

AUSTRALIAN
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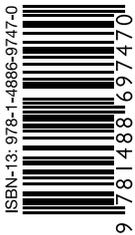
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AUSTRALIAN SCHOOLS EDUCATION MAGAZINE



V4 Term 4, 2016 • FREE (inc GST)



THE FUTURE OF EDUCATION?

Embracing and integrating
digital technology

THE POWER BEHIND READING LEVELS

Conscious pedagogy and
sound teacher judgement

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Artificial intelligence: future of education?

Viewing technology not as a disruptor
but as a tool for innovation in education

Managing Director of Pearson Australia, David Barnett believes that exploring the huge potential benefits of digital technology and Artificial Intelligence (AI) can put educators in the driving seat, towards the future of education.

In his keynote speech during the 2016 EduTECH Leader's Congress, he discussed the potential benefits of AI in taking education to the next level. With nearly three decades of experience in education, he explained how he has witnessed many institutions and educators struggle to keep up with the rate of digital technology, and what this means for education.

TECHNOLOGY - DISRUPTOR OR INNOVATOR?

Digital technology is frequently seen as a distraction to education, as opposed to a learning tool. Challenges arise when institutions and educators are not confident in their capacity to properly maximise the use of these digital learning products, and revert to old methods. This can result in a massive waste of resources, and loss of opportunity in learning.

Barnett explains that "as recently as two months ago, we saw one high profile school ban laptops from classes, instead making students hand write assignments and essays until Year 10, claiming that computers are a distraction."

But this needn't be the case. With digital technology integrated into education, and supportive structures in place, he believes that in turn this technology will increase student productivity and participation.

MODERN LEARNING FOR A MODERN WORKPLACE

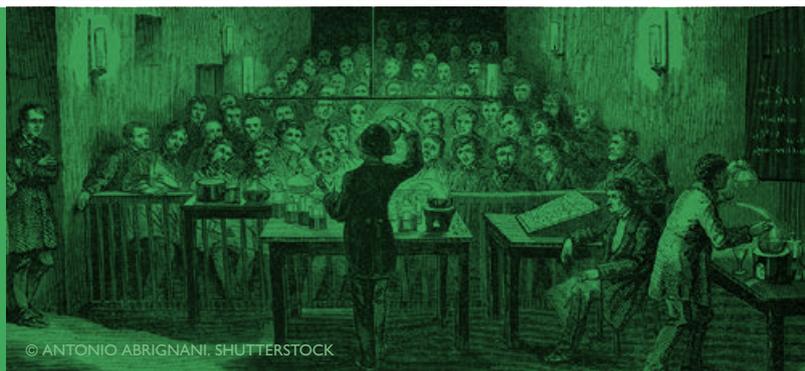
Barnett expressed that the fear of change from the progress of technology can hinder some educators from fully embracing the learning potential of technology. In turn, he paraphrased Greg Whitby, Executive Director of Schools at the Catholic Diocese of Parramatta. 'It always surprises me to hear people talking about going back to the "good old days" of schooling but no one ever talks about returning to the good old days of medicine! Would you get your tonsils removed at a hospital that was built in the 1930s and hasn't changed since?'

A key takeaway was that acknowledging and embracing the advancement of technology is crucial. Barnett noted that it will give learners the confidence to develop the right skills, and to be adaptive and resilient in a rapidly changing world.



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“IT ALWAYS SURPRISES ME TO HEAR PEOPLE TALKING ABOUT GOING BACK TO THE “GOOD OLD DAYS” OF SCHOOLING BUT NO ONE EVER TALKS ABOUT RETURNING TO THE GOOD OLD DAYS OF MEDICINE!” Greg Whitby



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INTELLIGENCE UNLEASHED

Rather than resist the inevitable, Barnett encouraged educators to learn and harness the power of AI, in order to better equip students with the skills needed to excel in an ever-changing workforce. Citing a recent Pearson research report, he stated that ‘as humans live and work alongside increasingly smart machines, our education systems will need to achieve levels that none have managed to date. True progress will require the development of an AI education infrastructure, that will resemble the marketplace that has developed for smartphone apps.’

TODAY’S SKILLS FOR TOMORROW’S WORKFORCE

Barnett explained Pearson’s belief that the ultimate goal of education is not only knowledge but employability as well. Therefore, the education industry should embrace technology at the same level as businesses do in order to remain relevant.

He emphasised the importance for students to adapt, in the same way as many companies are by combining AI with cloud and mobile. Of course, this is only the beginning of something bigger.

Referencing Gartner analyst Tom Austin, David Barnett explained that ‘we are are creating and moving artificial intelligence to the cloud. Microsoft currently offers more than 20 cognitive services, such as analysing images, known as computer vision, and language comprehension.’

HUMANS AND THE EXPERTISE BEHIND TECHNOLOGY

It is important to note that embracing modern technology and AI does not mean the surrender of control for educators. In order for AI learning tools to be successful, educators should play a key role in their design. Therefore, there must be some discourse between human education, technical expertise and the AI of a machine.

The future of education will only be in the hands of educators if they choose to embrace, and master intelligent technologies.



Read an extended account and add your thoughts on the subject at www.pearson.com.au/community/in-conversation.



The Power Behind Reading Levels

Conscious Pedagogy and Sound Teacher Judgement

Author: Cheryl Lacey

Cheryl Lacey is a learning and development consultant. Her diverse and unique professional portfolio includes teaching in primary, secondary, early childhood and tertiary settings as well as positions with corporate, not for profit and the small business sector. Cheryl works with schools and businesses in Australia and internationally, specialising in literacy, pedagogy, strategic planning and professional learning diagnostics.

