



South Australian 2016 Literacy and Numeracy EXPO

Tuesday 30 August and Wednesday 31 August

“Bringing out the Best”

Celebrating National Literacy and Numeracy Week

Opened by
Minister of Education and Child Development,
The Honourable Susan Close

Bringing out the Best is about our students’ best and our own best.
Our Expo provides an opportunity for teachers to share high quality literacy and numeracy
practice in Birth to Year 12 settings.

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South Australian 2016 Literacy and Numeracy Expo PROGRAM

Tuesday 30 August 2016 (Numeracy)

Venue: Education Development Centre, Hindmarsh.

Time: 8.45am for 9.00am start.

Cost: \$50 per day (includes refreshments and lunch).

Key note speaker, **Dr Steve Thornton**,
Executive Director of the national reSolve: Maths by Inquiry project.

Followed by

CONCURRENT NUMERACY WORKSHOPS (Refer detailed program).

then

Key note speaker, **Mr Rod Nancarrow**, Education Consultant.

Venue: Education Development Centre, Hindmarsh.

Time: 2.15pm-3.15pm

[Register Here](#)

Wednesday 31 August 2016 (Literacy)

Venue: Education Development Centre, Hindmarsh.

Time: 9.00am for 9.15am start.

Cost: \$50 per day (includes refreshments and lunch)

key note speaker, **Dr Beryl Exley**, Associate Professor, Faculty of Education, Queensland
University of Technology.

Followed by

CONCURRENT LITERACY WORKSHOPS (Refer detailed program).

then

Key note speaker, Dr Rosie Kerin, Education Consultant.

Venue: Education Development Centre, Hindmarsh.

Time: 2.15pm-3.15pm.

[Register Here](#)

Welcome to our numeracy key note
speaker – Dr Steve Thornton,
Executive Director of the national
reSolve: Maths by Inquiry project
Tuesday 30 August 2016



Steve Thornton is Executive Director of reSolve: Mathematics by Inquiry, an Australian government funded project managed by the Australian Academy of Science in collaboration with the Australian Association of Mathematics Teachers. The project produces classroom and professional resources to promote inquiry approaches to school mathematics from Foundation to Year 10. Steve has previously lectured in mathematics teacher education at the University of Oxford, the University of Canberra and Charles Darwin University. He has wide experience as a teacher of mathematics, as a researcher in mathematics education, as leader of a national professional development program for the Australian Mathematics Trust, and as a consultant and critical friend to numerous mathematics education projects.

Steve is a Life Member of the Australian Association of Mathematics Teachers and has been awarded a B.H. Neumann medal for excellence in Australian mathematics education. He has written numerous journal articles and book chapters, and has presented keynote addresses and workshops at Australian and international mathematics education conferences.

Key note title:

“Inviting the Best – a Spirit of Inquiry in Numeracy”

Key note abstract:

What do we mean by “best”? Is it something we can easily define and measure? Or is it an ethos, a way of thinking about teaching and learning that might be called a “spirit of inquiry”?

The reSolve: Mathematics by Inquiry project is guided by what we have called the Protocol – a vision for the teaching of mathematics and numeracy that emphasises mathematical purpose, challenge and access, and a collaborative knowledge-building culture. The Protocol shapes and permeates the professional and classroom resources we are developing in reSolve, which in turn will help promote a spirit of inquiry through sustained cultural and pedagogical change.

In this address you are invited to engage with some of the reSolve materials and to consider how you and your students might embrace a spirit of inquiry in mathematics and numeracy.

Welcome to our Numeracy Key
Note Speaker: Mr Rod Nancarrow,
Education Consultant
Tuesday 30 August 2016



Rod Nancarrow has extensive experience in both mathematics education and educational leadership. Over four decades he has worked as a teacher, mathematics consultant, Aboriginal education teacher, principal, district director, regional director and most recently as Director of Numeracy and Literacy with the Department for Education and Child Development.

