



## Sharing Best Practice Auckland July 27th, 2024

Welcome

Liz Kane Literacy and Sharing Best Practice Australia welcomes you to Sharing Best Practice Auckland 2024.

Sharing Best Practice is a grassroots movement comprised of educators and allied health professionals who share evidence-informed best practice pedagogies through conferences across Australia and New Zealand.

We are excited to bring you Sharing Best Practice at Bayfield School in Herne Bay, Auckland. Many thanks to Kerry McKay, Principal, and Claire Turner, Deputy Principal for opening up their school and being supportive and welcoming hosts.

Our sincere thanks and gratitude go to Dr Molly Ness, our keynote speaker, and to the incredible lineup of workshop presenters who have agreed to share their best practices with you. The work that is happening in our classrooms, in intervention, and in leadership is truly inspiring.

Thank you for coming to support and participate in a morning of connection and learning.

Liz, Adrienne, Kirsty & Fem  
Liz Kane Literacy team

**DATE: July 27th, 2024**

**TIME: 8.15 am - 1.15 pm (Registration opens at 7.30 am)**

**VENUE: Bayfield School, 2/12 Clifton Road, Herne Bay, Auckland 1011**

**PARKING: Surrounding streets**



# Introducing Dr Molly Ness, PhD

Literacy Advocate – Podcaster – Former

University Professor – Author – Reading

Clinician – Reading Researcher

Dr Molly Ness is a fierce advocate for literacy access, equity, and research-based practices.

Driven by a belief in the transformative power of literacy, Molly is dedicated to enhancing reading experiences for learners of all ages. As a former university professor with extensive experience as a reading clinician and researcher, Molly's approach is rooted in the latest research findings, emphasizing the intricate processes our brains undergo when decoding, comprehending, and engaging with text.

Molly will share her knowledge for implementing a read-aloud routine that supports literacy development, content knowledge, social-emotional learning, and academic achievement.

# Session 1 Workshops

| Yr 2 space   | Yr 3 space  | Yr 4 space   | Yr 5 space  | Yr 6 space  |
|--|---|--|---|---|
| <b>Sarah Vile</b><br><b>Year 2 Teacher</b><br>Embedding SL Practices in a Year 2 MLE | <b>Kerry Hales</b><br><b>Inclusive Practice Leader, SENCO</b><br>Implementing school-wide evidence-informed instruction | <b>Jess Milne</b><br><b>Year 1 teacher</b><br>Whole class daily review for junior students | <b>Nat Hayes &amp; Jenine Young</b><br><b>Year 5 teachers</b><br>Changing practice for better outcomes for everyone | <b>Mary Brown</b><br><b>Year 5-6 teacher</b><br>The benefits of whole-class teaching in upper primary |

## **Sarah Vile, Year 2 Teacher, Bayfield School**

### **Embedding Structured Literacy practices in an MLE**

Sarah Vile, Year 2 Team Leader and part of the Bayfield Curriculum Team, will share how she has led her three-teacher team in an MLE, to implement more large group/whole class teaching for aspects of their literacy block.

Sarah will describe effective systems and routines that have contributed to student success in reading and writing. In addition, Sarah will delve into the crucial role of formative and summative assessment in supporting, accelerating, and monitoring Tier 2 learners.



## **Kerry Hales, Inclusive Practice Leader, SENCO, Kohia Terrace School**

### **Implementing school-wide evidence-informed instruction**

Kerry will share her experience moving from teaching senior and intermediate students to teaching Year 1, and the pathway she put herself on to evidence-informed instruction. Buoyed by the success of her students she began planning implementing structured literacy pedagogy across the school.

Kerry will also discuss her reflections on the professional learning and development process and how to make the most of it. Lastly, Kerry will share her insights into the impact this pedagogy has had in her Inclusive Practice Leader role.



## Session 1 Workshops continued

**Jess Milne, Year 1 teacher,  
Campbells Bay School**

### **Whole class daily review for junior students**

During this workshop, Jess will share how teaching explicitly and systematically, following a scope and sequence, has improved outcomes for her learners.

Jess will discuss what happens in the 20-30 minute Daily Review whole-class session in her class. Students are engaged in a low-variance routine that includes a review of phonemic awareness, grapheme and phoneme correspondences, handwriting, heart words, word reading and writing, sentence reading, and dictation.



**Nat Hayes & Jenine Young, Year 5 teachers,  
Bayfield School**


### **Embedding Structured Literacy into a senior school, modern learning environment**

Natalie Hayes (Curriculum Team) and Jenine Young (PRT) will share their experiences developing an integrated literacy teaching programme in a two-teacher MLE. Using whole class instruction for spelling, grammar, vocabulary, reading, and writing, their discussion will highlight the incorporation of explicit instruction pedagogy and teaching of knowledge.

