



Auckland Literacy Association Newsletter Term One 2020

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New Zealand Literacy
Association



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



<https://www.literacyworldwide.org>

President's Pen

Tēnā koutou, tēnā koutou, tēnā koutou katoa



Welcome back to another busy year in your schools and classrooms. As the term starts there is a great opportunity to read aloud to your students. There is a wealth of texts to read, take time to choose well to inspire your students and allow them to become enthralled in a journey through text.

The ALA executive has planned a series of great events and speakers to inspire your teachers in 2020, and the 'Young Authors and Illustrators' event is returning for your senior students. Please check out the 2020 Calendar of Events. The NZLA conference will be in Taranaki from the 27th to 29th September and ALA will invite members to apply to attend this conference as Sponsored Teachers shortly. Keep a look out in your emails later this term. There will also be information on our Facebook page.

Ngā mihi nui
Bronwyn Hayward
President

Don't miss our first event of the year!

4th March & AGM!

Venue: Epsom Campus N block, level 6 Room 614

Join us for afternoon tea from 4:00pm, Followed by seminar 4.30 – 6.00pm

“NZ Histories, Bicultural Relationships & the Summer Learning Journey”

Hear experienced educators' insights into creating bicultural partnerships and the 'summer slide' in learning and have created exciting literacy lead programmes to assist NZ teachers in NZ classrooms.

Presenters: Tasmin Hanly & Dr Rachel Williamson-Dean

Term 1 Event Registration Form



**Auckland Literacy Association
Presents**
"A New Zealand Histories Resource for NZ Educators"
How, what, why about NZ history
 Presenter: Tamsin Hanly

"The Summer Learning Journey programme"
A digital solution to a persistent problem?
 Presenter: Dr Rachel Williamson-Dean
And AGM
**"A New Zealand Histories Resource for NZ
Educators"**



Tamsin Hanly is a lecturer at the University of Auckland, in the Faculty of Education & Social Work, Maori Department. She has worked in and around Maori and mainstream education since 1986. In 2007 she completed her Masters with First Class Honours titled 'Preparing students for bicultural relationships'. Tamsin will be presenting her curriculum programme resource for schools and teachers on New Zealand Histories. Tamsin suggests it is a critical guide to Maori and Pakeha histories of Aotearoa.

"The Summer Learning Journey programme"



Dr Rachel Williamson-Dean is a Post-Doctoral Research Fellow, working full-time in the field of literacy education at the Woolf Fisher Research Centre, University of Auckland. Rachel is passionate about working with vulnerable populations to realise positive outcomes. Rachel's current research project, 'The Summer Learning Journey' is a multi-year national study focussing on digital literacy learning for primary school students over the holiday period.

Evidence from existing national and international literature suggests that students' can experience a slide or slump in their literacy learning over the summer holiday period. This decrease has been termed the 'Summer Learning Effect (SLE)'. Educators and researchers in New Zealand have come together to try and address the SLE through the introduction of a digital literacy (blogging) programme - the [Summer Learning Journey \(SLJ\)](#). Dr Rachel Williamson-Dean will share the insights that she and her team have gleaned over the past few years in three specific areas – programme design, implementation and evaluation.

aucklandliteracy@nzla.org.nz

YOU MUST SEND THIS PAGE TO CONFIRM YOUR REGISTRATION
aucklandliteracy@nzla.org.nz

or post to: Alma Sutton, Treasurer
 Auckland Literacy Association
 c/o Papatoetoe West School
 1 Hillcrest Rd
 Papatoetoe 2025

Where: Faculty of Education & Social Work, University of Auckland
 Epsom Campus, N block, level 6 Room 614

Parking: Venue Location & Parking <http://bit.ly/2RYw06O>

When: Wednesday 4th March 2019

Time: 4.30-6.00pm Refreshments available from 4.00pm

Cost: ALA members – free
 Non-members \$20


RSVP: Friday 28th February to akidlitassoc@gmail.com

Payments to: Auckland Literacy Association
 Bank: ASB 12 3047 0068110 00
 Reference: your name or school name
 Member Schools can send five teachers or member price.
 All others need to pay non-member price.

School Name	Contact email	Attendee Names

aucklandliteracy@nzla.org.nz

Mark Your Diaries!



