



Program

9.30am Acknowledgement of country and welcome to the symposium

Professor Pauline Harris, *University of South Australia*

9.35am Learning to be literate: the South Australian context

Professor Pauline Harris, *University of South Australia*

Literacy education is a complex, multi-layered space in which many varied messages from research, policy and practice converge. What do these messages look like in South Australia and how can they enable and inform the work of educators in their literacy programs? We will explore this question in terms of key national and state policy drivers and how these relate to educational and social inclusion of all learners. This discussion will be framed by culturally situated pedagogies and understandings of literacy that inform effective educational practices and create positive learning opportunities and outcomes with and for children of South Australia (and beyond).

10.15am **Setting the scene** *The context for today and a snapshot of the research on the role of phonic knowledge in learning to be literate.*

Professor Robyn Ewing AM, *University of Sydney*

The teaching of literacy is a complex process and of course reading pedagogy is an integral part of this process. There is widespread agreement about the importance of phonic knowledge and other code-based literacy skill instruction in the early years literacy pedagogy. Why, however, is phonics instruction, one of the strategies children use in learning to read, so foregrounded by government policymakers and bureaucrats in Australia? And why is one particular approach to the teaching of phonics, synthetic phonics, now being proposed as the 'right' way to teach phonics in Australia? This session will consider these questions in light of current research about the role of phonic knowledge alongside other important strategies children need when learning to read.

11.30am **Morphemes won't leave phonemes alone – the essential role of meaning when teaching phonics**

Mr David Hornsby, *Education Consultant*

*In this session, we will consider the essential role of meaning when teaching phonics explicitly and systematically. The session articulates with the expectations mandated in *The Australian Curriculum: English*. It emphasises helping teachers understand the nature of English orthography – a necessary foundation for any approach to phonics and spelling. Through a range of practical examples, we will see that morphemes are required for phonemes to express themselves. We will also dispel some of the myths about how English orthography works and see why the proposed Year 1 phonics test is problematic. Implications for classroom practice will be discussed.*

12.20pm **Panel: Teacher knowledge and Implications for the classroom - Discussion and Q & A**

Robyn Ewing, Pauline Harris, David Hornsby

12.50pm **Concluding remarks , thanks and further professional learning opportunities.** Pauline Harris

Supported by the University of Sydney School of Education and Social Work, the Australian Literacy Educators' Association (ALEA) SA, the Early Childhood Organisation Inc (EChO) SA, Lisa Burman Consultants, Cue Learning and the University of South Australia.

When Saturday 24 November 2018

9.30am – 1.00pm (Registration from 9am)

Where St Peter's Girls' School

Stonyfell Road, Stonyfell SA 5066 <https://goo.gl/h6Uytw>

Cost \$110pp (GST Inc.)

ALEA/EChO Individual Member \$44pp (GST Inc.)

ALEA Institutional Member \$55pp (GST Inc.)

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Register Follow the link below to register:

http://sydney.nicheit.com.au/education_social_work/register.php?wsid=ws0785

Presenter biographies

Robyn Ewing AM

Robyn is Professor of Teacher Education and the Arts. She teaches in the areas of curriculum, English and drama, language and early literacy development and works with both undergraduate and postgraduate pre-service and inservice teachers. Robyn is passionate about the Arts and education and the role quality arts experiences and processes can and should play in creative pedagogy and transforming the curriculum at all levels of education. In the areas of English, literacy and the arts, Robyn's research has particularly focused on the use of educational or process drama with authentic literary texts to develop students' imaginations and critical literacies. She has been published widely in this area.

Robyn was president of the Primary English Teachers Association Australia from 2001-2006 and the Australian Literacy Educators Association (2011-5) and former vice president of Sydney Story Factory. She is also a council member of the Australian Film, Television and Radio School (AFTRS), an Honorary Associate with Sydney Theatre, Board member of West Words and Visiting Scholar at Barking Gecko.

Pauline Harris

Professor Pauline Harris is the Lillian de Lissa Chair, Early Childhood (Research) at the University of South Australia, in partnership with South Australia Department for Education. She has an international record with expertise in children's language, literacy and literature; children's citizenship and voice; dialogic and culturally responsive pedagogies; and the nexus of early childhood research, policy and practice. Her literacy research is anchored in children's home, community and formal educational settings, and has spanned across culturally, socially and linguistically diverse contexts. She has authored six books, including *Children as Citizens: Engaging with the Child's Voice in Educational Settings* (Harris and Manatakis, 2013, Routledge). Her forthcoming book is *Children's multilingual literacy - Fostering childhood literacy in home and community settings* (Harris, Brock, McInnes, Neill, Diamond, Carter, Camaitoga, Krishna, Giannakis, 2018, Springer). Pauline is strongly committed to engagement with the teaching profession. She has delivered extensive professional workshops and programs throughout South Australia in partnership with SA Department for Education on preschool literacy learning and engagement, literacy in the school years, and literacy and more specifically reading in Aboriginal contexts. Pauline also has engaged with communities locally and overseas where she has conducted collaborative action research inquiry and dialogic workshops on family literacy practices that foster young children's literacy learning and engagement across diverse, multilingual settings. Pauline chairs the de Lissa Early Childhood and Family Studies research node, situated in UniSA's Research in Educational and Social Inclusion.

David Hornsby

This is David's 51st year in education. He was with the Ministry of Education (Victoria) for 28 years and taught every year level. During that time, he also lectured at La Trobe University and RMIT University. In 1997, he was a recipient of the Teacher of the Year award.

David was principal of a school he loved, but then returned to curriculum consultancy in primary and secondary schools, and university lecturing. He has completed many work tours of the US and the UK. He has also worked with teachers in China, Costa Rica, Hong Kong, Indonesia, Malta, New Zealand and Singapore.

David has written or co-authored many popular teacher reference books. *A Closer Look at Guided Reading* won "The 2001 Australian Awards for Excellence in Educational Publishing." His latest book (co-authored with Lorraine Wilson) is *Teaching Phonics in Context*.



Early Childhood Organisation Inc SA



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