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Facebook [cheryl.lacey.353](https://www.facebook.com/cheryl.lacey.353)

My personal library is home to my childhood literary treasures. *John and Betty* sits beside a 1953 Victorian Reader titled *Holidays*, and next to that is a collection of Enid Blyton books, including my absolute all-time favourite *The Adventures of Pip*. These classics hold the secret to my evolution from student to teacher, teacher to educationist, and educationist to advocate of our profession. They are the classics that taught me how to become a teacher of the English language.

On my first day as a full-time teacher, I was faced with the reality that I had learned very little at teacher's college about how to teach reading and writing. I knew little about the continuum and even less about the depths of pedagogy. That reality check was the catalyst for me to view my students as I viewed myself at their age. And so, my passion for literacy and my understanding that comprehension occurs despite one's ability to decode, began.

A leading educationist can walk into any classroom at any time and share a text and a powerful teaching moment with every child. They capture a moment in time. It's in that moment that anything is possible. A student might be preoccupied, highly motivated, frustrated or deep in thought. There is always an opportunity for a conversation about the reader and their text. It's here where the spiral-like process along the continuum is at its best. Students need opportunities to dive in and out of texts of varying degrees of difficulty and complexity. They also need to have a wide range of reasons why they are dipping in and out of texts.

PUTTING LEVELLED TEXTS INTO PERSPECTIVE

Levelled texts are remarkable tools to target repeated errors and support students with deficits in their reading behaviours and understandings. However, it's important to remember that errors made by a student may differ from text to text, even at the same level. A levelled text is just one of many resources



“WHEN IT WAS MY TURN TO START SCHOOL, I WALKED IN BELIEVING I WAS A READER.”

available to students and teachers. Relying on levelled texts can be limiting for the following reasons:

- Not all texts pitched at a specific level match.
- Matching reading levels with curriculum content isn't the goal.
- Students can be viewed by their instructional reading level only, changing the continuum into lineal growth.
- Collecting data can cause shortcuts in effective teaching and reduce the essential time for students to plateau, teachers to diversify and the relationship between them to strengthen.
- Reading assessments are not essential for every student all of the time.
- Levelled texts are habitually used to fulfil only one teaching strategy – guided reading.
- Levelled texts can become home-reading texts, which only confuses the relationship between parents and teachers.

It's important not to become seduced by product, but rather the author of your own pedagogy.

Here are the nine things I discovered by taking ownership of the reading choices and teaching strategies I used in my classroom practice:

1. **Why read?** Student's reading improves when they are clear about their purpose. Are they reading for pleasure, for acquiring content knowledge, for understanding the writer's craft/genre or for improving reading behaviours?
2. **Resources on hand.** Students loved to access a range of texts at a range of levels – including texts that were easier or more difficult.
3. **My role was paramount.** It was my role that changed to suit the purpose, resources and student's ability.
4. **Independence thrives.** My students thrived in knowing that I believed in them as readers.

5. **Celebrating approximations.** Reading was never seen as a deficit. Each small step was celebrated.
6. **World's best authors.** Teaching writing became the catalyst for becoming better readers.
7. **Talk. Talk. Talk.** I took time to connect – if only for a moment – with every student about their reading and writing every day.
8. **Evidence.** I made sure students provided me with evidence that they had read and achieved their core purpose. We shared our thinking, our writing, we questioned and most important, we acknowledged one another.
9. **Rules of engagement.** I had two class rules that we embraced. 'Everyone is a friend'. 'There is no such thing as can't.'
10. **We were a community.** Despite our differences, everyone felt valued as a reader and an author; because we acknowledged everyone's place on their own continuum of growth, discovery and solitude.

At the age of four, my evolution began when I sat in on a daily read-aloud of *John and Betty* with my older brother John. Within weeks it became a shared reading experience, where I learned to memorise *John and Betty*. When he moved on to *Holidays*, I'd turn the pages of *John and Betty* over and over all on my own and then dive into Enid Blyton, making up each story along the way. My brother helped me view myself as a reader so that when it was my turn to start school, I walked in believing I was a reader. Looking back, I still believe that I was. You see, *John and Betty* was accessed in a variety of ways, I was read to, we shared the story, I mimicked him and read independently, even before I could decode. I understood how every feature on every page created a powerful story through my own eyes as a youngster.

To recognise, comprehend, and produce the written word is an accomplishment and the pleasure of reading simplicity and sophistication is what has us return for more. It truly is an honour to share that with our students.



Cheryl Lacey will be presenting at the 2016 Learning and Teaching Conference in Melbourne from the 16–18 November. Find you more at www.pearsonacademy.com.au/LTCON.

Jared Cooney— Horvath, Educational Neuroscientist

About Jared Cooney Horvath
(PhD, MEd)

Jared is an expert in the field of Educational Neuroscience with a focus on translating neuroscientific principles to enhance teaching and learning practices within the classroom. Jared has conducted research and lectured at Harvard University, Harvard Medical School, the University of Southern California and the University of Melbourne and has taught at schools around the United States and Australia. Currently, Jared is undertaking research in collaboration with the Science of Learning Research Centre at the Melbourne Graduate School of Education and serves as co-president of The Education Neuroscience Initiative and The Science of Learning Group.

CAN YOU TELL US ABOUT YOUR AREA OF EXPERTISE AND YOUR CURRENT ROLE?

I'm an educational neuroscientist at the University of Melbourne. My crossroads of interest are where the brain, education and behaviour collide. My area of expertise lies in where we can use knowledge about the brain and psychology to help improve teaching and learning practice.

