

INTERVENTION &  
NUMERACY

ISSUE 3

PRIMARY

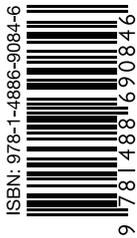
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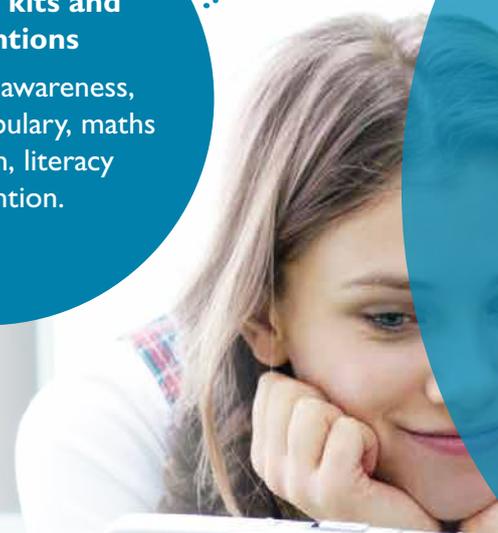
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# Towards a better blend @BGS

Digital tools complement traditional modes of learning

Author: Derek McDowall

Brisbane Grammar School (BGS) is a leading Queensland Independent school for boys with 1700 students in Years 5–12. Currently, BGS has a 1-to-1 Tablet PC program for students in years 7–12. The introduction of Tablet PCs into the classrooms has been the catalyst for a move towards a Blended Learning environment where there is a coming together of traditional face-to-face and digital environments. With the support of colleagues at BGS, Derek McDowall aims to maximise Tablet PC use by gaining greater leverage from technology and exploring the potential of ICT for learning.

Much has happened since we first trialled the use of Tablet PC with a single Year 8 class in 2009. Since then the number of students with a device has increased from 30 to 1500. The decision to adopt the Tablet PC in our 1-to-1 program was based on the notion of the continued relevance of handwriting skills in 21st Century education. We wished to give students the ability to express their thinking using digital pen input and for teachers to give feedback using the same method. The device itself has changed markedly from the heavy Toshiba Portégé 750 to the lightweight Toshiba z20t with detachable screen. More importantly we finally have a device that does not need to be charged through the day!

## **DEVICE SORTED – BUT WHAT IMPROVEMENTS HAVE WE SEEN IN THE PEDAGOGY?**

At Brisbane Grammar School we have adopted the term “Blended Learning” to describe the way the Tablet PC is used to enhance the curriculum.

When implementing a Blending Learning approach, schools must consider the key ingredients in the blend: these are the device, the classroom, the online learning platform (LMS) and last but not least teachers dedicated to improving teaching and learning. We should not underestimate the role of expert teachers in the learning process with the Tablet PC as a tool to improve the teaching and learning experience. By effectively integrating technology, teachers can personalise learning by using a variety of learning opportunities to target all students regardless of their different learning styles. In the hands of a suitably experienced and motivated teacher there is no doubt that the Tablet PC can greatly increase their pedagogical capacity through Blended Learning. The real challenge is finding applications (software) that prove irresistible to all teachers and students and have them happily join the “Blended Learning Bus”. Unfortunately as yet no single application is capable of ticking all the boxes.



Instead each institute must carefully select a set of key applications to be used by teachers and students to facilitate the blended approach. The role of each application should be defined and if possible they should be incorporated into a framework that is understood by all stakeholders. The aim is to encourage consistency in the use of each application in the overall learning process.

### WHAT ARE THESE KEY APPLICATIONS?

In 2010 two colleagues and I developed a teaching and learning framework based on four key software applications.

**Microsoft OneNote:** The single most important application giving teachers and students the ideal place to store all resources and materials in a single, easy-to-organise location.

**DyKnow:** Collaborative classroom monitoring software offering monitoring of students; delivery of materials; formative assessment; guided direction; collaboration; easy recording and storing of lessons.

**MyGrammar (Desire 2 Learn):** This LMS provides: asynchronous materials; a clearing house for resources; assignment Dropbox linked to Turnitin; guided practice/quizzes; tracking of student progress; as well as data on student learning.

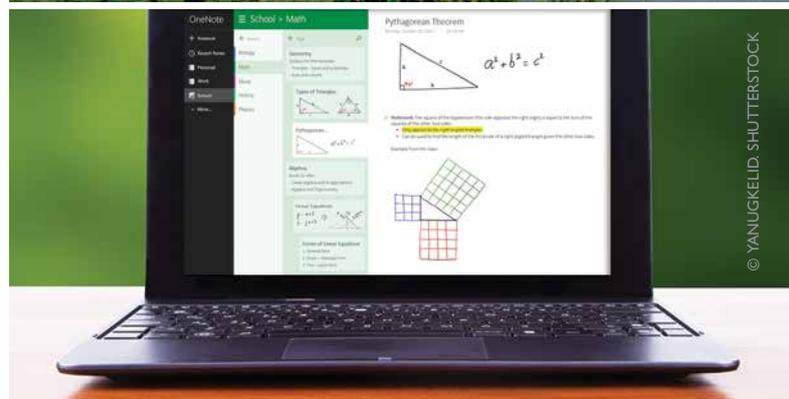
**Office 365:** Cloud-based storage allowing sharing of documents and information management, improved communication and organisation, and better collaboration between students and teachers.

