

**Making the most of independent reading time** ●●●●●●●●

There are many terms used to describe this approach: personal reading, SSR (Sustained Silent Reading), DEAR – (Drop Everything and Read), R&R – (Relax and Read), to name a few. Whatever the name, providing time for students to self-select their own texts and practise reading is an important approach in balanced reading instruction. This workshop includes practical ideas for promoting a reading culture in the classroom. It will also cover: • the role of the teacher • student accountability • managing independent reading • activities for independent reading time.

**Sheena Cameron & Druinie Perera**  
Teachers and literacy consultants

Location:  
**St Andrews at Rangī Ruru Church**

**Engaging Cook Island students in the writing process – a professional learning journey** ●●●●●●●●

In collaboration with IDOC, Louise Dempsey and Sheena Cameron have been leading a writing project in the Cook Islands for three years.

Our overall aim is to improve literacy outcomes in writing for students in the Cook Islands by providing teachers with on-going training and resources.

In addition to providing training and resources to all Year 4 to 8 teachers on the island, Louise and Sheena have worked more intensively with a group of 12 lead teachers, representing six schools.

Roberta and Piri are two of the lead teachers and, with Louise, will share the strategies they have used to better engage their students in the writing process in order to build their confidence and skills as writers.

**Louise Dempsey**  
Teacher / literacy consultant  
**Roberta Murray**  
Avarua School,  
**Piri Puna**  
Nikao School

Location:  
**W1/ Dame Te Atairangikaahu**

**The Poetry Project: Bringing Creativity Back to the 4-12 Classroom** ●●●●●●●●

As we strive (and struggle) to meet the individual needs of our students, I invite you to come and learn how to infuse poetry in a simple and easy way each week to invigorate and inspire your students to write. Using a variety of poems as short mentor texts, students will stretch themselves as they play with words, notice rhyme, and enjoy the creative writing process. You are sure to walk out of this session feeling refreshed with plenty of poetry samples to get you started.

**Mal Keenan (USA)**

Location:  
**W8A/Hildegard**

**21st Century Technology delivers more for Literacy** ●●●●●●●●

In this workshop the iPad will be examined to see how it is transforming teaching and learning in New Zealand. No matter what the mode of literacy - Voice, Acting, Drama, Video, Animation - the student can communicate in their "Voice" of choice.

**Stuart Hale**  
Digital Coach, Consultant  
for iPads in Schools

Location:  
**Merivale Lane Theatre**

**Creating drama from a picture book** ●●●●●●●●

In this workshop we will do two things. First, we'll experience a process drama based on a well-known picture book, using simple drama conventions and the strategy of teacher in role to explore the world of the story in a way that is engaging, embodied safe and accessible. Then we'll unpack the planning framework that was used to produce the drama. This tried and tested framework has been used by hundreds of teachers to produce unique dramas and you'll be able to take it away and use it too. If you like, you could bring a favourite picture book along and start the process of planning at the workshop. Not compulsory though – feel free to come with or without book!

**Dr Viv Aitken**

Location:  
**E7 / Drama Theatre**

**Shared reading - isn't that for little kids?** ●●●●●●●●

Shared reading is a high-impact teaching strategy that engages students, exposes them to rich and varied texts and explicitly models the reading process. Shared reading is more than reading a big book to younger students. It is a powerful teaching approach to teach reading at all levels.

This workshop will include: The definition of shared reading, Why shared reading is important, Selecting texts for shared reading, Planning a series of shared reading lessons.

**Sheena Cameron and Louise Dempsey**

Location:  
**St Andrews at Rangī Ruru Church**

### **Greedy for Reading: Exploring the old and new adventures of New Zealand's favourite cat** ●●●●●●●●

Greedy Cat has been delighting New Zealand students for more than thirty years, since first appearing in the Ready to Read series in 1983. This year, five new Greedy stories have been published taking the number of Ready to Read Greedy Cat books up to ten – a book for guided reading at each level of the colour wheel plus the original, much-loved Greedy Cat for shared reading. In this workshop Kay will describe some of the history behind the development of these books (old and new) and their aim of helping children build a lifelong love of reading. Attendees will also get to explore the text features and learning opportunities across the colour wheel levels within these highly engaging books.

