



NQT Education Tutors' Meeting

NW Centres: Wednesday 8th July 2015

SE Centres: Friday 10th July 2015

10am – 1pm (latest)

Contents of meeting:

1. PowerPoint presentation (approx. 45 – 60 min)
2. Short break: morning tea (15 – 20 min)
3. Classroom management skills (15 – 20 min)
4. A chance for Q & A

Tutors to retain a copy of this document (and a copy will be kept on SMTS).

Sample essay / writing skills term outline for primary levels (years 3 – 6)

(Suggested brief lesson plans for English portion of the lesson only. Total time: between 75- 90 minutes)

Week	Activity and time allocation	Notes
1 Essay week	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards) Essay writing: 40 – 45 min this week students should be working on topic 1 in week 1 of students' homework book <ol style="list-style-type: none"> A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet) The final 15 – 30 min: Spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>Please note that the topics that should be prioritised are:</p> <ul style="list-style-type: none"> • Essay writing • Spelling test • Reading comprehension • Grammar skills • Punctuation revision <p>If you teach a class merged/multi-year level (e.g. grades 3 and 4), you are encouraged to select one of the topics in either year level to teach ALL your students. However, ALL students must write down any board notes.</p>
2	<p>This week, your students should bring their essay drafts in for corrections and as Management has observed, most tutors have been able to read through and mark these drafts. This lesson plan is based on your having read through and marked the first drafts.</p> <ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards) Writing skills/essay improvement: 25 – 45 min (depending on year level and feedback) your students need to be given overall feedback about how they can improve their first draft from essay 1 (week 1) to work on in this lesson. Specific notes on the whiteboard should be given and the essay drafts should be discussed. The remainder of the lesson: the English homework must be explained. Students to spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities. 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson. Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced 'very good' to 'excellent' first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 1 in this lesson.</p> </div>
3	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be</p>

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<p>Essay week</p>	<p>and tutor to sight work afterwards)</p> <p>3. Essay writing: 40 – 45 min this week students should be working on topic 2 in week 2 of students' homework book</p> <p>a. A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet)</p> <p>4. The final 15 – 30 min: Spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities</p>	<p>assigned for homework as extra practice for students.</p> <p>Please note that the topics that should be prioritised are:</p> <ul style="list-style-type: none"> • Essay writing • Spelling test • Reading comprehension • Grammar skills • Punctuation revision <p>If you teach a class merged/multi-year level (e.g. grades 3 and 4), you are encouraged to select one of the topics in either year level to teach ALL your students. However, ALL students must write down any board notes.</p>
<p>4</p>	<p>This week, your students should bring their essay drafts in for corrections and as Management has observed, most tutors have been able to read through and mark these drafts. This lesson plan is based on your having read through and marked the first drafts.</p> <p>1. Spelling test: 5 – 10 min (allowing time for corrections)</p> <p>2. Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards)</p> <p>3. Writing skills/essay improvement: 25 – 45 min (depending on year level and feedback) your students need to be given overall feedback about how they can improve their first draft from essay 1 (week 1) to work on in this lesson. Specific notes on the whiteboard should be given and the essay drafts should be discussed.</p> <p>4. The remainder of the lesson: the English homework must be explained. Students to spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities.</p>	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson.</p> <p>Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced 'very good' to 'excellent' first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 2 in this lesson.</p> </div>
<p>5 Essay week</p>	<p>1. Spelling test: 5 – 10 min (allowing time for corrections)</p> <p>2. Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards)</p> <p>3. Essay writing: 40 – 45 min this week students should be working on topic 3 in week 5 of students' homework book</p> <p>a. A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet)</p> <p>4. The final 15 – 30 min: Spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities</p>	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>Please note that the topics that should be prioritised are:</p> <ul style="list-style-type: none"> • Essay writing • Spelling test • Reading comprehension • Grammar skills • Punctuation revision

