

# *Auckland Literacy Association Term 4 Newsletter*



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## *New Zealand Literacy Association*



<https://nzla.org.nz/>

## *International Literacy Association*



<https://www.literacyworldwide.org/>

# *President's Pen*



Kia Ora

The year is rapidly nearing an end and in this final newsletter for 2018 I would like to thank members for their support and commitment to sharing and promoting the best literacy practices for learners.

The Auckland Literacy Association has provided a wide range of professional development and learning events which have strengthened the knowledge and skills of all participants. Teachers and leaders from primary, intermediate and secondary schools, specialist support professionals including Reading Recovery Tutors and Trainers, Resource Teachers of Literacy, Resource Teachers Learning Behaviour, National Library Services advisers, researchers and leading academics in the fields of literacy, educational psychology, and bi-literacies and multi-literacies in Maori and Pasifika communities have come together to share and enhance our understanding of literacy.

Our final and very special event of the year – a presentation and dinner with Peter Johnston was a huge success. We plan to repeat this type of very special function next year, with another equally prestigious speaker. As part of the evening's festivities we put all individual and school members into a draw for a free 2019 membership. Congratulations to the winners - Professor Jan Gaffney for the individual membership and Marshall Laing Primary School for the school membership.

Already many schools have renewed their membership for 2019 so we urge you to join up again before the end of the year. The New Zealand Literacy Association levy to regional councils has increased and this has led to a need to increase our membership rates. However the membership fee is still very reasonable for a professional association.

Engagement in reading, writing and oral language and developing a school-wide reading culture have been a theme throughout the year. The programme for 2019 is planned to appeal to all and we will send you details soon.

The President of the International Literacy Association Bernadette Dwyer, whose present research focuses on digital, multimodal, and disciplinary literacies, launched the ILA Children's Rights to Read at the NZLA conference in October. Children deserve access to the education, opportunities, and resources needed to read and write. Be an advocate for every child, everywhere. What we all have in common is a commitment to and passion for creating a just and literate society for all.

Ngā mihi nui

Sue Court

## *‘Take Me to Your Readers’*



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The quiz started at an event for the Waikato

## World final

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## Making Your Approach More literary

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## Making Your Approach More literary

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akldlitassoc@gmail.com

# *NZLA Conference 2018*

## *Sponsored Teacher Reports*

The 2018 NZLA conference was a fabulous event that brought together best practices and new ideas in literacy across a broad spectrum from well researched inquiries to relatable classroom practice. Ideas that were shared by both Peter Johnston and Janet Gaffney really resonated with me. From 'slow teaching' to teaching learners about thinking, and as practitioners questioning 'why' we choose to implement certain practice above others. The conference reminded me that as educators, we can transcend boundaries when we reflect on our principles for learning as opposed to teaching, and not to give up our professional knowledge. It is about what works for our learners in our school setting. I am grateful to have had the opportunity of sponsorship to attend this event. Thank you.

Margaret Carter, Tirimoana Primary School

The 2018 NZLA conference was a great opportunity to hear various key note speakers and other teachers sharing their past and present literacy practices. The speaker who resonated with me the most was Associate Dean Pasifika, Rae Si'ilata speaking about teachers supporting Pasifika learners to make meaningful connections with Pasifika cultures, experiences, languages, literacies, texts and world views. She talked about teachers providing opportunities for Pasifika learners to transfer knowledge, languages and literacies from one context to another. I am very thankful to have received the Marie Clay Literacy Trust Early Careers sponsored teacher award that made it possible for me to attend this conference.

Natalie Makeef, Edmonton Primary School

The NZLA conference left me inspired and wanting more, as there were a lot of hands-on tools to implement into classroom practice. As a result of attending the Jacqui Frost Growth Mindset and Mindfulness workshop I was reminded that I need to breathe and count to 10, recognising that it is also important to teach these steps to our learners. It is important to show our learners that to be successful and productive in learning we also need to focus on personal wellbeing and health. We can achieve anything if we look at challenges as a challenge and not a potential failure. This workshop was based on real-life experiences, in a classroom, with real kids.

