

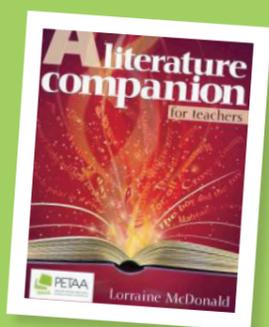
A MESSAGE FROM YOUR BOARD

Dear colleague PETAA members,

My name is Lorraine Beveridge and I have had the privilege of serving on the PETAA board for the past year with a varied and talented team of education professionals from schools, universities and school services across Australia. In my day job, I work in government schools in the areas of teaching quality and curriculum support.

PETAA has been an enriching addition throughout my career, one that I continue to draw on in my work with schools. It's a bit like my enduring love affair with favourite books. The more I delve into the PETAA resources, the more creative I become in using them to enrich my English work with teachers. The open-endedness of the texts challenge me to grow my and others' 21st century skills, in particular the big '4 Cs': critical thinking, collaboration, creativity and communication.

I'd like to share with you how I'm currently using some of our great PETAA resources to enhance teacher and student learning. The Australian Curriculum: English states that students will develop knowledge, understanding and skills through a number of approaches including close study of a wide range of texts.



Lorraine McDonald's *A Literature Companion* (2013) gives us lots of fantastic examples of how to interpret and talk about texts with students. A Year 5-6 class in one of my schools is currently enjoying *Crow Country* (Constable, 2013) that Lorraine refers to in *A Literature Companion*. It is a time-slip fictional story in the tradition of the classic *Playing Beattie Bow* (Park, 1980) that deals with the issue of racism in Australia both in the 1930s and in recent times. The text provides opportunities for

students to research and write about aspects of Australian history in ways directly aligned to the Australian Curriculum: History.

Recently, I had the pleasure of working with a community of schools on improving the teaching of writing in the middle years. I chose to draw on the deliciously accessible PETAA purple book, *Put It in Writing* (Rossbridge & Rushton, 2015), to support our collaborative work. We explored how to help students identify the social purpose of texts, whether they are imaginative, informative or persuasive texts, and how to encourage students to ask the key questions, "Who is the intended audience?" and "What's the author's purpose?" during a close study of quality texts. (insert image of cover of purple book here)

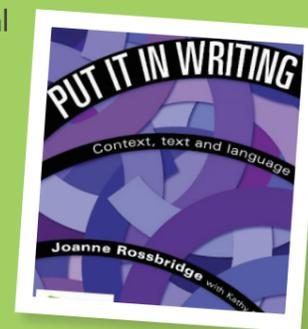
Put it in Writing thoroughly unpacks the key components of teaching writing. These are building the field; joint, modelled and independent construction of texts; and teacher talk about language. It provides useful scaffolds and teaching and learning sequences for teaching writing. I have found this resource to be particularly useful for beginning teachers and a gentle reminder for more experienced colleagues as to what is important to include during daily writing lessons. The authors use a range of quality literature as models for writing in this book.

Three texts referenced in the 'purple book' that I now use in my everyday practice are *Blueback* (Winton, 2009), a narrative suitable for Years 5 and 6, *Don't Let the Pigeon Drive the Bus* and its accompanying multimodal app (suitable for K-2 students, however I really love composing with it too), and *Silver Buttons* (Graham, 2013). *Silver Buttons* is a picture book, useful for introducing visual literacy.

I also often dip into the PETAA text, *The Shape of Texts to Come* (Callow, 2013) for this purpose, to help teachers to make sense of visual texts and more broadly, the literacy demands of our visual world.

My passion for using picture books to engage and teach visual literacy was reignited by Jennifer Asher, an accomplished PETAA presenter, during a workshop I attended (twice) last year – in Batemans Bay and then in Queanbeyan.

Jennifer has completed an online professional learning module for schools called *An Introduction to Visual Literacy*, available on our website. The great thing about online learning is that school leaders and teachers can access the knowledge of the external experts within their internal/on site professional learning program – or at their own pace and convenience from the comfort of their own home. Now more of our members will be able to experience the valuable spark I received from Jennifer.



Back to my main story: The group of teachers with whom I worked on improving writing in the middle years asked me to further assist them in strengthening their deep knowledge and understanding of grammar. They bravely acknowledged that they needed to know more about grammar to effectively teach writing. I suggested PETAA texts *Grammar and Meaning* (Humphrey, Droga & Feez, 2012) and *A New Grammar Companion for Teachers* (Derewianka, 2011) as authoritative sources that may assist them. Both texts help teachers build their grammar knowledge and their confidence in how to apply that knowledge to their teaching practice. (insert pictures of these two texts here please). If you haven't read them, I'd love to take this opportunity to recommend them to you, too.

I really enjoy my work supporting teachers in schools. My additional role as Director on the PETAA Board is icing on the cake; it's my way of giving back to the profession which I love and have dedicated my life to. How very fortunate I am!



Lorraine Beveridge
PETAA Board Member

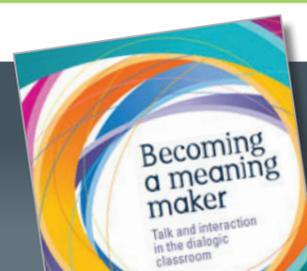
Reference list

- Chamberlain, L 2017, *Inspiring Writing in the Primary School*, PETAA, Sydney.
- Conkbayir, M 2017, *Early Childhood and Neuroscience*, Bloomsbury, London.
- Kalantzis, M., Cope, B., Chan, E., & Dalley-Trim, L 2016, *Literacies*, 2nd edn, Cambridge University Press, Melbourne.
- McLeod, S. & McCormack, J 2015, *Introduction to Speech, Language and Literacy*, Oxford University Press, Melbourne.
- Moats, L. C 2010, *Speech to Print: Language Essentials for Teachers*, 2nd edn, Paul H Brookes Publishing, Sydney.
- Smith, J 2010, *Talk, Thinking and Philosophy in the Primary Classroom*, Learning Matters, London.

