



Queensland Creating Futures Summit

Quality Teaching of Reading in the Early Years

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Exley, B., Pendergast, D., & Reynolds, J. (2021). *Communiqué: Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years*. Brisbane: Griffith University.

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Creating Futures Summit Series

The School of Education and Professional Studies at Griffith University is proud to host the annual Initial Teacher Education (ITE) *Creating Futures Summit Series* with a spotlight on issues related to the teaching profession. This approach to professional learning is relevant, engaging, and proactive and enables Griffith University to deepen collaborations with our valued partners while setting agendas on key issues.

The *Creating Futures Summit Series* format brings together a wide range of stakeholders with an interest in teaching futures. The expanded role of schooling in the education, care and wellbeing of young people has placed increased demands on the teaching profession.

At the heart of the teaching profession is the education of those entering the profession. Initial Teacher Education is core to renewal and regeneration of the teaching profession. Changes to teachers' work and to the very notion of professionalism have been taken up in Initial Teacher Education policies and programs. Each year the *Summit Series* focuses on an issue or topic of importance to initial teacher education.

Host of the *Creating Futures Summit Series* and Dean and Head of the School of Education and Professional Studies Professor Pendergast said the *Summit Series* offered an annual platform for the co-creation of shared ideas to shape a common vision for quality teacher education on the topic under consideration:

This event is much more than a conference or a talk fest— it is where informed and creative educators and educational stakeholders come together to shape-shift the work in initial teacher education and support beginner teacher experiences, school leadership initiatives and key stakeholder policy decisions. After the summit, we then collectively enact the way forward.

The 2021 Summit was the sixth in the Series, with previous topics related to initial teacher education featured over recent years as follows:

- 2015 Numeracy
- 2016 Digital Technologies
- 2017 Health & Physical Education
- 2018 Creativity
- 2019 Creating Futures
- 2020–21 Quality Teaching of Reading in the Early Years

The event results in the production of collateral that is shared widely in the education community, with the Communiqué and video resources serving as an ongoing legacy to shape the future of initial teacher education in Queensland and more broadly nationally and internationally.



Figure 1 Summit Series Communiqué covers to 2021

2020-21 Creating Futures Summit Series

Quality Teaching of Reading in the Early Years

In 2020-21 the topic explored at the Summit was *Quality Teaching of Reading in the Early Years*, including the controversial place of phonics. The event was held on Thursday 6 May, 2021 and was originally planned for 2020. The event was rescheduled following a COVID-19 lockdown across Greater Brisbane in 2020, and delayed again from early 2021 due to a further public health directive. The Summit required the organising committee to pivot from an in-person to a hybrid event, an example of disruptive innovation in professional learning. The virtual, immersive event attracted more than 600 delegates from around Australia, and beyond the borders to as far afield as New Zealand, Scotland, and Wyoming in the United States. This is the largest delegation to attend a *Creating Futures Summit* and the intent for future events in the series is to retain the hybrid approach to maximise participation.

Delegates at the summit included teaching academics from higher education institutions, researchers, school leaders and teachers from all schooling sectors, educators from early childhood education contexts, preservice teachers, representatives from peak educational associations, and community representatives.

Rationale for the Topic

Host of the annual *Summit Series* and Co-Chair of the Organising Committee, Dean and Head of the School of Education and Professional Studies at Griffith University Professor Pendergast, pointed to statistics revealing that Year 3 reading scores reflected an increase in the percentage of students meeting the National Minimum Standard (NMS) since NAPLAN¹ reporting began in 2008, with a steady increase from 92.1% in 2008 to 95.9% in 2019. She said females outperformed males, with 97.1% girls and 94.8% boys achieving the NMS:

Closing this Year 3 gap is crucial for future success. The percentage of students meeting the NMS declines in Year 5 to 94.7%, Year 7 to 94.5% and in Year 9 to 91.8%. The causes of this decline are complex, and the early teaching of reading methodologies may play a role.

Co-Chair of the Organising Committee, Professor Beryl Exley, an expert in literacy education, reflected that the Summit provided the opportunity for intelligent conversations about what works and why in the teaching of reading in the early years. Success in reading is a foundation capability that influences lifelong learning profoundly. It should be the ambition of all educators to ensure the national minimum standard is achieved by all students, and moreover that all

¹ The above NAPLAN data was sourced from: <https://reports.acara.edu.au/Home/TimeSeries>

students reach their fullest potential. This will require teachers to have at the ready a complex range of approaches that are context-specific.

Organising Committee

Members of the Organising Committee were invited to collaborate to create a challenging and exciting conversation about this important topic. A full list of the committee members and their substantive roles is included in Appendix A.



Summit Pre-Reading and Pre-Registration Questions

The following short-form articles were provided to Summit delegates as pre-readings. They cover a range of topics related to Quality Teaching of Reading in the Early Years. Participants were encouraged to review these articles prior to the event.

The Role of Oral Language in Fostering Literacy Development

Bromley, T. (2019) Enhancing children's oral language and literacy development through storytelling in an early years classroom. *Practical Literacy*, 24(1), 6–8.
<https://search.informit.org/doi/epdf/10.3316/aeipt.222870>

The Conditions of Learning

Crouch, D., & Cambourne, B. (n.d.) Teaching decisions that bring the conditions of learning to life. *Foundation for Learning and Literacy*. https://www.rcowen.com/PDFs/Crouch-Cambourne-16p_Revised-V3%201-3-19.pdf

Constrained and Unconstrained Literacy Skills

Dougherty Stahl, K. A. (2011). Applying new visions of reading development in today's classrooms. *The Reading Teacher*, 65(1), 52–56. <https://doi.org/10.1598/RT.65.1.7>
<https://ila.onlinelibrary.wiley.com/doi/full/10.1598/RT.65.1.7>

Reading Accuracy, Rate and Expression to Optimize Reading Comprehension

Hasbrouck, J. (2020). Understanding reading fluency. *LDA Bulletin*, 52(1), 9–12.
https://www.ldaustralia.org/app/uploads/2020/11/1139-LDA-Bulletin-June-2020_D5_WEB.pdf

The Importance of Assessing Growth

Masters, G. N. (2013). Towards a growth mindset in assessment. *ACER Occasional Essays* (October 2013), 1–5. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1017&context=ar_misc

A specially commissioned long form paper, written by Dr Denise D. Nessel and Dr W. Dorsey Hammond (2021), reviews the policy and practice for teaching reading in the early years in the United States of America. This paper reviews a wide range of scientific studies on the use of teachers' instructional time in the early years classroom and makes recommendations for Australian teachers seeking to help beginning readers.

Beginning Reading: Policy Decisions and Instructional Consequences.

Nessel, D. D., & Dorsey Hammond, W. (2021). *Beginning Reading: Policy Decisions and Instructional Consequences*.
<https://u.pcloud.link/publink/show?code=XZoYUuXZusC5mElyq6JWMJcsKxs0EYpORMOk>

Summit Planning Process

During the registration process, participants were invited to ask questions that they would like to see discussed during the Summit. Registrants provided 238 questions and suggestions that were coded for topics, and then converted into a diagram.

The questions and suggestions submitted by registrants informed the decision-making processes of planning the Summit. As is seen in Figure 2, participants were

particularly interested in current research and evidence-based approaches, strategies and practices of Teaching of Reading Pedagogy.

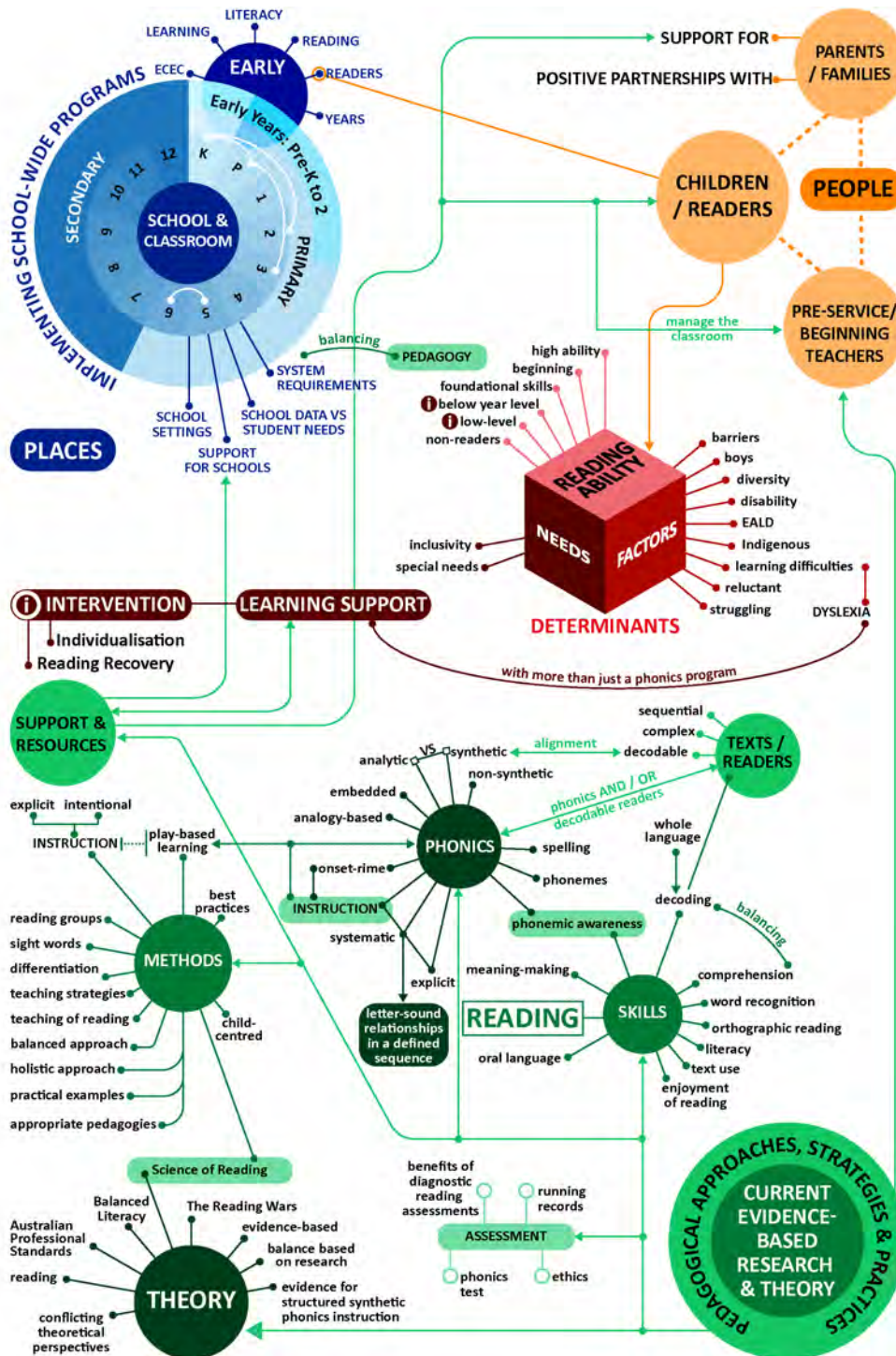


Figure 2 Pre-registration questions

Program

A brief summary of the Program is presented in Table 1 below.

Full details of the Program, including presenters, is included in Appendix B and presenter biographies are provided in Appendix C. The Summit Acknowledgement of Country, Welcome to Griffith University, and Welcome to the School of Education and Professional Studies are provided in Appendix D.

Table 1 Program Summary

Session 1	An overview: See it as it is
Think Tank Prompt	<ul style="list-style-type: none"> In your opinion, what is the biggest challenge to the teaching of reading in the early years?
Session 2	Imagine: See it better than it is
Think Tank Prompt	<ul style="list-style-type: none"> Finish this sentence. Imagine if
Session 3	Strategy: Make it the way you see it
Think Tank Prompt	<ul style="list-style-type: none"> How can we adapt, change, add value and be flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years. <ul style="list-style-type: none"> How can we enhance initial teacher education programs? How can we enhance beginner teacher experiences? How can we enhance School Leadership initiatives? How can we enhance key stakeholder policy decisions?
Session 4	Intent: Make it the way you see it
Think Tank Prompt	<ul style="list-style-type: none"> What impact would you like to have on Early Readers? Design your intent. Shape-shift your preferred future. Put a time frame around it. Tell us what it is. Finish this sentence: I will contribute to my preferred future for Quality Teaching in the Early Years by ...



Summit Delegates

The number of participants attending the *Creating Futures Summit Series* has ranged from 161 to 240 at past events (see Table 2), and with the hybrid delivery of this year's Summit, *Quality Teaching of Reading in the Early Years*, attendance increased significantly and included international guests. A full list of Summit delegates is provided in Appendix E.

Table 2 Participation at Summits from 2015 to 2021

Year	<i>Creating Futures Summit</i> Topic	No of Participants
2015	Numeracy	235
2016	Digital Technologies	240
2017	Health & Physical Education	243
2018	Creativity	161
2019	Creating Futures	240
2021	Quality Teaching of Reading in the Early Years	601

While the *Creating Futures Summit Series* was designed to build collaboration in Queensland, it has increasingly attracted interstate, and this year, international attendance. Table 3 provides details of attendees geolocation.

Table 3 Location of Participants Attending the 2020-21 Summit

	Location	<i>n</i> = 601	%
Australia (<i>n</i> = 562) (93.51%)	ACT	16	2.66%
	NSW	45	7.49%
	QLD	387	64.39%
	SA	8	1.33%
	TAS	31	5.16%
	VIC	36	5.99%
	WA	10	1.66%
	Not specified [±]	29	4.83%
International & unknown (<i>n</i> = 39) (6.49%)	New Zealand	13	2.16%
	USA	4	0.67%
	Various*	5	0.83%
	Not specified [±]	17	2.83%

Note: This data was derived from the Registration list.

± *Not specified*: in some cases it was possible to identify a participant as Australian but not the state they lived in. In others, there was no way to identify where a participant came from.

* *Various* includes one participant each from Indonesia, Japan, Peru and two from the United Kingdom.

Summit delegates were from a range of sectors, as detailed in Figure 3 and Table 4.

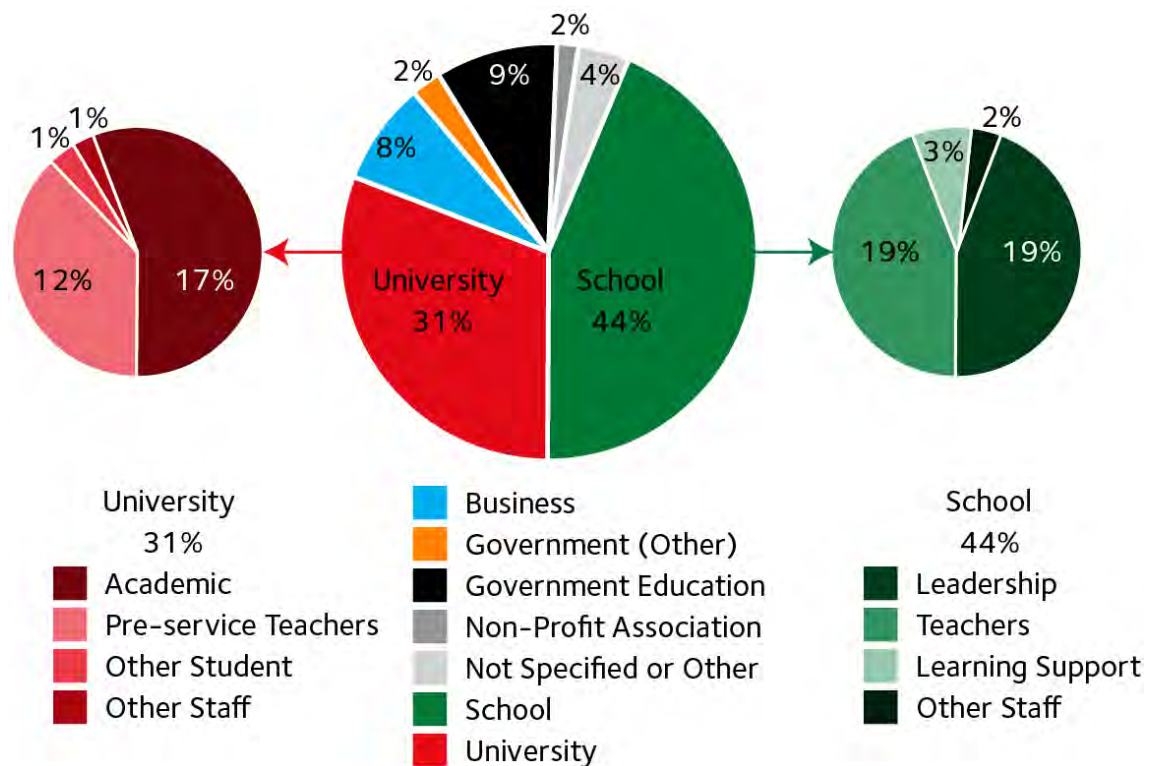


Figure 3 Participants' Roles and Organisations

Table 4 Participants' Organisations

Organisation	Participants	%
Business	48	8.0%
Government	14	2.3%
Government Education	57	9.5%
Non-profit association	10	1.7%
Non-specified or other	24	4.0%
School	263	43.8%
University	185	30.8%
Total	601	100.0%

Table 5 Participants from Schools and Universities

Organisation	Role	<i>n</i>	% ^A	% ^B
Schools (≥ 177)	Leadership	117	44.5%	19%
	Teacher	116	44.1%	19%
	Learning Support	20	7.6%	3%
	Other staff / not specified	10	3.8%	2%
Universities (≥ 32)	Academic	104	55.9%	17%
	Pre-service teacher	70	37.6%	12%
	Other Student	6	3.8%	1%
	Other Staff	5	2.7%	1%

A: Percentage of each role to organisation.

