



# Auckland Literacy Association Newsletter Term Two 2019

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## New Zealand Literacy Association



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



<https://www.literacyworldwide.org>



## President's Pen: Auckland Literacy Association

Tēnā koutou, tēnā koutou, tēnā koutou katoa

To ALA members,

What a great start to 2019. We hope we have inspired you to investigate innovative literacy learning environments and engage your students in amazing digital literacy initiatives. Our workshops, seminars and publications have been designed to support teachers as they continue to evolve their practice, extend their pedagogical knowledge around literacy and inspire students to be competent, motivated and independent across a widening array of literacy modes.

*'If we teach today as we taught yesterday, we rob our children of tomorrow.'*

John Dewey

Ngā mihi nui  
Bronwyn Hayward  
President, ALA



### AUCKLAND LITERACY ASSOCIATION



Please note and update contact information for ALA. ALA is part of the NZLA, our new email address now aligns with other regional literacy associations in NZ. The new EMAIL is:

**[aucklandliteracy@nzla.org.nz](mailto:aucklandliteracy@nzla.org.nz)**

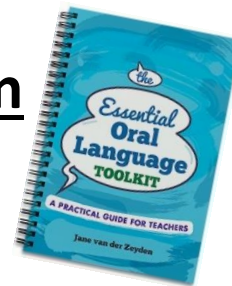
## Term 2 Event Reminder - Registration Now!

*Only eight days to go to ...*



### Literacy in a new era of Education

“Jane van der Zeyden”



**Date: Wednesday 8<sup>th</sup> May**

**Venue: Papatoetoe West School, 1 Hillcrest Rd, Papatoetoe**

**Time: 4.30 – 6.00pm**

Jane has worked in literacy and ESOL professional development. She will share her expertise about how we should be adapting our teaching to include new foci and some of the pedagogical changes that have been promoted over the last few years.

## Term 1 Event Reports

### **Getting Started: Inspiring Literacy in an Innovative Learning Environment**

Four teachers from three different schools shared their perspectives around ILEs, including organisation, set up, and the collaboration and innovation required by teachers and senior management. The teachers needed to be adaptive, collaborative, reflective and open to extending their pedagogical knowledge and practice to reflect the innovative teaching philosophy of their schools.

Team leader Anna Watkin from Massey Primary School shared practical aspects of working in an ILE. This is a Junior School area catering to Year 1, 2 and 3 children. The teachers have prioritised the development of student voice and ownership of learning. Students are encouraged to understand, articulate and focus on their individual goals. The teaching team follow the STEAM approach to support this learning. This uses Science, Technology, Engineering, the Arts and Mathematics to access points for guiding student inquiry, dialogue, and critical thinking, and supports the students in their 'Passion Projects'.



The six classes or Passport groups of around 22 students each have coverage of eight teachers. Anna is released and available to support her team of teachers. Students are grouped by 'stage rather than age'. A teacher takes students for both reading and writing based around the RTR colour bands, allowing for greater connections and transference across both reading and writing. There is consistency across the

team in the use of the 'Daily 5' approach. Students choose and complete both compulsory and independent tasks regularly. Teachers closely monitor and track students and there is a strong emphasis on extending student independence and increasing responsibility for their own learning. Students move to the next stage grouping when they are ready.



Miriana Christensen and Kerry Jackson work closely at Tirimoana Primary School with Year 5 students. They have organised collaborative learning for their students within the confines of single cell classrooms. Their approach has evolved out of a shared vision and a school wide focus on collaboration through their CoL. They have a shared appreciation of the ideas of Murray Gadd. They continually challenge each other, their practice and ideas. They want students to continue to grow to become independent, motivated learners who make worthwhile choices around their learning.

The physical confines have been a challenge but there is modern moveable furniture allowing for a variety of learning spots and teaching spaces. Like Massey Primary School, they have found it is easier logistically for teachers to move rather than students. As teachers move, they teach, interact and set students up for success. Students are encouraged to be in a mind-set of being ready to learn, to collaborate and to understand what learning looks like for everyone across the space.