WHAT HAS KEPT YOU MOTIVATED AND EXCITED ABOUT THAT WORK SINCE YOU DECIDED TO DELVE INTO LEARNING AND PSYCHOLOGY?

Every day, something new comes out that shifts what we thought we understood, to the point where the brain I'm studying today is totally different to the brain I started studying eight years ago, and it will be totally different to the brain I'm talking about in eight more years. There's just no chance to ever get bored with it.



"MY CROSSROADS OF INTEREST ARE WHERE THE BRAIN, EDUCATION AND BEHAVIOUR COLLIDE."



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“IMPROVING ONE’S TEACHING IS A PERSONAL THING.”

WHAT IS A GOOD WAY FOR EDUCATORS TO TAP INTO THIS NEW FRAMEWORK TO IMPROVE TEACHING AND LEARNING?

When considering how to use the brain in your classroom, recognising that it is a conceptual thing as opposed to a practical thing is the first step. Once you recognise that the brain is just an adaptive system, it will adapt to whatever you want it to do.

Improving one’s teaching is a personal thing. It’s less about changing practice, and more about expanding on people’s understanding of their practice and why they’re doing it.

WHEN THERE IS A CHILD WHO NEEDS TO BE IN AN ACCELERATED LEARNING ENVIRONMENT, IS THAT STILL A VALID LINE OF THINKING IN OUR SCHOOLS?

Gifted students might show aptitude in things that we consider important in schools, but all it means is that their system has adapted really well to the way we run schools. So it becomes an issue of changing the system to either allow for adaptive styles to become prominent, or to help those who haven’t adapted find an approach so they can adapt better. The good news is that even when you’re locked into a certain behavioural set, you can change that at any time.

There are two choices, change the system or change the individuals, and both seem to work. Intelligence and genius are just words we use, but they’re not real things.

THE THEME OF THE 2016 LEARNING AND TEACHING CONFERENCE IS ‘EDUCATING THE WHOLE CHILD.’ WHAT DOES THAT PHRASE MEAN TO YOU?

I think of not just strengths, weaknesses and beliefs, but also of the entire potentiality of a human being. So educating the whole child means the basics, but also what it means to be a citizen in this world.

In addition, I think there’s been a big push in education now to meet students where they’re at and allow them to chase their own dreams, but when you’re educating the whole child, you also have to push past those desires. That’s where educating the whole child comes in. Recognise that just because a child is one way now, doesn’t mean that that’s what they’ll be in the next 30 years.

WHAT CAN TEACHERS AND PRINCIPALS DO THEMSELVES TO INCREASE THEIR KNOWLEDGE AND ADAPTIVITY AROUND EDUCATION OF WHOLE CHILD?

Educators and policy makers first need to question, is everything deterministic or is it a malleable system? Your answer will then either free up, or constrict everything you do after that. If you start to recognise that the teaching philosophy that we were taught 30 years ago doesn’t seem to be matching the current research findings, then that opens a door to change.

“I’M LOOKING FORWARD TO PRESENTING AT LEARNING AND TEACHING CONFERENCE 2016 BECAUSE...”

It’s an opportunity to sit down with a bunch of teachers, policy makers who care about this profession and ask the big questions. If our primary philosophy says this, then that is naturally going to dictate what we do in our classroom. Nail this, and that will answer questions over here. So that’s why I’m excited about it.



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“INTELLIGENCE AND GENIUS ARE JUST WORDS WE USE, BUT THEY’RE NOT REAL THINGS.”



Jared Cooney-Horvath will be presenting at the 2016 Learning and Teaching Conference in Melbourne from the 16-18 November.

Find you more at

www.pearsonacademy.com.au/LTCON.



Science of Learning Showcase

The Science of Learning is about the merging of three disciplines: psychology, neuroscience and pedagogy. The Science of Learning LinkedIn Group is a professional learning network for educators, researchers, and psychologists, with an interest in learning, and the science relating to learning.

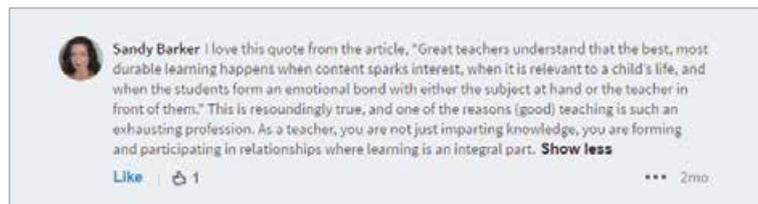
The group's foundation members were delegates of the 2015 MindBrain Conference, who wanted to continue to discuss the application of science in the field of education. Members regularly share insights that join the science of psychology with the practicalities of teaching, and like-minded professionals are invited to visit www.linkedin.com/groups/6964496 and request to join.

The group has a diverse range of participants, with roles including marketing, education, neuroscience, and psychology. Topics for discussion in the group are just as diverse as their roles. The Science of Learning LinkedIn Group covers ground from principles of neuroplasticity, the impact of emotion, attention and working memory, and modelling brain function. They also discuss long term memory formation, the growth mindset, metacognition and executive functions.

Recently, an article posted in the group, titled 'How Do We Improve Our Working Memory?'¹ outlined several practical ways to improve working memory such as training the brain, brain stimulation, and cognition improvement. The article goes on to explain that while there is not just one ideal way to improve working memory, these selected methods have shown promising results.