Enabling every child and student to be a powerful learner of numeracy is a passion for Rod and he is convinced that every learner can powerfully engage in their learning.

He continues to be frustrated that so many learners find mathematics and numeracy to be dull and disengaging; he believes all should find it to be connected, exciting and purposeful.

Throughout his career Rod has been an activist for change and has worked with leaders and teachers to support them in shifting their mathematics and numeracy practices. He has initiated and led a range of innovations including:

- The powerful learners of numeracy and literacy agenda as outlined in the DECD Birth to 18 Numeracy and Literacy Strategy (2013).
- The Preschool Indicators of Numeracy and Literacy (2014)
- The Leading Numeracy and Literacy Improvement program for preschool and school leaders (2014-2016).
- The DECD Results Plus program involving every public education leader in the State in focussed numeracy and literacy improvement (2015-2016).
- The Great Start website and resources for parent and families (2013).

For Rod the critical question is how do we ensure that every learner is a powerful learner of numeracy and that each has the opportunity to be deeply engaged in their numeracy learning? As teachers and leaders we are the ones who can lead this agenda. Rod's key note focus will be on how.

Key note abstract: “Bringing out the Best through Powerful Learners”.

Rod talks about how powerful learners are key to our state's progress with numeracy and literacy. It is essential to balance a child's learning of key skills with how they see themselves as a powerful learner.

Welcome to our Literacy Key Note
Speaker: Dr Beryl Exley, Associate
Professor, Faculty of Education,
Queensland University of
Technology
Wednesday 31 August 2016



Beryl has had an outstanding career and is known for her research work in two interrelated research areas: the teaching of grammar (linguistics) & the sociology of education, especially as it interfaces with social justice. Her 79 publications are listed on QUT eprints and altogether have been downloaded in excess of 50 000 times. Many of these works have been cited numerous times on Google Scholar, Scopus and Web of Science.

Beryl is an active member of the Australian Literacy Educators' Association (ALEA), and from 2006 to 2013 served as the ALEA Queensland State Director. In 2013 she co-convened the AATE/ALEA Joint National Conference for 830 national and international delegates. Since 2005 she has been the Australian representative on IDOC (International Oceania Development Committee), to advance literacy teaching and learning. In 2015 Beryl was invited by the International Literacy Association board to take the role of international Chair of IDOC.

During her time at QUT, Beryl has taught in English Curriculum & Literacy Education units in the BEd Primary, BEd Secondary, BEd Early Childhood, & MEd Coursework. Beryl adopts a socio-critical approach to curriculum planning, implementation & assessment. In 2011 she was awarded a "Teaching and Learning – Scholarship of Teaching Award" as well as a "Teaching and Learning – Teaching Excellence Team Award". Since 2011, Beryl has been recognised as a "Higher Degree Research Supervisor Accreditation Level 1" academic.

Beryl has been a classroom teacher for 11 years, teaching in early and middle years classrooms in Education Queensland and Independent Schools Queensland. Beryl has undertaken QUT sponsored sabbaticals to teach and research in one remote Indigenous community in the Torres Straits (2008). She was a sessional tutor in sociology of education, Studies of the Society and Environment curriculum and general teaching practices at Griffith University at Mt Gravatt and Logan campuses from 1998 – 2001. From 2001 she has been an academic staff member in English Curriculum and Literacy Education at QUT. She has completed numerous consultancies with Education Queensland/ State Schools Queensland, Catholic Education, Independent Schools Queensland, and Family Day Care.

Beryl has delivered presentations throughout Australia and in 2008 was honoured with the appointment as a [National Literacy and Numeracy Week National Ambassador](#). She was an ALEA National Conference keynote presenter in Sydney (2012), Darwin (2014) and Adelaide (2016). Beryl has also conducted professional development for teachers in New Zealand, Samoa, Fiji, Cook Islands, South Korea, China, PNG and France. She has delivered keynote presentations in South Korea in 2012, 2013 and 2016 and in Fiji in 2012.