Author Kate De Goldi has collated a book that brings together a love of reading to create passionate writers. The teaching notes that sit alongside the **Annual 2** allow teachers to use story as a starting point for creating inspirational writing. Creating a love of writing through stories inspires me!

Miriana Christensen, Tirimoana Primary

NZLA Conference - What an amazing array of speakers there was this year! The conference started with Peter Johnston engaging our students. It continued with a very holistic

viewpoint, with talks around depth of comprehension and how we can stimulate complexity of understanding, the use of technology and the opportunities that are open around the world. Other sessions talked about the whole student and their sense of wellbeing, what books are well liked and how this has changed, not to mention the tools available to students from the various exhibitors. The setting was tranquil enabling us to really concentrate, and the food was delicious. It was wonderful to hear what other schools are implementing. It was an affirmation of what changes our school is making and really supports what is happening in each area of the school, from play based learning to PB4L. By the end of the term I will have shared my learning and understanding with the whole school and strengthened the pedagogy behind what we do. Thank you for this wonderful opportunity.

Debbie Donaghy, Oratia Primary School

## *A snippet of summer inspired by the senses*



### **SUMMER**

*Crimson flowers bloomed quietly,  
as the hot sun gently watched over  
them.*



*I breathed in the sweet smell of summer,  
My toes touched the rough grains of sand,  
I felt the urge to run into the water, glittering like stars on a dark night.  
Dipping my hand into saline sea water,  
The aroma of salty chips filled my nostrils,*



*As the shining sun sinks slowly, ready to  
start its journey to the other side of the  
world.*

*That's the summer I love!*



Molly-Ann Grant  
Year 5 Tirimoana School

## *ILA Conference 2018*

This year's ILA conference was held in Austin, Texas in July. The weather was extremely hot, and the air conditioning in the conference centre was extremely cold, but the conference was 'just right' in almost every way.

The pre-conference institutes on the first day were as popular as ever, and my attendance at the Research Institute was justification for travelling all that way. I took 13 pages of notes! Maureen McLaughlin chaired the day with a very relaxed, inclusive style. The speakers included Nell Duke, Doug Fisher, John Guthrie, Jacy Ippolito, Denise Johnson, Ernest Morrell, Evan Ortlieb, P David Pearson, and Ray Reutzel. Each spoke about a different aspect of their research. The content was precise, thorough, carefully developed and full of possibilities that linked research to effective practice. There were some good challenges presented, such as the dangers of only having ability based groups for instruction. The importance of literature rich classrooms that include reading 'to, with and by' (my NZ bias in this vocabulary!) was constantly reinforced to link the notion of engagement with resilience.

The two days of general conference activities were also very engaging, including hands-on workshops, poster sessions, exhibitor presentations, Special Interest Group sessions (our LEADER SIG presentation was particularly good, but again, my bias is showing!), panels, featured authors and sessions for ILA councils. The annual Research Address and Awards featured Richard Anderson presenting "Children's Productive Use of Academic Vocabulary Words" which included findings from many, many research studies. Some research awards were presented as part of this meeting.

One of the extra special events was the Celebration of the Life of Bill Teale, ILA's Immediate past President. I spent three years on the ILA Board of Directors with Bill and knew him as an outstanding literacy leader whose personal and professional integrity and wisdom and skill endeared him to everyone who knew him. Wendy Carss from the Waikato Literacy Association (and now an ILA Board member – yeah!) and I gave Bill a Kiwi poroporoaki – a tribute that was especially acknowledged by Bills' wife Junko.

I was privileged to be invited to the Literacy Leaders Reception at which the premier ILA awards were presented, followed by an evening of catching up with friends and colleagues while enjoying a jazz band. This was a grand end to a very worthwhile general conference.

The fourth day of the conference was devoted to Children's Literature, and this organisation was an experiment that was most successful. One of the highlights was the 'speed dating' during which authors and illustrators visited each table, talked about their work and after ten minutes moved on! This day was expensive as it was an 'add-on' but each person at the speed dating was given a bag containing the books of the authors and illustrators.

