Big Write & VCOP

About the Provider

Australian Business Number (ABN)	88153042338
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Business or Trading Name (if applicable)	Andrell Education
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Description of Provider

Description
Andrell Education has been in operation since 2011, providing literacy training to educators, by our team, who all have extensive experience in the Big Write and VCOP writing approach and are all trained educators. **Big Write and VCOP is designed to bring the fun back into writing, to make the children want to write and to be continuously challenged throughout the writing journey. Through games, activities, writing tasks, conversations and discussions, students will learn not only where their abilities lie in a fun and engaging way, but also the steps they need to take in order to continue to improve.** **Big Write and VCOP is a methodology for raising the standards in writing across all ages and ability levels throughout Australasia. It seeks to address the reasons why there are falling standards in writing. Based on the premise that 'if they can't say it, they can't write it', we scaffold the learning to allow children to become articulate thinkers and speakers, who will then become articulate writers. It is a differentiated approach suitable for pre-writers, all the way through secondary school. Underpinning the progress the students will achieve is the 'back to basics' approach of teaching the building blocks of writing through the use of the GHaSP method.** **Big Write comes with a comprehensive, evidence-based assessment tool (linked to the Australian Curriculums), that develops consistency and accuracy of writing assessment right across your school. The Student Friendly Criterion Scale empowers the children by allowing them to analyse where their skill set lies, and specifically what steps they need to take in order to move forward.**

Course List

A potential provider can submit one or more courses using this application form. You are required to list courses in the table below and then provide a detailed description of each course on the subsequent pages.

Course	Course title	Standard Descriptors addressed	Duration	Mode of delivery
1	Introduction to Big Write and VCOP	2.5.2, 1.5.2, 3.5.2, 5.2.2, 4.1.2, 3.6.2, 5.1.2	5.5 hours	face-to-face
2	Big Talk for Pre-Writers	1.1.2, 1.2.2, 1.5.2, 2.5.2, 3.5.2, 4.1.2	5.5 hours	face-to-face
3	Integrating VCOP into Classroom Practice and Planning	1.5.2, 2.3.2, 2.5.2, 3.2.2, 3.5.2, 4.1.2, 5.2.2	5.5 hours	face-to-face
4	Assessment and Data Tracking	2.3.2, 3.6.2, 5.1.2, 5.2.2, 5.3.2, 5.4.2	5.5 hours	face-to-face

Course Background

Course (see the Course List)	3
Course title	Integrating VCOP into Classroom Practice & Planning
Target audience (check all that apply)	☒ Early childhood teachers ☒ Primary teachers ☒ Secondary teachers
Specific features of target audience (eg history teachers, teacher-librarians, principals, K–2 teachers)	Teachers of the English curriculum
Duration (not including breaks for lunch etc)	5.5 hours
Mode of delivery	face-to-face
Cost of course	$297 per person for open sessions at venues (inc GST) Varied price for school bookings based on location and size.

Learning Objectives

Learning objectives are descriptions of what learners should know, understand and be able to do by the end the course. State the learning objectives of the course by referring to what teachers will gain in terms of their professional knowledge, professional practice and/or professional engagement.

Make explicit connections to the selected Standard Descriptors identified in the Course List.

