



**PETAA is a national, not-for-profit professional association supporting primary school educators in the teaching and learning of English and literacies across the curriculum.**

In line with their Strategic Plan, PETAA aims to “connect and strengthen the profession by building viable, collaborative communities of literacy educators and strong, connected professional networks to build capacity” as well as “empower and encourage educators with high quality resources to make literacy accessible for all”.

**PETAA SPECIAL DELIVERY** is not a “kit”, “program” or “quick fix”. Rather, this resource package provides the framework for primary school executives and leaders to develop a focussed learning community within their school.

**PETAA SPECIAL DELIVERY** can assist Principals, Assistant Principals, Curriculum Coordinators, Literacy Specialists, Instructional Leaders and Learning Support teachers to develop a learning community in their school. It can be used to start a conversation and create tailored professional learning which can support teachers to improve outcomes for their students in all aspects of English: Language, Literature and Literacy.

A learning community is a group of people who share common academic goals and attitudes, who meet semi-regularly to collaborate to improve learning outcomes for their students.



**MEMBERS**  
**NON MEMBERS**

**\$2500** INCLUDING DELIVERY  
**\$3000** INCLUDING DELIVERY

## PETAA SPECIAL DELIVERY: WRITING

### INCLUDES

- ▶ 6 hours of Professional Learning addressing 1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.1.2, 3.2.2, 5.4.2 from the Australian Professional Standards for Teachers. This may be one full day or two after school sessions depending upon school location and presenter availability. Depending upon location, this may be via video conference.
- ▶ 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 in developing a tailored PL program based on school need and are organised according to topic, moving from the “Big picture”/ overview of writing in primary classrooms to specifics including information about texts and specific grammatical features. These readings can be used sequentially or according to school need.

### WITH SUPPORT MATERIALS

#### Books

- ▶ **Writing Like a Writer** Libby Gleeson
- ▶ **Conversations about Text 1**  
Joanne Rossbridge & Kathy Rushton
- ▶ **Conversations about Text 2**  
Joanne Rossbridge & Kathy Rushton
- ▶ **Strategies for Writing Success** Marcelle Holliday
- ▶ **Put it in Writing** Joanne Rossbridge with Kathy Rushton

- ▶ **Inspiring Writing in Primary Schools** Liz Chamberlain
- ▶ **A Literature Companion- 2nd Edition**, Lorraine McDonald
- ▶ **Effective Writing Instruction** Alison Davis

#### Discussion Papers

- ▶ **PP194 Teachers as Writers: Implications for Identity**  
Teresa Cremin & Sally Baker
- ▶ **PP196 The Critical Conversation about text: Joint construction**  
Joanne Rossbridge & Kathy Rushton
- ▶ **PP201 Students writing with new technologies: The 2015**  
Donald Graves Address Lisa Kervin
- ▶ **PP203 The Power of Poetry** Catherine Oehlman & Libby Hathorn 2016
- ▶ **PP207 Making the most out of picture prompts for writing in assessment contexts** Katherine Bates
- ▶ **EU016 Writing Persuasive Text** Penny Hutton
- ▶ **PT002 Parents' Guide to helping children with reading and writing at home** Kaye Lowe
- ▶ **AITSL** infographics on the Australian Teacher Performance and Development Framework.