

Cooperative Reading Unit

About this Certification Evidence

A need to evaluate reading programs in the upper primary classes was identified due to low student engagement and reluctant reading behaviours. As a result, the teacher developed and implemented the cooperative reading program. She is responsible for leading this program and mentoring colleagues to ensure successful implementation. The main goals are to: stimulate a love of reading; encourage confidence in peer and group discussions about literature in a supportive and structured environment; and promote high engagement in reading by encouraging students to choose what they read.

About the teacher

The teacher completed a Master of Teaching and has five years teaching experience. She is a member of the team responsible for the upper primary classes, which consist of three 5/6 classes, and is the school Pre-service Teacher Education Coordinator. She supports team members to ensure consistency in curriculum planning and expectations about the quality of student tasks across classes. Her responsibilities outside the classroom include the leadership and coordination of a mathematics program and a targeted cooperative reading program. This involves facilitating team meetings and supporting and mentoring colleagues to assist with implementation of the curriculum including planning and delivery.

Standards

Standard 1

Focus area 1.5

Highly Accomplished

Know students and how they learn

Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.

Standard 2

Focus area 2.1

Highly Accomplished

Know the content and how to teach it

Content and teaching strategies of the teaching area

Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Focus area 2.5

Highly Accomplished

Literacy and numeracy strategies

Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Standard 3

Focus area 3.2

Highly Accomplished

Plan for and implement effective teaching and learning

Plan, structure and sequence learning programs

Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

Standard 5

Focus area 5.2

Highly Accomplished

Assess, provide feedback and report on student learning

Provide feedback to students on their learning

Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.

Focus area 5.4

Highly Accomplished

Interpret student data

Work with colleagues to use data from internal and external student

assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

Stimulus Questions

1. How do you improve student achievement in literacy?
2. What strategies do you use to cater for individual learning needs?
3. How do you use data to inform learning and teaching programs?

School context

Macquarie Primary School
Macquarie, Australian Capital Territory

Year Level: Year 5 Year 6

Stage of schooling: Primary

School type: Government

School location: Metropolitan

[View school location in Google Maps](#)