

# Nelson Professional Development Workshops

PRESENTED BY CARMEL SMALL

## 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 Outline:

- Identifying the features, at the whole text, sentence and word level, of a range of text types
- The need for all our students to access and manipulate language
- Teaching children the structure of text
- Teaching children explicitly how to choose words to effectively construct texts
- 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.

## Explicitly Teaching Grammar

This practical hands-on workshop will examine the grammatical features of differing text types, embedding the teaching of grammar in writing, scope and sequence of grammar over the primary school and analysing grammar at the word, sentence and whole text levels.

### Session Outline:

- Definitions of grammatical terms linked to the curriculum
- Identifying the literacy demands of specific learning areas
- Supporting students with their writing skills
- Explicitly teach grammar strategies within the writing program
- Supporting teachers to scope and sequence literacy needs in learning areas for their students

## WHYALLA

EXPLICITLY TEACHING WRITING  
WEDNESDAY 5 AUGUST

**Venue:** Quest Whyalla  
Conference Room  
9-11 Darling Terrace  
Whyalla SA 5600

**Session:** 4.00pm – 6.00pm

**Registration:** 3.30pm

**Cost:** \$95.00 per attendee (includes GST, afternoon tea and handouts)

## WHYALLA

EXPLICITLY TEACHING GRAMMAR  
THURSDAY 6 AUGUST

**Venue:** Quest Whyalla  
Conference Room  
9-11 Darling Terrace  
Whyalla SA 5600

**Session:** 4.00pm – 6.00pm

**Registration:** 3.30pm

**Cost:** \$95.00 per attendee (includes GST, afternoon tea and handouts)

**\$95.00 PER ATTENDEE  
PER SESSION**

RSVP by  
THURSDAY 30 JULY



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# RSVP BY THURSDAY 30 JULY

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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.

*Wednesday, 5 August*  
WHYALLA

*Thursday, 6 August*  
WHYALLA

Name of Teacher(s) and School      Please indicate which session(s) you will be attending →


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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