INTRODUCTORY STATEMENT

Previous & Current Teaching Responsibilities: I am currently employed full time as a primary school teacher at Ashfield Primary School (PS). I hold two teaching roles at Ashfield PS: first, as the year 5/6 teacher (four days a week) and second, as the Information Communication Technology (ICT) teacher (K-6, one day a week). I have worked at Ashfield PS since the start of term three, 2009 and I have taught in the Western Australian (WA) public school system since 2007. I have previously taught years 8-12 at Oombulgurri Remote Community School (RCS) and years 10-11 at Roebourne District High School (DHS). Throughout my early teaching career (2008 to 2011) I actively served in the Army Reserves as a Patrolman for the Pilbara Regiment. I worked as a sessional academic at Curtin University in the Centre for Aboriginal Studies and did relief teaching during the first semester of 2009. At the start of semester one, 2013 I took unpaid leave and worked as a Relief Occupational Health and Safety (OHS) Organiser and then as a Relief External Organiser at the State School Teachers' Union of Western Australia (SSTUWA). I returned back to Ashfield PS at the start of term three, 2013 after successfully fulfilling my contract with the SSTUWA. Since working at Ashfield PS I have taught years 6/7 (2008-2010), years 3/4 (2011-2012), years 5/6/7 (2013-2014). I have taught years 5/6 since 2015. This year I am responsible for the learning areas of: English, Maths, Humanities & Social Sciences (HASS), Science, ICT (whole school) and Technology & Enterprise (T&E). I currently hold a number of leadership roles within the school. I am the school's OHS representative and Union representative. I have held both of these roles since 2011. Since 2014, I have managed Ashfield PS's website through an Internet browser based program called 'My School Web' which I transferred to a superior website hosting service called 'Square Space' this year.

Additional Professional Activities: I enjoy teaching outside of my main job so much that I would describe myself as an 'Edupreneur'. Since 2008 I have regularly tutored students from a primary, secondary and tertiary context. I previously tutored at a tutoring centre for Indigenous high school students in Karratha called Gumala Mirnuwarni. I have also tutored tertiary Indigenous students who were completing a conversion course into teaching as an Aboriginal Tutorial Assistance Scheme (ATAS) tutor with Curtin University. Since 2009 I have been tutoring (both primary and secondary students) in the Perth metropolitan area as part of my tutoring business 'Matthew Leslie's Tutoring Service'. I estimate that I have completed over 1,200 hours of tutoring in total (most of these with an iPad). I enjoy the process of one on one tutoring as it has helped me enormously in refining my teaching pedagogy. In 2013 I created a series of iPad Professional Learning (PL) workshops for teachers after approaching Mary Franklyn, the current General Secretary of the SSTUWA, about my idea. I present these workshops at the SSTUWA during term breaks and when requested by the union. I have run my iPad PL workshops a total of 12 times and I have been requested to complete regional iPad workshops in September this year. In April 2014 I created a teaching website through an education company I run called 'Griffin Education Enterprises' (GEE). I created this website to share all of my teaching knowledge and ICT resources, that I have accumulated over the past nine years, with the wider education community. I am particularly passionate about supporting graduate teachers in their first years of the profession.

Teaching Context Surrounding the Use of ICT: The use of ICT is intrinsically woven throughout all of my teaching. In my classroom I use: Plickers, Kahoots, Soundwaves, Mathletics, iPads, and an Apple TV. Plickers allows teachers to create their own multiple-choice questions (A, B, C, D or true/false format) for any learning area in an Internet browser. Once the questions are created and saved they are then projected onto a screen/digital projector for the students to view. Each student is provided with a unique card to indicate his or her answer, which cannot be confused with any other student's card. When using the Plickers app, the iPad's camera detects the students' answers based on which way they orientated their card (A, B, C or D). Kahoots is similar to Plickers e.g. multiple-choice questions through an Internet browser. A teacher can create or choose from a test/quiz that has been previously created. The teacher starts the test on an interactive whiteboard and a unique code is generated e.g. 931,569. Students then enter this code at Kahoots.com on a device, in our case Chromebooks. This device allows the students to enter the test/quiz. The questions are then projected onto the white board and the students indicate their answer on their Chromebooks. Soundwaves (SW) is an online whole school, synthetic-phonics spelling program (spanning K-6) used at Ashfield PS. We purchased the online version over the workbook version to account for our transient student population. Soundwaves has an extensive range of black line masters, online spelling activities and games that can be used and printed off from within an Internet browser. Mathletics is an online, Internet browser-based resource that allows teachers to set online Maths work for students (from P-6) based from the WAC (Western Australian Curriculum). Mathletics has an extensive range of resources for the entire scope and sequence of Mathematics.

Teaching Pedagogy & Beliefs: An important belief of mine is '*always seeing the potential within a student*'. Before I became a teacher I regularly volunteered my time for Edmund Rice Camps for Kids (ERCK). ERCK provides children (aged from 8-16) from 'under pressure' backgrounds with the opportunity to go on a holiday with young adult volunteers. The children from ERCK have very similar backgrounds to the students from Ashfield PS. During these camps I regularly saw a transformation from children who were 'in their shell' to children who 'came out of their shell' and were allowed to be themselves without the pressures of life at home. These camps taught me a lot about having empathy for children from disadvantaged backgrounds. Whenever I teach a student who is particularly challenging, I try to put myself in their shoes and imagine what they would have had to go through in order to get to school today. However, I will always hold them accountable for the work they are required to produce in my classroom. I set realistic, but high expectations for all of my students and I always aim to facilitate continuous improvement no matter what level my students are currently at. Another belief I hold is that '*children don't care how much you know until they know that you care*'. It is vitally important to have a strong teacher-student relationship with all of the students that you teach. Without building a strong rapport, particularly with students from a low Index of Community

Socio-Educational Advantage (ICSEA) background, a teacher is severely limited in how much they can achieve within a classroom. My photos of training activities (live firing drills, etc) and tactical operations from my time as a Patrolman have been of great interest for my students; particularly for the challenging boys that I teach and have previously taught. However, building and maintaining a strong rapport with your students does not mean that I am a student's 'friend'. As I say to them '*I'm your teacher, not your friend*'. When it comes to the art and science of teaching, I believe in teaching clearly and explicitly. There is a quote from Albert Einstein that resonates with me which is *'If you cannot teach it simply, then you don't know it well enough'*. When I was in primary school I remember getting confused with what I was taught. With this experience in mind and after many hours of research looking into new teaching methods/ideas, I aim to teach every concept and idea in a clear, concise manner that is easily understandable for all and which can be explained in multiple ways.

