



PETAA

PRIMARY ENGLISH TEACHING
ASSOCIATION AUSTRALIA
CONTINUAL PROFESSIONAL GROWTH



Priorities & purpose

There is no doubt that swirling around Australian schools and classrooms there are a number of educational policy debates, curriculum and assessment reviews, and funding discussions that may be creating a climate of uncertainty, confusion and frustration for teachers. Now we must add to the mix a new Federal Education Minister — and the prospect of an election.

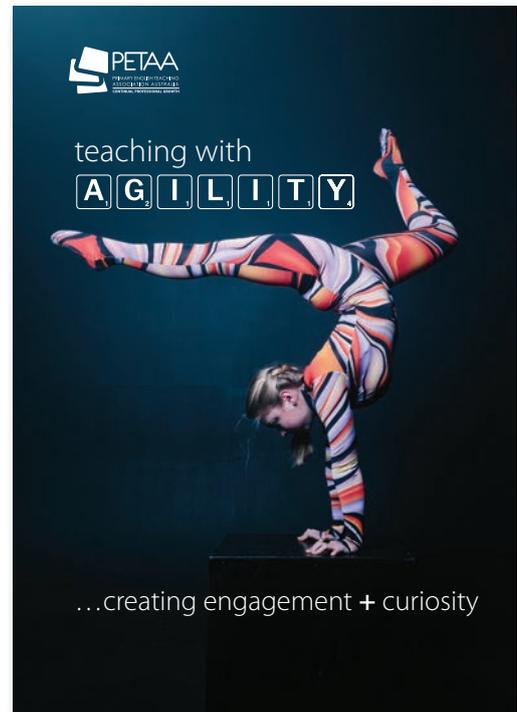
PETAA takes seriously our role to support you, our members, with clear and thoughtful dialogue around any issues that may impact your effective teaching of English and literacy. To do that requires us to acknowledge that you, like the students you teach, are a group of individuals sitting within differing contexts. We acknowledge and respect your variety of opinions. In response, what we *can* offer you are opportunities to access evidence-based information (*see page 2*) and support you with high quality professional learning tailored to your needs.

Our Professional Learning team has responded to a distinct need this year for more direct consultation with schools so we can tailor your professional development to the needs of your students (*see pp 3 & 4*).

We enter our place of work every day with a plethora of conflicting tasks to wade through, as you do. We have to prioritise— we know you can identify with us! We have a strategic plan for that reason, to keep us focussed. However we believe that we can help you wade through the list of demands you face by curating for you the very best information, knowledge, and learning opportunities. As teaching professionals we acknowledge the necessary and amazing agility you require to respond to the needs of your students and we share your sense of purpose—to educate our very diverse population of learners so that above all they acquire the drive and desire *to learn*.

All the very best for your final term of 2018 and do not hesitate to get in touch with us if you have any feedback or ideas for your association's development.

Wendy Rapee
General Manager
Wendy.Rapee@petaa.edu.au



Teaching with agility requires continual skill development.

It cultivates confidence, creativity, and intellectual acuity.

And when you teach with agility, your students become **flexible, curious learners**.

PETAA shares your commitment to creating students who can adapt and flourish in a changing world.

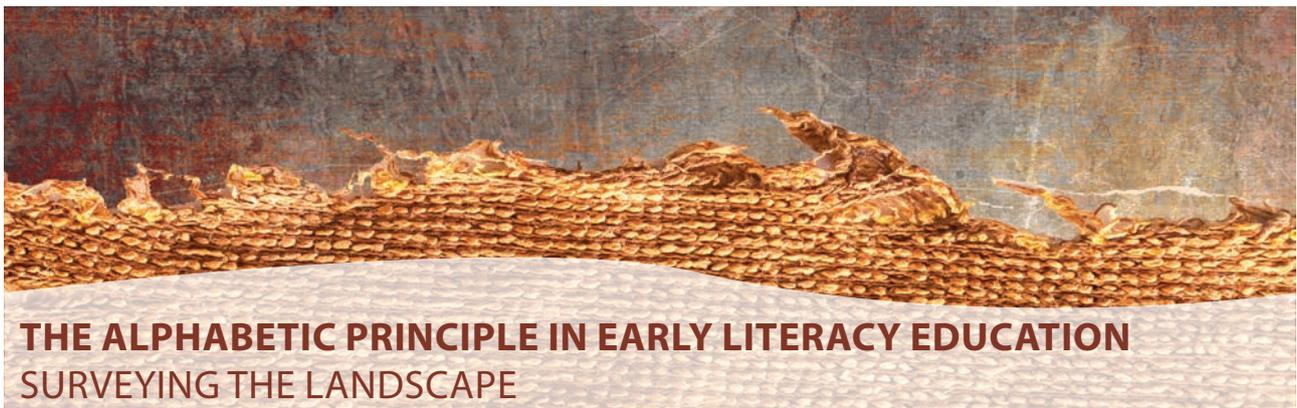
Our research, resources, & professional learning are developed specifically for your **continual professional growth**.