Working memory is 'the ability to recall as well as process information.' As a type of memory that plays an essential role, this research shows the long term benefits of boosting working memory has the potential to greatly improve our lives.

Another interesting topic on learning explores how emotion is essential to learning, and explains that in order 'To Help Students Learn, Engage The Emotions'.² It follows the story of how teacher-turned neuroscientist Dr. Immordino-Yang handled some potentially sticky racial tension in her classroom, and turned this into a way to engage her young students. Her students were able to engage with, learn, and process a topic they otherwise would have dismissed, because they developed an emotional connection with the concept of the content.





“THE SCIENCE OF LEARNING LINKEDIN GROUP COVERS GROUND RANGING FROM PRINCIPLES OF NEUROPLASTICITY, THE IMPACT OF EMOTION, ATTENTION AND WORKING MEMORY AND MODELLING BRAIN FUNCTION.”

As Dr. Immordino-Yang explained in the article, “It is literally neurobiologically impossible to think deeply about things that you don’t care about.” While emotion is often underestimated or misunderstood as a trend, it plays a crucial role in developing one’s learning.

Project-Based Learning (PBL) has also been raised as a topic in recent months, and one of the most interesting articles posted discusses ‘Why Project-Based Learning Hasn’t Gone Mainstream, and What We Can Do About It.’³ As outlined in the article, PBL combines standards based curriculums, with student empowerment and real-world problem solving.

As Ryan Steuer of Magnify Learning says, “through projects, students master skills—critical thinking, creativity, communication, and collaboration—that are hard to teach in traditional classrooms, some project-based schools even report 20% higher standardized test scores than those with conventional classrooms.”

“The truth about PBL is, that once you learn the skills, culture and best practices, you find you are teaching the way you always dreamed you would,” he explains.



The Science of Learning LinkedIn Group is welcoming and is always open to new members. To express your interest, visit www.linkedin.com/groups/6964496 and request to join.

[1] How Do We Improve Our Working Memory?
www.linkedin.com/groups/6964496/6964496-6166467867425386498
brainblogger.com/2016/07/04/how-do-we-improve-our-working-memory

[2] To Help Students Learn, Engage The Emotions
www.linkedin.com/groups/6964496/6964496-6148391673207480322
nytimes.com/blogs/well/2016/05/04/to-help-students-learn-engage-the-emotions

[3] Why Project-Based Learning Hasn’t Gone Mainstream (And What We Can Do About It)
www.linkedin.com/groups/6964496/6964496-6139240542577385472
www.edsurge.com/news/2016-04-23-why-project-based-learning-hasn-t-gone-mainstream-and-what-we-can-do-about-it



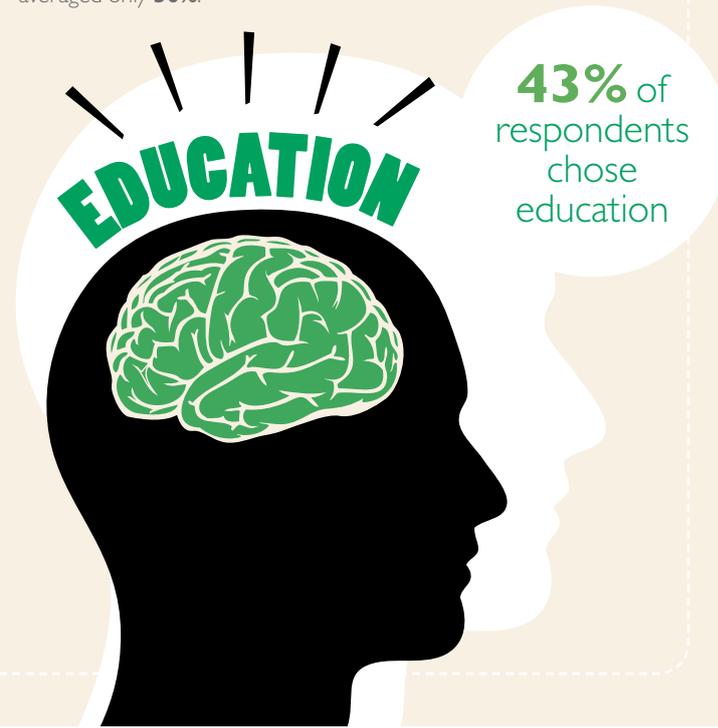
Australians on education

Earlier this year, Pearson asked more than a thousand Australian educators, administrators, learners and parents about their views on topics affecting the field of education. Similar research has been conducted around the world, including in the United Kingdom, the United States, Canada, Brazil, China, India and South Africa.

The responses provide a snapshot of Australian attitudes to education - but there is so much more to be learned. Here are some of the most striking results from this research.

Education is important to Australians

Australians rightly recognise that education is one of the foundation stones on which society is built. When asked "Which of these issues, if any, are you most concerned about in Australia today?" **43%** of respondents chose education, above employment, healthcare or the economy. Perhaps unsurprising, given that the people surveyed are all connected to education in some way, however, respondents from the USA, UK, Canada and Italy averaged only **30%**.