Major Strengths as a Teacher: Firstly, I have a wealth of experience and skills to draw upon when teaching disadvantaged students. I have enormous empathy and understanding for what my students have gone through and the challenges they face. Despite this I believe they are just as capable of students from higher ICSEA backgrounds. Secondly, my knowledge of and application of ICT in the classroom is that of a lead teacher. Thirdly and most importantly, I have outstanding behaviour management skills to draw upon in order to maintain good order and discipline in the most challenging of classrooms. I have a proven track record of taking on classrooms that ordinary teachers cannot handle and turning them from dysfunctional, unproductive classrooms into functional, highly productive learning environments. This proven track record has helped prepare numerous students of mine for the transition into High School based from the positive feedback I have received from High School teachers and from the parents of former students (speak with Matt Snell or Christiaan Moir for more information).

Context of Current School: Ashfield PS is a small school of approximately 110 students. The suburb of Ashfield is adjacent to Bayswater and Bassendean. Teaching at Ashfield PS is extremely challenging and only a select number of teachers are truly suited to this teaching environment. A lot of Ashfield's students have grown up in a state of poverty. I've found that my teaching experiences at Oombulgurri RCS and Roebourne DHS have helped enormously at Ashfield PS. Ashfield has a higher ratio of public housing compared with other suburbs. With this being the case, there is a greater concentration of students who come to Ashfield PS from a low ICSEA background. We don't have the 'luxury' that a lot of other schools have of 'diluting' the dysfunction with greater enrolment numbers. A lot of our students are from single parent households. A lot of parents are unemployed and rely on government assistance to survive. For some of our students, school is the only safe environment they have in their lives. A lot of our students have witnessed traumatic events such as: domestic violence, alcoholism and substance abuse. All of these things have lead to Ashfield PS getting a bad reputation, which I believe is incredibly unfair because the school has improved enormously during my tenure here. Ashfield PS also has a high concentration of students from an international background. During the last school census our students came from a total of 29 different cultural backgrounds. A lot of these international students come from less affluent countries (Sierra Leone, Zimbabwe & the Philippines) and approximately 30% of all our students are Indigenous. This diverse cultural background has implications for students' learning needs e.g. Students at Educational Risk (SAER) although we also have some students in the Primary Extension Academic Challenge (PEAC) program despite being a low ICSEA school.

When I first started at Ashfield PS the school had just completed an Emergency Review Group (ERG) process. I arrived as one of the new teachers for its implementation to replace a teacher who chose to leave as a result of the ERG investigation. The school's principal at the time also left as a result of the ERG. Eventually more teachers chose to leave because they were not willing to do what was required to advance the school's reputation and to change their teaching pedagogy to suit low ICSEA students. During this time I gained my permanency with the Department of Education (DoE). After the follow up ERG-process was finalised the school remained static for a number of years and experienced staff began to leave. In mid 2013 we received a new principal called Matthew Snell after our former principal accepted a transfer to another school. This was when the school truly began to improve. In light of this improvement and my belief in where the school was heading I made the decision to send my own child to Ashfield PS and will do the same for the rest of my children. Our parent community was extremely impressed with this decision because it showed that even a teacher was willing to send their own child to Ashfield PS. How many teachers would have the confidence in their own school that they teach at to do this? I know I did and still do!

Conclusion: In summing up: I'm an invaluable asset to my school, I've contributed enormously to the school community and to the wider education community. How many teachers can say they are able to survive in and improve results at a low ICSEA school? How many run their own not-for-profit educational website which attracts thousands of visitors? How many have created and run their own iPad PL workshops? How many have accumulated over 1,200 hours of tutoring? How many were tapped on the shoulder to work at the SSTUWA? How many teachers have used OHS legislation/policies that compelled the DoE to: resurface our school's basketball courts for $50,000 and to get a rundown, decrepit building demolished because they were hazards? I am an outstanding classroom teacher who has achieved a lot in my short teaching career of nine years. I believe that the Level Three portfolio that I am submitting comprehensively demonstrates that I am a Level Three Teacher.

NOTE TO THE ASSESSOR: In my portfolio you will see **V1.01 & V2.01 etc**. This refers to **video evidence** contained within the USB stick I have supplied that is playable on both Apple computers and Windows based computers. I have obtained permission from every student, every teacher and every parent whose names and details appear in this portfolio. Copies of permission forms and evidence of permission is also located within the USB stick.

COMPETENCY 1: I have utilised a variety of innovative and exemplary teaching strategies as outlined by the principles of teaching and learning by the School Curriculum and Standards Authority (SCSA, 1.01) to meet the specific needs: of individual students, groups of students and classes of students to improve student outcomes.