NEW PUBLICATIONS ENCLOSED

- *Inspiring Writing in Primary Schools*. Liz Chamberlain
- PETAA Paper 207: *Making the most out of picture prompts for writing in assessment contexts*. Dr Katherine Bates
- PETAA Paper 208: *The literacy of mathematics*. Jennifer Way, Janette Bobis

All members can
access digital
versions online



PETAA news, professional
learning and other resources
**TURN
OVER**

PETAA RESEARCH GRANT UPDATE

It's arrived! Included in this pack is *Becoming a Meaning Maker: Talk and interaction in the dialogic classroom*, by Christine Edwards-Groves and Christina Davidson, proudly supported by the PETAA Research Grant.

The book aims to provide core understandings that allow educators to say definitive things about talk and interaction in classrooms so as to bring about changes to their practices.

Listening and speaking are acknowledged as being central for the development of language and literacy and necessary for supporting reading and writing development (and the teaching and learning of it) in schools.

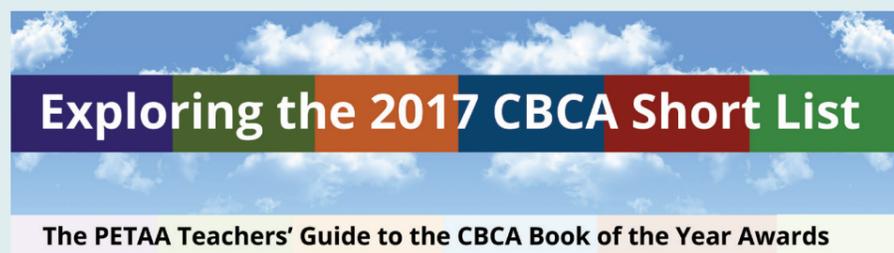
This work connects to the Australian Curriculum: English, not because the book is about the English curriculum, but because this is the document that guides teachers in their thinking and decision making about the development of talk and interaction and the direction of pedagogies that support their students' learning across the grades.

Each chapter features lesson transcripts as explanatory technologies, key word boxes that identify the central terms introduced in the chapter, key points sections which summarise the main points in section, and learning activities which engage the reader in a range of relevant tasks designed to further develop understanding of the specific chapter focus.

We hope you enjoy it! Email us any time at feedback@petaa.edu.au to let us know what you think.

RESOURCES

2017 CBCA TEACHERS' GUIDE.



With thanks to the Children's Book Council of Australia, 'Exploring the CBCA Short List', a concise teaching resource online for PETAA members in both Australia and New Zealand, is now live again for 2017!

In this increasingly global world our Australian stories are more important than ever. Literature from contemporary Australian authors and illustrators can provide powerful and inspiring content in your classroom. These titles help bring authenticity and excitement to discovering literature at all ages and stages of learning. The 2017 Guide from a rich and diverse short list in offers a broad range of teaching opportunities, with activities for students from Foundation to Year 8, mapped to content descriptions of the Australian Curriculum: English and with more links than ever before across curriculum to Arts (Visual arts and Drama), Design and technologies, HASS (including History and Geography), Health and Physical Education, Mathematics and Science

FRIENDS MAKE IT BETTER

Movies. Road trips. Dining out. Professional membership.

Refer a friend to PETAA and if they become a member, you'll both get a prize!

Email us your friend's name and once we've checked our records to find their new membership, one of our many fun (and educational!) prizes will be on its way to you. We hope you both like books...!

PROFESSIONAL LEARNING UPDATE



Following successful conferences in Victoria, Sydney, Perth and Parramatta, Adelaide and Brisbane are next.

"Rich resources, valuable strategies and a generally fabulous PD for myself personally and to take back to the classroom."

"Fantastic to listen to so many different, passionate experts. I have come away with many ideas for my students and how I teach using literature."

Adelaide : Friday 1st September, 9am-4pm

Glenelg Golf Club

Opening plenary David Hornsby:

- "Inspiring and relevant in this climate."
- "David is a speaker with wonderful knowledge. Loved the play and language prior to reading a book."

Brisbane: Saturday 2nd September 9am-4pm

Novotel Brisbane

Opening plenary Lorraine McDonald :

- "Very relevant Lorraine. I am currently in discussions with teams at my school about how we can infuse literature (quality!) back into our classrooms."
- "Detailed, academic, thoughtful but also offering practical application."

Free online PL exclusively for PETAA members: Teaching visual literacy with multimodal texts , presented by Jennifer Asha

This short online course presented by Jennifer Asha is designed to provide you with a glimpse of the Australian Curriculum: English related to



multimodal texts, to hear some ideas for how to think and talk about multimodal texts, and take part in some suggested literacy teaching and learning activities using multimodal texts. Register online now.

School- based tailored Professional Learning!

Have you organised your Term 4 and 2018 PD days yet? The best professional learning journeys start with research. Plan with PETAA expertise. In consultation with your school, PETAA will assist you to design and offer a program to suit the needs and priorities of your school.

Phone 02 80203900 or 1300 307 382 (from anywhere within Australia)

SHARE A STORY

Teaching can be challenging and exhausting. But sometimes all the hard work comes together, or a workshop you've attended gives you a brilliant idea, and suddenly you've made a breakthrough with a student, with a lesson plan, or with your teaching practice. So let's celebrate your wins and be inspired by each other. What was your best day as a teacher?

Email us your story to feedback@petaa.edu.au and you could be featured on our newsletter or blog.

Still looking for your best day? Send us a note and let us know how we can help.