

AGENDA

Cultivating the Literacy Landscape

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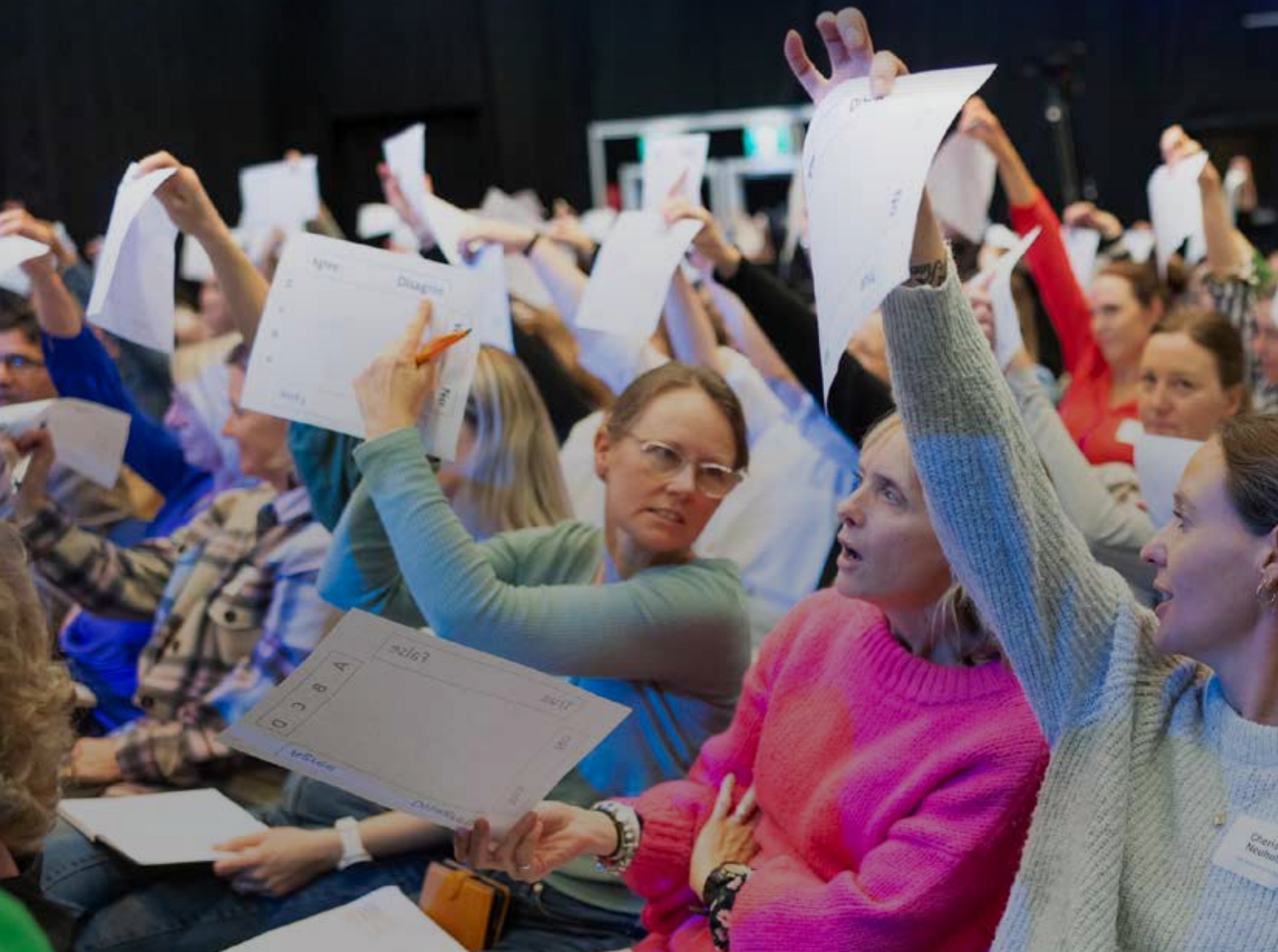
Auckland | 20 & 21 August | 2025

WELCOME

Welcome to this year's Cultivating the Literacy Landscape symposium.

The symposium is all about learning, sharing ideas, and sparking inspiration. Whether you're here to dive into leadership, coaching, the science of learning, or classroom practice, we hope the sessions give you plenty to think about — and plenty you can take back to your own work.

Thank you for being part of the day — and for the important work you do.