CONTINUAL PROFESSIONAL GROWTH

What we are working on now—providing **quality evidence-based resources in response to current debates**

OUR NOVEMBER PUBLICATION



The genesis of the idea for our next PETAA book can be found in current prioritising of the alphabetic principle in the teaching of early reading and in discussions about how teachers might better understand varying perspectives in order to inform their practice. The editors are committed to providing teachers with the latest research-based and evidence-based pedagogical practice while at the same time translating these big ideas directly into teachable moments and planning and assessment routines.

This book brings together ten chapters authored by key researchers and pedagogical leaders in the field who turn their attention to the place of the alphabetic principle in teaching early reading. The book doesn't privilege one specific view, or concern itself with long-standing and well-documented differences of opinion and practice related to teaching reading. Rather, we aim to provide a broad view of the landscape of research and practice in order to provide teachers with an up to date and evidence-based review of the range of perspectives, beliefs and practices of respected educators in the field.

When children enter the foundation year of primary school in Australia, not only do parents, teachers and funding providers expect them to learn to read at school, but so does the wider society. One of a child's first steps towards achieving this goal is learning the alphabetic principle, that is, learning that the sounds of spoken language can be captured and written down on a page using the letters of the alphabet. A variety of approaches for supporting children as they take this step have emerged from decades of classroom practice, educational research, and community debate.

In this publication the key 'big ideas' are woven together for teachers to help them support primary school students' successful learning of the alphabetic principle so it becomes a stepping stone towards students achieving the level of reading needed to meet the demands of 21st century educational, vocational and community contexts.

THE PUBLICATION HAS BEEN CONCEPTUALISED IN THREE PARTS:

PART 1

Three introductory chapters provide readers with a framework for thinking about the alphabetic principle in relation to the language system as a whole, and in relation to literacy development, literacy teaching and assessment, and evaluation of school success. Included in this part is a thought-provoking chapter from Peter Freebody drawing attention to the fact that in English the principles that govern the correspondence between the sounds of the language and the letters of the alphabet are anything but straightforward. He also revisits the well-known 'four resources model', a framework for thinking about all the resources students need to develop to be successful readers and writers.

PART 2

The second part of the book includes includes contributions from well-respected authors who, chapter by chapter, roll out a rich tapestry of pedagogical approaches for introducing students to the alphabetic principle. These authors include Jennifer Buckingham; Peter Bowers, Lyn Anderson and Ann Whiting; Margery Hertzberg and Leonie Arthur; Helen Harper and Bronwyn Parkin; and Brian Cambourne.

PART 3

This final part argues that in concert all the preceding chapters present teachers with a robust repertoire of evidence-based practice to draw from when designing teaching and learning about the alphabetic principle for young learners starting out on their literacy journey.

**EDITED BY LORRAINE BEVERIDGE,
ROBYN COX & SUSAN FEEZ**

+ PETAA PAPER

BY JENNIFER ASHA

***EXPLICIT TEACHING OF READING:
SNAPSHOTS OF BEST PRACTICE***

Are you prepared to teach with agility in 2019?

“ To make any real or lasting difference to pedagogy and professional practice professional learning has to be focussed, rigorous and purposeful.

M Jones & A. Harris (2015)*

To maximise learning outcomes for a diverse range of learners, teachers need continual professional growth at every career stage. PETAA can support your school to build the knowledge, capacity and resources necessary to create confident, skilled, and agile educators in the area of language, literature, and literacy.

Did you know:

- This year PETAA facilitated workshops and courses in each state and territory.
- Over 1000 Australian teachers across all jurisdictions have participated in PETAA open workshops, courses and online learning so far this year
- PETAA has collaborated on specific programs within schools and with clusters of schools delivering 84 tailored sessions as of September 2018.
- PETAA can assist you in developing a Professional Learning Community in your school with our Special Delivery packages of PL and resources.
- PETAA can support you to find the resources, direction and expertise to help you achieve your learning goals.

