

## Welcome

Following [Literacy and Numeracy Week](#), I am pleased to present this edition of *Research eLert* which focuses on literacy. It includes two key research reports: *Literacy Teaching and Learning in Victorian Schools* and *A Chronological Review of Literacy Policies and Programs of the Department of Education & Training, Victoria, 1980-2005*. This research review provides important background data and information for forthcoming literacy support materials and initiatives in Victoria.

The first report considers effective literacy teaching and learning practices from a broad range of perspectives and theoretical viewpoints. It offers guidelines of effective practice for classroom teachers and school leaders. The second report presents some key milestones in the evolution of literacy policies and programs in Victoria from 1980 to 2005. The two papers illustrate the dynamic and complex nature of literacy teaching.

I would like to thank the Victorian schools that have made a significant contribution to this *eLert* and I trust you will find their reports and the feature articles stimulating reading.

I encourage you to share your views and contributions by writing to:  
<[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

Dr Dahle Suggett  
Deputy Secretary  
Office of Learning and Teaching

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## Feature Articles

### Literacy Teaching and Learning in Victorian Schools

The review examines the findings of national and international literacy education research from major recent studies (in the last five years) that explore and discuss effective literacy teaching and learning practices. The aim of the review is to consider all perspectives and theoretical viewpoints represented in the research literature, to emerge with simple guidelines of effective practice for classroom teachers and school leaders.

*Department of Education & Training 2006*

[Research Publications](#)

### A Chronological Review of Literacy Policies and Programs of the Department of Education & Training, Victoria, 1980-2005

The review provides information on Australian and international literature on the issue of literacy and highlights the connections between policies and programs in the Victorian context and developments during the 25 years from 1980 to 2005.

*Department of Education & Training 2006*

[Research Publications](#)

## Related Research

### Early Childhood

#### Reading Practices Experienced by Preschool Children in Areas of Disadvantage

An investigation into the home literacy practices of preschool children in some disadvantaged areas across the state of Victoria suggests that there may be danger in using demographic characteristics such as socioeconomic status to make assumptions about a child's literacy environment. The study shares findings from a parent survey that explores issues of access to libraries, reading habits in the home and children's enjoyment of literacy through traditional and digital avenues.

*Bridie Raban and Andrea Nolan (2005) 'Reading Practices Experienced by Preschool Children in Areas of Disadvantage' Journal of Early Childhood Research Vol. 3(3) 289-298.*

*For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.*

### Schools (Primary and Secondary)

#### Turn-around Pedagogies – Literacy Interventions for At-risk Students

How to connect at-risk students with school literacies is a question continually debated in education circles. The authors of *Turn-around Pedagogies* share their insights from the *Teachers Investigate Unequal Outcomes in Literacy: Cross-generational Perspectives* project. Significantly the project used teachers as researchers, with the deliberate aim of moving beyond blaming teachers for poor student literacy skills. Rather, the researchers actively sought teachers' expertise, over three years, in redesigning their literacy curriculum and opening up new ways of thinking about how to make a sustainable difference. With chapters titled 'Animating

disenchanted writers', 'Enticing reluctant boys into peer writing communities' and 'Using Shrek and Bart Simpson to build respectful learning communities', the book uses case studies from classroom teachers to build a picture of successful literacy learning in Australian schools.

*Barbara Comber & Barbara Kamler, Editors (2005), 'Turn-around Pedagogy – Literacy Interventions for At-risk Students', Primary English Teaching Association.*

For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

### **Children Writing: Multimodality and Assessment in the Writing Classroom**

Children are growing up in a society where they are learning to communicate using multiple modes of media simultaneously whilst using a variety of technological tools, such as sound and vision on a computer. Yet in the classroom literacy is still taught and assessed through the monomodal method of verbal text. The research performed in this paper demonstrates that children who have difficulties with verbal text production are able to communicate effectively and creatively when using a computer-based multimodal environment. The report identified the difficulty of assessing multimodal composition in the classroom where there is no agreed model of assessment. This paper recommends that students build a portfolio of multimodal work so that their teacher can qualitatively assess the degree to which the student has integrated modes to present their messages.