B: Percentage of each role to total number of participants.



Think Tank Outcomes

The Think Tank activities were undertaken at intervals during the Summit (see Program). The first stage involved the generation of ideas in response to prompts. The full versions of these responses is provided in Appendix F. An expert panel then aggregated the input into thematic statements. Stage two was the re-presentation of these themes to the delegates and a virtual polling of the responses was conducted to determine the frequency of support for the themes. For each of the Think Tank activities built into the Summit, the prompt is presented followed by the polling results.

Think Tank Activity 1

Prompt: In your opinion, what is the biggest challenge to the teaching of reading in the Early Years?

Poll: What is the most important challenge to you?

- A. How to best support families from a variety of language backgrounds to assist children reading in English
- B. Catering for cultural and linguistic diversity
- C. Effective strategies; best practice/resources for teaching reading (including technology)
- D. Polarised mindsets of teachers in the teaching of reading
- E. Balancing the methods of teaching reading and the joy of reading
- F. How to integrate reading and literacy across all subject areas

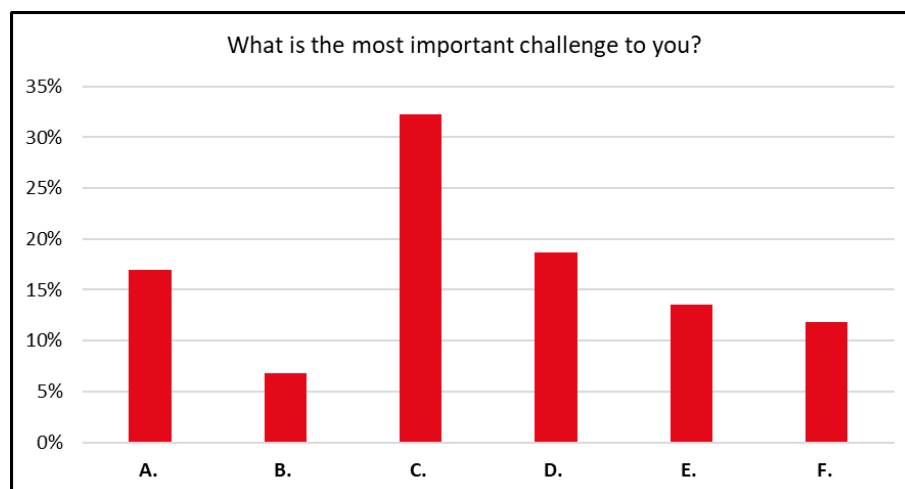


Figure 4 Most Important Challenge

Think Tank Activity 2

Prompt: Create a vision. What is your preferred future for Quality Teaching of Reading in the Early Years? What could Quality Teaching of Reading look like for the 21st Century? Finish this sentence. Imagine if ...

Poll: What is the most important “Imagine if” statement to you?

- A. We could focus on the literature more than the decoding of the texts
- B. Every child could develop a love of words and books, and have access to resources to develop this and become expert readers
- C. Instruction could be based on children’s interests instead of driven by curriculum outcomes
- D. All teachers understood phonics enough to confidently know when to teach it and when not to...
- E. Comprehension is foregrounded in the teaching of all components of reading
- F. The early childhood curriculum was focused more heavily on literacy and numeracy

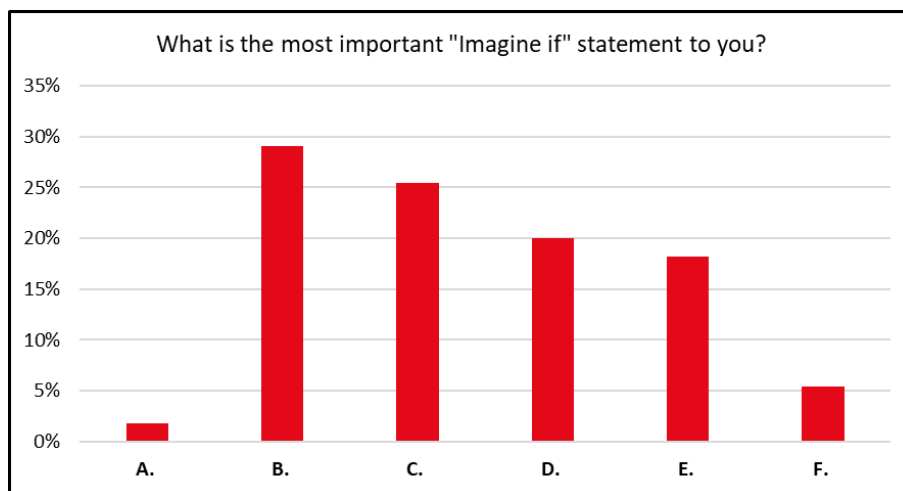


Figure 5 Most important “Imagine If” Statement

Extended responses available in Appendix F.

Think Tank Activity 3

Prompt: How can we adapt, change, add value and get flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years.

1. How can we enhance initial teacher education programs?
2. How can we enhance beginner teacher experiences?
3. How can we enhance School Leadership initiatives?
4. How can we enhance key stakeholder policy decisions?

Poll: Which of these strategies is the most important to you?

1. How can we enhance ITE programs?

- A. More opportunities to develop professional connections with schools such as exemplary teachers as guest lecturers
- B. Include courses on the role of oral language in literacy development
- C. Making explicit the links between child development and language and literacy learning
- D. Under-graduate students employed as teaching assistants in schools
- E. Preservice teachers apply their pedagogical content from university and implement this in a school & Uni lecturers visit to provide feedback
- F. Preservice teachers go into schools one day a week

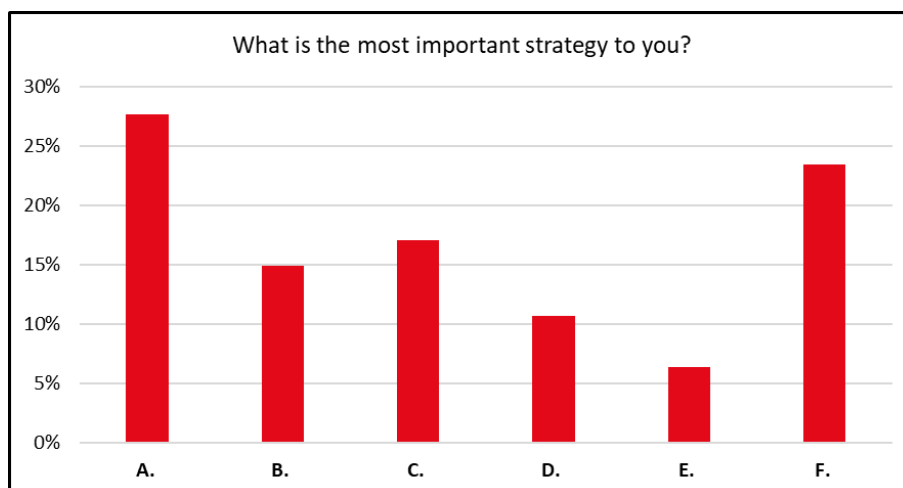


Figure 6 Most Important Strategy (ITE Programs Q1)

Think Tank Activity 3 (continued)

Prompt: How can we adapt, change, add value and get flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years.

Poll: Which of these strategies is the most important to you?

2. How can we enhance beginner teacher experiences?

- A. Beginner teacher induction program for effective evidence-based teaching of reading in the early years
- B. Quality mentoring with regular check-ins, guided instruction and feedback
- C. Creating a whole school reading culture that provides beginning teachers with a rich knowledge of quality literature and love of reading
- D. Provide beginning teachers with more time and resources to understand the personalised reading needs of their students
- E. Establish a forum for beginning teachers to enhance their professional development of teaching of reading



Figure 7 Most Important Strategy (Beginner Teacher Experiences Q2)

Think Tank Activity 3 (continued)

Prompt: How can we adapt, change, add value and get flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years.

Poll: Which of these strategies is the most important to you?

3. How can we enhance school leadership initiatives?

- A. Continual and personalised, differentiated professional learning for educators and school leaders
- B. Learning coaches and mentors to align to next steps in PL and to have capabilities in coaching and mentoring in additional to the teaching of reading (TOR)
- C. Use evidence to align strategies to the student data including student voice data
- D. School leaders engaging in academic literature and drawing on the expertise of their teachers and middle leadership
- E. Leaders regularly employing mechanisms to audit and refine TOR and build evidence base
- F. Recognise that graduates are on a continual journey that needs to be supported and celebrated

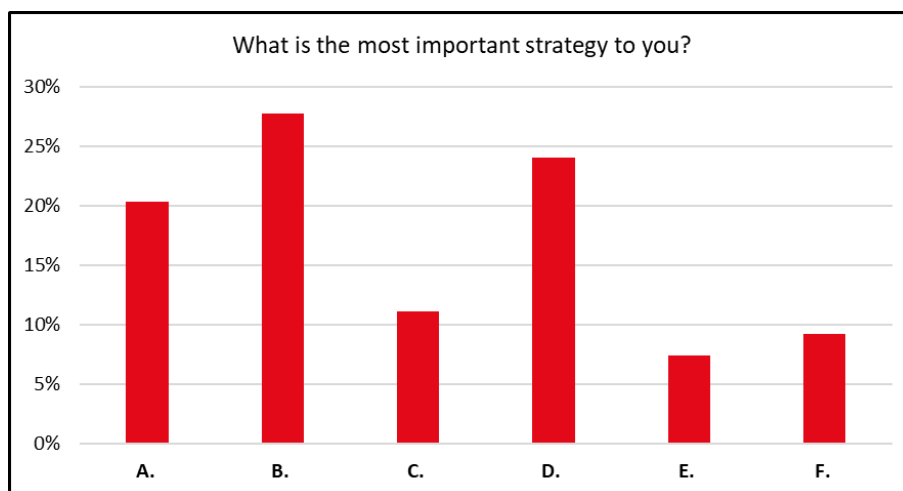


Figure 8 Most Important Strategy (School Leadership Initiatives Q3)

Think Tank Activity 3 (continued)

Prompt: How can we adapt, change, add value and get flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years.

Poll: Which of these strategies is the most important to you?

4. How can we enhance key stakeholder policy decisions?

- A. Know the stakeholders involved, communicate well and engage with local contexts ensuring that all invested voices are heard
- B. Ensure equitable access to data and evidence
- C. Develop shared understandings of what “quality teaching of reading” is to inform policy decisions
- D. Recognise the value of building upon previous reviews and learnings
- E. Policy supporting teachers—identify the resources and supports teachers need
- F. Consistency of expectation between states and territories and sectors

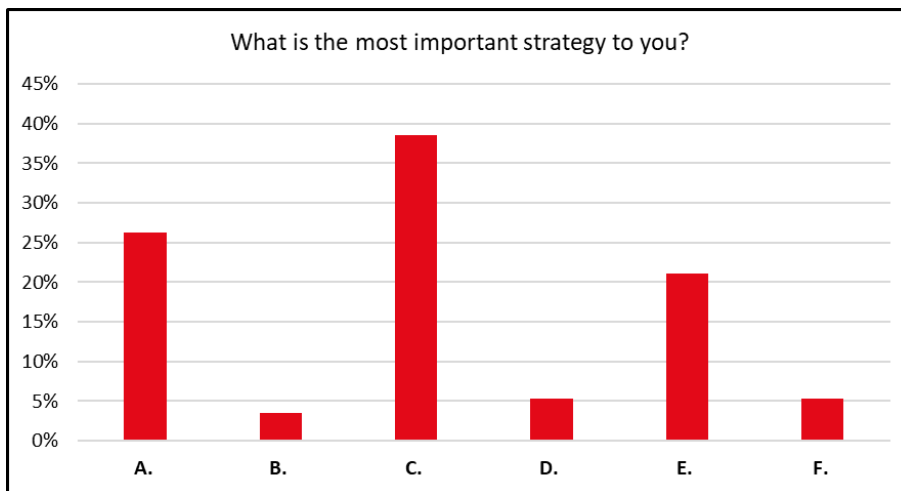


Figure 9 Most Important Strategy (Key Stakeholder Policy Decisions Q4)

Think Tank Activity 4

Prompt: Design your intent. Shape-shift your preferred future. Put a time frame around it. Tell us what it is. Finish this sentence: I will contribute to my preferred future for Quality Teaching in the Early Years by ...

The 28 responses to this question, at the end of the Summit, focused on activities like:

- Fostering a love of reading for its own sake.
- Building partnerships between teachers and parents.
- Developing a shared understanding of a balanced approach in the school team.
- Supporting students, preservice teachers, and early years teachers with evidence-based practices.

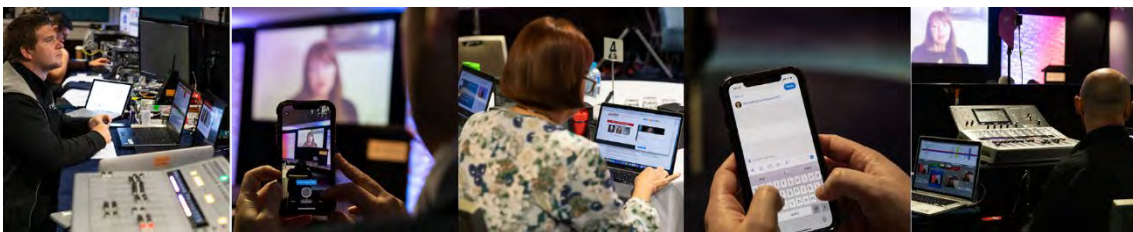
Nearly every single comment was person-centred using words that included: child/ren, learner/s, student/s, parent/s, teacher/s, team, and colleague/s. A selection of comments follow. For more comments, see Appendix F.

I will contribute to my preferred future for Quality Teaching in the Early Years by ...

- ...bringing more fun and excited/love of reading. I will use the students' interests to engage and encourage a love of reading [love of reading]
- ...making a focused effort to select appropriate texts that not only engage children, but cater to their interests, have numerous learning opportunities and embrace reading for pleasure with all children [appropriate texts]
- ...sharing and supporting all teachers with developing a shared understanding of effective, evidenced based practices and the way in which they transfer into pedagogical content knowledge in classrooms [evidence-based research and practices]
- ...building partnerships between my parents and my teachers to enhance literacy experiences for my students [building partnerships]
- ...sharing my learning and reflections from today with my leadership team, my staff members and my local collegiate to plan a constant approach to reading in our area [sharing knowledge across the school team]

Visualisation of the Summit Events and the Think Tank Outcomes

A visual summary of the Summit presentations and the Think Tank Outcomes follows.



Summit Visual Representation

Love to join this summit Attending the Creating Futures Summit. Hoping for evidence based practices. Setting the scene... an important Summit delivered in a hybrid mode today!
 Quality Teaching of Reading in the Early Years Ready to be inspired and challenged. Start of the Summit! Awesome-Setting the scene! Excited to be part of this Summit!



PROGRAM TIME/
VIDEO TIMESTAMP:

1 Welcome and Opening Welcome to the 2021 Creating Futures Summit Quality Teaching of Reading in the Early Years 8:45 AM / 0:00:00	2 Acknowledgement of Country Mr David Hartley, Principal, Pimpama State Primary College 8:50 AM / 0:06:08	3 Summit Opening Professor Carolyn Evans Vice Chancellor and President Griffith University 8:53 AM / 0:07:35	4 Summit Journey THINK TANK SEE IT AS IT IS SEE IT BETTER: IMAGINE SEE IT BETTER: IMAGINE IF MAKE IT HAPPEN 8:55 AM / 0:10:18	5 Setting the Scene Professor Donna Pendergast Dean and Head of School School of Education and Professional Studies Griffith University 8:57 AM / 0:11:34
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SESSION 1: SEE IT AS IT IS—AN OVERVIEW

6 Respecting Children's Voices as They Learn Cheryl Vardon 9:00 AM / 0:15:30	7 The Teaching of Reading in Initial Teacher Education Beryl Exley 9:07 AM / 0:23:15	8 Early Learning: Establishing a Pattern of Success Myra Geddes 9:14 AM / 0:28:55	9 PANEL DISCUSSION 1 SEE IT AS IT IS Cheryl Vardon, Prof Beryl Exley, Myra Geddes 9:21 AM / 0:34:15	10 THINK TANK SEE IT AS IT IS CHALLENGES WORKSHOP ACTIVITY 1 9:28 AM / 0:44:38
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...the children belong to their families. Let their voices be heard about what is best for them.