### WHAT HAS BEEN THE MOST SUCCESSFUL APPLICATION?

One benefit of this approach is no overall dependency on a single application. This makes it possible to review and replace one or more application without totally disrupting the framework. These applications have also evolved in the last five years. In 2014 Microsoft released the OneNote Class Notebook App. This is an app for SharePoint Online that allows teachers to setup a shared class notebook with a personal workspace (subnotebook) for each student. Real-time updating when online gives teachers the opportunity to review work completed by students both in class and at home. At last teachers have the opportunity to provide regular feedback to all students using digital handwriting. Widespread use of OneNote by students and teachers since 2009 has meant that the uptake of this tool has been quick and easy. Thank you Microsoft: finally a product for teaching and learning!

### ANY OTHER NEW APPLICATIONS WORTH TRYING?

There are too many new products hitting the market each day to answer this question honestly. Beware of technology overload – teachers and students do not want to be continually exposed to learning new applications. However, **Verso Learning** is one online platform worth trying. It is easy to use and comes with great tools designed to initiate thinking and student engagement. It provides students with the opportunity to engage in meaningful discussion while remaining anonymous.



### WHAT CHANGES NEED TO BE MADE TO THE CLASSROOM?

Ten years ago the discussion was centred on the space becoming more complex to cope with the technological changes. But with changes to battery life the Tablet PC now allows for a much simpler approach. Classroom design should allow for maximum flexibility with minimum fixed furniture. Gone is the teacher's desk with central control console. Wireless projectors; moveable monitor displays; flexible furniture and plenty of writing surfaces are a good starting point for a flexible teaching and learning space.

### WHERE TO FROM HERE?

Most see the future of Blended Learning in the hands of Adaptive Learning technologies where computers are used as interactive teaching devices. To date these technologies are still in the development stage and for the most part they are not yet able



JUST PHOTOGRAPHY. © BRISBANE GRAMMAR SCHOOL

“BY EFFECTIVELY INTEGRATING TECHNOLOGY, TEACHERS CAN PERSONALISE LEARNING BY USING A VARIETY OF LEARNING OPPORTUNITIES TO TARGET ALL STUDENTS REGARDLESS OF THEIR DIFFERENT LEARNING STYLES.”



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to adapt to the variety in skills and abilities of students. Like many schools we are in the process of developing “in house” movies to enhance the learning experience through “flipped learning”. However, like most schools, our greatest challenge is making preparations for the impending overhaul of assessment by moving towards online testing. Any learning platform must have the ability to test students and provide data that can be used to assess learning. Ultimately individual guided learning pathways can be provided for students based on the “big data” provided by these platforms. During 2015 we will be taking a critical look at the LMS (D2L) we have used since 2006 and review other online platforms for improved learning and assessment options. In the meantime, students must be exposed to the world of online testing in preparation for delivery of tests such as NAPLAN and QCS in an online environment.



**A** ABOUT THE AUTHOR:  
**DEREK MCDOWALL**

**Derek McDowall** is Head of e-Learning at Brisbane Grammar School (BGS) and a teacher of Science/Chemistry/Biology for 34 years.



# Investing in the mind

## The importance of teaching critical thinking to students

Author: Anisa Zulfiqar

Educational institutions, accrediting bodies, students and employers all agree: students need to develop better critical thinking skills.

Critical Thinking is not just a “nice to have” skill in the 21st century, it is essential. We live in an age where we have more information at our fingertips than ever before and more opportunity to communicate with people across the globe. But how do we discern what information is correct, relevant and unbiased? How do we know when to accept what someone is saying, and when to question it?

Educational institutions, accrediting bodies, students and employers all agree: students need to develop better critical thinking skills. Modern-day access to instant answers means many of us are falling behind in our ability to ask the right questions or analyse the answers we get.

Critical thinking has been defined as the ability to:

- ask the right questions
- recognise the existence of problems
- read between the lines
- recognise implicit and explicit assumptions
- identify relevant and irrelevant information in arguments
- recognise bias in yourself and others.

Critical thinking is the foundation of strategic thinking, creative thinking, good judgement and good decision making. Good critical thinking results in the ability to draw the right conclusions more often.

The good news is that there is substantial evidence showing that critical thinking can be improved with training.<sup>1</sup>

Research also suggested that improving critical thinking ability has a knock-on effect in improving problem-solving ability, openness, creativity, organisation, planning and making the right choices in life.