*John Vincent (2006) 'Children writing: Multimodality and Assessment in the Writing Classroom', Literacy, Volume 40, Number 1, April 2006, pp51-57.*

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### **Boys, Literacy and Schooling: Expanding the Repertoires of Practice**

Which boys are underachieving with respect to literacy learning and why? What is known about underachieving boys and their literacy development? The report on *Boys, Literacy and Schooling: Expanding the Repertoires of Practice* provides answers to these questions and offers an educational response aimed at improving boys' literacy learning. Key findings from the study suggest that boys cannot be treated as a homogeneous group and that there is a need to relate their different social and cultural backgrounds to literacy practices in the classroom. Teachers are recommended to employ a range of effective pedagogical strategies designed to engage students actively, purposefully and democratically.

*Nola Alloway, Peter Freebody, Pam Gilbert, Sandy Muspratt (2002) 'Boys, Literacy and Schooling: Expanding the Repertoires of Practice', Department of Education, Science and Training.*

<http://www.dest.gov.au/NR/rdonlyres/835D5DAC-D69C-4716-91EE-CB6E2DCDA934/1564/BoysLiteracy.pdf>

### **Teacher-child Interaction in the Teaching of Reading: A Review of Research Perspectives over Twenty-five Years**

What changes have taken place in the last twenty five years in the teaching of reading? In this article, the author draws on her own experiences as a classroom practitioner in the 1980s and views her teaching of reading through a paper written in 1981. Titled *An approach to analysing teacher verbal moves in hearing children read* (Campbell 1981), Fisher explores the development of ideas and practice related to the interaction between teacher and students in learning to read.

*Ros Fisher. School of Education and Lifelong Learning, University of Exeter, Exeter, UK Journal of Research in Reading ISSN 0141-0423 Volume 28, Issue 1, 2005, pp 15-27.*

For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

## Teaching Reading

What constitutes effective teaching of reading? In English-speaking countries, the teaching of reading in the early years has been the subject of ongoing debate for more than 40 years. At the extremes of the debate are educators who advocate whole-language approaches and cognitive scientists who argue for explicit, systematic instruction in phonics. It is within the context of these views on literacy teaching that the Department of Education, Science and Training appointed a committee to undertake a national inquiry into the teaching of literacy. The aim was to examine the current practices in the literacy acquisition of Australian school children and to make recommendations based on these findings.

*Teaching Reading, National Inquiry into the Teaching of Literacy (2005) Department of Education, Science and Training.*

<http://www.dest.gov.au/nitl/report.htm>

## In Teachers' Hands: Effective Literacy Teaching Practices in the Early Years of Schooling

What are the characteristics of an effective literacy teacher? The report *In Teachers' Hands: Effective Literacy Teaching Practices in the Early Years of Schooling* assessed 200 early years teachers on literacy teaching practices. The study found that the types of literacy teaching activities used, such as shared book reading, modeled writing and phonics teaching, varied only slightly according to teacher effectiveness. However, there were distinct qualitative differences in the ways in which these activities were carried out by teachers of varying degrees of effectiveness. Effective literacy teachers demonstrate a wide variety of teaching practices and repertoires.

*William Loudon, Mary Rohl, Caroline Barratt Pugh, Claire Brown, Trevor Cairney, Jess Elderfield, Helen House, Marion Meiers, Judith Rivalland, Ken Rowe (2005) 'In Teachers' Hands: Effective Literacy Teaching Practices in the Early Years of Schooling', Department of Education, Science and Training.*

<http://inteachershands.education.ecu.edu.au/index.php?page=43>

## Repertoires for Diversity: Effective Literacy and Numeracy Practice in Inclusive Schools in Tasmania.

Funded through the Australian Government's *Effective Teaching and Learning Practices for Students with Learning Difficulties Initiative*, this study explored connections between school and teacher practices determined from the national benchmark testing of three sets of best-practice indicators: *Supportive School Communities*, *Productive Pedagogies* and *Flying Start*. The goal was to identify teacher and school practices that enhance the literacy and numeracy development of students with learning difficulties in the early and middle years of schooling. The findings of the study provide evidence-based impetus for innovation at an organisational level as well as for schools and practitioners.

*Robert Andrew, Kim Beswick, Karen Swabey, Margaret Barrett, Douglas Bridge (2005) 'Repertoires for Diversity: Effective Literacy and Numeracy Practice in Inclusive Schools in Tasmania', Department of Education, Science and Training.*

[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/](http://www.dest.gov.au/sectors/school_education/publications_resources/)

## Literacy, Behaviour and Auditory Processing: Building 'fences' at the top of the 'cliff' in preference to 'ambulance services' at the bottom

This report asserts that students who are inattentive or disruptive in class are at high risk of poor achievement progress, particularly in literacy. The report presents data on a significant cohort of primary school students in terms of competences in auditory processing and identifies effective teaching strategies that address issues of literacy progress, attention and general wellbeing.