Spelling Program: The explicit teaching of synthetic phonics as a way to improve writing and spelling outcomes of students is well established by research as outlined in the National Inquiry into the Teaching of Literacy, 2005 (1.02). After analysis of our NAPLAN data (2013 & 2014, 2.14) indicated a low level of academic achievement in the area of writing and spelling, Ashfield PS decided to implement a new, mandatory spelling program across the whole school as part of our school's new English Operational Plan. Being a commercial product, Soundwaves (SW) has an incredible range of resources. The segmenting worksheets (1.04, V1.03 & V1.04), online segmenting activities (V1.06 & V1.07) and online games (V1.08) allow me to provide all students with experience breaking words into their phonemes and graphemes, which prepares them for Friday's spelling test. The student workbook worksheets I use exposes students to a wide variety of questions they are not familiar with (1.06, V1.05) that help meet a greater range of English outcomes based from the Western Australian Curriculum (WAC) (1.05) such as exploring the origins of root words, the meanings of prefixes and suffixes along with finding antonyms and synonyms for their list words etc (2.35). But I found that this commercial resource did not adequately allow my students to demonstrate outcomes in variety of ways or meet the differentiated needs of my students. To determine my students': characteristics, talents, interests and knowledge I ran a class survey (1.31) to help decide what extension activities I should create. After gaining a better understanding of my students (e.g. they liked learning about foreign languages), I then negotiated with them and devised a wide variety of extension activities that allowed my students to show their knowledge of spelling in a variety of ways (1.13). After the segmenting work and the student workbook is completed, I allow my students to pick one extension activity that interests them in addition to allocating them another task based on an area they need to improve in. My list of extension activities I created include: translating their list words in Google Translate (1.08 & V1.09, V1.10), completing sentences and short stories using their list words then editing them using the proofing and editing acronyms I taught them (2.16, & V1.13) and finding out the meaning of words using Dictionary.com (V1.11). These extension activities I created have yielded powerful assessment outcomes. A student of mine who has a limited vocabulary (K.C) regularly completes the dictionary meanings activity (V1.12) and has expanded his vocabulary. My PEAC student, F.K, who requires extension, was able to expand her understanding of the interconnected nature of the English language with other languages like Swedish by completing the translation activity (which is incredibly popular with the class). Using my extensive knowledge of ICT resources I introduced my class to Duolingo, which is a multi-platform (website/iPad) ICT resource that allows a user to learn a language for free. Having a culturally diverse school, several students were able to select a language that matched their cultural heritage e.g. F.K and M.A are learning Swedish and Dutch as part of their homework routine. Whilst unrelated to spelling, this activity inspired my entire classroom to challenge themselves by learning another language (V1.16). My SAER student from Sierra Leone (A.I), who has a weakness in editing, regularly edits his sentences and short stories from his list words using ARMS & CUPS (2.16 & V1.13). All of this work has led to an improved editing and proofing score for A.I in the texts he writes (2.36). I also created my own innovative Look, Cover, Say, Write, Check (LCSWC) strategy that runs for five minutes non-stop (V1.01 & V1.02). I found that this strategy provides my SAER students with the time they need to complete a full list of 25 words and enables the more capable students to beat their best LCSWC score (1.03). Being a daily strategy, LCSWC provides all students with 20 minutes of practice before Friday's test. To take a phrase from Vygotsky's 'zone of proximal development', every lesson serves as a 'scaffold' to get my students ready for their spelling test. These 'scaffolds' have enabled all of my students to achieve great marks in their weekly spelling tests (2.04, which is out of 25 words) and has lead to a dramatic improvement with their spelling age test scores (2.05). My students (year sixes) have also applied their knowledge of spelling to improve the overall quality of their writing. For example, the marks I allocated in 2016 for their persuasive writing texts were much higher than the marks I allocated to them for their information reports in 2015 (1.34). After I have read out all of the words from the differentiated spelling groups, the students then mark and reflect on their work (V2.01). SW, along with the extension work I provide, allows me to differentiate work to meet the educational needs of all of my SAER students by creating realistic educational targets they can reach (2.12) and offers quality assessment data to parents (2.13) in the IEPs I create (2.11). This is particularly important for parents of SAER students so they can actually see real progress in their child's education as opposed to only seeing 'D' or 'E' grades in writing in their end of semester report. In addition to this my former Indigenous students (K.W and B.W) mentioned to me that they liked using SW because they can say they are doing the same type of work (at lower year level) as the rest of the class and do not feel 'shame' completing an entirely different program of work like they previously completed when they were in other classrooms.

Innovative Teaching of Multiplication: With Australia experiencing a decline in our Programme for International Student Assessment scores for Mathematics (1.09), the teaching of Science, Technology, Engineering and Maths (STEM) has become a national priority (1.10). As teachers we need to find new ways to engage our students with STEM. Based from my previous teaching and tutoring experience, many students I have taught found the traditional algorithm of multiplication difficult to master. While I was tutoring a high school student of mine (2013) I came across an innovative multiplication algorithm called 'Box Method (BM)' also known as Lattice Method. Intrigued by this new multiplication algorithm, I then researched BM and quickly learnt how to use it (1.07). I was amazed at its simplicity and realised that this could serve as a scaffold to further assist the students who struggle with learning the traditional algorithm. BM isn't just for capable students; it is also useful for SAER students and for my students who require extension work. When teaching my SAER students BM, after assessment of their multiplication skills, I differentiate their questions by only getting them to complete one digit by two digit multiplication algorithms based on times table they are able to complete e.g. 0,1,2,5 and 10 (V1.14). I gradually expand out to larger algorithms (two digit by two digit), as they become more confident. This differentiation helps my SAER students

understand how to use the BM algorithm without having complete mastery of all the times tables. For those students who are capable and know all of their times tables, BM is extremely useful for multiplying numbers using decimals (V1.15). After modelling and providing my students with opportunities to practice BM I then assessed their progress. After assessing their: New Wave Mental Maths books, working out books and Maths tests, my students (Year 5 (2.07), Year 6 (2.06) & SAER (2.08) are able to use BM to solve questions that involve the multiplication of large numbers. In addition to this, both my current (via a class survey, 1.12) and previous classes have found BM to be a simpler and easier algorithm to use based from their reflections (1.11) comparing the two multiplication algorithms (traditional algorithm & BM) I have taught them.

