structures when they verbally respond to the person who is less competent.

In this sense the person responding is ‘showing’ what speaking correctly sounds like rather than specifically ‘telling’ the less competent person where they need to be corrected.

Similarly in the writing context the responder has the opportunity through their written response to show the writer what correct spelling, grammar, punctuation and/or structure looks like, while at the same time they show the writer (again through their response) that they understand and value the message the writing is conveying.

Responsive Written Feedback was used in research undertaken by Glynn, Jerram and Tuck in an English language context in 1986 and 1988.

This procedure was then further trialled in a Māori language setting (Glynn, Berryman, O’Brien and Bishop, 2000), in the context of immersion students transitioning into the English language and in the context of emergent writers in both English and Māori (Glynn, Berryman & Glynn, 2000).

More recently the Responsive Written Feedback has been used in Te Kotahitanga in a mainstream secondary school to accelerate the writing achievement of Year 9 students.

In these studies both adults and tuākana (older students) have been used as responders. The results showed that all

students (including tuākana), who participated, learned the procedures easily, wrote longer and more interesting pieces of writing and improved their writing fluency across a range of different measures.

An additional pastoral benefit that one teacher observed in the Te Kotahitanga study reinforces how powerful this procedure can be with regard to providing a context for learning whereby students through their engagement in this sustained social interaction could come to better understand and participate in their world.

She specifically referred to a Year 9 male student who did not initiate interactions and rarely engaged with herself and other students in class.

However, the teacher noted that as this student’s writing relationship developed with his responder (who was a senior male student) his writing progressively became more expressive and detailed as he shared his thoughts and feelings and sought out his responder’s experiences and advice.

In one exchange the teacher noted that the writer had written to his responder about his father leaving the family home and he shared that he found this very difficult. He explained that he deeply missed his father and he found the

extra responsibilities that he had as a result of his father's absence sometimes overwhelming.

When the teacher spoke with the responder about how he might respond to this message, the older boy assured her that he knew exactly what he could write back because he had experience of what the writer was going through and he felt confident that he could offer him some advice and support.

The teacher reflected on this, and the written exchanges that ensued between this pair, and conceded that the writer had not felt that he could share this private and sensitive information about himself with her, but he had felt safe and secure to do so with his responder, through his writing.

This writing intervention had provided her with an opportunity to get a different insight into her student and develop a deeper understanding of who he was and what he was going through.

Importantly, the intervention also provided a safe forum for the writer to share his thoughts and feelings with another person, be heard (through his writing), receive some support and advice, and subsequently come to better understand his world and his agency within that world.

Video 1: Responsive Written Feedback



Key thoughts

“Responsive Written Feedback is ... not error correction but thinking about what is the student actually telling me in terms of the message and what can I write back in response to that message from my own experiences.”

“It’s being a model for correct writing but it is really reading the writing and being an audience as well.”

“Students are picking up the cues you are giving them but they are being self determining about it.”

Key questions

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



Implementing Responsive Written Feedback

Responsive Written Feedback can be used within an established writing/learning programme to support students to improve the quality and quantity of their writing. The intervention is not a writing programme in itself.

The writers

A Responsive Written Feedback session takes 20 minutes of class-time, once a week. The first 5 minutes should be used for planning, followed by 10 minutes of writing and the final 5 minutes should be used for independent proof-reading and editing. Writers need to have access to writing resources such as dictionaries for the proof-checking and editing phase.

Student writers can choose what they would like to write to their responder about. In the first piece of writing for example, writers might like to introduce themselves and describe their interests and aspirations etc. Responders may respond to the first piece of writing by perhaps reciprocating the introduction (whanaungatanga). The focus and content of the written exchanges that follow are determined by the writer and are generally relevant to the

writing relationship that evolves between themselves and their responder. In some cases some student writers might seek ideas/support from teachers and peers during the planning phase of the writing session and this might take the form of a collaborative brainstorm that students can draw from if they choose.

The responders

It is important to keep the intervention manageable for responders so they should have no more than three student writers to respond to.