AGENDA

DAY ONE

9:00am

WELCOME

9:15am

KEYNOTE

Dr Kymyona Burk

Leading Literacy Change:
Mississippi's Story and
Shared Insight

10:45am

MORNING TEA

11:15am

WORKSHOPS

1

2

3

4

WEDNESDAY MORNING

12:30pm

LUNCH

1:30pm

WORKSHOPS

5

6

7

8

WEDNESDAY AFTERNOON

2:45pm

REFRESHMENTS

3:00pm

KEYNOTE

Dr Daryl Michel

Coaching: A Cornerstone
of Quality Literacy
Implementation

4:30pm

CLOSING REMARKS

4:45pm

DAY ONE CONCLUDES

DAY TWO

9:00am

WELCOME

9:15am

KEYNOTE

Natalie Wexler

Beyond the Science of Reading:
Connecting Literacy Instruction
to the Science of Learning

10:45am

MORNING TEA

11:15am

WORKSHOPS

1

2

3

4

THURSDAY MORNING

12:30pm

LUNCH

1:30pm

WORKSHOPS

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THURSDAY AFTERNOON

2:45pm

REFRESHMENTS

3:00pm

KEYNOTE

Dr Lorraine Hammond AM

Empowering Learning: The
Science Behind Instruction That
Works

4:30pm

CLOSING REMARKS

4:45pm

DAY TWO CONCLUDES

DAY ONE SCHEDULE

Wednesday, 20 August 2025 *Morning*

9:00AM – 9:15AM WELCOME

9:15AM – 10:45AM KEYNOTE

KNS

Dr Kymyona Burk



Leading Literacy Change: Mississippi's Story and Shared Insight

Dr Kymyona Burk will share the remarkable journey of Mississippi's literacy transformation, highlighting the policies, practices, and leadership that drove significant gains in student outcomes. Attendees will gain insight into the challenges, strategies implemented, and collective effort required to create lasting, system-wide change. Dr. Burk's expertise offers invaluable lessons for leaders and educators committed to improving literacy achievement.

Kymyona Burk is a Senior Policy Fellow at ExcelinEd. In this role, she supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation. Kymyona most recently served in Mississippi as the Executive Director for the Jackson Public School District's Office of Teaching and Learning and led all aspects of the district's instructional programming. Prior to this, she was the State Literacy Director at the Mississippi Department of Education where she led the implementation of Mississippi's Literacy-Based Promotion Act.

Kymyona began her career as an elementary reading teacher and has also taught middle and high school English. At Jackson State University, she earned a Bachelor of Arts in Political Science, Master of Arts in Teaching English, Master of Science in Education Administration and Supervision and a Doctor of Education in Early Childhood Education.

Main Auditorium

10:45AM – 11:15AM MORNING TEA

11:15AM – 12:30PM WORKSHOPS

Choose one ↓

W1

Dr Daryl Michel

Ensuring Professional Learning Translates to Classroom Application and System-wide Improvement



Learning about and implementing a new skill or strategy in the complex context of a classroom takes time. Joyce and Showers (1982) suggested that it would take approximately 20–30 hours to study theory, 15–20 demonstrations or more, 10–15 times to practice with colleagues or small groups or teachers, and ongoing support if the goal is to build the highest level of skill in teachers and long-term use. Most people don't learn simply by being told what to do, so it's important to plan for sustained professional learning that equips educators and supervisors with the necessary knowledge and skills to enhance student learning.

Join me and engage in experiences that will model a structure to develop and deliver differentiated, sustained professional learning with a focus on general academic vocabulary. That is, one literacy component that is necessary at any grade level and in any academic discipline.

WORKSHOP 1

Daryl Michel, PhD, consults with organizations nationally and internationally in areas such as instructional coaching, leadership, teacher education, disciplinary literacy, and learning and lesson study. He is the founder of Be A Change, LLC, and coauthor of Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration (Brookes Publishing, 2022) and Instructional Leadership in Student-Focused Coaching: Creating Effective Systems to Cultivate Student Success (Brooks Publishing, 2025).

See page 7 for full bio.

Workshop Room | TBA

W2

Dr Lorraine Hammond AM

Explicit Direct Instruction: Practical Workshop



“Is your explicit my explicit?”

This is something Professor Lorraine Hammond AM finds herself saying when she observes teachers in schools. In order to teach explicitly, you need a clear understanding of what ‘good’ looks like. This includes the research, theoretical assumptions and the design and delivery components of the explicit instruction model. Test your understanding of explicit instruction in this practical session.

WORKSHOP 2

Dr Lorraine Hammond AM is Professor of Early Years Literacy at The University of Notre Dame in Fremantle, Western Australia. She has worked and researched in the areas of early literacy, high impact instructional strategies, including explicit teaching and learning difficulties since 1990.

See page 11 for full bio.

