

LITERACY &
BENCHMARKING

ISSUE 1

PRIMARY

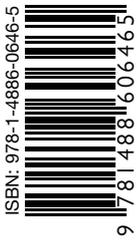
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Always Learning

AUSTRALIAN SCHOOLS EDUCATION MAGAZINE



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KEEPING FOCUS IN THE CLASSROOM

The neuroscience of learning

GETTING PASSIONATE ABOUT PD

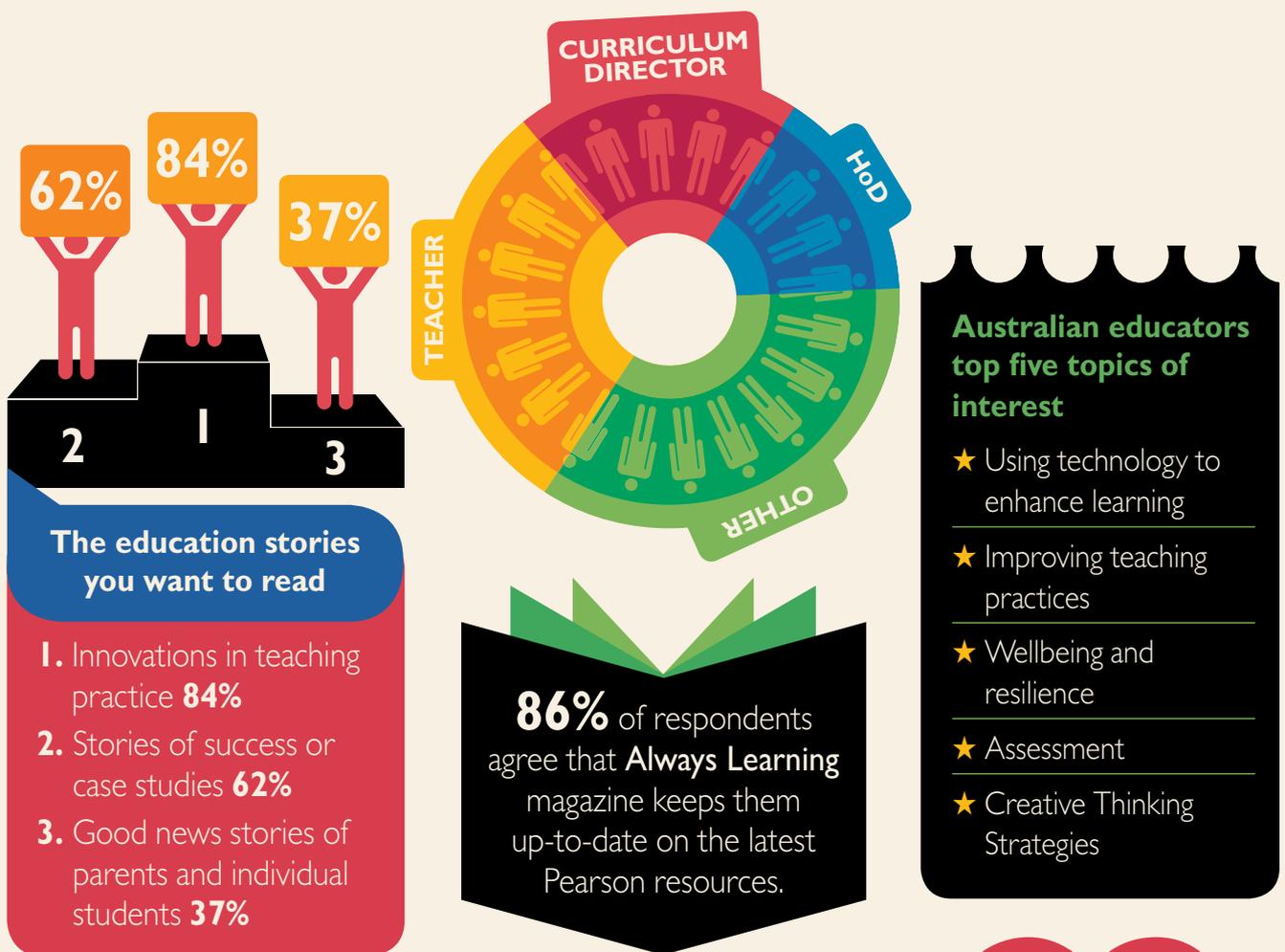
How to ignite the spark

ONLINE ASSESSMENT

The pros and cons

What our readers are saying

Here are some of the standout figures from the 2014 Always Learning Feedback survey. See all the results from this and other surveys at www.pearson.com.au/primary/surveyresults



To the question: please share any other comments or feedback

“**Always at least one interesting and relevant article**” ❤️

Tell us what you think! The 2015 survey is now open:

www.pearson.com.au/primary/AlwaysLearningSurvey

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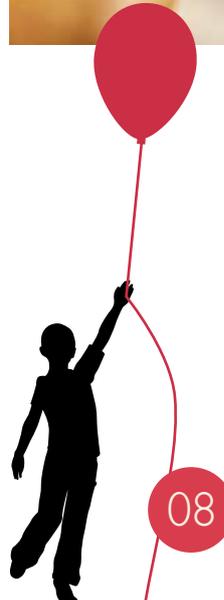
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Getting inside students' heads

Why know the neuroscience of learning?

Author: Dr Judy Willis

Neuroscience research about how we learn is advancing at increasing speed. Neuroimaging research is opening windows allowing us to watch the brain process, recognise, remember, and transfer information at the level of synapses and neural circuits.