Key note abstract: "Bringing out the Best in Literacy."

The starting point of my keynote is that all teachers are teachers of literacy. The definition of literacy is broadened to encompass the four practices of code breaker, meaning maker, text user and text analyst (Luke & Freebody, 1990). Practical examples of how these literate practices articulate to all curriculum areas in all years of schooling are shared.

Welcome to our Literacy Key

Note Speaker: Dr Rosie Kerin,

Education Consultant.

31st August 2016



When Rosie began working in the field of literacy and English education, computers had not yet made their way into schools; only specialist university courses taught film studies; and the novels, poetry, comprehension exercises and essay writing reigned supreme in the English class. Over the past 30 years, so much has changed in the lives of teachers and students, and in literacy and English and such change has been at the heart of Rosie's research interests, teaching, and project work in curriculum design and pedagogical innovation.

After teaching in middle and secondary schools, Rosie worked as a literacy consultant for Catholic Education South Australia, then as a lecturer/researcher in the School of Education at the University of South Australia. Rosie is now an independent consultant, engaged in research, curriculum design, professional learning projects and writing. You can find out more about Rosie's projects and publications at <http://www.writeme.net.au>.

Keynote Abstract: Powerful Pedagogies in literacy and English teaching and learning

Current data of educational achievement in Australia reveals that in reading-literacy assessment, students from the bottom quarter of socio-economic status are at an average of more than two years behind those students in the top quarter of socio-economic status. While data sets from standardized testing tell only part of the story, combined with everyday experiences in classrooms around the country, inequity and the education divide across communities and within classrooms is both troubling and challenging. But it's not all bad news.

Using the concept of 'powerful pedagogies', Rosie will integrate theory and practice to explore some approaches to re-engage and connect with students, and particularly those languishing at the tail end of Australia's underperformance. Many of the lessons come from the field of education, but surprisingly it's also possible to learn from surgeons striving to reduce mortality rates in hospitals, and international pilots who routinely launch massive aircraft with hundreds of passengers into the skies. Like teaching, these are complex roles with high stakes, so what might we learn, and how might a single lesson or teacher make a difference to reduce the threat of underachievement in classrooms?

