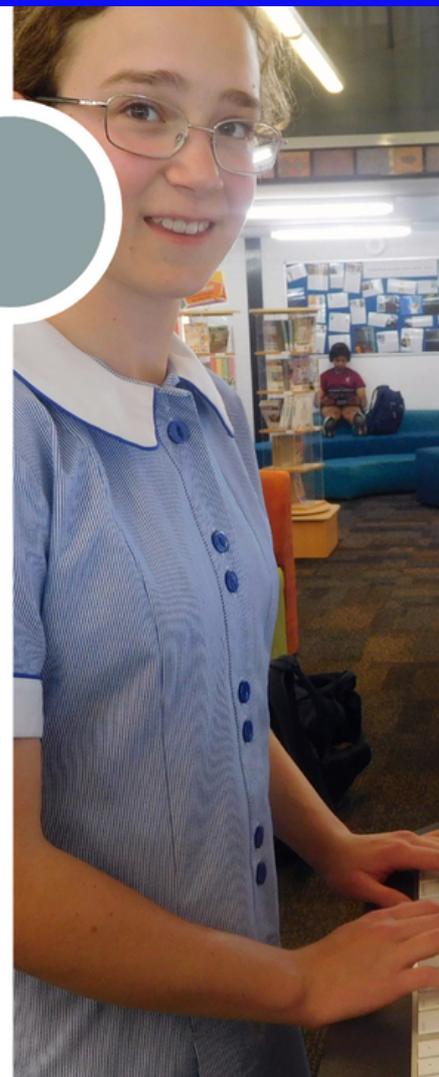




EVIDENCE
FOR LEARNING

Implementation Profile

Implementing wide-reading through library at Radford College, ACT



ENGLISH & LIBRARY

WIDE READING



Implementing wide-reading through library

Evidence for Learning would like to offer our sincere thanks to the team at Radford College for their contributions to the development of this Implementation Profile.

Introduction

At Radford College, the rate at which library staff were reshelving books led to an interesting inquiry. Students were surveyed about their reading habits and the data collected highlighted that:

- students lacked understanding about the importance of reading long-term
- students often read low-level texts and from familiar genres
- and there was little accountability of what was read.

Further to this, a consistent downward trend was seen in borrowing levels from Year 7 to Year 10.

There was a culture of 'read and discard' with students selecting books during sustained silent reading sessions, and not continuing to read the same book in subsequent sessions.

As a result of this investigation, a decision was made to overhaul the Year 7 to 10 sustained reading program.

Context

Radford College is a large, Anglican co-educational school in Bruce, Canberra.

2070 students are enrolled in the P-12 school, supported by 170 teaching staff and a number of other support and administrative staff.

This implementation profile focuses on work conducted within the secondary school.

"Through this initiative, we've gathered valuable data and insights allowing us to change the way we interact with students, the language that we use, and to further tailor the library collection to encourage wider reading at appropriate levels of challenge."

Susan Davenport
Head of Library & Information Services

Key evidence resources

The implementation team from Radford College explored the research evidence around wide-reading, and saw that despite their practice reflecting what the research indicated was successful, they were not seeing the impacts that were expected. This was the impetus for refocusing on implementation.

Guidance Reports

Putting evidence to work: a schools guide to implementation.



Active Ingredient

English teachers have a good understanding of the approach to reading, and how the library collection and staff support students to read

The library staff were deliberate and considered in sharing their impetus and data with staff as they proposed changes to how English classes interacted with the library collection and staff. New language and narrative around reading was developed from there, with an emphasis on the role of goal setting and the intention of wide-reading at the forefront.

Active Ingredient

Students value opportunities to read and broaden their reading selections

It was clear in the data collected that Radford students were becoming comfortable reading from a small number of familiar genres. This was often leading to students reading texts that provided little challenge.

Library staff saw an immediate change in the engagement with students when they offered 'recommendations' rather than 'help', which allowed them to scaffold students into more challenging texts and new genres.

In addition, students are actively engaged in goal setting to select level appropriate and varied texts. Already, students' commitment to read whole texts, rather than read and discard after a set time period, has been evident.

Active Ingredient

Library and English staff have greater confidence in assessing progress related to reading

As the library staff initiated the refreshed wider-reading program, they worked alongside English staff to develop, test and refine assessment rubrics which supported the intended outcomes while responding to the range of achievement across Year 7 to 10.

These rubrics linked explicitly to goals that students set as part of their planning, captured through surveys which were conducted during class.

Sustainability

Establishing this change as a shared priority between the English and library staff has enabled this initiative to build quickly, and early indicators such as library borrowing and re-shelving rates are demonstrating a shift in the way teachers and students are thinking about reading in English.

Surveys to capture this change, and the influence it has on key literacy measures, have been developed to understand the longer term impacts of the initiative.

Read more

A full implementation plan for Radford College is [available here](#). This approach to wide-reading is one part of a broader approach to teaching English at Radford College.

Evidence for Learning has a range of materials to support implementation including:

- [Putting evidence to work: a school's guide to implementation](#) - a useful starting point for schools thinking about implementation in their own context.
- [A suite of illustrations and profiles](#) which demonstrate how Australian schools have implemented approaches in their contexts.
- [A summary of active ingredients](#) which supports schools to understand and articulate the essential components of their implementation plan.
- A resource to support schools [gather and interpret data](#) in order to identify priorities.

Photo credit: Radford College



**EVIDENCE
FOR LEARNING**