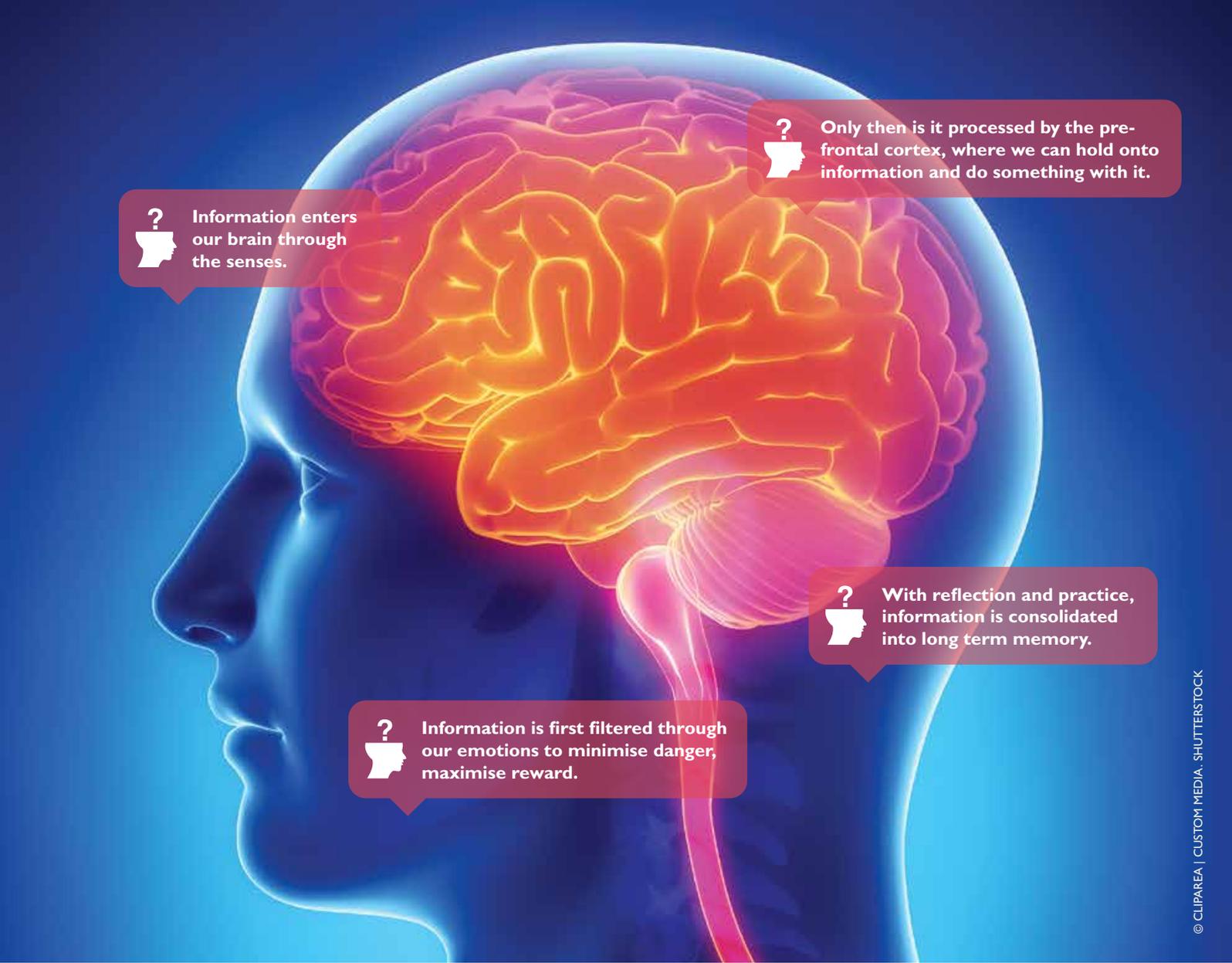
The most valuable assets for improving education won't be developed in a neuroimaging lab. Neuroscientists will not become classroom teachers and they are unable to translate lab analysis into classroom strategies. It will be educators with the foundational knowledge of the science of learning, who will evaluate the validity and potential educational correlations from neuroscience research and bring its benefits to their students.

Teachers with foundational knowledge of the neuroscience of learning will be able to use the research to:

- Bust the neuromyths that arise when research is misinterpreted, making sure precious educational funds are spent on evidence-based practices shown to be effective in improving learner outcomes
- Create increasingly supportive and engaging learning environments, curriculum, and instructional strategies to ignite student motivation, promote growth mindsets, engagement, perseverance, and educational success for all learners
- Become teachers-scientists, with increased skills of observation using the scientific method and data-analysis tools to develop and evaluate the outcomes of learning interventions. It is these educators who will be the innovators.

WHAT SORT OF KNOWLEDGE IS USEFUL FOR TEACHERS?

An understanding of how information is routed in the brain and how new neural connections are made and strengthened are important to understanding how we learn. Some key examples of neuroscience research with direct implication for teaching strategies include an understanding of the attention filter (the Reticular Activation System), the emotional filter (the Amygdala deep in the limbic system), and the limitless potential of neuroplasticity (the processes involved in creating new connections, connecting new information to old) – or as we like to call it: learning.



Information enters our brain through the senses.



Only then is it processed by the pre-frontal cortex, where we can hold onto information and do something with it.



With reflection and practice, information is consolidated into long term memory.



Information is first filtered through our emotions to minimise danger, maximise reward.



