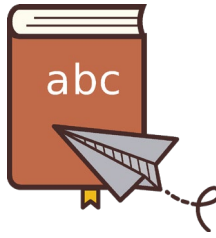


The teaching of reading is a collaborative process that requires ongoing reflection of instructional practices. Keeping the learners in mind, this document can inspire reflection and dialogue about the complexities of planning and teaching of reading.



Use this document collaboratively (Eg: SBT), to consider what is known about a learner, then use the principles of structured literacy to prioritize how the school can support a child / classroom.



Student learning is impacted by many factors such as: relationships, environment, motivation, emotions, culture, executive functioning



Student learning is supported by teachers engaged in ongoing reflection and conversation



Use the principles of structured literacy to reflect on instructional practices to make shifts and reprioritize planning / teaching. Consider:

- **Responsive** – formative assessment provides information about student skills to prioritize and target instruction
- **Differentiated** – responding to ongoing assessment and progress monitoring for each literacy skill
- **Explicit** – clear, direct explanations, immediate feedback followed by modeling and student application
- **Multi-sensory** – simultaneous use of two or more learning modalities to improve engagement and memory (Eg: listen, view, speak, touch, feel & move)



What is Collaborative Inquiry?

Inspired by the [Network of Inquiry and Indigenous Education](#), the spiral of inquiry invites educators to be curious, listen to learners and reflect on our own practices, as we strive to provide high quality learning opportunities for all young people.