Program overview – Tuesday 30th August - Numeracy

8:00am 9:00am	Registration
9:00am 9:30am	Welcome Kaurna Acknowledgement Opened by the Honorable Susan Close, Minister for Education and Child Development
9:30am 10:30am	Key note address: Dr Steve Thornton, Executive Director of the of the national reSolve: Maths by Inquiry project
10:30am 11:00am	Morning Tea
11:00am 12:00noon	<p>Workshop 1: Bee bots and iPads Using technology to engage young learners in mathematics (Megan Loffler, Pilgrim School, Early Years R-2).</p> <p>Workshop 2: Re-positioning technology as a social connector – introducing a humanoid robot to an early years program (Sarah Croston-Melling, St Peter’s Girls’ School, Early Years R-5).</p> <p>Workshop 3: Numeracy for Aboriginal Students (Sue van den Broek with Rikki-Lee Watson Port Lincoln Primary School R-2).</p> <p>Workshop 4: Questioning in Maths: increasing productive struggle and student dialogue for learning. (Belinda Robertson East Adelaide School Yrs 3-6).</p> <p>Workshop 5: Putting numeracy learning in the children’s hands: Exploring and building on children’s intuitive theories of measurement. (Michelle Menadue, St Augustine’s Parish School R-2).</p> <p>Workshop 6: RoboMaths (Alison Barr, St Joseph’s School Years 3-7).</p> <p>Workshop 7: Numeracy in Stage 1 General and Essential Maths SACE subjects. (Annette Johnston, SACE Board).</p> <p>Workshop 8: Using an understanding of student misconceptions to improve their numeracy skills (David Andrew, Mathematical Association of South Australia, Secondary focus).</p> <p>Workshop 9: Bringing out the best in Preschool Mathematics and Numeracy learning (Sharyn Lockett DECD, Lisa Jane-O’Connor PMA)</p>
12:00 1:00pm	Lunch.
1:00pm 2:00pm	<p>Workshop 1: Bee bots and iPads Using technology to engage young learners in mathematics (Megan Loffler, Pilgrim School, Early Years R-2).</p> <p>Workshop 2: Re-positioning technology as a social connector – introducing a humanoid robot to an early year’s program (Sarah Croston-Melling, St Peter’s Girls’ School, Early Years R-5).</p> <p>Workshop 3: Numeracy for Aboriginal Students (Sue van den Broek with Rikki-Lee Watson Port Lincoln Primary School R-2)</p> <p>Workshop 4: Questioning in Maths: increasing productive struggle and student dialogue for learning. (Belinda Robertson East Adelaide School Yrs 3-6).</p> <p>Workshop 5: Putting numeracy learning in the children’s hands: Exploring and building on children’s intuitive theories of measurement. (Michelle Menadue, St Augustine’s Parish School R-2)</p> <p>Workshop 6: RoboMaths (Alison Barr, St Joseph’s School Years 3-7).</p> <p>Workshop 7: Numeracy in Stage 1 General and Essential Maths SACE subjects. (Annette Johnston, SACE Board).</p> <p>Workshop 8: Wow, look how we have changed! (Lisa-Jane O’Connor, Primary Maths Association).</p> <p>Workshop 9: Early Years Mathematics and Numeracy learning in action (Chaired by Kerry Hugo PMA)</p>
2:15pm 3:15pm	Key note address: Mr Rod Nancarrow, Education Consultant.
3:15pm 3:30pm	Evaluation, thank you and close.

Program overview – Wednesday 31st August - Literacy

8: 30am– 9:15am	Registrations
9:15am – 9:30am	Welcome Kaurna Acknowledgement
9:30am – 10:30am	Key note address: Dr Beryl Exley, Associate Professor, Faculty of Education, Queensland University of Technology
10:30am – 11:00am	Morning Tea
11:00am – 12:00noon	<p>Workshop 1: Literacy and the Humanoid Robot. How to successfully integrate a humanoid robot into your classroom and facilitate innovative learning. (Ben Curtin and Sarah Hein, Our Saviour Lutheran School; Primary Years 3-6).</p> <p>Workshop 2: Data driven impact in an Early Years setting (Tania Darling, Director of Early Years, Scotch College; Early Childhood R-5).</p> <p>Workshop 3: 'Up close and personal'. Key and engaging instructional practices to bring out the best in older readers (Alexandra Newbold: Literacy Coach, Linden Park, Parkside, Glen Osmond & Unley Primary Schools.).</p> <p>Workshop 4: 'Intentional Play'. Using the Walker Learning Approach learn how to make the most of intentional play (Karen Dickens: Salisbury Downs Primary School).</p> <p>Workshop 5: Disciplinary Literacy (Samantha McCarthy, St Mary Magdalene's School) (Yr 5/6)</p> <p>Workshop 6: Engaging reluctant writers using drawing (Kendall Schenk St Mary Magdalene's school).</p> <p>Workshop 7: Our best qualities – literacy and life lessons (Melanie Smith, Eynesbury Senior College).</p> <p>Workshop 8: 'Don't let NAPLAN and the Australian Curriculum get in the way of good teaching practice' (Alison Robertson, SA English Teachers Association).</p> <p>Workshop 9: Early Years Children's Voice in Literacy Development. Ann Millhouse, Director, Bains Road Preschool.</p>
12:00 – 1:00pm	Lunch.
1:00pm – 2:00pm	<p>Workshop 1: Literacy and the Humanoid Robot. How to successfully integrate a humanoid robot into your classroom and facilitate innovative learning. (Ben Curtin and Sarah Hein, Our Saviour Lutheran School; Primary Years 3-6).</p> <p>Workshop 2: Data driven impact in an Early Years setting (Tania Darling, Director of Early Years, Scotch College Early Childhood R-5).</p> <p>Workshop 3: 'Up close and personal'. Key and engaging instructional practices to bring out the best in older readers. (Alexandra Newbold: Literacy Coach, Linden Park, Parkside, Glen Osmond & Unley Primary Schools.).</p> <p>Workshop 4: 'Intentional Play'. Using the Walker Learning Approach learn how to make the most of intentional play (Karen Dickens: Salisbury Downs Primary School).</p> <p>Workshop 5: Disciplinary Literacy Samantha McCarthy, St Mary Magdalene's School Yr 5/6</p> <p>Workshop 6: Engaging reluctant writers using drawing (Kendall Schenk St Mary Magdalene's school).</p> <p>Workshop 7: Our best qualities – literacy and life lessons (Melanie Smith, Eynesbury Senior College).</p> <p>Workshop 8: Strategies for meeting all literacy needs in the mainstream classroom (Pam Fitzgerald, Lecturer in Education Torrens University; Australian Literacy Educators' Association).</p> <p>Workshop 9: Maximising Early Years Literacy Moments through Dramatic Play & Technology' (Janet Burrow Project Officer, Learning Improvement Division, DECD)</p>
2:15pm – 3:15pm	Key note address: Dr Rosie Kerin, Education Consultant.
3:15pm – 3:30pm	Evaluation, thank you and close.