**Kay Hancock**  
Independent consultant.  
Series consultant for Lift  
Education

Location:  
**W8/ Hildegard**

### **Let's talk! One school's literacy journey...** ●●●●●●●●

Ours is the story of a school's journey to change literacy practice, develop shared beliefs and values around teaching and learning and accelerate the progress of our learners. It began with a vision for literacy scrawled on a large piece of paper signalling the beginning of a journey. This inquiry centred around growing teachers, leaders and students. Effective practice, knowledge of up-to-date research, rich literature, knowing our learners, literacy across the curriculum, quality assessment and differentiated teaching were at the heart of our vision. Although this journey has had its ups and downs, including high mountains, precipitous cliffs and slippery slopes with the odd rocky riverbed thrown in, many lessons have been learnt. We believe this story is one worth sharing and may offer insights, hints and realisms to other leaders preparing to undertake a similar journey.

**Adie Bonisch and Gretchen Cocks**  
UCEDPlus facilitator & DP  
Heathcote Valley School

Location:  
**W4/ Kate Sheppard**

### **Engaging with Boys and Their Writing** ●●●●●●●●

As teachers we need to engage with boys and their writing- what they want to write, what they feel when writing and how they feel about themselves as writers. This presentation will look at ways we can easily adapt our classroom practice so that boys will be excited to write and excel at writing.

**Heather McQuillan**  
Director School for Young  
Writers

Location:  
**W7A/ Clark**

### **STEAM: Creating meaningful music connections across the curriculum** ●●

This workshop will focus on teaching music composition skills in the early years by making explicit and meaningful connections across the curriculum including English, Maths, the Arts and Technologies. Laura will share a sequence of carefully scaffolded lessons from 1/2 and 3/4 classes and demonstrate how different styles of music can be used as a stimulus for students' own original creations. In particular, Literacy capabilities will be stressed throughout the lessons. This workshop is applicable to Arts specialist teachers and mainstream classroom teachers.

**Laura Aksila**  
Education Support Office  
ACT Education Directorate  
Australia

Location:  
**P2 / Williams**

### **Mime, mirroring and meaningful discourse** ●●●●●●●●

Using a participatory action research approach to expand vocabulary, deepen expressive language and assists our learners to embody and express that which is not tangible. This is a fully participatory workshop to create lived text.

**Ruth Foulkes**  
Accredited facilitator. Arts  
Therapist

Location:  
**P / Fitzgerald Dance  
Studio**

### **Let's get them reading! Building a school wide community of readers** ●●●●●●●●

When students are engaged readers, literacy and learning outcomes, and social and emotional well-being both improve. Creating a school wide community of engaged readers requires commitment and partnerships between students, teachers, school leadership and whānau.

This workshop will explore six key factors that contribute to building a school wide culture of reading for pleasure and support the creation of life-long readers. You will have an opportunity to reflect on the current strengths in your school and identify areas for development in your classroom or school wide.

**Cathy Kennedy**  
Capability Facilitator for  
Services to Schools,  
National Library

Location:  
**W9A / Parks**

**Books Little Kids Love** ●●●●●●●●

Steven L. Layne and K. Mallery Keenan will guide your discussion of the elements that create a successful picture book - the kind of book that children in the primary grades want to experience over and over and OVER again! Lots of great books will be included via demonstration in this high-energy session.

**Steven Layne and Mal Keenan (USA)**

Location:  
**Gibson Centre**

**This Room is Full of Stories** ●●●●●●●●

When many children think of stories as coming from a book or a screen, how can we empower them to tell their own stories, be those stories written, performed, or drawn?

A workshop exploring practical exercises that can be used to generate stories, both oral and written.

