

**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 \$2500** INCLUDING DELIVERY

**NON MEMBERS \$3000** INCLUDING DELIVERY

**FOR MORE INFORMATION**

**email: [pl@petaa.edu.au](mailto:pl@petaa.edu.au) 1300 307 382**

**PETAA SPECIAL DELIVERY: TALK**

#### **INCLUDES**

- ▶ 6 hours of Professional Learning addressing 3.5.2, 4.1.2 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. It will look specifically the ways in which changed classroom exchanges contribute to student’s meaning making in literacy lessons.
- ▶ Recommended readings and references that can be used to wengage 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.

#### **WITH SUPPORT MATERIALS**

##### **BOOKS**

##### ▶ **Classroom Talk: Understanding dialogue, pedagogy and practice**

Christine Edwards-Groves, Michele Anstey and Geoff Bull

##### ▶ **Becoming a Meaning Maker**

Christine Edwards-Groves and Christina Davidson

##### ▶ **Talking The Talk: Snapshots From Australian Schools**

Pauline Jones, Alyson Simpson and Anne Thwaite (eds)

##### ▶ **Scaffolding teaching and learning in language and literacy education-** edited by Jennifer Hammond

▶ **Beyond the Script 3** Robyn Ewing & Jennifer Simons with Margery Hertzberg and Victoria Campbell

▶ **Teaching with Intent: Scaffolding Academic Language with marginalised students** (Published June, 2018)  
Bronwyn Parkin and Helen Harper

▶ **Tell me your story** (Published September, 2018)  
J. Dutton, J.D’warte, J. Rossbridge & K. Rushton

#### **DISCUSSION PAPERS**

▶ **EU018** Talk for Learning: Developing and Expanding Oral language Robyn Cox

▶ **PP197** Responding to Literature in Literature Circles  
Alyson Simpson

▶ **EPP204** Building Bridges: Dramatic dialogue in early childhood classes Annette Harden

▶ **PP206** Developing early language and literacy with literature-  
Jon Callow, Robyn Ewing and Kathleen Rushton

▶ **PP211** The Power of Teacher Talk-  
Gill Pennington and Margaret Turnbull

**AITSL infographics on the Australian Teacher Performance and Development Framework.**