Tuesday 30th August Numeracy Workshop Details

Workshop 1: Bee bots and iPads. Using technology to engage young learners in mathematics (Megan Loffler, Pilgrim School; Early Years R-2).

This session will share classroom stories that demonstrate how digital technologies such as iPads and bee bots, can be used to engage junior primary students in learning that involves critical and creative thinking, collaboration and the development of number concepts. The stories will also share how the use of digital technologies enhanced the students' understanding of number and encouraged them to discuss their learning and use their oral language skills to explore mathematical concepts.

Workshop 2: Re-positioning technology as a social connector – introducing a humanoid robot to an Early Years Program. (Sarah Croston-Melling, St Peter's Girls' School; Early Childhood R-5).

Find out about how we have re-positioned technology as a social connector in our early years practice. I will describe our journey as we introduced a humanoid robot to our four and five year-old children. Discover the way in which this technology has enhanced our children's literacy, numeracy, leadership and inquiry skills as well as the way it brings children together and enhances their social skills. As the children form early understandings of coding and ways in which technology can be used we are challenged to re-imagine our teaching methods and pre-conceptions of how children learn.

Workshop 3: Numeracy for Aboriginal Students. No compromises on quality (Sue van den Broek with Rikki-Lee Watson, Port Lincoln Primary School R-2, Early Years).

The presenters, Rikki-Lee and Sue, have had roles as both Aboriginal Education Teachers and Junior Primary Classroom teachers, working in DECD schools with disadvantage category levels 1 to 4 with high percentages of Aboriginal Students. Sue is currently a Coordinator of Primary Australian Curriculum (CPAC) for the Port Lincoln Partnership.

In this workshop the presenters will share their experiences and ideas on the following:

- What we know about the performance of Aboriginal students in Numeracy?
- What sorts of teaching strategies are likely to be effective with Aboriginal Students?
- What resources have proven value?
- What whole school structures or processes support this to occur?

In this 1-hour presentation, Rikki-Lee and Sue will share their ideas and experiences from the Port Lincoln Partnership Schools, in regional South Australia, in ensuring Aboriginal Students access the “hard stuff in Numeracy and not JUST have a good time” in R-2 classrooms.

Workshop 4: Increasing productive struggle and student dialogue through questioning in maths. (Belinda Robertson and Adele Giannone, East Adelaide School Yrs 3-6).

As teachers we are increasingly asked to help our students think deeper. Who is doing most of the thinking in your classroom?