Learning objectives
By the end of the course, teachers will be confident to return to the classroom/educational setting equipped with a repertoire of varied teaching strategies, targeted at improving and supporting students' achievement standards in literacy (2.5.2).
Teachers will participate in a vast array of differentiated games and activities designed to support a range of abilities. They will understand how and why each has been developed, to explicitly target and improve identified key learning areas (1.5.2). They will then use this knowledge to plan well-structured learning and teaching programs (or lesson sequences) that engage students, and promote learning that they can implement upon course completion (3.2.2). They will use their own weekly teaching program templates to design an appropriate sequence of implementation, based on student knowledge, and knowledge of curriculum, assessment and reporting requirements (2.3.2). Throughout the course, attendees will learn how to support the students in analysing their writing, or the writing of others, in order to identify areas of need. Furthermore, they will learn how to refine this information down into an explicit short-term smart goal. These will be displayed clearly, alongside whole class learning intentions based on the curriculum, and from evidence gathered within their writing, to ensure they are targeted and reflected upon in the teaching and learning. Participants will also look at how to pair these visible goals with organic displays, (created by the students) as a celebration and reflection of their progress. The VCOP boards and the Big Write are two of the most integral and effective forms of the non-verbal communication strategies used to display and encourage student achievement and feedback (3.5.2 & 5.2.2).
Attendees will participate in the VCOP integrated literacy lessons leading up to the Big Write, and again in the student intensive analysis, all completed in pairs or small groups. This has many benefits including creating a safe and supportive environment where learners feel confident to share and take risks. It enhances oral communication and makes feedback more explicit and frequent, thus making goal setting easier (4.1.2 & 5.2.2). Through first hand participation, educators will experience the student intensive analysis process of the writing approach. They will look at how students are going to take more responsibility for their learning through; breakdown buddies, highlighting and the Student Friendly Criterion Scale. They will learn how taking anecdotal records and mini conference sessions will ensure every student's feedback is heard and discussed. Planning can then be regularly refined and modified to cater to the identified needs of the class or individual. The Big Write process will allow frequent and informal data collection, that will inform regular reflection and modification of weekly planners. Whereas the formal Cold Write data collection and analysis using the Australian Criterion Scale will build on this and also assist with school wide data and term planners.

Rationale and Research Basis

Outline the reasons for offering this course. You should consider the need this course addresses for teachers and include an overview of how relevant and reliable research relates to the content of the course. Provide references as necessary in the reference list.

Rationale and overview of research
Teaching children how to write and how to write well is considered one of the most difficult of all the

Rationale and overview of research

curriculum disciplines. Both teacher and student can often find the content dry, disengaging and difficult to embed. In addition to this, more and more teachers are lacking the basic GHaSP foundation skills themselves, when it comes to modelling how to write. The lessons then simply become broken into handwriting practice, grammar worksheets and text type breakdowns (with only limited text types covered per year). Our approach is about changing teaching practises to become more student focused and to focus on transferring skills into practice across multiple genres and subject areas, *(Evaluating the Quality of Learning: The SOLO Taxonomy- Collins & Briggs, 1982).* We also teach the students to take responsibility over their learning and work towards clear, visible learning goals- both whole class and student based**. (*John Hattie's Visible Learning Strategies, 2009*).**

Many teachers are lacking the necessary skills needed to analyse students writing in order to be able to identify strengths and weaknesses, and the content covered is limited to the curriculum content, not the student's actual needs. Personal judgement towards the storyline, spelling and handwriting, overshadow other less obvious skills such as: vocabulary, sentence structure, grammar and text features etc. The verdict remains the same, the child needs to write neater and spell better in order to become a better writer.

Ros Wilson's analysed over 20,000 student's writing samples over a 3-year period as part of research into the assessment of children's writing for her first publication with *Kirklees 'Formative and Summative Assessment of Writing' (1998).* Within this research she discovered that writing is made up of 2 key components; GhASP (grammar, handwriting, spelling and boundary punctuation), which is the foundation skills to communicating information clearly and accurately, and VCOP (vocabulary, connectives, openers and punctuation) which create a writer's voice in the piece. This led to further research and her next publication – *Strategies for Immediate Impact on Writing Standards: Raising Standards in Writing, 2003* and her methodology 'If they can't say it, they can't write it' began.

Further studies from the USA backs up the importance or oral language for literacy success- summarised best by *GrapeSeed, English for Children* (https://grapeseedus.com/the-importance-of-oral-language-for-literacy-success/) as it collates many studies into one paper. The 2 main focus points that we refer to during our training sessions are the *2002 National Reading Panel review* that published the 5 components to reading success (that we believe mirror writing success) are; phonemic awareness, phonics, fluency development, vocabulary development and comprehension- with vocabulary fluency development our main targets. The second research summary was based on the *1995 oral language study by Hart & Risley* which wasn't really made popular until 2003 when the research was coined -*The 30 Million Word Gap*. In Australia, ESL students aside, the decline in oral language in the Early Years has been noted by teachers for years, as more and more students are entering Pre-School and the Foundation years of schooling, lacking the necessary language to communicate at a fluent level. Unfortunately, no one has been able to replicate and update the research by Hart & Risley to have more up to date figures**,** and although suggestions that the word gap has decreased may be evident, it is also evident that it's not all based on social economics.