The always eloquent Beryl Exley speaking about ITE

Make those connections being reinforced by Cheryl and Myra! Supporting families in communities through partnerships. It all starts way before schooling begins!

The biggest challenge to the teaching of reading in the Early Years? Clarity around best practice. To keep my students engaged in reading activities ...connection to children in greatest need of early literacy experiences

In my opinion, the biggest challenge to the teaching of reading in the early years is...

ASK A QUESTION

Top answers will be synthesised and delivered in Session 2 (Part 2) for voting.

SESSION 2 (PART 1): SEE IT BETTER THAN IT IS—IMAGINE

11 Preparation to Teach Reading Evidence-informed Approaches Sarah Richardson 9:32 AM / 0:46:19	12 Framing the Whole Child A Holistic View to Oral Language for Diverse Learners Melinda Miller 9:39 AM / 0:52:01	13 English is a Morphophonemic Language ... and that should inform the ways we teach children to read & write Misty Adoniou 9:46 AM / 0:58:19	14 PANEL DISCUSSION 2 SEE IT BETTER THAN IT IS Sarah Richardson, Dr Melinda Miller, A/Prof Dr Misty Adoniou 9:53 AM / 1:04:12	15 ACTIVITY 1 OUTCOMES What is the most important challenge to you? n = 59 A. How to best support families from a variety of language backgrounds to assist children reading in English (16.95%) B. Catering for cultural and linguistic diversity (6.78%) C. Effective strategies; best practice/resources for teaching reading (including technology) (32.20%) D. Polarised mindsets of teachers in the teaching of reading (18.64%) E. Balancing the methods of teaching reading and the joy of reading (13.56%) F. How to integrate reading and literacy across all subject areas (11.86%) 10:15 AM / 1:19:58
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AITSL's role outlined by Sarah

A strong and clear message about oral language and diverse learners. So much in 5 minutes!

A fun session about the complexities of phonic construction

Do not forget the teacher you wanted to become!

Love the combination of live and virtual presentations. Bringing together such a wealth of experience. PD that is transcending time and space. Amazing opportunity.

Really enjoying the quickfire programme! Perfect snapshots and lots of thought-provoking moments

SESSION 2 (PART 2): SEE IT BETTER THAN IT IS—IMAGINE IF

16 Reading the Future: Really, on a raft? Paul Gardner 10:24 AM / 1:23:26	17 A Balanced Approach to Literacy Teaching Jessica Mantei 10:31 AM / 1:30:38	18 ...And That's How the English Writing System Works Julie Shepherd 10:38 AM / 1:36:17	19 PANEL DISCUSSION 3 SEE IT BETTER THAN IT IS Dr Paul Gardner, Associate Professor Jessica Mantei, Julie Shepherd 10:45 AM / 1:43:07	20 THINK TANK WORKSHOP ACTIVITY 2 SEE IT BETTER THAN IT IS Create a vision. What is your preferred future? What could the teaching of reading in the early years look like for the 21st century? Finish this sentence: IMAGINE IF... 10:55 AM / 1:55:42	21 ACTIVITY 2 OUTCOMES Which is the most important "Imagine if" statement to you? n = 55 A. We could focus on the literature more than the decoding of the texts (1.82%) B. Children could develop a love of words with resources to develop this and become expert readers (29.09%) C. Instruction was based on children's interests instead of driven by curriculum outcomes (25.45%) D. All teachers understood phonics enough to confidently know when to teach it and when not to... (20.00%) E. Comprehension is foregrounded in all components of reading (18.18%) F. The early childhood curriculum focused more heavily on literacy and numeracy (5.45%) 11:29 AM / 2:08:10
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... the debate about early reading continues

Great analogy raft vs ocean liner. Thanks for visiting us from the future.

Explicit and systematic teaching in context: thoughtful and wise perspective ... writing samples are gold!

"Nothing motivates learning like understanding"

Nodding along madly with Julie!

In studio energy for the Summit today: great questions from the 620+ delegates

Loving the hybrid delivery this year

Imagine if our schools facilitated play-based, age-appropriate, balanced literacy learning that bridged the gaps for all learners.

SESSION 3 (PART 1): MAKE IT THE WAY YOU SEE IT—STRATEGY

...a learning space where inquiry meets reading!
The child is the centrality of his learning to read skills...

Congratulations for the meaningful way Doomadgee has embedded First Nations' culture & community into learning! Thank you for sharing this wonderful project & outcomes!

Wendy from the QLD Reading and Writing Centre speaking about inclusive practices for all students

Creating Futures Summit today, facilitated by Griffith University ...informed literacy educators who know what it means to employ balanced and comprehensive pedagogical content knowledge and value the personal diversity of the learners in their classrooms.

ZOOM STRATEGY WORKSHOP

Create a strategy. How can we adapt, change, add value and get flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years. How can we enhance:

- 1. ITE programs?
- 2. Beginner teacher experiences?
- 3. School Leadership Initiatives?
- 4. Key stakeholder policy decisions?

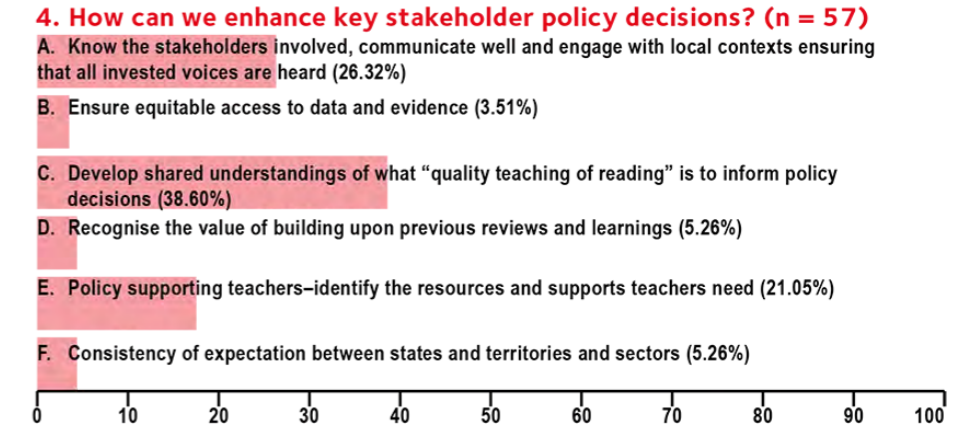
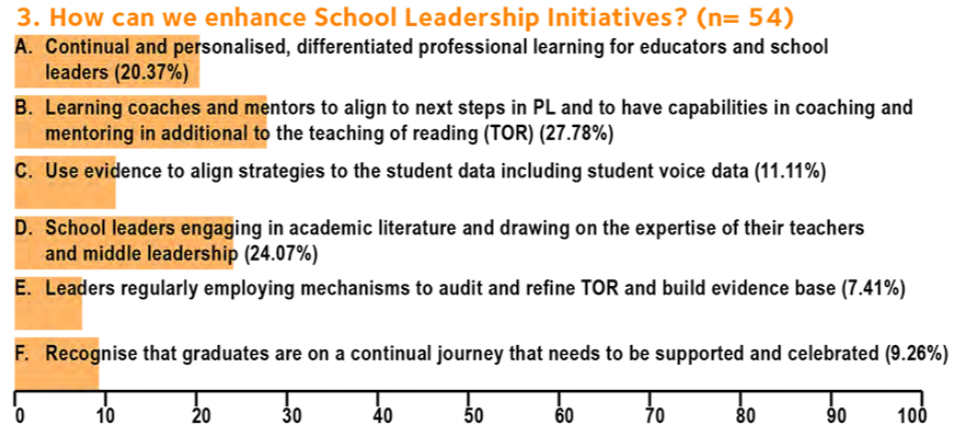
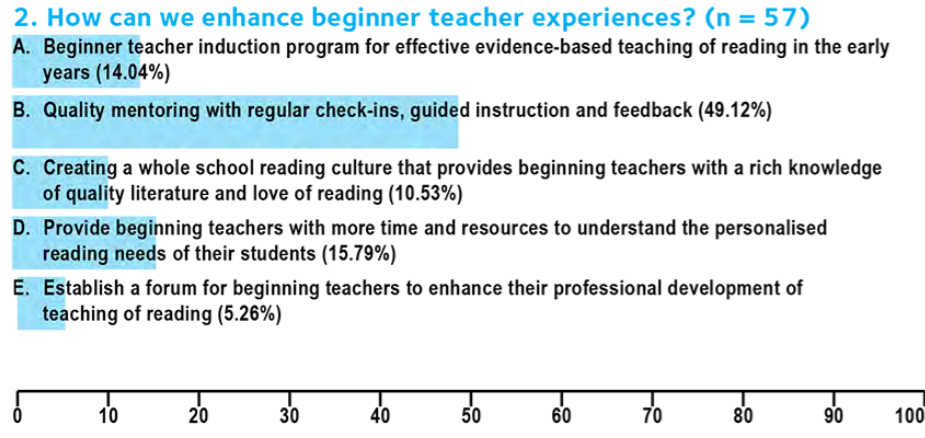
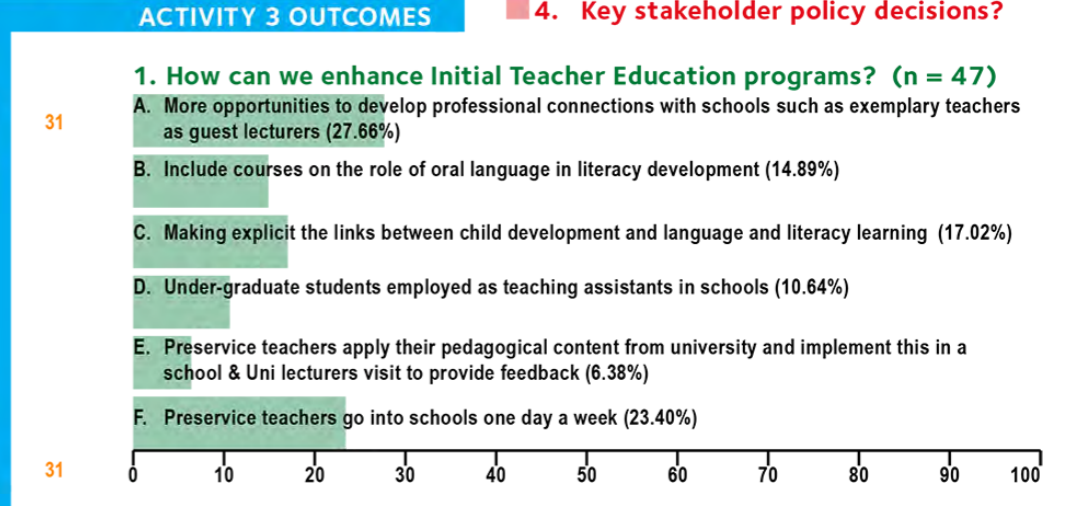
SESSION 3 (PART 2): MAKE IT THE WAY YOU SEE IT—STRATEGY

...valuing the importance of playful and purposeful pedagogy

Love the 6 contexts of learning. Great examples in child-led discoveries of literacy learning.

...coaching school improvement, tweaking the work of Guskey and others.

Loving sharing the high yield practices of these intelligent phonics teachers — linking to real life events to teach phonics by design!



SESSION 4: MAKE IT HAPPEN—ACTION

Relationships are the key!
... the importance of parent-school connections and engaging with parents.

NOTES

Twitter The number on the bird indicates the number of tweets synthesised for this visual representation, while the number in the heart-shape shows the amount of favourites those particular tweets attracted. The Summit attracted 172 tweets and 1039 favourites, so there was not enough space to share them all.

Action Activity 4 asked that participants design their intent, shape-shift their preferred future and put a time-frame around it, and to finish this sentence: I will commit to my preferred future for Quality Teaching in the Early Years by... The results of this activity are at the end of Workshops and Outcomes in the rest of the Communiqué.

Summit Evaluation

An online survey was administered following the Summit. Following is a summary of the key points for each question.

Q1. Please give an overall rating to the Summit format and program

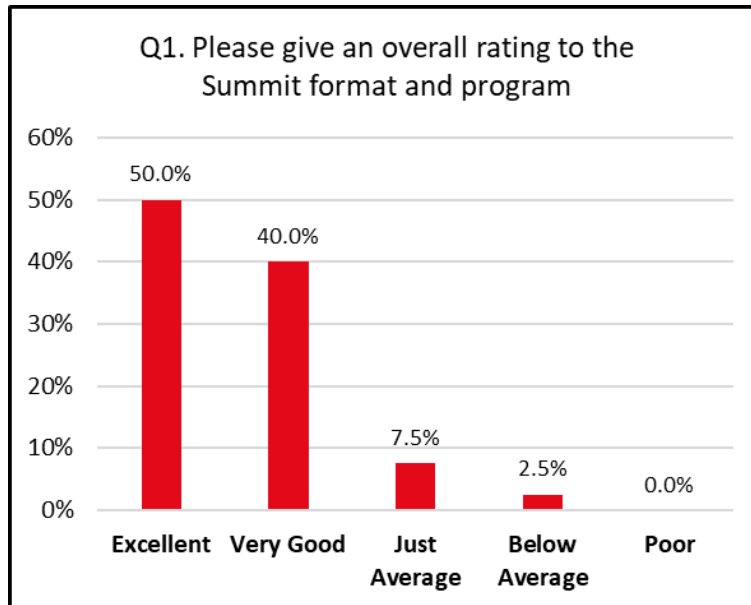


Figure 10 Summit Format and Program Rating

Q2. Please rate the quality of the Summit speakers and content

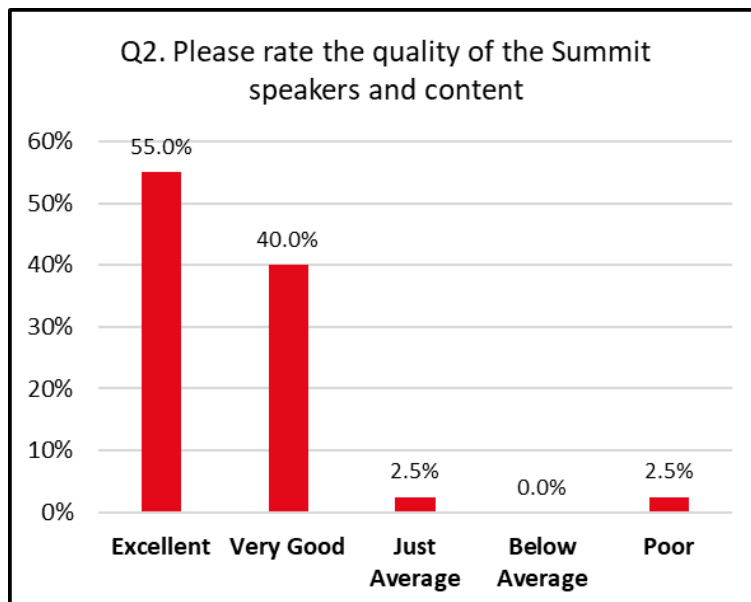


Figure 11 Summit Speakers and Content Quality

Q3. What is the likelihood that you will implement aspects of this Summit into your work?



Figure 12 Likelihood of Implementing Aspects of this Summit into Your Work



Q4. What was done well?

The responses were grouped into themes revealing the comments were in three main areas:

- P: Presenters (red)
- F: Format or Organisation of Summit (blue)
- T: Timing or Speed of Individual Presentations (yellow)

In some cases these themes appeared together, as is represented in the overlapping model in Figure 13

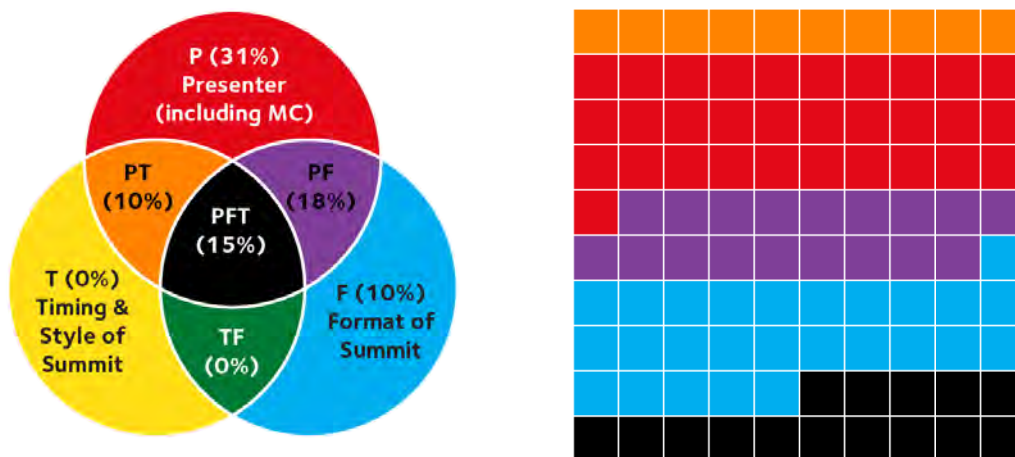


Figure 13 Categories of Responses to “What was done well?”