Workshop Room | TBA

W3

Sara Mines and Sylvia Dunkley

Leading the Way: Literacy leadership across a kāhui ako – from primary through to secondary



Our workshop will share HOW we have supported our cluster of schools to implement evidence-based pedagogy, including Structured Literacy and High Impact Teaching Practices.

We will detail the strategic steps we took to grow leadership knowledge and understanding for principals, lead teachers and early adopters. We will share the successes and challenges we have experienced along the way.

WORKSHOP 3

Sara and Sylvia are Deputy Principals at St Mary's Catholic School in Rotorua, with experience teaching across all year levels and leading curriculum development. They have served as Kahui Ako Across School Leads for several years, supporting schools through coaching and mentoring in both literacy and numeracy.

More recently, Sara and Sylvia have played a key role in guiding their Kahui Ako in the implementation of High Impact Teaching Practices to strengthen pedagogical approaches. They are deeply committed to delivering high-quality education for all students and firmly believe that, through effective professional learning, every teacher can thrive as a leader of learning.

Workshop Room | TBA

W4

Ruth Blair

Unlocking Reading Potential: Keys to Effective Reading Instruction



This interactive workshop dives into crucial elements for strong reading comprehension: background knowledge, vocabulary, fluency practice and text discussion.

Together, we'll explore why building background knowledge is so vital for understanding texts and discover practical ways to integrate vocabulary instruction and effective fluency practices into your daily teaching. The workshop also emphasises that to truly deepen understanding, students need opportunities to discuss and write about what they read, and you'll learn how to apply Structured Literacy principles and practices when working with authentic texts.

We will unpack what this looks like in action, explore planning processes, and model how to align text-based instruction with a structured approach—ensuring all learners have equitable access to rich content.

WORKSHOP 4

Ruth is a professionally registered teacher with over 20 years' experience teaching Years 1–8 in New Zealand and overseas. She brings specialist knowledge in Structured Literacy, holding qualifications including the SPELD NZ Certificate in Specific Learning Disabilities, MSL Training (IMSLE), LETRS Training (DSF), and TSDI Training with Hansberry Educational Consulting.

Ruth has worked as a classroom teacher, intervention teacher, SENCo, and literacy lead, and now supports schools across the South Island as a Structured Literacy instructional coach with Learning MATTERS. Her expertise includes guiding schools to implement consistent, evidence-based practices across Tier 1, 2, and 3, and developing instructional coaching to embed and sustain change.

Workshop Room | TBA

DAY ONE SCHEDULE

Wednesday 20 August 2025

Afternoon

12.30PM – 1.30PM LUNCH

1:30PM – 2:45PM PM WORKSHOPS

Choose one ↓

W5 Natalie Wexler

Writing Instruction Can Revolutionise Education: Strategies for Writing Instruction



Writing is a potentially powerful lever for deepening knowledge, improving reading comprehension and analytical thinking, and enabling all students to access grade-level material. But it's also the most difficult thing we ask students to do. To unlock the power of writing instruction, we need to: (1) make writing less overwhelming by starting at the sentence level if that's what students need; (2) teach grammar and writing conventions in the context of students' own writing; and (3) embed writing activities in the content of the core curriculum—in any subject and at any grade level. This presentation will provide examples of effective activities.

WORKSHOP 1

Natalie Wexler is the author of *Beyond the Science of Reading: Connecting Literacy Instruction to the Science of Learning* and *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It*. She is the co-author, with Judith C. Hochman, of the first and second editions of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. She has a free Substack newsletter, *Minding the Gap*, and she was the host of Season One of the *Knowledge Matters* Podcast ("Reading Comprehension Revisited").

See page 8 for full bio.

Workshop Room | TBA

W6 Emma Nahna

Unpacking DIBELS: Understanding and Using Data to Inform Literacy Teaching



Before attending, watch the free 1.5hr Intro to DIBELS webinar and, if possible, try the assessment with some learners.
www.soundfoundations.co.nz/dibels_nz_webinar/

What do I do after DIBELS!? Join literacy coach and speech language therapist Emma Nahna as she helps us explore the power of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment for Years 1 to 9. After giving DIBELS screening assessments, let's delve into the logical next steps in this workshop. Together, we will analyse real NZ student DIBELS data, offering straightforward insights into interpretation and planning. We'll touch on phonics, phonemic awareness, fluency, vocabulary and comprehension.

This session will empower teachers and school leaders with both the confidence and the tools needed to effectively incorporate the valuable insights gleaned from DIBELS assessments into their school-wide literacy improvement and student learning plans.

