



Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

PRINCIPAL: Mrs Julianne Emmert

Edition #3 - 3rd November 2014

VALUE : Every child matters every day!

Port Curtis Road State School acknowledges the traditional Dharumbal people on whose land it stands.

Our School Rules and Acceptable Behaviour

- **Be Safe**
- **Be Responsible**
- **Be Respectful**
- **Respect for Ourselves**
- **Respect for Others**
- **Respect for Learning**

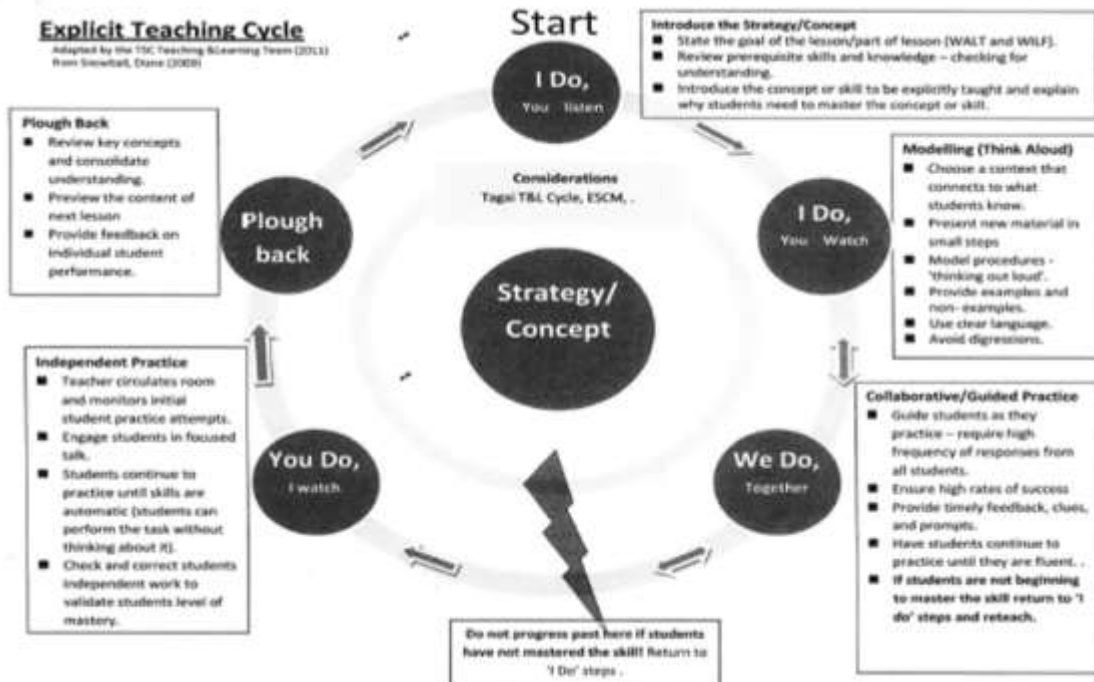


WELCOME to Porty's Power of Positive Thinking, Edition #3

At Port Curtis Road SS we follow the John Fleming Model of Explicit Teaching. Explicit Instruction is implemented daily throughout our teaching blocks. Explicit Instructions is the method teaching staff follow in their daily practice which is :- I Do, We Do, You Do. It is important to have consistency across the school from P-7 so the students know what the expectations are and can follow routines.

Lesson Phase Description & Purpose	The Teacher:	The Student:
Warm up <ul style="list-style-type: none"> • Move knowledge from short term to long term memory through oral repetition/ chanting • Regularly revise core facts or skills previously taught, through fast response activities 	<ul style="list-style-type: none"> • Presents prepared visual or auditory resources to engage students. • Keeps activity moving at a fast pace • Expects frequent oral responses • Ensures maximum engagement and accuracy by observation and questioning 	<ul style="list-style-type: none"> • Faces the teacher or presentation • Actively participates orally and/or physically • Remains focused • Demonstrates increasingly fast and accurate recall of facts and skills to automaticity
Introduction <ul style="list-style-type: none"> • Engage students ready for new or continued learning, define skill/knowledge to be taught • Review or make links to previous work 	<ul style="list-style-type: none"> • Gains students' attention • States the lesson goals and purpose (WALT) • Reviews relevant prerequisite skills/knowledge • States explicit learning intentions and explains success criteria - how students know if work is done correctly or is of high quality 	<ul style="list-style-type: none"> • Actively listens and watches • Makes connections and draws on prior knowledge • Asks for clarification • Is focused and receptive to the learning
I Do <ul style="list-style-type: none"> • Direct instruction by teacher of process or skill • Explicit modelling of minimum expected standard 	<ul style="list-style-type: none"> • Breaks down tasks into step-by-step process • Clearly models skill to expected standard • 'Thinks aloud' to make strategies explicit • Presents examples and non-examples • Monitors for understanding and revises 	<ul style="list-style-type: none"> • Actively listens and watches • Responds with group, or as individual, when requested • Asks for clarification when appropriate
We Do <ul style="list-style-type: none"> • Guided practice of minimum expected standard of process or skill until all have mastery • Scaffold learning and build confidence 	<ul style="list-style-type: none"> • Provides teacher-led interactive instruction • Completes examples step-by-step with students • Provides visual aids and prompts • Checks and prompts - process and presentation • Provides additional modelling 	<ul style="list-style-type: none"> • Practices new process or skill step-by-step • Asks and responds to questions to clarify understanding • Works with teacher and classmates with low noise level
You Do <ul style="list-style-type: none"> • Independent practice of process or skill • Differentiated tasks where necessary 	<ul style="list-style-type: none"> • Moves around to all students • Provides feedback and support • Evaluates level of understanding • Meets with needs-based groups • Corrects individually and with whole class 	<ul style="list-style-type: none"> • Works silently on individual task • Follows modelled process • Takes responsibility for own work • Stays focused on task • Completes work to expected standard
Plough back & Review <ul style="list-style-type: none"> • Review key concepts and skills • Clarify expected standards and qualities 	<ul style="list-style-type: none"> • Reviews what was taught and why • Questions for understanding and recall • Provides reflection opportunities (WILT) • Reviews success criteria 	<ul style="list-style-type: none"> • Reflects on own learning • Assesses against success criteria • Sets goals for future

WALT - We are learning to WILT - What I learnt today



Acknowledgements Learning Place

Teacher Aides Supporting Students with Disabilities.