Teaching Persuasive Texts (PT): PT are one of the text types (Persuasive & Narrative) used for evaluating a student's writing capability as part of Australia's National Assessment Program - Literacy and Numeracy (NAPLAN) testing program. In preparation for NAPLAN I use a variety of exemplary and innovative teaching strategies to help students to independently: plan, draft, edit and publish a PT. I explicitly model every part of the writing process to move students from unconscious incompetence to unconscious competence as described by Gordon's four stages of competence (1.18). Every lesson I run involves a common lesson structure format of: clearly stating my learning intentions, explicitly modelling the required skill/s and adding new words to the class's word wall to improve their vocabulary (1.19). At the conclusion of every lesson I run a plenary session to help reinforce what was taught. Students need to practice forming opinions on topics, so I exposed them to a wide variety of persuasive topics that helped them form opinions (agree/disagree) and I also facilitated discussions on how they can justify their opinions (1.21). These discussions were vital because they taught the students how to manipulate the modality of language that will be used in their PT e.g. I strongly disagree. Next I taught my students: paragraph structure, the different sentences that are unique to each paragraph and persuasive devices (PD) worth using. I taught these three things by using a combination of PowerPoint presentations (1.15 & 1.20) and getting students to read and answer teacher made questions about PT I have created (1.17). To help students write better arguments I taught them an acronym called AFORREST (1.22) and all the different PD that make it up. This acronym is important because it helps students to remember more PD when they are writing their arguments. Three of my year sixes who are familiar with AFORREST scored high marks (70% and above) for the argument paragraphs from the PT they completed at home (2.22). The writing grades of two of these students (N.C & R.M) also improved from a C (semester one, 2015) to a B (semester one, 2016) over the course of 1.5 years. Based on my critical reflection of my students' work from 2015 I wanted to further improve the quality of my students' arguments in 2016. So I taught my students the different modes of persuasion: pathos, ethos and logos (PEL). After modelling PEL and showing a PowerPoint slide (1.20) I also utilised a new teaching ICT resource called Plickers (1.25) to improve student engagement during my plenary session at the conclusion of a lesson for a cohort of students who were reluctant to answer oral questions about PEL (3.26). I had previously utilised new questioning techniques (1.26) however this group was still reluctant to participate. After using Plickers as a formative assessment I found that this cohort of students answered more questions and engaged more with the lesson compared with oral quizzes (3.26). Once the metacognitive language of a PT had been established, I then ran a sorting lesson where students had to cut apart the features of a PT (1.24). Students needed to: correctly reorder the paragraphs, correctly label the different sentence types and label the PD used. After assessing this work, most students were then in a position to start writing a PT. Next I modelled the entire process of writing a PT from: arguments, then introductions and finally conclusions. Using arguments as an example, I explicitly modelled how to write arguments on the board and I also showed students Word documents on the process required to write an argument (1.16). During modelling, I intentionally made use of print walk (1.19) and a writing guide (1.30) because they helped 'demystify' the process of writing a PT. When I feel that the students have reached the 'You Do' phase they then independently write a PT based on a question I set in class to see how well they worked by themselves and if they needed further assistance. I then allocated a homework task to ascertain which students really were at the 'You Do' phase (1.27 & 1.28). While I required them to write a PT at home I negotiated with students on a choice of topics they wanted to write about based from their interests and knowledge (1.29). After choosing three of the most popular topics from the brainstorm I also allowed some students to write about something that wasn't on the list provided they were extremely passionate about it. To help the students who didn't have access to the Internet I provided everything (teaching materials (1.28, 1.22, 1.23), guides (1.30), marking rubrics (2.25), paper) that enabled them to independently write a PT at home. I also offered students the choice of writing or typing their good copy. During the three weeks until the deadline (in addition to daily reminders) students began asking questions. I re-negotiated the writing topic for two students who experienced trouble with the original topics, to a topic that they had a better understanding of. I also provided additional support to several students who were experiencing difficulty writing an introduction and a conclusion. After the homework deadline passed I allowed extensions for all of my students who had not handed in their PT and sent letters home to parents. These extensions were important because it motivated these students to get organised to purchase the things they needed (e.g. a USB stick). If I had just allocated a zero mark because some students went over an arbitrary deadline (instead of providing support), I would not have received half of the PT formative assessments I required for end of semester reports. After assessing the students' work: three students scored above 70%, eight students scored between 50- 60% and three scored under 50% (2.22). My aboriginal student, K.W (with limited attendance), also wrote in paragraphs for the 1st time and kept one idea to one paragraph (2.37).

My teaching pedagogy provides a model of best practice as outlined in the DoE documents: 'Effective Teaching' (2016), 'Aboriginal Cultural Standards Framework' (2016) and shows that I am meeting priority one: 'success for all students' as outlined in 'Focus 2016'. Further proof of my effective teaching is also shown in the form of a testimonial from a former student (1.32), my line manager (1.14) and from parents (1.33) whose child I am currently teaching.

k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles

Principles of Teaching and Learning

- Opportunity to learn
- Connection and challenge
- Action and reflection
- Motivation and purpose
- Inclusivity and difference
- Independence and collaboration
- Supportive environment

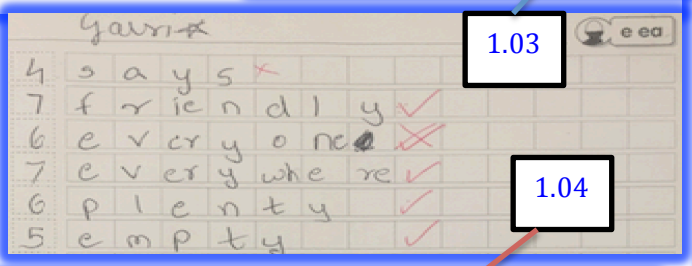
1.01

In 2005, the Australian Government conducted it's own research with the National Inquiry into the Teaching of Literacy and made the following notable conclusion: "The Inquiry found strong evidence that a whole-language approach to the teaching of reading on its own is not in the best interests of children, particularly those experiencing reading difficulties. Moreover, where there is unsystematic or no phonics instruction, children's literacy progress is significantly impeded, inhibiting their initial and subsequent growth in reading accuracy, fluency, writing, spelling and comprehension".

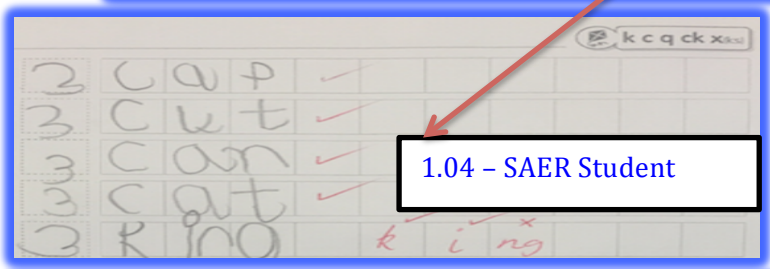
1.02

Description (LCSWC Growth)	When You First Started	What You Regularly Do Now
Less than 1/4 of a page	14	
About 1/2 of a page	9	11
3/4 to 1 full page		12

1.03



1.04



1.04 – SAER Student

PHONICS AND WORD KNOWLEDGE

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)