Supported again by Hattie's visible learning strategies, our approach focuses on;
* clear and visible goals and learning targets- both curriculum year level based and personalised to students' stage of writing development,
* **collaborative and explicit Feedback-** this is a high impact indicator of change and it also underpins our classroom practices to ensure feedback is timely, relevant, specific and achievable.

***collaborative open-ended learning** is a main teaching strategy, embedded through our 4-T model of teaching. Target (what is the goal of the lesson), Teach (explicitly teach to the age of the students, plus 1 in minutes for maximum impact), Talk (Talk for understanding- turn and explain, and Talk practise- practise the information through an oral language based activity in pairs or three's), Task

Rationale and overview of research
(complete a written task to embed the learning and transfer it into applied knowledge).

Reference list (provide references for all citations above, including hyperlinks where possible)

- *Evaluating the Quality of Learning: The SOLO Taxonomy- Collins & Briggs, 1982*
- *GrapeSeed, English for Children* (https://grapeseedus.com/the-importance-of-oral-language-for-literacy-success/)

    - 2002 National Reading Panel review

    - 1995 oral language study by Hart & Risley
- *Strategies for Immediate Impact on Writing Standards: Raising Standards in Writing, 2003*
- **https://www.cela.org.au/2019/02/18/mind-the-gap-its-not-as-wide-as-you-think/*
- *Kirklees 'Formative and Summative Assessment of Writing' (1998)*

John Hattie's Visible Learning Strategies, 2009

Summary

Provide a brief overview of the course in the sequence that it will be delivered.

Summary
The aim of today is to reassure, reaffirm, and reignite your ability to implement Big Write & VCOP: · It will clarify and clear up any misunderstandings, and ensure there is personalised question and answer time. · It will provide you with a better understanding of how to plan and implement V.C.O.P integrated games and activities while teaching the English and Integrated Curriculum. **Please bring a copy of your English term planner, your weekly timetable as well as a timetable template to write in. We want you to have a go at planning to implement what you learn.** · You will partake in the process from planning, through to teaching/modelling, and then setting an engaging task. · We will also re-model self-editing, breakdown buddies (red/green comments), and the Student Friendly Criterion Scale, to ensure you feel confident introducing them into the classroom, (If required.)

Continuous Professional Learning Opportunities

Outline any further professional learning opportunities that teachers will have access to after they complete this course.

Continuous professional learning opportunities
We have an extensive support system where attendees can call, email, or follow and share on our social media settings.

Continuous professional learning opportunities

www.facebook.com/andrelleducation

@bigwrite_vcop (Instagram)

and groups

https://www.facebook.com/groups/BigTalkandVCOP/

https://www.facebook.com/groups/BigWriteandVCOP/

Our website is quite extensive in supporting educators putting the approach into practise or learning more about it, there are school video testimonials;

https://www.andrelleducation.com.au/testimonials.html#/

Free mini webinars, free digital resources to download, or further readings links

https://www.andrelleducation.com.au/free-downloads.html#/

There are in-school pictures and parent support videos

https://www.andrelleducation.com.au/tips-and-pics.html#/

And a YouTube channel for integrating activities into the classroom.

https://www.youtube.com/channel/UC9D1B4nh5NxJuDzWmhvh68g

We also have followed up courses should educators need to refine the next step/s in the implementation of the approach.

- Assessment and Data Tracking,
- or Big Talk for Pre-Writers for Early Years Educators.

Course Detail- Introduction to Big Write and VCOP (Course 1)

Provide a detailed description of the course by breaking it into discrete parts. For each part:

- state its duration, eg 40 minutes
- state the selected Standard Descriptor/s addressed by each part eg 2.5.2
- describe its focus and content (*what* teachers will be learning about)
- explain, in detail, the professional development activities that teachers will engage in, clearly describing *how* the presenter will facilitate each part and *how* the participants will engage with the content and meet the selected Standard Descriptor/s.