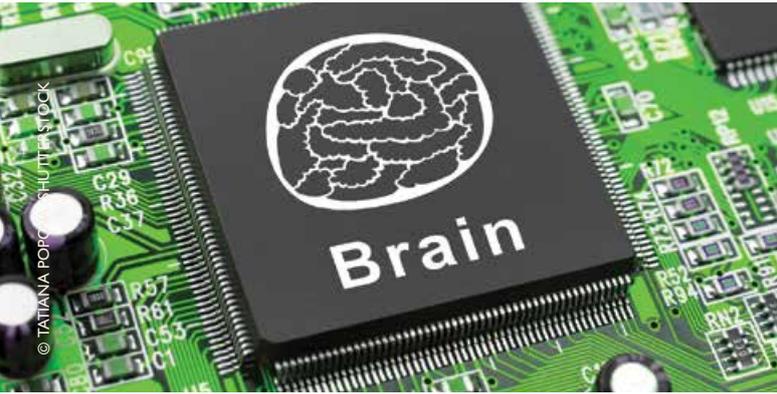
**“NEUROPLASTICITY:
THE PROCESSES
INVOLVED IN CREATING
NEW CONNECTIONS,
CONNECTING NEW
INFORMATION TO OLD
– OR AS WE LIKE TO
CALL IT: LEARNING.”**



We know for instance, that when information enters the brain it is routed to one of two areas: (1) the pre-frontal cortex, what we might call the thinking brain, which can consciously process and reflect on information and (2) the lower, automatic brain, which we might call the reactive brain, which reacts to information instinctively rather than through thinking. When a student is anxious, sad, frustrated or bored, their brain filters conduct sensory information from the world into his reactive brain where the response is to either ignore it, fight against it as a negative experience, or avoid it

(e.g. switch off and daydream). It is unlikely that information will be processed thoughtfully or remembered.

When one's stress levels are down and interest is high, the most valuable information tends to pass into the thinking brain. When students are focussed and in positive or controlled emotional states, their executive functions can more successfully organise newly coded memories into long term knowledge. Every time they review or use that knowledge, activity along the connections between nerve cells increases. Repeated stimulations makes the network stronger – practice makes permanent.



So how can teachers create environments where anxiety is low while providing enough challenge and novelty for suitable brain stimulation?

1. MAKE IT RELEVANT

When stress in the classroom is getting high, it is often because a lesson is overly abstract or seems irrelevant to students. Teachers can reduce this type of stress by making the lesson more personally interesting and motivating. Ideally, students should be able to answer the question, “Why are we learning about this?” at any point in a lesson.

2. GIVE THEM A BREAK

Teachers can give students a three-minute vacation to reduce stress. Any pleasurable activity used as a brief break can give the amygdala a chance to cool down and the neurotransmitters time to rebuild.

3. CREATE POSITIVE ASSOCIATIONS

Eliminating all stress from students' lives is impossible. However, by avoiding stressful practices like calling on students who have not raised their hands, and giving students opportunities to set personal goals and recognise and savour their successes, teachers can dampen the stress association.

4. PRIORITISE INFORMATION

What facts are worthy of writing down and reviewing when studying? Helping students learn how to reduce the amount of information they need to deal with is a valuable stress-buster.

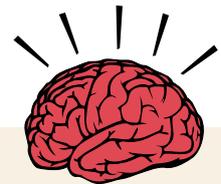
5. ALLOW INDEPENDENT DISCOVERY LEARNING

Thanks to dopamine release and the consolidation of relational memories, students are more likely to remember and understand what they learn if they find it compelling or have a part in figuring it out for themselves. In addition, when students have some choices in the way they will study or report on something, their motivation will increase and stress will diminish. They will be more accepting of their errors, motivated to try again, and less self-conscious about asking questions.

6. A SAFE HAVEN

Classrooms can be the safe haven where academic practices and classroom strategies provide students with emotional comfort and pleasure as well as knowledge. Brain-imaging studies show that when teachers use strategies to reduce stress and build a positive emotional environment, students gain emotional resilience, learn more efficiently and at higher levels of cognition.

Future neuroscience outcomes with the most extensive and useful classroom applications will likely arise from input that educators provide to scientists. When experience reveals particular strategies as repeatedly successful, classroom to research lab channels will be open for teachers to suggest investigations to see what is happening in the brain in response to those conditions. Through this collaboration, the observations of neuroscience-savvy classroom teachers, about what works for their students, will become neuroscience research investigations. As the data is analyzed, replicated, applied, adapted, and strategies become even more effective, what started as a teacher's observations will be disseminated to benefit students worldwide. After all, isn't sharing what we teachers do so well?



A ABOUT THE AUTHOR:
DR. JUDY WILLIS

Board-certified neurologist

Dr. Judy Willis, a board-certified neurologist in Santa Barbara, California, has combined her 15 years as a practicing adult and child neurologist with her subsequent teacher education training and experience. After ten years teaching elementary and middle school, and writing six books for educators, Dr. Willis left the classroom and dedicated herself full-time to teaching educators. Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books and staff blogs for NBC News Education Nation, Edutopia, and Psychology Today.

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DR JUDY WILLIS is a Board-Certified Neurologist and Educator, Inspiring author of "Research-based Strategies to Ignite Student Learning" and authority in the field of learning-centred brain research and classroom strategies derived from this research. Santa Barbara, California

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PROFESSOR SUSAN GATHERCOLE is a Cognitive Psychologist with particular interests in memory and learning. Professor Gathercole is the author of over 100 published articles on memory and learning, and the recipient of two awards from the British Psychological Society - the Spearman Medal for outstanding early career research in 1989, and the President's Award in 2007 for a distinguished contribution to psychological knowledge. Unit Director at the MRC Cognition and Brain Science Unit, Cambridge, England.

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Developing a love of learning in teachers

Author: Bev Novak

Bev Novak has had extensive experience as a classroom teacher, specialist and Head of Library in a variety of school settings where she constantly aims to inspire a love of reading and ignite a joy of learning among students and teachers. Bev authors two blogs, NovaNews and BevsBookBlog, in which she shares tips, tools and experiences. In between exploring, discovering and experimenting, Bev actively encourages others to expand, embrace and enjoy their own journey of lifelong learning.