**Renata Hopkins**

Freelance writer including, Ready to Read & School Journals

Location:  
**W11A / Batten**

**What about the book? How changing the layout of text can support children with dyslexia engage with reading and literature.** ●●●●●●●●

For the 10% of the population that is dyslexic, reading the words on a page is difficult. It is hard to know what books to recommend for children with dyslexia, and therefore engage them with literature. The layout of the words on a page is an important and often overlooked element in the process of reading. By changing this, we can aid the reading experience by all children, not just those with dyslexia. In this hands-on workshop, using books and e-books from the collection of Christchurch City Libraries, attendees will learn:

*What the factors are in the layout of a page that affect reading and how they can be changed to facilitate reading, How to identify the beneficial factors in books in their own collections which the attendees can then recommend to their students and How to modify e-books to improve the reading experience*

**Katie Lumsden**

Librarian at Christchurch City Libraries specialising in services for Children

Location:  
**W3 / Deans**

**Playing With Poems** ●●●●●●●●

This workshop will explore a simple process beginning with a small building block such as a poem a chant, a patere or a song and providing opportunities for children to play with it and build on it through voice, body percussion, untuned and tuned percussion instruments. The workshop will be based on the principles of the Orff Schulwerk approach where the teaching process involves singing, body percussion, playing on a variety of both tuned and un-tuned instruments, movement and dancing and speech activities to encourage active music making. Orff Schulwerk employs elemental techniques such as imitation, echo, ostinato, canon etc. Improvisation is a fundamental part of the process. It is an approach to which all children may contribute and experience success.

**Celia Stewart**

Music Director of CSM

Location:  
**P3/ Psathas**

**Extending Story through Music and Dance: Dance focus (part one)** ●●●●●●●●

In this practical movement/music workshop we will be offering participants the opportunity to engage with creative processes that enable children to extend their literacy understandings and express their ideas artistically through music and movement. We will explore elements of dance and music both separately and in relationship with each other in each of our complimentary workshops (two complimentary one hour workshops - see Priya Gain's abstract). We will use 'Taniwha', written and illustrated by Robin Kahukiwa, as stimulus for structured improvisation. We, Liz and Priya, both bring a passion for working within the New Zealand primary school context and have an interest in exploring biculturalism through creative music and dance work with children using storytelling as a starting point.

**Liz Melchior**

Teaching fellow at Victoria University School of Education

Location:  
**P/ Fitzgerald Dance Studio**

**Exploring Literacy: How six schools lifted achievement** ●●●●●●●●

How can schools make and sustain school-wide shifts in literacy achievement? This workshop will provide insights from a recent research project that set out to explore this question. The project identified six diverse schools that appeared to have been successful in achieving and sustaining shifts in literacy achievement over several years. Researchers visited each school to ask how they had gone about this. The aim was to explore whether there were common themes across the schools that might help others work towards similar lifts. The six resulting case studies represent a diverse range of school contexts and approaches to raising literacy achievement. Nevertheless, there were some strong similarities across the schools. These similarities allowed us to propose a framework that could be applied in different contexts to support progress in literacy achievement.

**Jan Eyre**

Senior Researcher & Resource Developer, NZCER

Location:  
**W6 / Bhutto**

### **A journey in lifting writing achievement for under-achieving year 8 students** ●●

Writing achievement has been a huge focus for me over the time I have been teaching at Clayton Park School (a low decile South Auckland school). As a teacher of predominantly year 8 students I noticed that I was inheriting students who were achieving well below the expectations for their age group, sometimes even in level 1 of the curriculum. This meant that it fell to me to get them as far as I could in order to prepare them for high school. This led me on a journey to learn more about how to be an effective teacher of writing. Taking part in a TLRI research project, with outside providers, has enabled me to become an effective writing teacher and has enabled me to raise the achievement of my underachieving priority learners. This presentation will outline the journey I went through, the discoveries I made and the actions that I took.

**Ashley Triana**  
Clayton Park School -  
South Auckland  
**with Murray Gadd**

Location:  
**W8/ Hildegard**

## **WORKSHOP 4**

**TUESDAY**

**11:55 AM - 1:00 PM**

### **Fantasy, Friendship and Funnies - Graphic Novels for Primary and Intermediate** ●●●●

Do your students love Amulet but you're not sure where to go next? Does your graphic novel collection need an update but you're not sure what is popular? Come along to this workshop to be bombarded with great graphic novels to add to your wishlist. You'll hear about graphic novels about friendship and growing up, monster hunters, cats in disguise, secret doorways, refugees and magical quests and they're all perfect for primary and intermediate school libraries. There is a graphic novel out there for every reader.

