

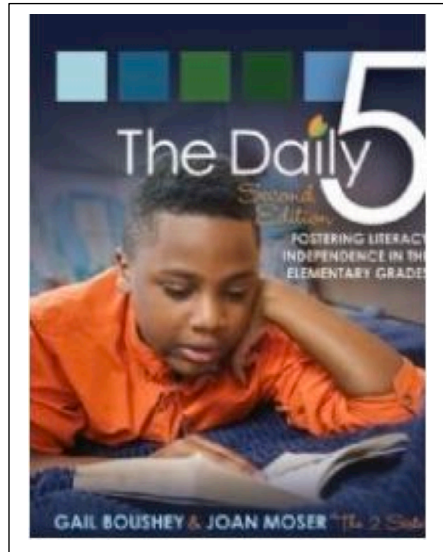
Sabbatical Report (Term 2. 2014)

Sue Allomes

Terrace End School

Palmerton North

principal@terrace-end.school.nz



“Does a Daily Five Literacy Programme

support future-oriented learning and teaching within literacy?”

Acknowledgements:

I would like to thank the staff and Board of Trustees of Terrace End School for supporting this sabbatical as well as the wonderful Teachers and Principals who took the time to chat with me and share their practice. I also acknowledge the Ministry of Education and the NZEI for the provision of sabbaticals and the importance of having these available to Principals who are in need of reflection, renewal and revitalization from a rewarding but demanding role.

Rationale and Background:

I am privileged to be Principal of Terrace End School a decile 3 school of around 120 children. We are a central city school. We have been working with Daily Five and Café for three years now. This program was established by two sisters in the United States and was introduced to us by the Resource teacher of literature domiciled at our school. The program provided an opportunity to add value to our reading program through focusing on building stamina, enabling children some autonomy, and enabling teachers to focus on teaching focused on learning needs. Because our children became familiar with expected reading behaviours they were then able to support the many transient children joining the classroom.

Reading achievements improved but we were not able to establish that this was due to Daily Five behaviours as we had also introduced "Reading Together". We have a mobile community and the cohort changes quickly, and teachers were using "I can" sheets in literacy to develop their own independence and awareness of their "next steps" in learning. All teachers shared that "the children display more stamina" (moving from 3 minutes to 15 / 20 minutes in class independent reading time). Teachers and children like Daily Five.

As a leader I needed to be confident the **Daily Five** and **CAFÉ** (*specific teacher use of strategies to meet the needs of individual and very small groups of children to raise reading achievements: C comprehension, A accuracy, F fluency and E extending vocabulary*) was good pedagogy.

My interest was then, can the Daily Five program, fit in a curriculum that we believe must use ICTs, must make links or connections with other areas of learning and is able to meet the needs of a diverse group of learners as shared in:

Supporting future-oriented learning and teaching: a New Zealand Perspective. *"current and emerging technologies play an important enabling role in creating new learning opportunities and ways of learning. These technologies increase learner's motivation, engagement and achievement and foster innovative ways of working collaboratively."*

"This research report draws together findings from new data and more than 10 years of research on current practice and futures-thinking in education. It was commissioned by the Ministry of Education to support its programme of work to develop a vision of what future-oriented education could look like for New Zealand learners"

Our community of learners is diverse; we have a rich mix of ethnicities with 45% Maori children, 9% Pasifika and over a third of our school English second language speakers. Our Reading programme must meet the needs of a wide range of achievement in every classroom. We work with Inquiry learning and the children are encouraged to ask questions, explore and build new knowledge, Daily Five must support this learning, enabling children to make connections across core curriculum areas. As a teaching staff and BOT we believe it is essential our children use ICT tools when learning, these must be an integral coherent part of reading. For Daily Five and Café to be effective it must be "best practice"

Activities: Several school groups have visited us to observe daily Five in practice. This gave me opportunities to reflect on what we were doing and consider what I felt was best practice. I visited other Principals and teachers in classrooms and made observations and had some in depth conversations about

the use of ICT's. I read conversations on the vln, watched speakers and read "Effective principal" books. There is so much information available, so much research that it became confusing at times.

For the purpose of this report I am going to use just one researcher "John **Hattie**". Hattie uses data / evidence from over 800 meta-analysis, 50.000 studies and over 200 million students to explore what the typical effect across a huge range of learning situations is. From his study of research data he established a ranking system of effect.