Discover practical and specific strategies that enable “productive struggle” and increase student dialogue during Maths sessions.

Tuesday 30th August Numeracy Workshop Details

Workshop 5: Putting numeracy learning in the children's hands: Exploring and building on children's intuitive theories of measurement. (Michelle Menadue, St Augustine's Parish School R-2).

During this session the presenter will provide a 'snapshot' of student's intuitive theories of measurement and explore ways to build further learning. The strategic orchestration of classroom discussion will be explored as a way of deepening and challenging children's theories. It is through the free flowing discussion that the children are able to prove, disprove or challenge one another's thinking. The investigations will focus on length and area, there will be links to the children's everyday experiences and to picture books. Questioning techniques will be explored to help support, clarify and challenge the children's thinking in order to connect to and deepen understanding. Participants will leave with ideas for lessons, strategies for orchestrating discussions, questioning prompts and ideas for documenting learning.

Workshop 6: RoboMaths. (Alison Barr, St Joseph's School Years 3-7).

This workshop offers hands on opportunities to develop the use of robotics in the Mathematics curriculum in Yrs 3-7. We will experiment with BeeBots, ProBots, Spheros and Lego EV3 robotics. There will be opportunities to develop and share rich inquiry tasks that simultaneously address the Digital Technology and Mathematics curriculum.

Workshop 7: Addressing aspects of numeracy through open topics in Stage 1 General and Essential Mathematics. (Annette Johnston, Consultant, SACE Board).

In this workshop Annette will explore the flexibility the Open Topic (available in both the Essential and General Mathematics subjects) offers teachers to support aspects of numeracy in Stage 1 SACE. Two example programmes, together with supporting resources, will be explored. One addresses the understanding of random processes and risk. The other looks at understanding mathematical relationships through graphs.

Workshop 8 (Morning): Using an understanding of student misconceptions to improve their numeracy skills. (David Andrew, Mathematical Association of South Australia, Secondary focus)

This workshop will look at what numeracy is, why numeracy is important, how numeracy and mathematics are interrelated and the challenges in schools of recognising numeracy as a general capability essential in all subjects. It explores some of the reasons students make mistakes or develop misconceptions and how teachers can either use these or modify their approach to enhance student learning.

[Cont....](#)

Tuesday 30th August Numeracy Workshop Details

Workshop 8 (Afternoon): Wow, look how we have changed! (Lisa-Jane O'Connor, Primary Maths Association).

Wow, have we made some changes! This group of educators from two sites will share some short scenarios that describe the transformational changes they have made to their mathematics learning and teaching practices that have resulted in high levels of engagement and learning for their learners. Come and share in the learning stories of these educators and their learners as they describe the ways in which they have used a dual focus on the adults having a deep understanding of the mathematics AND an approach that requires learners to have more agency and to resolve mathematical situations so as to create engagement and increased outcomes. Come and hear our story!

Workshop 9 (Morning) Bringing out the best in Preschool Mathematics and Numeracy learning. (Sharyn Lockett DECD, Lisa Jane-O'Connor PMA)

This session will explore the actions that educators need to take to build an environment which supports young preschool learners to see themselves as being and becoming mathematicians in their world. The session will offer some key questions for consideration and then some illustrations of practice from one preschool practitioner.

Workshop 9 (Afternoon) Early Years Mathematics and Numeracy learning in action. (Aberfoyle Hub Preschool and the Elizabeth O'Grady Kindergarten)

In this session which is co-presented by staff from the Aberfoyle Hub Preschool and the Elizabeth O'Grady Kindergarten, the educators will share their stories and examples of the successful ways in which they have engaged their learners with the learning described in the DECD Indicators of Numeracy.

Wednesday 31st August Literacy Workshop Details

Workshop 1: Literacy and the Humanoid Robot. How to successfully integrate a humanoid robot into your classroom and facilitate innovative learning (Ben Curtin and Sarah Hein, Our Saviour Lutheran School; Primary Years 3-6).

