International Literacy Day: Literacy in a Digital World
This year (2017), the international conference will be titled: 'Literacy in a Digital World'. The main global celebration of the day will take place at UNESCO Headquarters, Paris in the form of a two-day conference on 7–8 September.
http://en.unesco.org/themes/literacy-all/literacy-day

SATURDAY 9th SEPTEMBER
In celebration of
International Literacy Day
ALEA MEANJIN Local Council
MINI–CONFERENCE

Date: Saturday 9 September
Location: Griffith University—Logan Campus—68 University Dr, Meadowbrook, Logan QLD 4131
Cost: * Members $100  * Non-Members $150
       * Pre-service Teachers $50—Includes Membership

Program for the day
8:30—9:00  Registration
9:00—9:15  Welcome to Country
9:15—10:15 Keynote address by Rod Campbell—
          Teaching English for the 21st Century
10:20-10:50  Morning Tea
11:00—12:00 Workshop choice 1
12:05-12:45  Lunch
12:55—1:55  Workshop choice 2
2:00—3:00  ALEA National President Beryl Exley address—
           Donald Graves meets Buzz Lightyear:
           To process writing and beyond

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AUSTRALIAN LITERACY EDUCATORS’ ASSOCIATION

Workshop Choices

A: Understanding the language-basis of reading difficulties using the simple view of reading
Marleen Westerveld—Griffith University

B: Teaching Reading and Writing – Thinking About What, How and Who
Carol Smith—University of the Sunshine Coast

C: Picture Books in a Digital World
Kylie Meyer—University of Southern Queensland

Supported by: Griffith University—Logan
Plenary Speakers

Rod Campbell

Address: Teaching English for the 21st Century

Information about Rod’s address can be found later in this document.

Dr Rod Campbell is a significant leader in literacy education in Australia, with extensive experience in publishing, workshop presentation, and in-school mentoring of classroom teachers and curriculum leaders. He is co-writer and editor of seventeen successful publications on literacy teaching, and on teaching English grammar and knowledge as resources for writing and reading. He is the lead writer of the Australian editions of Literacy for the 21st century: A balanced approach (2012; 2015), and is currently developing the third edition of this text for Pearson Education, with Carol Smith as leading Australian author. Rod is also writing a series of books for the teaching of grammar in schools in the United States with Dr Jane Bean-Folkes. Rod’s co-authored Teaching English grammar: A handbook for Australian teachers has been given to most staff at more than 80 schools in Australia. His work in teaching English grammar and writing is very highly accepted by teachers, as all of his work is grounded in ongoing classroom development and practice.

His career in teaching has encompassed primary and secondary school teaching, special education as a teacher and resource teacher for students with visual disabilities and guidance officer. He was a lecturer at two universities, in primary education and in early childhood education. He has worked extensively in many countries in Asia, where he has developed and taught programs in early childhood education, leadership, and teaching English in EC settings, particularly in China.

Rod Campbell was one of six Finalists in 2015 in the Professor Betty Watts OBE Memorial Award for Outstanding Contribution to Teaching, conducted by the Courier Mail and the Queensland College of Teachers.

Beryl Exley — National President of the Australian Literacy Educators’ Association

Address: Donald Graves meets Buzz Lightyear: To process writing and beyond

"Donald Graves launched his seminal text "Writing: Teachers & Children at Work" in 1983. He revolutionized the way writing was taught in Australian classrooms and I was a devotee. Through his pedagogical approach, I learnt about the minds and hearts of young children and about my place as the 'chief learner' in the classroom. These are far from antiquated ideas; the new technologies of the 'Buzz Lightyear' era continue the affordances of children as agentive communicators in blogging and social media spaces and teachers as 'chief learners'."

Professor Beryl Exley was an experienced classroom teacher, before commencing a long academic career at the Queensland University of Technology. She is now a professor in English curriculum and literacy studies at Griffith University. Renowned for research into digital learning and literacy education—including teacher knowledge of content and pedagogy as it intersects with social justice—Beryl is a passionate supporter of classroom teachers.

In 2017 Beryl has taken on the role of the ALEA National President, having previously served as ALEA's Publications Director, and as Queensland's State Director. The address she will deliver, was the keynote Donald Graves Address at the 2017 AATE/ALEA National Conference in Hobart.

Recent articles available free to ALEA members include:


Two of Beryl’s popular and practical ALEA publications include:
Playing with grammar in the Early Years and Exploring with grammar in the Primary Years. Both books are filled with ideas for teaching Australian Curriculum: English content.
A: Understanding the language-basis of reading difficulties using the simple view of reading

Dr Marleen Westerveld—Griffith University

This workshop presents data from our recent Reading Success project involving a cohort of Year 4 students (n = 80) attending a primary school in Queensland. Using the Simple View of Reading as a guiding framework for assessment and diagnosis, speech-to-print profiles were created for those students who showed challenges in reading comprehension. Based on these profiles, a series of small-scale collaborative initiatives are currently underway that are aimed at improving the students’ reading performance. The workshop will present two case studies to outline the assessment protocol, showcase the speech-to-print profile, and highlight the role of the speech pathologist in supporting students’ reading development.

