

**8.50am      Monday 12 January**

### **Karen Sewell – Conference Opening**

Karen Sewell is the Secretary for Education and Chief Executive of the Ministry of Education in New Zealand.

Karen's background is in education. Before she joined the Ministry in November 2006, she spent six years as Chief Review Officer at the Education Review Office. From June 2005 to May 2006, Karen was Acting Chief Executive of the New Zealand Qualifications Authority. Karen was principal of Green Bay High School in West Auckland for 12 years. She has been President of the Auckland Secondary Schools Principals' Association and between 1994 and 1996 she was Chairperson of the Principals' Council of the New Zealand Post Primary Teachers' Association.



Karen has held a teaching fellowship at Victoria University of Wellington, and a Nuffield Bursary for study at the Institute of Education, University of London.

9.00am      Monday 12 January

## Professor William E. Tunmer – Keynote Address



William (Bill) Tunmer is Distinguished Professor of Educational Psychology in the School of Educational Studies at Massey University, New Zealand. He received his PhD in Experimental Psychology from the University of Texas at Austin in 1979, specialising in the areas of theoretical linguistics, experimental psycholinguistics, and cognitive development. From 1980 to 1988 he held the positions of Research Fellow, Lecturer, and Senior Lecturer at the University of Western Australia. In 1988 he took up a professorship at Massey University, where he served as Head of Department and Dean of the Faculty of Education. Professor Tunmer is a highly distinguished researcher who is recognised nationally and

internationally for his contributions to literacy research and related topics. He has published over 100 journal articles, book chapters, and books on language and literacy development, reading difficulties, and intervention strategies, and has served on the editorial boards of *Reading Research Quarterly*, *Reading and Writing* (appointed Associate Editor in 2008), *Language and Education*, and *Journal of Learning Disabilities*. Over the years Professor Tunmer has been invited to give several major academic addresses, including the 1999 Herbison Lecture (New Zealand), the 2001 Schonell Memorial Lecture (Australia), the 1998 McDonell-Pew Research Seminar (Oxford University), and invited addresses at the 1996 and 2000 International Congresses of Psychology (Montreal, Stockholm). He has also been invited to present scientific addresses at three NATO Advanced Studies Institutes (France, 1991; Portugal, 1994; Italy, 2001), and served on the scientific advisory committee that developed the conceptual framework and research design for the PIRLS (Progress in International Reading Literacy Study) 2001 international study of literacy by the IEA (International Association for the Evaluation of Educational Achievement). From 1998 to 2001 Professor Tunmer also served on the Literacy Experts Group, which was established by the New Zealand Ministry of Education to provide advice to the government on the development of the National Literacy Strategy. He currently serves on the MoE's National Literacy Consultation Group. In 1999 Professor Tunmer was awarded the Dina Feitelson Research Award by the International Reading Association for outstanding research in reading.

**Conference Topic:** "What is Dyslexia?"

**Abstract:** In 2007 the New Zealand Ministry of Education formally recognised the condition of dyslexia for the first time and has subsequently developed a working definition of the condition. The aim of this presentation is to draw on contemporary theory and research on reading development, reading difficulties, and reading intervention to describe what I believe are four key components of a definition of dyslexia. I begin by discussing some preliminary factors that need to be considered in developing a definition of dyslexia, then present the four components of my proposed definition, and conclude by comparing my definition of dyslexia with the working definition put forward by the Ministry.

10.40am      Monday 12 January

## Denise Arnerich

Denise Arnerich is the Team Leader Literacy, Design and Operational Policy, Schooling Group of the Ministry of Education. Denise leads a team which designs and implements literacy, subject English and ESOL policy and initiatives for the school sector. Denise's career spans primary teaching, experience in early childhood and parent education roles and policy development.