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
1	1 hr	Importance of warm up games for literacy-differentiated alliteration challenge Aim of the Day: - Clear up any misunderstandings - Provide a better understanding of planning, game making, leading to writing tasks, editing and analysing. Revise the Basics- Oral Language development, the jigsaw of success and what is VCOP. Reflections- - The VCOP Board - The Literacy Link - The 4T Model - Reflect and Chat	1.5.2- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities. 2.5.2- Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement. 3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	After a quick introduction, the teachers will start off with a differentiated oral language literacy activity designed to switch on their brains, and to highlight the first of many classroom reflections towards their teaching practises. The presenter will support learners with prompts to mini lessons throughout the activity, just as they would in the classroom. They will conclude the game by developing their own differentiation of the activity to suit the needs of their current learners. This will be further outlined and embedded through the revision on the importance of oral language for writing, and the effects from the decline in communication at home. We will revisit the basics of the VCOP and how they are currently structuring the approach in their classrooms. Attendees will now revise one of the most vital aspects of the approach, the VCOP displays and mascots. The organic, student developed displays showcase: the understanding, participation, engagement and language of the classroom. Attendees are taught how the displays are support tools for the students, as well as data to showcase achievements as they grow and develop. They are central to lessons, discussions, games and activities as they build on their knowledge. They are used as a constant 'reflection of learning' tool and showcase the range of abilities within the classroom.

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
				The presentation focuses on the linking VCOP into Literacies and the importance of talk. We discuss how the games and activities are a learning platform. All games and activities are designed to be differentiated on ability, not age and we encourage a whole staff share drive of resources created rather than just a team share drive. Students must earn challenges in games and activities, not start on a higher level simply because they are in a certain grade. This allows for a constant 'revise and grow' model to be adapted. They will understand this through participation in another game that will be differentiated several different ways and adapted to integrate multiple learning areas, including verbal and non-verbal communication strategies.
2	1 hr	Modelled Lessons • Emotive Language (persuasive mat activity) • Connectives (connective conversations) • Get out of It (connectives for a purpose) - Differentiation • Punctuation Thief (6 levels) • Differentiating to the curriculum	3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. 1.5.2- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities. 4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Learners will participate in modelled activities broken down using the 4T model of teaching, (Similar to the I do, we do, you do model- Target, Teach, Talk, Task). The 4T model is designed to; clearly outline learning intentions for understanding; teach in short sharp explicit segments; and ensure oral language practise and pair work is frequent, to increase student participation, engagement and support. Each step allows for differentiation where all learners are working towards the same or a similar target, but the talk and task aspect are altered to support or challenge the learners. Attendees will look at how we use a differentiation sheet in whole staff meetings to cater for specific needs and a full range of abilities. By completing this as a staff, we can also understand, moderate and model, based on the support and knowledge of our peers. Attendees now have a go at differentiating one of the activities to ensure it is inclusive to the presentation specific needs of their leaners to take back to their school and implement. They also have a further differentiation sheets to model & complete at their next staff meeting.

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
				Participants will then see, through the Punctuation Thief activity, how to create a fully inclusive series of lessons differentiated from the curriculum, across multiple year levels.
				We will then collaborate and share these as a group to reflect, and to allow further opportunity to plan lesson sequences that engage students and promote learning in their classrooms.
3	1.5hr	Modelled Lessons Continued • Openers (Flipping Frogs) • Vocabulary- Not Very Vinny Integrating VCOP into Planning – Create a series of Lessons Share and differentiate Chat and Reflect on teaching practice	3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. 1.5.2- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities. 2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. 2.5.2- Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	Modelled lessons will continue, allowing for a quick reflection to discuss how they would differentiate and implement each into their teaching programs. This will be embedded now with the opportunity for participants to use their own term planners to select upcoming learning intentions from the curriculum requirements, that they can now use to design a VCOP integrated lesson based on said learning intention/s. They will use the 4T model as a template to be able to break the lesson into smaller components. This allows for teacher intervention at multiple stages to ensure all learners are being catered for. They will then use their weekly planner templates to collaborate and break down the lesson into a series of inclusive and differentiated mini lessons that will fit into their programs and they can implement upon return to the classroom. We again will collaborate and share these as a group to edit, reflect and allow opportunity to refine lessons sequences to engage all students and promote learning.