Literacy

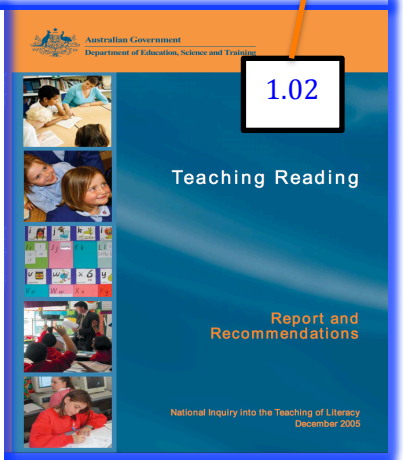
Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)

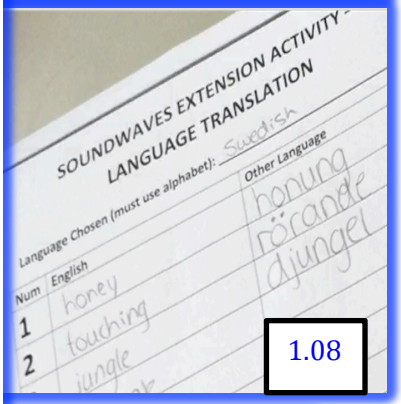
Literacy

Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)

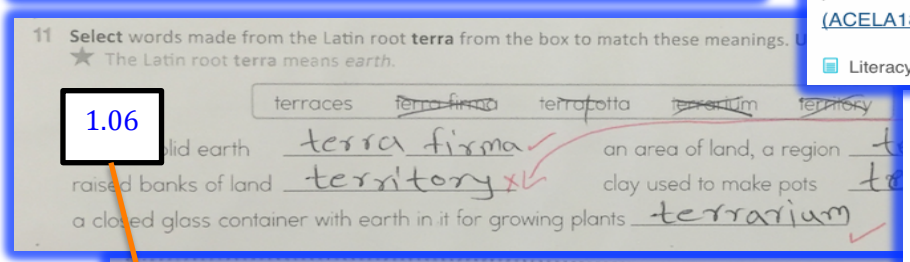
Literacy

1.05

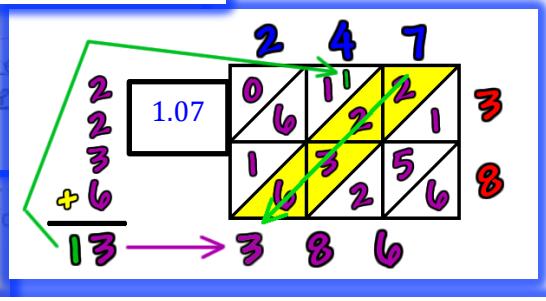




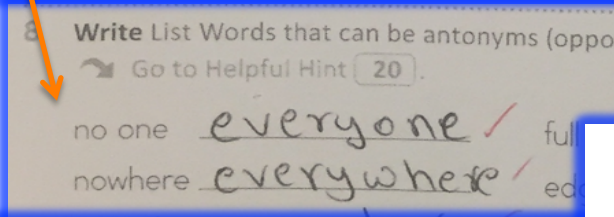
1.08

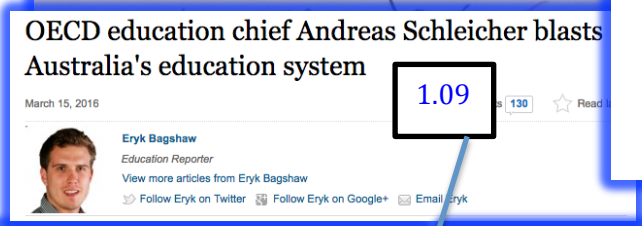


1.06



1.07

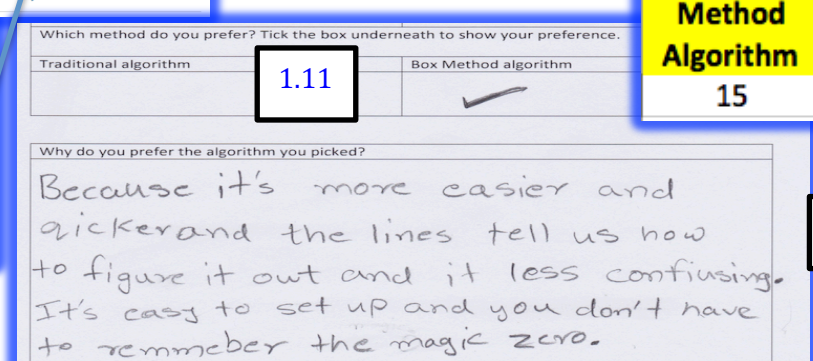




1.09

Australia's results have steadily declined over the past decade. Last year, Australia ranked 14th behind Poland, Germany and Vietnam, with up to 20 per cent of students unable to demonstrate basic skills.