John Hattie developed a way of ranking various influences in different meta-analyses according to their effect sizes. In his ground-breaking study "**Visible Learning**" he ranked those influences which are related to learning outcomes from very positive effects to very negative effects on student achievement. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?" Hattie studied six areas that contribute to learning: the **student**, the **home**, the **school**, the **curricula**, the **teacher**, and **teaching and learning approaches** (Google ; 138 influences related to Achievement – Hattie effect size list)

There is healthy debate around some of the data and rankings. However, for the purpose of this sabbatical it is as Hattie points out that in education most things work, more or less. The questions are around those which work best and therefore best repay the effort invested.

This website ; <http://www.treasury.govt.nz/publications/media-speeches/guestlectures/pdfs/tgls-hattie.pdf> provides a powerpoint of rankings and effect sizes of program influences.

Does the Daily Five / Café teaching direction fit into the "**Zone of desired effects**"? Hattie's evidence indicates the "**Zone of desired effects**" is "best practice" / pedagogy to support / raise achievement?.

Purpose :

To investigate if Daily Five and café reading has the potential / capacity, to support "diversity", "connectedness", and "coherence" in a New Zealand integrated curriculum and improve learning outcomes for all but especially Maori, Pasifika and Non English Speakers.

A synopsis of Daily Five and CAFÉ:

The 2 Sisters—teachers **Gail Boushey and Joan Moser** wrote *The Daily 5* and *The CAFE Book* their method for accelerating literacy and learning. They based their learning on their classroom teaching experiences, countless hours of research and applying lessons learned from mentors and colleagues in new ways. An active and very informed website supports Daily Five and Café.

Daily Five is a structure for **teaching Reading**; it will support children to develop daily habits of reading, writing and working with others. Daily Five does not hold content, content comes from what is being taught, the skills and strategies children need to be good readers. As the name suggests there are five literacy tasks for children to complete, while the teacher is able to

conference with individuals and small groups, or hold teaching workshops. Students are trained to participate with “must have behaviours” in the five Dailies by explicit modelling and teaching enabling effective reading “practice” time. Research shows that mileage, or practice lifts achievement. Malcolm Gladwell quotes the 10.000 hours rule, more proficient people spend more time practicing, spending time reading correlates to percentage improvement.

Children therefore practice reading in authentic selections. “Read To Self, Read To Someone, Listen To Good Reading, Work on Writing and Word Work. What will be taught is identified, purpose is set creating a sense of urgency, behaviours are modelled and children practice building up stamina and developing independence.

Daily Five links with CAFÉ. What is taught comes from CAFÉ, an acronym for Comprehension, Accuracy, Fluency and Expanding vocab. This “menu” has been developed to help children understand and master the strategies successful readers use. Children set goals which are placed on classroom display boards. These then form the teaching basis for individual conferences, small group, and targeted whole class instruction. What is taught comes from the childrens’ needs and curriculum.

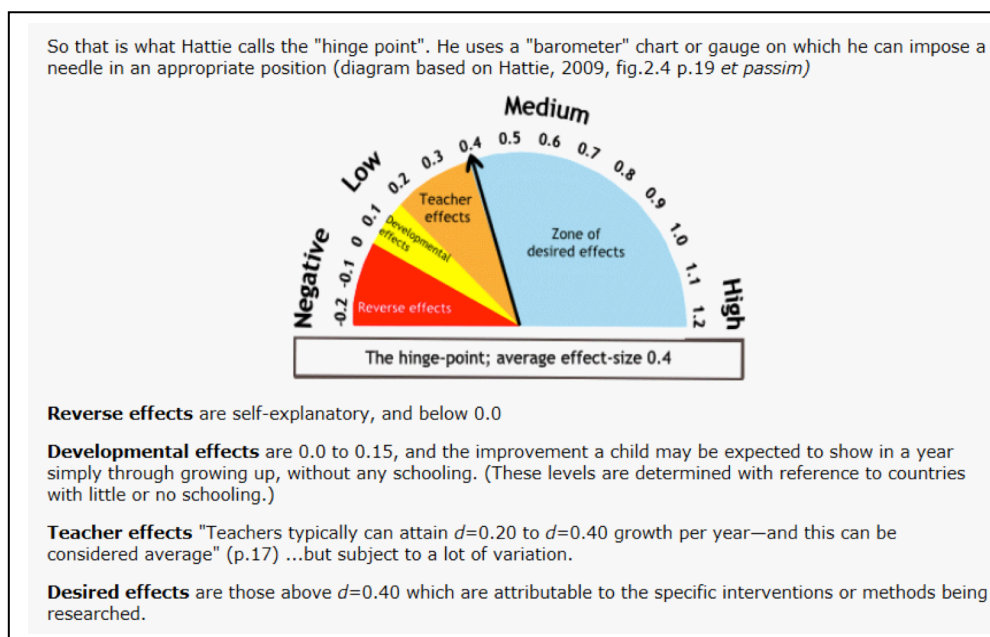
Daily Five Behaviours and the Zone of Desired Effects

