

Print-walking

About this Illustration of Practice

A year 4 classroom teacher uses a locally-developed 'print-walk' strategy within a block of English literacy lessons to engage students in learning about pronouns. Students are encouraged to engage in a print-walk search the pronouns in the classroom. The activity is treated as a learning game. The teacher subsequently introduces students to an Aboriginal Dreaming story and encourages her students to relate the story to other texts, to their own experiences and to the world around them.



Standards

Standard 1

Know students and how they learn

Focus area 1.4

Proficient

Strategies for teaching Aboriginal and Torres Strait Islander students

Descriptor: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Discussion questions

1. How are your teaching strategies responsive to your local community context?
2. What strategies do you use that build on the learning strengths, and target the needs, of individual Aboriginal and Torres Strait Islander students?

Learning context

The school is located on the Innawonga and East Guruma Lands in the mining town of Tom Price, around 1600km from Perth. Twenty per cent of the school's 330 students are Aboriginal and the school has a diverse student population due to the town's mining industry. The teacher has worked at the school for four years. The 'print-walk' strategy was originally developed for Aboriginal students in remote communities.

School context

Tom Price Primary School
Western Australia

Year level: Year 4

Related subject: English

Stage of schooling: Primary

School type: Government

School location: Very Remote

[View school location in Google Maps](#)

Australian Curriculum

Learning area: English

Year level: Year 4

Content descriptions: [ACELA1491](#)