WORKSHOP 2

Based in the King Country, Emma Nahna established Sound Foundations for Literacy in 2019 to provide professional support and quality teaching resources to educators and parents. With a 15 year background in Speech Language Therapy and a passion for literacy, oral language, and sharing learning with others, Emma works as a Literacy Coach partnering with schools around New Zealand.

Emma empowers schools to evaluate and improve literacy outcomes at a whole-school systems level by:

- using evidence aligned assessment tools to identify priority literacy target areas
- using data to inform and monitor teaching and learning
- building deep knowledge and practical skills in Structured Literacy for kaiako to develop children's speaking, listening, reading, and writing
- coaching to build a continuous improvement model where teams reflect, set goals, plan and evaluate together, with children's learning squarely at the centre.

Workshop Room | TBA

W7 Erin Palmer

Developmental Language Disorder (DLD): What it Looks Like and Practical Support Strategies



Developmental Language Disorder (DLD) affects approximately 1 in 14 children, yet it remains widely under-recognized. This practical and informative workshop is designed to build awareness and understanding of DLD, helping educators, parents, and support professionals recognize its signs and provide meaningful, effective support.

Participants will learn how DLD presents across different ages and settings, including the ways it can impact learning, behaviour, and social-emotional development. This session will equip attendees with practical strategies to better support children and young people with DLD at home and in the classroom.

Whether you're new to DLD or looking to deepen your understanding, this workshop offers accessible, actionable guidance to help make communication more inclusive for all learners.

Erin is a speech-language therapist from Invercargill. Originally from Canada, she earned her master's degree in Communication Disorders 20 years ago. Since then, she has worked across Canada, Australia, and New Zealand in the health, education, disability, and private sectors. For the past 10 years, Erin has run a small private practice providing dedicated support to children and families in Southland. She is passionate about raising awareness and advocating for individuals with Developmental Language Disorder and has particular expertise in literacy-based interventions.

Workshop Room | TBA

W8

Darnelle Darlison

Bringing Te Mātaiaho to Life: Integrating Structured Literacy Through Progressions and Cross-curricular Links



This workshop explores how to bring the intent of Te Mātaiaho to life by weaving Structured Literacy into rich, cross-curricular learning. Together, we'll examine the Structured Literacy progressions within the curriculum and consider what they look like in practice.

Participants will gain clarity on how to identify and apply these progressions across learning areas, supporting coherent, cumulative instruction that strengthens both literacy and content knowledge. Through practical examples and collaborative planning, we'll explore how Structured Literacy can be authentically embedded across the curriculum to meet the diverse needs of all ākonga.

Whether you're just beginning your Te Mātaiaho journey or looking to refine your current approach, this session offers the tools and insights to align Structured Literacy with the evolving curriculum landscape.

WORKSHOP 4

With over 20 years of experience in education, including teaching overseas and across a range of year levels, Darnelle has held leadership roles as a deputy principal, syndicate leader, and literacy lead. Darnelle is a professionally registered teacher and has undertaken the LMIT certification with Learning MATTERS.

Now a senior consultant with Learning MATTERS, Darnelle supports schools to implement Structured Literacy through in-school consultancy and facilitation. Darnelle works alongside leaders and teachers to build consistent, evidence-based literacy pathways, strengthen leadership capability, and improve classroom practice through coaching and professional learning.

Workshop Room | TBA

2:45PM – 3:00PM REFRESHMENT BREAK

3:00PM – 4:30PM KEYNOTE

KNS

Dr Daryl Michel



Coaching: A Cornerstone of Quality Literacy Implementation

Dr Daryl Michel's keynote will explore the essential role of coaching in effective literacy instruction. He'll discuss how high-quality, sustained coaching supports teachers in refining their practice and consistently applying evidence-based strategies. Attendees will learn how coaching fosters collaborative professional growth that can lead to improved student outcomes, offering practical approaches to embed coaching into their literacy initiatives.

Daryl Michel, PhD, consults with organizations nationally and internationally in areas such as instructional coaching, leadership, teacher education, disciplinary literacy, and learning and lesson study. He is the founder of Be A Change, LLC, and coauthor of Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration (Brookes Publishing, 2022) and Instructional Leadership in Student-Focused Coaching: Creating Effective Systems to Cultivate Student Success (Brooks Publishing, 2025). He also serves as a project manager for The University of Texas at Austin's Meadows Center for Preventing Educational Risk consulting with districts to develop systemwide Multi-tiered System of Supports. Daryl began his career in the education profession over three decades ago and, today, continues to follow his passion of learning with and from others and advocating for voices and perspectives to be heard.