*Kathy Rowe, Ken Rowe, and Jan Pollard, Department of General Medicine, Royal Children's Hospital Melbourne; and Murdoch Children's Research Institute. Presented at the Australian Council for Educational Research Conference, Adelaide SA, October 2004.*

[http://www.acer.edu.au/research/programs/documents/Rowe-ACERResearchConf\\_2004Paper.pdf](http://www.acer.edu.au/research/programs/documents/Rowe-ACERResearchConf_2004Paper.pdf)

### **Three Years On – Literacy Advance in the Early and Middle Primary Years**

In 1997 the Catholic Education Commission of Victoria commenced a systemic reform strategy concerned with literacy teaching and learning entitled Literacy Advance. In 2000, findings from the impact of the program during the two years of implementation were published in a report *Learning to Read in the Early Primary Years*. This report, *Three Years On*, is the next phase of this three year tracking study of Literacy Advance. The findings reveal that three years after Literacy Advance began there was a measurable improvement in students' reading proficiencies at the beginning of Year 1 and that improvement was sustained during the course of Year 1. Furthermore, the benefits of approaches to teaching that more explicitly embodied the principles of Literacy Advance endured through to Year 3.

*John Ainley, Marianne Fleming and Margaret McGregor (2002) 'Three Years On – Literacy Advance in the Early and Middle Primary Years', Department of Education, Training and Science.*

<http://www.dest.gov.au/NR/rdonlyres/FBC0D185-655F-48CD-B9ED-F5EE043D235F/1576/larp.pdf>

### **Ten Myths of Reading Instruction**

Why is there such a huge 'literacy gap' if learning to read is a natural process that everyone can easily learn to do? In this paper Sebastian Wren argues that this and other persistent myths on reading instruction are obstructing the development of reading skill in many children. Other myths discussed include that children who are experiencing trouble with reading at an early age will eventually 'catch up' to their peers; that short-term tutoring or reading programs can solve reading problems and; that most reading problems can be attributed to genetic dyslexia. This paper asserts that children learn reading skills when they are taught in a consistent, effective learning environment by teachers who are sensitive to their literacy needs.

*Sebastian Wren (2002) 'Ten Myths of Reading Instruction', SEDL Letter, Volume XIV, Number 3, December 2006, pp3-8.*

<http://www.sedl.org/pubs/sedl-letter/v14n03/2.html>

### **Putting Literature at the Heart of the Literacy Curriculum**

In 2002-2003 seven Year 5 and 6 teachers from schools in the London Borough of Southwark participated in The RaWpower (Reading and Writing power) Project. The aim of this project was to contribute to the teacher's continuing professional development program whilst improving the children's writing skills through the engagement with challenging literature. The texts studied were chosen for their writing style, emotional content and subject matter. During the project the teachers and students independently read and used class time to read aloud and discuss the books. They also performed drama and wrote stories influenced by the text. The teachers involved in the project found it to be a highly satisfying way of teaching literacy as they felt less constrained; they were able to plan other activities around the text and; they were able to be more reflective professionals. All of the students involved in the project appeared to enjoy this way of learning and many improved their writing progress.

*Deborah Nicolson (2006) 'Putting Literature at the Heart of the Literacy Curriculum', Literacy, Volume 40, Number 1, April 2006. pp.11-21.*

*For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.*

## **The Literacy and Social Inclusion Project: a New Model for Building Parental Skills**

Building on student literacy programs in schools, the *Literacy and Social Inclusion Project* focuses on home and community literacy approaches. The UK project, a partnership between the National Literacy Trust and the Basic Skills Agency, has as its primary aim to support students and families caught in a cycle of disadvantage. Key elements of the project include the development of a model for building parental skills, as well as the participation of community organisations in engaging parents in literacy learning. Certain policy challenges emerged from the project such as how to measure progress. The project coordinators concluded that a reassessment of traditional measures of success is required, moving beyond mere assessment of reading scores. Increased engagement and self esteem, whilst harder to measure, are equally important factors in the development of strong literacy skills.