The research conducted by Glynn, Jerram and Tuck (1986) identified a series of nine themes that characterised the responder's Responsive Written Feedback. The themes provide responders with a framework to respond to writing and direct the emphasis away from corrective and evaluative feedback. The Responsive Written Feedback themes are:

1. speaking with the writer;
2. personalising the responses;
3. having shared similar experiences;
4. identifying a theme;
5. enjoying the content;
6. identifying with the characters;

7. supporting the writer's efforts;
8. having empathy with the writer;
9. anticipating a theme developing.

In responding to the student writer's messages, the responder can pick up on spelling inaccuracies by modelling correct spelling and the correct use of written conventions (punctuation, sentences, paragraphs) in their own writing.

The teacher/co-ordinator

PLANNING

Ideally the intervention should run for a period of 10 weeks (one term) and it is best to record the responsive written feedback exchanges in an exercise book. For quantitative purposes it is important to stick to the 10 minute timeframe for writing.

Carefully plan the weekly exchange of books between student writers and responders. While this may be relatively straight forward within the school between tēina and tuākana student pairings, in the case of whānau and community responders, discuss and negotiate with them the best way of getting the books to them and then back into the school.

Complete a quantitative data analysis on the first sample of writing to ascertain the baseline.

The same quantitative data analysis process will be used on the final piece of student writing at the end of the term or 10 week block.

The template that follows can be used to record this quantitative data so that the first and final samples can be easily compared.

[illegible]

ANALYSING THE QUALITY OF WRITING

Qualitative data analysis involves ascertaining whether or not the quality of the writing has improved between the first writing sample (pre-intervention) and the final writing sample (post-intervention).

This can be achieved through the development of moderation packs that are distributed to a group of moderators to score.

1. **Copying:** It is important not to influence the moderators by providing any indications of which sample is the pre-intervention sample and the which sample is the post-intervention sample so make a copy of each piece for each student and remove the date or any other identifying information.

(The co-ordinator needs to retain a copy of the books so that they have record of which sample is pre-intervention and which is post-intervention).

2. **Labelling:** Label each writing sample with letters (A, B, C etc).

Again, so as not to influence the moderators ensure the labelling is random so that one student does not have A on the pre-intervention sample and then B on the post-intervention sample.

3. **Collating:** Collate the appropriate number of packs for the number of moderators i.e. for an average class (28) you may have four moderators so develop four packs.

If you work on an average class ratio, within each pack include both writing samples for seven students which means that each pack should contain 14 pieces of writing.

4. **Scoring:** Ask moderators to read and score each sample on the score card (a template is provided on the following page).

These moderators are required to provide a score out of 7 for audience appeal and a school out of 7 for writing fluency.

Emphasise the need for the moderators to score based on their overall judgement/initial response to the writing rather than getting overly analytical and specific about the content and accuracy of the writing.

Another useful qualitative measure could include feedback from student writers and the responders which may take the form of informal discussions to collect participant voice or a written evaluation.



Responsive Written Feedback: Writing Quality Moderation Card [Resource 2]

Moderator:										
Sample										
Audience Appeal /7										
Writing Fluency /7										

Moderator:										
Sample										
Audience Appeal /7										
Writing Fluency /7										

Moderator:										
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Writing Fluency /7										

Moderator:										
Sample										
Audience Appeal /7										
Writing Fluency /7										

Included in the next section are examples of student's writing and responder's feedback.

The student samples reflect Year 7 and Year 8 students who were transitioning from full Māori immersion education to an English medium secondary school.

The writing responder was a young person from outside of the community.



Examples of responsive written feedback



Student's writing [resource 3]

What are the key messages in this piece of writing?
How would you respond?

What I like is going shopping with my Dad because he get you what you want. I like to go to Whakatane with my dad to get me some new thing for school but I like to go in to the shoe part because I get to get a pair of shoe. I am a daddys girl I am so lucky to be a daddys girl but he does not forget about my sisters and ~~bro~~ brothers that for sure when we go out to get the things that my mum want for mother day I allway go with my dad because he allway go to Whakatane to get the thing and I allway get something. I like to go shopping. And I like to go walking up the Stee Streets with my mate and get up to no good. And I like doing my P.P.P. and I enjoy it very much. And I like getting the letter back to from you. I am so happy that I am a part of P.P.P. You are bomb to the max that righ.

