

About the Provider

Australian Business Number (ABN)	88153042338
Legal Name (Entity or Holder name)	Andrell Education Australasia Pty Ltd
Business or Trading Name (if applicable)	Andrell Education
Postal address	29 Huntingtower Cres, Langwarrin. Vic 3910
Mobile phone number	0407874829
Website address	www.andrelleducation.com.au
Contact Person	Samantha Taylor

Description of Provider

Description
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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)	1
Course title	Introduction to Big Write and VCOP
Target audience (check all that apply)	<input type="checkbox"/> Early childhood teachers <input checked="" type="checkbox"/> Primary teachers <input checked="" type="checkbox"/> Secondary teachers
Specific features of target audience (eg history teachers, teacher-librarians, principals, K-2 teachers)	Educators 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 of 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). Throughout the course, 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 explicit short-term smart goals. 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 during 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).

The process leading up to the Big Write and again in the student intensive analysis, is 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, making 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 assist with school wide data and term planners (3.6.2 & 5.1.2).

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 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

Rationale and overview of research

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***).

The majority of 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. Too often 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 are 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 of 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 practises 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 (complete a written task to embed the learning and transfer it into applied knowledge).

Rationale and overview of research

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 session will focus on providing participants with;

- Background and research of the Big Write and VCOP approach.
- An overview of the Big Write week.
- A breakdown of the Big Write and VCOP Day– complete with a mini VCOP and Big Write Session, including self-editing.
- Intensive Student analysis– Learn how to model Breakdown Buddies and highlighting.
Plus we'll have a brief look at the Student Criterion Scale.
- You'll learn how to assign a marking level using the Australian Criterion Scale and get overview of Cold/Warm Writes and Data Tracking.

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.

www.facebook.com/andrelleducation

[@bigwrite_vcop](#) (Instagram)

and groups

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

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

Continuous professional learning opportunities

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 follow up courses should educators need to refine the next step/s in the implementation of the approach.

- Integrating VCOP into Classroom Practice and Planning
- 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	2 hrs	<p>Importance of warm up games for literacy. -30 Second Challenge</p> <p>Background and Research (The Need)</p> <p>Aim of the Day:</p> <ul style="list-style-type: none"> • The Importance of the VCOP Displays and the mascots. • Setting up a resource kit and further resources. <p>A-Z Words Game 1</p> <p>Cold/Warm Assessments for Data Tracking</p> <p>A-Z Words Game 2</p> <p>Video Overview</p> <p>Question Time Activity</p> <p>Reflection</p> <p>The Writer's Toolkit:</p> <ul style="list-style-type: none"> • GHaSP • What is VCOP? 	<p>2.5.2- Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p> <p>1.5.2- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of learners across the full range of abilities.</p> <p>3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p> <p>5.1.2 – Develop, select and</p>	<p>After a quick introduction, the teachers will start off with a differentiated oral language literacy game designed to switch on their brains, and to highlight their first of many classroom reflections towards the teaching practice. The presenter will support learners with prompts throughout the activity, just as they would in the classroom.</p> <p>This will be further outlined and embedded through The Need where they will learn about the importance of oral language for writing, and the effects from the decline in communication at home. We will outline the importance of teaching literacy as a whole- investigating Reading and Writing through the portal of Speaking and Listening. They will again reflect on their teaching of writing practices through a brain break, with the opportunity to discuss how to adopt and apply easy changes to support learners in literacy achievement.</p> <p>Attendees are introduced to an important aspect 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 these 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 students build on their</p>