They will share how they include techniques such as daily review, non-volunteer response, pair share, and formative feedback. Additionally, they will talk about their tier 2 intervention program, Panui Tahī, outlining the screening processes and intervention strategies employed to support students requiring additional assistance.




# Session 1 Workshops continued

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| <p><b>Mary Brown, Year 5-6 teacher,<br/>Summerland Primary School</b></p> <p><b>The benefits of whole-class teaching in<br/>upper primary</b></p>   |  |
| <p>Mary Brown is a classroom teacher of Year 5 and 6 and she has taught for many years. She will share how her classroom was operating, why and how she changed to (mostly) whole-class literacy teaching, and what this might look like in a day and across a week.</p> <p>In her class, Mary uses content knowledge (the topic) as the main focus for what her learners read and write about. Mary will share her developing experience with evidence-based, low-variance, explicit teaching and continuous reflection on improving her practice for acceleration and progress.</p> |   |

## Session 2 Workshops

| Yr 2 space  | Yr 3 space  | Yr 4 space  | Yr 5 space   | Yr 6 space   |
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| <b>Dawn Wood<br/>Deputy Principal</b><br><br>Leading change to a Structured Literacy approach in the junior school. | <b>Hine Rokosuka and Melissa Seumanu,<br/>Years 3-5 Kaiako</b><br><br>Teaching Writing in Te Reo Māori through a Structured Literacy Approach | <b>Kath Robinson &amp; Nicole Brough<br/>Year 4 teachers</b><br><br>Maximising teaching and learning where "Everyone Gets Everything" | <b>Felicity Marsh<br/>Year 5-6 teacher</b><br><br>Impact of Whole Class Teaching | <b>Emma Nahna<br/>Speech and Language Therapist,<br/>Literacy Coach</b><br><br>What do I do after DIBELS!? |

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| <b>Dawn Wood, Deputy Principal,<br/>Cornwall Park District School</b><br><br><b>Leading change to a Structured Literacy approach<br/>in the junior school</b>   |   |
| <p>Dawn Wood is a Deputy Principal at Cornwall Park District School. She leads Literacy and has spent the past two years supporting classroom teachers to implement structured literacy practices in their classrooms.</p> <p>Dawn will describe Cornwall Park's journey over the last two years to change to a Structured Literacy approach. She will outline the practical aspects of supporting her team with access to new knowledge and resourcing so teachers can easily teach the content. Dawn will share how through collaboration, connection, and a lot of learning, have resulted in a positive change for teachers and students.</p> |  |



## Session 2 Workshops continued

**Hine Rokosuka and Melissa Seumanu, Year 3-4  
Kaiaiko, Te Kura Tuatahi o Papaioea**

**Teaching writing in Te Reo Māori through a  
Structured Literacy approach**

Hine and Melissa, creators of Ōhinerangi Rauemi Kāri, will present practical and useful strategies to enhance writers' skills through engaging hands-on activities and games. Their kāri are designed to cater to tamariki of all ages, ensuring that each lesson is adaptable to various learning levels.

By incorporating interactive and enjoyable methods, they help ākonga master sentence structures, expand their vocabulary, and improve their reo a-waha. This presentation will demonstrate how to build the capabilities of your ākonga in tuhituhi through an effective and enjoyable learning experience.



**Kath Robinson & Nicole Brough, Year 4 teachers,  
Summerland Primary School**

**Maximising teaching and learning where  
“Everyone Gets Everything”**

Kath Robinson and Nicole Brough are Year 4 teachers. They organise their day around their students' needs with a combination of whole-class literacy teaching and small-group acceleration intervention for their priority learners. Adopting the practice of “everyone gets everything” (from Anita Archer), they have seen maximised teaching and learning time for ALL their students and extra targeted teaching for their priority learners.

In this presentation, Kath and Nicole will share the changes they have made to their weekly and daily timetables, the challenges, and the increase in student engagement and achievement.



## Session 2 Workshops continued

**Felicity Marsh, Year 5-6 teacher,  
Colyton School**

### **Impact of whole class teaching**

Felicity Marsh currently teaching Years 5 and 6, has recently transitioned from using multiple reading groups to adopting a whole-class literacy teaching approach, focusing on knowledge. Felicity will discuss the reasons behind this shift and how this new approach unfolds on a daily and weekly basis.

In her class, Felicity emphasises content knowledge as the main focus for what her learners read and write about, incorporating explicit vocabulary teaching, whole class and partner reading, independent project work, and a knowledge-based curriculum.



**Emma Nahna, Speech and Language Therapist,  
Literacy Coach**

### **What do I do after assessing with DIBELS?**

Join literacy coach and speech-language therapist Emma Nahna as she helps us explore the information we gain from DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment: a free, evidence-based reading assessment for Years 1-9.