*Viv Bird (2005) 'The Literacy and Social Inclusion Project: a New Model for Building Parental Skills', Literacy, UKLA.*

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## **Effective Literacy Teaching Behaviours**

Identification of effective programs for raising literacy standards elicits keen interest worldwide. Two researchers from the University of Dundee, Scotland, recently noted that variation in the effectiveness of literacy programs might vary significantly according to implementation integrity and the preferred teaching styles or behaviours of teachers. They have set out in this paper to explore whether highly effective teachers of literacy used teaching behaviours independent of any specific program, whether these were consistent between teachers and different literacy teaching contexts, and whether teacher perceptions corresponded with observations of their behaviour. Research findings that highly effective literacy teachers tended to utilise similar teaching behaviours, but did not utilise all behaviours associated with pupil achievement, that they used effective behaviours more in shared reading sessions than in general literacy sessions, and that they did not always appear to perceive their behavioural variation between contexts, led to the conclusion that there was potential for improvement, even in the practices of highly effective literacy teachers.

*Keith Topping and Nancy Ferguson (2005) Effective literacy teaching behaviours, Journal of Research in Reading, 28:2, pp. 125-143*

For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

## **Pathways and Possibilities in Professional Development: Case Studies of Effective Teachers of Literacy**

What are successful professional development practices that are sustainable over a long term? A case study drawn from a group of 225 primary school teachers, identified as effective at teaching literacy, shows that irrespective of the teachers' qualifications and backgrounds, teaching literacy effectively was achieved through the interweaving of different kinds of experience, rather than through specific training or in-service courses. The interweaving elements for professional development and learning, referred to as five contexts or *loci* for professional development and learning, are personal, classroom, school, local authority and regional/national *loci*. The article examines each of these five elements in relation to other work in the field of teachers' professional development and learning and discusses the implications arising from the study.

*Louise Poulson, Elias Avramidis (2003) 'Pathways and Possibilities in Professional Development: Case Studies of Effective Teachers of Literacy', British Educational Research Journal, Vol. 29, No. 4.*

For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

## **Family History, Self-perceptions, Attitudes and Cognitive Abilities are Associated with Early Adolescent Reading Skills**

What are the factors that influence reading performance? Does family history or self-perceptions of reading ability contribute to variances in reading skills amongst early adolescents? A recently published study measured the relationships between family history, achievement, cognitive processes and self-perceptions of abilities and reading skills of 174 early adolescents. The findings of the study suggest that while family history does not contribute significantly to the explanation of phonological processing, family history has a significant impact on orthographic processing and children's perception of competence and difficulty in reading. The study concluded that family history and self-perceptions are important variables that should be included when considering the factors associated with reading performance.

*Melanie J. Zimmer-Gembeck, Peter A. Creed and Melinda Tucker (2006) 'Family History, Self-perceptions, Attitudes and Cognitive Abilities are Associated with Early Adolescent Reading Skills', Journal of Research in Reading, Volume 29, Issue 1, 2006, pp11-32.*

For further information contact the Office of Learning and Teaching at the following email address <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

## **VET and ACE**

### **Adult Literacy Research Overviews, 2004, 2005 & 2006**

The National Centre for Vocational Education Research has recently published a series of overviews of the adult literacy and numeracy research projects. The series of reports examine a wide range of literacy and numeracy issues - from its definition in policy-making terms, teaching and learning approaches and outcomes, to the professional development needs of literacy practitioners. The research also covers literacy practices and various approaches across Indigenous and ethnic communities, industry, volunteer and community settings.

*Various Authors (2006) 'Adult Literacy Research Overviews, 2004, 2005 & 2006', National Centre for Vocational Education Research.*

<http://www.ncver.edu.au/publications/1485.html>

## **School Contributions**

The following contributions comprise short reports of school literacy programs and activities currently being implemented in Victorian government schools.

- **Reading Recovery in the Classroom** - Elsternwick Primary School
- **Literacy Development at Nelson Park School – A Special Education Perspective**
- **Steps to ESL Literacy** - Collingwood English Language School
- **Real Literacy at Work** – Parkdale Secondary College
- **Year 7 Literacy at Pakenham Secondary College – The BEAR Program**
- **ESL/Literacy Program** – Doveton Secondary College

Copies of these reports can be accessed at: [Research Publications](#).

