

Nelson Professional Development Workshops

PRESENTED BY CARMEL SMALL

LAYING THE FOUNDATION FOR LITERACY

Intentional planning for a new school year

How can all students reach a level of literacy success in my classroom? How can I differentiate their literacy learning? How do I identify and support the literacy needs of my students? This session will help teachers to work through these questions...

This three hour session will support any early career teachers to purposely plan for literacy learning in their classrooms for the year ahead and will also support more experienced teachers to refresh their existing literacy programs.

Participants will explore ways to explicitly use the Australian English Curriculum and to strategically plan for and use assessment and success criteria to identify the next teaching foci to improve learning in literacy. In this way teachers will be able to identify that they are making a difference to student learning in their classrooms.

This will be a practical session where participants will engage with:

- Strategies for daily literacy teaching : Modelled, Guided and Independent
- Strategies for constructing text – oral and written
- The significance of explicitly embedding grammar within the daily literacy program.
- Benchmarking of learning - using assessment criteria in formative ways
- Putting a Literacy Block together - how does it work daily?
- Understanding a range of texts to meet the requirements of the Australian Curriculum

EXPLICITLY TEACHING WRITING

As children are now assessed nationally using criteria based indicators, teachers must explicitly teach students about the text, sentence and word level demands of text.

This session will focus on explicitly teaching children how to make word choices appropriate to the text type. We will examine the words that make different texts work in both the ability to construct and comprehend them. We will focus strongly on linking the explicit teaching of reading to the explicit teaching of writing.

Session overview:

- Identifying the features, at the whole text, sentence and word level, of a range of text types
- Understanding the need for students to access and manipulate language
- Teaching children the structure of text
- Teaching children explicitly how to choose words to effectively construct texts
- Using effective strategies to assist students to learn editing skills
- Teaching/Learning activities to develop vocabulary for writing factual texts
- Linking the explicit teaching of reading to the explicit teaching of writing
- Linking most appropriate text types to the wider curriculum



MERRYLANDS, NSW

LAYING THE FOUNDATION FOR LITERACY

TUESDAY 19 JANUARY 2016

Venue: Club Merrylands Bowling
Cnr Oxford & Newman Street
MERRYLANDS NSW 2160

Session: 9.30am – 12.30pm

Registration: 9.00am

Cost: \$125.00 per attendee
(includes GST, morning tea and handouts)

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EXPLICITLY TEACHING WRITING

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Secure your attendance prior to the school holidays!

**RSVP by
FRIDAY 18 DECEMBER**

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☎ +613 9685 4199
🌐 www.nelsonprimary.com.au/pdregister

RSVP BY FRIDAY 18 DECEMBER

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CANCELLATION POLICY

1. Registration can be transferred to a substitute teacher at any stage prior to the workshop.
2. Cancellations within 14 days of the workshop, 50% of the fee will be invoiced to the school.
3. Cancellations within 7 days of the workshop, 75% of the fee will be invoiced to the school.
4. Cancellations must be in writing to kim.jones@cengage.com.

Tuesday,
19 January 2016

Wednesday,
20 January 2016

Name of Teacher(s), School and Email Address

Please tick this box if you would be interested in hosting Professional Development in your school and enter your details below

School: _____

Address: _____ Postcode: _____

Contact name: _____

Contact email: _____

Contact phone: _____



Presenter Profile: Carmel Small – Professional Development Consultant

Carmel has extensive experience in working in a variety of educational roles at a state, regional and school level. With recent experience as a school leader, she is aware of emerging school needs and priorities for quality teaching and learning in a range of school settings. She is extremely passionate about assessment for learning processes, particularly in relation to the use of explicit literacy strategies and classroom data to inform practice.

Carmel's Experience includes:

- Principal & Deputy Principal roles
- Curriculum Consultant role
- Specialist teaching roles including English as a Second Language (ESL/EALD)
- Special interest in literacy development of students with learning difficulties

Further information:

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