There is currently a gap in critical thinking teaching at schools and our ability to apply this skill at university or in the world of work. In a recent survey of organisations critical thinking/problem solving was identified as the top skills gap for job applicants.<sup>2</sup> On the flip side, school leavers recognise the important role critical thinking plays in securing a job, but note that they didn't have enough opportunity to develop it in school.<sup>3</sup>

# To Think Critically, Think RED



How can schools give their students a competitive advantage in a tight job market? Educational institutions across the country are looking for solutions –new ways to teach critical thinking, measure student learning and demonstrate efficacy. The challenge is identifying the best practices and incorporating them into the curriculum on a systematic basis. Across most institutions, the majority of educators have not been formally trained in critical thinking, they do not know where critical thinking best fits into the curriculum or where to access quality educational resources and, as a result, they are not in the best position to teach others or to evaluate the most effective teaching models.

## TEACHING CRITICAL THINKING SKILLS TO TEACHERS AND STUDENTS

Here are some tips to teaching critical thinking skills and creating a critical thinking culture in your school and in your classrooms:

- 1 A common misconception is in the understanding of the term Critical Thinking. Many people think that critical thinking is simply about being critical of ideas and proposals. The first step to creating a critical thinking culture is to introduce the concept with a good definition.
- 2 Create a culture of critical thinking in your school where questioning is not only accepted but also encouraged at all levels including teachers and students. Provide opportunities for deeper learning (reflection, application, guided discussion).
- 3 Introduce “Socratic Questioning” into your school culture. Socrates established the importance of seeking evidence, closely examining reasoning and assumptions, analysing basic concepts, and tracing out implications. His method of questioning can be easily found through an internet search and is the best-known critical thinking teaching strategy.
- 4 Introduce a model or framework of critical thinking to organise and expedite learning. For example, the **RED** model of critical thinking put forward in the 1930s by two experts in the field, Goodwin Watson & Edward Glaser:
  - **Recognise assumptions:** This relates to the ability to separate fact from opinion in an argument.
  - **Evaluate Arguments:** This is the ability to analyse information objectively and accurately, question the quality of supporting evidence, and understand how emotion influences the situation.
  - **Draw Conclusions:** This is the ability to arrive at conclusions that logically follow from the available evidence.



“CRITICAL THINKING IS THE FOUNDATION OF STRATEGIC THINKING, CREATIVE THINKING, GOOD JUDGEMENT AND GOOD DECISION MAKING.”

- 5 Introduce assessments to measure the current levels of critical thinking in teachers and provide a development program for those who need support. The ability to teach critical thinking to students starts with teachers having a good understanding on the concept first.

## START INVESTING IN THE GREATEST GADGET OF ALL: OUR MINDS<sup>4</sup>

The next steps involve identifying quality resources to support educators, reaching agreement on when and how to integrate critical thinking into the curriculum, and having much deeper discussions between corporations and educators on what critical thinking looks like in the work setting. These actions will enable students to become well-prepared employees and citizens.



### References

- [1] Diane Halpern, PHD, 2003, American psychologist, psychology professor and past-president of the American Psychological Association
- [2] The ongoing impact of the recession series: @shrm.org.; Society for Human Resource Management; Mar 13, 2013.
- [3] 21st Century skills and the workplace: A 2013 Microsoft Partners in Learning and Pearson Foundation Study; Gallup, Inc., May 28, 2013.
- [4] Thinking Matters: Critical Thinking Is Crucial for Success by Stedman Graham, Huffington Post, Dec 13, 2014



# Scaling innovation and change in schools

Author: Garry Putland

Schools today are in a period of substantial change, wrestling to prepare students for a global economy and a digitally connected world. No longer do teachers have to "fill their students with facts" but rather, they need to facilitate learning through a student centred approach and manage the unique pathways that lead to success for each child.

Additionally, government and social expectations ask schools today to achieve more with less. Schools and their systems need to be high performing while also continually improving their performance. Under these conditions, each school can benefit from efficient and innovative ways of improving.

