**PRACTICAL PROFESSIONAL DEVELOPMENT - DEB SUKARNA**

**2021 PROGRAM**

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| **READERS WORKSHOP****- Organising for Effective Teaching and Learning with Young Readers****Presented by Deb Sukarna for Foundation to Year 2 Teachers** | **Friday 6 August****9:15am – 3:15pm****ONLINE** |
| *The organisation of a Readers Workshop with young readers is both challenging and rewarding. This seminar will focus on how to effectively structure the daily reading session and how to develop the children’s ability to self-regulate through simple routines. We will explore how to differentiate in our planning, so we cater for the range of Literacy development that we have in our classrooms. Teachers will be provided with a Foundation to Year 2 Yearly Reading Planner to guide discussion on how a rich Reading Program can be developed.** The importance of classroom practice reflecting current literacy research
* Framework for planning an effective Reading Program – yearly planner
* Understanding the place of phonics in reading and spelling
* Overview of the importance of Language Experience, Inquiry, Learning and Development Play
* Setting up Classroom Libraries – the power of quality literature and non-fiction
* Structuring Readers Workshop to meet development needs
* Creating an independent routine so teachers can ‘teach’
* The joy of conferring with young children – enhancing and monitoring comprehension
* The importance of needs-based Focus Group teaching – Guided Reading; Rhyme Reading
* Strategies to engage children in quality texts before, during and after reading
* Independent reading linked to purposeful text response
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| **READERS WORKSHOP****- Organising for Effective Teaching and Learning****Presented by Deb Sukarna for Year 2 to Year 6 Teachers** | **Wednesday 18 August****9:15am – 3:15pm****ONLINE** |
| *This seminar will focus on how to structure a reading session and establish an independent purposeful routine, so that teaching time can be maximised. It will outline the key components of an effective and rich Reading Program and the organisation required. The importance of independent reading being monitored, and the different types of conferences for different purposes, will be addressed. It will also focus on exploring practical ways to improve engagement and raise the bar on reading achievement. Teachers will be provided with a Year2 – Year 6 Yearly Reading Planner to guide discussion on how to develop a comprehensive program.** The importance of classroom practice reflecting current literacy research
* Getting the ‘Reading Buzz’ in our classrooms
* Features of a comprehensive Reading Program
* Framework for planning an effective Reading Program – yearly planner
* Understanding the importance of developing metacognitive and strategic readers
* Setting up Classroom Libraries – real purposes for reading and viewing
* The ‘nitty gritty’ organisation of a Readers Workshop – structure; key elements
* Establishing an independent routine – developing, self-regulated learner
* Conferences that enhance comprehension
* The importance of Focus Group teaching based on student needs
* Strategies for engaging children in quality texts before, during and after reading
* Independent reading linked to purposeful text response
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| **READING – IMPROVING TEXT RESPONSE****- A Window into Comprehension****Presented by Deb Sukarna for Foundation to Year 6 Teachers** | **Thursday 2 September****9:15am – 3:15pm****ONLINE****NEW** |
| *This seminar will provide teachers with a scaffold for Analysing Text Response. It will help clarify what we are teaching and looking for, as students read, write and view texts. It is critical that any assessment of text response occurs within a variety of contexts. Having purposeful reading conferences with strong student voice, allows us insight into their thinking and their ability to elaborate on their understandings verbally. Readers Notebook provides a collection of student written responses to texts including creative responses such as character monologues, writing of songs, illustrations etc – all of these are part of the rich data we can gather on student comprehension. We need consistent and clear indicators of developing comprehension to inform our planning and teaching.** What are we looking for in student text response?