Students are organised into mixed ability groups and the teachers encourage peer to peer teaching and learning between the students as in a 'Tuakana Teina' relationship. Priority learners are identified and learning areas selected from data analysis. These students receive greater teacher time especially across literacy. Students are responsible for completing and checking off their 'Must Do' and 'Can Do' tasks. The teachers noted that the students have become more capable in monitoring independently and with peers in this learning environment. There is an important focus on embedding the shared language around giving and receiving feedback and providing feedforward to support students in becoming increasingly intrinsically motivated.

Both Miriana and Kerry emphasised that things move fast in their ILE and that it is critical for them to take time to know their learners, to take time to breathe, and to know that sometimes it is okay to let things go.



Chris Bradbeer is the DP at Stonefields School, a school originally developed as a Managed Learning Environment (MLE). The terminology has evolved and today we use the term 'Innovative Learning Environment' (ILE). Chris suggested that perhaps the term ILE has also evolved, and now a clearer term would be 'Improved Learning Environment'. In an ILE the digital technology, the space and the pedagogy need to support the learning. Learning and the spaces learning takes place in needs to be personalised, responsive, purposeful, future-focused, collaborative, flexible, adaptive, congruent, relevant and aligned. Stonefields emphasis that understanding of 'spatial

literacy' is critical for both the teachers and the learners. They also acknowledge the need to honour and



continue to use what works well. It is what teachers do that matters the most to ensure that the outcomes for students continue to improve.

Bronwyn Hayward

## **International Early Literacy Conference**



**10TH INTERNATIONAL  
READING RECOVERY INSTITUTE**  
**KAITIAKITANGA: NURTURING LITERATE FUTURES**  
JULY 17-19, 2019 - AUCKLAND, AOTEAROA/NEW ZEALAND

Tiakina ngā manu, ka ora te ngahere  
Ka ora te ngahere, ka ora ngā manu

Look after the birds and the forest flourishes  
If the forest flourishes, the birds flourish

<https://irri2019.nz/>



## **Stuart Hale: ‘Digital Literacy and Integrating Information Technology Across the Curriculum’**



In March Digital Coach, Stuart Hale, shared his inspiration and enthusiasm for digital literacy with ALA and a large group of educational practitioners. His vast expertise and passion to use 21<sup>st</sup> century technologies successfully in NZ schools, were encouraging to educationalists. Stuart spoke about breaking through their ‘Digital Class Ceiling’ and unlocking what true potential a modern device can offer learners.

Stuart Hale was a wealth of digital knowledge, recommending amazing apps and sharing practical advice for transforming technology in schools. He drew on his familiarity of digital technologies in the classroom dating back to the 1970’s, when he first purchased a computer for the learners in his teaching space, at the cost of a small mortgage.

Two stand out apps recommended by Stuart Hale that lead to creativity and reward perseverance:



**BOOK CREATOR**

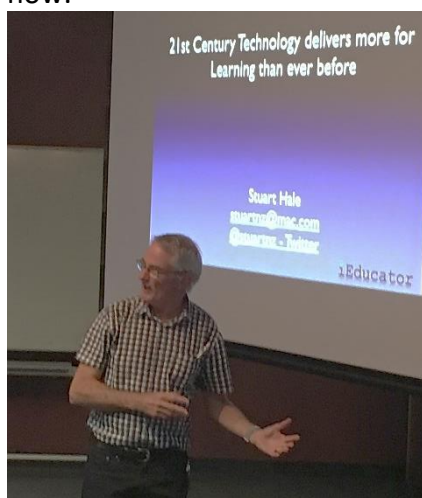
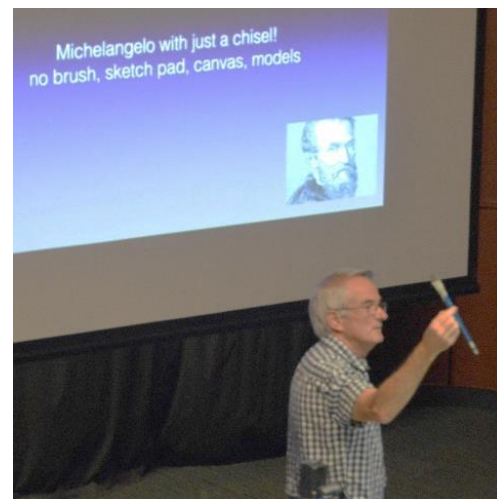
<https://bookcreator.com/>