## **The Knowledge Bank Connection**

This edition of *Research eLert* highlights several case studies and Teacher Professional Leave (TPL) reports which focus on literacy. Below is a selection from primary, secondary and school clusters. Many more examples can be found on Knowledge Bank. Over 400 case studies and TPL reports, written by your colleagues, are there for you to read, share and use. To see more examples go to the Knowledge Bank website:

<http://www.sofweb.vic.edu.au/knowledgebank/browsecasesstudies/default.asp>.

The following TPL and Case Study reports can be accessed at: [Research Publications](#).

## Primary Schools

- **Whole School Approach for ESL Learners** - Meadowbank Primary School
- **Spelling and Assessment and Reporting- including Portfolios** - Mont Albert Primary School
- **Literacy Circles: A Pathway to Critical Literacy** - Paynesville Primary School
- **Spelling Reform @ Willmott Park** - Willmott Park Primary School
- **Spelling** - Yinnar Primary School

## School Clusters

- **An Early Literacy Project to address the needs of the 'Hard to Teach Child' through a Wellbeing Team approach** - Loddon Mallee Region
- **Visual Literacy in the Classroom: Middle Years teachers from a primary, secondary and special setting work together to teach visual literacy through film analysis and production in their classroom** - Northcote Network Cluster B
- **Pre-literate Student and Family Support** - Western English Language School

## Secondary Schools

- **Transition/Bridging Curriculum Programs for ESL students with Disrupted schooling backgrounds** - Cleeland Secondary College
- **Case studies of six Literacy Support programs in secondary Schools in northern metropolitan Victoria** - Greensborough Secondary College
- **Appraisal and proposed modification of Literacy Intervention Program in a State Secondary College** - Hoppers Crossing Secondary College
- **Whole school improvement with a specific focus on Middle Years** - Lalor North Secondary College
- **Engaging Disengaged Middle Years Readers** - Mooroolbark College
- **Information Literacy** - Rowville Secondary College

## Useful Links

National Literacy and Numeracy Week

<http://www.literacyandnumeracy.gov.au/2006/default.htm>

Department of Education & Training – National Literacy and Numeracy Week

<http://www.sofweb.vic.edu.au/litnumweek/>

Professional Development for Teachers by Teachers – Stenhouse Newslinks

<http://www.stenhouse.com/nlindex.asp>

Australian Adult Literacy

<http://www.dest.gov.au/literacynet/default.htm>

Australian Council for Adult Literacy

<http://www.acal.edu.au/>

## Upcoming Events

**Put it in your diaries now!**

### **Knowledge Bank 2006 Online Conference – 11-13 October Stories from Teaching in the Digital Age**

Experience the excitement of an online conference from your workstation.

This three-day web conference will explore how networks create and share knowledge in education. Organised around the themes of **Networking and Knowledge Sharing**, **E-learning Showcase** and **Online Teaching Learning and Research**, the conference will feature a line up of presenters from our schools and educational professionals and use case studies from new networks to support panel discussions, interviews and online workshops.

#### **Who should attend?**

Anyone interested in innovation networking and online learning. The event is **free** but you will need to register.

For all the details go to **Knowledge Bank** at <http://www.sofweb.vic.edu.au/knowledgebank/default.asp>.

#### **Teaching Australia – Information and Communications Technology (ICT) Master Class**

4 September

Ballarat, Victoria

<http://www.teachingaustralia.edu.au/home/HomePage/ictflyer.pdf>

#### **Adult Learners' Week 2006**

1-8 September

National

<http://www.adultlearnersweek.org/>

#### **AUSTAFE 2006 Conference – Promoting Partnerships, Linking the Players**

21-22 September

Canberra, ACT

<http://austafe.leftedge.com.au>

#### **Yarra Valley e-Learning Community - Learning in the 21<sup>st</sup> Century Conference 2006 (Department of Education & Training, Victoria and Yarra Valley Secondary Colleges)**

25-26 September

Lilydale, Victoria

<http://www.yvelc.vic.edu.au/conference/>

#### **Learning Disabilities in Education and Employment Conference 2006 - Doing It Better**

24-27 September

Melbourne, Victoria

<http://www.deakin.edu.au/events/lde2006/venue.php>

#### **QUT Online Learning and Teaching Conference 2006 - Learning on the Move**

26 September

Brisbane, Queensland

<https://olt.qut.edu.au/udf/olt2006/>

#### **Centre for Public Policy, University of Melbourne - Governments and Communities in Partnership: From Theory to Practice**