Auckland Literacy Association

2020 Calendar of Events

Term 1	<p>Getting Started</p> <p>AGM The Summer Learning Journey Programme: Dr Rachel Williamson-Dean A NZ Histories Resource for NZ Educators Tamsin Hanly Wednesday 4th March 4.15 for 4.30 start - 6.00pm Venue N Block, Level 5, Room 614, Epsom Campus, UOA</p>	<p>Sponsored Teacher Applications</p> <p>Applications for sponsored early career & experienced teachers to attend NZLA Conference Closing date the New Plymouth 27th-29th September 2020</p>	
Term 2	<p>Young Authors & Illustrators</p> <p>An event for senior students to be inspired and work with some amazing NZ authors and illustrators: Peter Miller Myles Lawford Kat Merriweather Melinda Szymanski Friday 12th June 9.00 am-12.30pm Venue Te Papapa School</p>	<p>Murray Gadd</p> <p>Tuesday 18th August Venue tbc</p>	<p>NZLA Conference</p> <p>27-29th September Plymouth International Hotel, New Plymouth</p>
Term 3	<p>Gala Dinner</p> <p>A dinner event with an inspirational New Zealander writer Tuesday 10th November Quality Hotel Parnell</p>		
Term 4			

Report: 2019 ALA Gala Dinner Event with Dr. Ian Wilkinson

The Auckland Literacy Association finished the year 2019 with a delightful gala dinner night with Dr. Ian Wilkinson on 7th November at Quality Hotel in Parnell. The topic for the night was “**Talk, tools and texts for dialogue: rich discussion.**”

Ian began his talk by explaining that the core feature of dialogic pedagogy is “rich discussion” on a text or a current event where the teacher poses the main question to provoke an interactive discussion. Students have the agency and control over the talk, with their knowledge and understanding. They have freedom to interpret the text based on their personal experiences and beliefs. The teacher keeps directing the discussion by posing open-ended questions as students express their opinions and state the reason for their opinion or thinking or interpretation.

Research done by Ian and others, both in NZ and overseas, proves that dialogic teaching helps students to develop good language skills as they learn to reason, discuss, argue and explain. These skills are transferred to other areas of learning, resulting in high scoring in English as well as target subjects. There were large increases in students’ verbal and non-verbal reasoning and the advantages were maintained, even three years after the research ended. NZ research by Gaffney & Murphy shows that there was a considerable increase in student talk and decrease in teacher talk. Research from all over the world on “Dialogic teaching” points out that student ability to read argumentative texts improved their reading as well as their writing - as emphasized by James Britton, “Reading and writing float on a sea of talk” (2014).

There are various ways of opening up a dialogic discussion on the text. However, Ian talked about these three essential ingredients to generate rich discussion.

Talk: It is an inquiry dialogue (Walton, 1998). A type of talk where we search, collectively for the most reasonable answer to a big, contestable question. It is not a debate. Students do not try to persuade each other that they are right or wrong. Neither is it just sharing each other’s ideas. The dialogue is purposeful – it has a forward momentum – to find the ‘most reasonable answer.’ They have freedom to disagree but need to back their opinion by finding evidence from the text.

- **Tools to help students:** Another way of initiating discussion is to reflect on the dialogue. Tools used to help are discussion planning tool, ART (Argumentation Rating Tool) for the students to use for self - evaluation.
- **Text:** Selection of texts is important in dialogic teaching. To have an effective discussion, selecting texts that would facilitate and help students to explore different perspectives together centering on the contestable questions is vital. Texts should help the teacher to prompt the students to take into account the missing perspectives, asking them to clarify their ideas and connecting the ideas shared making the group’s reasoning clear. A good text for discussion does not require a lot of teacher guidance; it needs to be relatable to the students. Realistic fiction seems to work better than fantasy because anything can happen in fantasy. A good text for inquiry dialogue is accessible, engaging, enabling students to identify with the characters and inspiring them to want to discuss the book. Finally, the text should have dialogic value with multiple issues, values questions about justice etc. generating different points of view, voices and opinions. It needs to lend itself to the contestable question starting with “Should...”

We had an opportunity to talk about books we had brought to the meeting, why we selected them, and how we could use them to generate rich dialogic discussion in our classrooms.

It was just a wonderful night of insightful learning, delicious food and professional conversations with awesome teachers and educators who are passionate about teaching literacy.

