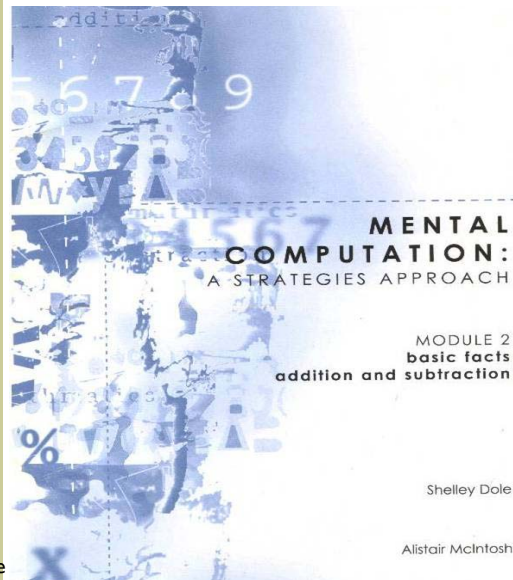
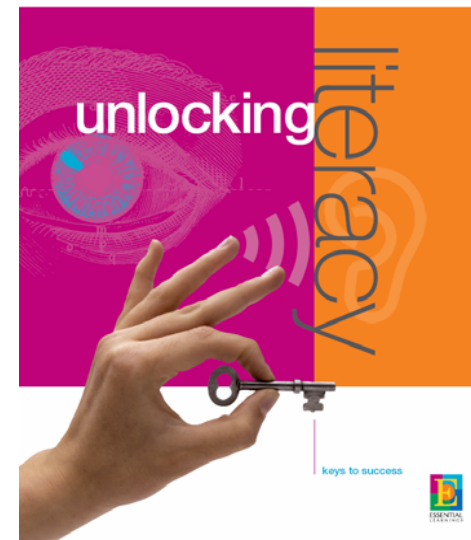


### New Resources



### Unlocking Literacy Resource

The 4LAP (Literacy Assistance Program) provided four benefits for students who did not reach the Year 3 Reading benchmark in 2003. These included an individual educational plan, interviews with parents/carers and a Read at Home Kit, which is currently being developed. The fourth element, a foundational literacy training program for volunteers, Unlocking Literacy has recently been published and disseminated through regional professional learning sessions to nominated schools. Unlocking Literacy will be a valuable resource for all primary students at risk and will be available to all schools in 2005. Professional learning sessions will be conducted in all regions, with dates to be advised.



On Friday November 19<sup>th</sup> a new resource for Being Numerate was launched at the School Education Division. Titled *Mental Computation: A Strategies Approach*, the set of six modules address the teaching of mental computation strategies and will be valuable for teachers K-10.

Written by Alistair McIntosh and Shelley Dole, the documents are the result of a research project which involved the Department of Education, the Catholic Education system and the ACT Department of Education and Training, in collaboration with the University of Tasmania. Copies will soon be distributed to schools and will also be available for purchase by individual teachers at a cost of \$22.00. Order forms will be distributed to all schools via info stream.

**Want more information?**  
Contact Denise Neal ☎ 6233 7033

**Want more information?**  
Contact Mandy Paske ☎ 6233 7415

*We're on the Web!*

[www.discover.tas.edu.au/literacy](http://www.discover.tas.edu.au/literacy)

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Do you need extra copies of the Being Literate Being Numerate Newsletter *Communicate*?

Download the latest issue from the literacy website:

<http://www.discover.tased.edu.au/literacy/Newsletter/newsletter.asp>

## Being Literate Being Numerate Newsletter



Issue 6

December 2004

## Being Literate 5 - 8

This six day spaced learning program will once again be offered to schools in 2005. The program is designed for teachers of students in the middle years and Being Literate school leaders. It examines what it means to be literate in the context of the Essential Learnings and supports teaching, learning and assessing the Being Literate key element. Sessions will be held in the three branches on 11/12 April, 20/21 June and 11/12 August 2005. This professional learning will be supported with **3 days relief per participant**. Registration forms will be in schools shortly, with more information available from

[www.ecentre.education.tas.gov.au](http://www.ecentre.education.tas.gov.au).