**Conference Topic:**      "Effective literacy intervention for underachieving students in NZ schools"

**Abstract:**      The recognition of dyslexia in 2007 coincided with a sharper focus on effective literacy intervention for underachieving students. The main focus of the literacy strategy since the Literacy Taskforce Report in 1999 has been on continuing to improve classroom teaching through initiatives such as professional development and quality teaching and learning resources. Evidence from a range of sources, including PIRLS 2005/06 and the Literacy Professional Development Project (LPDP), show that literacy teaching in New Zealand meets the needs of many but not all students. Effective teaching for all and a sharper focus on meeting the needs of struggling readers and writers including those identified as dyslexic, within and beyond classrooms, is vital to achieving the goal of equipping all New Zealanders with the necessary knowledge and skills to be successful citizens in the 21st century. Denise will discuss aspects of the ministry work programme including developing a shared understanding of expected progress in literacy learning and effective intervention for those not making expected progress.

11.20am      Monday 12 January

## Professor John Everatt– Keynote Address



John Everatt's work focuses on literacy acquisition and developmental learning difficulties such as dyslexia. This work crosses the fields of education and psychology. Prior to becoming a professor of education at the College of Education at the University of Canterbury, NZ, he lectured in psychology at the Universities of Surrey and Wales in the UK. His research takes an individual differences approach to education and aims to inform procedures developed to support children and adults with educational problems. This has been the main focus of his work since completing his PhD on Individual differences in reading at the University of Nottingham, UK. Although this initial work looked at English-language populations, his current research is investigating the relationship between literacy learning and language by considering the characteristics of different scripts and how

these might lead to different manifestations of reading/writing problems. This has led to collaboration with colleagues around the world, and investigations in European, South-East Asian, African and Arabic-related languages/dialects, in addition to studies of bilingual groups in the UK, the Philippines and Namibia.

**Conference Topic:** "Assessment of Dyslexia across languages: Research findings and practical implications"

**Abstract:** This talk will consider research into dyslexia in different languages. Dyslexia is a learning difficulty that manifests, primarily, as problems in literacy learning. The most likely cause of these specific difficulties is a deficit in processing phonological information (i.e., sounds within words). Data from English language groups will be presented that indicate that the dyslexic can show good scores in measures of visual processing, reasoning and creative thinking, despite weak performance in tasks that require phonological processing, arguing for a specific deficit. The talk will then describe how differences in the relationship between letters and sounds across languages can lead to variations in the manifestation of literacy learning difficulties. Data from bilingual children, for example, argue for different rates of literacy acquisition due to the level of this relationship. Such differential rates may lead to fewer problems with literacy learning when the letter-sound relationship is more transparent. Despite such differences, data will be presented that argue for phonological processing skills being related to literacy levels across many languages and which suggest that deficits in these skills can lead to literacy learning problems no matter what orthography the child is learning. The results of this work argue for the importance of phonological skills in literacy learning but also for the need to develop assessment tools appropriate for the language and educational context of the individual. Current work to support the development of such tools in various languages will be discussed.

1.20pm      Monday 12 January

### **Professor Ingvar Lundberg**

Ingvar Lundberg was professor of psychology, especially developmental psychology at the University of Umeå. Since 1995 he is affiliated with the Department of Psychology at Göteborg University where he is a member of the unit for Health, Handicap, and Aging. He is also involved in a long term research program on communication and handicap at the department.

Since many years he has a close connection with the Center for Reading Research and the Dyslexia Research Foundation in Stavanger, Norway. Another important affiliation concerns the Faculty of Education at Åbo Academy, Finland where he was docent in Special Education. In 1999 he was awarded an honorary doctor's degree at Åbo Academy. Ingvar Lundberg has during several decades focused his research on reading and reading disabilities.



**Conference Topic:**      "A Scandinavian perspective on Dyslexia, with an emphasis on the relationship between current research and practice concerning prevention, remediation and diagnostic procedures"

**Abstract:**

2.00pm      Monday 12 January

### Dr Susan Dymock– Keynote Address



Susan Dymock is a primary trained teacher with 10 years experience teaching at the primary and intermediate level. She received her PhD in Education from the University of Auckland in 1998. Dr Dymock was a co-winner of the 1997 National Reading Conference Student Outstanding Research Award (USA). Sue's most recent co-authored book, *Teaching Text Structures: A Key to Nonfiction Reading Success*, was published by Scholastic, NY, in November 2007. Susan also presents papers at national and international conferences, and presents frequent seminars and workshops to primary, intermediate, and secondary teachers on how to enhance children's reading.