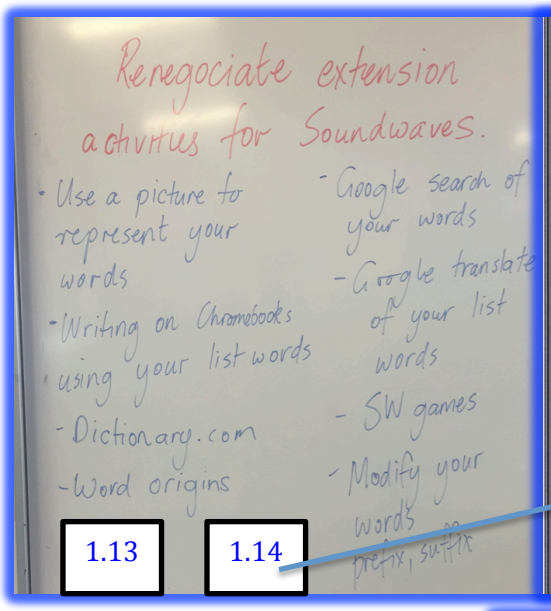
1.10



1.11

Prefer Box Method Algorithm	Prefer Traditional Algoritm
15	4

1.12



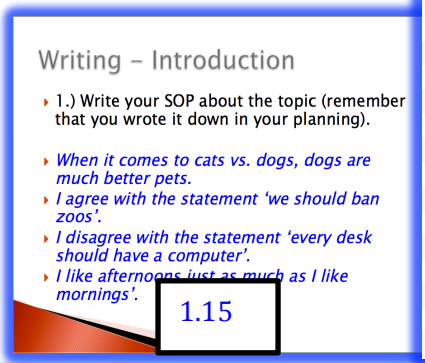
Competency 1

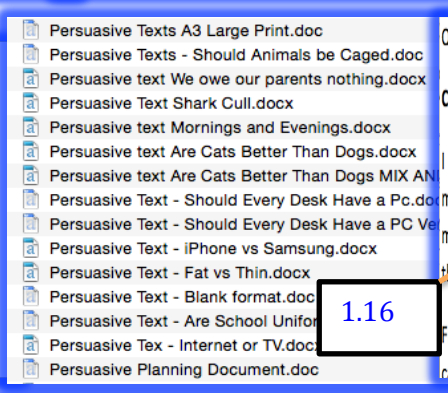
Matthew Leslie has been employed at Ashfield Primary School, since partway through 2009, where I have continued to work with Matthew as his Deputy Principal and Line Manager since his employment. I have seen Matthew stand in front of some very difficult cohorts of students and develop a range of teaching strategies to cater for these students academic and behavioural needs.

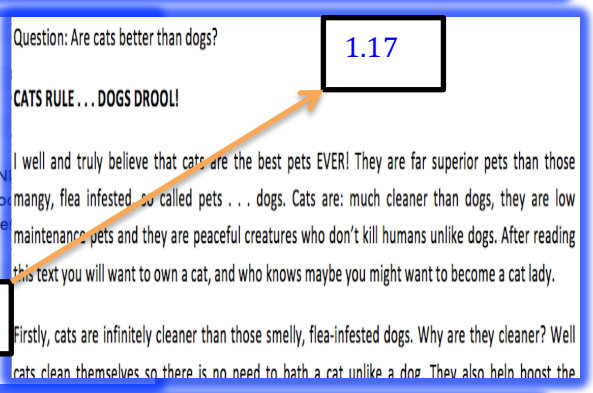
He provides a supportive learning environment for the students to learn and implements a large range of teaching strategies and experiences based on the students needs and strengths. An example of this is where Matthew has incorporated the use of ICT into his teaching and learning programs. Where he has been able to stimulate and engage reluctant learners and low achieving students through the implementation of iPads and the whole school spelling program. Through the use of ICT he is able to provide innovative learning experiences both individually and collaboratively , engaging all students. Through his Soundwaves spelling program he is able to provide the opportunity for every student to become a reflective learner, where students track their results and discuss how the can improve.

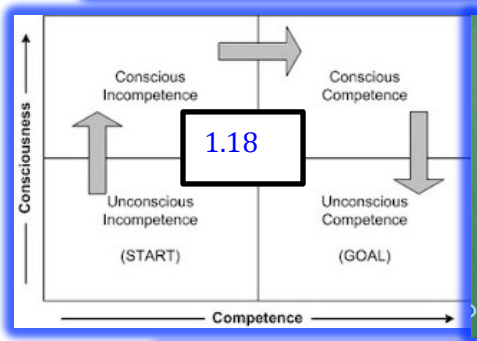
Ashfield Primary School has a low ICSEA and has a large range to learning abilities. Matthew has demonstrated that he is able to cater for these learning abilities and utilises the whole school SAER process to write purposeful individual education and behaviour management plans. He has also demonstrated his ability to cater for a range of ability levels through teaching the levels of understanding through the whole school teaching approach, 'I Do, We Do, You Do'. He is able to walk these students through the learning process to ensure all students understand and build on their existing knowledge.

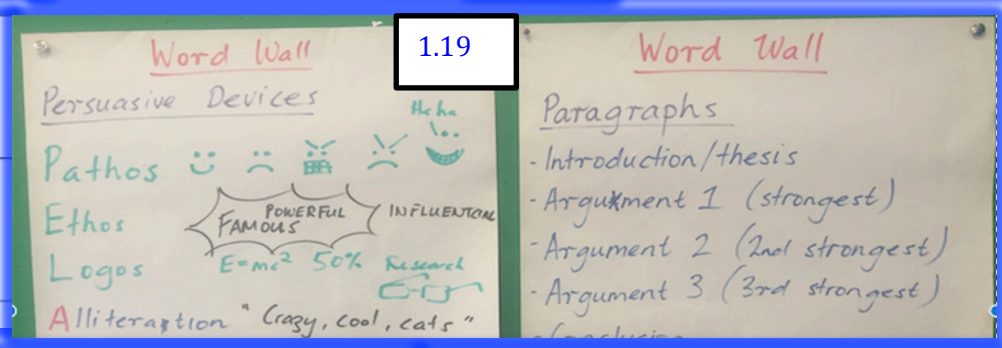
Matthew is an avid researcher and keeps up with the latest trends and policies in education and will often update the staff on these current trends and implement them into his teaching. Matthew's ability to analyse data is a strength of his. Where he is able to look at trends and patterns and present them to the Admin Team for discussion.