Week	Activity and time allocation	Notes
		If you teach a class merged/multi-year level (e.g. grades 3 and 4), you are encouraged to select one of the topics in either year level to teach ALL your students . However, ALL students must write down any board notes.
6	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards) Writing skills: 20 – 35 min (depending on year level and feedback) your students need to be given overall feedback about how they can improve their first draft from essay 3 (week 5) to hand in to you next week. Specific notes on the whiteboard should be given and the essay drafts should be discussed. The remainder of the lesson: the English homework must be explained. Students to spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities. 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson. Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced 'very good' to 'excellent' first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 3 in this lesson.</p> </div>
7 <i>Essay week</i>	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards) Essay writing: 40 – 45 min this week students should be working on topic 4 in week 6 of students' homework book <ol style="list-style-type: none"> A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet) The final 15 – 30 min: Spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>Please note that the topics that should be prioritised are:</p> <ul style="list-style-type: none"> • Essay writing • Spelling test • Reading comprehension • Grammar skills • Punctuation revision <p>If you teach a class merged/multi-year level (e.g. grades 3 and 4), you are encouraged to select one of the topics in either year level to teach ALL your students. However, ALL students must write down any board notes.</p>
8	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) Reading comprehension task: 15 – 20 min (depending on year level and length of text; as well as allowing time for corrections – class corrections is recommended and tutor to sight work afterwards) Writing skills: 20 – 35 min (depending on year level and feedback) your students 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson. Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced 'very good' to 'excellent'</p>

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	<p>need to be given overall feedback about how they can improve their first draft from essay 3 (week 5) to hand in to you next week. Specific notes on the whiteboard should be given and the essay drafts should be discussed.</p> <p>4. The remainder of the lesson: the English homework must be explained. Students to spend remainder of the class on any punctuation and / or grammar-based activities as these should take precedence over vocabulary, dictionary or other spelling-related activities.</p>	<p>first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 4 in this lesson.</p> </div>
9	<p>Students to complete the following activities as and when they appear in their books (and if applicable for your students' year levels)</p> <ol style="list-style-type: none"> 1. Spelling test 2. Explain English homework 3. Reading comprehension 4. Punctuation 5. Grammar 6. Vocabulary and spelling based activities 7. Dictionary skills-based activities 	<p>Please note that reading comprehension is essential and should not be set for homework and ideally, completed as a class after whole-class reading aloud.</p> <p>You should also still be prioritising the grammar and punctuation-based activities over dictionary skills / vocabulary activities. Time and time again, it is evident that NQT Education students are still making errors in their writing when it comes to basic punctuation and grammar so these activities take precedence.</p>
10	<p>Students to complete the following activities as and when they appear in their books (and if applicable for your students' year levels)</p> <ol style="list-style-type: none"> 1. Spelling test 2. Explain English homework 3. Reading comprehension 4. Punctuation 5. Grammar 6. Vocabulary and spelling based activities 7. Dictionary skills-based activities 	
11	<p>Students to complete the following activities as and when they appear in their books (and if applicable for your students' year levels)</p> <ol style="list-style-type: none"> 1. Spelling test 2. Explain English homework 3. Reading comprehension 4. Punctuation 5. Grammar 6. Vocabulary and spelling based activities 7. Dictionary skills-based activities 	

Sample essay / writing skills term outline for secondary levels (years 7 – 10)

(Suggested brief lesson plans for English portion of the lesson only. Total time: between 75- 90 minutes)

Please note that English content taught at years 7 – 10 is not as structured as the content taught in the primary levels. The topics tend to be more topic-based and allow for a lot of class discussion and often, class interaction. Therefore the following term English outline can be adapted in a variety of different ways that responds to the needs of your students.