Dr Dymock is the director of the Hamilton Children's Reading Centre which opened in February 2003. The Reading Centre is an after-school reading programme for children experiencing difficulties with reading. The purpose of the Reading Centre is to provide specialist diagnosis and tuition for children, aged 6-13 years in Hamilton and surrounding communities who are experience reading difficulties. The overall objective is to improve the reading skills of children so they are able to read age-appropriate text.

**Conference Topic:** "Research on teaching reading comprehension to children with dyslexia: Lots of opinion, not much evidence"

**Abstract:** For dyslexic readers decoding is a major stumbling block to comprehension. A growing number of studies have also shown that some dyslexic readers experience comprehension difficulties due to a number of other reasons including vocabulary, working memory, general knowledge and lack of comprehension strategies. Lyon, Shaywitz and Shaywitz (2003) suggest that comprehension difficulties is the result of "secondary consequences" while others indicate that comprehension difficulties in general are the cause. Whatever the cause, current literature calls for interventions that focus on both lower- and higher-order processes. This paper will discuss research on dyslexia and reading comprehension, with a particular focus on teaching reading comprehension.

3.30pm      Monday 12 January

### Dr Marleen Westerveld



Marleen has been a practising speech-language therapist since 1987 and has extensive experience in working with children with speech, language, and reading difficulties. She completed her Master's degree in Speech and Language Therapy in 2000 and was awarded a Top Achiever Doctoral Scholarship from the Foundation for Research, Science and Technology in 2003. Marleen received her PhD from the University of Canterbury in 2007, with a Dean's list distinction for a thesis of outstanding quality. Marleen has been associated with the Speech and Language Therapy programme at Massey University since 2004 and was appointed as a senior lecturer earlier this year. Her research focuses on understanding the relationship between spoken and written language

disorders. Special interests include spontaneous language sampling and analysis, oral narrative development and intervention, and reading comprehension disorders. Marleen has presented at numerous national and international conferences and her work has been published in several peer-reviewed journals.

**Conference Topic:** "Telling stories: The role of early narrative abilities to later literacy acquisition"

**Abstract:** Children who demonstrate difficulties in discourse based tasks such as story retelling or relating verbal messages during the preschool or early school years are at increased risk of ongoing literacy difficulties. It is therefore vital to determine if children possess the spoken language foundation that is needed for successful literacy acquisition. This includes phonological awareness, but also vocabulary, grammar, world knowledge, and text structure knowledge. It is suggested that spontaneous language sampling in an oral narrative context provides an ecologically valid way of assessing children's spoken language performance, providing speech-language therapists and educators with information about a child's spoken language abilities that are deemed important to the reading process. For children who are identified with spoken language delay or impairment, current research suggests that a whole language approach to literacy instruction will not accelerate these children's oral language skills. Rather, structured, explicit, focused instruction may be needed.



4.10pm      Monday 12 January

## Dr Keith Greaney



Keith was a primary school teacher for 28 years, including 12 years as an RTR. He has taught in both small rural and large city schools and in intermediates. He is currently the Programme Coordinator for the postgraduate literacy programmes and his research interests include the assessment and teaching of reading to students who have severe literacy learning problems.

**Conference Topic:**      Running records running off the rails?  
Implications for New Zealand's literacy achievement gap

**Abstract:**      While there are several different strategies that readers use to identify words when reading, some of these strategies are more effective than others. New Zealand teachers generally subscribe to the 'multiple cues' theory of word reading when teaching young children to identify unfamiliar words. Using examples from both the Ministry of Education and Clay's publications, the paper will illustrate the extent to which the multiple cues theory is promoted. Furthermore, it will be contended that an adherence to this theory of word reading may be a contributing factor to the relatively wide literacy achievement gap in New Zealand.