Next year's ILA conference will be held in October, this will be AFTER our own NZLA conference, so I will be going to both – worth saving up for!

Heather Bell



# *Peter Johnston*

## *‘Classroom Talk and Children’s Learning’*



On the 13th November, the Auckland Literacy Association held an inspiring event - a night with Peter Johnston. Peter is a vast well of knowledge when it comes to literacy and he definitely knows his stuff! There were many points that hooked my attention throughout the entire presentation because they are actions that teachers can start implementing and encouraging in their classroom yesterday.

The majority of Peter’s talk was based around creating a community where children are encouraged to become transformative thinkers/doers who also help their peers to transform. I loved the example where one student took a piece of knowledge (chunking a word and checking that it makes sense) that they had learnt from their teacher and used it to teach their peer how to solve unknown words instead of just telling them the word. This is the epitome of the proverb ‘give a man a fish and he’ll eat for a day, but teach him to fish and he’ll eat for the rest of his life’. As teachers, we can do this by making sure that we are intentional with the questions we ask and how we respond to the children. The way we talk to our students is important and they notice when there is a shift in the conversation. A teacher’s goal for reading and writing is to have the children take part in conversation and community.

In these communities, where discussions about texts are encouraged and children are given the freedom to discover themselves as authors, Peter spoke on noticing and encouraging children to take notice of not only the words that are being spoken, but also the facial expressions and body posture of their peers during discussions. Children are very perceptive and will include others in their communities, as was shown in Peter’s many examples.

Captivating children in their learning is not difficult. Peter stated that ‘Children’s learning is optimal when all children are fully engaged’. Personally, I feel this is something that I’m continuing to think about to ensure that the classroom is an effective learning space. Peter proposed that, instead of answer comprehension questions, teachers need to have a conversation about the stories that are being read by asking “catch me up on what you’re reading”.

During writing, Peter suggested not marking the books at all but encouraging the children to see themselves as authors. Their mentors are the authors in the books they read - so use them as examples! When the child has included a technique that another author has used, point it out to them. For example: “(child), you have use adjectives to describe your character just like (author) did in their story (title).”



While the teachers enjoyed an absolutely delicious meal at the Quality Hotel, Parnell, Peter challenged us to think about:

- What do you expect to see and hear in an intellectually healthy classroom?
- What do you expect to see and hear in an emotionally and socially healthy classroom?

I will continue to ponder these as I think about my classroom and challenge myself to create transformative communities where children engage in discourse to discover new things.

Alarna Sutton, Papatoetoe West School



ALA Executive members with Peter Johnston



# *Reading Recovery Institute 2019*



## *Kaitiakitanga: Nurturing Literate Futures*

### **MAJOR INTERNATIONAL EARLY LITERACY CONFERENCE**

- Three intensive days of plenary, featured, and seminar sessions
- Hear world renowned academics, leading researchers and expert practitioners addressing cutting edge topics
- Join the conversation about improving literacy learning and teaching

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**Where:** Aotea Centre, Auckland

**When:** July 17-19, 2019

**Register:** [www.irri2019.nz](http://www.irri2019.nz)

# Children's Rights to Read

1. Children have the **basic human right** to read.
2. Children have the right to **access** texts in print and digital formats.
3. Children have the right to **choose** what they read.
4. Children have the right to read texts that **mirror** their experiences and languages, provide **windows** into the lives of others, and open **doors** into our diverse world.
5. Children have the right to read for **pleasure**.
6. Children have the right to **supportive** reading environments with knowledgeable literacy partners.
7. Children have the right to extended **time** set aside for reading.
8. Children have the right to **share** what they learn through reading by collaborating with others locally and globally.
9. Children have the right to read as a springboard for other forms of **communication**, such as writing, speaking, and visually representing.
10. Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that **support** reading and reading instruction.