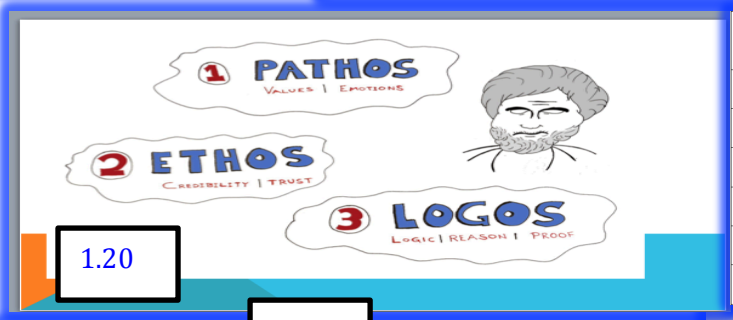




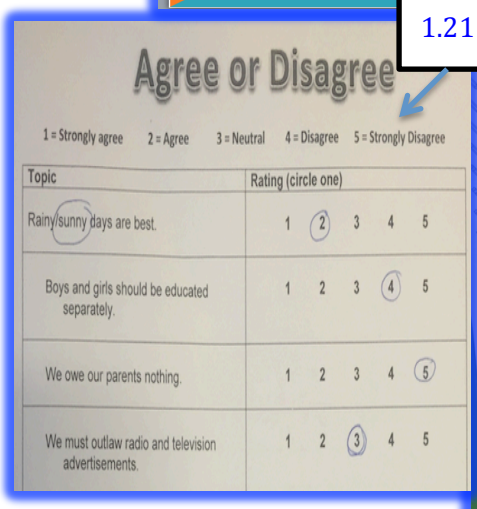


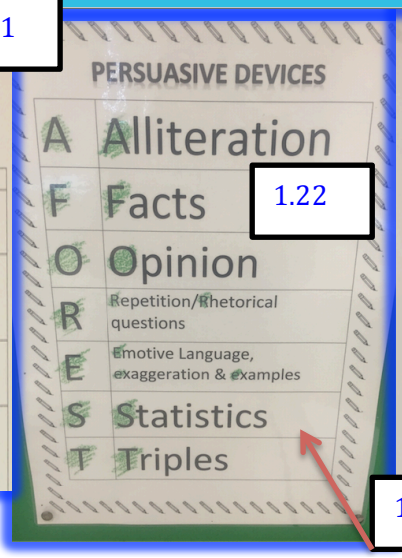


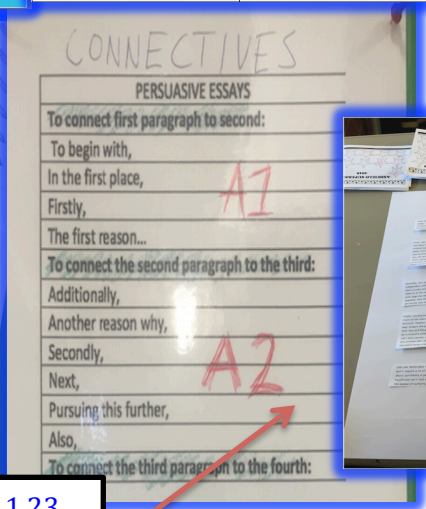


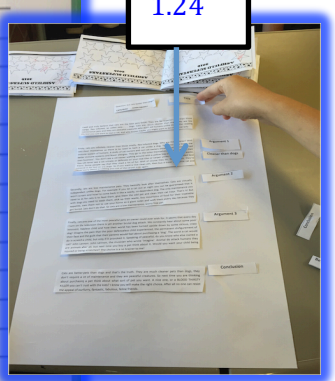


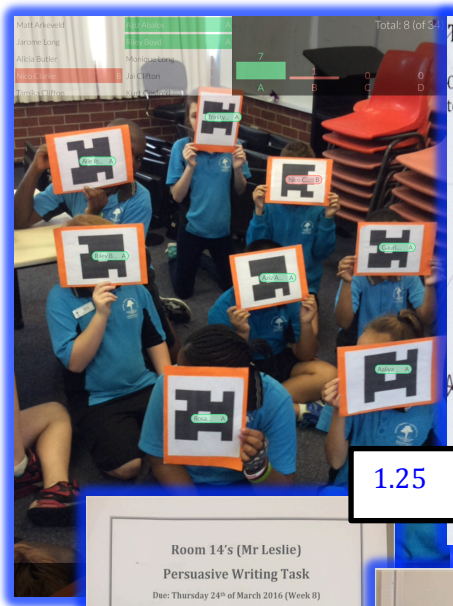
Argument 1	Thesis/Introduction	Low maintenance pets
Argument 2	Cleaner than dogs	Peaceful creatures
Argument 3	Conclusion	SOP
Conclusion	Title	Connective
Call to action	Intro to 3 arguments	Beginning sentence
Ethos	Logos	Pathos
Hyperbole	Rehash of 3 arguments	Alliteration











1.25

The Top Ten' – Strategic Questioning Tool Kit

1.26

One of the simplest ways to explore the analytical scaffolding of student learning is to embed strategic questioning techniques in you everyday class discussion:

1. **Cold Calling**– Sometimes referred to as the 'No hands up rule', cold calling is asking students a question without waiting for them to indicate whether or not they have the answer.
2. **Prompt Support Techniques** – Any of the techniques employed by teachers to ensure that students who are 'cold-called' have a means of support for responding to a challenging question. Some common examples include Question Relays, Pre-Cueing and the 'Phone a Friend' Convention.
3. **Wait time /Double Pause** – The two kinds of teacher wait time. The first type is when you wait after a question to give students an appropriate amount of time to think of an answer. The second being when you pause after they give the answer to encourage them to add greater depth and detail to their response.

Rich Questions – Open-ended questions that elicit detailed and sustained responses.

1.27

TASK OUTLINE

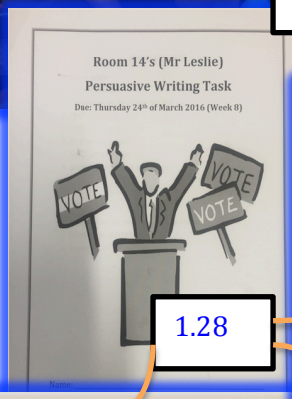
For this English task you are required to independently: plan, draft and publish (write a good copy) a persuasive text based from ONE of the following options.

- *'WE OWE OUR PARENTS NOTHING'.*
- *'SHOULD BOYS AND GIRLS BE EDUCATED SEPARATELY?'*
- *'SHOULD CHILDREN BE ALLOWED TO WATCH/PLAY R-RATED GAMES/MOVIES?'*

Your good copy must be hand written and/or typed. This means that people without Internet access can complete this task.

REMINDERS

- *Remember to plan before you write. Plan the way Mr. Leslie taught you (keywords, pictures, arguments with reasons coming off them)*
- *Write five paragraphs of writing (only write about 1 argument per paragraph).*
- *Start with an introduction.*
- *Write three argument paragraphs (remember to use your strongest argument first)*
- *End with a conclusion.*
- *Use the appendix that I have provided for you.*



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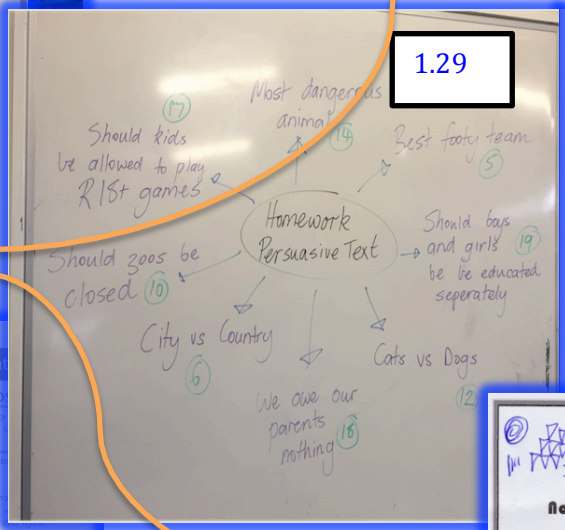