Week	Activity and time allocation	Notes
1 Essay week	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) The middle of the lesson: approx. 40 – 45 min. <ol style="list-style-type: none"> Tutors to teach the main part of the week's lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate's. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. Essay writing: final 40 – 45 min of lesson: this week students should be working on topic 1 in week 1 of students' homework book <ol style="list-style-type: none"> A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet) 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>If you teach a class merged/multi-year level (e.g. years 7 & 8), you are encouraged to select one of the topics in either year level to teach ALL your students. However, ALL students must write down any board notes.</p>
2	<p>This week, your students should bring their essay drafts in for corrections and as Management has observed, most tutors have been able to read through and mark these drafts. This lesson plan is based on your having read through and marked the first drafts.</p> <ol style="list-style-type: none"> Spelling test: 5 – 10 min (allowing time for corrections) The middle of the lesson: approx. 50 – 55 min. <ol style="list-style-type: none"> Tutors to teach the main part of the week's lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate's. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. Writing skills/essay improvement: final 40 – 45 min of lesson: (depending on year level and feedback) <ol style="list-style-type: none"> Your students need to be given overall feedback about how they can improve their first draft from essay 1 (week 1) to work on in this lesson. Specific notes on the whiteboard should be given and the essay drafts should be discussed. 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson.</p> <p>Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced 'very good' to 'excellent' first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 1 in this lesson.</p> </div>

Week	Activity and time allocation	Notes
	b. Students can commence essay final improvements in class during this time as they might not complete this for homework	
3 Essay week	<ol style="list-style-type: none"> 1. Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) 2. The middle of the lesson: approx. 40 – 45 min. <ol style="list-style-type: none"> a. Tutors to teach the main part of the week’s lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate’s. b. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. 3. Essay writing: final 40 – 45 min of lesson: this week students should be working on topic 2 in week 2 of students’ homework book <ol style="list-style-type: none"> a. A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet) 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>If you teach a class merged/multi-year level (e.g. years 7 & 8), you are encouraged to select one of the topics in either year level to teach ALL your students. However, ALL students must write down any board notes.</p>
4	<p>This week, your students should bring their essay drafts in for corrections and as Management has observed, most tutors have been able to read through and mark these drafts. This lesson plan is based on your having read through and marked the first drafts.</p> <ol style="list-style-type: none"> 1. Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) 2. The middle of the lesson: approx. 50 – 55 min. <ol style="list-style-type: none"> a. Tutors to teach the main part of the week’s lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate’s. b. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. 6. Writing skills/essay improvement: final 40 – 45 min of lesson: (depending on year level and feedback) <ol style="list-style-type: none"> a. Your students need to be given overall feedback about how they can improve their first draft from essay 2 (week 2) to work on in this lesson. Specific notes on the whiteboard should be given and the essay drafts should be discussed. b. Students can commence essay final improvements in class during this time as they might not complete this for homework 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson.</p> <p>Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced ‘very good’ to ‘excellent’ first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 2 in this lesson.</p> </div>
5 Essay week	<ol style="list-style-type: none"> 1. Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) 2. The middle of the lesson: approx. 40 – 45 min. <ol style="list-style-type: none"> a. Tutors to teach the main part of the week’s lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate’s. b. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>If you teach a class merged/multi-year level (e.g. years 7 & 8), you are encouraged to select one of the topics in either year level</p>