9.00am      Tuesday 13 January

### Professor Gail Gillon– Keynote Address



Professor Gail Gillon (Ngai Tahu) is the Pro-Vice-Chancellor of the College of Education at the University of Canterbury. Prior to her appointment as Pro-Vice-Chancellor in 2007, Professor Gillon was a leading researcher in childhood speech and language disorders in the Department of Communication Disorders at the University of Canterbury and the former Dean of Science.

Professor Gillon is well known internationally for her research in the prevention of reading disorder for children at risk. Her innovative work in phonological awareness intervention has received particular international acclaim and acknowledged through prestigious research awards. She has won on three occasions (1995, 2000 and in 2005) the Editor's research award for the article of highest merit published in a leading American journal, *Language, Speech, and Hearing Services in Schools*. Her work has been widely published in leading international journals in speech language therapy, education, and reading. She has presented numerous conference and keynote addresses throughout the world including in New Zealand, Australia, USA, Canada, Spain, England, and India. In recognition of her contributions, Prof Gillon recently became the first New Zealander to be made a Fellow of the American Speech-Language-Hearing Association.

**Conference Topic:**      "Reading the wrong way with the right hemisphere"

**Abstract:**

10.30am      Tuesday 13 January

## Karen Newbrook



Karen has been a primary teacher for over 25 years, teaching across all levels from New Entrants to Year 8, as well as being the SENCO at her last school. She completed her Diploma in Computer Education in 1999 and an M.Sc (Science Education) as part of an eLearning Fellowship with the Ministry of Education in 2004. In 2006 she completed a certificate in Gifted Education.

She undertook her SPELD teacher training in 1983 and has taught numerous SLD/dyslexic students over the years. She is currently training as a SPELD NZ assessor in between her part-time job as facilitator of an EHSAS project for gifted education with three local schools in New Plymouth.

Karen is the mother of two dyslexic adult children who have taught her a lot about living with dyslexia. She is currently the President of SPELD North Taranaki and the Convener of the Professional Standards Committee for SPELD NZ.

**Conference Topic:**      So what can I do differently to reduce the gap

**Abstract:**      Dyslexia affects families and individuals across all ages, cultures and socio-economic groups.

SPELD NZ supports these people who learn differently, and their families, by providing referrals to SPELD certified professionals who can assess and tutor students. The SPELD certified testers use the Woodcock Johnson III cognitive and achievement assessment tool to identify any specific learning disabilities including dyslexia. The WJIII assessment is also accepted by NZQA as evidence of the need for a reader, writer or extra time for NCEA exams.

Because each dyslexic student has a unique array of strengths and weaknesses in their learning processes, their SPELD professional will work to an individual teaching plan based on the results of the student's assessment. They are also available to advocate for the student and family within the school setting and work with the classroom teacher to identify a range of interventions and to make accommodations to enhance in-school and out-of-school learning for the dyslexic student.

This presentation will follow the process that a family and a school teacher can take through the SPELD NZ pathway to guide the dyslexic student to become a successful and confident life-long learner.