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Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
4	2hrs	Home Talk VCOP Session The Big Write Chat and Reflect on teaching practice Student Intensive Analysis: • Breakdown Buddies • Highlighting • Student Criterion Scale • Personal Goal Setting Chat and Reflect on teaching practice Feedback, Conferencing and Anecdotal Records Australian Criterion Scale Cold/Warm Writes and Data Trackers Q&A & Reflect on teaching practice	5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. 3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners. 2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Attendees now revise the importance of Home Talk, the VCOP session and the Big Write to ensure there is clear and concise understanding. Another brain break here will allow discussion on changes to classroom practice to support effective implementation. Participants will then go back through the Student Intensive Analysis steps on provided writing samples. They will analyse 'What Works Well/Even Better If' strategies & discuss how to provide timely feedback and set learning goals relative to the analysis. We will revisit highlighting evidence of the VCOP through a colour coding system. It's a very effective non-verbal communication strategy to showcase student understanding and achievement. We then focus more on using the Student Criterion Scale- which is formative assessment for students. It is an evidence-based checklist, in 'I can' statement format. It helps students to identify what skills they are competent in, and exactly what they need to do to continue in the writing journey. Participants will attempt marking using the student scale and reconfirming the most effective learning strategy to work on. At every analysis stage we emphasise, through practice and participation, the importance of following through with peer discussion as an effective verbal communication strategy to support understanding, participation, engagement and achievement of learners. Attendees will learn how to support the students in analysing their writing, or the writing of others, in order to identify the area of need. Furthermore, they will learn how to refine this information down into an explicit short-term smart goal. These will be displayed clearly, alongside whole class learning intentions based on the curriculum, and from evidence gathered within their writing, to ensure they are targeted and reflected upon in the teaching and learning. Participants will also look at how to pair these visible goals with organic

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
				displays created by the students as a celebration and reflection of their progress.
				Further brain breaks will allow discussion on changes to classroom practice to support effective implementation.
				Participants will be shown examples of how Big Write is a formative assessment strategy, by the use of anecdotal records taken from an actual classroom. It will be explained how to read the evidence notes and take action to inform planning- 5-8 students is a focus group, more than 8 should be whole class learning. The focus groups further use their Big Write (where the writing skill was identified) for explicit modelling, feedback and editing.
				Participants then see how the teacher version- The Australian Criterion Scale, is similar to the student scale. It too is an evidence-based continuum used to mark the Cold Writes as a way of data tracking the writing. This will inform teaching and learning practices of students across multiple genres and stimulus. Attendees will revise how to place students on a level by understanding how to mark, the essential criteria, and use the assessment bar on each level.
				We discuss how the Big Write, Cold Writes, and Data Tracking demonstrates ways of using summative and formative strategies to assess learners. This is further developed through anecdotal records and student self-analysis. The data tracking folder provides an evidence bank to compliment the data values given to students- particularly useful in peer moderation and in parent teacher interviews.
				To summarise the day, we revise the conditions of Cold and Warm Writes and where they can locate a free example assessment schedule that they can implement school wide.

Appendix A – Category 2 Mapping Grid

Please map the Standard Descriptors for each course in the appropriate table below *(delete the two tables you do not require for this application)*. Place the appropriate course number (eg 1, 2, 3) from the Course List next to each relevant Standard Descriptor.

Proficient Teacher Level

Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7	
1.1.2	2	2.1.2		3.1.2		4.1.2	1, 2, 3	5.1.2	1, 4	6.1.2		7.1.2	
1.2.2	2	2.2.2		3.2.2	3	4.2.2		5.2.2	4	6.2.2		7.2.2	
1.3.2		2.3.2	3, 4	3.3.2		4.3.2		5.3.2		6.3.2		7.3.2	
1.4.2		2.4.2		3.4.2		4.4.2		5.4.2	4	6.4.2		7.4.2	
1.5.2	1, 2, 3	2.5.2	1, 2, 3	3.5.2	1, 2, 3	4.5.2		5.5.2	1, 3				
1.6.2		2.6.2		3.6.2	1, 4								
				3.7.2									