Week	Activity and time allocation	Notes
	3. Essay writing: final 40 – 45 min of lesson: this week students should be working on topic 3 in week 5 of students' homework book <ol style="list-style-type: none"> A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet) 	to teach ALL your students. However, ALL students must write down any board notes.
6	<p>This week, your students should bring their essay drafts in for corrections and as Management has observed, most tutors have been able to read through and mark these drafts. This lesson plan is based on your having read through and marked the first drafts.</p> <ol style="list-style-type: none"> Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) The middle of the lesson: approx. 50 – 55 min. <ol style="list-style-type: none"> Tutors to teach the main part of the week's lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate's. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. Writing skills/essay improvement: final 40 – 45 min of lesson: (depending on year level and feedback) <ol style="list-style-type: none"> Your students need to be given overall feedback about how they can improve their first draft from essay 3 (week 5) to work on in this lesson. Specific notes on the whiteboard should be given and the essay drafts should be discussed. Students can commence essay final improvements in class during this time as they might not complete this for homework 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson.</p> <p>Any incomplete English work should be allocated for homework.</p> <p>OPTION: if your students have produced 'very good' to 'excellent' first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 2 in this lesson.</p> </div>
7 <i>Essay week</i>	<ol style="list-style-type: none"> Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) The middle of the lesson: approx. 40 – 45 min. <ol style="list-style-type: none"> Tutors to teach the main part of the week's lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate's. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. Essay writing: final 40 – 45 min of lesson: this week students should be working on topic 4 in week 6 of students' homework book <ol style="list-style-type: none"> A more detailed sample lesson plan on how to teach this part of the lesson on page of this booklet) 	<p>It is anticipated that in weeks throughout the term where students are required to write the first draft of a new essay topic that some of their English class work may not be completed and should be assigned for homework as extra practice for students.</p> <p>If you teach a class merged/multi-year level (e.g. years 7 & 8), you are encouraged to select one of the topics in either year level to teach ALL your students. However, ALL students must write down any board notes.</p>
8	<p>This week, your students should bring their essay drafts in for corrections and as Management has observed, most tutors have been able to read through and mark these drafts. This lesson plan is based on your having read through and marked the first drafts.</p> <ol style="list-style-type: none"> Spelling test: 5 – 10 min (applies to students in years 7 & 8 only) The middle of the lesson: approx. 50 – 55 min. 	<p>Please note: See page 11 for sample activities to lead your class in the writing skills portion of the lesson.</p> <p>Any incomplete English work should be allocated for homework.</p>

Week	Activity and time allocation	Notes
	<ul style="list-style-type: none"> a. Tutors to teach the main part of the week's lesson that allows time for class discussions and ideally, class corrections. Students should be able to either correct their own work or a classmate's. b. Tutors to impose strict timeframes around each page of work students are to do to ensure that most/all is corrected. <p>3. Writing skills/essay improvement: final 40 – 45 min of lesson: (depending on year level and feedback)</p> <ul style="list-style-type: none"> a. Your students need to be given overall feedback about how they can improve their first draft from essay 4 (week 6) to work on in this lesson. Specific notes on the whiteboard should be given and the essay drafts should be discussed. b. Students can commence essay final improvements in class during this time as they might not complete this for homework 	<p>OPTION: if your students have produced 'very good' to 'excellent' first drafts, you may decide that they do not need to resubmit wholly re-written final drafts. HOWEVER, you must still choose a portion of the essays for your students to improve upon and resubmit in this lesson.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All tutors should aim to have marked using the provided rubric the final or amended draft of ESSAY 2 in this lesson.</p> </div>
9 - 11	<p>Students in years 7 and 8 will do their weekly spelling tests and then activities as outlined in their class workbook</p> <p>Students in years 9 and 10 will complete activities as outlined in their class workbook</p>	<p>There is flexibility in the final weeks of term for you to spend time with your students to further develop any writing skills as you see fit.</p>



Sample lesson plan: Essay writing

AIM: Introducing a new essay topic / text type (45 min duration)

Time	Suggested Activity	Suggested Assessment / Evidence to check understanding (You need to ensure there is lots of student input and facilitate class discussion and participation)
3 – 5 min	Discuss with your class what the key purposes and main audiences of the text type the students will be writing about. Have students copy down – make notes for students to copy down brief.	<i>(Students may or may not have a copy of the text type structure in their homework books. If you require additional worksheets, please email me directly at susan.phu@nqt.com.au).</i>
10 – 15 min	Provide a clear and succinct outline / structure (dot point is best) of the text type – write on the whiteboard and ensure students copy down the notes The structure needs to be written in language suitable to your class and their year level	Ask students what they know about the text type structure (e.g. “What usually goes into the introduction of a narrative?”) and add to this to the class notes.
10 min	Outline the key language features of this text type – have students copy down notes and again, keep notes brief and simple (preferably dot point)	Ask students to provide actual examples of language features to demonstrate their understanding and have them write this in their books (e.g. if you are teaching recounts and one of the key language features is that the text is written in the past tense, have students write down and share examples of past tense verbs)
10– 15 min	Explain the actual essay task in detail that students need to complete for homework Spend adequate time brainstorming a variety of ideas and have students write down these ideas – keep all board writings brief and pitched appropriately to the year level	Ask ALL students to contribute an idea in brainstorming stage and have all students copy down notes Have students pair up or form groups of three and given each pair/group responsibility for brainstorming a different portion of the essay
10 – 15 min	Model writing: It is good practice for students to see a sample of writing to know what they are expected to write. Collaborate with your class to write a portion of the essay (e.g. could be a few sentences that demonstrates good use of interesting adjectives; a sample introduction for a high-quality persuasive essay, etc)	If you ever require sample writing of any particular text type, please email directly with your request to: susan.phu@nqt.com.au Have students share their responses with the class OR check every single student’s work so they can produce SOME evidence of their writing in class