**Zac McCallum**  
Librarian, Halswell Primary  
School

Location:  
**W4/ Kate Sheppard**

### **Readers as Superheroes: Showing Young Readers that Reading and Writing are Superpowers They Want to Have** ●●●●

Everyone wants to be a superhero. Language skills set humans apart from other animals, and the ability to communicate is hugely important in our day to day interactions, and for our future success. Seeing the power words have in connection with their own emotional, social and cultural literacy is essential for young people, and never more so than now as we grapple with the requirements of living in a dynamic, modern, multicultural country. I will be exploring the power of words through a range of picture book and novel length texts, from the simple to the complex; why reading is a superpower; and will share exercises that can be used in the classroom to help students develop their own creative writing superpowers as well.

**Melinda Szymanik**  
Award-winning writer,  
teacher and Writers in  
Schools' presenter

Location:  
**W6A / Bhutto**

### **Teaching the Storytelling Way** ●●●●●

'The Arts as a Bridge to Literacy' and all that this title suggests, sums up the storytelling way of teaching and learning. At Storyways Literacy we place oral language at the centre literacy learning. Our synthesis of storytelling pedagogy, the oldest and most proven educational pedagogy, brings together best practice in using oral storytelling, mixed-modality learning and creative focus to accelerate progress in literacy and across the curriculum.

A taster workshop will explain the science behind the method and give attendees an insight into the power of storytelling to engage all learners. Attendees will learn about the first steps in our teaching sequence, experience the playful nature of learning the storytelling way and consider the issue and impact of language delay.

Storyways Literacy  
**Angela Smith**  
**Ilisa Kearns**  
**Lissa Toscano**  
**Judy Sachdeva**

Location:  
**W2 / Mother Teresa**

### **Destined to write: Dimensions to success** ●●●●●

This project emerged from in-depth and ongoing analysis of achievement data in writing. Although there had been a school-wide focus on writing, there were a small number of students who were still underachieving. The collaborative project involves four teachers and students from Years 1 to 6. We based our inquiry and teacher professional development on findings from recent research (Parr & Gadd, 2016, 2018). They identified five dimensions most closely associated with effective practice in writing and found to make the greatest difference to students who are under-achieving: knowledge of students; learning goals/tasks; direct instruction; differentiation; self-regulation. We are investigating if teachers' explicit use of these dimensions will have an impact on the motivation, achievement levels and attitudes of the students who are currently achieving below expectation in writing. This workshop includes an overview of the professional development, teacher reflective journals, teacher and student goals and progress to date.

**Kezia Vergis**  
Good Shepherd School,  
Auckland  
**& Murray Gadd**

Location:  
**W8A / Hildegard**

### **Upright not uptight teaching and learning** ●●●●●●●●

Upright not uptight teaching and learning. If we are naturally aligned our bodies are being used as designed. Lungs can inflate fully, brains can be fed, bodies look beautiful. All three are components to optimising the learning and teaching potential. Learn how to sit and stand with natural alignment. Breathe to trigger the vagus nerve and its parasympathetic response. Incorporate both posture and breathing through the art of storytelling. Do you know a little old woman who wasn't afraid of anything?

**Tania Gibson**  
Library Manager at  
Elmwood Normal School

Location:  
**W3 / Jane Deans**

### **Extending Story through Music and Dance: Music focus (Part Two)** ●●●●●

In this practical movement/music workshop we will be offering participants the opportunity to engage with creative processes that enable children to extend their literacy understandings and express their ideas artistically through music and movement. We will explore elements of dance and music both separately and in relationship with each other in each of our complimentary workshops (two complimentary one hour workshops - see Liz Melchior's abstract). We will use 'Taniwha', written and illustrated by Robin Kahukiwa, as stimulus for structured improvisation. We, Liz and Priya, both bring a passion for working within the New Zealand primary school context and have an interest in exploring biculturalism through creative music and dance work with children using storytelling as a starting point.