Responder's writing [resource 4]



Kia ora,

Thank you for sharing with me your likes and dislikes. Also thank you for the lovely comments. Like you, I love going shopping and when I was younger I also enjoyed going shopping with my dad. It's pretty cool being a daddy's girl isn't it. Everyone has a favourite child, niece/nephew. It doesn't mean that they don't love any other whānau less.

Did mum enjoy her Mother's Day? For Mother's Day I got my mum a lotto ticket, shouted KFC for dinner and my niece and I cooked bacon and eggs for breakfast on Sunday. I hope you don't get into big trouble with your mate. Watch out, we don't want anything to happen to you.

I'm glad you are enjoying P.P.P. If you enjoy doing something you definitely learn more and achieve things better.

Keep up the awesome work. You are half way there when you give something a go.

Until your next story

Student's writing [resource 5]



Consider how you would respond to this piece of writing?

The worst pain I have ever felt was when my grandmother left the world to go to heaven. I was so heartbroken I stayed at the hospital all day just to be with her. When I heard, I thought that they were telling a joke. When I saw her with my own two eyes, I felt a feeling that I can not explain. When I saw her just laying there it felt like someone was just squeezing my heart. I felt all alone, I felt like I done something to disappoint her why she left me. As I grew older I knew that it was her time to leave us, and that she was very ill. I miss her very much and I will never stop thinking about her. I

Responder's writing [resource 6]



Kia ora,

Thank you for sharing with me your story on what was the worst pain that you have felt. That is so sad. I believe it was your grandmother's turn to leave this world. She may have been ill in this world, but up in heaven she is well and feels no pain. She is with you in your heart where ever you go and will be waiting for you to join her one day. Please do not feel that it was your fault, because it wasn't. Just think of all the good times you both had and spent together. She is watching you grow up and seeing that you are becoming a fine young woman (wahine too). So don't forget that if you feel alone or a bit down and frustrated with the world, your grandmother is right by your side for you.

My uncle died about two years ago. He was an awesome uncle and would always have us stay at his house for Christmas. He was always nice, but if we played up he was sure to give us a grilling. I cried and cried at his funeral. I too could not believe that he had passed away. When I saw my niece cry (who was only six at the time) it made me cry even more. My cousin was in Australia at the time and was unable to come to the funeral. I was sad for her as well because she could not say her final goodbye.

Awesome story. I look forward to your next story.

Conclusions from research

- Tuākana were able to learn to use the procedure appropriately with their tēina.
- Responsive writing components, as opposed to corrective feedback, were evident in the tuākana responses.
- All students including those with the least skills in writing looked forward to the writing task.
- Tuākana and tēina enjoyed the process of sharing their writing and receiving a written response.
- None of the students missed the traditional corrective feedback yet all believed that they had improved their writing skills.
- Tuākana and tēina showed improvement through all writing measures, both quantitative and qualitative.
- Important cultural learning about ako and the dual responsibilities within the tuākana-tēina relationship were evident.
- Students choose to write about their everyday experiences and about Māori rather than non Māori events.
- Teachers found the process to be a practical intervention that could be easily implemented in their classroom programme. When adult responders were used, students

benefited through exposure to a wider range of writing models and language than was available in the class.

- Teachers and students found that this process offered an authentic opportunity for writing. Writing had a real purpose.





Responsive Written Feedback Guidelines [Resource 7]