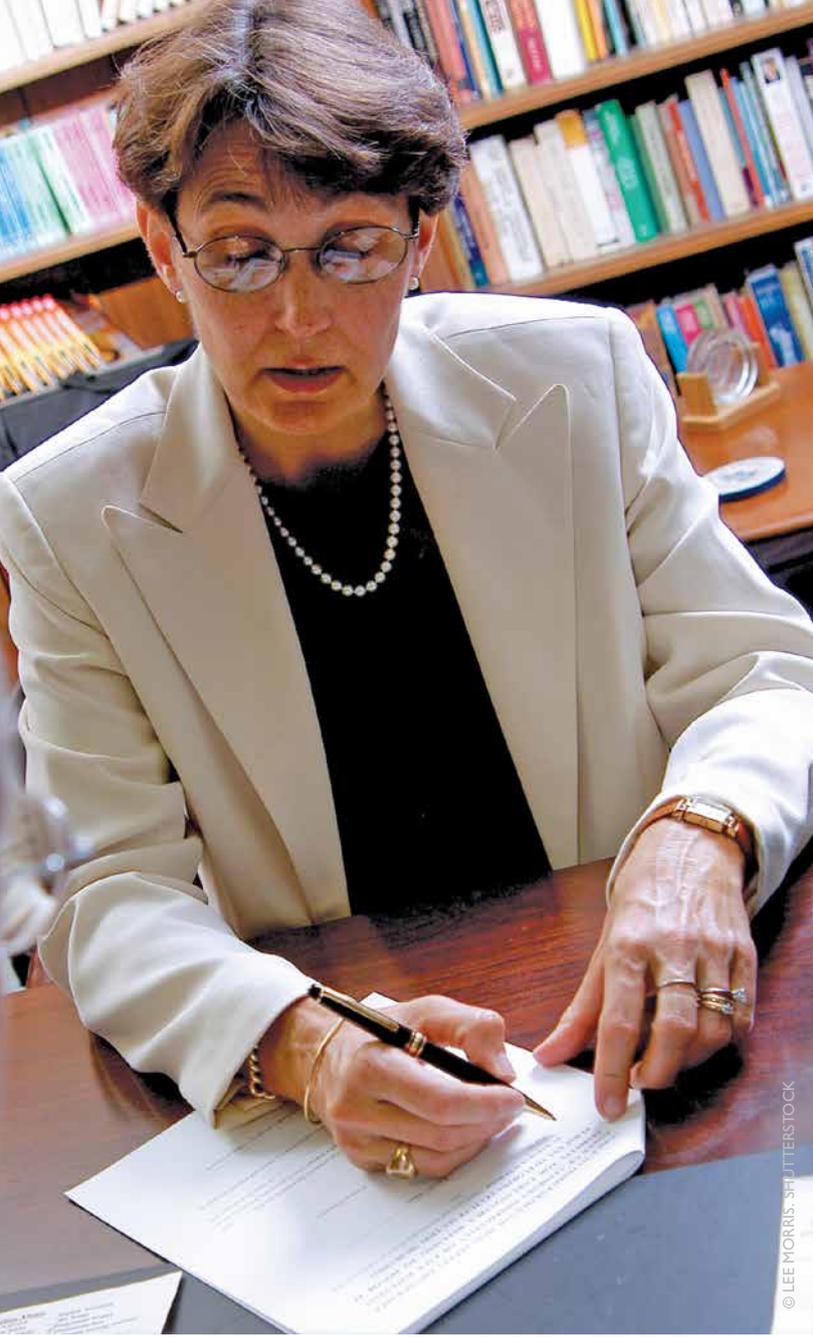
The trend to local autonomy has not necessarily meant more money, but it has given schools the ability to make decisions about resources that support their learning community. Therein lies a key risk to achieving the broader goals of sustained change and innovation. By shifting decision making to the school level, will this fragment the market so much that any innovation remains within the confines of the grounds of each school?

Many school systems are now considering networks of schools that can "scale" up innovation and change. If an innovation is successful in a network of 20 schools and this network connects with other network of schools, then the likelihood of scaling the innovation is much greater than it would be if a school-by-school approach was taken.

A number of key ingredients are required to achieve functioning networks of schools. Let's take leadership as an example.

Each school leader is different and through the lens of personality profiling they can learn what they have in common with others and how they differ. This understanding between individuals provides the freedom for all to bring a different perspective to the same problem. Diversity in teams and understanding why it is important in problem-solving and decision-making is the first step in creating collaborative networks of schools. That is, the first step is to create a group of people that can work effectively together.

One's personality type affects one's thoughts, behaviours, communication styles, interactions with others, and reactions to stress. An understanding of one's own and others personality types provides a deeper appreciation of team members'



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**“DIVERSITY IN TEAMS AND UNDERSTANDING WHY IT IS IMPORTANT IN PROBLEM-SOLVING AND DECISION-MAKING IS THE FIRST STEP IN CREATING COLLABORATIVE NETWORKS OF SCHOOLS.”**

personal styles, strengths and growth opportunities, and informs each individual within the team how to best communicate and interact with others to get the best out of them.

Finally, critical thinking within a functioning school network can form a solid base of problem-solving, well-reasoned decisions, improved strategic thinking, and better planning and implementation. Organisations that build a culture of critical thinking and collaboration find that better decisions are made within. The decision makers and school leaders will be less likely to say, “How did we miss that?”



### Further reading

Greater autonomy for schools:  
does it really get better results?

“The Productivity Commission has stressed the “importance of school leadership and autonomy in driving workforce innovation”, saying the removal of impediments that could prevent principals and other school leaders tailoring school operations to meet local needs had “the potential” to improve student outcomes.

<http://www.theguardian.com/world/2014/feb/04/independent-schools-better-results-analysis>  
.....

Public, Private Schools  
Collaborate To ‘Reimagine Education’

“How to innovate in an educational environment is a challenge faced by private and public schools alike.”

<http://patch.com/georgia/roswell/public-private-schools-collaborate-reimagine-education-0>  
.....

‘Education Innovation Clusters’  
Aim to Improve Schools

“An education innovation cluster...is an approach that people in a city or region can use to pool talents, perspectives, and assets to tackle challenges that are facing schools, and usually features one organising entity such as a school district or university working with partners to provide support and services to schools.”

<http://www.edweek.org/ew/articles/2015/03/18/education-innovation-clusters-aim-to-improve-schools.html>  
.....