1.29

PLANNING PHASE FOR A PERSUASIVE TEXT

1. Think about 'where you stand' about the topic. ✓
2. Come up with as many arguments (brainstorm) ✓
3. Consider how you will use your arguments (Pathos, Logos, Ethos & AFORREST) ✓
4. Pick your best three arguments ✓

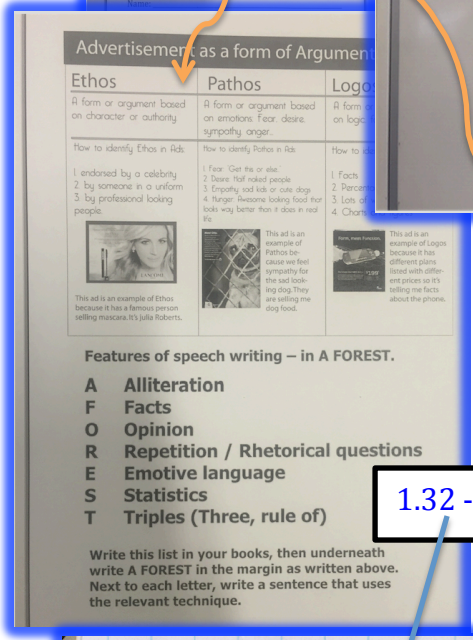
1.30

WRITING PHASE FOR A PERSUASIVE TEXT

INTRODUCTION

1. Write a SOP about your topic. ✓
2. Write a list that tells the reader about your three arguments ✓
3. Tell the reader that they will be persuaded by your arguments ✓

1.31

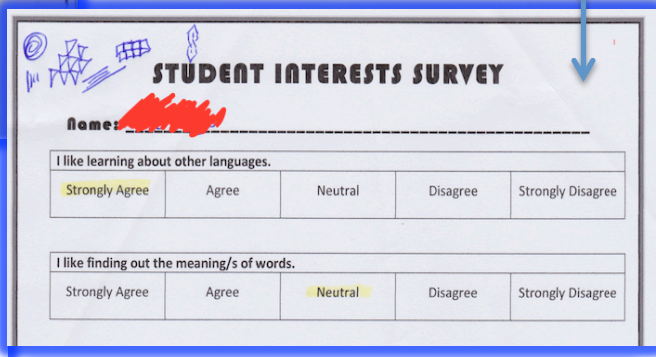


CONTENTS PAGE

1. Cover page
2. Contents page
3. Persuasive writing task outline
4. Draft planning page
5. Draft writing page 1/3
6. Draft writing page 2/3
7. Draft writing page 3/3
8. Marking rubric (for good copy)

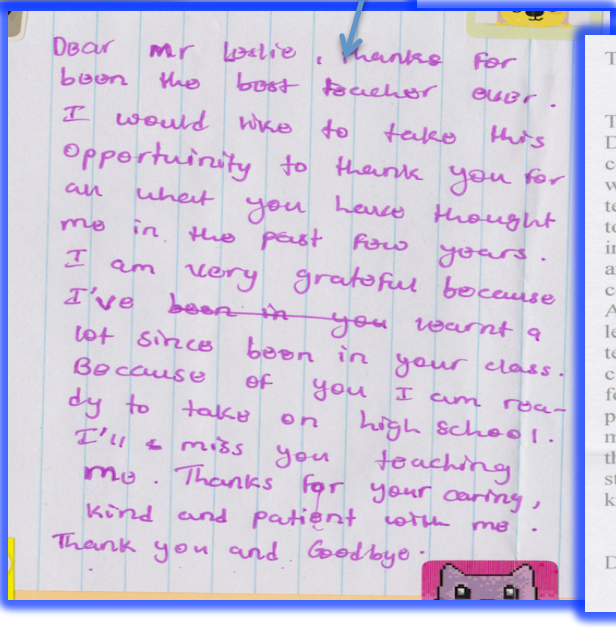
APPENDIX

1. Instructions for writing a persuasive text
2. Ideas page (AFORREST & PEL)
3. Examples of connectives



Name (Year 6)	% Information Report (2015)	% Persuasive Text (2016)
Kara (Indigeous)	18 (attendance)	45
Kurt	51	51
Nicholas	61	77
Faith (PEAC)	61	84
Rosa	32 (plagerism)	73
Alie (SAER)	36 (plagerism)	58

1.32 - Student



Dear Mr Leslie, Thanks for
been the best teacher ever.
I would like to take this
opportunity to thank you for
all what you have thought
me in the past few years.
I am very grateful because
I've ~~been in~~ you learnt a
lot since been in your class.
Because of you I am rea-
dy to take on high school.
I'll miss you teaching
me. Thanks for your caring,
kind and patient with me.
Thank you and Goodbye.

Testimonial

1.33 - Parents

1.34

This is the second year that our son has been a student in Matthew Leslies' class. During this time we have noticed that there has been a marked increase in our sons confidence levels both in and out of the classroom. We were pleasantly surprised when the students were assigned their a homework task to write a persuasive text last term. Nicholas showed initiative in formulating his own ideas and formatting for the topic he chose. He received quite a good result and needed minimal assistance mainly in just expanding his ideas. We believe that this success was mainly due to Mr Leslie and his teaching methods, that Nicholas was able to do this and be confident to complete the task.

Another change and improvement that we have noticed is his public speaking and leadership skills. He is also more independent. All of this can be attributed to the teaching environment in his class. Nicholas often mentions things they discuss in the classroom and it sounds like they are being encouraged to make the best life choices for themselves and also being made aware of the world they live in and both the positive and negative issues we face today. Matthew Leslie is a good role model in many ways for the students and I think they are very much influenced by him both as their teacher and as a support person which young people need these days. Also the students enjoy being in his class and they want to be there and therefore are more keen to learn and participate at school.

Daryl and Rose Clarke