Alice Musuku
Resource Teacher: Literacy
ALA President-elect

NZLA Conference 2020

MAI TE MAUNGA KI TE MOANA
~ a literacy journey ~

NEW ZEALAND LITERACY ASSOCIATION 43rd CONFERENCE

27 – 29 September 2020
Plymouth International Hotel
New Plymouth



Whāia te iti kahurangi ki te tūohu koe me he maunga teitei
Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain...

We will share details as they come to hand or check out NZLA.

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

2019 Sponsored Teacher Reports

Every year ALA members are eligible to apply to be sponsored to attend the NZLA conference, read what these teachers have to say.

The 2019 New Zealand Literacy Conference was one of the most liberating and eye-opening experiences I've ever had. The conference transformed the way I approached literacy in the classroom. In my first workshop, Stuart Hale, a Think Digital Coach explored how 21st Century Technology delivers more for Literacy, I was blown away by how easy and exciting the step forward can be. One of my last workshops was with Charlotte Gibbs, a publisher at Toitōi Media Ltd. Toitōi is a journal for young writers and artists. The stories written by other children in New Zealand inspired many of my own students to begin writing, illustrating and submitting their stories. I am beyond grateful for this opportunity to encounter such amazing literacy enthusiasts such as Gavin Bishop, Steven Layne, Sheena Cameron and many more. I enjoyed being immersed in such an environment, a place to share book recommendations, lesson ideas and general banter with amazing teachers from all over the place! Thank you.

Hasiba Zareh Avondale Primary School

Interesting, inspiring, thought provoking and practical are all words I would use to describe my experience at the NZLA literacy conference of 2019. My name is Natasha Crisp and I was fortunate enough to be sponsored by the ALA to attend this conference. My attendance here has helped me reshape my teaching pedagogy in so many ways. The Keynote speakers were so knowledgeable, and the workshops were well presented. I loved that we were given practical lessons and skills that we could go and try in our classrooms. During the conference I even phoned my team leader and told her that a whole new teacher would be coming back to school. I said this because I felt so inspired, one of the topics that really struck me was the importance of reading aloud to children and inspiring a love for reading. I teach Year 1 to 3 children and had previously thought choosing a chapter book to read to them over term wouldn't really work. After the conference I decided to give it a try. I chose 'Charlotte's web'. I read to my class for 10 minutes every reading and writing lesson and I used the story to create tasks for them to do. They became invested in the story and kept begging me to read to them. As a result, I have seen a real increase in the number of my students that have been reading at home. That is just one of the lessons I took away and implemented. I am so grateful for being able to attend the conference and will use what I have learnt for years to come.

Natasha Crisp Massey Primary School

My fellow colleagues at Oratia District School who have also obtained this sponsorship strongly encouraged I apply and always talked about everything they had taken from it. I am grateful that I was given the opportunity as the conference was amazing! It allowed me to reflect on my literacy teaching and see what was effective and what could be adapted. It was nice to be reintroduced to activities in the arts that link to literacy, I look forward to implementing these into my teaching in 2020. It is possible to change your literacy programme while attending the conference. I have already taken some ideas given to me by some of the people who ran the workshops I attended and what I saw blew me away! More engagement in literacy, more work being produced and happier children. To anyone that is thinking about applying for this sponsorship, I strongly encourage you to do it. This conference is amazing for anyone who wants to learn how to teach literacy as effectively as they can.

Ellen Mountcastle Oratia School

I was the fortunate recipient of a sponsorship from the Auckland Literacy Association to attend the national NZLA conference at Rangī Ruru Girls School, in Christchurch, from Sunday 29 September to Wednesday 2 October 2019, hosted by the Canterbury Literacy Association.

'The Arts as a Bridge to Literacy'

This conference offered an excellent opportunity for professional development and an opportunity to mix with like-minded colleagues from New Zealand and overseas.

The conference opened with keynote speaker **Dame Wendy Pye** who shared her exciting and passionate journey of giving every child the opportunity to learn to read! Sunshine Books mission and mantra... 'Teaching the world to read'

Every child who learns to read shares a magical moment. Good books and stories are steppingstones to exploring the world, discovery and new learning; figuring out what makes the world work.

Some 'take-outs' for me include..

Dr Steven Layne's presentation 'In Defence of Read-a-Loud' was exciting and motivating. There are not many times in a day that children are NOT engaged with text so, How do we

...ignite a passion for reading?

...foster positive attitudes towards text?