Ben Curtin and Sarah Hein (Our Saviour Lutheran School) will be sharing their story and preliminary data from their learning journey with 'Pink' -a NAO Humanoid Robot- and how they integrated her into the classrooms at Our Saviour Lutheran to facilitate deep learning and student engagement. Articles of their work have been featured in *Education Today*, *Education Review*, *The Educator*, and *Teacher Magazine*. Ben and Sarah will highlight practical and pedagogical considerations for educators looking to successfully integrate robotics and coding into their classrooms. They will present key findings from their preliminary data analysis demonstrating genuine links between student learning and the skills and knowledge embedded in the new Digital Technologies curriculum. Come and discover how 9 weeks of working with a Humanoid Robot has changed one group of students' attitude to coding and how they learn best, perhaps for a lifetime!

Workshop 2: Data driven impact in the Early Years. (Tania Darling, Director of Early Years, Scotch College). Early Childhood R-5).

This workshop will share with participants the Scotch College ELC journey of developing a system to collect data that measures the effectiveness of the learning environments and also the effectiveness of the educators and co-educators within those environments, with a focus on literacy skills. This data is used to better inform practice, in order to provide a richer and more effective learning environment, resulting in better outcomes for students. Participants will hear about our motivation to discover more about children's learning, how we developed tools to measure the learning, what the tools look like, how they are used and how effective they are. You will hear about the challenges, the celebrations and the next steps. Questions welcomed!

Workshop 3: 'Up close and personal'. Engaging instructional practices to bring out the best in older readers (Alexandra Newbold with Amy Reid: Literacy Coach, Linden Park, Parkside, Glen Osmond & Unley Primary Schools Primary Years 3-6.).

Shared, collaborative, independent and 'Close Reading' are instructional practices that engage learners to become successful readers. Ali Newbold works in four schools where reading improvement is a high priority. Ali will share her experiences with engaging practices that support deep comprehension of text, build reading mileage and provide feedback to learners about next steps in reading proficiency. Ali and Amy have explored 'Bookclubs' to provide opportunities for deep discussion using Socratic questioning to support students clarify their thinking, challenge them about [assumptions](#) and discuss alternative viewpoints and perspectives. We will share classroom video of examples in action and explore strategies including Close reading, Bookclubs, reciprocal reading and conferencing older readers.

Workshop 4: 'Intentional Play'. Make sure that you make play really count. Learn how important the academic achievement of a child is part of the whole development of the child – socially, emotionally and physically (Karen Dickens, Salisbury Downs Primary School).

The Walker learning Approach is underpinned by intentional teaching, using children's interests (not for the interest alone, but as a catalyst for engagement, motivation and skill instruction) and respect of a child's culture and context. These are used as a springboard to facilitate further understandings and skill development in all areas of learning including literacy, numeracy, language, cognition, social, psychological and emotional development. What is the lived educational experience of children and young people in SA?

Wednesday 31st August Literacy Workshop Details

Workshop 5: Disciplinary Literacy. Explore the complexity of fostering historical thinking in a Primary Years classroom: A research project on 'Children's talk in a 5/6 history class. (Samantha McCarthy, St Mary Magdalene's). A glimpse into a research project conducted by Dr. Cynthia Brock from the University of Wyoming and Samantha McCarthy (St Mary Magdalene's School) on 'Children's Talk in Year 5/6 History lessons', moving towards disciplinary literacy. Disciplinary literacy refers to the unique ways that reading, writing, and talk are used in the discourses of the disciplines (Greenleaf, Cribb, Howlett, & Moore, 2010). The unit used a 3 phased approach developing oral language, reading, writing and performing arts skills. The focus was to actively engage students through critical participation in rich visual and literary texts. The key inquiry question was, 'How did Australian society change throughout the twentieth century?' Phase 1 was developing students' background knowledge about major world events that impacted immigration patterns. Phase 2 focused on Vietnamese immigrants & their contributions to Australia. Phase 3 culminated in students writing script and performing short plays relating to their learning in Phase 2.

