

## Bridges Research Update

This year approximately 220 teachers, teacher assistants, Aboriginal education workers and parent volunteers have been trained in the *Bridges* literacy intervention program throughout the state.

The state-wide trial of the *Bridges* literacy intervention program for the 2003 school year has proven to be very successful. Approximately 130 children have been involved in the trial, making strong gains in their literacy development. Teachers, teacher assistants and parent volunteers involved in the trial have commented favourably on the gains in both literacy skill and confidence of children who accessed *Bridges* in 2003. The ten schools involved in the *Bridges* trial will continue to be supported in 2004.

Dates for *Bridges* training in 2004 are

North West	-	12 March
North	-	24 February
South	-	2 March

### Want more Information?

#### Contact:

Shane Frost or Karen Hay, Scottsdale Primary ☎ 6352 2328

## District Literacy Officers

District Literacy Officers work with school communities to implement the key elements of *Flying Start*, and investigate literacy within an *Essential Learnings Framework*.

### Want more Information?

#### Contact:

<b>Arthur</b> Sue Tucker ☎ 6431 9819	<b>Barrington</b> Sheila Bailey ☎ 6427 0570	<b>Bowen</b> Di Kinghorn ☎ 6233 6846
<b>Derwent</b> Corinne Dorsett-Dand ☎ 6271 0507	<b>Esk</b> Leanne Grimditch ☎ 6339 4509 Alison Taylor ☎ 6339 4509 Di Paine ☎ 6339 4509	<b>Hartz</b> Louise Bird ☎ 6224 8671 Chris Topfer ☎ 6224 8671

## 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  
Taroon High ☎ 6227 8897

We're on the Web!

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

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## Being Literate Being Numerate Newsletter



Issue 3

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## From the Principal Project Officer Literacy and Numeracy

Welcome to the final newsletter for 2003.

### Being Literate professional learning

During third term, a 6-day professional learning program, focusing on being literate within an *Essential Learning Framework*, was conducted in the north and the south of the state, with over 100 teachers participating. The audience was teachers in the Middle Years and those with a literacy leadership role within their schools. A broad and inter-connected view of literacy was presented, highlighting oral, print and visual literacy within a four resources framework. This learning opportunity will be offered again next year.

### Support to Districts

The District Literacy Officer positions conclude at the end of 2003. I wish to thank Sue, Sheila, Di, Corrine, Leanne, Alison, Di, Louise and Chris for their contributions over the past two years. Their facilitation of professional learning and management of literacy approaches and programs has enhanced both student and teacher learning within their respective Districts. We wish them well in their new roles next year.

### Inside this issue:

Stepping Out	1	In 2004, a Being Literate and Being Numerate Officer will work in each District. Their role is to support schools to implement the Being Literate and Being Numerate Elements of the <i>Essential Learning Frameworks</i> , with a focus on professional learning. These officers will work as part of a District and state-wide network.
Numeracy Support 2003	2	<i>Advance Notice - Literacy and Numeracy Week 2004 will be celebrated from 30 August to the 5 September.</i> Mandy Paske
Reading Recovery	2	<i>Do you need extra copies of the Being Literate, Being Numerate Newsletter 'communicate'?</i> Download the latest issue from the literacy website <a href="http://www.discover.tased.edu.au/literacy">www.discover.tased.edu.au/literacy</a>
Foundation Literacy Sites	3	
Bridges	4	<i>Stepping Out</i> is a professional learning resource which has been designed for middle and high school teachers. The cross curriculum approach to literacy aims to improve students' learning outcomes in all subject areas.
District Literacy Officers	4	<i>Stepping Out</i> contains three modules: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading and Viewing</li> <li>• Listening, Speaking and Critical Thinking</li> </ul>
District Literacy Centres	4	This year, thirteen schools in the state have undertaken professional learning related to the Writing module. These high and district high schools will be continuing <i>Stepping Out</i> professional learning next year, focusing on reading and viewing. The Reading and Viewing course, which has strong links with the Being Literate key element, contains sessions on: <ul style="list-style-type: none"> <li>• Literacy and Learning</li> <li>• What Matters in Reading and Viewing</li> <li>• Critical Literacy across the Learning Areas</li> <li>• Selecting Texts</li> <li>• Practical Processes</li> <li>• Monitoring Reading and Viewing</li> </ul>

During 2004, a further group of schools will be resourced to support their involvement in the Writing module.

A three day literacy leaders' course for schools involved will be held in March next year. This course provides an action plan for implementing changes in literacy teaching and learning within school context.

### Want more Information?

#### Contact:

Brooks High:  
Leigh Bonney ☎ 6326 1033

Rosetta High:  
Pam Powell or Carl Gledhill ☎ 6273 1677

## Numeracy Support

### Being Numerate Workshop Series 2004

A six day series of workshops focused on Being Numerate will be offered in 2004. Information has been disseminated and we encourage schools to send a representative to the sessions. These workshops are aimed at school numeracy leaders and schools which did not participate in the 2003 Numeracy Co-ordinators' course. Participants in the 2003 course will have the opportunity to continue their involvement and explore more deeply some of the ideas addressed over the year. We have enjoyed working with these teachers and have been amazed at the exciting things which have taken place in their classrooms/schools to assist students more deeply understand mathematical ideas and become numerate thinkers and communicators. We are looking forward to a new group of enthusiasts in 2004!