At Pearson we have developed a leadership program based on research (AITSL; 2014) during a two year engagement in situ, which focuses on outcomes and is designed to enable innovation to be scaled across a network of schools. The program brings together our talent tools and functional learning programs to achieve high performing networks of schools.



# Fountas & Pinnell Benchmark Assessment System (BAS)

Literacy assessment linked to instruction

The **Benchmark Assessment System (BAS)** is a 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 is perfect for assessing a new student to your school, students requiring intervention, or simply developing, monitoring and reporting on student progress across a school year and across year levels.

**BAS** systematically links 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™ and select texts that will be productive for a student's instruction.

This product is complemented with **Product-Linked Learning** 

Go to [www.pearsonacademy.com.au/linkedlearning](http://www.pearsonacademy.com.au/linkedlearning) to learn more.

## ADAPTED FOR AUSTRALIAN STUDENTS

There are two **BAS** systems: K–2 (which covers F&P Levels A–N) and 3–8 (which covers F&P Levels L–Z). Both systems have been meticulously reviewed and adapted for Australian schools, including customising the Benchmark Books' language and content. An equivalency chart is available (see page 12) to convert **Fountas & Pinnell** levels to Reading Levels.



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.

REVIEW ONLINE | [www.pearson.com.au/primary/bas](http://www.pearson.com.au/primary/bas)



# Developmental Reading Assessment® (DRA2+)

Assessment that drives success

The **Developmental Reading Assessment®**, **Second Edition**, is a formative and summative reading assessment in which teachers are able to systemically observe, record, and evaluate changes in student reading performance.

**DRA2+** is a proven diagnostic assessment that provides teachers with recommendations for scaffolded support to increase student reading proficiency.

**DRA2+** provides teachers with information to help determine each student's independent reading level and identify what the student needs to learn next using a simple four-step plan:

**Step 1: Reading engagement** This Survey allows teachers to analyse student reading preferences and goals.

**Step 2: Oral reading Fluency** Through a one-on-one conference teachers are able to analyse student reading habits.

**Step 3: Comprehension** During the one-on-one conference, teachers are able to evaluate how well students understand the information they have read.

**Step 4: Teacher Analysis** This systematic analysis allows teachers to use assessment results to personalise instruction to meet the needs of every learner.

## DRA2+ FOR YEARS K–3 (2E)



- Teacher Guide
- 1 set of 23 grades K–1 Benchmark Books
- 3 sets of 22 grades 2–4 Benchmark Books
- Blackline Masters Book
- Blackline Masters CD (with PDFs)
- Laminated Assessment Procedures Overview Card with a Record of Oral Reading Guidelines
- Training DVD
- Timing Calculation Clipboard
- DRA Word Analysis (including a Teacher's Guide; Student Assessment Book; and Training DVD)
- Organiser with hanging folders
- 30 Student Assessment Folders

## DRA2+ FOR YEARS 4–8 (2E)



- Teacher Guide
- 3 sets of 28 Benchmark Books, levels 20–80
- Blackline Masters Book
- Blackline Masters CD (with PDFs)
- Laminated Assessment Procedures Overview Card with a Record of Oral Reading Guidelines
- Training DVD
- Timing Calculation Clipboard
- Organiser with hanging folders
- 30 Student Assessment Folders

## DRA2+ PROGRESS MONITORING ASSESSMENT

Included with either pack

- Teacher's Guide
- CD-ROM (95 levelled passages and Blackline Masters)
- 16 Instructional Routine Cards

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[www.pearson.com.au/primary/dra2](http://www.pearson.com.au/primary/dra2)



# Fountas & Pinnell Leveled Literacy Intervention (LLI)

Support students who are reading and writing below year-level expectations from Foundation–Year 12

Prevent literacy difficulties before they turn into long-term challenges. Unleash the power of Irene Fountas and Gay Su Pinnell's small group, supplementary intervention program, proven to bring low-achieving students to year-level expectation in reading, writing and comprehension in 14–24 weeks. Six **LLI Systems** are currently available, Orange, Green, Blue, Red, Gold and Purple. The final **LLI System**, Teal, will be available in December 2015. Each system specifically targets their respective year level (Foundation–Year 12).

This product is complemented with  **Product-Linked Learning**

Go to [www.pearsonacademy.com.au/linkedlearning](http://www.pearsonacademy.com.au/linkedlearning) to learn more.



## NEW FOR LLI

The final **LLI System**, Teal, for Years 6–12, will be released in December 2015. The **LLI Teal System** covers reading levels U–Z, completing the **LLI** range and adding another 150 levelled student readers.

Expand your **LLI** resources with **LLI Orange** and **Green Booster Packs**, provided to extend reading competence with additional levelled student readers and take-home books. **LLI Booster Packs** also include a comprehensive Lesson Guide.

Choice is a highly motivating factor in reading comprehension; students are more likely to read purposefully if they can choose texts that reflect their interests. **LLI Choice Libraries** provide popular, high-quality books from a range of genres and are now available for Blue, Red, Gold and Purple. The accompanying Guide to Independent Reading provides educators with a comprehensive list of titles and levels, as well as summaries with prompts for each book.