As I rattled on to a colleague about the joy of learning and all that I have learned by talking, reading, writing, listening and sharing (along with the immense pleasure I constantly gain by acquiring new knowledge and knowing that I am part of an amazing, never-ending chain of knowledge). I saw their response given as an irksome, fixated and glazed stare.

Why doesn't everyone understand that all educators – young and old, experienced and less experienced – need to continuously learn?

It is important to constantly reach out for new thoughts, ideas, pedagogy and technology. It's something you constantly do. It's something that feeds your joy of being. It's something that helps you grow and become a better teacher. Unfortunately, not everyone feels the need for ongoing professional learning.

How can we change this mentality? How can we excite colleagues who haven't yet discovered not just the need to continuously learn, but the inherent joy derived from learning? What processes are we putting in place to bring others on board, to make them recognise how important it is to stay fresh and to maintain their relevancy in the eyes of their students and their colleagues?

A shift toward centralised teacher registration in Australia is attempting to formalise this. VIT registration renewal now requires each of us to complete 20 hours of professional learning each year. But it can be argued that forcing people to learn doesn't necessarily translate to learning and growth actually occurring.

It's the learning culture we need to change!

Just as we aim to instil a love of learning in our students, so too we need to instil a love of learning in educators. Just as we grow weary of the many students in our classes who complete the bare minimum to prove competency has been gained, I grow weary when I see professional colleagues just go through the motions to earn that 'Certificate of Completion'.



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IT'S THE LEARNING CULTURE WE NEED TO CHANGE!

I recently 'attended' an awesome online program. In between sharing details of the course with my son, I mentioned that while I enjoyed the weekly readings and took the opportunity to play a little with some of the tools, the weekly assignments were not to my liking. In saying this out loud, I realised that this is the first time I haven't completed all the 'required tasks', which I knew would disqualify me from receiving my 'Certificate of Completion'. I didn't feel an ounce of guilt! The many hours I spent poring over readings and exchanging comments and thoughts with other participants was sufficient for me. It dawned on me that gaining the certificate was not the reason I had even enrolled in the course. I was blown away by my son's response: **"WE LEARN WHAT WE WANT TO LEARN, NOT WHAT WE HAVE TO LEARN."**

A senior member of our teaching staff recently confessed that he had never been interested in learning details shared in one of the mandatory sessions conducted by our eLearning teachers. Until now, that is, because now he needs to know how to apply that learning! A brief exchange between us elicited a similar comment: **"SUCCESSFUL LEARNING MOST OFTEN OCCURS ON A NEED-TO-KNOW BASIS."**

Could this be the key to igniting a love of learning among teachers? Could we create instances in which needs are manufactured, needs which would compel teachers to step into that glorious world of learning and experience firsthand the joy of learning?

My learning is constantly propelled by:

- **talking:** predominantly on Twitter and face-to-face with work colleagues
- **reading:** thoughts, comments and links found on social media and the blog posts of others
- **writing:** reflecting as I write posts for my two blogs
- **listening:** when attending conferences, workshops or meet-ups with other professionals
- **sharing:** by presenting at conferences which encompasses much thinking and planning.

So, is it possible to bottle some of the experiences and dividends inherent in my style of learning? Imagine a learning scenario where:

- teachers create a Twitter account so they could regularly receive shared information from the Principal;
- teachers follow ten thought leaders and share those they follow with their followers;
- teachers tweet their response to at least ten links found and read on Twitter;
- teachers retweet good tweets;
- teachers send an agreed minimum number of tweets a week;
- teachers read at least six recommended blogs a week;
- teachers view at least six videos (TED, YouTube) a week;
- teachers start a blog where they share reflections of their own learning journey;
- teachers write at least one blog post a week;
- teachers leave comments on the blogs of at least three other colleagues a week;
- teachers attend a school based TeachMeet where they had to present for 7 minutes;
- teachers attend one online learning program a year;
- the above cycle is a professional learning requirement for a set number of weeks each year;
- each teacher's participation in this program is monitored by an experienced mentor;
- learning time – at least three hours a week – is scheduled into each teacher's weekly timetable;
- schools underwent some rethinking and redesigning to overcome the kinds of situations illustrated here which sap the time and energy of the time poor teachers in our schools!

By implementing these practices into our staff professional learning programs we could, at last, instil a love of learning into the hearts and minds of all our teachers!



Connect with Bev | Blog: novanews19.wordpress.com | Twitter: [@novanews19](https://twitter.com/novanews19)

Read the original post on Bev Novak's blog NovaNews

<http://novanews19.wordpress.com/2014/11/29/fine-tuning-the-professional-learning-of-our-teachers/>



Education and Skills for Life

The Learning Curve combines a number of different international rankings, including PISA and TIMSS to provide insights into the state of education globally, for both children and adults. Some key insights from the second edition of The Learning Curve report are reproduced here. You can browse the full report and download a PDF at thelearningcurve.pearson.com

LESSON 1

The OECD estimates that half of the economic growth in developed countries in the last decade came from improved skills.

LESSON 2

In recent years it has become increasingly clear that basic reading, writing and arithmetic are not enough.

The importance of 21st century non-cognitive skills - broadly defined as abilities important for social interaction - is pronounced.

“The world economy no longer pays for what people know but for what they can do with what they know.”

Andreas Schleicher, OECD deputy director for education

LESSON 3

Making sure people are taught the right skills early in their childhood is much more effective than trying to improve skills in adulthood for people who were let down by their school system. But even when primary education is of a high quality, skills decline in adulthood if they are not used regularly.





