

EVALUATION SEMINAR

The Conference Writing Process

at Girrawheen Senior High School

October, 1985.

MOTIVATION

1. Use of pictures and props.
2. Use of stimulus sheets.
3. Pre-writing discussion.
4. Provide students with models.
5. Don't condemn.
6. More resources in class.
7. Need for a storeroom for resources - reading resource area.
8. Need for a brighter classroom.

Students have a lack of information on topics they have chosen:-

- more research needed?
- more conferencing prior to writing.

Give more direction eg. Plan, encourage students to work from personal experience,

"5 Card Approach"

Role playing

Give specific direction eg. Teach a style; kids must write in that style their own topic.

CONCERNS RE: CONFERENCE WRITING

Behaviour problems during times teacher busy with individuals.

Adapting model to suit needs and personalities of teacher, parents and students.

Absence of mark = focus for whole process needs to be clear from outset.

Reluctance to experiment with styles.

Some problem when stories were read out with the ones that weren't very good.

Insufficient time to get to each child adequately.

Not interested in working and trying to help themselves.

Spelling - a big problem and in some cases caused embarrassment for student.

Time consuming - limits time available for other parts of programme.

Trying to stop them manipulating the teachers.

Students afraid to express ideas and feelings.

Helpers - ratio - higher number needed for a large class of year 8's

especially with a group of mixed abilities.

Some good ideas - but students unable to elaborate.

Students often don't realise that stories are written not just to keep them busy **BUT** for a purpose.

Students still relying too much on teacher - assistance (mainly for correction).

Some students seemed to lose interest after the end of one term.

A drop off in motivation as novelty wore off.

Students not wishing to work through to do a third copy if second copy needs revising.

Greater amount of time spent on each piece = student enthusiasm sometimes difficult to sustain.

Time wasted each week before students that are merely continuing a story start.

Once a week is too long a break - continuity is not there.

Loses momentum on a once a week basis but if more frequent interferes with regular programme.

Some students talk (conference) alot but produce little.

Problems of thinking up ideas.

Students lack ideas - don't or can't think.

Even able students still not independent regarding proof reading (with skills they already have!)

Lower ability kids do not proof-read or expand ideas independently.

ORGANISATION IN THE CLASSROOM

1. Process is important.
2. Need to vary writing.
3. Experiment with language - use dictionaries, Thesaurus.
4. Students need to be aware of audience and style.
4. Not to make stories too long.

70 minute period requires organisation - change activity several times.
Wider audience - eg. sharing of classes.

Teachers need to share ideas and resources whole class approach to a draft - editing.

Editing and presentation - scissors, glue, textas are needed in every room.

Teach at point of error.

Need for deadlines.

Target a student for a parent.

Student to be selective about work to be conferenced.

Quiet writing time ensures that all kids do some writing.

Peer group AREA.

Story beginnings to help students - good motivation.

Story endings too!

Graffiti Board

Concentrate on content: Roster chart should be used for conferencing.

PROBLEMS PARENTS HAVE HAD...

1. Expectations at variance with reality!!
2. Insufficiently informed.
3. Not having enough to do.
4. Students' expectations.
5. Difinition/job description unclear.
6. Parents inital communication with students a problem.
7. Information re: learning styles of different students needed.
8. Chance for parents to discuss feelings and students with teachers.
 - a) Teacher/parent pre-conference
 - b) One off rotation of parents.
 - c) Follow-up of parents who drop out.
 - d) Parents as models - write when students are writing.
 - e) Assign parents to able students.
 - f) Parents take students to library for reading.
 - g) Students must be aware of parents power and responsibility.
9. Parents boggled by the noise.

CONFERENCE WRITING EVALUATION

Mirrabooka Tavern, Chesterfield Road, Mirrabooka

Monday, 21st October, 1985.

Time: 9:00 a.m. to 12:00 noon

TIME	CONTENT	ORGANISATION	RESOURCES
9:00 - 9:30	What were the benefits/problems this year?	Discussion	Cards, pin up Rae Barrett
9:30 - 10:00	How well did we motivate students this year?	Discussion	John Thomson
	How could we motivate students better?	Read and Discuss	Handouts: <ul style="list-style-type: none">● Connect a Story.● Children need to make better choice.● Types of writing.
10:00 - 10:30	How well have we organised our classes this year?	Read and Discuss	Handouts: <ul style="list-style-type: none">● General aims.● Five card approach.
	How could we better organise our classes?	Read and Discuss <ul style="list-style-type: none">● Timetabling● Rules● Grouping● Resources● Conferencing● Publication	Graham Male.
10:30 - 10:50	MORNING TEA		

TIME	CONTENT	ORGANISATION	RESOURCES
10:50 - 11:30	What problems have parents had? How may we better assist parents?	Read documents and discuss.	Handouts ● Conference Writing for Parents. ● Questions focusing on ... Checklist for parents, helpers. Don Pugh
11:30 - 12:00	How have we evaluated students' writing? How could we better evaluate students' writing?	Read, discuss and complete pro forma	Handouts Record sheet for Written Expression. Marg Kierth Pro forma for evaluation.

Record Sheet for Written Expression

Name: Nicole

III

Year 6

Date

Ideas in Sequence	Audience in Mind	Sincere / Convincing	Form Appropriate to Purpose	Thoughtful Planning	Sequence of Paragraphs	Beginning Middle End	PUNCTUATION: Full stops	Capitals	Question Marks	Quotation Marks	Commas	Apostrophe	Exclamation Mark
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✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x
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A letter - + envelope incl photos your pen pal
 Watch punctuation
 Gd gen info letter
 Sp to/two Kath (cap letter).

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Poster - fair, gd slogan, as a poster a bit loose.

- 2) No poems - gd (Roller skating, tennis).
- 3) Joke - well presented - ans. needs to go on another line.

✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x
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Party Line - imitation. - exc. presentation.

Sp Thursday.

?	?	?	?	?	?	?	?	?	?	?	?	?	?
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The Go Cart - draft? edited? More unplanned than usual.
 Lacks planning - Some careless errors.

Sp. moto.

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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"I saw it last night..." etc. with feeling
 One of the best

x	x	x	x	x	x	x	x	x	x	x	x	x	x
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Birds (P) superficial discuss punctuation in poems.
 So there/there