EDUCATION

43% of respondents chose education

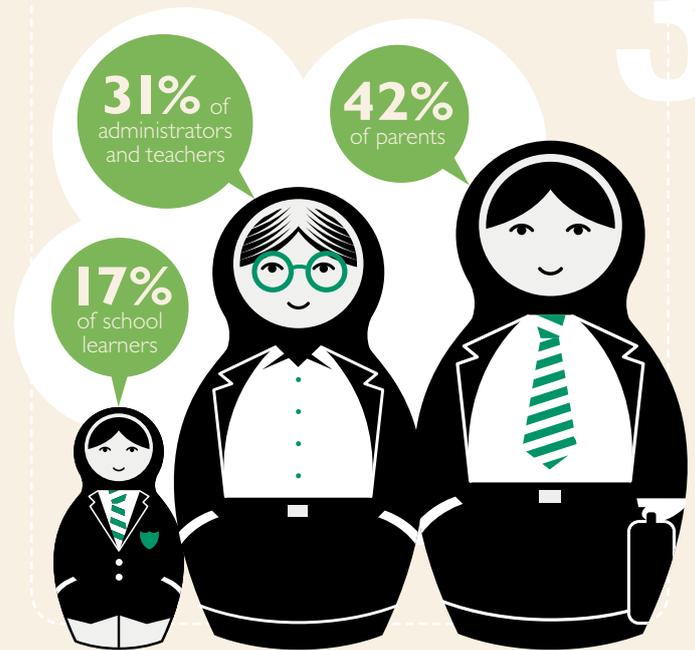
Australians are happy with our education system

Education rates as one of our top concerns - but we're pretty happy with the education system we've got. More than two thirds of respondents (**69%**) are satisfied with Australia's education system. The UK is a little less (**65%**) and, on average, less than half (**48%**) of respondents globally were happy with the education system in their country.



Parents are the most concerned about employability

It's to be expected that parents would show the greatest interest in employability, as they look ahead to their child's future. **42%** of parents are "very concerned" about employability in Australia, followed by administrators and teachers, both at **31%**. School learners aren't looking quite that far ahead, with only **17%** "very concerned".



Employability can be improved with careers advice

45% for better careers advice



When asked what the top priority should be for improving employability, **45%** of respondents asked for better careers advice and training in schools and universities.

Other suggestions included better relationships between education institutions and employers (**37%**) and greater accessibility to higher education (**32%**). Policy makers take note!

What do these insights mean to you? Do these answers represent your point of view, or do you disagree? Visit www.pearson.com.au/community/portal to add your feedback and join the conversation.



LITERACY Bug Club



Bug Club

An award winning, blended literacy program for reading level 1–30

AGE LEVEL 4–12 year olds

For resources to support the teaching of reading, look no further than **Bug Club** and see how F–6 literacy learning has evolved.

Bug Club's finely levelled guided fiction and non-fiction readers, plays, comics and graphic novels, which cover reading levels 1–30, provide the flexibility needed to cater for different reading abilities within the classroom and support young readers as they move through the reading developmental stages. Phonic readers are also available at Emergent and Early stages for the explicit teaching of phonics.

Bug Club provides students with creative and authentic literacy texts that specifically address their interests and experiences. The readers have been developed to provide students with a range of genres, text types, characters and topics to ensure that at each colour level there are books that appeal to every student.

Bug Club brings well-loved and popular characters, such as Wallace and Gromit™, Angelina Ballerina™ and Doctor Who™ into the classroom, enabling students to follow the adventures of their favourite characters as they develop their reading skills, which ensures their motivation to read remains high. **Bug Club** has also created character clusters or new characters with distinct and diverse personalities, as well as Australian-specific content which students will enjoy reading.

Books are available in print and on **Bug Club Digital**, an online reading world designed to engage and motivate students. Students read books, complete quizzes and earn points to play games, a huge motivator to keep reading. Teachers are also able to view and record data about student reading performance to inform teaching and learning.

There are currently over 470 books and supporting teaching resources.

65 NEW BUG CLUB PLAYS

Bug Club is still evolving! 65 plays are now available on **Bug Club Digital** and in print. Playwrights include Julia Donaldson, author of **The Gruffalo**. On **Bug Club Digital**, children can choose to be a character and the audio for that character doesn't play!

To see titles, covers and sample pages go to www.pearson.com.au/go/bugclubplays.



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 reading 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

GET A FREE TRIAL



www.pearson.com.au/primary/bugclub/trial



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 offers comprehensive teacher resources, within **Bug Club** readers, in the Teacher Resource Books and online. Teaching notes can be found on the inside front and back cover of each **Bug Club** reader. Guided Reading notes are available, providing detailed support for lessons around Australian Curriculum: English, such as comprehension, speaking and listening, grammar, writing and visual literacy. Curriculum charts and scope and sequence charts are also provided. Readers are also supported by photocopiable blackline masters (BLMs), designed to offer written assessment opportunities as well as fun activities for students. Extension activities to challenge high achievers and fast finishers are also included.

PHONIC READERS

Phonic readers are a set of 41 deliberately constructed, phonically decodable texts, beginning with single letter phonemes through to consonant digraphs and trigraphs.

The 26 **phonic fiction readers** provide further opportunities for practising and consolidating the phonics skills introduced in the **phonic readers**.

SERIES COMPONENTS

BUG CLUB DIGITAL

Allocate readers to students, test their comprehension with over 2,000 embedded interactive quizzes, 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.

Bug Club Digital is compatible with iPads and Android tablets, in addition to PC and Mac computers and interactive whiteboards.



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-curricular links, such as Science, History, Geography and more. Text types include reports, explanations, persuasive, procedures and more.



ENGLISH Pearson English 3–6



Giving each student every opportunity to learn

AGE LEVEL **8–12 year olds**

Pearson English 3–6 is an award-winning, flexible series of resources, designed to successfully support the implementation of the Australian Curriculum: English within the context of topics from other curriculum areas for Years 3–6. Using extensive research, including feedback from over 200 Australian educators, **Pearson English 3–6** has been designed to address the needs of you and your students.