11.10am      Tuesday 13 January

## Professor Tom Nicholson – Keynote Address



Massey University College of Education has appointed Tom Nicholson as a Professor of Literacy Education at its Auckland campus in Albany. Nicholson comes to Massey from The University of Auckland Faculty of Education where he had a personal chair. In addition, he was co-head of the School of Education during 2000-2002. Present research interests include several after-school and in-school reading projects at Orakei, Flat Bush, and Stanley Bay primary schools in Auckland and at the Massey Auckland campus. The research projects are designed to improve the literacy progress of pupils with reading difficulties. Pupils are taught by University-trained students, teachers, and teacher aides. The projects are funded by private donations from the community, local business, and parents. He teaches in the areas of developmental psychology, language and child development, current issues in education, learning and reading difficulties, and the reading process. He gives seminars for teachers. He has been interviewed on matters relating to literacy and child development by newspaper and television media. He was a columnist for North and South magazine, writing on Learning Issues. He is author of more than 150 publications including 16 books. Recent books are *Phonics Handbook* (2006, Wiley), *At the Cutting Edge* (2005, NZCER), *Reading the Writing on the Wall* (2000; in press, Dunmore), and *Solving Reading Problems across the Curriculum* (1997, NZCER). He is co-editor of *Learning to Read* (1999, Teachers College Press). He has co-authored 5 other books on Reading Comprehension published by NZCER and has co-authored a new book on Teaching Text Structures, published by Scholastic in New York. His research interests lie mainly in the area of reading acquisition, comprehension, friendships, and reading difficulties. He has been a recipient of the Alexander Onassis Foreigner Fellowship and has been a visiting scholar at Stanford University and The University of Texas at Austin. He is currently teaching a reading course for the postgraduate diploma in teaching, as well as several courses for the post graduate diploma in literacy education, and is co-teaching a course on human development. He is co-director of the Centre of Excellence for Research on Children's Literacy (CERCL) based at the Auckland campus of Massey University.

**Conference Topic:** "Reading difficulties, Dyslexia and motivation to read"

**Abstract:** Anyone who works with poor readers will have heard some of them say "I hate reading" so it seems obvious that poor readers will have negative attitudes to reading. No one is going to like doing an activity that is continually difficult for them. In contrast, good readers are likely to be more positive toward reading. Positive attitudes would seem to be a logical consequence of success in learning to read. Research on motivation and reading sort of supports this linkage but previous studies have not shown such a strong relationship. A possible factor that might account for the weak relationship between reading progress and motivation to read is that the relationship might be different for different kinds of poor readers going to school in different communities. The studies that I will review indicate that:

- a) socioeconomic status impacts on reading attitude in that low-SES children may be more negative toward reading,
- b) older poor readers are more negative about reading than younger,
- c) the dyslexic reader may be more positive about reading than the average poor reader, and
- d) it may depend on the questions you ask, i.e., the measures of reading attitude and motivation to read.

12.30pm      Tuesday 13 January

**Vicki Goodwin** – voluntary lunchtime presentation



Vicki Goodwin worked at the Open University UK as Assistant Director for Teaching Learning and Student Support in the West Midlands 1990-2008. Her specialist support work in the field of dyslexia led to her membership of the First National Working party publishing *Dyslexia in Higher Education* (1999). She won an Open University Teaching Award for her work in dyslexia support (2002) and set up the University's working group as well as producing a Open University Dyslexia 'toolkit' of resources and support for students with dyslexia and their tutors and a training course for support staff. She has run many staff development workshops and conference sessions across the UK and elsewhere on dyslexia and language support.

She is the co-author of *Making Dyslexia Work for you* (2004) Fulton Press, which is aimed at adults both in work and in education, and is working on a further publication on strategies to develop self-esteem in dyslexic adults. She is a dyslexia consultant in the UK.

**Conference Topic:**      "Supporting dyslexic students in tertiary education in the UK"

**Abstract:**      This presentation describes the development of support, policy and practice for dyslexic students in tertiary education in the UK.

In the UK dyslexia is covered by disability legislation and the Special Education Act (SENDA) 2001 and this has increased the levels of support and 'reasonable adjustment' to the needs of students in terms of assessment and teaching. Dyslexia is the largest single disability category and the disabled student allowance (DSA) enables specialist support.

Some students enter tertiary education formally identified as dyslexic and with both good and bad experiences of their dyslexia in education. Other dyslexic students arrive unassessed, who have somehow managed to get through the system with effort and a whole variety of coping strategies. Some have reached the limit of their own 'coping strategies' and need support to complete further study. Lack of confidence and self-esteem seem particularly important in the stressful situations of tertiary independent study

By considering what lessons have been learnt about the need for support at tertiary level to students, teachers, faculty, course producers and support staff, this session hopes to offer some ideas that may be of relevance to education in New Zealand.