Find out more about **Fountas & Pinnell Benchmark Assessment System (LLI)** online, where you can browse the system, download the brochures, watch the webinar, see a case study, read the FAQs and more.

REVIEW ONLINE

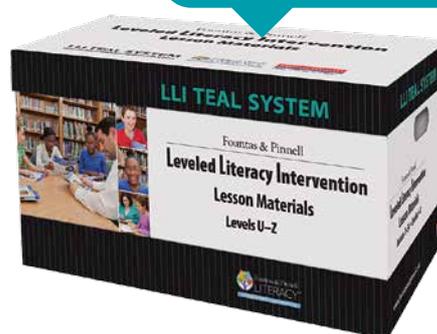


[www.pearson.com.au/primary/lli](http://www.pearson.com.au/primary/lli)

## 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 <b>Fountas &amp; Pinnell Levels</b> assesses students from Foundation up to Year 12.		V
		W
		X
		Y
		Z

LLI TEAL SYSTEM  
IS COMING  
DECEMBER 2015

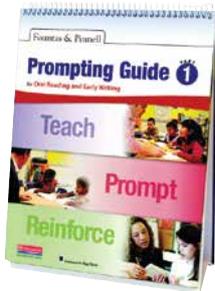


## KEY FEATURES &amp; BENEFITS

- Proven to bring students to year-level expectations in 14–24 weeks. Additional support to guide EAL/D students
- Engaging books written for the system's specific year level
- A combined total of over 900 unique finely levelled books from A–Z **Fountas & Pinnell** Levels (converts to Reading Levels 1-30++)
- Unique books for each **LLI** lesson
- Comprehensive teacher support and guidance to introduce, implement and develop the **LLI** program in your school
- System and Lesson Guides and other resources navigate educator through each step of **LLI**
- Multiple copies of each book for each student
- Additional black and white take-home books in Kindergarten, Year 1 and Year 2 Systems
- Novel studies in **LLI Red, Gold, Purple** and **Teal Systems** to support students in sustained reading of longer works of literature
- Complimentary Online Resources including worksheets, games, running records and parent letters
- Online Data Management System (complimentary one year subscription)



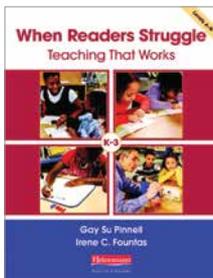
# LITERACY Fountas & Pinnell LLI



## PROMPTING GUIDE PART 1 (FOR ORAL READING AND EARLY WRITING)



A flip-chart tool to enhance teaching power in reading and writing lessons. Teachers use this flip chart to reinforce effective strategic actions in reading and writing, using specific language that will work to build student's literacy processing systems.



## WHEN READERS STRUGGLE: TEACHING THAT WORKS



A comprehensive resource on struggling readers, filled with specific teaching ideas for helping children in kindergarten through Grade 3 who are having difficulty in reading and writing.

## FEATURED COMPONENTS

### ONLINE RESOURCE CENTRE



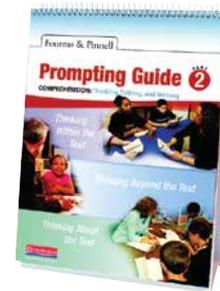
All **LLI System** users are entitled to claim a complimentary subscription to the Online Resource Centre. Lesson resources for all the **LLI Systems** can be found online for you to access, once registered. These resources include:

- General Resources: Activity sheets for letters, sounds and words, printable student books (for poetry and vowels), game directions and boards, record keeping sheets and parent communication letters
- Lesson Resources: Sequentially listed by lesson number; resources for each lesson are provided, including parent letters specific to the lesson, recording forms, games and other activity sheets
- Gamemaker: Twenty-seven different activity sheets are provided in this section, all customisable with a huge selection of images, words or letters

### ONLINE DATA MANAGEMENT SYSTEM



A web-based, password protected resource for teachers and administrators, designed as an efficient and effective tool to collect, analyse and report on student and class achievement and their progress over time. The data can also be shared and reports can be customised to suit your needs.



## PROMPTING GUIDE PART 2 (COMPREHENSION: THINKING, TALKING AND WRITING)



Contains language for teaching readers how to focus their thinking through talk and writing before, during and after reading. These prompts are designed to help the teacher make specific statements related to reading comprehension behaviours for thinking within, beyond and about the text. Teachers use this flip chart as a ready reference while working with students in several instructional settings.

## FOUNTAS & PINNELL CALCULATOR/ STOPWATCH



This specially designed tool automates the calculation of reading rate, accuracy, and self-correction ratio, as well as doubling as a stopwatch.