This series is all about choice. You can customise a teaching and learning solution that suits you best. Choose the mode of delivery (digital, print and blended options available), choose the content (each year level has eight topics from a variety of other curriculum areas to select from) and choose the learning pathway for your students (**Pearson English 3–6** caters for all students with differentiated support for above, on and below level, and EAL/D students).

Each text in **Pearson English 3–6** is supported with a range of rich and engaging learning activities, with a strong focus on 21st century learning skills. Each topic also has a range of assessment options, to inform teaching and recognise achievement. 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.

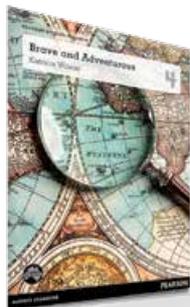
The Educational Publishing Awards Australia (EPAA) recognises excellence in print and digital educational publishing. In 2014 and 2015, **Pearson English 3–6** won the Best Primary Student Resource for English category.



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.

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

GRAB AN INSPECTION COPY | ▶ www.pearson.com.au/primary/inspection



STUDENT MAGAZINES

- One **Student Magazine** per topic (eight per year level)
- Above, Below and On-level Student eMagazines on the digital platform to help cater for different literacy levels within a class
- Broadly aligned to the Fountas & Pinnell Text Level Gradient
- 'Lets Find Out' topic questions & 'Did You Know' fact boxes engage student interest
- Four clearly structured text types, covering a range of genres
- One text in each magazine is a relevant authentic text
- Breakaway tasks for each text, based on Bloom's Revised Taxonomy, encouraging students to think creatively and critically, and promote higher order thinking
- Includes 'Strands in Action' section with 'Core Tasks' and 'Extra Tasks' where students can apply their thinking to real life scenarios and creative situations
- Caters for EAL/D students
- Provides extension activities



TOPIC BOOKS



- One Fiction and one Non-fiction **Topic Book** per topic (eight per year level)
- Closely related to the topic theme
- Embedded quizzes in eBook versions
- Broadly aligned to the Fountas & Pinnell Text Level Gradient
- Can be used for independent and guided reading, literature circle tasks or take-home reading
- Guided reading teaching notes are found in the Teacher Companion



TEACHER COMPANIONS

- One **Teacher Companion** per topic (eight topics per year level)
- Provides a detailed teaching sequence with a strong focus on comprehension for tuning in, looking within the text, exploring the text, learning about the text and going further
- Provides background information on how to use **Pearson English 3–6**
- Introduces topic by highlighting the learning focus and key questions
- Scope and Sequence charts for the Australian Curriculum
- Provides EAL/D support strategies and activities
- Highlights assessment options for the topic
- Guided reading notes for the topic books
- Embedded links to interactive resources and activities on the digital platform

SERIES COMPONENTS

DIGITAL PLATFORM



- eBook versions of the Magazines, Topic Books and Teacher Companions
- Allocation of student digital resources
- Compatible with PC, Mac, Interactive Whiteboards and iPads
- Games in each topic for grammar, spelling and punctuation
- A relevant video per topic
- Learning activities for grammar and spelling, writing and to support the video
- Scope and sequence documentation (Australian Curriculum and NSW Board of Studies)
- Running record assessment, rubrics to assess student learning and student evaluations for each topic
- Audio media files
- Recommended reading and weblinks for further study





BENCHMARKING 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 students' reading performance and connecting assessment to instruction. This comprehensive system for one-on-one assessment is perfect for reviewing a new student to your school, assessing students for intervention, or simply developing, monitoring and reporting on student progress across a school year and across year levels.

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™ and select texts that will be productive for a student's instruction.

ADAPTED FOR AUSTRALIAN STUDENTS

BAS is divided into two systems: K–2 (which covers Levels A–N) and 3–8 (which covers F&P Levels L–Z). 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 page 12) for **Fountas & Pinnell** levels to correspond with Reading Levels.



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

REVIEW ONLINE | ▶

www.pearson.com.au/primary/bas



BENCHMARK BOOKS



These fiction and non-fiction **Benchmark 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.

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.

ASSESSMENT FORMS CD-ROM



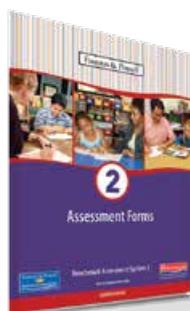
The **Assessment Forms CD-ROM** enables teachers to print the assessment forms and summary sheets contained in the **Assessment Forms Book**. Teachers can select forms by book level, title and genre, and print them in enlarged for easier reading.

OPTIONAL ASSESSMENTS ITEM BOOK



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

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.

DATA MANAGEMENT CD-ROM



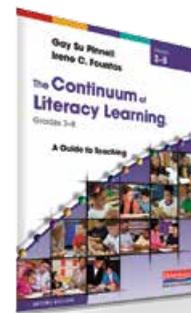
Teachers can manage students' scores, analyse progress over time, and compare data among individual students and whole classrooms. All reports can be customised and printed in both tabular and graphical formats.



PROFESSIONAL DEVELOPMENT DVD



The **Professional Development DVD** provides a strong foundational understanding, as well as training for teachers implementing the system.



THE CONTINUUM OF LITERACY LEARNING: A GUIDE TO TEACHING



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

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.

STUDENT FOLDERS



A pack of 30 **student folders** for collating and tracking individual student progress.

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.



Fountas & Pinnell Leveled Literacy Intervention (LLI) System

Addressing the intervention needs of early learners

AGE LEVEL 5–14 year olds

LLI is a small-group, supplementary intervention for students who find reading and writing difficult. It is designed to bring them quickly up to grade-level competency—in 14 to 18 weeks on average.