	Not recommended	What the research shows about more effective implementation
Whānau ngātanga	Begin the work with whānau after you have begun the work with their tamariki.	<p>Prepare for the work well in advance by developing understandings about the community with whom you seek to engage.</p> <p>Respect the important funds of knowledge that whānau bring as allies to their student's learning.</p> <p>Start with a small group of whānau, try and include some with whom you already have respectful relationships.</p> <p>Provide opportunities to get to know each other better so that you might further develop mutual relationships.</p> <p>If Responsive Written Feedback has been working elsewhere, include someone who will be able to share their own experiences with it.</p>
Ako	Tell whānau/tamariki what you will be doing and what you want them to do. Expect that everyone must participate.	<p>Lay down the 'koha' by providing opportunities for whānau to learn to use the Responsive Written Feedback strategies with their students.</p> <p>Talk about how you could use these strategies by writing between the community and classroom setting.</p> <p>Provide opportunities for whānau/ tamariki to ask questions and contribute their ideas.</p> <p>Talk about the benefits this could promote.</p> <p>Allow them to determine how they will participate.</p> <p>Co-construct dual roles and responsibilities.</p>
Mahi tahi	Run Responsive Written Feedback without explicit links to individual feedback and ongoing monitoring. Run the programme without a regular review and development of practices. Don't expect that whānau will not undertake their responsive writing and return books in a timely manner.	<p>Have high expectations of whānau/tamariki contributing and taking care of their agreed roles.</p> <p>Ensure writing samples are responded to and returned promptly.</p> <p>Use a regular and ongoing assessment, needs analysis and review cycle, sharing this information regularly with students and their whānau.</p> <p>Make the goals transparent to whānau and students.</p> <p>Ensure a culturally responsive approach so that students can, by choosing of their own writing topics, bring their own cultural knowledge and prior experiences to the reading task as the foundation for new learning.</p> <p>Give regular and specific feedback to students and to whānau, this can be written or by word of mouth.</p>
Te Kotahitanga	Keep the programme information and outcomes within the school.	<p>Maintain the relationships with whānau.</p> <p>Include whānau in the writing and assessment processes</p> <p>Recognise and celebrate writing successes with them.</p>

Structures for purposeful and confident writers

When creating responsive social contexts for writing teachers need to be mindful of what Vygotsky (1978) refers to as students' zone of proximal development and remember that effective writing is a complex cognitive task.

This requires teachers to understand the level of writing skills and abilities the student has developed, and then provide supportive scaffolding to support the student transition to the next level of competency and independence.

In writing this scaffolding is particularly important in relation to the cognitive processes of planning, translating and revising their writing. Such scaffolding might include personal one-to-one guidance and support from the teacher and/or from a more competent peer that is then gradually removed, so that students can successfully work independently.

Tools for scaffolding can include writing templates or writing structures. Such tools can remove structural barriers some students encounter when they are trying to formulate a piece of writing. Importantly, writing structures provide a framework whereby students can, either independently or cooperatively, generate words, record their prior knowledge and experience and organise their ideas.

It is important that these structures do not become a constraint to the writing process or are not seen in any way to be formulaic but rather are used as a scaffolded means towards writing with greater purpose and confidence. The first of these structures is a structure for brainstorming. There are also structures for recount, report and procedure writing.



Structured Brainstorming

The Structured Brainstorming procedure

This Structured Brainstorming procedure is based on a structural framework provided by Whitehead (1998). The procedure was designed to be used for transactional report writing to assist students to record and organise information prior to writing a report.

Māori medium teachers have also found them to be very useful for other forms of writing, especially when implemented using the tuākana (a more competent peer), tēina (a less competent peer) support relationship.

1. Collecting words

The first phase of a structured brainstorming procedure involves engaging in a brainstorm and collecting words that are connected to a particular topic. As mentioned above this initial word collection exercise can be done in a tuākana, tēina paired situation where the tuākana records the words, or students who are confident to work independently can undertake this process by themselves.

The emphasis at this point is to activate prior knowledge and gather as many words as possible.

Other sources of information such as the teacher, peers, dictionaries or wall charts may also be accessed.

2. Grouping words

After the initial brainstorm students then focus on the words that have been recorded in the collection list and consider which pairs of words go together. As a pair of related words is identified they are transferred across to the boxes that are labelled Group. In a tuākana, tēina situation this could be undertaken by the tēina.

3. Labelling groups

Once students have arranged pairs of words into the boxes, they need to consider and discuss what makes the two words a pair, or why the words are connected. Once they have decided upon the reason this becomes the label and is written by the tuākana in the Label box.