1.00pm      Tuesday 13 January

## Linda Rowan



Linda works part-time in the School of English and Media Studies, Massey University, Palmerston North, teaching first year science and technology students academic writing and communication. She is currently enrolled in postgraduate study in adult education at Massey College of Education with a particular interest in the transition of students learning with dyslexia into tertiary environments. Working with learners with dyslexia has been a part of her family and professional experience for the last twelve years.

**Conference Topic:** "Strategies for learning with dyslexia in secondary schools - what works? Based on the learning experiences of students now in tertiary education"

**Abstract:** The uniqueness of New Zealand's educational context and its late recognition and acceptance of dyslexia means that the implementation of student learning strategies outlined in international literature is not always possible.

However it is important that students learning with dyslexia develop their own strategies for learning and assessment, and to negotiate the literacy requirements of the NCEA system. Looking at the secondary school experiences of students who learn with dyslexia and are now in tertiary study, can help us improve our teaching effectiveness and support. In this session we will look at ways in which schools, teachers, parents and students themselves can implement supportive strategies which should lead to positive learning outcomes.

1.40pm      Tuesday 13 January

### Karen Waldie– Keynote Address



Karen E Waldie is a developmental neuropsychologist who received her PhD in 1998 from the University of Calgary, Canada. She worked as a Research Fellow during phase 26 of the Dunedin Multidisciplinary Health and Development Research Study and is now a senior lecturer in the Department of Psychology, The University of Auckland (2000-present). She teaches child psychology and research methodology and her main research interests include understanding the underlying basis of neurodevelopmental disorders such as dyslexia, ADHD and autism. She has also published extensively in the areas of headache disorders, brain and language, and mental health. She is the psychology domain leader for a new longitudinal study (Growing Up in New Zealand), which will track about 7,800 children from the Auckland, Counties-Manukau and Waikato district health board areas from before their births until they are adults.

**Conference Topic:**      “Reading the wrong way with the right hemisphere”

**Abstract:**      Reading requires the use of at least two anatomically distinct, but cohesive, processing systems: a posterior (temporo-parietal) circuit and a frontal (inferior frontal) circuit. In the case of dyslexia, this left hemisphere system has been hypothesised to be functionally disrupted. Here I present a general overview of developmental dyslexia and discuss findings from two fMRI experiments. In Experiment One, an adult with phonological dyslexia showed a lack of left posterior activation during lexical decisions, with maximal activity in right inferior frontal areas. In Experiment Two, dyslexics (n=15) did not differ from matched non-impaired readers when responding to nonverbal material, but showed marked differences in brain activity with verbal tasks. As in Exp One, over-reliance on right hemisphere resources was observed, particularly with irregular words. Implications of these findings for early screening and remediation will be discussed.



2.40pm      Tuesday 13 January

### Dr Elizabeth A Schaughency



Elizabeth (Libby) Schaughency is currently Senior Lecturer in Clinical Psychology at the University of Otago in Dunedin, New Zealand. She received her PhD in Clinical Psychology from the University of Georgia in 1986, with a specialisation in clinical child psychology. While holding academic positions in the USA, she taught undergraduate, post-graduate, and inservice professionals in general and special education and clinical and educational psychology and collaborated on US Department of Education funded projects serving preschool, school-age, and tertiary aged students. The professional development programme in support of children with behavioural challenges associated with ADHD for Head Start personnel in which she participated with colleagues at the University of Oregon was selected as an exemplary programme by the National Center for Children in Poverty and Task Force on Head Start and Mental Health (Yoshikawa & Knitzer, 1997), and the write-up of a model demonstration project which partnered university faculty and resource practitioners in Michigan to assist primary schools with developing school-wide systems for planning for better student outcomes in literacy and behaviour was selected as article of the year for *School Psychology Review* (Ervin, Schaughency, Goodman, McGlinchey, & Matthews, 2006) and has been scaled up by the Michigan Department of Education, with implementation in over 100 schools throughout the state (Ervin, Schaughency, Goodman, McGlinchey, & Matthews, 2007). Since coming to New Zealand in 2004, Dr. Schaughency has been learning about educational needs and systems in the New Zealand context by partnering with local primary schools in her research and field testing measures to evaluate whether they might be useful to schools in identifying and monitoring progress of students' literacy needs.