While *Timing/speed* (T) received 26% ($n = 10$) of the responses, it was always in conjunction with *Presenters* (P: 10%) and sometimes with *Presenters* and *Format /Organisation* (PFT: 15%²).

- Lots of short engaging presentations.
- Brief and snappy presentations. Mix of passive/interactive activities.

Presenters (P) was the most popular category with 29 responses (74%) praising the range and quality of speakers.

- The speakers were excellent and engaging.
- I really liked the various presenters, and their various perspectives.

Format/Organisation (F) of the Summit was admired for its multi-modal format with 59% ($n = 23$) of the participants commenting on this.

- The breakout room format via Zoom.
- The online forum worked really well and the inclusion of the breakout rooms was valuable.
- The hybrid format worked so well.

² Percentages have been rounded to whole numbers so totals are sometimes out by 1.

Q5. What needs improving?

In response to Survey Question 5 *What needs improving?*, one-third of respondents could think of no improvements.

- Congratulations and big thanks for this inspirational and reaffirming opportunity.
- Nothing.
- I can't think of anything :)

Nine participants had issues with either technology or design:

- Zoom access.
- Print on the slides hard to read
- The poll frame was placed over the choices so you couldn't revisit them as you were choosing.

Four participants would have liked greater participation pathways:

- Sadly, my break out group was not productive.
- I do not twitter, so perhaps some other way to feel as though contributing!
- You could consider having a chair person in each of the Zoom conferences to support the conversation.
- Would be great for online participants to connect.

Seven participants had issues with timing, most commonly that sessions were too short and therefore provided "surface-level" discussion and the entertainment breaks were distracting and drew time away from the content synthesis.

All the participants who felt the timing was off also were part of the groups that had issues with the content.

- I felt that 5 mins was too short a time to know about some of the presenters, how they taught and some of their achievements.
- Replace all of the presenters who gave their opinions on inquiry and play with no evidence-backing.
- Although I appreciate that a high energy facilitator is needed for this kind of event, someone with knowledge of content is much better at summarising and drawing out the key points and driving the panel sessions.

Q6. What important topic to the teaching profession would you suggest for the next Summit?

Thirty-three participants contributed to the answers for Question 6 *What important topic to the teaching profession would you suggestion for the next Summit?* but there were approximately 44 concepts grouped into three areas:

- Teaching (practices & strategies)
- Theory
- Teachers' relationships across the community

These concepts were prepared as a map, shown in Figure 14.

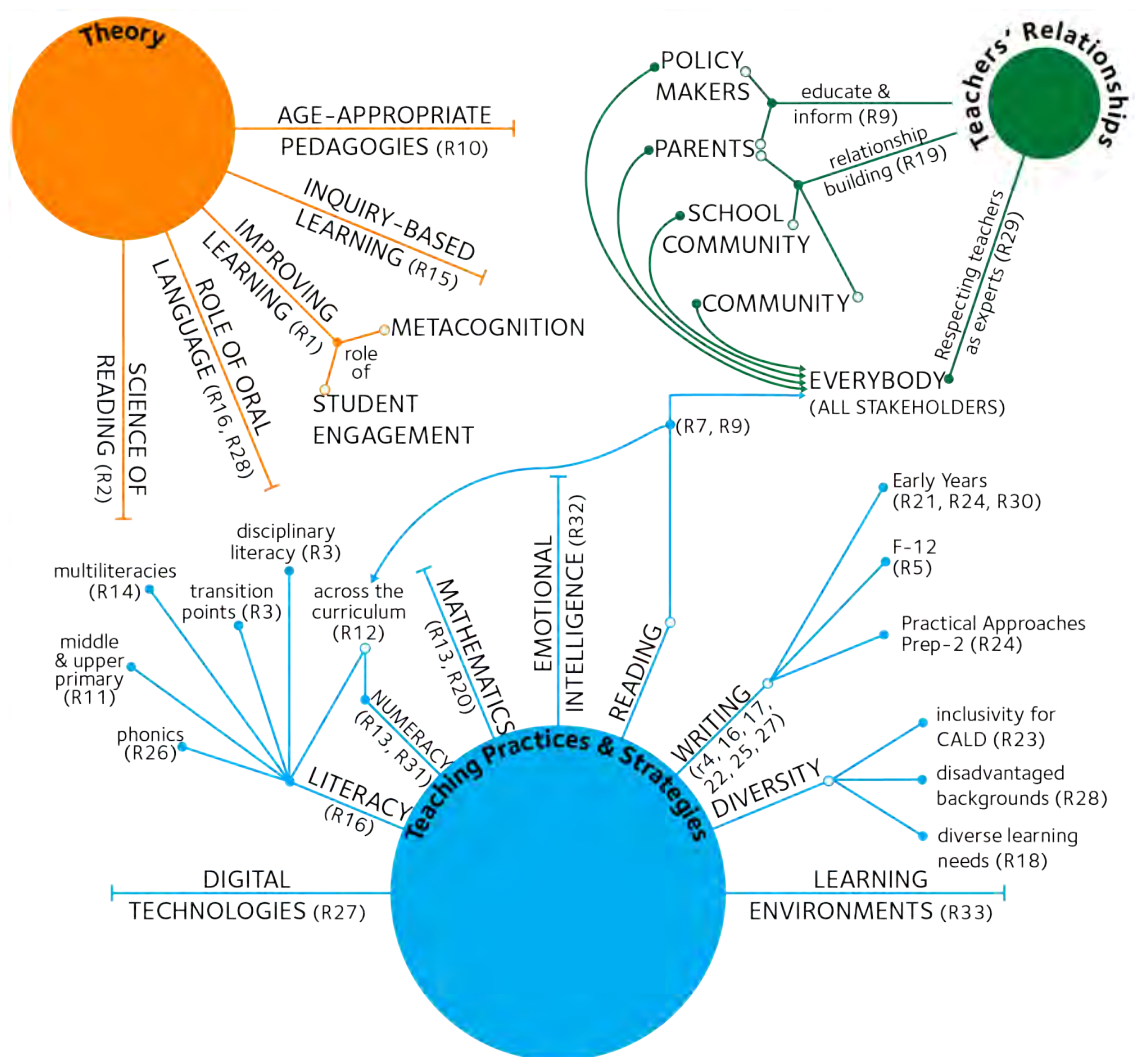



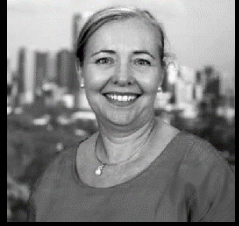





Figure 14 Map of Responses to Survey Question 6

Appendices



Appendix A Summit Committee Members

	<p>Professor Donna Pendergast Chair of Summit Committee Dean and Head of School, School of Education and Professional Studies Griffith University Queensland Council of Deans of Education</p>
	<p>Professor Beryl Exley Deputy Head of School (Learning & Teaching) School of Education and Professional Studies Griffith University</p>
	<p>Professor Bev Flückiger Adjunct Professor School of Education and Professional Studies Griffith University</p>
	<p>Assoc Professor Judith Kearney Adjunct Professor School of Education and Professional Studies Griffith University</p>
	<p>Dr Michelle Neumann Senior Lecturer and Researcher School of Education and Professional Studies Griffith University</p>
	<p>Sue Brown Research Fellow and Tutor School of Education and Professional Studies Griffith University</p>
	<p>Kylie Dunn Deputy Principal Milton State School</p>

	<p>W. Dorsey Hammond Literacy Educator, Researcher, Author and Speaker</p>
	<p>Debbie Hansen Principal Forest Lake State School</p>
	<p>Andrew McCabe Deputy Principal Upper Coomera State College</p>
	<p>Neil McDonald Chief Executive Officer Queensland Education Leadership Institute (QELi)</p>
	<p>Dr Denise Nessel Education Consultant, Mentor and Writer</p>
	<p>Mary Neville Director Reading and Writing Centre Disability & Inclusion Branch Department of Education</p>
	<p>Leesa Warwick Deputy Principal Browns Plains State School</p>

	<p>Emily Wilson Senior Education Officer Queensland Catholic Education Commission</p>
	<p>Charlotte Chamier Event Organiser / Project Manager Griffith University</p>
	<p>David Noonan Professor Learning Hub Business Development Officer School of Education and Professional Studies Griffith University</p>
	<p>Shaun Charles Coordinator Professional Learning Hub Griffith University</p>
	<p>Mary-Ellen Feldhagen Administration Assistant & Event Organiser School of Education and Professional Studies Griffith University</p>

Appendix B Program

Time	Event details / Presentation	Presenter
8:15 AM	Registration: online log-in opens, registration in foyer	
8:45 AM	Housekeeping	Master of Ceremonies—Anthony Laye
8:50 AM	Acknowledgement of Traditional Owners	Mr David Hartley, Principal, Pimpama State Primary College
8:53 AM	Welcome Message and Opening to Summit	Professor Carolyn Evans, Vice Chancellor and President, Griffith University
8:55 AM	Setting the Scene	Master of Ceremonies—Anthony Laye Moderators: Professor Bev Flückiger, and Andrew McCabe
8:57 AM	The Team: Summit Presenters, Committee and Special Contributors	Professor Donna Pendergast, Dean and Head of School, School of Education and Professional Studies, Griffith University
9:00 AM	Respecting Children’s Voices as They Learn	Cheryl Vardon, Chief Executive and Principal Commissioner, QFCC Awarded Honorary Doctorate by Griffith University
9:07 AM	The Teaching of Reading in Initial Teacher Education	Professor Beryl Exley, Deputy Head of School (Learning & Teaching), School of Education and Professional Studies, Griffith University
9:14 AM	Early Learning is Everyone’s Business—Establishing a Pattern of Success	Myra Geddes, General Manager, Social Impact, Goodstart Early Learning, Head Office Brisbane
9:21 AM	PANEL QUESTION TIME 1: What are your questions and comments for the panel?	Cheryl Vardon, Beryl Exley, Myra Geddes
9:28 AM	WORKSHOP ACTIVITY 1: Think Tank Challenges. In your opinion, what is the biggest challenges to the teaching of reading in the Early Years?	

Time	Event details / Presentation	Presenter
9:32 AM	Preparation to Teach Reading: Evidence-Informed Approaches	Sarah Richardson, Director—Teaching and School Leadership, AITSL
9:39 AM	Framing the Whole Child—A Holistic View to Oral Language for Diverse Learners	Dr Melinda Miller, Pedagogy and Practice Manager, G8 Education
9:46 AM	English is a Morphophonemic Language—and That Should Inform the Ways We Teach Children to Read and Write	A/Professor Dr Misty Adoniou, Researcher, Writer in Language, Literacy and Teaching English to Speakers of Other Language, University of Canberra
9:53 AM	PANEL QUESTION TIME 2: What are your questions and comments for the panel?	Sarah Richardson, Melinda Miller, Misty Adoniou
10:03 AM	Coffee Break	
10:13 AM	Engagement	Anthony Laye
10:18 AM	ACTIVITY 1 OUTCOMES: CHALLENGES. Polling: Which statement is the most important to you?	
10:24 AM	Reading the Future: Really, on a Raft?	Dr Paul Gardner, Senior Lecturer Literacy Education School of Education, Curtin University
10:31 AM	A Balanced Approach to Literacy Teaching	A/ Prof Jessica Mantei, School Head of Teaching and Learning, School of Education, University of Wollongong
10:38 AM	... And That is How the English Writing System Works!	Julie Shepherd, Educational Consultant, Australian Literacy Educators' Association (ALEA) State Director, Victoria
10:45 AM	PANEL QUESTION TIME 3: What are your questions and comments for the panel?	Paul Gardner, Jessica Mantei, Julie Shepherd
10:55 AM	WORKSHOP ACTIVITY 2: Think Tank Imagine. Finish this sentence. Imagine if ... Create a vision. What is your preferred future for Quality Teaching of Reading in the Early Years? What could Quality Teaching of Reading look like for the 21st Century?	
10:59 AM	Morning Tea	
11:24 AM	Engagement	Anthony Laye
11:29 AM	ACTIVITY 2 OUTCOMES: IMAGINE IF. Polling: Which statement is the most important to you?	

Time	Event details / Presentation	Presenter
11:33 AM	Teaching the Six Components of Reading Through Inquiry-Based Pedagogy	Dr Deb Brosseuk, Lecturer, Language, Literacy and Literature, Sydney School of Education & Social Work, University of Sydney, Griffith Alumni
11:40 AM	Doomadgee: An Indigenous Case Study Honouring Children's Diversity for Reading and Writing	Emma Gulliford, Head of Curriculum, Doomadgee State School, Remote Queensland
11:47 AM	Inclusive Education: Every Child's Right to Read	Wendy Doyle, Principal Advisor, Reading and Writing Centre for the Queensland Department of Education
11:54 AM	PANEL QUESTION TIME 4: What are your questions and comments for the panel?	Deb Brosseuk, Emma Gulliford, Wendy Doyle
12:04 PM	WORKSHOP / ACTIVITY 3: Think Tank Strategy. Create a strategy. How can we adapt, change, add value and get flexible? Propose and develop strategies to design enhanced futures for the Quality Teaching of Reading in the Early Years.	
	1. How can we enhance Initial Teacher Education programs?	3. How can we enhance School Leadership initiatives?
	2. How can we enhance beginner teacher experiences?	4. How can we enhance key stakeholder policy decisions?
12:54 PM	LUNCH	
1:24 PM	Engagement	Anthony Laye
1:29 PM	Bridging Literacy: The Crossover Between Early Childhood Education and Care and the Early Years of Schooling	Adele Amorsen, Queensland Teacher Program Manager, Goodstart Early Learning
1:36 PM	Cook with it, Play with it, Read with it, Sing with it— A Balanced Approach to Phonics	Kristy Cundell, Assistant Principal, Curriculum/Prep Teacher, MacKillop Catholic Primary
1:50 PM	Leading School Pedagogical Reform: Teaching Reading in the Early Years	Jantiena Batt, Deputy Principal at ACT Education Directorate
1:57 PM	PANEL QUESTION TIME 5: What are your questions and comments for the panel?	Adele Amorsen, Kristy Cundell, Stephen Kanowski, Jantiena Batt
2:07 PM	ACTIVITY 3 OUTCOMES: STRATEGY. Polling: Which of these strategies is the most important to you?	
	1. How can we enhance Initial Teacher Education programs?	3. How can we enhance School Leadership initiatives?
	2. How can we enhance Beginner Teacher experiences?	4. How can we enhance Key Stakeholder Policy decisions?

Time	Event details / Presentation	Presenter
2:15 PM	PANEL QUESTION TIME 6: What are your questions and comments for the panel?	Stakeholder Panel: Scott Wiseman, Parent and Citizens Voice Lin Esders, Teacher's Union Voice Linda Willis, Senior Lecturer Kaeley Kalinowski, Initial Teacher Education Voice
2:25 PM	WORKSHOP ACTIVITY 4: Think Tank Action. What impact would you like to have on Early Readers? Design your intent. Shape-shift your preferred future. Put a time frame around it. Tell us what it is. Finish this sentence: I will contribute to my preferred future for Quality Teaching in the Early Years by ...	
2:27 PM	Synthesis & Communiqué	Professor Donna Pendergast, Dean and Head of School, School of Education and Professional Studies, Griffith University
2:30 PM	Close of Summit	SURVEY

Appendix C Presenter Biographies

Host



Professor Donna Pendergast is Dean and Head of the School of Education and Professional Studies at Griffith University.

She commenced her career as a secondary trained classroom teacher. Her expertise includes student engagement and teacher professional learning. Donna led the team preparing Queensland government schools for the shift of Year 7 into secondary in 2015. She is currently working with the South Australian education sectors to do the same for 2022.

Donna works at state and federal levels in education policy shaping including as: a member of the Board of AITSL; Chair of the Teacher Education Expert Standing Committee of AITSL; Chair of QELi; Chair of the Queensland Council of Deans of Education and Deputy Chair of the Australian Council of Deans of Education.

Donna is the recipient of the Vice Chancellor's Research Supervision Award for Excellence and in 2018 was awarded the Australian Council for Educational Leadership Miller-Grassie Award of Outstanding Leadership in Education.