Each daily has a set of desired behaviours in focused teaching lessons. Lessons to teach each daily have similar steps and the children learn through practice. “ I do, we do, you do. Independence in using the Daily’s is constantly revisited until the children have it established.

The teacher identifies what is being taught and sets the purpose, “Boys and girls, today we are going to be independent readers, you are going to..read the whole time....stay in one spot (teacher directed). I am going to be your coach, and I am going to help you and it is really fun. (If it is not you pretend)

The barometer of influence (John Hattie) indicates anything within the zone of desired effects will support achievement. Taken from:

http://www.learningandteaching.info/teaching/what_works.htm



Findings: Daily Five Behaviours / Expectations

Teacher management: stating expectations regarding behavior, well-articulated rules and routines, telling kids what it looks like and sounds like **(0.7 good classroom management)**

Modelling : If Fred reads like this will he become a better reader, yes he will. Will we become better readers if we read like Fred? **(0.53 peer influences provide social rehearsals, practice)**

Building muscle memory, feel it right, feel it wrong, feel it right again, one student shows the right way, then another models the wrong way, then model the right way. Layer it on, if Sally reads like this will she become a better reader? Hattie talks about decreasing disruptive behaviours by specifically teaching the desired behaviours...remember Sally we know you know how to do it. Place children around the room in the best place for them, ground, couch, cushion allow kinesthetic kids some area. If they are challenged bring them back, let's try you here...where is it that you are most independent and your friends are most independent? The classroom environment is the second most important teacher in the room. The teacher watches for those children who are your indicators, they are the ones who have lost concentration. Bring them back and children are asked to self-evaluate, how did it go today? **(Classroom behavioural 0.68)**

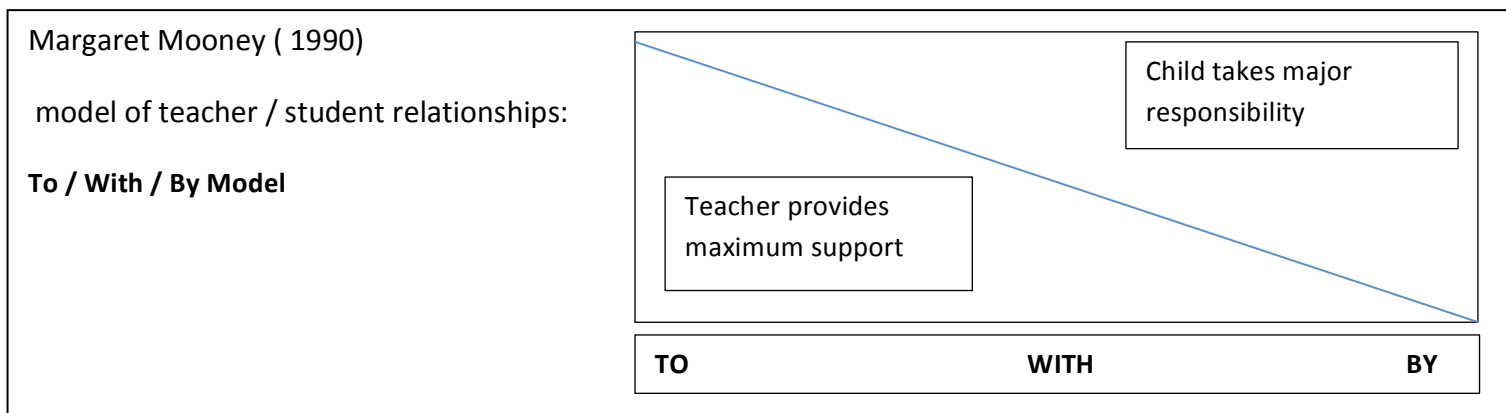
Once foundation behaviours are established children are given more autonomy, choose where they sit, which Daily they will work on, teachers then able to meet with small groups, individuals to teach uninterrupted. Teachers keep the same structure and pattern to the learning, what changes during the learning is what they write about, learn about.

