

Gradual Release of Responsibility Strategies

Strategies	Purpose	Characteristics	Teacher Role	Student Role	Clarification
1. Familiarising	To activate prior knowledge and build background knowledge in relation to the learning area focus. This assists students to make connections and develop a deeper level of understanding when they encounter new concepts, processes and strategies.	<ul style="list-style-type: none"> Focal point is making connections and building background knowledge Whole class Sustained session (20-30 minutes) Each session is focussed on developing understanding of the learning area focus and the language used in that context Clear direction is provided by the teacher to support active student participation. 	Teacher leads the session directing students and scaffolding the participation of each student.	Students actively participate and follow teacher.	Familiarisation is NOT: <ul style="list-style-type: none"> Providing a list of vocabulary for students to view or memorise A set of rotational activities Unplanned Disconnected from the curriculum. The teacher leads students through planned experiences designed to support making connections with prior knowledge and extending background knowledge of the curriculum focus.
2. Modelling	To demonstrate and verbalise the behaviours and thinking processes used when engaging with texts for a specific purpose. This assists students to develop an understanding of processes and strategies and how and when to apply them.	<ul style="list-style-type: none"> Focal point is the teacher's 'thinking aloud' Whole class or small group Brief session (5-10 minutes) Each session has a clear, singular focus Clear 'think aloud' statements are used Multiple demonstrations. 	Teacher provides the learner with a model of literate behaviours and verbalises the thinking processes involved.	Students participate by actively listening and watching.	Modelling is NOT: <ul style="list-style-type: none"> Unplanned Disconnected from the curriculum A time for contributions or suggestions by students Students will require multiple demonstrations before they are able to apply new learning and understanding to then work.
3. Sharing	To work collaboratively to jointly construct meaning and develop a range of effective strategies for comprehending and composing. This assists students to develop the confidence that goes along with the accomplishment of being able to access and create texts that are beyond their independent level.	<ul style="list-style-type: none"> A teacher –managed blend of modelling, class participation and focussed discussion Whole class or small group Brief sessions (10-20 minutes) Each session has a clear, singular focus Shared sessions take place multiple times in a short timeframe Students articulate the strategies. 	Teacher leads the demonstration and invites student participation at specific points.	Students work with others to make and build meaning and take on more of the responsibility with each shared session.	Sharing is NOT: <ul style="list-style-type: none"> The teacher making deliberate mistakes for students to identify and correct Groups of students comprehending or composing texts and then sharing these with the class Disconnected from the curriculum.
4. Guiding	To provide explicit instruction and feedback that guides and supports students to use the behaviours and processes required when engaging with texts. This assists students to independently engage with texts of increasing levels of difficulty and to develop their expertise in a supportive environment.	<ul style="list-style-type: none"> Focus is working to apply strategies students already know to new or unfamiliar texts Flexible small groups of student with similar identified needs Brief sessions (10-20 minutes) Each session has a clear, singular focus that the student already has experience with Reading, viewing, writing and creating – mostly silent 	Teacher provides instruction, feedback and support as required.	Students apply strategies with teacher support as required.	Guiding is NOT: <ul style="list-style-type: none"> Unplanned A new or unfamiliar focus Round robin (taking turns) Limited to commercial levelled reading programs Disconnected from the curriculum
5. Working Independently	To provide opportunities for students to take charge and independently apply learnt understandings, processes and strategies. This assists students to apply understandings, processes and strategies in meaningful contexts and to refine, consolidate and extend their learning and confidence.	<ul style="list-style-type: none"> Independent texts/tasks that are self-selected, jointly decided or teacher determined Sustained sessions (20-30 minutes) Mostly silent Student often has responsibility for choosing the text/task Afterwards, students are provided with opportunities to share. 	Teacher observes. Teacher may model independent work.	Students work independently and often silently.	Working independently is NOT: <ul style="list-style-type: none"> Reading a text well beyond the student's capability Disconnected from the curriculum.