Donna is thrilled to be hosting the 6th Education Summit.

Co-Chair



Professor Beryl Exley is an experienced early years and primary school classroom teacher who is now a Professor of English Curriculum and Literacies Education with the School of Education and Professional Studies at Griffith University. She is the Deputy Head of School and teaches into the English Curriculum and Literacies Education courses. In line with the Australian Curriculum: English, she advocates for the balanced approach to teaching reading so that children build their phonics knowledge at the same time as they learn

how to use language to make meaning.

Beryl is the Queensland Representative on the Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE). She is an AITSL Initial Teacher Education Program Accreditation Panel Chair. In 2008, Beryl was appointed as a National Literacy and Numeracy Week Literacy Ambassador by the Federal Minister of Education.

She has served as the National President of the Australian Literacy Educators' Association (ALEA), a member of ALEA National Council, ALEA National Publications director and the ALEA Queensland State Director. She was the Australian representative and an executive member of

the International Development Oceania Committee (IDOC), as well as International Chair of IDOC. She was also a co-chair of the Global Taskforce of the International Literacy Association. In 2019, Beryl was awarded Life Membership to ALEA for services to literacy teaching and teacher education.

Master of Ceremonies



Anthony Laye performed in the world's biggest touring magic show 'The Illusionists'. His ability to react to the moment, energise and connect an audience makes him the perfect candidate to host this year's summit.

Anthony will assist in not only opening up conversations, he will also inspire you to continue the conversations after the summit, taking action to create a better future.

As Australia's leading Corporate Mentalist, he also has a few tricks up his sleeve he will be sharing throughout the day.



Author of the popular book *Spelling it Out* (Cambridge Uni Press), Associate Professor Dr Misty Adoniou has had a life long fascination with languages, how they work and how to learn them. She taught children and adults to read and write in English for over 20 years before moving into teacher education. She is currently an Adjunct at the University of Canberra and a Principal Fellow at the Melbourne Graduate School of Education.

This year she began learning her 6th language—Arabic—and has been reminded once again what it's like to learn to read from scratch!



Adele Amorsen is Queensland's Teacher Program Manager for Goodstart Early Learning where she supports over 400 early childhood teachers with their daily work educating our youngest learners. One of Adele's passions is working with teachers to ensure best practice for the teaching and learning of literacy skills in the vital early years. Adele's background is a combination of early childhood teaching, lecturing in early literacies and researching in children's oral language development. She is passionate about her presentation at the Summit, hoping that it sparks some critical reflection around the purposeful but playful teaching and learning of reading in the early years.



Jantiena Batt is a school leader in the ACT Education Directorate. She has taught in early childhood settings and schools and is currently working as a policy officer. Jantiena has worked across over 40 schools in the ACT as a literacy and numeracy coach, fulfilling her passion of building confidence and capacity in all teachers. She has an addiction to picture books and challenges anyone who follows Marie Kondo's belief that 30 books are enough! Jantiena is president of the ALEA ACT Local Council and is proud to be a Senior Fellow of ALEA.



Dr Debbie Brossek is a lecturer in the Faculty in Art and Social Sciences with a specialisation in language, literacy and literature at The University of Sydney. Deb's research interests include children's literature, text production, multimodality, and teacher pedagogic identity. When they were younger, her (now) teenage boys learned to read by engaging with the entertaining stories, lyrical language, rambunctious rhymes, and wacky illustrations in Dr Suss books. 'Green Eggs and Ham' and 'Wacky Wednesday' were much-loved

favourites!

She believes that we must do all that we can to find engaging ways in which reading can breathe life into the literacy of learners.



Kristy Cundell is an accomplished Early Years educator and Assistant Principal: Curriculum at MacKillop Catholic Primary School, Mackay. Her philosophy of enjoying and exploring high quality mentor texts to respond to and foster learner engagement is at the core of her Prep approach. Through an integrated and balanced approach, purposeful learning is cultivated within authentic contexts and meaningful talk, ensuing children develop all the repertoires of practice for reading.

Kristy has worked across both the State and Catholic sectors for over 20 years and holds additional qualifications in the Arts and Religion. She has taught primary students from Prep to Year 7 and has also worked in Inclusive Curriculum. She is passionate about the foundational year of schooling and committed to ensuring academic progress while enabling each learner to grow in a holistic and faith-filled way.

Kristy, a proud mother of 4 (including triplets), understands how important it is to celebrate diversity among children. She values her position in Catholic Education where she daily brings to life her educational philosophy, characterised by a love of learning, a play-based approach, and honouring the individual through personal connections to each story shared.



Wendy Doyle is Principal Advisor at the Reading and Writing Centre for the Queensland Department of Education. She is an accomplished Early Years educator, having taught for over 20 years in Queensland State Schools. As Principal Advisor, Wendy works with school leaders and teachers throughout Queensland, building confidence and capability in the inclusive teaching of reading and writing. She is passionate about ensuring all children have access to the curriculum, and approaches to teaching reading and writing that minimise barriers and meet the needs of all students. Wendy is mum to two beautiful children and a newly adopted rescue greyhound.



Dr Paul Gardner is the United Kingdom Literacy Association (UKLA) Country Ambassador to Australia.

After working as a teacher and academic in England for most of his life, Paul is now a Senior Lecturer in Primary English at Curtin University, Western Australia. Paul often feels a sense of déjà vu as he observes Australia following England down the same rabbit-holes. As a traveller from the future, he suggests it is in Australia's interests to take a different pathway to that followed by England.



Myra Geddes oversees Goodstart's social impact strategy, with a focus on public policy, impact measurement, research and social inclusion programs and initiatives. Myra and her team support the delivery of Goodstart's social purpose and impact across the country. Myra brings significant experience to Goodstart, as a driving force of social policy and reform that has helped transform and improve the quality of life of Australians. She has been the senior social policy advisor to two Australian prime ministers and has worked across early childhood education and care, schools, community services and health policy at state and national levels. Myra's career began as a teacher in the northern suburbs of Brisbane. She is deeply committed to supporting those working closest to children and is a passionate believer in the power of early learning to transform children's lives. Myra co-wrote *Preschool–Two Years are Better Than One* with Dr Stacey Fox at the Mitchell Institute which aimed to help compel Australia to pursue a national commitment to ensuring all three-year-olds have access to high-quality early childhood education by offering a second year of preschool.



Emma Gulliford is Head of Department at Doomadgee State School and has lived in the community for five years. She studied degrees in Primary Teaching and Arts at the University of Newcastle majoring in Aboriginal studies and graduating with distinction. Emma has taught in remote communities in both New South Wales and Queensland and during her time at Doomadgee State school has led projects in Community Engagement, Digital Technologies, Language and Literacy and Mentoring Beginning Teachers. Most recently, she has collaborated with staff and community to develop a new integrated curriculum that is responsive to the needs of the school community and embeds local Aboriginal perspectives and knowledge.



Kaeley Kalinowski is a fourth year pre-service teacher studying at Griffith University on the Gold Coast. She has been recognised annually as a recipient of the Griffith University Award for Academic Excellence. Kaeley has undertaken practicums in a variety of schooling sectors across different year levels.

Throughout the course of her study, she has developed a passion for literacy and inclusive practices and will be graduating with a Bachelor of Education, majoring in Primary Education with a minor in English. During her studies, Kaeley embarked on an international placement in the Netherlands to gain understanding and deepen her perspective about educational practices. She is delighted to be involved in the Creating Futures Summit, representing fellow students among a panel of accomplished educational experts.



Jessica Mantei is an Associate Professor in Language and Literacy at the University of Wollongong and Head of Teaching and Learning in the School of Education. Jessica has worked in literacy education for over 30 years as a classroom teacher, specialist reading teacher, early career teacher mentor and then researcher and lecturer in the tertiary sector. Jessica has a keen interest in the ways our teaching connects with and draws out the richness of our learners' existing abilities and practices, and in literacy pedagogies that truly equip our learners to get things done within and beyond the institution of school.



Dr Melinda Miller is the Pedagogy and Practice Manager at G8 Education. Twice-awarded the Springer Publishing Best Paper Award, Melinda is an active researcher and author in the areas of cultural inclusion, sustainability education and pedagogy.

After a decade in academia, Melinda now guides approaches to the theory-practice nexus for over 11,000 early childhood educators and teachers in prior-to-school settings. As a former practitioner and academic, Melinda advocates within and beyond the early childhood sector for play-based learning and access and participation rights for all young children and their families. Melinda is looking forward to sharing an early childhood perspective with the Summit audience.



Sarah Richardson is a passionate education leader with more than 20 years of experience in the sector.

As Director—Teaching and School Leadership with the Australian Institute for Teaching and School Leadership (AITSL), Sarah leads the planning and implementation of national policy initiatives and projects that directly support excellence in teaching and school leadership across Australia. In this role, Sarah collaborates with the profession to interpret research and evidence to influence education reform, with a focus on impact at the classroom and national level.

In prior roles as a primary school teacher, principal and school improvement advisor in the UK, Sarah led school improvement activities across a range of settings. Sarah has a first-class honours degree and an MA in education. She also achieved the UK's National Professional Qualification for Headship (NQPH).



Julie Shepherd is a classroom based independent educational consultant and Literacy coach. In her role, she works alongside teachers: planning, modelling strategies and acting as mentor and critical friend.

Julie has previously worked as a primary teacher and university lecturer and has also written several teacher reference texts. She has delivered professional learning sessions with teachers across Australia, as well as in Singapore, China and South Korea.

She has a particular interest in Spelling and travelled to France in 2016 to participate in a residential on Orthography with a retired Cambridge professor. She has had a long involvement in ALEA as a member, local council president, participant at conferences and professional learning events, and is the current Victorian State Director.



Leesa Warwick has worked as an educator in schools across Logan for over 30 years, as a both teacher and a school leader. Throughout this time, she has also supported school teams throughout South East Queensland in her regional and central office roles to utilise research evidenced strategies for literacy and reading and achieve greater impact on student learning.



Cheryl Vardon is an experienced systems reviewer and actuator of change with a passion for improving outcomes for vulnerable children. She was once the school reviewer for an education centre on Turtle Island in Fiji designing curriculum for local children and providing teacher development.

Cheryl has a wealth of experience in rebuilding and refocussing organisations and teams, together with a sound track record of expertise in the translation of complex policies into useful action.

She is presently the Chief Executive and Principal Commissioner of the Queensland Family and Child Commission, with the remit to build a contemporary children's commission for Queensland.

As a distinguished educator Cheryl's background includes representation of Australian governments, companies and organisations both nationally and internationally. Cheryl has held positions as Director-General and Chief Executive of two Australian education systems. Her roles have included many leadership roles as Chief Executive, Commissioner and Adjunct Professor and board and statutory roles.

In 2018 Cheryl received an honorary doctorate from Griffith University. She is a Fellow of the Australian Council for Educational Leaders and a Fellow of the Australian Institute of Managers and Leaders.

Appendix D Summit Welcome and Opening



Acknowledgement of Traditional Owners



Good morning, everyone.

My name is Dave Hartley. I'm the Principal of Pimpama State Primary College on the Gold Coast. I'm a very proud Barunggam man. My people are from Chinchilla in the south-western part of Queensland and the Darling Downs.

I'd like to respectfully acknowledge the traditional owners of the land on which I'm standing here this morning, the Bullongin and Kombumerri people, and I'd also like to pay my respects to the traditional owners on which this event is being taken place in Brisbane, the Jagera and Turrbal people as well.

I'd like to acknowledge the traditional owners of whichever land that you are sitting around our beautiful country this morning too. Can I please also pay my respects to elders, our elders who are with us today in this presentation. I'd like to acknowledge our elders of the past and our future elders, many of those who are sitting in our Queensland state schools at the moment.

Wish you all the best for a successful discussion today and can't wait to hear about how it all goes from Donna.

Take care. Thank you, everyone.

Dave Hartley
Principal
Pimpama State Primary College
Gold Coast

Summit Opening



Good morning, everyone.

I begin by echoing David's Acknowledgement of Country. It is a pleasure to welcome you to Griffith University's sixth Creating Futures Summit. Each year, we focus on a topic of great importance to the teaching profession and to initial teacher education. Today's Summit shines a spotlight on quality teaching of reading in the early years. Allow me to begin by thanking the School of Education and Professional Studies for hosting this annual event, and Professors Donna Pendergast and Beryl Exley for their leadership in presenting this exciting opportunity for collaboration and debate. I also wish to highlight the contribution of the organising committee driving this event, with representatives from across key stakeholder groups.

Each summit explores and actively works towards creating shared futures on topics or issues of deep importance to education, with a highlight on initial teacher education. This approach to professional learning is relevant, engaging, and proactive and enables Griffith University to deepen collaborations with our valued partners while setting agendas on key issues. Perhaps some of you've been able to join us for these past events or perhaps you're joining us for the first time. The Summit brand is growing in popularity and I'm pleased to say that 2021 is our biggest Summit to date—so welcome aboard.

Now the pandemic has driven a major shift in our delivery today. While we do miss face-to-face events, this hybrid event has enabled participation from well beyond southeast Queensland. Hello to those of you in the studio: presenters, planning committee, and special guests. Greetings to those of you joining us online from within Queensland interstate and indeed overseas. We are all fortunate to be able to enjoy a remarkable line-up of inspiring speakers from all corners of Australia. Today is not for the passive listener. Whether you're joining us online or from the studio, your interactions will drive the summit outcomes. We will capture your reflections, wisdom, and perspectives. By the end of the day, we'll have worked towards developing a vision to enhance the future of quality teaching of reading in the early years. We'll encourage you to commit to taking bold action in your own sphere of influence so that we can collectively make a difference and achieve the goals we've set for ourselves. Griffith University is committed to playing our part in the ongoing cycle of improvement for our initial teacher education programs. We look forward to working with you and this community to advance the future of all young Australians.

Please enjoy today.

Professor Carolyn Evans
Vice Chancellor and President
Griffith University

Welcome



It is my pleasure to welcome you to the Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years. For those of you who were unable to participate, we have a video of the presentations available via the QR Code on the right or you can access the video by this link <https://vimeo.com/553167217/fef1a819dc>



Good morning, everyone and welcome from all around Australia. It's wonderful to have you here as part of our Summit.

As we've heard already in our Welcomes and as Anthony has laid out for us, the Summit is about action and participation. It's not about passive listening, and so today we're going to give you opportunities to get involved, to provide feedback, to vote to make decisions, and to make commitments going forward. So you know, this is about you having the opportunity to, first of all, share some ideas and share some thoughts from some of our informed and our creative educators and leaders, and we're going to hear from those stakeholders from around the community to look at ways that we can shape-shift this whole area of the teaching of reading in the early years.

Now we know that this is an important agenda, and we know that agenda is important not only for teachers in schools, but for our wider community. Recently our minister for education announced an inquiry into initial teacher education of which the teaching of reading will be a component so our Summit couldn't be better timed in terms of making a contribution nationally.

We've heard today that the Summit is being presented in a new mode, and disruptive innovation is something that we've all come to be very good at, we're very agile and pedagogically, this conference—this event is one that we couldn't have foreseen 12 months ago... 18 months ago. It simply wouldn't have been possible but today it's happening and you are part of it. You are part of being here today and actually testing the future in the way we might deliver Summits so thank you for your participation. I would really wish to acknowledge the work of the Summit Committee and here are some of those faces that you will recognize. The important work that our committee members have done in shaping and bringing together a spectacular range of key thinkers in this area of teaching in the early years so an incredible thank you to those people. They thought they were committing for a planning period of eight months—it's actually been closer to 18 months with our Summit being delayed but here we are today with the best ever event.

Why are you here today? What is inspiring you and what do you want to know more about? The area of the teaching of reading in the early years is not without controversy. It is an area that has been contested: there are a lot of questions about what works; how do we know what works—

where is the evidence and we're going to hear about that today. In fact, these are some of the things that you said that you would like to get out of today's event:

What does teacher training need to do and what should it look like, to ensure evidence-informed practice, underpinned by science of learning, takes place?

Head of Curriculum, State Primary School, Queensland

I'm interested in robust discussion regarding the reading wars that seems to be saturating social media and causing angst among teachers.

Principal, Catholic Primary School, Victoria

Another person [Speech Language Pathologist, Department of Education, Queensland] said "I'm interested in evident evidence-based focus on reading instruction" and another [Principal, State Primary School, Tasmania], "I want to know about phonics in context."

So there are lots of questions—that was just a taste of some of the reasons that you are here today. We're here today to open the possibilities for you, to share in the exploration of those topics of interest to you, so please enjoy the event, and I'll be back later this afternoon to round up.

We are delighted to celebrate our profession and take forward the vision of the Summit outcomes to advance the futures of all young Australians.