Focused teaching: Short and effective

Dr Kenneth Wesson "If it is your job to develop the mind, shouldn't you know how the brain works?" indicates the brain has limited concentration time. As children mature a quick rule of thumb is a minute per year up to 10 years. Children can maintain Upper level cortex instruction, or higher level thinking, processing and understanding 5 minutes for 5 years, 7 for 7, 9 for 9 and about 12 for 10 years. If the teaching is too long kids will get the first point but not the rest. We then see school behaviours, "I look like I am listening, or with littlies's, rolling around floor etc as children lose interest. Reset behavior by having a movement break. Longer lessons get cut into pieces. 10 minutes is the limit.

A longer lesson gets cut into several pieces, perhaps three focus lessons. Is it necessary for all the children to participate...do some already know this?...lessons need to be **short and focused on academic outcomes and** linked to something they already know, **(Concentration and engagement 0.48, teacher clarity 0.75)**

Daily Five Behaviours : Each of the dailies have foundation lessons, which teachers specifically teach through modelling. **Read to Self** is taught first, then **Work on Writing**. There is constant attention by the teacher to build independent stamina. Children review and repeat the focused foundation lessons every day for it to become habit. Once the two behaviours are established children are introduced to choice. “It’s exciting today, We are going to do two rounds of Daily Five today, Read to Self and Work on Writing, but today you will get to choose what you start with.



“Students are more motivated when they have opportunities to make choices” Slow down the first few weeks of school and teach the basic behaviours then give choice between the first two. The next Daily is then introduced, with foundation lessons, review and repeat etc.

Once all of the Daily Fives are taught: children have choice.. “Today we will have three rounds of Daily Five”... you must do work on writing and Read to self but you can choose the other Daily and you can choose when you do them”. Teachers must now be able to operate a “high trust” model. (This means you can turn your back, move around the room show you trust them. Teach the children well first , then show you trust them)

Children also understand it is ok to make mistakes in their learning as mistakes are where they take on new learning. By developing the climate of trust between teacher and student, and between student and student, where the process of learning is promoted, it becomes desirable to learn. For the child who “needs more attention” constantly notice them, Principal, caretaker, TA’s. etc walk through and make positive comments. Have specific signals known only to teacher and child, eg, touch your nose to indicate “I can see you are doing something right” build up trust that you care about them. Set goals (**Teacher student relationships 0.7 Goal setting 0.56**)

Findings: CAFÉ

Where Daily Five provides the process and practical approach to managing the classroom and making sure work is purposeful, **CAFÉ** is the menu system, the guide to inform instruction and improve student learning.

C= Comprehension, A= Accuracy, F= Fluency, E= Extending Vocab.

CAFÉ is a way of assessing and teaching according to the reading needs of the children. A strategy is taught and then children practice that strategy in their Daily Five reading time.

Children are not grouped by ability (**0.1 ability class group**) but by need, skills and strategies, into much smaller groups (**small group learning .49**)

Classrooms now have lots and lots of books, many arranged in interest material, children select own readers from a variety of levels. Teachers use a variety of resources to teach strategy in Read to feed times, class shared reading, as well as small group and 1to1 teaching. The learning is anchored to the CAFÉ chart on the classroom wall by the children (they make the signs, the teachers give them a sticky so it is correctly spelt, and then the children place it on the CAFÉ wall. Eg Accuracy – “flip the sound”

As a school we have found we still want to use levelled books in instructional teaching, they provide a base and security for teachers. The children need to be confident with certain skills and strategies to find success at the next level. We have a matrix indicating what kids need to know to confidently read next level.

Sharing progress and specific information noted when assessing and for next steps teaching with the children ensures they are involved in their learning. Asking the children to “tell me about yourself as a reader”, what are they good at, what do they think they need help with after an assessment, discussing what you have noticed, builds self-directed learners. (**0.73 effective feedback**)

Effective teaching is reliant on effective assessment.

From assessments teachers build flexible strategy groups, children are then timetabled to workshop in small groups or confer 1 to 1 with the teacher, (we are using the online Pensieve in two classrooms). Teachers have the flexibility to accelerate children who already have the learning on board. (**teaching strategies 0.60, acceleration 0.88**)

Teaching becomes more active with teachers moving around the classroom to the children, checking in and out with children, touching base with children, taking groups and short 1 to 1 focused teaching. Planning is important and children are told when the teacher will meet again (tomorrow) ...observe, specifically teach to need. There is no time in reading to find out the gold fish has died.