**Priya Gain**  
Teaching fellow at Victoria  
University School of  
Education

Location:  
**P / Fitzgerald Dance  
Studio**

### **It's all fun and games...until the writing and art starts...** ●●●●●●●●

How can we broaden our conceptions of literacy, so that we can open creative spaces for our culturally diverse classrooms? This workshop will look at our reading and writing programmes, and how the arts can be seamlessly incorporated. Charlene and Jan will present the results from a collaborative project they developed in conjunction with the classroom teacher, in a low decile, low socio economic school, where the majority of children were of Māori / Pasifika descent. They will describe how they used texts and authentic, purposeful literacy based tasks alongside the Arts to access the students' cultural capital and provide rich learning experiences for these students. Participants will leave with practical ideas and strategies for integrating the Arts with literacy learning, that they can use or adapt for their own practice.

**Charlene Mataio and  
Jan Newbold**  
Charlene Mataio is a  
director of Tools 4 Teachers

Location:  
**W1/ Dame Te  
Atairangikaahu**

### **Directions for change in early literacy teaching: New Zealand children's progress** ●●●●●●●●

Do we need to make any changes to our teaching as a result of the new large -scale national research data of five tasks of the Observation Survey in An Observation Survey of Early Literacy Achievement (Clay, 2019)? Does looking at the comparison with the 2000 national research help? We will explore implications of this recent research for how we are teaching children to understand more about reading and writing.

**Christine Boocock**  
Reading Recovery Trainer  
based at the Faculty of  
Education and Social Work,  
The University of Auckland

Location:  
**Gibson Centre**

### **Empowering your learners with drama** ●●●●●

Bring your novel studies alive through process drama. Make learning meaningful using drama techniques, writing in role and drama conventions. I will show you how I brought 'My Brother's War' By David Hill alive for my class, and just how easy it can be to introduce drama in your primary school classroom.

**Marsha Bellamy**  
Teacher at St Joseph's  
Catholic School

Location:  
**E7/ Drama Theatre**

## **WORKSHOP 5**

## **WEDNESDAY**

**10:15 - 11:15 AM**

### **Teaching past the frangipani: Empowering Pasifika arts in Niu Sila schools** ●

What actions can be taken to ensure Pasifika students experience literacy success through the arts curriculum? Our Teacher Led Innovation Fund (TLIF) project entitled 'Teaching Past the Frangipani' was carried out by a group of specialist art teachers (3 secondary, 1 primary) and was specifically targeted at Pasifika students that were achieving well below in literacy, but had shown talent in the arts. The aim was to benefit these students by enhancing their literacy achievement as reflected in their ability to talk and write about creative artistic processes. The purpose of the innovation was to use activities that required students to engage in productive talk and writing, within an artistic critical creative process, to help develop their oral language and writing, and increase their sense of self-efficacy and confidence.

This project has made a difference to the literacy and arts learning of a group of target students. With the recent introduction of the Ministry of Education's (2018) Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners', there is now an opportunity to inquire into how our literacy and arts curriculum might reflect authentically these cultural competencies.

**Dagma Dyck**  
Auckland based teaching  
artist

Location:  
**W1/ Dame Te  
Atairangikaahu**

Target Audience

● NE-Y2 + Year 3/4

● Year 5/6 + Year 7/8

● Year 9-13

### Curriculum Progress tools -

#### **thinking creatively about the writing opportunities we provide our learners** ●●●●

The Writing framework of the Curriculum Progress Tools clearly shows us what we should be noticing and recognising in writing across the curriculum – in short, it is the NZC, exemplified. This workshop will outline how schools are now using the Writing Framework to adjust their teaching and learning programmes, to provide multiple rich opportunities for students to practice and improve when writing for different purposes. We will spend time investigating the 7 aspects of writing that all writers need, the progression of each aspect from years 1-10, and discuss the opportunities teachers are creating for building student literacy expertise, across the curriculum.