Marleen is a certified practising speech-language pathologist with almost 30 years of experience across clinical practice, research, and higher education. Marleen is currently a senior lecturer in speech pathology, school of Allied Health Sciences, at Griffith University, and an adjunct senior research fellow in the school of Education, Health, and Human Development at the University of Canterbury, New Zealand. Marleen’s research related to child language and literacy development and disorders, from preschool to adolescence, has resulted in more than 30 peer-reviewed publications in both national and international journals. Marleen was a working party member of the recently released Speech Pathology Australia Clinical Guidelines for Speech Pathologists Working in Literacy, has a strong track record in collaborative research with DET speech pathology, and is a project leader on three Autism CRC funded grants involving (emergent) literacy development in students on the autism spectrum.

B: Teaching Reading and Writing – Thinking About What, How and Who.

Carol Smith—University of the Sunshine Coast

This workshop is based on research findings about English preservice teacher preparation. Workshop participants are invited to explore three principal tenets of English teaching that were revealed in the research – what, how, and who. The focus will be on the theoretical underpinnings of what we teach; teaching strategies that support students’ learning at text, word and sentence level; and consideration of the relational aspects of practice that include personal communication skills.

Carol is a lecturer in English language studies at the University of the Sunshine Coast. Carol's particular areas of expertise are English language education P-12, curriculum development, and early literacy intervention. She has worked at primary, secondary and tertiary levels of education and has extensive experience as a literacy consultant in primary and secondary education.

Presently, Carol is completing her PhD. Her thesis is titled ‘Developing Secondary English Education Courses for Preservice Teachers through Practitioner Research’. Her other research interests lie in the areas of explicit teaching strategies in English classrooms, mentoring, and assessment that promotes powerful learning. Carol is involved in international research that involves literacy intervention with struggling writers.

C: Picture Books in a Digital World

Kylie Meyer—University of Southern Queensland

The New York Times suggested the demise of the picture book in digital times; a notion populated by others since, through their forewarning of the death of and obituaries to the printed picture book.

This workshop will explore how picture books have taken up issues around digital texts, including concerns over screen time and cyber safety. Through a practical, multiple text approach these themes will be explored through picture books, including teaching ideas that enhance intellectual demand in reading comprehension, thereby resisting notions that picture books are obsolete or facing demise in a digital age.

Kylie is a passionate lover of picture books. She has worked as a primary teacher, Head of Curriculum, literacy advisor and administrator in QLD schools, in addition to her work interstate in adult literacy, numeracy and English as an Additional Language. Kylie is currently working as a lecturer in English and literacies education at USQ, Springfield campus. Kylie is completing her PhD. Her research interests include intellectual demand in reading comprehension contexts across the curriculum in the middle years.
More information about Rod’s address:

Rod will infuse his address with some practical ideas for teaching particular aspects of grammar knowledge.

Teaching English for the 21st Century

Something Old, Something New,
Something borrowed, Something blue.

Change is the constant in a digital world, and teaching English has never been more exciting nor more frustrating. The adage above, however, gives a clue to what has always been the nature of language and of English in particular, and provides some direction for teaching reading and writing in a digital world.

The products and processes of the digital revolution have brought an entirely new platform for communication, a platform that involves the learning of uses of hardware and software; social, critical and ethical dimensions associated with those uses; and continuing the language and thinking abilities and skills needed for learning and communication. And it is in this third area, what is listed under the Australian Curriculum for Information and Communications Technology (v. 8.3, 2017) as Investigating, Creating and Communicating with ICT, that there is more continuity than change in the nature of teaching reading and writing.

At its most basic, at the level of structure in patterns of use, teaching language will always require the teaching of reading, writing and spelling (Adoniou 2016) as teachers build student knowledge, confidence and skill in using written language while their student learners move from using spoken language as a prop for writing towards becoming proficient writers. Software packages and companies such as spellchecker and Grammarcheck and Grammarly© will improve with developments in AI, but there is sufficient evidence to show that reliance upon such packages and apps does not solve problems in proficient use of written English.

Knowing how to learn and use syntax of English, and English vocabulary itself, are keys to improving written literacy, and such knowledge is part and parcel of thinking. Ideas are packaged and carried in clauses (Halliday 1985), and enhanced in effectiveness in related and embedded phrases and groups. The 21st century, as have previous centuries, still requires writers, readers and learners to be able to bring their knowledge of written language and thinking to the remarkable possibilities provided by the digital world.