Teaching is specific, ...Workshop the group of 3 or 4 children who need to develop a strategy.....say Comprehension, check for understanding. The teacher tells the group “You are working on a strategy “Check for understanding”. Teacher models by reading 2 or 3 sentences then shares “I am going to show you a secret, did you see how I did that, I couldn’t remember the story so I stopped and checked for understanding. Teacher then continues and models again.

Teacher then asks children to practice the same strategy. This can be any level of books not necessarily a levelled group book. Children bring their own independent reader to the group, it can be instructional if they are right beside the teacher for support. All the children practice at the same time, stop and check for understanding. Teacher reminds did you do the secret? Teacher then asks them to go off and practice and sets a time to meet tomorrow.

Teacher can then effectively comment on the learning “I have just heard you.....” (**feedback 0.73**)

The CAFÉ and Daily Five website contains great video clips and information to support the effective teaching of reading through using strategy and skills. There are also two books put out by the sisters which are easy reads to support teachers.

Implications

Future oriented learning

There is so much information around “future oriented learning” and preparing our students for their future. “21st century learning” suggests new competencies using communication technology (ICT). Without going deeply into the understandings around the terminology I have considered if there is a place for Daily Five and café teaching in a curriculum that is crowded and requires core curriculum teaching to enable students to meet and exceed National Standards expectations.

On line environments, web 2 tools and apps play a large part of the learning practice at our school. I visited several schools during my sabbatical and am convinced that using ICT is a valid and motivating tool to provide opportunities to explore new knowledge, develop new skills, and practice skills. Students can share ideas, collaborate and search for information quickly and effectively.

Our classrooms don’t look quite the same; now we have children moving around the shared classroom spaces, (larger, less furniture, cosy reading areas) and the school, (breakout areas where children work independently on computers, or collaboratively with games etc on floor areas.)

Opportunities can be personalized and learning can be organized around the learners needs rather than to suit a large group or system. Access to spaces in schools, resources, time and technology tools, changes and operates more flexibly, to best support the learners.

We have found using information communication tools (ICT's) in Daily Five behaviors motivates children, allows for practice of new skills and strategies, and provides a wider resource area (reading books online, spelling, word work programs, i-pad apps that support phonic and literacy learning.) Many of the schools I visited have also followed this path.

It is not possible to predict what our children will need in the future, but we know our students will need to be confident readers, making sense of text and taking messages from text. We know from research our children will require problem solving skills, perseverance and the ability to communicate clearly. We need to be equipping our children to be able to find and use knowledge inventively and shaping new ideas. We need our children to be part of their learning, that they are able to set goals and develop learning dispositions. We need our children to achieve at learning.

Conclusions

I believe Daily Five and CAFÉ does enable children to self-manage, to co-construct learning, but it also ensures children are specifically learning skills that will set them up for a future of learning.

Hattie indicates evidence shows that for maximized learning impact some factors positively influence learning more than others; Instructional quality, direct teaching and effective feedback, student to teacher, teacher to student.

Daily Five and CAFE strategy teaching fits well into the positive key influences for maximized learning impact but Daily Five and CAFÉ are just formats /programs.

It is the passionate, accomplished, inspired teachers who use Daily Five and CAFÉ to make a difference, by relentlessly pursuing maximum learning for their students, they are the ones preparing students for the future.

References

The Daily Five Gail Boushey and Joan Moser. ...2006

The Daily Five 2nd Edition Gail Boushey and Joan Moser. ... 2014

Visible Learning for Teachers (Maximizing Impact On Learning) John Hattie 2012

Visible Learning. A Synthesis of over 800 Meta-Analyses Related To Achievement. John Hattie 2009

"Principles for a future-oriented education system" from the 2011-2012 issue of New Zealand Annual Review of Education. 21st century teaching and learning Research report ; **publisher:** Ministry of Education **ISBN:** 978-0-478-3866Ally Bull Jane Gilbert Rachel Bolstad Rosemary Hipkins Sue McDowall

Outliers, by Malcolm Gladwell

Read more: [What works best http://www.learningandteaching.info/teaching/what_works.htm#ixzz3QQ4VhhW8](http://www.learningandteaching.info/teaching/what_works.htm#ixzz3QQ4VhhW8)
Under Creative Commons License: [Attribution Non-Commercial No Derivatives](#)