**Conference Topic:** "Evaluating tools for screening and progress monitoring to differentiate children's literacy instructional needs"

**Abstract:**



## Dr Alison Arrow

Alison is a lecturer in Literacy at Massey University in Palmerston North. She has a broad research interests in the development of phonological awareness, preschool literacy and the strategies used by readers and spellers when learning words. Her PhD thesis examined the precursors to different levels of phonological awareness and the influence of different types of reading and spelling instruction on PA and on word-learning. As a result of this research, she has developed an interest in the development of preschool literacy skills; the alphabet and own-name knowledge in particular.



**Conference Topic:** “Increasing the early literacy knowledge of preschool children through literacy professional development with early childhood educators”

**Abstract:** There is a growing body of research regarding the development of alphabetic and phonological awareness in children prior to school entry. Although most children further develop these skills as part of their early education, approximately 25% of children do not (Nicholson, 2005) and struggle to learn to read. Many of these children will continue to fall behind their peers, contributing to the achievement gap evident in New Zealand (Tunmer et al., 2008). Recent research indicates that many early childhood teachers lack fundamental understandings of how children develop literacy (McLachlan et al., 2006; Fillmore & Snow, 2000). This study aimed to examine if alphabet and phonological awareness instruction could be embedded into the holistic context of the New Zealand early childhood curriculum, *Te Whariki* (Ministry of Education, 1996). A pre-test post-test, quasi experimental design was used in which teachers’ and children’s knowledge was tested at the beginning and end of the data collection in two Zealand early childhood centres. The children tested were aged between 3 and 5 years. Following pretesting, professional development was run for teachers in both centres. In addition, teachers’ self reports of the ways they promoted literacy during the intervening period were collected. The preliminary results are presented and the question of whether professional development is effective in supporting teachers to promote alphabetic and phonological awareness, with a view to reducing the achievement gap before children start formal schooling, is explored.

4.20pm      Tuesday 13 January

## Jane Carroll



Jane Carroll trained as a Primary Teacher and Speech-Language Therapist at the Christchurch College of Education. She has worked as Speech-Language Therapist for nearly 20 years within both the preschool and school systems. Jane's interest in research started when she was part of a large research project involving 26 schools and over 500 children within Dunedin which focused on raising literacy outcomes through a structured oral language intervention. Jane has completed a Post Graduate Diploma in Literacy Education, which is specific training in supporting the highest need children who are failing to make progress in their literacy. Jane has a particular interest in links between oral language (particularly phonological awareness, sequencing and other pre and early literacy skills) and literacy. She enjoys working with classroom teachers and working alongside them to

include aspects of what is considered 'therapy' as integral parts of their literacy programmes. She also has a growing private practice providing specialist assessments and programmes for children experiencing literacy difficulties.

Currently Jane works part-time for the New Zealand Ministry of Education, Special Education within the Early Intervention Team. She is enrolled part-time in the PhD programme at the University of Canterbury pursuing her interest in Phonological Awareness and classroom practice.

**Conference Topic:**      "Speech-Language Therapists - what is our role in reducing the literacy gap"

**Abstract:**      Speech-Language Therapists (SLTs) have an in-depth knowledge of speech and language development. The connections between spoken and written language are well documented and therefore SLTs have a role to play in promoting and developing literacy skills for all children, and more particularly those with learning difficulties.

Classrooms should reflect the pedagogies associated with an in-depth knowledge of language and literacy development. Research is highlighting the importance of teacher content knowledge in many areas and is also showing the gap between teacher knowledge, practices and what they 'need to know' to work with children with literacy difficulties. For children showing persistent literacy difficulties, SLTs can also be involved in assessment and the development of individualised programmes for specific difficulties like dyslexia.

This presentation will examine different aspects of SLTs' work within the wider field of literacy development, teacher professional knowledge, and New Zealand educators' phonological awareness skills and their implications for classroom practice.