Professor Donna Pendergast
Dean and Head of School,
School of Education and Professional Studies
Griffith University

Appendix E List of Participants

Note: Where a participant has an asterisk against their last name, this indicates that they presented during the Summit.

First Name	Last Name	Role	Organisation Name	Location	Country
Deb	Adams	Teacher		QLD	Australia
Kate	Adams	Coach	Perth Primary School	TAS	Australia
Misty	Adoniou*	Academic	University of Canberra	ACT	Australia
Jeanne	Allen	Academic	Griffith University	QLD	Australia
Sarah	Allen	Assistant Principal	Thornleigh West Public School	NSW	Australia
Adele	Amorsen*	Teacher	Goodstart Early Learning	QLD	Australia
Jade	Anderson	Principal		QLD	Australia
Renee	Andrews	Academic	Australian Catholic University		Australia
Kerry	Aprile	Academic	CQUniversity	QLD	Australia
Angela	Arena	Leader		QLD	Australia
Julie	Argent	Principal	Latrobe Primary School	TAS	Australia
Megan	Argent	Support	Education Queensland	QLD	Australia
Shane	Ariti	Deputy Principal	Beaumaris Primary School	WA	Australia
Emily	Armstrong	Pre-service teacher	Griffith University	QLD	Australia
Elise	Arndell	Pre-service teacher	Griffith University	QLD	Australia
Kathy	Arnold	Principal	Aldercourt Primary School	VIC	Australia
Donna	Arulogun	Advisor	Reading and Writing Centre	QLD	Australia
Jennifer	Asha	Academic	Australian Catholic University		Australia
Jenn	Ashton	Leader	Department of Education	TAS	Australia
Melissa	Ashton	Head of Department	Rangeville State School	QLD	Australia
Anita	Atkinson	Teacher	Mentone Grammar	VIC	Australia
Rachel	Atkinson	Teacher	St John's Anglican College	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Redback	Audio	Event management	Redback Events	QLD	Australia
Carly	Badke	Pre-service teacher	Griffith University	QLD	Australia
Zoe	Baer	Teacher		QLD	Australia
Maggie	Bailey	Neuropsychologist	Zilian Pty Ltd	QLD	Australia
Sharron	Bailey	Assistant Principal	Auburn South Primary School	VIC	Australia
Libby	Baker	Teacher		ACT	Australia
Stephanie	Bale	Librarian			
Jennifer	Bampton	Coach	Springwood Central State School	QLD	Australia
Rochelle	Banks	Student	Griffith University	QLD	Australia
Gabrielle	Barker	Assistant Principal	St Benedict's Catholic Primary School	QLD	Australia
Kylie	Barker	Teacher		QLD	Australia
Michelle	Barker	Pre-service teacher	Griffith University	QLD	Australia
Carol	Barnes	National Co-ordinator	GLD Australia		Australia
Amanda	Barrett	Teacher Aide	The Word Workshop		
Brenda	Barry	Consultant	The Language Shop	QLD	Australia
Sue	Barry	Academic	Griffith University	QLD	Australia
Georgina	Barton	Academic	University of Southern Queensland	QLD	Australia
Jantiena	Batt	Policy Officer	ACT Education Directorate	ACT	Australia
Belinda	Battaia	Assistant Principal	St Mary's Catholic Primary School	QLD	Australia
Sophie	Bell	Pre-service teacher	Griffith University	QLD	Australia
Jodie	Benfer	Assistant Principal		QLD	Australia
Angelica	Benson	Director	Lindamood-Bell Learning Processes	NSW	Australia
Misty	Bienke	Pre-service teacher	University of Southern Queensland	QLD	Australia
Allaana	Bills	Teacher		QLD	Australia
Susan	Black	Tutor	LDA		

First Name	Last Name	Role	Organisation Name	Location	Country
Marilyn	Blakeney-Williams	Academic	University of Waikato	Hamilton	New Zealand
Allison	Blakey	Principal	MacKillop Catholic Primary School	QLD	Australia
Emily	Bond	Teacher	Auburn South Primary School	VIC	Australia
Catherine	Borgna	Teacher		QLD	Australia
Julie-Anne	Borrello		NSW Department of Education	NSW	Australia
Sandra	Bouwman	Academic	Australian Catholic University		Australia
Jane	Bovill	Principal		TAS	Australia
Sarah	Bowden	Teacher		QLD	Australia
Whitney	Bowerman	Teacher	Collinsvale Primary School	TAS	Australia
Fenice	Boyd	Academic	University of South Carolina	South Carolina	USA
Kylie	Bradfield	Academic	The University of Stirling	Scotland	UK
Amanda	Bradford	Teacher		QLD	Australia
Jessica	Bradford	Consultant	Pearson		Australia
Zoe	Brandsen	Field Officer	We Belong Family Day Care	QLD	Australia
Vanessa	Brayley	Pre-service teacher	University of Southern Queensland	QLD	Australia
Kristen	Bridgland	Advisor	NSW Department of Education	NSW	Australia
Cynthia	Brock	Academic	University of Wyoming	Wyoming	USA
Patti	Brooks	Pre-service teacher	Griffith University	QLD	Australia
Deb	Brosseuk*	Academic	The University of Sydney	NSW	Australia
Jodie	Brown	Teacher		ACT	Australia
Sarah	Brown	Deputy Principal		QLD	Australia
Sue	Brown	Academic	Griffith University	QLD	Australia
Jennifer	Buckingham	Researcher	MultiLit	NSW	Australia
Katie	Bull	Coach	The Hall State School	QLD	Australia
Ange	Burbury	Principal		TAS	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Lorraine	Burns	Teacher			Australia
Pascalie	Burton	Project Officer	Department of Education	QLD	Australia
Gillian	Busch	Academic	Central Queensland University	QLD	Australia
Rhonda	Busk	Head of Department		QLD	Australia
Melissa	Buske	Coordinator	Mercedes College	SA	Australia
Akemi	Cade	Pre-service teacher	Griffith University	QLD	Australia
Erika	Caesar	Teacher			
Annette	Call	Head of Department	Daisy Hill State School	QLD	Australia
Annette	Caltabiano	Head of Department	Upper Coomera State College	QLD	Australia
Brian	Cambourne	Academic	University of Wollongong	NSW	Australia
Sheena	Cameron	Director	The Literacy Place	Dunedin	New Zealand
Anna	Campbell	Teacher		QLD	Australia
Asha	Campbell	Teacher	Goodstart Early Learning	QLD	Australia
Stacey	Campbell	Academic	Queensland University of Technology	QLD	Australia
Ashley	Cannon	Pre-service teacher	Griffith University	QLD	Australia
Diane	Carleton	Teacher	Gaven State School	QLD	Australia
Kerry	Carman	Coordinator	Daylesford Primary School	VIC	Australia
Sheree	Carr	Deputy Principal	West End State School	QLD	Australia
Wendy	Carss	Academic	University of Waikato	Hamilton	New Zealand
Jacinta	Cashen	Teacher		VIC	Australia
Bec	Cashill	Teacher	Puckapunyal Primary School	VIC	Australia
David	Cashman	Leader		QLD	Australia
Marilyn	Casley	Academic	Griffith University	QLD	Australia
Juliette	Castelino			VIC	Australia
Ben	Cavanagh	Head of Department		QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Charlotte	Chamier	Project Manager	Griffith University	QLD	Australia
Eveline	Chan	Academic	University of New England	NSW	Australia
Janai	Chandler	Speech Pathologist	Education Queensland	QLD	Australia
Jodie	Chapman	Head of Department	Woombye State School	QLD	Australia
Shaun	Charles	Academic	Griffith University	QLD	Australia
Shelley	Charlton	Head of Department		QLD	Australia
Michelle	Chea	Advisor	NSW Department of Education	NSW	Australia
Laura	Cherry	Pre-service teacher			
David	Chessell	Pre-service teacher	Griffith University	QLD	Australia
Liz	Choy	Pre-service teacher	Griffith University	QLD	Australia
Vicki	Christopher	Academic	University of Southern Queensland	QLD	Australia
Vivian	Ciuffetelli	Teacher		QLD	Australia
Kylie	Clark	Coordinator	Glass House Mountains State School	QLD	Australia
Linda	Clark	Academic	University of Waikato	Hamilton	New Zealand
Megan	Clarke	Advisor	NSW Department of Education	NSW	Australia
Heidi	Clausen		Oakleigh State School	QLD	Australia
Cathy	Coleman	Deputy Principal	Warrigal Road State School	QLD	Australia
Nicole	Collett	Pre-service teacher	Griffith University	QLD	Australia
Sandra	Comben	Consultant		QLD	Australia
Josephine	Comegna	Pre-service teacher	Griffith University	QLD	Australia
Jessica	Coombes	Teacher	Narrabundah Early Childhood School	ACT	Australia
Beth	Cooper	Teacher	Sheldon College	QLD	Australia
Lorraine	Cordukes	Academic	James Cook University	QLD	Australia
Alicia	Cottrell	Pre-service teacher	Griffith University	QLD	Australia
Jayde	Coutts	Head of Department	Morayfield East State School	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Sara	Covill	Project Officer	Department of Education	QLD	Australia
Susan	Cowie	Teacher		ACT	Australia
Lee	Craw	Principal	Perth Primary School	TAS	Australia
Janelle	Crawford	Advisor	Reading and Writing Centre	QLD	Australia
Tania	Crawford	Teacher			
Ella	Crettenden	Teacher	Stonehenge State School	QLD	Australia
Ally	Croker	Pre-service teacher		QLD	Australia
Gai	Cross	Assistant Principal		NSW	Australia
Gabrielle	Crotty	Pre-service teacher	Griffith University	QLD	Australia
Aaron	Cumberlidge	Teacher		QLD	Australia
Kristy	Cundell*	Assistant Principal	MacKillop Catholic Primary School	QLD	Australia
Tegan	Cunnington	Pre-service teacher	Griffith University	QLD	Australia
Elizabeth	Curtis	Academic	University of Southern Queensland	QLD	Australia
Sarah	Cusack	Teacher	Marian Catholic School	QLD	Australia
Christine	D'Arcy	Speech Pathologist	Department for Education	SA	Australia
Tessa	Daffern	Director	Literacy Education Solutions	QLD	Australia
Narelle	Daffurn	Academic	Griffith University	QLD	Australia
Leanne	Dalley	Academic	James Cook University	QLD	Australia
Sarah	Darcy	Head of Department		ACT	Australia
Danette	Dare	Deputy Principal	Gaven State School	QLD	Australia
Cindy	Darro	Coach		QLD	Australia
Rozita	Dass	Academic	Edith Cowan University	WA	Australia
Michelle	Davis	Teacher	Emerald State School	QLD	Australia
Katey	De Gioia	National Lead	Goodstart Early Learning	QLD	Australia
Jane	De Vita	Leader	Goodstart Early Learning	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Ellie	Deacon	Teacher			Australia
Kerry	Dearness	Head of Department		QLD	Australia
Kerry	Deighton	Principal	Avondale State School	QLD	Australia
Janelle	Delahunty	Teacher		QLD	Australia
Louise	Dempsey	Director	The Literacy Place	Dunedin	New Zealand
Erica	Depalo	Teacher			
Francesca	Dickson	Head of Department	Tenison Woods Catholic School	SA	Australia
Alicia	Diggs	Event management	Primary English Teaching Association Australia		Australia
Vanessa	Dimitroulas	Education Officer	NSW Department of Education	NSW	Australia
Dr Stephanie	Dix	Editor	New Zealand Literacy Association Literacy Forum		New Zealand
Brooke	Dobric	Coordinator	St Columba's Primary School	VIC	Australia
Stephen	Dobson	Academic	Victoria University of Wellington	Wellington	New Zealand
Kelly	Donaldson	Head of Department	Coolwypin State School	QLD	Australia
Taki	Douramanis	Project Officer	Department of Education	TAS	Australia
Sue	Downes	Teacher	St Cuthbert's College	Auckland	New Zealand
Katherine	Doyle	Academic	Griffith University	QLD	Australia
Wendy	Doyle*	Coach	Reading and Writing Centre	QLD	Australia
Bronte	Dubbelman	Speech Pathologist	Peel Language Development School	WA	Australia
Mikala	Duda	Head of Department	Woree State School	QLD	Australia
Barbara	Dundas	Student	University of Southern Queensland	QLD	Australia
Kylie	Dunne	Deputy Principal	Milton State School	QLD	Australia
Jane	Dunstan	Manager	G8 Education		Australia
Madeleine	Dupen	Pre-service teacher	Griffith University	QLD	Australia
Sarah	Dziedzic	Teacher	Monash School	ACT	Australia
Adam	Eastley	Principal	Summerdale Primary School	TAS	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Nicole	Eckardt	Coach	Howrah Primary School	TAS	Australia
Megan	Edwards	Manager	Primary English Teaching Association Australia		Australia
Christine	Edwards-Groves	Academic	Charles Sturt University	NSW	Australia
Marissa	Egan	Teacher		QLD	Australia
Jill	Eggleton	Consultant	Global Education	Auckland	New Zealand
elke	emerald	Academic	Griffith University	QLD	Australia
Lin	Esders	Researcher	Queensland Teachers' Union	QLD	Australia
Michelle	Evans	Teacher	TRACER	QLD	Australia
Redback	Events	Event management	Redback Events	QLD	Australia
Robyn	Ewing	Academic	University of Sydney	NSW	Australia
Beryl	Exley	Professor	Griffith University	QLD	Australia
Beryl	Exley*	Academic	Griffith University	QLD	Australia
Dianne	Fabry	Teacher		VIC	Australia
Alexander	Faggioni	Teacher	Mackillop Catholic Primary School	QLD	Australia
Rosemary	Farnham	Coordinator	NSW Department of Education	NSW	Australia
Irene	Faulkner	Teacher		QLD	Australia
Mary-Ellen	Feldhagen	Administration	Griffith University	QLD	Australia
Wendy	Fender	Deputy Principal	Indooroopilly State School	QLD	Australia
Belinda	Fenn	Principal		ACT	Australia
Jo-Anne	Ferreira	Academic	University of Southern Queensland	QLD	Australia
Rebecca	Flockhart	Teacher		QLD	Australia
Bev	Fluckiger	Academic	Griffith University	QLD	Australia
Nuella	Flynn	Project Officer	AITSL		Australia
Carolyn	Force	Principal	Edith Creek Primary School	TAS	Australia
Kristen	Ford	Project Officer	Department of Education	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Kelly	Forder	Assistant Principal	Serpentine Primary School	WA	Australia
Deborah	Foster			QLD	Australia
Georgia	Fountain	Coach	Professional Learning Institute	TAS	Australia
Sally-Anne	Fowler	Coach	Department of Education	TAS	Australia
Natasha	Francis	Teacher		QLD	Australia
Lyn	Franklin	Head of Department	Westbourne Grammar School	VIC	Australia
Bonnie	Fraser	Manager	Bonny Babes Childcare	QLD	Australia
Ella	Friend	Pre-service teacher	Griffith University	QLD	Australia
Robyn	Frost	teacher	Australian International Islamic College	QLD	Australia
Lisa	Furlong	Academic	La Trobe University	VIC	Australia
Jason	Gan	Pre-service teacher	Griffith University	QLD	Australia
Paul	Gardner*	Academic	Curtin University	WA	Australia
Belinda	Gardon	Parent		QLD	Australia
Emily	Garlan	Event management	MultiLit	NSW	Australia
Judy	Garner	Academic	La Trobe University	VIC	Australia
Martha	Garven	Advisor	NSW Department of Education	NSW	Australia
Jennifer	Geddes	Academic	Central Queensland University	QLD	Australia
Myra	Geddes	Manager	Goodstart Early Learning	QLD	Australia
Kathy	Gibbs	Academic	Griffith University	QLD	Australia
Cassandra	Giese	Teacher		QLD	Australia
Kellie	Gilbertson	Teacher	Morayfield East State School	QLD	Australia
Prue	Gill	Instructional Mentor	Education Support Office ACT	ACT	Australia
Melissa	Glass	Teacher	St John the Baptist Catholic Primary School	QLD	Australia
Nicky	Glasswell	Pre-service teacher	Griffith University	QLD	Australia
Claire	Gleeson	Team Leader	OzChild	VIC	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Matthew	Glen	Consultant	EdData	QLD	Australia
Lisa	Gold	Teacher		QLD	Australia
Joanne	Gordon	Manager	Queensland Curriculum and Assessment Authority	QLD	Australia
Allison	Gorton	Teacher		QLD	Australia
Jeanne	Grabt	Teacher		QLD	Australia
Anne	Grayson	Principal		SA	Australia
Nicole	Greaves	Coach	Education Queensland	QLD	Australia
Mel	Green	Academic	The University of Queensland	QLD	Australia
Sandra	Green	Mentor	Caningeraba State School	QLD	Australia
Damen	Greig	Principal	Kelvin Grove State College	QLD	Australia
Charlotte	Griffiths	Pre-service teacher	Griffith University	QLD	Australia
Leanne	Grogan	Academic	La Trobe University	VIC	Australia
David	Grose	Pre-service teacher	Griffith University	QLD	Australia
Genovieve	Grouios	Academic	Australian Catholic University		Australia
Emma	Gulliford*	Head of Department	Doomadgee State School	QLD	Australia
Kate	Gurjian	Principal	Time to Shine	NSW	Australia
Gail	Hager	Academic	Griffith University	QLD	Australia
Chandrika	Halliday	Teacher			
Natalie	Hamilton	Teacher	St John the Baptist Catholic Primary School	QLD	Australia
Lorraine	Hammond	Academic	Edith Cowan University	WA	Australia
W Dorsey	Hammond	Academic	University of Salisbury	Maryland	USA
Debbie	Hansen	Principal	Forest Lake State School	QLD	Australia
Diane	Hansford	Academic	University of New England	NSW	Australia
Ella	Hansson	Coach	Department of Education	TAS	Australia
Sandy	Hartley	Pre-service teacher	Griffith University	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Dallas	Hawley	Head of Department	Toowoomba East State School	QLD	Australia
Dawn	Haynes	Academic	CQUniversity	QLD	Australia
Jayne	Henshall	Speech Pathologist	Education Queensland	QLD	Australia
Jan	Herold	Executive Curriculum Officer	ACT Education Directorate	ACT	Australia
Dianne	Hickey	Consultant	Down Syndrome Victoria	VIC	Australia
Maxine	Hillery	Head of Department	Bowen State School	QLD	Australia
Maddie	Hine	Teacher	Smithton Primary School	TAS	Australia
Melissa	Hinspeter	Consultant		QLD	Australia
Michelle	Hodges	Teacher			
Nicky	Hodson	Teacher	Emmanuel College	QLD	Australia
John	Hollingworth	Pre-service teacher	Griffith University	QLD	Australia
Shae	Holmes	Assistant Principal		QLD	Australia
Susan	Holmes	Teacher		QLD	Australia
Leanne	Hoogsteyns	Manager	Department of Education	QLD	Australia
Caroline	Horg	Teacher	St Joseph's Primary School	VIC	Australia
Jorja	Horton	Pre-service teacher	Griffith University	QLD	Australia
Frances	Hoyte	Academic	Griffith University	QLD	Australia
Lyn	Hughes	Academic	Central Queensland University	QLD	Australia
Helen	Hunter	Head of Department		QLD	Australia
Kerrin	Huth	Pre-service teacher	Griffith University	QLD	Australia
Julia	Ison	Deputy Principal		ACT	Australia
Yvette	Iturbe	Teacher	Whitsunday Anglican School	QLD	Australia
Paige	Jacka	Pre-service teacher	Griffith University	QLD	Australia
Amanda	Jackman	Pre-service teacher	Griffith University	QLD	Australia
Karene	Janke	Academic	University of Southern Queensland	QLD	Australia