## 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 Leveled Literacy Intervention System**.



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	<b>LLI Orange System</b> Levels A–D	<b>LLI Green System</b> Levels A–J	<b>LLI Blue System</b> Levels C–N	<b>LLI Red System</b> Levels L–Q	<b>LLI Gold System</b> Levels O–T	<b>LLI Purple System</b> Levels R–W	<b>LLI Teal System</b> Levels U–Z
Getting Started Lap Books	10	10					
Small (student sized) Getting Started Lap Books	40 (4x10)	40 (4x10)					
Program or System Guide							
Lesson Guides	2 volumes	2 volumes	2 volumes	3 volumes	3 volumes	6 volumes	6 volumes
Levelled Student Readers	280 (4x70)	440 (4x110)	480 (4x120)	900 (6x150)	900 (6x150)	900 (6x150)	900 (6x150)
Take-Home Books	420 (6x70)	660 (6x110)	720 (6x120)				
Prompting Guide Part 1							
Prompting Guide Part 2							
When Readers Struggle: Teaching That Works							
Technology Package: Online Data Management System, Online Lesson Resources, Professional Development DVD, Tutorial DVD							
Magnetic Tiles				900 tiles	900 tiles	900 tiles	900 tiles
Magnetic Whiteboards				6	6	6	6
F&P Calculator/Stopwatch							
My Writing Book	36	108	126				
Literacy Notebooks				96	96	96	96
Student Test Preparation Booklets				72 (12x6 levels)	72 (12x6 levels)	96 (16x6 levels)	96 (16x6 levels)
Take-Home Bags	18 bags	18 bags	18 bags				
Student Portfolios (Tri-Fold Fabric Bags)				16	16	16	16
Lesson Book Folders	70	110	120	192	192	204	204
Student Folders	18	18	18	16	16	16	16

# enVisionMATHS™

A whole new teaching equation specifically created for the Australian Curriculum

AGE LEVEL **4–12 year olds**

Give your primary students a deeper conceptual understanding and higher proficiency in Maths with this topic-driven teaching and learning program aligned with the Australian Curriculum: Mathematics.

**enVisionMATHS** combines powerful visual learning strategies that make meaningful connections between known and new maths ideas for your students, with breakthrough digital teaching and learning tools that cater to each teacher's technological expertise.

Differentiated teaching and learning strategies allow you to tailor your methods to improve students' learning. Program components can be adapted to all Primary Maths classrooms around Australia and can be taught in any order. **enVisionMATHS** was written by nationally and internationally recognised academics and leading classroom teachers from across the country.

## KEY FEATURES & BENEFITS

- Provides students with deeper conceptual understanding and higher proficiency in Maths
- Instructional design incorporates the proficiency strands
- Direct curriculum links align to Australian Curriculum: Mathematics
- Differentiated teaching and learning strategies allow tailoring for students' specific learning styles
- Sizeable portion of digital teaching and learning
- Powerful visual learning strategies help students to grasp new concepts

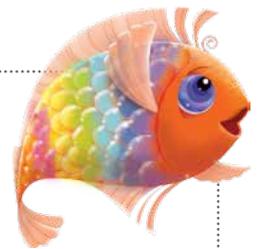


### WINNER AT THE 2012 APA AUSTRALIAN EDUCATIONAL PUBLISHING AWARDS

**enVisionMATHS** won the Primary School Student Resource - Mathematics (Numeracy) category at the 2012 APA Australian Educational Publishing Awards.

### enVisionMATHS NEW SOUTH WALES

To help support teachers in New South Wales, an **enVisionMATHS Teacher Resource Box** specifically for New South Wales is now available, which includes a revised overview and implementation guide and teacher resource DVD.

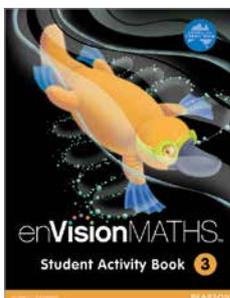


Find out more about **enVisionMATHS** online, where you can watch the introductory webinar, download the program sampler, view the components brochure and find out more about the NSW teacher support.

REVIEW ONLINE



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### STUDENT ACTIVITY BOOK

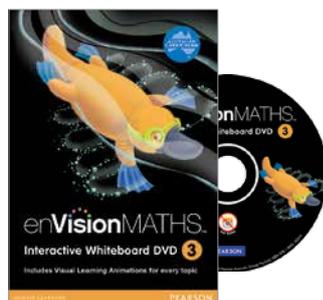
Students can build on their conceptual understanding, fluency building, reasoning, mental computation and open-ended problem solving in the Student Activity Book.



### TEACHER RESOURCE BOX

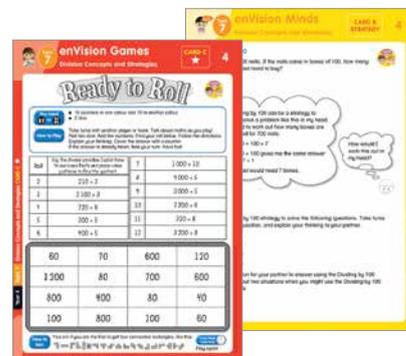
Each of the seven Teacher Resource Boxes (Foundation to Year 7) includes twelve to thirteen topic booklets, an overview and implementation guide and a teacher resource DVD with editable planning documents, approximately 750 worksheets, assessment items and visual learning bridges.

