**Learning about the Genre**

**Edited transcript of Anne talking about her thinking behind preparing a workshop for pre-service teachers on 'Learning about the Genre'.**

**Anne:** … [This workshop is about] learning about the structure of a narrative and the teaching and learning cycle. I was thinking it's been really good that we've front loaded the students about multi-modality and digital literacies because this will come to the fore in this topic… I'll go through the workshop… some of it's taken from last year's materials, when we talked about text types and genre, and some of it has been taken from a video that Bev shared about a teaching and learning cycle project which was based on a picture story book 'The Coat'.

After watching the video … I thought it's a great mentor text for us [as tutors]. The four of us can work on different aspects of how 'The coat' was taught… [The workshop is about] why we teach writing as part of an English curriculum, starting to think about the purpose behind writing, then how we build text from words, to clauses, to sentences, to paragraphs, which leads to text types, or sometimes they're called genres…. Genre is used in the Victorian curriculum.

**Narelle:** I think in the senior years it also uses text type as well, in the year 7 to 10 it comes up as different text types within a genre, so it starts to get very …

**Anne:** In the powerpoint some text types are listed …to give an overview. We will be working in different modes, which takes us back to the multi-modality idea, and different forms of texts…Our focus is writing stories. In past years, we've asked the students to construct a text in five minutes. Because we're focusing on narrative, I thought we could ask them to write a short story without giving them too much background about the structure of a narrative text… they will write for five minutes. We give them the audience for their narrative… Then, they read each other's narrative text, identify its purpose, some genre features, the meta language, and this begins to unpack the structure of narrative text. Then, we can ask them to keep this piece of writing, and we'll reflect on it in a few weeks' time. I think it's important to talk about how a narrative text can be a mixed genre e.g. you can have a recipe in a narrative text, or you can have an instructional text about how to put your shoes on in a narrative text. Sometimes students and teachers, get really confused about, 'oh, well, we have to stick to the rules, not break them'.

Then we talk about the teaching learning cycle, and 'how do we teach genre'? I thought rather than go in to it too much as our students haven't had a lot of experience in schools, we could show the Ross video clip, which goes through a teaching learning cycle sequence. Then we could talk about Bev's model of the teaching learning cycle, and its variation on the cycle used by Ross. I think it's important to be flexible about how you can modify the teaching learning cycle for different topics, for different classrooms, and so on. We can go through each stage quickly, how they're interwoven, how you can go back to a stage etc. providing an overview at this stage of the narrative genre. Maybe the theme could be talked about in building the field, the following week could go into more detail about the plot, orientation, complication and resolution. In this week's workshop we touch on these ideas, but we could go in to more depth when we do supported writing and independent writing. We can introduce the idea of drafting and redrafting and how you don't write a text in one go but you

can be building the characters through redrafting. So, here's the orientation, the setting, just go briefly into that, because that can be further explored in supported writing and building the field …Then we can talk about the assessment task, talk about how the students could create a story map. They can begin to play with creating their picture story book using apps. They can look through some picture story books and begin to create their own book in groups.