Workshop 6: Engaging reluctant writers using drawing. (Kendall Schenk St Mary Magdalene's school). Reluctant writers are becoming an increasingly common occurrence in the Early Years classroom. Based on the research of Dr Noella MacKenzie, Charles Sturt University, this workshop looks at the relationship between talking, drawing and writing and how we use drawing as a stimulus for making meaning in print. This workshop looks how we use drawing as a stimulus for writing. By using shared books and hands on experiences to create drawings, then writing based on these images has been a great way to engage students in active writing experiences.

Workshop 7: Our best qualities; literacy & life lessons. (Melanie Smith, Eynesbury Sen. College, SACE). Literacy is most commonly understood as reading and writing, however, it also encompasses creating, experimenting, comprehending, and analysing. Literate senior school students need the skills to construct and to critically analyse texts. To develop literacy skills in senior school considering there are set of 'qualities' that young people should adopt and these 'qualities' act the framework for this presentation. In developing their literacy skills we can also develop valuable life skills in the process. Here are practical examples linking literacy strategies and skills to these qualities.

Workshop 8 (Morning): 'Don't let NAPLAN and the Australian Curriculum get in the way of good teaching practice'. (Alison Robertson, SA English Teachers Association).

Studies show that the more we teach to a test such as NAPLAN and thus narrow the curriculum, the worse our students will perform in those tests. It is imperative we keep English teaching engaging, challenging and wide ranging, despite pressures to narrow our focus onto what can be easily tested. This interactive workshop will share the strategies and approaches I use with my Year 9 and 10 classes as I prepare students for NAPLAN and address the myriad of content descriptors in the English AC. I teach a range of text types including novels, film, poetry and plays, and help students understand the essential elements of narrative and persuasive texts. I will show how to ensure language conventions are explicitly taught within real texts that students can engage with meaningfully.

Cont....

Wednesday 31st August Literacy Workshop Details

Workshop 8 (Afternoon): Strategies for meeting all literacy needs in the mainstream classroom. (Pam Fitzgerald, Lecturer in Education, Australian Literacy Educators' Association).

Workshop where audience role play literacy strategies that can be used in any subject to support literacy learning and meet a range of literacy needs in the classroom. These include:

- Teach-teach-trade: an engaging strategy for teaching topic-specific vocabulary
- Using graphic organisers to represent understanding
- Before -, during- and after-reading strategies to enhance comprehension.

Workshop 9 (Morning): Early Years Children's Voice in Literacy Development. (Ann Millhouse, Director, Bains Road Preschool.

Ann uses an inquiry approach to curriculum planning where children's questions drive the learning. All curriculum areas, including literacy and numeracy are embedded into the curriculum. It is based on EYLF using holistic approach to teaching and learning. It value children's voice and encourages the sharing of learning with others, children work together to solve big ideas and it is based on play. The staff provides an environment that is responsive, challenging, that encourages children to explore and wonder and to expand their ideas. Bains Road Preschool also has an Inclusive Preschool Program for children with special needs and we use a whole site approach to curriculum planning.

Workshop 9 (Afternoon): "Maximizing Early Years Literacy Moments through Dramatic Play and Technology". (Janet Burrow Project Officer, Learning Improvement Division, DECD)

In early childhood children construct learning around their interests, ideas and knowledge. This workshop explores examples of dramatic play where opportunities for literacy learning were expanded by educator actions. Children's existing knowledge and skills were built upon in a personalised and authentic manner, making literacy a meaningful and pleasurable experience. Oral language skills underpin children's development in literacy and a socio-dramatic approach allows children to speak and hear words in a relevant context. This session explores different language functions that are used in dramatic play as well as ways to integrate technology, for example using the Book Creator app to turn a child's work or play experience into a story.