Seven **LLI Systems** are available, Orange, Green, Blue, Red, Gold, Purple and Teal. LLI Systems have been developed to support the reader, no matter their age and can therefore be used with students from Foundation all the way through until Year 12.



KEY FEATURES & BENEFITS

- Proven to bring low-achieving students to year-level expectations in 14 to 18 weeks. Additional support to guide EAL/D students
- Engaging books in each system with age-specific content
- A combined total of 876 unique finely levelled books from A–Z Fountas & Pinnell Levels (converts to Reading Levels 1-30++)
- Unique book for each LLI lesson
- Comprehensive teacher support and guidance to introduce, implement and develop the LLI program in your school
- Program and Lesson Guides and other resources navigate the educator through each step of LLI
- Multiple copies of each book for each student
- Additional black and white take-home books in Foundation, 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 Equivalency including worksheets, games, running records and parent letters
- Online Data Management System (complimentary one year subscription)



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.

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MATHEMATICS enVisionMATHS



enVisionMATHS™

An award-winning F-6 Australian Curriculum: Mathematics series with extensive print and digital components, allowing educators a choice in how they teach each topic.

AGE LEVEL 4–12 year olds

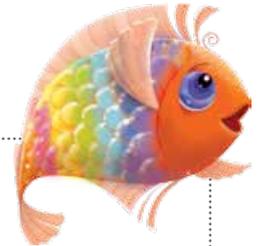
Give your primary students a deeper conceptual understanding and higher proficiency in Maths with this topic-driven teaching and learning program aligned with the Australian Curriculum: Mathematics.

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

- Topic-based, blended print and digital program aligned to the Australian Curriculum
- Promotes deep conceptual understanding and engagement in Mathematics
- Diagnostic class screening and analysis
- Powerful visual learning strategies
- Strong differentiation capability
- Flexible, multi-component approach
- Suitable for all devices



NEW FOR 2016

enVisionMATHS Digital is a powerful new online component to our award-winning **enVisionMATHS**. Use **enVisionMATHS Digital's** Concept Check-In screening system to identify students' maths conceptual understandings, then target your teaching using the concept-based lessons, animations and activities.

enVisionMATHS NEW SOUTH WALES

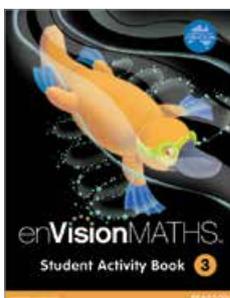
To help support teachers in New South Wales, specific New South Wales Overview and Implementation Guides and teacher resources are now available. These are available within **enVisionMATHS Digital** or in the New South Wales **Teacher Resource Box**.



Find out more about **enVisionMATHS** online, where you can watch the introductory webinar, view tutorial videos and find out more about all enVisionMATHS components.

REVIEW ONLINE | ▶

www.pearson.com.au/primary/envisionmaths



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.



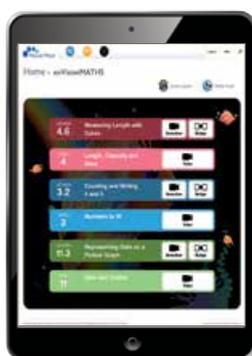
TEACHER RESOURCE BOX



Each of the seven Teacher Resource Boxes (Foundation to Year 6) 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.

Note: this content can also be accessed via enVisionMATHS Digital.

COMPONENTS



ENVISIONMATHS DIGITAL



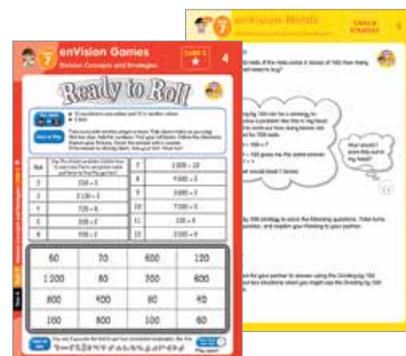
Provides a unique concept-based screening system, new digital learning tools and gaming opportunities, plus teaching and assessment resources for all year levels, in one website. It also allows teachers to allocate resources to students for use on their own devices.

* Suitable for PC, Mac, Interactive Whiteboard, iPad or Android tablet.

INTERACTIVE WHITEBOARD DVD



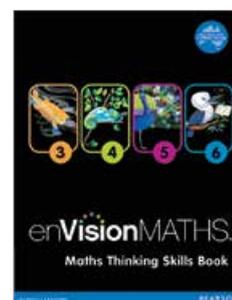
Captivating visual learning animations, topic opener videos, visual learning bridges are all stored on the Interactive Whiteboard DVD making introducing new maths concepts easy and fun for you and your students. Tools4Maths is also hosted on this DVD, and provides eleven digital interactive whiteboard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



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 text link directly to the activity cards from the Activity Zone.