**Rose Stanley**  
Evaluation Associates PLD  
Facilitator

Location:  
**W2 / Mother Teresa**

#### **Inspire, explore, bring the wide world of literature to your young students: approaches that have impact.** ●●

Young students (NE-Year 2) thrive when they are immersed in an environment where the arts and literature predominate. This workshop focusses on supporting teachers to implement such a programme, with minimum effort on their part. Following a brief research kaupapa, examples of incorporating rhyme, poetry, language-rich texts and innovations on texts and experiences will be provided. Participants will have the opportunity to discuss and question the presenter.

**Joan Turner**  
National Co-ordinator PCT  
and Mentor Literacy  
Consultant (NZ &  
overseas)

Location:  
**W6 / Bhutto**

#### **Ekphrasis: Writing in Response to Art** ●●●●●●●●

Explore ways in which writers respond to works of art - in particular we will be using Christchurch Street Art to discover ways to prompt and elicit astonishing creative writing. Participants will take away practical ideas for their own classroom practice and their own writing.

**16 - 20 persons max. This will be a hands-on workshop.**

**Gail Ingram**  
Award winning poet, writer,  
editor and tutor at Write  
On School for Young  
Writers

Location:  
**W10A /Boadicea  
W11A/Batten**

#### **Sound for Kids** ●●●●●●●●

In an ever-increasingly visual world, I love the special place audio can play. Oral language is one of the foundations of early literacy. Listening taps into a part of the brain that reaches deep into the imagination.

In this workshop I'll share my experiences of recording audio with children, practical examples of my work, interactive listening, plus tips on recording. The workshop covers many of the overarching themes for the conference - learning through the arts, a love of literature and literacy, a setting to spark curiosity and creativity. Content will include children's fictional stories, book reviews, interviews, and poems.

**Prue Langbein**  
Children's radio  
broadcaster (RNZ and Hei  
Listen!)

Location:  
**P1/Bernstein**

#### **Using books to spark rich conversations** ●●●●●●●●

Children's and young adult literature has the power to excite and motivate children and young adults to become life-long readers. The more students enjoy reading, the more they read, developing literacy, imagination, empathy, curiosity, well-being and understanding of self, others and the world. School staff who read and know the literature are those best placed to inspire, support and encourage students to read for pleasure. In this interactive workshop you will be introduced to a range of books and explore strategies to help foster the will to read among tweens and teens – the transition years that correlate to a decline in reading enjoyment and frequency. We will share a guide developed to spark conversations with and among students and colleagues, helping to inspire engagement with reading and build connections to – the story, the physical object and others.

**Jan Boustead**  
Facilitator for National  
Library's Services to  
Schools

Location:  
**W3/Jane Deans**

#### **Using dramatic inquiry strategies alongside picture books to improve literacy outcomes** ●●●●

Within this workshop we will present our findings from an 18 month Teacher Led Innovation Fund research project in which we investigated the use of Mantle of the Expert (an inquiry based, dramatic inquiry approach to curriculum integration) to improve writing outcomes for our students. As we do this we will also present you with some practical ideas we developed throughout the project, using process drama and picture books to develop key literacy skills. Teachers will go away with an idea of how process drama can improve student outcomes in literacy and have a few practical ideas to take back to their classrooms to try out.

**Renee Downey**  
Presenter of Mantle of the  
Expert workshops  
Otaika School

Location:  
**Merivale Lane Theatre**

#### **Toitoti - Celebrating courage, curiosity and creativity in the classroom** ●●●●

This workshop will introduce Toitoti: A Journal for Young Writers and Artists. Since 2015, Toitoti has published the incredible writing and art of over 1000 young New Zealanders, ages 5-13. This workshop will look at how Toitoti started and discuss the ways in which submitting work for publication gives young Kiwi creatives a real purpose and a wide audience and encourages them to be actively engaged in their own learning.

**Charlotte Gibbs**  
Toi Toi  
Publisher / Editor

Location:  
**Gibson Centre**