<http://literacyapps.literacytrust.org.uk/puppet-pals/>

Stuart spoke about the importance of having the right tools for the job and that sometimes as practitioners we give our learners the wrong tools and then wonder why they aren't as successful as we had hoped. He likened this to Michelangelo having to produce the Sistine Chapel with only a chisel for a tool, not a sketch pad, canvas or paint brush.

Stuart asked what were the best tools we could give our learners? Where they the most expensive, like an SLR camera or were the best tools the ones we had with us most of the time? And for most young people (teachers included) this is their phone or iPad. Stuart then went on to examine the iPad in classroom settings, to see how it can transform digital teaching and learning in New Zealand right now.



Stuart mentioned that in the last 20 years schools have taken on technology that is incrementally advancing but as educational professionals we keep limiting our learners at the same time, like Michelangelo with a chisel.

These limitations Stuart discusses are, amongst other things, the keyboards. 21<sup>st</sup> century technologies need to be taken outside of the four walls of a classroom. Learners need a device that can take photos, download information and adapt voice to text all in one go. These tools need to be easy to use, child friendly and robust.

Stuart demonstrated how the rubber protective cases make an iPad almost indestructible and a tripod or clip on microphone will allow children success with their tools so they are robust in the field, can take moving shots without blurred images of a handheld device and conversations that are recorded can actually be heard when played back. The good news Stuart tells us is that most of these digital addons are now readily available for a fraction of the costs they once were and from regular trading outlets such as PB Teach. The best part is they bring success to the tools and jobs we are expecting our learners to achieve – the right tool for the right job!

As Stuart recommended an iPad as an effective digital tool to be used in NZ classrooms. He meticulously explained that we don't need more devices that are simply allowing our learners to flourish with reading and writing on a digital platform as NZ teachers and schools have done this well for many years. The 21<sup>st</sup> Century Digital Tools need to capture children's mode of literacy, their "voice" of choice. The 21<sup>st</sup> Century Digital Tool needs to allow students to communicate through acting, video and animation that will provide a flourishing 21<sup>st</sup> century digital learning environment that we can't do already through pen and paper.

Margaret Carter

## **Join 2019's National Simultaneous Storytime**

Register to participate <https://www.alia.org.au/nss>

**2019 NATIONAL SIMULTANEOUS STORYTIME** 1PM (NZST) Wednesday 22 May  
#NSS2019 #1millionkidsreading [www.alia.org.au/nss](https://www.alia.org.au/nss)

**Alpacas with Maracas**  
MATT COSGROVE

**JOIN US AND  
LET'S GET ONE MILLION KIDS READING!**

Register between 13 April–21 May 2019  
to win one of 50 book packs worth \$100 for your library.  
Register your event at [alia.org.au/nss](https://www.alia.org.au/nss)