4. Enlarge the groups

The students then go back to the words listed in the Collection box and transfer all words across into the appropriate group boxes. This can be done by the tēina.

With the initial words collected and meaningfully organised into separate categories, this structured

brainstorming procedure provides students with a basis to develop a piece of transactional writing.

Students are able to use each of the category boxes to formulate sentences and/or paragraphs. In the tuākana, tēina situation each student has access to the brainstorm which can effectively scaffold them in to independent writing.

Further research

The structured brainstorming framework and or the piece of writing that transpires can also be used as a catalyst for further research and investigation.

5. Taking the learning further

The initial brainstorm and subsequent grouping and labelling processes could generate research questions for students around the writing topic. They could for example, find out the meaning of words that they may be unfamiliar with or there might only be a few words grouped under a particular label which could prompt students to seek other words that connect with that label.

They could also consider what other information would be interesting to know and suggest how they might find the answers and whose assistance might they seek. Any

additional information that is found as a result of this research could then be integrated in to the original piece of writing.

Video 2: Structured brainstorming



Key thoughts

“Brainstorming on a whiteboard provides a model of words and activates prior knowledge, but how do you link the words on the whiteboard with the words on the page?”

“Structured brainstorming enables students to group words in meaningful ways so that these meaningful groups of words can become sentences or paragraphs.

It is a way to actually help students take all of the words and organise them into a structure that they could then take into a meaningful piece of writing.”

Key question

Structured brainstorming can be used across the school curriculum to scaffold all forms of writing.

What other tools and strategies are used in your school, to assist students to write with greater purpose and confidence?

Structured brainstorming for story writing

The following example of structured brainstorming represents a brainstorm completed in a tuākana and tēina partnership and their subsequent individual pieces of writing.

It is important to acknowledge that the tēina student had special physical and learning needs while the tuākana was younger (from a lower level of the school). However both students played in the same soccer team and had developed a friendship based on this connection.

1. Collection Swift ✓ three baby birds ✓ quick ✓ nest ✓ mud ✓ fish and chip shop ✓ round ✓ feeding time ✓ big mouths ✓	3. Label <i>nest</i>	3. Label <i>Adults</i>
	2. Group round mud fish and chip shop hidden sheltered small metal box tight space up high	2. Group swift blue mother feeding flying pointed tail

A section of the structured brainstorm sheet.

The nest was well hidden and sheltered. It had been built on top of a metal box up high in a tight space. At first we did not notice any birds, but we could hear chirping noises. The nest looked like a round blob of mud.

A section of the tuākana's writing sample.

The babies stuck their heads up.
The mother put the insects in the babies beak
then the mother flew swiftly like an arrow
to find more food.

Report writing

Written reports provide a description about general phenomena.

The title indicates what the report is about and the introduction paragraph frames the report by providing a general classification.

The following paragraphs constitute the body of the report and are written under subheadings which specify particular topics that are described within the report.



Structured brainstorming for report writing

Structured Brainstorm		Topic: Spiders	
Name: Jessica			
1. Collect	3. Label Body parts	3. Label Appearance	
legs ✓ Spinning ✓ black ✓ abdomen ✓ Venom ✓ fangs ✓ head ✓ thorax ✓ insects ✓ poisonous ✓ hairy ✓ eyes ✓ fly ✓ shiny ✓ smooth ✓ brown ✓ Spinneret ✓ eggs ✓ Silk ✓ other spiders ✓	2. Group legs abdomen Spinneret head thorax fangs eyes eggs	2. Group black hairy shiny smooth brown fangs	
	3. Label Web	3. Label Food	
	2. Group Spinning silk fly	2. Group insects other spiders fly venom poisonous fangs	
	3. Label	3. Label	
	2. Group	2. Group	

Report Structure [Resource 8]

