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Galilee School

The journey towards a *culture of reading*

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Good afternoon, my name is Anne Lemcke and I am from The Galilee School. This presentation is about our schools journey towards a culture of reading.

Background

WHO?
WHAT?
WHY?

School context

Who The Galilee School is a community service provided by Communities at Work. It is an independent secondary school for disengaged and vulnerable young people between the ages of 12-16 whom are unable to attend a mainstream school.



- Why LNCA program?
- Why choose Reading?
- What is the long term goal across the 2 years?

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Who The Galilee School is a community service provided by Communities at Work. It is an independent secondary school for disengaged and vulnerable young people between the ages of 12-16 whom are unable to attend a mainstream school. **It is a unique model** – it is a small school of about 35 students, it is both academic and therapeutic with 5 teachers and 4 youth workers.

Why LNCA? offered guidance, network of support, professional development, on line learning program and we had a belief this program would ultimately benefit our students.

Why Reading? Many Galilee students have low reading and comprehension levels due to gaps in their schooling.

The long term goal across the 2 years is to develop a culture of reading through expectations, opportunities, interactions and routines to ultimately improve reading levels, comprehension and engagement.

Stage One of the Journey

The reading journey was started by an English Teacher and I began the journey mid term two, 2016.

The challenges!!!!

- **Key data** - Student questionnaire
- analysed Compass results
in reading
- **Strategic Action
Wheel**



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The reading journey was started by an English Teacher and I began the journey mid term two, 2016.

The challenges – new teacher, new to the school (very different learning environment), teachers teach across the curriculum, I am a History/SOSE teacher, teaching maths and history, – and if was concerned how was I and the team going to introduce a reading program with disengaged students.

Key data – We conducted a student questionnaire on their reading; what, when, why, general experiences about reading. We also looked at their reading Compass results to determine their reading levels and to identify common gaps in their reading capabilities. The results identified many students had difficulty in inferring information.

Inferring is part of the strategic action wheel – thinking beyond the text.

Stage One of the Journey cont'd

- **Key actions** – 2 scheduled reading lessons for years 7-9.
- Reading demand of inferring was targeted.
- **Critical events**- New English teacher and youth worker.
- **Key reflections** - Building relationships first priority.
- Nurturing of students



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Key actions- of stage one of the journey, 2 scheduled reading lessons were timetabled per week for years 7-9. The reading demand of inferring was targeted to be imbedded across all curriculum areas.

The word inferring did become part of the students' language.

Critical event - New English teacher and new youth worker. It takes time for new staff to adjust to a new environment and for students and staff to build relationships - Building relationships in our school is the first priority, to gain trust and instill confidence in the students. Students need to be nurtured emotionally and mentally to feel safe to grow and this takes time.

Need to water, feed, talk to and play with students.

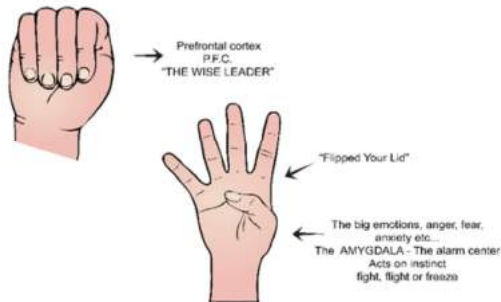
Know Students and How They Learn

- Professional Development on 'Creating a trauma informed school environment' – understanding how the brain develops and is affected by trauma.

- **Flipping the lid**



"Flipping One's Lid"



Great Social Skills, © D. A. Thomas of the Institute and authors of "Flipped Lid". Copyright © 2014 by www.sharonseiby.com

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A significant part of our reading journey came from a Professional Development on 'Creating a trauma informed school environment' – understanding how the brain develops and is affected by trauma.

Have you heard of the saying someone 'has flipped their lid'?

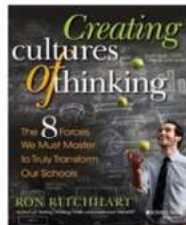
What this is metaphorically means is a person's rational brain has disappeared to reveal their emotional brain and the emotional brain is controlling their actions.

This is the prefrontal cortex, it is the rational brain the regulator, the brakes/accelerator, acts responsibly, is flexible, and calms fear. In many of our students this prefrontal cortex it is not stable because of trauma in their lives. The Amygdala (umigdilla) part of limbic brain, it is the emotional part of the brain, anger, fear, anxiety, hurt, quick to respond, acts on instinct (fight, flight or freeze). Our students are hypersensitive, so they are often quick to react and the rational brain is flipped to expose the emotional part of the brain.

Key for staff to minimise reactions and enhance students coping mechanisms. What we teach and how we teach needs to be underpinned by our framework 'Trauma informed – positive behaviour support'.

Stage Two of the Journey

The idea of the journey, **Creating a Culture of Reading** came from the conference with Ron Ritchhart on 29 July 2016 on 'Creating a Culture of Thinking.



- **Key actions**- Reading on fortnightly meeting agenda. – concentrating on the 8 cultural forces.
- **Teacher questionnaire**

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The idea of the journey, creating a culture of reading came from a PD in Brisbane with Ron Ritchhart on 'Creating a Culture of Thinking'. Where he discussed the 8 cultural forces that define our classrooms

Key actions – Reading became a fixed item on the meeting agenda – As a team we could discuss what was happening in the reading journey and discuss ways to incorporate the 8 cultural forces that define our classroom; opportunities, time, modeling, language, environment, interactions, routines and expectations.