## COMPONENTS



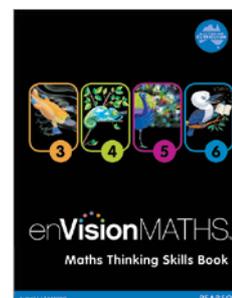
### INTERACTIVE WHITEBOARD DVD

Captivating visual learning animations, topic opener videos and visual learning bridges are all stored on the Interactive Whiteboard DVD making introducing new maths concepts easy and fun for you and your students. Tools4Maths is also hosted on this DVD, and provides eleven digital interactive whiteboard tools which support new maths concepts in an engaging, visually appealing and clear way.



### ACTIVITY ZONE BOX

Laminated topic-based cards are found in the Activity Zone, all colour-coded and provided in multiple copies for group work. Cards are categorised into investigations, digital activities, games and (for Years 3–6) mental computation.



### MATHS THINKING SKILLS BOOK

Maths Thinking Skills Books are available for F–2 and 3–6. Students use these books to record their maths thinking, reflections and goals, creating a valuable portfolio to visualise progress throughout the year. Activities in this book link directly to the activity cards from the Activity Zone.

# Australian Signpost Maths



Australia's trusted, leading primary Mathematics series, reworked for the Australian Curriculum

AGE LEVEL **5–12 year olds**

Enjoy a seamless, straight-forward transition to the Australian Curriculum: Mathematics with **Australian Signpost Maths**.

Written by Alan McSeveny and his experienced author team, **Australian Signpost Maths** addresses all aspects of the Australian Curriculum: Mathematics, including the content and proficiency strands. While retaining the features Signpost customers appreciate, such as full curriculum coverage, flexible structure and quirky, engaging cartoons, this series has been updated and redesigned to reflect current best practice in the teaching and learning of maths concepts.

**Australian Signpost Maths** offers a simple, clear system for linking Australian Curriculum: Mathematics content across all components.

- Activities have been rewritten to match the content strands of the Australian Curriculum: Mathematics
- Australian Curriculum: Mathematics content strands are identified by colour panels on each Student Activity Book page
- Australian Curriculum: Mathematics references are at the bottom of each page and at the top of each Teacher's Resource Book page
- Proficiency strands are embedded throughout to develop conceptual understanding, reason logically and solve problems. The Proficiency strands are explained at the start of each Student Activity Book

To help support teachers in New South Wales, **Australian Signpost Maths New South Wales** has been developed specifically for the NSW Syllabus for the Australian Curriculum: Mathematics. All Signpost components (Student Activity Books, Teacher Books, Mentals Books and Interactive Whiteboard DVDs) have been tailored to the NSW Syllabus for the Australian Curriculum: Mathematics.

Find out more at

[www.pearson.com.au/primary/asmnsw](http://www.pearson.com.au/primary/asmnsw)

## NEW DIGITAL RESOURCES FOR TEACHERS

To save you time photocopying resources, we have provided you PDFs of all the Progress Tests, Remediation Records, ID Cards (for Years 1-6), Blackline Masters (BLMs) and Blackline Worksheets (BLWs) found in the **Australian Signpost Maths** and **Australian Signpost Maths New South Wales** Teacher's Books. These can be found on our new site for teachers on **Pearson Places**.

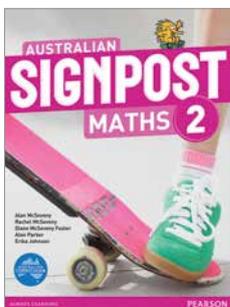


Find out more about **Australian Signpost Maths** and **Australian Signpost Maths New South Wales** online, where you can watch the introductory webinar, view sample pages and download the brochure.

REVIEW ONLINE | ▶

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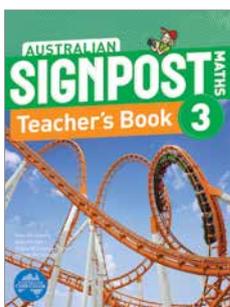
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**STUDENT  
ACTIVITY BOOKS**



The Activity Books provide a complete year's work, with full coverage of Australian Curriculum: Mathematics and Australian Curriculum references on every lesson page. Proficiency strands are embedded throughout to develop conceptual understanding, reason logically and solve problems.



**TEACHER'S BOOKS**



Get full support with teaching suggestions, extension work, maths language, resources and evaluation ideas to allow for differentiation to meet individual learning needs of students. The Teacher books include ID cards, Blackline Masters, Worksheets and answers to the Student Activity Book problems to save you time in correcting.

COMPONENTS



**MENTALS BOOKS**



Cater for various mental computation levels with differentiated questions on each page. Regular revision opportunities will consolidate conceptual understandings and the real life situations used as examples effectively connect maths reasoning to students' own lives.



**INTERACTIVE  
WHITEBOARD DVDS**



These LiveText™ versions of the Student Activity Books for interactive whiteboards include linked worksheets, interactive mathematical games and editable planning/programming documents linked to the Australian Curriculum: Mathematics..



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Literacy

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