After giving DIBELS screening assessments, what are the logical next steps? Emma will explain practical diagnostic/in-depth assessments and targeted teaching following the initial screening process. Analysing real NZ student DIBELS data, will offer insights into interpretation and planning. Before coming to this session, please watch the free 1.5hr recording of [Introduction to DIBELS for New Zealand Educators webinar](#), and if possible, test-run the assessment on some of your learners.





## Session 3 Workshops

| Yr 2 space   | Yr 3 space   | Yr 4 space   | Yr 5 space   | Yr 6 space   |
|--|--|--|--|--|
| <b>Tammy How &amp; Sarah Henderson</b><br><b>Year 1-3 teachers</b><br><br>Whole class teaching maximises teaching and learning | <b>Mahina Selby-Law</b><br><b>Literacy Coach and Kaiako</b><br><br>Fluency, Comprehension, and Writing Composition beyond the Scope and Sequence | <b>Sarah Taylor,</b><br><b>Deputy Principal</b><br><br>Refining Intervention for Better Outcomes | <b>Anne Humphrey</b><br><b>RTLit</b><br><br>Intentional Reading Practice: Maximizing Reading Time in the Classroom | <b>Bianca Odendaal &amp; Ashleigh Roman</b><br><b>Year 7-8 teachers</b><br><br>Structured Literacy practices in an Intermediate setting. |

### **Tammy How, Roslyn School & Sarah Henderson, Colyton School, Year 1-3 teachers**

#### **Whole-class teaching maximises instructional teaching and learning time**

Tammy How is an experienced NE teacher at Roslyn School in Palmerston North and Sarah Henderson is a junior teacher at Colyton Primary School in Feilding, Manawatu.

In their session, Tammy and Sarah will explain the motivation to change to whole-class teaching and the benefits they have seen since implementing this approach. They will describe the teaching model of Revise, Teach, Practise and Apply and how they incorporate these elements into their whole-class teaching for all aspects of literacy.



### **Mahina Selby-Law, Literacy Coach and Kaiako Te Kura Tuatahi o Papaioea**

#### **Fluency, comprehension, and writing composition beyond the scope and sequence**

Join Mahi for a session on effectively developing pānui and tuhi skills that go beyond the basics of decoding and encoding. This workshop will ensure fluency, comprehension, and writing composition are taught throughout the scope and sequence, and beyond.

This practical session led by Mahi will guide you through techniques to enhance pānui by using fluency pairs and small rōpū pānui. She will also share various ways to use rauemi to extend the tuhi skills of your ākonga.



## Session 3 Workshops continued

**Sarah Taylor, Deputy Principal,  
Summerland Primary School**

### **Refining intervention for better outcomes**

Sarah Taylor is a Deputy Principal at Summerland Primary School. She leads intervention and coaches colleagues to implement structured literacy practices in their classrooms.

Sarah's workshop will explain how literacy intervention is targeted to accelerate students' literacy progress across the school by aligning it with Tier 1 classroom practice. Intervention at Summerland follows evidence-based literacy teaching. This workshop will delve into the how, what, why, and when of intervention and will include how we use assessment tools such as DIBELS to progress monitor to ensure intervention is accelerating learning.



**Anne Humphrey, RT Lit, Feilding**



### **Intentional reading practice: maximising reading time in the classroom**

Anne Humphrey is the Resource Teacher of Literacy and works alongside teachers in Feilding schools supporting them to implement Structured Literacy.

This will be a hands-on session where Anne will guide you through techniques to enhance student reading through both partner reading and whole class reading. Attendees will gain practical experience in a range of effective reading routines to maximise reading time in the classroom. Anne will also share a variety of resources that can be selected for partner and whole-class reading, tailored to students' reading abilities within a class.



# Session 3 Workshops continued

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| <p><b>Bianca Odendaal and Ashleigh Roman</b><br/><b>Year 7-8 teachers, Murrays Bay Intermediate</b></p> <p><b>Structured Literacy practices in an Intermediate setting.</b></p>   | <br> |
| <p>Bianca Odendaal and Ashleigh Roman are teachers at Murrays Bay Intermediate. Bianca has led change to implement structured literacy practices through her various roles at MBI and for the Mid Bays Kāhui Ako. Ashleigh is currently in her fourth year at MBI.</p> <p>Bianca will share a successful model of implementation that focuses on high accountability, consistency, and clear expectations. She will share the journey of introducing explicit teaching of spelling for improving writing in an intermediate setting to accelerate students.</p> |   |
| <p>Ashleigh will share her journey from a classroom teacher's point of view, changes made to her pedagogy, personal experiences around this implementation, and how successful it is for her students.</p>  |   |