Title: Spiders
General Classification: Spiders are found all over the world except for Antarctica. They are air breathing, have eight legs and live on the land. There are many different types of spiders.
Subheading: Topic 1 - Body parts A spiders body is made up of a number of body parts. These include an abdomen, head, thorax and legs. The head and the thorax are joined together. The spiders spinnerets are found at the end of the abdomen.
Subheading: Topic 2 - Appearance Spiders are often black and/or brown. They can be shiny and smooth. If you look closely you might see hair and a pair of fangs.
Subheading: Topic 3 - Web Spiders produce silk and they use these silk threads to spin webs. The main reason that spiders spin webs is to catch food like flies.
Subheading: Topic 4 - Food Once insects like flies, moths and other spiders are trapped in the web they become the spiders food. The spider uses its fangs to inject poisonous venom in to the insect so that it dies.
Conclusion: Most people don't like spiders but they do a good job of killing flies. In New Zealand we are lucky that most of the spiders that live here are not dangerous to humans.

Title:
General Classification:
Subheading: Topic 1
Subheading: Topic 2
Subheading: Topic 3
Subheading: Topic 4
Conclusion

Recount Writing

Recount Writing requires students to describe an experience that they or someone else has had.

Recounts are concerned with time. As well as detailing a title and specific points such as *who*, *what*, *where*, *why* and *how*, the actual sequence of events is very important and should follow a logical progression to the conclusion.

The following structure provides the main components of a recount.



Recount Structure [Resource 9]



Title:
Introductory Paragraph: <i>Who; What; Where, Why; How</i>
Event 1: <i>Statement; Description; Comment</i>
Event 2: <i>Statement; Description; Comment</i>
Event 3: <i>Statement; Description; Comment</i>
Conclusion:

Procedure Writing

Procedure Writing explains the process for doing something.

As well as a title and introduction the body of a procedure might include a list of what is required such as ingredients and a method which describes a step by step process.

A numbered list might be used in the method or time terminology such as first, second, next, lastly etc.

A *coda* or *conclusion* is written at the end of the procedure to provide the reader with a reflective statement, a caution and/or an interesting detail about the procedure.



Procedure Structure [Resource 10]

Title:
Introduction:
Body: <i>Ingredients</i>
<i>Method</i>
Conclusion:

BES Exemplar 5 Learning Logs

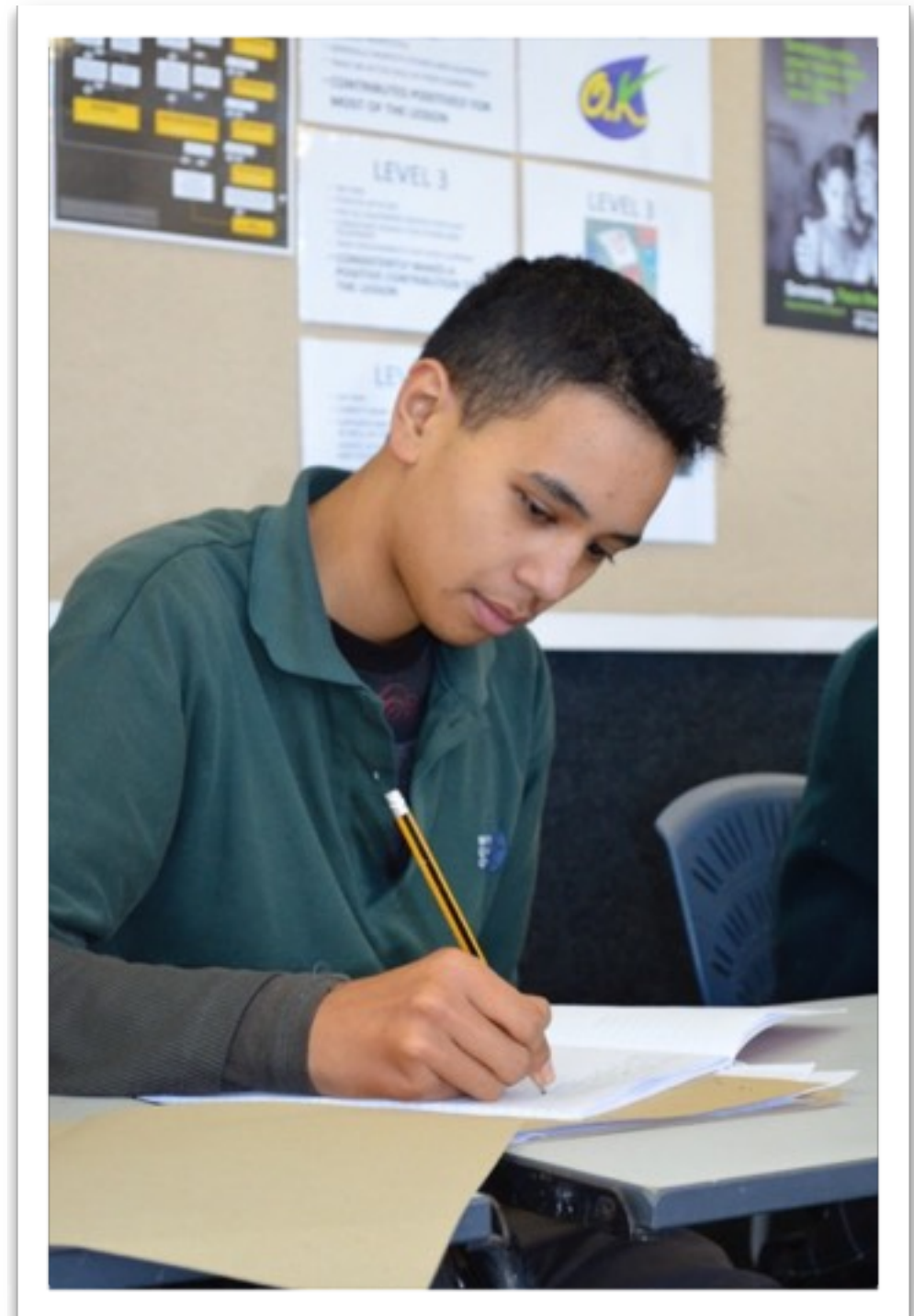
Learning Logs is the fifth (Alton-Lee, & Glenn, 2012) in a series of five BES exemplars for quality teaching. These exemplars were developed in response to requests from teachers and school leaders for real life examples of effective teaching approaches that accelerate the progress of diverse learners.