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First Name	Last Name	Role	Organisation Name	Location	Country
Karen	Jeffery	Leader	St Catherine's Primary School	QLD	Australia
Richard	John	Academic	Griffith University	QLD	Australia
Natalie	Johnson	Teacher	Annandale State School	QLD	Australia
Bill	Johnstone	Teacher		QLD	Australia
Bronwen	Jones	Principal	Laura State School	QLD	Australia
Jess	Jordan	Teacher		QLD	Australia
Dionne	Juillard	Head of Department	Brisbane Christian College	QLD	Australia
Kaeley	Kalinowski*	Pre-service teacher	Griffith University	QLD	Australia
Judith	Kearney	Academic	Griffith University	QLD	Australia
Marlene	Kelly	Head of Department		QLD	Australia
Corey	Kempthorne	Principal	Stonehenge State School	QLD	Australia
Lisa	Kervin	Academic	University of Wollongong	NSW	Australia
Debbie	Keynes	Teacher		QLD	Australia
Yasmine	Khan	Pre-service teacher	University of Southern Queensland	QLD	Australia
Mutuota	Kigotho	Academic	University of New England	NSW	Australia
Jocelyn	King	Psychologist	NSW Department of Education	NSW	Australia
Jonathan	King	Pre-service teacher	Griffith University	QLD	Australia
Alex	Kinsel	Pre-service teacher	Griffith University	QLD	Australia
Lisbeth	Kitson	Project Officer		QLD	Australia
Bruce	Knight	Academic	CQUniversity	QLD	Australia
Karyn	Knowles	Leader	NSW Department of Education	NSW	Australia
Belinda	Koolen	Academic	Australian Catholic University		Australia
Stephanie	Koshin	Coach		TAS	Australia
Helen	Kotevski	Advisor	NSW Department of Education	NSW	Australia
Monika	Krajcovicova	Academic	Griffith University	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Joanne	Kretis	Teacher		VIC	Australia
Nathan	Krug	Academic	Saitama University	Tokyo	Japan
Tagan	Kujat	Teacher	Markham College	Lima	Peru
Sonja	Kuzich	Academic	Curtin University	WA	Australia
Simon	Kyme	Pre-service teacher	Griffith University	QLD	Australia
Kayci	La Burniy	Teacher		QLD	Australia
Bev	Laidlaw	Teacher		QLD	Australia
Julie-Anne	Lambert	Teacher	Narrabundah Early Childhood School	ACT	Australia
Katrina	Land	Teacher Aide		QLD	Australia
Allyson	Lane	Teacher		QLD	Australia
Joanne	Lawrence-Allen	Pre-service teacher	University of Southern Queensland	QLD	Australia
Anthony	Laye	Speaker			Australia
Tania	Leach	Academic	University of Southern Queensland	QLD	Australia
Jenifer	Lee	Head of Department	Annandale State School	QLD	Australia
Chloe	Legg	Teacher	Emmanuel College	QLD	Australia
Jane	Leishman	Advisor	Reading and Writing Centre	QLD	Australia
Kerin	Leitch	Head of Department	Warrigal Road State School	QLD	Australia
Rachel	Leslie	Academic	University Southern Queensland	QLD	Australia
Narissa	Leung	Coach	Oz Lit Teacher		Australia
Sue	Lewin	Teacher		QLD	Australia
Julie	Lewis	Academic	The University of Queensland	QLD	Australia
Yan	Li	Pre-service teacher	Griffith University	QLD	Australia
Helen	Lind	Pre-service teacher	Griffith University	QLD	Australia
Jen	Lindsay	Speech pathologist		QLD	Australia
Jialin	Liu	Pre-service teacher	Griffith University	QLD	Australia

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First Name	Last Name	Role	Organisation Name	Location	Country
Laura	Lyall-Wilson	Project Officer	Department of Education	QLD	Australia
Jenni	Maartensz	Leadership Team	Yolla District High School	TAS	Australia
Nicole	MacAlpine		NSW Department of Education	NSW	Australia
Noella	Mackenzie	Academic	Charles Sturt University	NSW	Australia
Daniella	Maddalena	Principal	St Columba's Primary School	VIC	Australia
Sonja	Madden	Teacher	Christ Church Grammar School	WA	Australia
Linda	Mahony	Academic	Charles Sturt University	NSW	Australia
Katherine	Main	Pre-service teacher	Griffith University	QLD	Australia
Deb	Mallet		St Joseph's Catholic Primary School	QLD	Australia
Angela	Malone	Head of Department	Slade Point State School	QLD	Australia
Evie	Manassakis	Academic	Griffith University	QLD	Australia
Jenni	Mann	Deputy Principal	Birkdale State School	QLD	Australia
Arianna	Manning	Pre-service teacher	Griffith University	QLD	Australia
Eliza	Manning	Pre-service teacher	Griffith University	QLD	Australia
Heather	Manning	Student	Griffith University	QLD	Australia
Jessica	Mantei*	Academic	University of Wollongong	NSW	Australia
Chuck	Marriott	Director	Literacy Innovators	Waikanae	New Zealand
Amanda	Martens	Teacher		QLD	Australia
Jenny	Martin	Teacher	Woodville School	Woodville	New Zealand
Cassandra	Martyr	Head of Department		QLD	Australia
Carol	Masters	Head of Department	Mt Warren Park State School	QLD	Australia
Natasha	Mayne	Project Manager	Independent Schools Queensland	QLD	Australia
Giulia	Mazzarella	Teacher	St Oliver Plunkett Pascoe Vale Primary School	VIC	Australia
Kym	McAndrew	Assistant Principal	St John the Baptist Catholic Primary School	QLD	Australia
Andrew	McCabe	Deputy Principal	Upper Coomera State College	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Jacqui	McCandlish	Teacher Aide	Stonehenge State School	QLD	Australia
Michelle	McCarthy	Teacher		QLD	Australia
Katrina	McChesney	Academic	University of Waikato	Hamilton	New Zealand
Jason	McClelland	Pre-service teacher	Griffith University	QLD	Australia
Jesse	McCluskey	Speech pathologist	Diocese of Ballarat Catholic Education Ltd	VIC	Australia
Lisa	McConnachie	Teacher		VIC	Australia
Janis	McDermott	Project Officer	Queensland Curriculum and Assessment Authority	QLD	Australia
Debra	McDonald	Advocate	Code REaD Dyslexia Network Australia		Australia
Greer	McDonald	Audiologist	Hear and Say	QLD	Australia
Lorraine	McDonald	Academic	PETAA, UNE, ACU		Australia
Neil	McDonald	CEO	Queensland Education Leadership Institute	QLD	Australia
Amanda	McFadden	Manager	Lady Gowrie Queensland	QLD	Australia
Katie	McGuire	Coach	Milton State School	QLD	Australia
Grace	McKellar	Speech Pathologist	Education Queensland	QLD	Australia
Cath	McKenna	Head of Department		QLD	Australia
Belinda	McMahon	Teacher		QLD	Australia
Danni	McNeill	Head of Department		QLD	Australia
Isabella	Mead	Editor	Cambridge University Press	NSW	Australia
Belinda	Melville-Jones	Teacher	St Michael's College	QLD	Australia
Maureen	Mendelewski	Manager	Reading and Writing Centre	QLD	Australia
Annita	Mennell	Validator	Department of Education	QLD	Australia
Ben	Merrett-Troup	Parent			
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Kylie	Meyer	Academic	University of Southern Queensland	QLD	Australia
Natalie	Michael	Pre-service teacher	Griffith University	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Melinda	Miller*	Manager	G8 Education		Australia
Rachel	Minns	Teacher		QLD	Australia
Merryl	Minto	Teacher	Munchkins Early Education Centre	QLD	Australia
Gail	Mitchell	Head of Department	Glasshouse Christian College	QLD	Australia
Susan	Mitchelmore	Director	Education Queensland	QLD	Australia
Fatima	Mohamad	Coordinator	Windermere Primary School	TAS	Australia
Magdalena	Moise	Project Officer	Department for Education	SA	Australia
Emma	Montgomery	Pre-service teacher	Griffith University	QLD	Australia
Criss	Moore	Assistant Principal		NSW	Australia
Diana	Morgan	Deputy Principal	Kelvin Grove State College	QLD	Australia
Marianne	Moroney	Teacher	Mackay West State School	QLD	Australia
Damon	Morris	Head of Department		QLD	Australia
Sandy	Morris	Coach		QLD	Australia
Lisa	Morrison	Principal		QLD	Australia
Louise	Mothay	Pre-service teacher	Griffith University	QLD	Australia
Karen	Muller	Teacher			
Jason	Murphy				
Christina	Murray	Coach	Keebra Park State High School	QLD	Australia
Bree	Nairn	Head of Department	Mudgeeraba Special School	QLD	Australia
Cathy	Nathan	Consultant	LDA		Australia
Denise	Nessel	Consultant	National Urban Alliance for Effective Education (New York)	New York	USA
Michelle	Neumann	Academic	Griffith University	QLD	Australia
Mary	Neville	Director	Reading and Writing Centre	QLD	Australia
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First Name	Last Name	Role	Organisation Name	Location	Country
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Catherine	Ni	Pre-service teacher	Griffith University	QLD	Australia
Mia	Nichols	Academic	Griffith University	QLD	Australia
Kerran	Nicholson	Head of Department	Caboolture East State School	QLD	Australia
David	Noonan	Administration	Griffith University	QLD	Australia
Mel	Norman	Head of Department	New Farm State School	QLD	Australia
Debra	North	Director	The Nest Early Education Centre	QLD	Australia
Debbie	Nortje	Academic	Griffith University	QLD	Australia
Mia	O'Brien	Academic	Griffith University	QLD	Australia
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Sarah	O'Sullivan	Manager	Department of Education	QLD	Australia
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Tracy	Olorenshaw	Teacher	Whitiara School	Hamilton	New Zealand
Leah	Olsson	Vice President	Queensland Teachers' Union	QLD	Australia
Lesley	Orr	Head of Department		QLD	Australia
Sam	Orridge	Teacher	Emmanuel College	QLD	Australia
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Veronica	Pang				

