

District Literacy Officers

District Literacy Officers work across districts in close cooperation with literacy centres, schools and school communities to ensure the integrity of the Flying Start program, and to undertake associated professional learning within an Essential Learnings framework. The District Literacy Officers, professional learning support role includes:

- Providing leadership and support for school Flying Start teams.
- Negotiating, supporting and facilitating district and school-based professional learning.
- Coordinating the work of the District Literacy Centres.
- Fostering the links between other literacy programs undertaken in the district.
- Supporting district-wide networking.
- Involvement with state-wide network coordinated through OCLL.

Want more Information?

Contact:

Arthur

Sue Tucker ☎ 6431 9819

Derwent

Corinne Dorsett-Dand
☎ 6271 0507

Barrington

Sheila Bailey ☎ 6427 0570

Esk

Leanne Grimditch ☎ 6339 4509
Alison Taylor ☎ 6339 4509
Di Paine ☎ 6339 4509

Bowen

Di Kinghorn ☎ 6233 6846

Hartz

Louise Bird ☎ 6224 8671
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District Literacy Centres

Arthur

Primary

Brooklyn Primary ☎ 6431 3975
Burnie Primary ☎ 6433 3655

Secondary

All secondary schools. ☎ 6431 9819

Barrington

Primary

East Devonport Primary ☎ 6427 8932
West Ulverstone Primary ☎ 6425 2195

Secondary

Devonport High ☎ 6424 9461

Bowen

Primary

Howrah Primary ☎ 6233 8090
Warrane Primary ☎ 6244 1747

Secondary

Geilston Bay High ☎ 6243 8633
Rokeby High ☎ 6247 7800

Derwent

Primary

Mt Faulkner Primary ☎ 6249 1173
Glenorchy Primary ☎ 6272 7574

Secondary

Bridgewater High ☎ 6263 7131

Esk

Primary

Punchbowl Primary ☎ 6344 1382
Scottsdale Primary ☎ 6352 2328
Waverley Primary ☎ 6339 1455
Exeter Primary ☎ 63 944700

Secondary

Queechy High ☎ 6341 4455
Riverside High ☎ 6327 3969

Hartz

Primary

Albuera Street Primary ☎ 6223 2268
Margate Primary ☎ 6267 2238

Secondary

Kingston High ☎ 6229 4388
Taroona High ☎ 6227 8897

We're on the Web!

www.discover.tas.edu.au/literacy

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Being Literate Being Numerate Newsletter



Issue 2

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From The Principal Education Officer Literacy and Numeracy

A copy of the *Literacy and Numeracy Plan for Schools 2003/05* was disseminated to all schools in mid August. This plan

- States our direction within the context of the *National Goals for Schooling, Learning Together* and the *Essential Learning Framework*.
- Provides findings and recommendations that emerged from reports related to approaches during the 2000 – 2002 cycle.
- Articulates the principles which have informed the plan.
- Describes progress against targets of the last cycle and sets targets for literacy and numeracy achievement for 2005.
- Provides a set of principles which underpin effective professional learning.
- Details the four inter-related focus areas of the plan; the Early Years focus area, the Intensive Interventions focus area, the Evaluation and Research focus area and the Leading Learning focus area.

Inside this issue:

Numeracy Support 2003 2

Reading Recovery 2

Stepping Out 3

Bridges 3

Graduate Certificates in Education 3

District Literacy Officers 4

District Literacy Centres 4

The Leading Learning focus area of the Plan recognises that professional learning of educators is a central factor in determining the quality of teaching. One component of this focus area is the development of a 6-day professional learning program *Being Literate*. *Being Literate* is an intensive 6 day programme designed for teachers in the Middle Years 5–8. It will be delivered as a series of three spaced learning modules that focus on *Being Literate* within the *Essential Learnings Framework*.

Look for copies of the *Literacy and Numeracy Plan for Schools 2003/05* and the *Being Literate* professional learning in your school or download from the website. <http://www.discover.tased.edu.au/literacy>

National Literacy and Numeracy Week Information

The Ceremony

The National Literacy and Numeracy Week Awards Presentation Ceremony will be held at the Tramsheds in Launceston at 11am on Thursday 4th September. The Excellence and Achievement Awards will be presented by the Governor of Tasmania, Sir Guy Green.

School Based Activity Grants

The \$500 Activity Grants are provided for school based projects or activities with a literacy and/or numeracy focus. They are a state initiative designed to support schools to showcase their approaches and are undertaken to coincide with National Literacy and Numeracy Week. The judging committee faced a difficult task with 122 applications received and 70 grants offered. The names of successful schools, along with the title of their submission and relevant dates have been posted on the literacy website. The \$500 will be automatically lodged in the successful school's resource package, or for non-government schools issued by cheque to the school.

Do you need extra copies of the Being Literate, Being Numerate Newsletter "communicate"? Download the latest issue from the literacy website www.discover.tased.edu.au/literacy



Tasmania
Department of
Education

Numeracy Support 2003

The Numeracy Co-ordinators course:



Participants at the first session of the numeracy course

The first session of a six part numeracy coordinators' accreditation and professional learning was held in Launceston on July 18th/19th. Over 60 numeracy co-ordinators from throughout the state and across primary and high school sectors participated.

During the six part course, issues such as assessment, teaching for deep understanding of mathematical ideas and whole school planning will be addressed. The Being Numerate key element is the focus for these discussions and planning.

