



PETAA

PRIMARY ENGLISH TEACHING
ASSOCIATION AUSTRALIA
CONTINUAL PROFESSIONAL GROWTH

NEW TITLE
INFORMATION
2018

PETAA PUBLICATION #117:

Teaching with Intent

*Scaffolding academic language
with marginalised students*

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Dr Helen Harper, University of New England**

Teaching with Intent: Scaffolding academic language with marginalised students is the result of the latest PETAA Research Grant. You can find the full report on the PETAA [Research Grant](#) page on our website (under the 'About menu')

This important publication presents a powerful approach to scaffolding academic language. The authors use the discipline of science to demonstrate how language is a central pedagogic tool for intentional teaching and learning. Teachers are guided through the complete process in a clear and accessible style.

"As teachers, we are responsible for helping students make sense of what they are learning at school, by making explicit the learning goals and the processes for reaching them, including importantly, powerful language. This book is about bringing students in from the edge, to become confident and participating members of our classroom learning communities."

PART ONE

FOUNDATIONS OF TEACHING AND LEARNING

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Chapter 2 Effective pedagogy for educationally marginalised students

Chapter 3 The world of science and its powerful language

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PART TWO

MACRO-SCAFFOLDING: FROM THEORY INTO PRACTICE

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PART THREE

MICRO-SCAFFOLDING: TALKING WITH INTENT

Chapter 7 The micro-scaffold: purposeful classroom dialogue

Chapter 8 Lens 1: Sharing the purpose of activities

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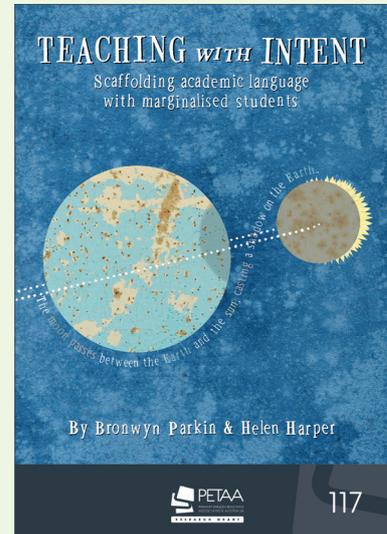
PART FOUR

ASSESSMENT AND TRANSFER

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Chapter 12 Transferring and adapting scaffolding pedagogy to other learning areas

Appendix 1 Looking at the purposes of classroom talk through three lenses



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The Primary English Teaching Association Australia (PETAA), founded in 1972, is a national professional association supporting primary school educators in the teaching and learning of English and literacies across the curriculum. For information on how to join and to view professional learning resources, visit the PETAA website.



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