**Want more information?**

**Contact Mandy Paske** ☎ 6233 7415

## Stepping Out

Stepping Out is a whole school professional learning program for teachers of adolescent students. It equips participants with approaches, processes and strategies to improve students' literacy and learning outcomes. Modules are presented in writing, reading and viewing, listening and speaking.

In 2003 an agreement was signed by the Department of Education with Edith Cowan University Resources for Learning (ECURL) to facilitate professional learning for Tasmanian teachers in the approaches for three years 2003 – 2005. During the past two years 21 high and district high schools have been involved in the program. Stepping Out will continue in 2005 with additional schools being supported with professional learning.

**Want more information?**

**Contact Mandy Paske** ☎ 6233 7415

## Restart

This initiative provides additional funding for an FTE of nine additional teachers to work intensively with identified Year 7 students who would benefit from further support in literacy. The model of intervention is a small group approach with a focus on reading. This initiative is continuing in 2005 in the following schools:

Brooks High, Exeter High, Kings Meadows High, Prospect High and Queechy High in the north

Bridgewater High, Rosetta High and New Town High in the south and

Parklands High, Wynyard High, Reece High and Ulverstone High in the north-west.

**Want more information?**

**Contact Mandy Paske** ☎ 6233 7415

## TLOs and KINOs Connecting Documents

During third term, resources were developed to assist educators to make connections between the Being Literate and Being Numerate Key Elements of the Essential Learnings and the pre-existing Tasmanian Literacy Outcomes (TLOs) and Key Intended Numeracy Outcomes (KINOs).

The resources are designed to support the transition from assessing, monitoring and reporting using the TLOs and KINOs to assessing, monitoring and reporting using the Being Literate and Being Numerate Key Elements.

Print copies of the 'connecting' resources were distributed to all schools in October. They are also available on the LTAG at <http://www.ltag.education.tas.gov.au/>

**Want more information?**

**Contact Mandy Paske** ☎ 6233 7415

## Being Numerate School Leaders

This six day program is designed for leaders of Being Numerate in schools/clusters. It examines what it means to be numerate in the context of the Essential Learnings and supports teaching, learning and assessing the Being Numerate key element. A major emphasis of the six-day program will include the leadership requirements and implications of being a school's Numeracy Coordinator. This six-day program will be run as three, two –day residential workshops based in Launceston. All accommodation, meals and travel costs will be met by the program. Five out of the six days of the program will have the relief costs met.

**Want more information?**

**Contact Denise Neal** ☎ 6233 7033

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## Tasmanian Nominee Wins National Award for Outstanding Contribution to Numeracy

During Literacy and Numeracy week the Federal Minister announced five national awards for outstanding contributions to literacy and or numeracy. Alistair McIntosh from the University of Tasmania was the recipient of one of these prestigious awards. Alistair had been nominated by the Tasmanian cross sectoral committee in recognition for his work with Tasmanian teachers over the past five years. This had involved AGQTP projects, research projects including *Mental Computation in the Middle Years* and *Developing Computation* and professional learning at individual school level. A feature of Alistair's work has also been his contribution to the Thinking and Working Mathematically Project, based in the Prospect High School cluster. Alistair will use the \$10 000 he won to continue to support this project.

As Alistair has recently had ankle replacement surgery, he was unable to collect the award in person and was represented by Denise Neal (who had nominated him for the award) and Greg James (Coordinator of the Thinking and Working Mathematically Project) of the ceremony in Sydney.

Well done, Alistair! Many teachers around the state would agree that he has challenged practices and helped teachers develop approaches focused on deep understanding of number and strong mental strategies.



## Being Numerate in the Middle Years

This project has involved eleven schools from across the state in a six day professional learning program. The focus for the professional learning has been key mathematical ideas identified as being areas of difficulty for students in years 5-8 (mental computation, fractions, decimals, percentages and proportional reasoning). Sixty teachers participated and feedback was very positive.

*Heather Russell and Kristy Richardson from Wynyard High School use their counters to solve a problem*

A feature of the program has been collaboration with the University of Tasmania, with Dr Jane Watson and Dr Kim Beswick involved in presenting and evaluating the project. Emphasis was placed on the use of concrete materials and the need to build deep understanding of key mathematical ideas to provide the underpinning for Being Numerate.

This program will continue in 2005.

**Want more information?**

**Contact Denise Neal** ☎ 6233 7033

*John Murray from Huonville Primary School uses counters to model a ratio problem.*