* Clarifying comprehension – understanding the importance of metacognition
* Importance of Teacher modelling – practical ways to build confidence
* Ways to improve and vary quality of text response – comprehension
* Varied contexts for developing student text response – authentic data
* A practical scaffold to help teachers analyse text response
* Strengthening Reading Conferences – building student voice to respond and discuss
* Strategies to improve independent reading – helping students help themselves
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| **WRITERS NOTEBOOK & MODELLED WRITING****Presented by Deb Sukarna for Foundation to Year 6 Teachers** | **Monday 13 September****9:15am – 3:15pm****ONLINE****NEW** |
| *This seminar goes deeper into Writers Notebook as a tool for building schema - it provides a ‘bridge’ onto paper which helps with their thinking, talking and Writing. A strong Inquiry, Developmental Play, Language Experience, Viewing and Reading can all help build their knowledge of language and text structures. We need to allow children to slow down and understand that quality thinking leads to quality writing and show them that different scaffolds can help them think in different ways.**We cannot teach Writing unless, we as teachers, write! The seminar will also focus on the importance of us sharing our own Literacy during Modelled Writing. Shared, Interactive, Guided and Independent Writing also provide opportunities for us to connect with students as writers. We know that students can improve their own writing when cognitive strategies are demonstrated for them in clear and explicit ways. As we compose, we need to ‘think aloud’, and verbalise the internal dialogue we use as we write a particular type of text. This is explicitly demonstrating metacognitive processes. This seminar will provide teachers with practical ways to support themselves and students with Writers Notebook and effective Teacher Modelling.** Research underpinning Writers Notebook and Teacher Modelling
* Practical ways to improve quality of thinking in Writers Notebook – going further
* Linking Writers Notebook to Inquiry Units, Developmental Play, Language Experience
* Monitoring and managing Writers Notebook
* Establishing and managing a Seed Box
* The importance of oral language – helping children to explain their thinking and processes
* Features of effective Teacher Modelling – through Shared, Guided, Interactive and Independent Writing
* A walk through of Teacher Modelling from gathering a seed through to a written text
* Shaping thinking into purposes for writing – helps focus message
* Written and Visual Mentor texts that students can use independently
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| **WRITERS WORKSHOP****- Getting the buzz in our Writing Sessions!****Presented by Deb Sukarna for Year 2 to Year 6 Teachers** | **Friday 15 October****9:15am – 3:15pm****ONLINE** |
| *We can maximize our teaching time in Writers Workshop by organizing for learning in a structured and manageable way. It is the structure that allows for flexibility and differentiation as we interact and respond to students. The key to this is an independent routine that helps students to self- regulate, as they learn how to reflect and help themselves throughout the writing process. If we want our students to develop these metacognitive strategies then we need a writing culture that encourages and supports this – how we give feedback to students is critical to a Writers Workshop.** What is the Australian Curriculum and current research telling us?
* The beliefs underpinning how we organize for learning
* Are we ‘doing writing’ or actually teaching the writer?’
* Introduction to Writers Notebooks – the key to an independent routine!
* Harnessing thinking from Inquiry units, Language Experience, Investigations
* Structure of a Writing session – every minute is a treasure!
* Establishing expectations and routines so writers are not dependent on the teacher
* Classroom Resources that make a difference
* The place of Focus Group Teaching – needs based
* Importance of teacher monitoring – systems in place
* Structuring conferences in a manageable way
* Conferences are the key to improving writing – feedback that helps children to help themselves
* How conferences vary from Year 2 to Year 6
* A scaffold to help teachers prepare for conference
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| **THE JOY OF TEACHING WRITING** **- Teaching and Learning with Young Writers****Presented by Deb Sukarna for Foundation to Year 2 Teachers** | **Tuesday 19 October****9:15am – 3:15pm****ONLINE** |
| *There is nothing more joyful than being with a young child as they compose and think out loud on paper – through writing, scribble, drawing. We need to organise our classrooms, so we are with young children as they are writing. We need to observe their writing behaviour and interact with them as they write. The seminar will show how we do this in a structured and systematic way that is manageable for teachers. Monitoring progress, using Developmental Writing Indicators, is built into daily writing sessions.** What does current research tell us?