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LESSON 4

Lifelong learning, even simple reading at home and number crunching at work, helps to slow the rate of age-related skill decline; but mainly for those who are highly skilled already. Teaching adults does very little to make up for a poor school system.

“One of the most pervasive and endemic problems in education in just about every country is the lack of attention paid to skills provision. Even in the richest countries employers often find themselves re-skilling school leavers.

Just as importantly, in an era where a “job for life” is ancient history, older workers want and need continuous development too.”

John Fallon, chief executive, Pearson

LESSON 5

Technology can provide new pathways into adult education, particularly in the developing world, but is no panacea. There is little evidence that technology alone helps individuals actually develop new skills.

LESSON 6

Developing countries must teach basic skills more effectively before they start to consider the wider skills agenda. There is little point in investing in pedagogies and technologies to foster 21st century skills, when the basics of numeracy and literacy aren't in place.

“EVEN THE HIGHEST-PERFORMING COUNTRIES IN THE LEARNING CURVE INDEX ARE FAR FROM PROVIDING EDUCATION THAT WOULD ENSURE EVERY SINGLE STUDENT IS PREPARED FOR INFORMED CITIZENSHIP AND 21ST CENTURY EMPLOYABILITY.”

Sir Michael Barber,
Chief education advisor, Pearson



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BEYOND THE BASICS – THE NEW SKILLS THE WORLD IS LOOKING FOR



Leadership



Digital literacy



Communication



Emotional intelligence



Entrepreneurship



Global citizenship



Problem solving



Team-working



What does online testing mean for your school?

Standardised testing is not universally popular, with critics pointing out that a focus on test results can lead to “teaching to the test” rather than on the best learning approach. The decision to fund the move of NAPLAN from paper-based to online testing indicates that standardised testing will be part of the K-12 education landscape for the foreseeable future. This article takes a look at some of the pros and cons of online assessment and asks if BYOD classrooms will face additional challenges.

In late 2014 The Department of Education announced \$24.7 million to move the National Assessment Program – Literacy and Numeracy (NAPLAN) testing online ¹. Online testing will be trialled in some schools as early as 2016, with participation available to all schools on an opt-in basis over the following 2-3 years. ²

Federal Education Minister Christopher Pyne said that the move to online testing will reduce stress and produce more accurate results. “NAPLAN online will deliver even greater insight into the individual capacity of a student to inform teachers, schools and parents as well as continue to provide the data giving us a national snapshot,” Mr Pyne said. ¹

Digital skills are becoming increasingly important. More and more education is happening online, with students accessing resources in a digital environment using devices that have become as common in the classroom as pencil and paper. Taking standardised testing online seems like the logical next step. If the learning is done digitally, it makes sense that students should express their knowledge in the same environment.

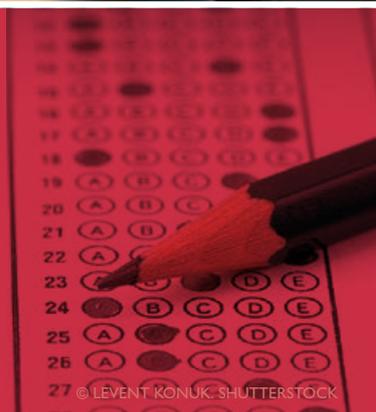
There are other advantages. Marking thousands of NAPLAN assessments takes time, and then that information has to be collated and entered into a database before it can be reported on. Having the student responses entered online means that marking can be done more quickly and with greater accuracy – no more ambiguity about whether the pencil mark was in circle B or circle C! Schools will receive useful information about student performance sooner.

But the move to online testing also throws up a host of new challenges. A digital environment offers more opportunities for the unscrupulous. The testing environment will have to be set up in such a way that students will be online, without having access to internet browsers which would allow them to look up answers.



“FOR STANDARDISED TESTS TO BE FAIR AND VALID, THE CONDITIONS UNDER WHICH THEY ARE TAKEN HAVE TO BE THE SAME FOR EVERY TEST TAKER.”

Laurie Davis, Pearson Research & Innovation Network education advisor, Pearson



Will an online system be vulnerable to hackers looking for the test questions in advance, or manipulating the results afterwards? The confidentiality of test results will have to be secured in a whole new way.

And then, of course, there's the equipment required. Not every school uses standardised computing devices. Schools that employ the BYOD (Bring Your Own Device) model may find they have classes where students are taking the same test on a small touch screen or operating a mouse while using a huge monitor. Does the student with the latest laptop have an advantage over the student using a three-year-old tablet?

Laurie Davis, writing for the Pearson Research & Innovation Network said that “For standardised tests to be fair and valid, the conditions under which they are taken have to be the same for every test taker.”³ Young minds are amazingly adaptable and, for children who have grown up using digital devices, it would seem that transition from paper to screen is seamless. From the same article: “What we learned was that the size of the screen and the characteristics of the keyboard did not matter much to the students.”³

Standardised testing as a whole, and NAPLAN in particular, is criticised on a number of points. Assuming that the security challenges can be met, it seems that online testing will be able to at least partially address some of the most egregious problems. With adaptive assessment to make the test more responsive to students' ability level and faster results turnaround, online assessment will be more effective at monitoring and reporting on the progress of individual students. Which is, of course, its core purpose.



References

- [1] \$24.7 million to transform NAPLAN to online testing <http://pear.sn/Ggc9w>
- [2] NAPLAN online <http://pear.sn/Ggcae>
- [3] Writing with Tablets and Laptops all the Same for Students <http://pear.sn/GgcaW>



Further reading

Device Comparability: Apples to Apples?
<http://pear.sn/GgccX>

Score Comparability of Online and Paper Administrations of the Texas Assessment of Knowledge and Skills <http://pear.sn/GgcdO>

Does the Use of Different Devices Affect the Outcomes of Standardized Testing?
<http://pear.sn/Ggcej>



PRODUCT SPOTLIGHT Pearson English 3–6



Any topic, your way, your choice!