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
			use informal and formal diagnostic, formative and summative assessment strategies to assess learners.	<p>knowledge. They are used as constant 'reflection of learning' tools, and showcase the range of abilities within the classroom.</p> <p>The presentation focuses on the importance of talk and how the games and activities are a learning platform. All games and activities are designed to be differentiated on ability, not age, and it is recommended that a whole staff share drive is created to share resources rather than just a team 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 constant a 'revise and grow' model to be adapted. Attendees 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.</p> <p>The introduction to 'What is the Big Write' compared to what we explained is expected for a Cold Write, as well as looking at Data Tracking, demonstrates ways of using summative and formative strategies to assess learners. This is further developed through anecdotal records and student self-analysis, later in the day. The data tracking folder provides an evidence bank to compliment the data values given to students- particularly useful to other colleagues and in parent teacher interviews.</p>
2	1.5 hrs	9 Square Game Integrating VCOP into Literacy <ul style="list-style-type: none"> - Opener Keys Game - Opener Dice Game Home Talk VCOP Session <ul style="list-style-type: none"> - Kung Fu Punctuation Game (levelled) - Punctuation Thief (levelled) 	3.5.2 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners. 1.5.2- Develop teaching activities that incorporate	<p>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). These activities are designed to clearly outline learning intentions for understanding through: short sharp explicit teaching, oral language practise, and pair work, to ensure 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.</p> <p>From here, the attendees truly become students in the</p>

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
		<ul style="list-style-type: none"> - Uplevel It (levelled) What is a Big Write and how does it look? Talk (guided verbal planner) Goals (outcome) reminder and planning. 	<p>differentiated strategies to meet the specific needs of learners across the full range of abilities.</p>	<p>presenter's classroom as they prepare and participate in the Big Write process which begins with Home Talk.</p> <p>Home talk discusses the importance of talk and encourages communication with the home environment. However, it is always catered for in the classroom for those who may not have access to the external talk opportunities.</p> <p>Attendees will be actively involved in the VCOP sessions which is the last chance practice of skills through fast, fun, talk based games and activities, based around the learning intentions from that learning period.</p> <p>They will then participate in the next talk session which is a verbal planner of their upcoming Big Write, where the presenter will guide them through with prompting visualisation and discussion questions from the stimuli.</p> <p>Participants will be reminded of the learning intentions they have been working towards before they break and prepare to for the Big Write.</p> <p>A brain break here will allow discussion on changes to classroom practice to support effective implementation.</p>
3	2 hrs	<p>Big Write</p> <p>Self-Edit</p> <p>Share and Celebrate and its importance</p> <p>Feedback, Conferencing and Anecdotal Records</p> <p>Student Intensive Analysis:</p> <ul style="list-style-type: none"> • Breakdown Buddies • Highlighting • Student Criterion Scale • Personal Goal Setting <p>Australian Criterion Scale</p> <p>Data Trackers</p>	<p>5.2.2- Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals</p> <p>3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners to inform planning.</p> <p>4.1.2 - Establish and</p>	<p>Attendees will participate in an actual Big Write (abridged to 6 minutes instead of up to 40mins in the classroom). They will be encouraged to write about what they discussed during Talk Time. Then they will have 2 minutes (instead of 10 minutes) to self-edit. It will be emphasised here that the writing time is a teaching time, that in the classroom they should be actively roaming, supporting, providing timely feedback and taking anecdotal notes. This is continued throughout the self-edit, share and celebrate, and student intensive analysis processes.</p> <p>Participants will be shown examples of how a Big Write is a formative assessment strategy, by the use of anecdotal records taken during an actual classroom lesson. 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</p>

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
		<p>-Think Quick Game (levelled- 3 By Me) Writing Evidence</p>	<p>implement inclusive and positive interactions to engage and support all learners in learning activities.</p> <p>5.1.2 – Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess learners.</p>	<p>should be whole class learning. The focus groups further use their Big Write (where the area for improvement was identified) for explicit modelling, feedback and editing.</p> <p>Participants will then go through the Student Intensive Analysis steps on their own work and discuss with a peer through the ‘What Works Well/Even Better If’ strategies. They will then highlight evidence of the VCOP through a colour coding system, and finally have a go at 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.</p> <p>Participants then see how the teacher version- The Australian Criterion Scale, is both summative and formative assessment. It 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 stimuli.</p> <p>Attendees will learn how to place students on a level by understanding how to mark, the essential criteria, and the assessment bar on each level.</p> <p>A brain break here will allow discussion on changes to classroom practice and planning to support effective implementation.</p> <p>To summarise the day, attendees will end with another oral language game and how to differentiate for their learners, before looking at evidence of students’ writing, and how it can impact both intervention and extension students- as it’s simply good teaching pedagogy.</p>

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									