SUGGESTED ESSAY WRITING ACTIVITIES

Some of the activities you could undertake with your class in your 45 min essay block could be:

- Teaching your students the proper structure of the text type they are writing (and not just reading what is already in their books) but through additional materials and discussion
- Brainstorm effectively ideas as a class to help the students start writing
- You can allow time in class to write where you walk around and check how they are doing
- Set pair or group work writing tasks depending on the text type they are doing and what year level your students are
- Model writing for your students by writing on the board a sample paragraph, introduction, conclusion or even a few sentences
- Show your students practical ways to improve their writing e.g. using description, imagery, dialogue, etc
- Have students share their work with the class in discussion and encourage students to help each other
- Find samples (they can be found on the internet) of good and bad writing of a text type and show these to your students to help them understand what they SHOULD and SHOULDN'T do in their own writing
- Pick out ONE specific and common aspect of your students' drafts that required general improvement and spend the allocated time teaching students on how to improve this (e.g. use of specific punctuation; use of consistent tenses; correct use of talking marks and dialogue, etc).
- Teach older students (in years 7 – 10) how to research information effectively for essay writing and how to avoid plagiarism
- Modelling students on how to write a paragraph in TEEL form properly and then giving students a chance to rewrite an existing paragraph from their drafts in TEEL form.
- Make sure students are given the opportunity to redraft (in class if you think it is appropriate) so by the end of the term there is evidence of student writing that has been drafted and improved - students should NOT only be doing one draft and that is it

If you need anything printed for you, please email your teaching manager directly or have the file ready on a USB for the centre

Suggested ways to conduct your lesson

General parental feedback has been:

Issue	Explained
Work not being done	Too much of their children's work has been left blank and / or incomplete – this seems to apply to primary levels more than secondary levels
Corrections	Corrections are sporadic or not being done at all

Issues:

Issue	Explained
Tutor feedback and management observations	Tutors have too little time to be able to get through all the work with their students
	Tutors are teaching the work (this applies more to Maths than English) in page order, not showing a 'real' planning or prioritising of work according to the students' needs
	The students' work is resulted in large chunks not being attempted or completed or worse, not even being explained properly

Suggested ways to tackle this:

Suggestion	Explained
Planning properly and allocating a realistic timeframe for activities	First of all, management expects that when tutors write their lesson plans on the board, they have looked through the week's work with careful consideration on what needs to be explicitly explained and taught and list the activities accordingly
Lesson plans shouldn't always be in page order as in student workbooks	The lesson plan could be in page order but this isn't always necessarily the case
ALL work should be explained and attempted if not enough time to complete 100%	Parents would rather see ALL sections of the class workbook attempted and corrected, RATHER THAN whole pages not attempted and therefore, not corrected at all
Corrections	Wherever possible (especially for older students) encourage whole class corrections of class workbook activities
Students to take 'cheat' notes in their books that simplifies maths theory	Senior Management wants to see much more in terms of tutors explaining the maths theory using step by step points on the board that VERY SUCCINCTLY CONDENSES THE WORKBOOK THEORY with lots of worked examples, which can be very long and sometimes difficult for students to grasp. Students do need to bring in their own notebooks / exercise books for this to occur

Examples of allocating maths work so all sections are attempted:

After theory has been explained, you can:

- Set every second question to do
- Allocate the left or right hand side of work for students to do
- Ensure as a class, worked examples are completed together on all maths pages before students to attempt the remaining questions on their own

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