

Supported Writing

Edited transcript of the four tutors led by Karina discussing the thinking behind preparing a workshop for pre-service teachers on ‘Supported Writing’.

Karina: Okay, I’m happy for feedback. I hope I’ve done what I needed to do. I wanted to add the diagram of the Teaching and Learning cycle in again because we’re showing the video by Bev. And I thought it would be good to have the diagram.

Anne: I think we need to show the Teaching and Learning cycle diagram every week.

Karina: I thought it would be good to focus on what supported writing is according to the diagram. And then looked at breaking that down a little bit further by describing the setting. And I know you looked at that a little bit when you did the genre topic. And then building on – sorry, I think my little - sorry, I’m really tired. I got home really late. I was at the football, so my brain is not working very well. So then looking at how they develop vocabulary around developing a character. Because there was so much in that – in Bev’s slides that it was really hard to narrow it down. I decided to just go with focusing on character development because there’s such really good rich language that can be expanded there. And then focusing on revising their own text and saving a copy and understanding the difference between proofreading and editing...

Anne: I’m wondering about proofreading and editing. Does that come here or in the independent writing?

Karina: Well, that’s what I was tossing up as well. That’s why I’m glad that we’re having this discussion, because when I go back to the model, it doesn’t actually talk about saving and copying and reflecting and revising. I didn’t know whether it was relevant here, or whether to leave it to Narelle’s section.

Anne: It’s got independent use of the genre proofread. Like proofreading to me is the final sort of proofreading. Whereas I sort of think of revising as redrafting.

Karina: Right, okay. All right. I can definitely change that part.

Narelle: I’ve started putting together next week’s workshop on Independent Writing. I do a bit on editing and proofreading.... If you’re pushed for time, I’m happy to take that bit and expand it next week.

Karina: All right, that’s great, because I think I’ve got plenty for this week. I can easily take that out. It makes sense to me as well. Yeah, it’s good as I said, that we’re having this discussion.

Karina: Then I explored developing the characters. I revisited this again, but then I focused more on the language resources that were used - building vocabulary and then

exploring the use of nouns and verbs and adjectives. Because in Bev slides on 'The coat' and in the little videos, they talk a bit about that.

Anne: So maybe we need to talk more about this Karina... I know they're in Bev's slides, but language is a whole area in itself. We didn't know whether it's best left to third year and it can be done in detail.

Karina: Right. Okay, so –

Anne: Because do you go into joint construction and modelled writing as part of supported writing?

Karina: Yes, I do.

Anne: That is to me what we need to focus on more, with the language aspect being secondary. The language aspect will come in, but as part of joint construction or supported writing. I don't know what everyone else thinks.

Narelle: Yeah, I think it would definitely come through, with co-construction. You know, we can kind of point to the language aspects then.

Kelly: I do feel like it might be – they're struggling a bit and might be too much just to talk about language features.

Karina: Okay, so I'll go to the section on 'The Coat' – I just wanted to explore the language. So, you think we should not focus on the language aspect?

Kelly: Let's see when you get to joint construction.

Anne: Because I did talk to Bev about this, and she felt for first years, maybe it's too much - systemic, functional linguistics. It's a whole area in itself.

Karina: Okay. I'm just trying to think then how – I think most of that section is not going to be relevant then. Sorry, I'm just a bit unsure then how to develop this.

Kelly: Did you do anything on joint construction or –

Karina: Yeah, where it talks about –so I talked about innovating the story.

Kelly: Well, this is great, because this is where we can actually do a joint construction with them –

Karina: So as an activity, I thought we could brainstorm how the story would change. And then I have focus on vocabulary. But then I wanted to model – write a tap story as a whole class - do a whole class story. And model that to the class as an activity. And then look at the application here and then look at the video of 'The coat' and how the teacher actually went about doing it. We could do ours and then look at theirs, that was my idea.

Anne: Yeah. That's great

Narelle: Is it worth going back to the genre stuff that you did, Anne on 'learning about the genre', where we talked about plot, setting, and character or have we already covered them? Maybe refresh that with them in the joint construction, okay. Because there was a little bit on language in that. We could explain that these are the sorts of thing we want you to consider while we're doing the joint construction.

Anne: Yeah, because that's part of the curriculum plan. Language isn't so much part of the curriculum plan that we're getting students to create. Whereas, the narrative structure is. An activity on how to teach the narrative structure would be good rather than all that language stuff, reuse those slides about narrative structure.

Karina: Yeah, I can definitely do that, that makes sense now. As I said, I wasn't sure. It's just there's so much in there. So, it's good that we're having this discussion. I'm happy to take all that language stuff out.

Anne: Let's take it out.

Karina: Yeah, add the narrative structure slides in and then leave the proofreading for Narelle. Is there another activity I could add? Or do you think there's enough with doing the modelled writing and the modelled recreating of that story?

Narelle: I find that takes time.

Kelly: I certainly find that you're recapping on the how to write a narrative text, the genre of the narrative structure. I think it would be good to have a list of activities. I'll go to the online site as there was some additional literature there which might be good to point the students to in terms of how they're going to teach joint construction or shared writing. So there's additional resources online - guided and independent writing, talking and thinking about writing, writing to evoke feeling.

Karina: Yeah, sounds good.

Kelly: Maybe when we do the activity on joint construction of the narrative text, before jointly constructing it would be good to do a story map. Rather than go straight into it, we model doing a story map together.

Karina: That's a good idea, yep. Maybe we could do a word wall for description of the character. We don't need to talk about nouns and verbs and the grammar terms. But what are some words to describe our character. The other thing I was toying about as well, is getting them to actually do that for their own stories, you know think about their characters and then write a word bank or word wall.

Kelly: Yeah, that would be great. Because then that lead into them teaching the text. And they can use a word wall in their joint construction, in their supportive writing area.

Karina: Yeah, because that was the other thing. I thought it would be good to sort of segue into their own book. Then the activity is relevant to them as well.

Kelly: Yeah, so maybe do the story map, and model joint construction with them. However far it gets. Because we mightn't get the whole thing done.

Karina: Yeah

Kelly: Then get them to do a word wall for their own text. Because we did talk about how they're finding it difficult to transfer across from our modelling to their own text.

Karina: Yep. Okay, great. No, that's great, because I just got caught up in verbs and nouns. In my reflection I can talk about us discussing this together as a group.

Anne: And how we met as a group. The importance of it and maybe I'll post something up online about the importance of group work. A few dot points saying why we're doing group work.

Karina: Yeah, I think that would be really good actually.

Anne: To try and be a bit proactive about it.

Kelly: Do the Department of Education site – you know, they might have some videos about joint construction.

Karina: That's a good idea. I'll have a look.

Kelly: The literacy toolkit as well. You might find something there.

Karina: Yeah, okay. I'll have a look there as well.

Narelle: They have a really nice description of the – like a brief overview of the teaching and learning cycle, which I quite like. But it's probably worth directing them there for them to find activities for their curriculum cycle as well.

Karina: Well, I actually did that with my group last week and suggested that that was a place for them to take a look. Because they are struggling a bit.

Kelly: And they have a good section on the approaches. The modelled writing, shared writing.

Anne: Because it doesn't need to be long. I think we have to recap every week and go back to previous week's topics. Joint construction is in the Ross video. and the earthworm video as well.

Kelly: And it's the process of drafting and redrafting and thinking about how we're doing it and what we're doing. We're actually working through that process.

Anne: Yeah, we're working as a group.