SCHOLASTIC LIANZA





## **ALA Upcoming Events Term 3 and 4**

### **Mark your diaries!**

<p><b>Term 3</b>  <b>28<sup>th</sup> August</b>  <b>Venue:</b> Faculty of Education &amp; Social Work, Epsom Campus, UOA</p> 	<p><b>4. Improving literacy learning and teaching: Lessons from Research</b></p> <ul style="list-style-type: none"> <li>- Christine Boocock, Project Director, National Reading Recovery, The University of Auckland</li> </ul> <p>Christine has been closely involved in the field of early literacy throughout her career. She has worked in Canada, USA, England and Australia as well as New Zealand, teaching children and training teachers, Tutors and Trainers. Christine has undertaken classroom-based research in the areas of guided writing and guided reading for her masters and doctoral studies. She has presented worldwide on early literacy learning and teaching.</p>
<p><b>29<sup>th</sup> Sept – 2<sup>nd</sup> Oct</b>  <b>Christchurch</b></p> <p>Sponsored Teacher applications for 2019 will be available to members.</p>	<p><b>42<sup>nd</sup> NZLA Conference,</b> promises to be an exciting and interactive event with outstanding speakers.</p>  <p>Featuring <b>DR. Steven Layne, DR. Viv Aitken, DR. Murray Gadd, Mary Chamberlain, Marcus Akuhata-Brown</b> and <b>Dame Wendy Pye</b>.  Check out NZLA. <a href="http://nzla.org.nz/">http://nzla.org.nz/</a></p>
<p><b>Term 4</b>  <b>7<sup>th</sup> November</b>  <b>Venue:</b> Quality Hotel 10 – 20 Gladstone Rd Parnell</p> 	<p><b>5. End of Year Celebration Dinner - ALA presents Ian Wilkinson</b>  Professor of Educational Sciences - Literacy, The University of Auckland.</p> <p>Ian is interested in all aspects of literacy learning and teaching, though his current 'passion' is how talk can be used to foster students' high-level thinking about text. He was involved in two large-scale projects in the United States, one focused on classroom discussions about text to promote high-level comprehension, and the other on how to help teachers engage students in intellectually rigorous discussions to promote argumentation. His most recent book, co-authored with Alina Reznitskaya, is entitled <i>Learning to argue, arguing to learn: Helping students become better thinkers through dialogue</i> (Harvard Education Press, 2017).</p>



## Interesting Literacy Related Links



### What Now Storylines Kids Pick:

Ten passionate young readers have read and reviewed ten incredible book titles. Check them out below:

<https://whatnow.tv/storylines-book-reviews/>

### Epic! is the Leading Digital Library for Kids 12 & Under

Instantly access 35,000 of the best books, learning videos, quizzes & more



### Contribute your Writing!

You can send writing submissions to Toittoi and Upstart Magazine and you might get published.

[ToiToi](#)

[Upstart Magazine](#)

# Auckland Literacy Association

## Sponsored Teacher Application – 2019



The Auckland Literacy Association offers sponsorship for members to attend the national NZLA conference, which is being held this year in Christchurch, from Sunday 29 September to Wednesday 2 October 2019. This conference offers significant professional development and an opportunity to mix with colleagues from New Zealand and overseas. Sponsorship will be offered for an experienced teacher (teaching six years or more).

ALA will pay registration, travel, accommodation for three nights and breakfast at the conference venue, Rangī Ruru Girls School and a koha for incidentals. Any other costs are at the individual's expense.

### **Requirements:**

- You (or your school) must be a current financial member of ALA.
- You will be required to write a report of the conference, for inclusion in the ALA Newsletter.
- You must have a written statement of support from a senior staff member from your school or centre.
- Nominations must not exceed one page.
- Late or excessive nominations will not be considered.
- You must be willing to attend general ALA meetings.
- You must sign to indicate acceptance of these requirements.
- Failure to attend the conference will result in the individual being required to repay the cost of the sponsorship.
- You will be required to work with the other sponsored teachers in a joint presentation of your experience at the ALA General Meeting.

**Please apply on this application form only and to send Heather Bell**

**2/3 Francis Street, Hauraki, 0622, or email [heatherbell1992@gmail.com](mailto:heatherbell1992@gmail.com) no later than 5:00pm on Friday 10<sup>th</sup> May 2019.**

# ***AUCKLAND LITERACY ASSOCIATION SPONSORED TEACHER APPLICATION 2019***

**Name:**  
**Address:**

**School:**  
**Phone: (Home)**  
**(School)**  
**Length of service:**

**Email:**

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**Reasons for wishing to attend:**

**How you might apply new learning from the conference:**

**Statement of support from a senior staff member:**

**Name of supporter:**

**Position:**

**Signature of applicant:**

**Signature:**