A Staff questionnaire was completed which gave an insight into how reading was being incorporated into their lessons and what was/not working. The strategies they used included reading journals, group reading, quiet reading, teacher reading, dramatisations, visual literacy and novel based driven activities. The teachers emphasized the importance of context in all activities for our students.

Stage Two of the Journey cont'd

- **Critical events-** observing teachers and youth team '*bringing to life*' the novel "Fighting Ruben Wolfe" they had been reading in class.



A BONDING MOMENT

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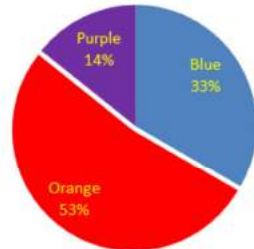
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Critical events- observing teachers and youth team '*bringing to life*' the novel "Fighting Ruben Wolfe" they had been reading in class. The students reacted with amazement, laughter and comprehension. This dramatisation orientated the story and provided context for the students.

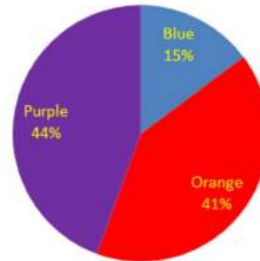
It was a WOW moment and a bonding moment with staff and students.

Key Data - Compass Reading Results

Compass Reading Results
from 2015 to February 2016



Compass Reading Results
from March to October 2016



Levels

Blue	Lowest
Orange	Middle
Purple	Highest

"Long road finally seeing real results" Youth worker

Key reflections – How to engage students to read more?

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Key quantitative data – from Compass reading results from 2015 to February 2016 was analysed to determine our students' reading levels. In this time period, 14% of our students were in the highest purple level. By October 2016 due to the dedication of staff through the journey of reading, the percentage in the highest level had increased to 44%.

Key reflections – How to engage students to read more?

Welcome to term 4

- New Campus for year 10
- Reading corner – Galilee Kambah Campus



- Visual and written literacy



- Beginning of a year 10 library



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Welcome to term 4

New campus for year 10 at Communities at Work – Holder

Reading corner – Galilee Kambah campus

Visual and written literacy decorates the walls

Beginning of a year 10 library – we currently have about 20 books.

Reading on the Year 10 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 to 10:30	SKILLS Maths/English	SKILLS Maths/English	JOB SKILLS	VALUES ED	LIFE SKILLS / HEALTH
10:30 to 11:30	MORNING BREAK	MORNING BREAK	MORNING BREAK	MORNING BREAK	MORNING BREAK
11:30 to 11:50	SKILLS Maths/English	SKILLS Maths/English	READING	SKILLS	LIFE SKILLS / HEALTH
11:50 to 12:30	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
12:30 to 12:50	READING	PE AND Y	PROJECT / IT	SKILLS	PROJECT
12:50 to 1:30	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK
1:30 to 1:40	JOB SKILLS	PE AND Y	LIFE SKILLS	PROJECT / IT	GAAMES
1:40 to 1:45	CLEAN UP	CLEAN UP	CLEAN UP	CLEAN UP	CLEAN UP
1:45	END OF DAY	END OF DAY	END OF DAY	END OF DAY	END OF DAY

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Reading on the year 10 timetable – major part of the journey to encourage more year 10's to read.

Reading involves – teacher reading (reading 'The Simple Gift' by Steven Herrick a free verse novel), reading strategies, and the students are engaged in quiet individual reading.

Summative Findings

Success

- The impact of the reading program was positive and impressive.
- The students' reading level increased as per Compass data results.
- Galilee staff worked as a team by continually striving to improve reading engagement in an unique and challenging environment.
- Being persistent and consistent.

Challenges

- Disengaged youth – limited concentration span
- Keeping up the reading culture momentum

-The introduction of the culture of reading from staff and students was positive and impressive. The students had a greater belief in their abilities, were keen to read aloud in class, improved concentration and patience in being able to silently read and cope with silence and higher engagement in reading activities.

-The students' reading level increased as per Compass data results.

-Galilee staff worked as a team by continually striving to improve reading engagement in an unique and challenging environment. They were skilled in finding a hook to draw the students in through the context of their world and opening the world up to them

- The team was persistent and consistent.

Challenges

Disengaged youth – limited concentration span

Keeping up the reading culture momentum

Future Steps

- Make reading a priority
- Set up reading corner for year 10 campus
- Introduce an intensive reading program.
- Link reading to writing

Discussion

Any questions?????



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Future steps

Make reading a priority
Set up a reading corner for year 10 campus
Introduce an intensive reading program for 7-9
Link reading to writing

Discussion
Any questions

Conclusion

- *A culture of reading – reading for learning, reading for enjoyment.*



The dedication and expertise of the Galilee staff enabled the culture of reading to flourish!

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These are images of our year 10 being engrossed in reading. This is a massive milestone for our students who find it difficult to read books and difficult to engage for a period of time.

I would like to thank all the staff at Galilee for their dedication and expertise in enabling the culture of reading to flourish at our school.

Thank you for listening.

Useful Resources

- Ritchhart Ron, Creating cultures of thinking 2015, Jossey-Bass, San Francisco.
- Newsela
- Tes
- Scootle
- <http://www.sharonelby.com/wp-content/uploads/2012/07/flipped-lid-PFC-horizontal.001-copy.jpg>