**Pledge your support for these #RightsToRead:**  
**[www.rightstoread.org](http://www.rightstoread.org)**

## He motika nō te hunga tamariki ki te pānui tuhinga

1. He motika ā-ira tangata nō te hunga tamariki ki te pānui tuhinga.
2. He motika ō te hunga tamariki ki te whai wāhi ki te tuhinga ā-pepa; ā-mati rānei.
3. He motika ō te hunga tamariki ki te kōwhiri i ā rātou pānui tuhinga.
4. He motika ō te hunga tamariki ki te pānui tuhinga hei whakaata i ana wheako, me tō rātou reo, hei matapihi ki te oranga o ētahi atu, hei whakatuwhera kūaha ki te ao hurihuri.
5. He motika ō te hunga tamariki ki te pānui tuhinga mō te hākoakoa noa iho.
6. He motika ō te hunga tamariki ki te taiao tautoko i te pānui tuhinga i te taha o te hunga mārama ki te ao o te pānui tuhinga.
7. He motika ō te hunga tamariki ki te wā tōroa kua rāhuitia ki te pānui tuhinga.
8. He motika ō te hunga tamariki ki te tiritiri i ō rātou akoranga mai i te pānui tuhinga, mā te mahi ngātahi ā-rohe, ā-ao rā anō.
9. He motika ō te hunga tamariki ki te pānui tuhinga hei huarahi ki ētahi au tūmomo whakawhitiwhiti māramatanga, pērā me te tuhituhi, te kōrerorero, me te pohewa.
10. He motika ō te hunga tamariki ki te whai hua mai i ngā rauemi o ngā kāwanatanga, o ngā umanga, o ngā whakahaerenga e mahi nei, e manaaki nei rā anō i ngā akomanga o te pānui tuhinga.

**Kī taurangitia mai tō tāutoko mō ēnei #RightsToRead:**  
**[www.rightstoread.org](http://www.rightstoread.org)**

# Auckland Literacy Association

## 2019 Membership Subscription

### School Invoice



#### School Membership \$80.00

- schools can send up to 5 staff to seminars/workshops at member rates
- receive free copies of NZLA Literacy Forum (- a peer reviewed journal, 3 issues annually)
- receive ALA newsletters (4 electronic issues annually)
- have opportunities to hear literacy experts at seminars and workshops
- your staff can apply for sponsorship to attend the annual NZLA conference
- Your can apply for study awards and
- are able to join the 'International Literacy Association' and receive their publications

Please include email and address so your school receives newsletters and Literacy Forum NZ.

\*Nominate a staff member to join ALA committee and your school can have an extra attendee at ALA events at no cost

School Name	
Contact Person	
Email	
Mailing Address & postcode	

#### Payments to: Auckland Literacy Association

Bank: ASB 12 3047 0068110 00

**Reference:** your name or school name

Please email completed form to [akldlitassoc@gmail.com](mailto:akldlitassoc@gmail.com)

Alternatively post cheque with completed form to:

Alarna Sutton  
Auckland Literacy Association  
c/o Papatoetoe West School  
1 Hillcrest Rd, Papatoetoe 2025

**YOU MUST SEND THIS FORM TO [akldlitassoc@gmail.com](mailto:akldlitassoc@gmail.com) or post otherwise you will not be completely registered. We need this so you receive NZLA FORUMS newsletters and emails**

# Auckland Literacy Association

## 2019 Membership Subscription

### Individual Invoice



#### Individual Membership \$65

- are able to attend seminars and workshops at member rates
- receive free copies of Literacy Forum ( NZLA Forum- a peer reviewed journal, 3 issues annually)
- receive ALA newsletters (4 electronic issues annually)
- have opportunities to hear literacy experts at seminars and workshops
- can apply for sponsorship to attend the annual NZLA conference
- can apply for study awards, and
- are able to join the 'International Literacy Association' and receive their publications,

Please include email and address so you can receive newsletters and Literacy Forum NZ

Name	
Position	
Email	
Mailing Address & postcode	

Payments to: **Auckland Literacy Association**

Bank: **ASB** 12 3047 0068110 00

**Reference:** your name or school name

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