Participants are all embarking on a numeracy project within their school, with the resulting work being available as support material for sharing with other schools.

It is hoped that some teachers who are involved will undertake the associated accreditation through enrolment in the Graduate Certificate (*Teaching for Numeracy*) which is offered through Recognition Services in the Office for Curriculum, Leadership and Learning.

The course has been planned by Denise Neal, Toni Popowski, Tich Ferencz, Acting PEO, Mathematics, Alistair McIntosh from the University of Tasmania.

Feedback from the initial session shows that numeracy co-ordinators valued the opportunity to work with others to grapple with issues around Being Numerate and the Essential Learnings Frameworks and to hear from schools which have been involved in projects such as *Changing Places*, *Count Me In Too* and *Thinking and Working Mathematically*. A paper presented by Alistair McIntosh on the principles which would underpin effective numeracy for Tasmanian schools was found to be of particular value. This considered whole school approaches and the need for quality mathematics teaching to underpin the development of numerate students.

Want more Information?

Contact

Denise Neal, Statewide Coordinator
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Toni Popowski, Numeracy Support Officer
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Reading Recovery

Reading Recovery identifies at an early stage children at risk and delivers a short-term teaching program. *Reading Recovery* provides students with individually designed and delivered lessons from a specially trained teacher.

Reading Recovery is designed to intervene early:

- To avoid waiting until students are of an age when standardized testing has validity and remediation has traditionally occurred.
- To ensure that students are not left for two or three years to practice their confusions and make them habitual.
- To enable children to catch up when the learning gap is comparatively narrow.

What happens in a *Reading Recovery* lesson?

The student:

- Rereads two or more familiar books
- Rereads the previous days book while the teacher takes a running record
- Identifies letters; 'makes' and 'breaks' words.
- Writes a story with teacher modelling flexible writing strategies
- Reassembles the cut-up story
- Is introduced to a new book (plot, concepts, structure etc)
- Is supported to read a new book.

Want more Information?

Contact

Elaine Pedersen or Ann Wise ☎ 6229 8137
Reading Recovery Teacher Trainers (Tutors)

Stepping Out

Stepping Out is a professional learning program for teachers of adolescent students in all subject areas. It equips participants with approaches, processes and strategies to improve students literacy and learning outcomes.

Northern facilitators Jill Burrill and Leigh Bonney are working with schools in the Esk, Barrington and Arthur Districts.

The schools involved, (Reece, Penguin, Cressy, Lilydale, Burnie and Parklands) have successfully negotiated how and when the program would be implemented within their school community. Delivering of the program within each school was based on cooperation and participation as best suited each schools needs.

Perhaps the success of the program will be best judged on the follow up within each school and the progress and development of each teachers planning within their subject area and the planning to best suit the individual needs of the students within their class.

The rationale of the *Stepping Out* Program is to focus the under pinning and essential role literacy plays in all subjects for successful engagement of students. The focus module this year is writing. Aspects covered in this include: Learning In Middle School, Mentoring Writing, Spelling, Written Genres, Production Process of Writing, Journal Writing.

Want more Information?

Contact:

Brooks High:
Jill Burrill or Leigh Bonney ☎ 6326 1033

Rosetta High:
Pam Powell or Carl Gledhill ☎ 6273 1677

Bridges Research Update

Bridges is designed for students who require additional support in the early years of primary schooling. The authors of the program recommend *Reading Recovery* for students who require literacy intervention and support in their second year of schooling. However, they also support the belief that some students benefit from intervention in their first or third year of schooling. This is where *Bridges* can enhance a schools literacy framework.

Bridges is a daily one-to-one intervention approach delivered by trained Literacy Assistants. The duration of the program is flexible, lasting from 3-30 weeks.

Bridges is made up of the following components:

- Vocabulary development
- Reading by the student
- Shared reading
- Reading quality literature to the student
- Oral language: Six Hat Thinking
- Shared Writing
- Language Games

The program has been designed to provide effective and financially accessible one-to-one support for students who otherwise may not have had the opportunity to access additional support by utilising paraprofessionals. *Bridges* enables teachers, teacher assistants and community volunteers to become integral participants in a child's literacy development.

Want more Information?

Contact:

Scottsdale Primary
Shane Frost or Karen Hay, ☎ 6352 2328

Certificates in Education

Graduate Certificate in Education (*Teaching of Literacy*)

Recognition Services in partnership with Arthur District Office and a range of schools across the District are undertaking a project using the Graduate Certificate in Education (*Teaching of Literacy*). This is a nationally accredited postgraduate qualification which consists of a set of professional teaching standards set at a best practice level, describing accomplished literacy teaching.

Seven teachers are being supported through a process of Recognition of Prior Learning (RPL) to gather evidence to demonstrate their competence against the *Teaching of Literacy* professional teaching standards, working to gain the Graduate Certificate in Education (*Teaching of Literacy*).

It is anticipated that those teachers who do gain the qualification, will then work within Arthur District to

support other literacy educators, supporting professional learning in literacy. This group of teachers has also undertaken the Certificate IV in Assessment and Workplace Training, a qualification required by all assessors working with nationally accredited qualifications. This means that they will be able to mentor others and participate in assessment processes.

The project is due for completion by the end of 2003.

Want more Information?

Contact

Recognition Services:
Carol Bett or Margaret Kelly ☎ 6233 7171
Or visit the website at:

www.education.tas.gov.au/recognition