First Name	Last Name	Role	Organisation Name	Location	Country
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Michael	Park	Principal	Goulbourn Street Primary School	TAS	Australia
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Mitchell	Parker	Academic	University of Wollongong	NSW	Australia
Trudy	Parkin	Teacher	Auburn South Primary School	VIC	Australia
Belinda	Paton	Teacher	Kelvin Grove State College	QLD	Australia
Alice	Patterson	Head of Department		QLD	Australia
Annette	Paul	Teacher		QLD	Australia
Val	Paul	Teacher	St Mary's Catholic Primary School	QLD	Australia
Kelly	Pavey	Head of Department	Tamborine Mountain College	QLD	Australia
Anna	Payne	Head of Department	King's Christian College	QLD	Australia
Jennifer	Peach	Advisor	Reading and Writing Centre	QLD	Australia
Trudy	Pearce		Department of Education	TAS	Australia
Anna	Peel	Psychologist		ACT	Australia
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Donna	Pendergast*	Head and Dean of School	Griffith University	QLD	Australia
Kristy	Pethers	Deputy Principal		QLD	Australia
Nadene	Pettett	Assistant Principal		QLD	Australia
Nicole	Pettigrew			VIC	Australia
Susann	Pfingst	Teacher Aide		QLD	Australia
Lisa	Phillips				
Chloe	Pizarro	Pre-service teacher	The University of Notre Dame	WA	Australia
Joy	Pohlner	Deputy Principal	Cannon Hill State School	QLD	Australia
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Sue	Pollock	Teacher		VIC	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Ciji Mathew	Punnolil	Teacher	Goodstart Early Learning	QLD	Australia
Claire	Purdie	Teacher	Sheldon College	QLD	Australia
Uswatun	Qoyyimah	Academic	Pesantren Tinggi Darul 'Ulum University	Jombang	Indonesia
Anna	R	Teacher		QLD	Australia
Justine	Rainey	Psychologist		ACT	Australia
ROSE	RAMAPURAM	Pre-service teacher	Griffith University	QLD	Australia
Abby	Rankin	Teacher	Morayfield East State School	QLD	Australia
Julie	Ransley	Coach	Cambridge Primary School	TAS	Australia
Julia	Rayner	Coach	Woodridge State School	QLD	Australia
Redback	Recorder	Event management	Redback Events	QLD	Australia
Taylor	Reeves	Teacher			
Janine	Refalo	Administration	Emmanuel Catholic Primary School	QLD	Australia
Louise	Richardson	Assistant Principal		TAS	Australia
Sarah	Richardson*	Director	AITSL		Australia
Clara	Rivera	Student	University of Wollongong	NSW	Australia
Caitlyn	Rogers	Pre-service teacher	Griffith University	QLD	Australia
Matt	Romania	Specialist	AITSL		Australia
Michelle	Ronksley-Pavia	Academic	Griffith University	QLD	Australia
Caroline	Roper	Teacher	St Brendan's Catholic Primary School	QLD	Australia
Jenene	Rosser	Manager	Independent Schools Queensland	QLD	Australia
Sally	Rowlands	Principal Education Officer	Tasmanian Department of Education	TAS	Australia
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Ann	Ryan	Director	ElyEducation	VIC	Australia
Anne	Ryan	Teacher	St Marys Concord	NSW	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Shannan	Salvestro	Coordinator	NSW Department of Education	NSW	Australia
Danielle	Sanders	Head of Department	Seville road State School	QLD	Australia
Kiralee	Sanderson	Teacher	Tambo State School	QLD	Australia
Sharon	Sawyer		Maitland Catholic Schools Office	NSW	Australia
Anne	Schafer	Director	Department of Education	QLD	Australia
Tania	Schiefelbein	Mentor	Baringa State School	QLD	Australia
Alison	Scott	Project Officer	Queensland Curriculum and Assessment Authority	QLD	Australia
Leigh	Scott	Advisor	Reading and Writing Centre	QLD	Australia
Phoebe	Scott		Department of Education	VIC	Australia
Toni	Seiler	Speech Pathologist	ELR Software	VIC	Australia
Alicia	Seinor	Teacher		TAS	Australia
Liz	Sellick	Teacher		SA	Australia
Tanya	Serry	Academic	La Trobe University	VIC	Australia
Geeta	Sharma	Teacher		QLD	Australia
Bernadette	Sharry	Verifier	Education Queensland	QLD	Australia
Anthony	Shearer	Manager	C&K College of Early Childhood	QLD	Australia
Cass	Sheekey	Head of Department	William Duncan State School	QLD	Australia
Julie	Shepherd*	Consultant		VIC	Australia
Rachael	Siebuhr	Coach		QLD	Australia
Parlo	Singh	Academic	Griffith University	QLD	Australia
Jane	Slattery	Manager	Queensland College of Teachers	QLD	Australia
Carol	Smith	Academic	University of the Sunshine Coast	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Jennifer	Smith	Academic	Queensland University of Technology	QLD	Australia
Jubilee	Smith	Academic	Southern Cross University	QLD	Australia
Kaitlyn	Smith	Pre-service teacher	Griffith University	QLD	Australia
Ros	Smith	Assistant Principal		TAS	Australia
Brooke	Smyth	Teacher			Australia
Pamela	Snow	Academic	La Trobe University	VIC	Australia
Stephen	Spain	Academic	Australian Catholic University		Australia
Christine	Spencer	Head of Department	Oakleigh State School	QLD	Australia
Ryan	Spencer	Instructional Mentor	ACT Education Directorate	ACT	Australia
Fran	Spillane	Teacher		QLD	Australia
Rebecca	Spokes	Occupational Therapist	Rebecca Spokes OT	NSW	Australia
Mana	Srinivasan				
Bea	Staley	Academic	Charles Darwin University	NSW	Australia
Jo	Stephens	Principal	Beaumaris Primary School	WA	Australia
Elaine	Stevens			NSW	Australia
Nicola	Stewart	Pre-service teacher	Griffith University	QLD	Australia
Jo	Stower	Advisor	Townsville Catholic Education	QLD	Australia
Hayley	Street			VIC	Australia
Kim	Summers			QLD	Australia
Nathaniel	Swain	Head of Department	Parkville College	VIC	Australia
Sophie	Tarrant	Pre-service teacher	Griffith University	QLD	Australia
Katie	Tatnell		Education Queensland	QLD	Australia
Jennifer	Taylor	Academic	Griffith University	QLD	Australia
Melindaq	Taylor	Teacher		NSW	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Kerry	Taylor-Leech	Academic	Griffith University	QLD	Australia
Lotte	ten Hacken	Student	The University of Queensland	QLD	Australia
Christi	Terry	Teacher	Rivermount College	QLD	Australia
Vatsal	Thakar	Pre-service teacher	Griffith University	QLD	Australia
Maria	Thompson	Deputy Principal	Southport State School	QLD	Australia
Natalie	Thompson	Academic	Charles Sturt University	NSW	Australia
Caitlin	Thomson	Pre-service teacher	Griffith University	QLD	Australia
Lois	Thorburn	Teacher	Toowoomba East State School	QLD	Australia
Andrea	Tiffin	Principal	West Launceston Primary School	TAS	Australia
Caroline	Tiong	Pre-service teacher	Australian Catholic University		Australia
Vinh	TO	Academic	University of Tasmania	TAS	Australia
H	Todd	Teacher Aide	Inala State School	QLD	Australia
Christine	Topfer	Consultant			
Robyn	Topp	Manager	Primary English Teaching Association Australia		Australia
Susan	Tran	Pre-service teacher	Queensland University of Technology	QLD	Australia
Holly	Trezise	Pre-service teacher	Griffith University	QLD	Australia
Rebecca	Trimble	Student	University of Southern Queensland	QLD	Australia
Hiuyu	Tseng	Pre-service teacher	Griffith University	QLD	Australia
Eseta	Tualalelei	Academic	University of Southern Queensland	QLD	Australia
Katherine	Tucker	Administration	Griffith University	QLD	Australia
Kathy	Tully	Assistant Director	Queensland Curriculum and Assessment Authority	QLD	Australia
Elizabeth	Tyrrell	Teacher	Pimpama State Primary College	QLD	Australia
Melissa	Umstad	Head of Department	Logan Village State School	QLD	Australia
Christa	van Aswegen	Academic	Griffith University	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
Lisa	van Leent	Academic	Queensland University of Technology	QLD	Australia
Tobey	Van Waardenberg	Teacher	Mackillop Catholic College	QLD	Australia
Michelle	Vanderburg	Academic	CQUniversity	QLD	Australia
Cheryl	Vardon*	CEO	Queensland Family and Child Commission	QLD	Australia
Michaela	Venter	Pre-service teacher	Griffith University	QLD	Australia
Tania	Venuto	Coach	West End State School	QLD	Australia
Leah	Vern-Barnett	Manager	Queensland College of Teachers	QLD	Australia
Jeanagh	Viney	Principal	Hagley Farm Primary School	TAS	Australia
Narelle	Wall	Leader	Goodstart Early Learning	QLD	Australia
Karina	Walls	Deputy Principal	Morayfield East State School	QLD	Australia
Nic	Walls	Teacher		QLD	Australia
Elyse	Walsh	Teacher	St Anne's Catholic School	QLD	Australia
Julia	Wanstall	Advisor	NSW Department of Education	NSW	Australia
Kylie	Warfe	Leader		VIC	Australia
Leesa	Warwick*	Deputy Principal	Browns Plains State School	QLD	Australia
Kathy	Waters	Teacher			Australia
Mary-Clare	Waters	Teacher	Gowrie State School	QLD	Australia
Melissa	Watkins	Manager	Queensland College of Teachers	QLD	Australia
Carolyn	Watson	Principal		TAS	Australia
Monica	Watts	Head of Department	Oakhill College	NSW	Australia
Donna	Webb	Manager	Department of Education	QLD	Australia
Annette	Wellington	Teacher	Millaroo State School	QLD	Australia
Gloria	West	Consultant		QLD	Australia
Vicki	White		Department of Education	TAS	Australia
Robyn	Whiting	Manager	QCAA	QLD	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Chris	Wicks	Principal	East Ayr State School	QLD	Australia
Emily	Williams	Teacher		QLD	Australia
Lindsay	Williams		Queensland Curriculum and Assessment Authority	QLD	Australia
Madonna	Williams	Pre-service teacher	Griffith University	QLD	Australia
Linda-Dianne	Willis	Academic	Griffith University	QLD	Australia
Catherine	Wilson	Teacher	Brisbane Christian College	QLD	Australia
Deborah	Wilson	Teacher	St John's Anglican College	QLD	Australia
Emily	Wilson	Education Officer	Queensland Catholic Education Commission	QLD	Australia
Suzy	Wilson	Advisor	Department of Education	QLD	Australia
Kate	Winchester	Academic	Australian Catholic University		Australia
Scott	Wiseman*	CEO	P&Cs Queensland	QLD	Australia
Kyla	Withers	Pre-service teacher	Griffith University	QLD	Australia
Rebekah	Woelz	Teacher	Yarranlea Primary School	QLD	Australia
Claire	Wood	Manager	Department for Education	SA	Australia
Belinda	Wright	Teacher	Helensvale State School	QLD	Australia
Katherine	Wright	Teacher Aide		QLD	Australia
Michele	Wright	Academic	University of Southern Queensland	QLD	Australia
Meg	Wyatt	Academic	Australian Catholic University		Australia
Tamara	Wynn	Pre-service teacher	Griffith University	QLD	Australia
Melody	Yang	Pre-service teacher	Griffith University	QLD	Australia
Meng	Yang	Student	Griffith University	QLD	Australia
Suijing	Yang	Academic	The University of Queensland	QLD	Australia
Deanna	Young	Teacher		QLD	Australia
Felicity	Young	Advisor	NSW Department of Education	NSW	Australia

First Name	Last Name	Role	Organisation Name	Location	Country
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Appendix F Extended Response to Think Tank Activities

Workshop Activity 2: Think Tank Imagine. Finish this sentence.

Imagine if ...

Create a vision. What is your preferred future for Quality Teaching of Reading in the Early Years? What could Quality Teaching of Reading look like for the 21st Century?

- All children were given equal high quality home care in the early years and came to school with a backpack of good communication and oral language ready to make connections between the spoken language and written language, and then...have all teachers trained in how to actually teach most students to read. Which is structured, explicit teaching of phonics until automaticity is reached.
- All teachers connected reading and writing, were skilled to justify their decisions and were listened to by their leaders and politicians. Reading was to be enjoyed not drilled.
- All teachers fully understood the Simple View of Reading approach, decoding and language comprehension together create successful reading comprehension. Reading should be developed during shared reading, modelled and guided reading, each have an important role. Phonics should be taught in a systematic and explicit way.
- Imagine if we tracked individual student's literacy journeys instead of labelling them in their earliest years of school learning as "meeting the grade" or otherwise
- Deep learning of reading where I can have time and opportunity to embed their learning in reading and eliminate the other stuff that takes time and energy away. Can we cut down the expectations of the Australian curriculum so we can focus on what is important and be the teacher I dreamed to be?
- Every child had access to excellent reading programs and excellent role models and educators.
- Imagine if early child had 1000 hours of quality literacy before they entered formal schooling?
- Imagine if we could spend more time in classroom groups discussing literature and the texts we use, on various levels: The physical text; the pages/screens and their functions; the features of the text (words and images); the structure of the text; the words and textual features used in the text; the purpose of the text; the intended audience of the text; the author's intentions for creating the text; how the reader is constructed by the text.
- Imagine if all children could access high quality inclusive early learning in their first 1000 days to set them up for success in school and life.

- Imagine if all children could not only read but comprehend what they are reading.
- Imagine if all children were engaged in meaningful reading and writing moments.
- Imagine if all children were supported at home with their reading, therefore enjoyed reading and writing.
- Imagine if classrooms were like forests; filled with diverse stories in multiple modes and languages and children were encouraged to wonder in this forest and pick up whatever aroused their curiosity.
- Imagine if every child developed a love of words, a love of reading and a creative imagining.
- Imagine if every teacher had a deep understanding of linguistics and orthography that they could draw on in their teaching; and they read aloud to their students every day from a wide range of texts; and they had a range and tools/lenses for assessing a range of aspects of reading... and so much more!
- Imagine if everyone would get the same level of Education.
- Imagine if our schools facilitated play based, age appropriate balanced literacy learning that bridged the gaps for all learners!
- Imagine if our teachers felt assured in using a balanced approach where they could support children's love of reading and writing while also students discovered the joy of exploring language and words.
- Imagine if quality of teaching reading included phonemic awareness to the phonemic level-not thru syllables first and teachers were taught best synthetic phonics order, how to do orthographic mapping and morphophonemic awareness. How they could be taught via modelled think aloud whereby phonics and meaning are demonstrated in a meaningful way. Imagine if teachers had time to read to children for enjoyment not analysis for a C2C unit!
- Imagine if reading for joy was actually written into the curriculum. Imagine if contexts for play, student voice and agency were valued and explicitly written into the curriculum. Imagine if the Early Years of learning were seen as the most important years of school and funded accordingly. Imagine if Early Childhood Educators were the leaders in all school settings.
- Imagine if teacher education provided greater time and support for literacy and this included support for beginning career teachers within the school system. Engaging students using their interests and strengths as Marie Clay suggested would be the beginning of the teacher/student relationship.
- Imagine if teachers had more TIME to build knowledge and understand about their learners and their literacy experiences so that they can target reading instruction to their learners' precise needs and motivation as a reader!
- Imagine if teachers had the freedom to follow the creative direction of students' interests undertaking inquiry learning without curriculum constraints.

- Imagine if teachers had the time, support and resourcing needed to become the best literacy, language, reading teachers that they could be?
- Imagine if teachers were treated as professionals who know their students and the best way to support them to read and there were no reading wars.
- Imagine if the curriculum wasn't so crowded and we could really teach reading and writing to students for enjoyment.
- Imagine if the fundamentals and 'old style' teaching of reading (joyful, learning through big books, rhymes, songs, and the roots /base words) were embraced with open arms. I would love to see more children and adults engage with a paper book rather than an electronic device.
- Imagine if the teaching of reading was based on evidenced based practices. The future of reading instruction would have schools using Science of Reading and all students would have access to literacy acquisition.
- Imagine if there was a reduction in the amount of "stuff" that needs to be taught in the early years and we could concentrate on our early literacy (and numeracy) through high interest, child centred topics which allowed teachers the time to cover these extended early literacy skills in detail.
- Imagine if there was a shared understanding across all stakeholders about the most effective, evidenced based way to teach reading.
- Imagine if we actually kept the child as the most important part of the teaching.
- Imagine if... all students came with a rich background in early literacy. Bring back the songs and rhymes at the knees of the Parents and Grandparents and a bedtime story every night - not necessarily a book, but an interesting made up adventure!
- Imagine if... teachers had access to continual professional learning with funded time off to build and develop their expertise in reading. If teachers and leaders could access current research with collaborative time off together to ensure 'a great start for children in the early years'.
- Imagine if... teachers had the language and linguistic knowledge to support the teaching of foundational literacy skills to their students.
- Imagine if.... we continue to reduce the pressure on educators and children... what magic weaving would continue to occur...
- Quality teaching of reading would be a well rounded approach ensuring all learners are catered for. New teachers have developed a good grounding about reading from their university courses. High quality strategies and research would be applied when planning for the teaching of reading.
- What could Quality Teaching of Reading look like for the 21st Century? Confident and knowledgeable teachers!
- What if all stakeholders had mantle of the expert.

Workshop Activity 4: Think Tank Action. What impact would you like to have on Early Readers?

*Design your intent. Shape-shift your preferred future.
Put a time frame around it. Tell us what it is. Finish this
sentence: I will contribute to my preferred future for
Quality Teaching in the Early Years by ...*

-As a teacher librarian, supporting EY teachers to find the right book for children.
- By being enthusiastic about all reading activities and encouraging all learners to be enthusiastic about the reading they are engaging in
- By embedding my students in high-quality texts on a regular basis and teach from this context.
- By leading a culture of change within my organisation that focuses on the joy of reading, the full immersion in reading and the passion for developing reading skills through play.
- Continuing to encourage holistic, meaningful, contextualised, relationship-based teaching and learning practices
- Continuing to implement a robust systematic phonemic and phonic program to my colleagues with a focus on comprehension modelled by teachers
- Continuing to share and support all teachers with developing a shared understanding of effective, evidenced based practices and the way in which they transfer into pedagogical content knowledge in classrooms.
- Creating opportunities for partnerships with parents and teachers to enhance early years learning experiences
- Discussing with my early years team the importance of a balanced approach. Ensuring there is still an emphasis on sharing literature and giving thought to oral language development.
- Encouraging reading for enjoyment, supporting students to continue reading at home, being enthusiastic in my teaching and drawing from the interests of my students to help them understand lessons.
- Ensuring preservice teachers develop knowledge of children’s literature and the joys and benefits of reading to their students.
- Focusing on supporting students’ emotional well-being as a contributing factor to and consequence of reading instruction.
- Focussing on the needs of my learners, considering their strengths and weakness, and engage them in quality teaching practices and learning experiences.
- Being more student centred, reading more books integrated across subject areas for higher engagement and enjoyment.

- Sharing my learning and reflections from today with my leadership team, my staff members and my local collegiate to plan a constant approach to reading in our area.
- Continuing to look at evidence based research and refining and honing my skills to ensure the best possible outcomes for my students.
- Seeking out the mentoring and professional development to become the teacher I imagined I would be
- Working with other teachers to provide a consistent approach to literacy learning across the school.
- Supporting preservice teachers to gain access to evidence based research on 'best practice' for teaching reading.
- Bringing more fun and excited/love of reading. I will use the students' interests to engage and encourage a love of reading.
- Providing my team with the value of a LOVE and joy of reading, sharing the latest research and time, space to unpack student data and plan next steps through play based pedagogies.
- Knowing the specific needs of my students and committing to best practice in reading to best support my students.
- Keeping up with my PL and sharing it across the school.
- Making a focused effort to select appropriate texts that not only engage children, but cater to their interests, have numerous learning opportunities and embrace reading for pleasure with all children.
- My contribution will be to build partnerships between my parents and my teachers to enhance literacy experiences for my students.
- Reading to my children at home and making books my gift of choice for my children's friends.
- Reflecting on today's summit and reading and telling stories as much as I can to the young.
- Seeking children's understanding of reading and its purpose and their preferences for reading. Also determining why children would like to read and whether reading has in fact any meaning for them and if not why not.
- Working towards effective and evidenced ways to ensure all children's personalized reading needs are met and that all children are engaged and motivated to grow into effective readers as they travel along their unique reading journeys.

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