GEOGRAPHY, HISTORY & SCIENCE

Discovering Geography, History and Science



Implement the Primary Australian Curriculum with ease

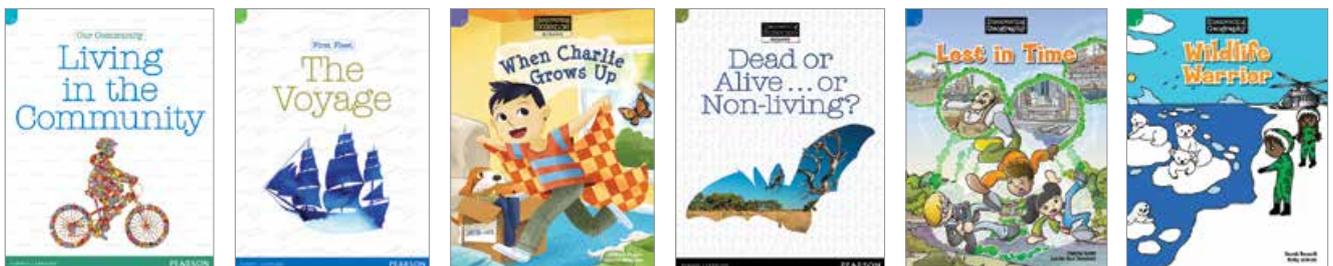
AGE LEVEL **6–12 year olds**

The Discovering series includes **Discovering Geography**, **Discovering History** and **Discovering Science**. These are specifically developed to support primary teachers with the requirements of the Australian Curriculum Humanities and Science.

Resources are available for lower (F–2), middle (3–4) and upper primary (5–6) to assist with the planning, implementation and ongoing teaching of the Australian Curriculum.

Teacher Resource Books guide educators through teaching these subjects with clear teaching methodology, pedagogy and professional development. Each teacher resource comes with worksheets and laminated picture cards to prompt classroom discussion.

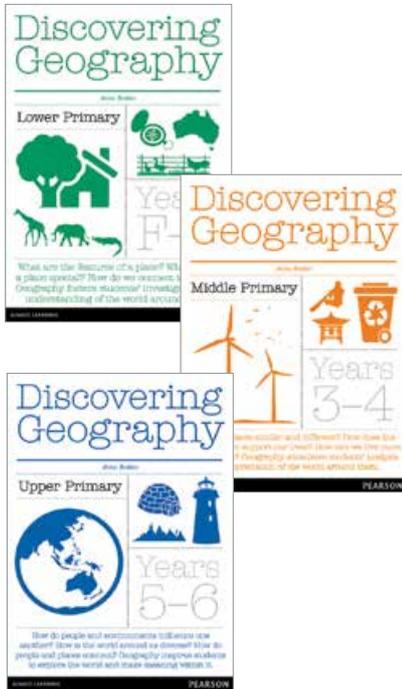
Student Topic Books support the teacher resources with a range of foci which align to Australian Curriculum content descriptions.



Find out more about **Discovering Science**, **Discovering History** and **Discovering Geography** online, where you can get more information about the features and benefits of each series, watch introductory webinars and download and browse the brochures.

REVIEW ONLINE | ▶

www.pearson.com.au/primary/discovering



DISCOVERING GEOGRAPHY



Discovering Geography is a comprehensive three-level resource that assists with the implementation, lesson planning and on-going teaching of the Australian Curriculum: Geography, Foundation to Year 6.

The Teacher Resource Books are written and reviewed by experienced classroom teachers with Geography expertise, and include a section on Geography pedagogy, scaffolded learning sequences and BLMs.

The accompanying Picture Cards are available in both print and digital formats.

The Student Topic Books have been levelled using the Fountas & Pinnell guided reading levels to allow flexibility in their use inside and outside the classroom. The range includes fiction, non-fiction and comic books.

COMPONENTS



DISCOVERING HISTORY



Find out why this won the Australian Educational Publishing Award for best Primary Student Resource (Arts/Science/Humanities) and get to the core of what Australian Curriculum: History teaching is all about.

Developed and written by leading experts in the field, Jennifer Lawless and Kate Cameron, **Discovering History** provides you with clear teaching methodology and pedagogy that will inspire you to develop creative lessons to engage your students.



DISCOVERING SCIENCE



Discovering Science follows the award winning format of **Discovering History**, and goes further than just meeting the requirements of the Australian Curriculum. Addressing the need for engagement, Student Topic Books provoke curiosity and make science accessible to the learner through a range of non-fiction and fiction books, as well as comic books for middle and upper primary levels.

While students will love the mode of learning (especially visual learners), the series also ensures coverage of the three strands of: Science and Understanding, Science Inquiry Skills and Science as a Human Endeavour. Plus each Student Topic Book provides a story and content driven by a key scientific learning area: Biology, Chemistry, Physics and Earth Science.

Looking for learning solutions?

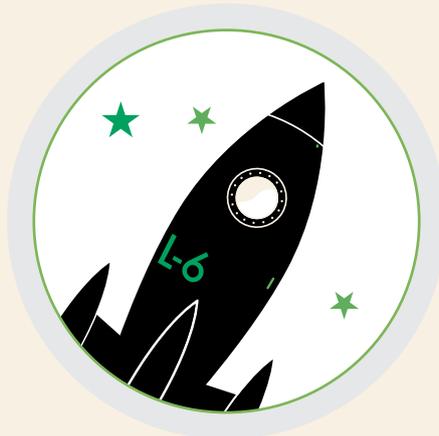
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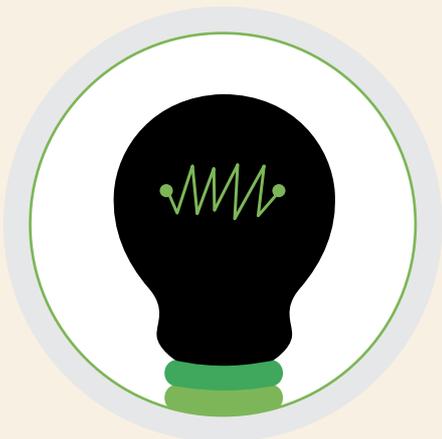
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