The Learning Logs exemplar details how a classroom teacher used written feedback to accelerate learning.

While this process differs from how responsive written feedback is utilised there are conceptual similarities in the sense that both approaches allow the teacher to engage with students within their zone of proximal development and provide a means of scaffolding to support students to transition to the next level of competency and independence.



BES Exemplar 5
Learning logs
He Kete wherawhera



Transition

*“Kia ngātahi ai te tū
e pakari ai te tuarā”*

To stand with the strength of our forebears
is to stand strong, to stand united.

The transition from learning in Māori to learning in English

More than a decade ago many Māori medium educators were concerned about the lack of consistent information and resources available to guide the transition of students who had been learning in Māori medium into learning in English medium.

One of the most challenging transition points for these students can be from primary school to secondary school. In general, teachers in Māori medium settings appeared to be implementing one of three options:

- do nothing to interfere with on-going Māori medium education, and wait until the student enters English medium, before dealing with any issues that might arise following transition;

- teach English transition once students reach a specific age group;
- teach English transition to all students within a specific class (year) group.

However, none of these options appears to take into consideration the identified level of language proficiency of the individual student. All three options assume that a cohort of students is all at the same level of preparedness for transition to English.

Teachers in the secondary schools that these students are transitioning into may have been doing even less. Failure to recognise the impact of transition to English on the lives of students who have been immersed in and learned through the medium of Māori language can be undermining and detrimental; to te reo Māori and to the students themselves.

Recently we found evidence to show that unwittingly, this situation is occurring in Te Kotahitanga schools.

Of concern is that none of these options utilise the language skills and knowledge of members of the home community. Many school whānau are concerned about the lack of consistent application of transition practices, active monitoring and evaluation of specific transition practices,

and informed sharing of information between home and school. For example, what impact does transition to English have on the lives of the students and their whānau?

Are current transition practices effective, or even adequate?
How have students benefited from these types of practices?
How can we do things better?

The response of one school and its community

The modules on reading and writing strategies contain the strategies used effectively by one school and its community in response to these concerns.

