

**Focused
Repertoires of
Practice**

112. Composing material for viewing (with due regard to layout, use of colour and images)
115. Employing appropriate communication strategies for audience and context
118. Selecting, structuring and sequencing information
119. Using a wide range of vocabulary
1110. Using correct spelling, punctuation and grammar
121. Classifying ideas into information
1210. Understanding the potential for media technologies.
136. Recalling/remembering a sequence
141. Comparing and contrasting
142. Empathising with characters in a story
144. Negotiating with peers
145. Recording and plotting relationships
146. Transforming the written word into a dramatic presentation
147. Using diagrams to clarify and convey ideas
153. Establishing personal criteria for decision making
154. Evaluating options
157. Objectively assessing one's own abilities and interests
158. Setting out/arranging/displaying

Recognition of Difference

*narrative *group identity *active citizenship

Connectedness

*knowledge integration *background knowledge

Intellectual Quality

*deep knowledge

Supportive Classroom Environment

*student direction *social support

*academic engagement *self regulations

*explicit quality performance criteria

**Focused
Productive Pedagogies**

Information Literacy Processes - • Defining task; • Locating information; • Selecting relevant information; • Organising information; • Presenting;

Computer Literacy - • Powerpoint - incorporating sound and graphics;

Visual Literacy - • Picture books; • Photos, posters, scenery; • Videos;

Traditional Literacy - • Traditional tales; • Recording journal

Critical Literacy - • Evaluating problem and solution; • Values and attitudes; • Self and peer assessment; • Character perspective

**Explicate
Multiliteracies**