25-27 September

Melbourne, Victoria

<http://www.public-policy.unimelb.edu.au/conference06/index.html>

**Australian Computers in Education Conference (ACEC) 2006**

2-4 October  
Cairns, Queensland  
<http://www.acec2006.info>

**Focus Education Australia - Learning Brain Expo Australia 2006**

2-4 October  
Caloundra, Queensland  
<http://www.learningbrainexpo.com.au/>

**ACEL/ASPA Conference 2006 - Blooming Leadership: A Capital Idea  
(Australian Council for Educational Leaders and Australian Secondary Principals' Association)**

3-4 October  
Canberra, ACT  
<http://www.acec.org.au/conference2006/index.asp>

**Australian Council for Adult Literacy (ACAL) Conference 2006 - Literacy: It's Everyone's Business**

6-7 October  
Adelaide, South Australia  
<http://www.sacal.sa.edu.au/conf06/>

**Australian Teachers of Media (ATOM) National Conference 2006 - eMerging Realities: Youth, Media, Education**

6-8 October  
Brisbane, Queensland  
<http://www.atomconference2006.com/>

**Australian International Education Conference (AIEC) 2006 - It's About the Students...**

10-13 October  
Perth, Western Australia  
<http://www.idp.com/aiec/>

**VETNetwork Australia - Exploring Transitions and Opportunities: A Topical Conference**

11-13 October  
Cairns, Queensland  
[http://vetnetwork.org.au/index.php?option=com\\_content&task=view&id=32&Itemid=35](http://vetnetwork.org.au/index.php?option=com_content&task=view&id=32&Itemid=35)

**The University of Melbourne - The Adolescent Health and Social Environments Program Seminar**

16 October  
Melbourne, Victoria  
[http://events.unimelb.edu.au/eventid\\_2828.html](http://events.unimelb.edu.au/eventid_2828.html)

**education.au Global Summit 2006 - Technology Connected Futures**

17-19 October  
Sydney, New South Wales  
<http://www.educationau.edu.au/jahia/Jahia/pid/305>

**Croc Festival Victoria 2006**

17-19 October  
Swan Hill, Victoria  
<http://www.crocfestival.org.au/>

**Equal Opportunity Commission Victoria - Safe and Inclusive Schools: Professional Development Programs 2006**

19 October - Closets, Classrooms and Change: challenging homophobia in schools  
31 October - Play by the Rules: promoting fair and safe behaviour in sport  
9 November - Equal Opportunity and Inclusion: what all schools need to do  
Melbourne, Victoria  
[http://www.equalopportunitycommission.vic.gov.au/pdf/EOCV\\_SchoolsFlyerWeb.pdf](http://www.equalopportunitycommission.vic.gov.au/pdf/EOCV_SchoolsFlyerWeb.pdf)

## Research eLert Feedback

- Do you have or know of a research paper that you think would be worth considering for inclusion in *Research eLert*?
- Are you currently undertaking education research that you would like to share with our readers?
- Is there a particular topic or theme you would like *Research eLert* to cover?
- Do you have information on new publications, upcoming events or interesting websites that would be of interest to education researchers and practitioners?
- Would you like to provide feedback – including suggestions to improve *Research eLert*?

If you answered yes to any of the above – then we'd love to hear from you. Please forward your information, suggestions or comments to: <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

## Reflections and Action

Below are some questions to assist in reflective practice and to explore future actions.

- How can I promote reading and discussion of the key feature articles in my workplace?
- Which research papers would be worth tabling for professional reading in my workplace? How will I facilitate this?
- What are we currently doing that supports current literacy research? Do we have strategies in place that would be worth sharing via the *Research eLert*?
- What new knowledge have I gained in the area of literacy? How can this learning be used to inform and support school/organisational transformation?
- What research information would I like to share with others? How will I do this?

## Next Edition

The tenth edition of *Research eLert* will be available in Term 4, 2006. It will explore local and national literature on the concept of 'Student Voice'.

We are keen to include information on how schools and other learning organisations are using research to inform and guide their practice and would like to include some of this work in the next *Research eLert*. If you are interested, please contact the Research and Development Branch at: <[research@edumail.vic.gov.au](mailto:research@edumail.vic.gov.au)>.

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