For further **information** contact our Manager of Professional Learning

Robyn Topp, pl@petaa.edu.au

For **inspiration** go to our professional learning page @

WWW.PETAA.EDU.AU

BOOK NOW FOR 2019



“ Professional learning provided by PETAA in Cluster 5 (Inner western Region, Sydney Catholic Schools) has created and supported a culture for collaborative learning in schools. PETAA brings the best evidenced research forward to show professional learning's worth for leaders and teachers in schools. The learning learnt by all our Instructional Leaders (Lit/Num Coaches) and teachers in Cluster 5 has built collective and teacher efficacy in the teaching of literacy. The learning has transformed the leaders and teachers to think and talk about themselves as learners, about their students as learners and the cognitive behaviours that lead to student learning.

Tosca Galluzzo, Cluster Coach P5, Inner Western Region, Sydney Catholic Schools

“ Just want to pass on that our staff are still buzzing with excitement after participating in your workshop on Monday. Your presentation appears to have reinvigorated them and together they have found new enthusiasm for the teaching of literacy in their classrooms. Your ideas were practical and innovative. many of the teachers are now implementing them in their literacy sessions.

Wendy O'Neill
Head of Curriculum
Weir State School QLD

*M Jones & A. Harris (2015) Collaboration: Professional Learning with Impact 2015



We're **flexible** — **ONLINE OR IN SCHOOL**

PROFESSIONAL LEARNING WITH PETAA

Look at our website to find exclusive opportunities for individual and school members to engage in PETAA **online** learning.

Courses include:

- Teaching Visual Literacy with Multimodal Texts
- Australia's Engagement with Asia,
- Teaching Knowledge for The Art and Craft of Writing
- Supporting Struggling Readers

In addition, our SPECIAL DELIVERY: ONLINE allows your whole staff to participate in two of our popular courses:

- Teaching Knowledge for The Art and Craft of Writing presented by *Dr Rod Campbell*
- Supporting Struggling Readers presented by *Dr Kaye Lowe*

Member schools \$2000 for 20 weeks access to video modules with discussion questions and reflections, PLUS 5 copies of *Teaching English Grammar* or *For The Love of Reading* respectively. Extra copies available in packs of 10 @ 50% discount.

Ideal for staff meeting presentations and discussion, this allows groups of teachers to participate in shared professional learning within their own school context.

“ I really enjoyed doing this course. I felt as if I was actually there. It is a great way to complete courses because you can do them in your own time. Time is not always a teacher's best friend!! Thanks very much to Kaye Lowe and PETAA for the opportunity and offering the course as a web course.

Laura Dimarzio
Bossley Park NSW

HAVE YOU BOOKED FOR 2019?

Special Delivery: WRITING continues to be popular and now we also have

Special Delivery: TALK

For educators interested in the power and richness of language, the concept of dialogic teaching seems a wholly natural and obvious way to support learners' capacity to use talk to think, to speculate, to hypothesise, to dream.

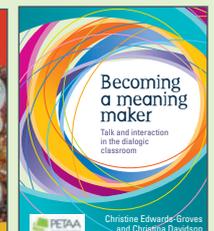
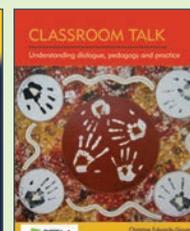
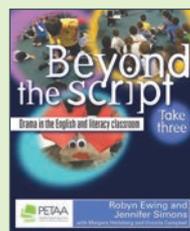
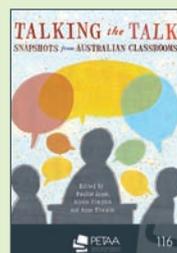
Debra Myhill *Talking The Talk: Snapshots from Australian classrooms* PETAA 2018

Special Delivery:TALK comprises six hours of Professional Learning for your school addressing 3.5.2, 4.1.2 from the Australian Professional Standards for Teachers looking specifically at the ways in which changed classroom exchanges contribute to student's meaning making in literacy lessons.

There are recommended readings and references that can be used to engage colleagues in discussion at different levels: classroom, stage and whole staff. The resources can assist you to develop a tailored PL program based on what you students need.

Email: pl@petaa.edu.au or phone 1300 307 382

*Special Delivery: Talk includes
+ much more*



The Primary English Teaching Association Australia (PETAA), founded in 1972, is a national professional association supporting primary school educators in the teaching and learning of English and literacies across the curriculum. For information on how to join and to view professional learning resources, visit the PETAA website.



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