

Nelson Professional Development Workshops 2017

PRESENTED BY CARMEL SMALL

EXPLICITLY TEACHING WRITING

(With a Focus on the Narrative Text Type)

To be acknowledged as highly competent writers, the Australian Curriculum encourages that students can write to the demands of a range of texts. These are broadly defined as being Persuasive, Imaginative and Informative.

Within these range of texts, students are expected to be able to construct a variety of genres including Expositions, Narratives and Responses, amongst others. Therefore, students must understand the different literacy demands relating to text structure, vocabulary and sentence structure, through the explicit teaching of literacy.

This professional learning will be practical and hands-on, and will provide strategies and resources to support teachers to explicitly teach the writing demands of text to their students.

This workshop will focus on:

- Understanding the literacy needs of a balanced writer and the links to reading
- Examining the writing demands of a range of Australian Curriculum texts, including structure, purpose, grammar, vocab and other language features.
- Explicitly teaching children how to structure their writing appropriately to specific types of text
- Examples of orally constructing text
- Modelled writing and scaffolding of the narrative text (including editing strategies)

DEVELOPING THE LITERACY BLOCK

In this session we will look at the teaching of Reading and Writing as key components of the Daily Literacy Block and provide you with best practice strategies to support students to fully develop a range of literacy skills.

The Daily Literacy Block is a dynamic and differentiated class learning time which provides the very foundation for future confidence, skill and capability in Literacy. Sessions involve the whole-part-whole approach. The teacher introduces any session with an explicit whole-class learning focus. This is followed by the class being allocated specifically-related small group activities. The teacher working with one group of children usually grouped by reading levels, or strategic/skill-based needs, would have a set of defined objectives to be taught. As key elements of daily literacy instruction Guided Reading and Writing involve every child working with the teacher in a small group several times throughout the week.

Session Outline:

- Understanding the needs of the balanced reader and writer
- Teaching strategies for reading: Modelled, Guided and Independent
- Teaching strategies for developing writing skills
- Putting the Literacy Block together - how does it fit into a teaching day?
- Developing skills in literacy across a range of texts to meet the requirements of the Australian Curriculum



BYFORD

EXPLICITLY TEACHING WRITING

MONDAY 13 FEBRUARY

Venue: Byford Primary School
36 Clifton Street Byford WA 6122
(Car parking along Mary St)

Registration: 3.45pm

Session: 4.00pm to 6.00pm

MT CLAREMONT

EXPLICITLY TEACHING WRITING

TUESDAY 14 FEBRUARY

Venue: Wollaston Conference Centre
Wollaston Road
Mt. Claremont WA 6010

Registration: 3.30pm

Session: 4.00pm to 6.00pm

EATON

DEVELOPING THE LITERACY BLOCK

THURSDAY 16 FEBRUARY

Venue: Glen Huon Primary School
9 Monash Blvd Eaton WA 6232

Registration: 3.30pm

Session: 4.00pm to 6.00pm

COST:

\$110 PER PARTICIPANT

FOR EACH SESSION

(includes GST, afternoon tea & handouts)

**RSVP BY:
WEDNESDAY 8 FEBRUARY**

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🌐 www.nelsonprimary.com.au/pdregister

RSVP BY WEDNESDAY 8 FEBRUARY

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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 jillian.lim@cengage.com.



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: _____



Carmel has significant experience 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. 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 and qualifications include: » Deputy Principal / Principal Roles » Curriculum Consultancy at the regional level for the Department Of Education Child Development in SA » Primary Australian Curriculum Implementation Officer for the Department of Education and Child Development in SA » Specialist teaching roles including English as a Second Language (ESL/EALD) » Early Years Teacher and Literacy Key Teacher (at rural and metropolitan schools) » Curriculum writer for Open Access College (to support Distance Education) » Special interest in the literacy development of students with learning difficulties » Diploma Of Teaching and Gifted Education Trainer

Further information:
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