

- Superintendents Offices
- Directors of E.S.D's
- Directors of E.S.C's
- Directors of Curriculum & Instruction
- Title 1 Supervisors
- Professional Development Co-ordinators
- Principals
- Classroom Teachers
- ESL Teachers
- Reading Specialists
- Teacher Trainers

Presentations
Demonstrations
Participation
Reflection

Each day a GENERAL SESSION will set the theoretical theme. IN-DEPTH STRANDS will take the theory into grade appropriate classroom practice and SPECIALIZED SKILLS WORKSHOPS will refine teaching techniques.

SIX WEEKS ONLY

July - August Annually

WHO CAN SPONSOR AN INSTITUTE?

E.S.D's, E.S.C's, School Districts,
 School Districts combined.

Literacy Learning will provide Institute sponsors with:

- An institute info-pack
- An administration timetable
- A registration form master copy on disc
- A comprehensive institute handout master copy ready for printing

For further information

Contact: Leanna Trill
 email: leanna@literacy.co.nz
 or maureen@literacy.co.nz

*Check your calendar now
 and book for next year*

Bookings close end of February.



**LITERACY
 LEARNING
 (NZ) LTD**

PO Box 11-430
 Ellerslie, Auckland
 New Zealand
 Ph (64 9) 525 6868
 Fax (64 9) 525 2926
 Website www.literacy.co.nz

GENERAL SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.15 - 9.30	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants
	BREAK	BREAK	BREAK	BREAK	BREAK
9.45 - 11.45	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions
	LUNCH (ON YOUR OWN)	LUNCH (ON YOUR OWN)	LUNCH (ON YOUR OWN)	LUNCH (ON YOUR OWN)	CLOSURE 12.00 - 1.00
1.00 - 2.30	Workshop #1 Participant's choice	Workshop #1 Participant's choice	Afternoon Free time	Workshop #1 Participant's choice	
	BREAK	BREAK		BREAK	
2.45 - 4.15	Workshop #2 Participant's choice	Workshop #2 Participant's choice		Workshop #2 Participant's choice	

The Leanna Trill
Literacy
 Teaching and Learning
 Institute

K-5 or K-6 or K-8



**The Leanna Traill
Literacy
Teaching and
Learning Institute**

**Featuring Leanna Traill and a team
of New Zealand teachers.**

For eight years the Leanna Traill Institutes have been blazing literacy trails across the United States. Thousands of teachers have experienced this unique educational and cultural exchange and emerge feeling confirmed, informed and highly motivated. They return to their schools with enhanced vision, confidence and the ability to improve the quality of teaching and learning for all children.

Leanna Traill is a highly experienced teacher and administrator. During her 28 years in education, she has trained as a Reading Recovery teacher and served as both a special education and regular classroom teacher, assistant principal, principal, advisor to junior classes and as an inspector of schools within the New Zealand Department of Education.

She has developed a research based school-wide project, "Trails to Literacy," which has a record of success in school-wide reform and accelerates achievement in literacy.

	GENERAL SESSIONS	IN-DEPTH STRANDS	SPECIALIZED SKILLS WORKSHOPS
	<p>Setting the Theoretical Theme for the Day Leanna Traill <i>1 hour - for all participants</i></p> <p>8.15 - 9.30 a.m. Daily</p>	<p>Grade Appropriate Classroom Strategies NZ Consultant Team <i>Participants remain with same class for all five sessions</i></p> <p>9.45 - 11.45 a.m. Daily</p>	<p>Refining Teaching Techniques NZ Consultant Team <i>Participant's choice of two 1 1/2 hour workshops</i></p> <p>1.00 - 2.30 p.m. & 2.45 - 4.15 p.m. Monday - Tuesday - Thursday</p>
MONDAY	<p>Establishing a cohesive and balanced approach to literacy instruction:</p> <ul style="list-style-type: none"> • Philosophy and vision • Theory of language learning • Effective implicit and explicit instructional practice • Barriers to learning 	<p>Establishing the literacy learning environment:</p> <ul style="list-style-type: none"> • Conditions for learning in the classroom • Knowing the learner • Starting the school year • Establishing the classroom culture • Developing and maintaining childrens motivation to read 	<p>Designed for K-2 teachers:</p> <ul style="list-style-type: none"> • Shared reading - learning to read • Guided reading - learning to read • Shared writing - learning to write • Alphabet, phonics and spelling • Enhancing phonemic awareness • What to do with the others - Learning centers • Assessment shaping instruction • Developing comprehension skills
TUESDAY	<p>The integrated curriculum and its organization:</p> <ul style="list-style-type: none"> • Modes of language:- Oral - listening and speaking Written - reading and writing Visual - viewing and presenting • Inquiry-based learning • An interactive approach 	<p>Strategies for integrating the language modes across the curriculum:</p> <ul style="list-style-type: none"> • A thematic approach • Units of work • Experiencing the process 	<p>Designed for G3-5 & G6-8 teachers:</p> <ul style="list-style-type: none"> • Shared reading - reading across the curriculum • Guided reading - reading to learn • Effective writing and spelling instruction, activities, extensions • Extending comprehension skills • Planning - long, medium, short term • Classroom organisation and management • Assessment shaping instruction
WEDNESDAY	<p>The reading process, the writing process:</p> <ul style="list-style-type: none"> • Key teaching approaches - Reading and writing aloud - Shared reading & writing - Guided reading & writing - Independent reading & writing 	<p>Developing effective reading, writing and spelling programs:</p> <ul style="list-style-type: none"> • Key teaching approaches • Flexible grouping • Teaching skills in context • Selecting materials • Writing, spelling skills instruction K-1, 2-3, 4-5, 6-8 • Developing fluency 	<p>Designed for Principals - School-wide reform</p> <ul style="list-style-type: none"> • Establishing cohesive systems for literacy instruction • In-class observation with constructive feedback • Instructional leadership Q & A
THURSDAY	<p>Classroom organization and management:</p> <ul style="list-style-type: none"> • Creating class tone & relationships • Organizing centers & furniture • Establishing rules & routines • Planning for curriculum coverage • Keeping records 	<p>Classroom organization and management:</p> <ul style="list-style-type: none"> • The room - learning centers • The materials • The time • The children and "What to do with the others" • The curriculum • Planning - Long, med, short term 	<p>Appropriate for all participants:</p> <ul style="list-style-type: none"> • Planning units of work • Art to 'dye' for - art techniques • Poetry and music • Questioning strategies • Display and publishing ideas • Visual language • Learning running records - for beginners • Analysing and using running records
FRIDAY	<p>Assessment and evaluation:</p> <ul style="list-style-type: none"> • The planning and evaluation process • A school-wide approach • Record keeping • Monitoring achievement of Benchmarks 	<p>Assessment shaping instructional improvement:</p> <ul style="list-style-type: none"> • Monitoring children's progress • Record keeping • Reporting to families 	<p>‡ <i>The number of Institute participants will determine the number of consultants and afternoon workshops that will be available.</i></p>