Let's give children an opportunity each and every day to engage positively with text, not the task after reading. Let's READ-A-LOUD. Let's bring joy to children by reading aloud! Reading aloud to children is important.

There are numerous benefits to reading aloud.

Reading aloud...

- is enjoyable
- stimulates interest
- develops language
- exposes children to the joy of reading
- broadens interest in genres
- activates imagination
- increases cultural sensitivity
- improves listening
- exposures children to a variety of text type
- develops reading maturity
- develops lifelong readers

The teacher ...

- becomes the master of the text
- knows the text-*how can you take children to a place you have never been yourself?*
- develops an awareness of diction, volume, pace, tone, pitch and pause by practising and so improve their own oral delivery of text.

Reading a text aloud is not only for entertainment - entertainment is simply a by-product. The goal of a good oral delivery is comprehension.

Reading aloud to children of all ages, is important. It has to be part of any **balanced reading programme**.

'Read to them before the time is gone.'

Murray Gadd's equally exciting session, sharing his passion for children writing reinforced the importance of teachers teaching children 'how to be writers'. Let's help our students become motivated, excited, proficient and independent writers.

Let us as teachers reflect on the knowledge we hold and the practices we implement. Let us know our students as unique cultural learners, each as a developing writer. Let us give strong attention to authentic context and create purposeful opportunities involving students in the selection of writing topics with teachers being fully involved in that process.

Let us as teachers engage our students to

- write independently
- write purposefully
- write collaboratively

fostering expertise and empathy.

We can make a difference; we must make a difference.

Dr Viv Aiken's presentation on 'Dramatic Inquiry: Real Learning in Imagined Worlds'- *speaking, listening, moving, reading, writing and critical thinking within purposeful and meaningful contexts*, gave me new insight into how drama can positively impact on student's literacy learning.

Thank you so much to the Canterbury team who organised this event. I loved the Readers and Writers evening event-our chance to meet writers and share their stories-I have a new appreciation for Gavin Bishop's writing and the life stories he shared.

At the conference I had many opportunities to reconnect with colleagues and meet interesting people who all share a passion for children and literacy.

Thank you to the Auckland Literacy Association for the opportunity to attend such an inspiring event that will see me continue to grow my literacy passions and continue to motivate me in my teaching and mentoring of our young learners and teachers.

Students, teachers and teaching continue to motivate me and feed my passion for all thing's literacy.

Sandy Griffin Manurewa Central School

The 2019 NZLA conference was an incredible experience. The skills and ideas I gained at the conference from the amazing speakers, workshop facilitators, and fellow teachers has helped me provide meaningful and valuable learning experiences for every single child in my classroom. Every workshop showed me just how easy it can be to introduce drama, music, and art into everyday learning. The energy and activity present in my classroom is so much more positive, fun, and full of the children's imagination.

Critical thinking is vital for children when they are exposed to so much text, and having these newly taught skills to take back to my classroom has helped me broaden my own personal knowledge, and develop and grow new ideas on how to effectively teach literacy every day. The new lessons I am teaching are giving the children the opportunity to embrace creativity and imagination as a part of their literacy learning. They have ownership of their learning and are so proud of their amazing creations we have been able to create from diving deep into a story book.

Teachers need to reflect closely on the knowledge we hold, and the practices we implement because what we do and know, matters. It's our job to help children become motivated, excited, proficient and independent readers and writers. During Dr Steven Layne's presentation he read out a poem he'd written that has stuck with me ever since, and helped me to remember to slow down on the busy days, to stop and just enjoy reading a book with the children everyday: "Read to them before the time has gone. What if it was meant to be that you were the one, the only one who could unlock the doors and share the magic. Laugh with them, cry with them. What if this year was the critical year for even one child? Read to them."

Sarah Power Birkdale Primary

Interesting Literacy Links

- from The Sapling - [A Treasury of Taonga: He Paki Taonga i a Māui](#)



- [The Toitoi Story](#)

- [National Library Services to Schools](#)
- [International Literacy Association](#)
- From the Education Gazette - [Growing Inclusive Practice to Benefit All Learners](#)



Auckland Literacy Association 2020 Membership Subscription 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
- You can apply for study awards and
- can 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	

Individual Membership \$65

- can 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
- can join the 'International Literacy Association' and receive their publications,

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

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Position	
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

Alternatively post cheque with completed form to:

Alarna Sutton

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