Alistair McIntosh discusses school numeracy plans with Jason Claridge from Brooks high school

### Developing Computation/ Developing Mental Strategies in the Middle Years

Two interesting and worthwhile research projects involving the Department of Education as an industry partner, have concluded this year. Each project has produced valuable support materials which will be made available early in the new school year. Included in the resource materials will be suggested strategies for teaching mental computation, and assessment ideas. Of particular interest to teachers in the middle years, are ideas for helping students mentally manipulate fractions, decimals and percentages. The findings of each of the research projects have implications for our work with students and challenge us to think about how we can teach for deeper understanding of the number system and encourage students to engage in strategic and reflective thinking about ways to deal with number. One key finding is that we can improve outcomes for students by giving more focus to mental strategies and delaying the introduction of formal written algorithms. This finding has implications for our mathematics teaching and curriculum decision-making. It supports the Essential Learnings' focus on less is more as well as conceptual as opposed to procedural knowledge.

### A note of thanks!

Many educators at all levels in Tasmanian schools have been influenced by the work of Alistair McIntosh since his appointment to the University of Tasmania. Alistair has challenged us all to think about number in new ways, to question our practices in "mental maths" and to help children understand more deeply how the number system works. His work has included QTP, research projects in schools, individual school and cluster work (notably the Thinking and Working Mathematically Project), conferences and more recently, the Numeracy Co-ordinators' course. Alistair's research has assisted teachers to carefully consider teaching decisions. Alistair is returning to Western Australia at the end of 2003 and we wish him well. Thanks Alistair!

### Want more information?

#### Contact

Denise Neal, Statewide Coordinator  
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[denise.neal@education.tas.gov.au](mailto:denise.neal@education.tas.gov.au)

Toni Popowski, Numeracy Support Officer  
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## Reading Recovery

The state's second *Reading Recovery* Training Centre at Kingston was officially opened on the 18 November by Paula Wriedt, Minister for Education. Guests included representatives from schools involved with *Reading Recovery* and the wider school community.

A total of 55 state schools have been involved in *Reading Recovery* during 2003. In December, another 20 teachers are due to complete their *Reading Recovery* teacher training. These teachers have undertaken a yearlong in-service course involving:

- Three initial assessment training days
- A minimum of two hours daily teaching of students
- Fortnightly in-service sessions
- Teaching behind the one-way screen for their peers

In addition to this, 40 Continuing Contact teachers have been working in schools across the state. By the end of 2003, it is estimated that 410 students have been involved in *Reading Recovery*.

At the end of each year, data is collected from all *Reading Recovery* schools. In 2002:

- 64% males and 36% females participated in the program.
- The average text level growth (from beginning to end of program) for 'discontinued' students was 15.35.

## Reading Recovery (continued)

Positive results for *Reading Recovery* students depend not only on instruction, but also upon a school environment that allows for smooth operations. Among the factors that affect results are:

- Daily lessons for *Reading Recovery* students
- Scheduling for students and teachers
- Collaboration with classroom teachers
- Teacher selection
- Adequate space and materials
- Administrative support

As they consider adopting *Reading Recovery*, it is important that schools have a clear understanding of what *Reading Recovery* is and is not, as detailed in the table.

What Reading Recovery Is	What Reading Recovery Is Not
Reading Recovery is one-to-one individual teaching.	Reading Recovery is not group or classroom instruction.
Reading Recovery is provided by a specially trained, certified teacher.	Reading Recovery is not delivered by volunteers or para-professionals.
Reading Recovery is ongoing professional development for teachers.	Reading Recovery is not a program that can be bought and put in place for teachers.
Reading Recovery is adopted as a school initiative by the school staff.	Reading Recovery is not one person's mandated program.
Reading Recovery is supplementary to good classroom teaching.	Reading Recovery is not the only reading instruction a child receives, and also not a substitute for good classroom teaching.
Reading Recovery is for first-grade, lowest-achieving readers only.	Reading Recovery is not a comprehensive program to improve literacy achievement in all grades.
Reading Recovery is data-driven teaching to continuously monitor children's progress.	Reading Recovery is not a program that labels children through extended testing for disabilities.
Reading Recovery is a short-term early intervention that prevents further difficulties in literacy.	Reading Recovery is not a long-term service for children.
Reading Recovery is a long-term school commitment for lowest-achieving first graders.	Reading Recovery is not a quick fix.

### Want more information?

#### Contact

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

## Foundation Literacy Sites

Due to the closure of the Australian Spalding Office, Spalding Courses will no longer be offered in Tasmania. During November the Managers of the Foundation Literacy Sites from Exeter, Bridgewater and Smithton, along with Diane Kinghorn, met to develop a Professional Learning Literacy Package. This approach combines the Spalding Method, with other focused teaching strategies within a Framework of *The Four Resources of a Literacy Learner* (Luke and Freebody) which underpin the *Being Literate* key element of the *Essential Learnings Framework*.

This course will be offered from the three sites during 2004. Teachers who have trained in the original Spalding 1 and 2 Courses, are still able to access the sites for support.

### Want more information?

#### Contact:

Smithton Primary  
Anne Maree Grey ☎ 6452 1955

Bridgewater Primary  
Susie Eade ☎ 6263 7303

Exeter Primary  
Maureen Street ☎ 6394 4700