AGE LEVEL 8–12 YEAR OLDS

Pearson English 3–6 is a flexible series of resources, designed to successfully support the implementation of the Australian Curriculum English, for Years 3–6.

It provides educators with choice - choice in mode of delivery, content and learning pathway - that allows you to customise a teaching and learning solution that suits you best. You can select the mode of delivery from digital, print or blended product solutions. You can also choose your content from a variety of topics – eight per year level. The selection of eight allows you to pick relevant topics from a variety of learning areas which address the needs of your class and school.

Each topic caters for a range of assessment options to assess student knowledge and recognise achievement to inform your teaching. Formal assessment options include running records with comprehension questions and rubrics for independent tasks. The digital platform also provides embedded quizzes with immediate student feedback within the topic books.

The Educational Publishing Awards Australia (EPAA) recognise excellence in print and digital educational publishing. This year, **Pearson English 3–6** won the Best Primary Student Resource for English category.



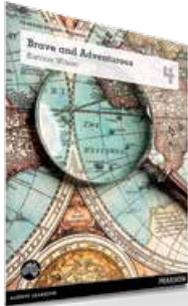
Find out more about **Pearson English 3–6** online, where you'll find information about the features and benefits of the print components and digital platform. You can also watch the introductory webinar, download the sampler, request a free trial of the digital platform, order inspection copies and browse the brochure for ISBNs and pricing details.

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STUDENT MAGAZINES



- One **Student Magazine** per topic (eight per year level)
- Above, Below and At level eStudent Magazines on the digital platform to help cater for different literacy levels within a class
- 'Lets Find Out' topic questions & 'Did You Know' sections
- Four clearly structured texts, covering a range of genres
- One text in each magazine is a relevant authentic text
- Breakaway tasks for each text, based on Bloom's Taxonomy, encouraging students to think creatively and critically
- Includes 'Strands in Action' section with 'Core Tasks' and 'Extra Tasks' where students can apply their thinking and learning
- Caters for EAL/D students
- Provides extension activities



TOPIC BOOKS



- One Fiction and one Non-fiction **Topic Book** per topic (eight per year level)
- Embedded quizzes in eBook versions
- Closely related to the topic theme
- Aligned to Fountas & Pinnell text levels



TEACHER COMPANIONS



- One **Teacher Companion** per topic (eight topics per year level)
- Embedded links to interactive resources and activities on the digital platform
- Provides a suggested teaching sequence and required student support for the topic
- Provides background information on how to use **Pearson English 3–6**
- Introduces topic by highlighting the learning focus and key questions
- Scope and Sequence documentation for the Australian Curriculum
- Provides EAL/D support strategies and activities
- Highlights assessment options for the topic and provides rubrics to assess student learning
- Links to a topic related video

SERIES COMPONENTS

DIGITAL PLATFORM



- Includes digital, eBook versions of the Student Magazines, Fiction and Non-fiction Topic Books and Teacher Companions
- Allocation of student digital resources
- Compatible with PC, Mac, Interactive Whiteboards and iPads
- A relevant video per topic
- Interactive activities
- Scope and sequence documentation (Australian Curriculum and NSW Board of Studies)
- Running record assessment for each topic
- Audio media files
- Recommended reading and weblinks for further study
- Student evaluations for each topic

PRODUCT-LINKED PROFESSIONAL LEARNING



This workshop will assist teachers to develop an engaging, integrated learning pathway for their students.



PRODUCT SPOTLIGHT Bug Club



Bug Club

Discover how literacy has evolved into an advanced guided reading program with digital capabilities

AGE LEVEL 6–12 YEAR OLDS

For resources to support the teaching of reading, look no further than **Bug Club** - the evolution of F–6 literacy learning. This award-winning, blended literacy program caters to the many different reading levels within a class, a year level and across a whole school.

The range of components in the **Bug Club** program meets all the literacy needs of your school, regardless of whether you employ traditional or technology-driven teaching methods. Our expertly levelled fiction and non-fiction guided readers, comics and graphic novels are available as printed books or as e-books accessible through the online platform. Phonic readers (fiction and non-fiction) allow students to learn and apply phonemes and graphemes, and segmenting and blending, using real books. Phonic fiction readers are enjoyable stories ideal for boosting students' confidence when practising and consolidating phonics skills.

All **Bug Club** titles have been expertly levelled to ensure they support readers as they move through the reading developmental stages. Look out for both the reading level and the colour level on the covers.

Students will recognise popular characters like Wallace and Gromit™, Angelina Ballerina™, Doctor Who™ and many more. There are also new recurring fictional characters developed specifically for **Bug Club** as well as including Australian-specific content to help students relate to the texts.

We are excited to announce the upcoming release of a new version of the **Bug Club Digital**. From Term 2, 2015 schools will transition to our upgraded digital platform which will have all your favourite features and more - including:

- compatibility with iPads
- addition of 41 Phonic Readers
- easier book allocation and reporting for teachers
- new **Bug Club** worlds and rewards for students



Find out more about **Bug Club** online, where you'll find information about the features and benefits of the print components and digital platform. You can also browse the titles by level, view sample pages, request a free trial of the digital platform, order inspection copies and download the brochure for ISBNs and pricing details.

REVIEW ONLINE



www.pearson.com.au/primary/bugclub



FICTION READERS

Each of the 180 **fiction readers** are finely levelled, highly engaging, full colour and contain either familiar characters from children's books, tv and films or new characters specifically developed for **Bug Club**. The highly entertaining narratives cover a range of text types and genres to make each reader fun and unique. Short stories and novels are included for higher reading levels.