Sue Larkey: International Author, Autism Spectrum Specialist, Teacher

Sue Larkey is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.

The Umbrella Network
"families supporting families"
LOVE our kids
EMPOWER ourselves
INSPIRE our community

Amanda Hartmann, Inclusive Learning Consultant
Speech Pathologist), Spec-tronics

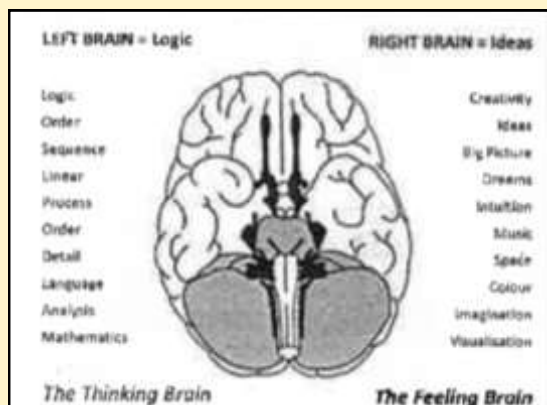
Mr John Fleming Principal
advocates a dramatic shift in the way primary school children are taught, using the John Fleming Explicit Teaching Model

Did you know?
Neurology—In any moment 4 billion bits of information is processed.

Left Brain = Logic
The Thinking Brain
Right Brain = Ideas
The Feeling Brain

Under Pressure/Stress
The Right Brain takes over and exaggerates.

www.mindworksteam.com.au/
[sue-ellen-kusher](http://sue-ellen-kusher.com)



John Fleming Model

Resources

Sue Larkey
Education Events PTY Limited
Telephone: 0433 660 379
Fax: 1300 656 408
Email: dearne@suelarkey.com

Raelene Ensby
Parent Connect Facilitator-Central Qld
Umbrella Network Coordinator
254 Eldon Street,
Rockhampton, QLD 4701
Phone: 07 49286 550
Web-site: www.theumbrellanetwork.org

Amanda Hartmann, Speech Pathologist, Spectronics.
www.spectronics.com.au

Department of Education and Training
<http://education.qld.gov.au>

Sue-Ellen Kusher-Mindworks Constuant
www.mindworksteam.com.au/
[sue-ellen-kusher](http://sue-ellen-kusher.com)

Developing Language and Literacy

Research into the literacy success of students has explicitly been linked to the strength of their oral language and phonological awareness skills. Without these skills as building blocks, students will inevitably struggle to develop the skills needed throughout their educational experience.

To build these skills, Port Curtis Road State School uses POLLEY- Programs for Oral Language and Literacy in the Early Years. This comprehensive program targets oral language and phonological awareness in young children and was developed by Central Queensland Speech Language Pathologists in association with Education Queensland.

There are two main components to this program – OLEY (Oral Language in the Early Years) and the PMAP-2 (Prep Metalinguistic Awareness Program, 2nd edition).

What is the OLEY program?

OLEY aims to help students increase their oral (spoken) language skills. The development of oral language is crucial to a child's literacy development, including listening, speaking, reading and writing. Good oral language skills will assist students to have greater classroom participation and has been strongly linked to successful development of reading and writing skills. Put simply, children who possess well-developed oral language skills are more likely to become successful readers.

The OLEY program has been designed as a whole class program, which may be implemented with both small and large groups, or with individuals in classrooms. It has been developed as eight one hour sessions, which once introduced, may be revisited regularly for additional practice. Each session is based on an element of the Early Years Curriculum, and consists of an initial whole class activity, followed by several small group activities. The activities are all presented as games and other highly motivating activities.

The OLEY program also assists in identifying those students who may require additional support. A follow-up intervention program is then tailored to the individual needs of these students. In our next edition of Porty's Power of Positive Thinking we will discuss what the PMAP-2 entails.

Speech-language Therapy Service in Education, Dept of Education, CQ Speech-Language Pathologists

APPS FOR COMMUNICATION

Written by Amanda Hartmann,
Inclusive Learning Consultant (Speech Pathologist), Spectronics

PART 1: Apps for AAC (Alternative and Augmentative Communication)

There are many apps that support people with little or no speech. For full listings, check out the AAC weblist:

<http://www.spectronicsinoz.com/iphoneipad-apps-for-aac>

AAC Symbol-based APPS: Proloquo2Go; TouchChat; Sonoflex; Sounding Board; Panda Pal

AAC Text-based APPS: Verbally; Predictable; Assistive Chat

Social Communication APPS: Pictello; Talk n Photos; Keynote; Creative Book Builder

Pros for AAC on iPad.....

- Multi-function, ie. AAC and learning
- Motivating and engaging
- Affordable
- Information
- Portable
- Normalisation

Cons for AAC on iPad...

- Volume
- Durability
- Access options for people with Physical impairments
- Dodgy vs. good communication APPS
- Not dedicated – communication vs. entertainment
- Support and training
- <http://www.spectronicsinoz.com/blog/tools-and-resources/aac-apps-speaking-appropriately/>

Publication available on the website www.portcurtss.eq.edu.au—Support and Resources—Parent Resources