These strategies are detailed more specifically in the following thesis:

Berryman, M., (2001). *Toitū te whānau, toitū te iwi: A community approach to English transition*, Masters of Education Thesis. University of Waikato.

In her Masters thesis Berryman outlines an effective collaborative partnership amongst the whānau (immediate and extended family), the kura (school), the students, and the researcher, that took place in this community during 1998 and 1999, as part of a community initiated whānau and kura programme to improve students' transition from

learning in Māori to learning in English. The researcher became part of the whānau when she was invited by the community to help in developing a suitable programme to assist a group of fluent Māori immersion students to begin their bilingual secondary schooling (the only option available in their community).

The whānau wanted students to begin their secondary schooling with improved competence in reading and writing in English, but without compromising their competence in Māori language. This is a strong platform upon which to ensure the Ka Hikitia strategy expectations continue to be addressed.

This school and its community devised a 10-week intervention focused on reading and writing in English using Pause Prompt Praise, Responsive Written Feedback and Structured Brainstorming. This kura and community continued to maintain their transition programme each year with their Year 8 students.

The students continued to enter secondary school able to read, write, and talk fluently in Māori. Importantly, they could also read and comprehend at age appropriate levels in English, and write with increasing confidence and voice in English. One such student came first in English among all Year 9 students.

Just as important is the tutors' continued use of the procedures with younger family members.

Key thoughts

Video 3: Transition



“Students coming from Māori medium education into English mainstream settings can often be problematic and one of the reasons that it can be problematic is that because students have been taught in Māori medium and Māori language they haven’t been formally taught in one language and then transitioning into another language, then these students can be seen in deficit terms.”

“We didn’t want him falling into the gaps and be one of their statistics ... I need him to have a good life ... it’s really important.”

Key questions

1. What are the challenges for Māori students as they transition from Māori medium contexts? What does your school currently do in order to address these challenges?
2. What are the strengths of Māori students transitioning from Māori medium contexts?
3. What does the parents’ korero in this clip suggest they want for their rangitahi?

Given that the issue of transition continues to challenge, Berryman and Glynn have agreed to update their monograph in 2014 and will seek to republish it in module as well as book form. Meanwhile the following monograph is still available:

Berryman, M. & Glynn, T. (2003). *Transition from Māori to English: A community approach*. Wellington: New Zealand Council for Education Research.

Alton-Lee, A. & Glenn, J. (2012). *Best evidence synthesis exemplar 4. Ngā kete raukura – He tauira 5. Learning logs. He kete wherawhera*. Wellington, New Zealand: Ministry of Education.

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Berryman, M., (2001). *Toitū te whānau, toitū te iwi: A community approach to English transition*. Masters of Education Thesis. University of Waikato.

Berryman, M. & Glynn, T. (2003). *Transition from Māori to English: A community approach*. Wellington: New Zealand Council for Education Research.

Berryman, M., Reweti, M., O'Brien, K., Langdon, Y., & Glynn, T. (2001). *Kia Puāwai ai te reo. Strategies and activities to help students write in Māori and English*. Wellington, New Zealand: Ministry of Education.

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Bruner, J. (1996). *The Culture of Education*. Boston: Harvard University Press.

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McNaughton, S. (2002). *Meeting of minds*. Wellington, New Zealand: Learning Media. Ministry of Education, (2013). *Ka Hikitia – Accelerating Success 2013-2017*. Wellington, New Zealand; Ministry of Education.

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Retrieved from: <http://educationcounts.govt.nz/goto/BES>

Wearmouth, J., & Berryman, M. (2009). *Inclusion through participation in communities of practice in schools*. Wellington, New Zealand: Dunmore Publishing.

Whitehead, D. (1998). *Catch them thinking and writing*. SkyLight Training and Publishing Inc.

Whitehead, D. (1997). *Book A Writing Frameworks: Helping students get to grips with transactional writing*. User Friendly Resource Enterprises Ltd.

Vanstone, B. (2008). *Important Messages from Students' Responsive Writing: "A bit of a holloboleoo"*. Unpublished thesis of a Masters of Education. University of Waikato.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. London: Harvard University Press.