TEACHER RESOURCES

Bug Club Teacher Resources provide extensive opportunities for the teaching and learning of reading, speaking and listening and writing. The Emergent, Early, Fluent and Fluent Plus levels have clear outcomes, and are aligned to the Strands and Sub-strands identified in the Australian Curriculum: English for each book.



PHONIC READERS

Phonic readers can be used to aid the instruction, teaching and learning of phonics for early and emergent readers.

There are 26 Phonic Readers for phonemes, 15 for graphemes and 26 Phonic Fiction Readers available.



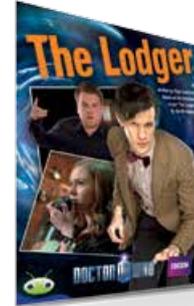
SERIES COMPONENTS

BUG CLUB DIGITAL

Allocate readers to students, test their comprehension with over 1,500 embedded, interactive activities including quizzes and self-assessment games, track literacy achievements with reporting tools and more!

Also accessible from home, parents can support their child's interactive reading experience. With online rewards for reading achievements, you'll find students are motivated at home and in class.

The **Bug Club Digital** will be upgraded from Term 2, with even more content and features.



COMICS & GRAPHIC NOVELS

Develop your students' visual literacy skills further with this range of 13 captivating **comics** and **graphic novels**. Titles are a mix of cartoon strips, jokes, puzzles and engaging non-fiction facts, and are ideal for visual learners.



NON-FICTION READERS

Bug Club contains 146 finely levelled, full colour readers filled with authentic, informative text written around age-appropriate, high-interest topics. They provide a broad range of cross-curricula links, such as Science, Community, History, Geography and more. Text types include reports, explanations, persuasive, procedural and more.



PRODUCT-LINKED PROFESSIONAL LEARNING



Register online to attend professional learning sessions that will help develop an exemplar literacy program using **Bug Club** as a key resource.

Courses online at Pearson Academy:
www.pearsonacademy.com.au



PRODUCT SPOTLIGHT Fountas & Pinnell BAS

Fountas & Pinnell Benchmark Assessment System (BAS)

Literacy assessment linked to instruction

AGE LEVEL 5–14 YEAR OLDS

The **Benchmark Assessment System (BAS)** is the most reliable and precise resource for determining students' independent and instructional reading levels according to the F&P Text Level Gradient™, assessing and understanding student's reading performance and connecting assessment to instruction. This comprehensive system for one-on-one assessment is perfect for determining your students' independent and instructional reading levels, whether you are reviewing a new student to your school, assessing students for intervention, or simply developing, monitoring and reporting on student progress.

BAS is the first system to link assessment to instruction along **The Continuum of Literacy Learning**. Educators can reliably and systematically match students' instructional and independent reading abilities to the F&P Text Level Gradient™.

ADAPTED FOR AUSTRALIAN STUDENTS

BAS is divided into two parts: K–2 and 3–8. Both systems have been meticulously reviewed and adapted for Australian students, including Australianising the Benchmark Books' language and content and creating an equivalency chart (see opposite page) for Fountas & Pinnell levels to correspond with Reading Levels.

	Benchmark Assessment SYSTEM 1	Benchmark Assessment SYSTEM 2
	Levels A - N	Levels L - Z
Student Books (one fiction and nonfiction per level)	✓ 28 books	✓ 30 books
Assessment Guide	✓	✓
Assessment Forms Book and CD	✓	✓
Optional Assessments Item Book	✓	✓
The Continuum of Literacy Learning: A Guide to Teaching	✓	✓
Data Management CD*	✓	✓
Professional Development DVD	✓	✓
Student Folders (x30)	✓	✓
Fountas & Pinnell Calculator/Stopwatch	✓	✓

* Please note some operating systems do not support this CD. The Online Data Management System is an alternative option also available with a complimentary one year subscription.



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“BY OBSERVING STUDENTS ONE-ON-ONE AS THEY READ ORIGINAL, PRECISELY LEVELLED BOOKS, AND ENGAGING IN COMPREHENSION CONVERSATIONS THAT GO BEYOND RETELLING, TEACHERS ARE BETTER ABLE TO MAKE INFORMED DECISIONS AND CONNECT ASSESSMENT TO INSTRUCTION.”

Irene C Fountas
& Gay Su Pinnell

READING LEVEL EQUIVALENCY TABLE

Colour Band	Reading Level	Fountas & Pinnell Levels
	Level 1	A
	Level 2	B
	Level 3	C
	Level 4	C
	Level 5	D
	Level 6	D
	Level 7	E
	Level 8	E
	Level 9	F
	Level 10	F
	Level 11	G
	Level 12	G
	Level 13	H
	Level 14	H
	Level 15	I
	Level 16	I
	Level 17	J
	Level 18	J
	Level 19	K
	Level 20	K
	Level 21	L
	Level 22	M
	Level 23	N
	Level 24	O
	Level 25	P
	Level 26	Q
	Level 27	R
	Level 28	S
	Level 29	T
	Level 30	U
The Fountas & Pinnell Benchmark Assessment System assesses Reading Levels up to Year 8, making it ideal for use through middle school.		V
		W
		X
		Y
		Z



PRODUCT SPOTLIGHT Fountas & Pinnell BAS



BENCHMARK BOOKS



The **Benchmark Books** are the centrepiece of the **Fountas & Pinnell Benchmark Assessment System (BAS)**. These fiction and non-fiction books, written expressly for assessment, provide the material for the student's oral and silent reading from which the teacher can observe many dimensions of reading behaviour.

Each book is clearly labelled with its text level, book introduction, running words for the oral reading record, total running words, maximum number of errors to maintain instructional level and genre.