* The importance of oral language in Writers Workshop
* Developmental stages of writing – writing indicators to help guide
* Building schema through Writers Notebook, Language Experience, Inquiry, Investigation, Development Play
* Organisation of a Writing Session – so we teach, rather than manage
* Conferencing with young children – structure, purpose, focus
* Importance of Focus Group Teaching – needs based
* Establishing independent routines – helping young writers self-regulate
* Interactive writing, shared writing, guided writing, modelled writing – components of a writing program
* Natural links with reading, spelling and writing
* Monitoring and reporting on progress
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| **SPELLING** **(Two Day Workshop)****Presented by Deb Sukarna for Foundation to Year 6 Teachers** | **Fri 5 Nov & Wed 10 Nov****9:15am – 3:15pm****ONLINE NEW** |
| *This two-day seminar will allow for a deeper look at the teaching of Spelling and the current research that needs to underpin and guide our classroom practice. Spelling is a complex process, that has often been simplified into programs that cherry pick only certain aspects of it. The teaching of Spelling can easily become activities that are done, or a program worked through, rather than focussing on the actual Speller, the student. The whole point of teaching Spelling is for students to have knowledge and strategies they can draw on when they need to spell a word when writing and proofreading. A Spelling program with no connection to Writers Workshop or any writing task, makes no sense.***Friday 5 November: Understanding how Children Learn to Spell***Teachers will be introduced to a repertoire approach to teaching Spelling. Understandings as to how children learn how to spell will be clarified, with a focus on English Orthography and the implications for the teaching of phonics and spelling. The importance of children being metacognitive and having the knowledge to help themselves as Spellers will be examined through classroom practice.* * The importance of classroom practice reflecting current literacy research
* Understanding English Orthography – implications for teaching phonics and spelling
* Word inquiry based on an understanding of how English orthography works
* Understanding threads of Spelling Knowledge that children need to draw on
* Understanding how kids learn to spell – pattern by pattern ***not*** word by word
* Explicitly teaching kids to be strategic spellers

**Wednesday 10 November: Planning a Spelling Program - Analysis of Spelling Errors***This session will draw upon the previous day to outline a simple structure for weekly and daily spelling sessions. A Spelling Menu will be provided which will assist teachers with planning for effective teaching of spelling. Links to Writers Workshop and the differentiation of spelling to meet student needs will be covered. Teachers will also be introduced to Spelling Analysis, for students at risk and to monitor progress.** Key principles for guiding teaching and spelling
* A framework for planning –using a spelling menu
* Structure of a spelling session
* Connecting what is taught in spelling to student writing – the reasons we teach spelling!
* Creating hands on resources for students
* Spelling lists – which ones ? why? how?
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| **About our Presenter****Deb Sukarna:** Deb Sukarna is an Educational Consultant. She has been a leading educator for 43 years and has presented professional development programs for State, Catholic and Independent schools. She has worked in the United States and has co-authored several books on literacy education.  In 2011 Deb was the recipient of the ACEL Hedley Beare Educator of the Year Award and received a Fellowship in Leadership from ACEL in 2014.  Deb has been both a Primary Principal and Principal of a Balinese Community School.  Deb was Head of Plenty Campus (Foundation to Year 12) and Deputy Principal of Ivanhoe Grammar School (2004-2016).  Deb has an expertise and passion for literacy and her workshops are based on her own classroom practice from ELC to Year 9. As an education consultant Deb works with leadership teams and in classroom modelling practice in the areas of literacy and inquiry learning. |
| **Program Details and How to Register****Book ONLINE at** [**www.debsukarna.com.au**](http://www.debsukarna.com.au) **or  Email: Paula Welham at** pwelham@bigpond.net.au with details of the seminar you wish  to attend and your school details. A confirmation and tax invoice  will be sent to you once processed. Paula can be contacted on 0402 421 864**Program:** 9:15am to 3:15pm (breaks at 11:00am and 1:00pm) \* Eastern Standard Time **Cost:** $270 per person, **or** $250 per person (including gst) for two or more participants  from the one school attending. Two day seminar cost is $500 per person (inc gst).**Online Seminars:** An email will be sent to each participant prior to the seminar which will include a zoom invite to the seminar and handouts**Full Terms and Conditions on our website** [**www.debsukarna.com.au**](http://www.debsukarna.com.au) [**www.facebook.com/debsukarnaedu/**](http://www.facebook.com/debsukarnaedu/) |