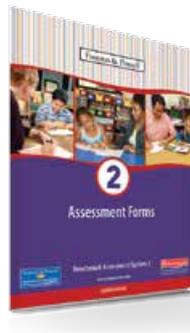


STUDENT FOLDERS



A pack of 30 **student folders** for collating and tracking individual student progress is part of the **Benchmark Assessment System**.

COMPONENTS



ASSESSMENT FORMS BOOK



Assessment Forms guide teachers through a reading record that reveals a wealth of information about the reader, including the reader's accuracy and self-corrections, comprehension and fluency.

ASSESSMENT GUIDE



An innovative comprehension conversation is part of the assessment protocol at every level and provides details about a reader's thinking within, beyond and about the text.

OPTIONAL ASSESSMENTS ITEM BOOK



Optional assessments allow teachers to gather further details when necessary to more precisely pinpoint a reader's needs.



FOUNTAS & PINNELL CALCULATOR/ STOPWATCH



This specially designed tool is both a precision **stopwatch** and a **calculator** that gives you the confidence that your reading scores are completely accurate.

DATA MANAGEMENT CD-ROM



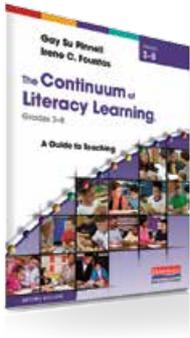
With this valuable tool teachers can manage students' scores, analyse progress over time, and compare data among individual students and whole classrooms. All reports can be customised and printed in both tabular and graphical formats.



PROFESSIONAL DEVELOPMENT DVD



The **Professional Development DVD** provides a strong foundational understanding of the **Fountas & Pinnell Benchmark Assessment System** as well as training for teachers implementing the system.



THE CONTINUUM OF LITERACY LEARNING



This tool helps teachers link the results of the assessment to their teaching to ensure students' growth as learners.

ASSESSMENT FORMS CD-ROM



The **Assessment Forms CD-ROM** enables teachers to print the assessment forms and summary sheets contained in the **Benchmark Assessment Forms Book**. Teachers can select forms by book level, title and genre, and print them in enlarged type, if they prefer, for easier reading.

ONLINE DATA MANAGEMENT SYSTEM



A complimentary 12 month subscription is available to all new system users. This web-based, password protected version enables you to share data and customise reports with other teachers and school administrators.

PRODUCT-LINKED PROFESSIONAL LEARNING



Introductory workshops are available for educators just starting out with Fountas & Pinnell, as well as intermediate workshops suitable for teachers who have had experience with and possess a sound understanding of the **Fountas & Pinnell Benchmark Assessment System**.

Specific features of the Benchmark Assessment System enable you to:

- Determine your students' independent and instructional reading levels
- Group students for reading instruction
- Select texts that will be productive for a student's instruction
- Assess the outcomes of teaching
- Determine a new student's instructional and independent reading level
- Identify students who need intervention and extra help
- Monitor and report student progress across a school year and across year levels
- Create class profiles
- Inform parent conferences



Find out more about **Fountas & Pinnell Benchmark Assessment System (BAS)** online, where you can browse the system, download the brochure, preview the equivalency table, read the FAQs and more.





PRODUCT SPOTLIGHT Word Up!



Word Up!

Grammar and spelling for the Australian Curriculum

AGE LEVEL **6–12 YEAR OLDS**

Teach Australian Curriculum English grammar and spelling to students of all abilities in Years 1–6. **Word Up!** has been created specifically to align with the Australian Curriculum: English and designed to make teaching grammar and spelling easier. This flexible student activity book series that promotes listening, speaking, reading and writing through a diverse range of open and closed activities that gradually become more open, requiring less support.

Improving grammar and spelling results within the context of the Australian Curriculum is now achievable, through integrating one unit of both Grammar and Spelling per week into your current literacy program. At the end of each unit students are asked to create their own texts, so **Word Up!** acts as a writing log. Text structure prompts are provided to help students develop their writing.

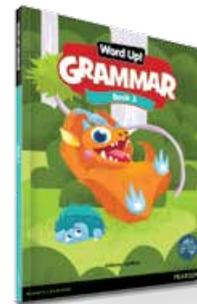
CUSTOMISE WORD UP!

You can also customise **Word Up!** to the needs of your classroom. Pearson Custom lets you choose from 300 total grammar or spelling units to build student books that are just right for you. Each customised **Word Up!** book will be supplied with a complimentary introduction, grammar glossary, spelling chart and certificate of completion.

You can learn more about customising **Word Up!** at www.pearson.com.au/primary/custom



Browse the series online, where you'll find more information for the available titles, including ISBNs and pricing information. You can also download sample pages, request copies of the books to inspect, watch the **Word Up!** introductory webinar and more!



WORD UP! SPELLING



Word Up! Spelling is a structured and sequential spelling program that supports learning about sounds and how words are spelled. Each book is anchored to a clear teaching and learning scope and sequence and includes a sound chart.



WORD UP! GRAMMAR



Word Up! Grammar teaches grammar skills sequentially through engaging text types that stimulate critical and imaginative thinking. Grammar features and structures are demonstrated at a word, sentence and text level. Each book includes a grammar glossary.

REVIEW ONLINE | ▶ www.pearson.com.au/primary/wordup

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Australian Curriculum: Maths

Fountas & Pinnell – BAS

www.pearson.com.au/primary/bas

Literacy – benchmarking

Fountas & Pinnell – LLI

www.pearson.com.au/primary/lli

Literacy - intervention

Pearson English Years 3–6

www.pearson.com.au/primary/pearsonenglish

Australian Curriculum: English

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Grammar & Spelling

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Literacy

PROFESSIONAL LEARNING

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