Main Auditorium

4.30PM – 4:45PM CLOSING REMARKS

DAY TWO SCHEDULE

Thursday 21 August 2025

Morning

9:00AM – 9:15AM WELCOME

9:15AM – 10:45AM KEYNOTE

KNS

Natalie Wexler



Beyond the Science of Reading: Connecting Literacy Instruction to the Science of Learning

Natalie Wexler will delve into the intersection of literacy instruction and cognitive science, emphasising the importance of building knowledge alongside reading skills. She'll explore how understanding the science of learning can strengthen literacy practices, offering strategies to narrow knowledge gaps and improve comprehension. This keynote will challenge and inspire educators to align their teaching with research on how students best acquire and retain information.

Natalie Wexler is the author of *Beyond the Science of Reading: Connecting Literacy Instruction to the Science of Learning* and *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It*. She is the co-author, with Judith C. Hochman, of the first and second editions of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. She has a free Substack newsletter, *Minding the Gap*, and she was the host of Season One of the *Knowledge Matters Podcast* ("Reading Comprehension Revisited").

Natalie's articles and essays have appeared in *The New York Times*, *The Washington Post*, *The Atlantic*, *The American Scholar*, and other publications. She has spoken on education before a wide variety of groups and appeared on a number of TV and radio shows, including *Morning Joe* and NPR's *On Point* and *1A*. Natalie holds a BA from Harvard University, an MA in history from the University of Sussex (UK), and a JD from the University of Pennsylvania. She has worked as a reporter, a Supreme Court law clerk, a lawyer, and a legal historian. She lives in Washington, D.C.

Main Auditorium

10:45AM – 11:15AM MORNING TEA

11:15AM – 12:30PM WORKSHOPS

Choose one ↓

W1

Dr Kymyona Burk

Being Culturally Responsive in Literacy: Insights from Mississippi's Approach to Equity



Mississippi has made notable progress in improving literacy outcomes, particularly among historically underserved students. This session explores how the state achieved these gains by embedding equity and culturally responsive practices into its implementation of key policy initiatives.

Attendees will learn how Mississippi's targeted support to teachers, leaders, and students in low-performing schools transformed school culture, built teacher capacity, and engaged families in the statewide effort to narrow achievement gaps and build stronger readers.

WORKSHOP 1

Kymyona Burk is a Senior Policy Fellow at ExcelinEd. In this role, she supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation. Kymyona most recently served in Mississippi as the Executive Director for the Jackson Public School District's Office of Teaching and Learning and led all aspects of the district's instructional programming.

See page 4 for full bio.

Workshop Room | TBA

W2

Marianne Brown

Practical Phonological Awareness Tasks



In her workshop, “Practical Phonological Awareness Tasks,” Marianne will deepen our understanding of the key phonemic skills children need to master in order to become successful readers. We will explore assessment, examine the latest research, and dive into current best practices. This hands-on workshop will provide participants with a wealth of practical ideas and strategies that can be immediately implemented in the classroom.

WORKSHOP 2

Marianne has over 30 years of teaching experience. After spending the last 10 years as a Structured Literacy interventionist, she is now facilitating professional development across New Zealand, delivering Ministry of Education-funded PLD, and will soon be a facilitator for the Targeted and Tailored PLD.

Marianne is passionate about integrating the Science of Learning into literacy instruction and supporting teachers in applying the principles and elements of Structured Literacy. With a particular focus on ESOL and Tier 2 & 3 interventions, she conducts workshops nationwide and creates resources and videos to aid in supporting children who need additional help.

Workshop Room | TBA

W3

Casey Simson and Theresa Kinloch

From Data to Action: Using Evidence to Drive Progress in Years 0–3



This workshop is designed for educators and leaders working with students in Years 0–3. This session will explore how we have effectively used data to inform teaching strategies, support student progress, identify students that are not making the expected progress and enhance learning outcomes in the early years. Drawing from real classroom examples and best practice, we will share insights into how we collect, analyse, and interpret a range of data — from observational notes to assessment results.

The workshop will also delve into how data can support differentiated instruction, identify learning needs early, and foster collaborative conversations within teaching teams. With a strong focus on using data to tell each learner’s story, the aim is to build teacher confidence and capability in turning evidence into action.

WORKSHOP 3

Casey Simson is the Deputy Principal at Willow Park School and leads the Year 0–3 team. With a background in junior classroom teaching and experience as a Learning Support Co-ordinator, Casey brings both practical expertise and leadership knowledge to her role. She plays a key role in leading literacy across the school, with a strong focus on early identification and targeted intervention to ensure every learner is supported from the very beginning of their schooling journey.

Theresa Kinloch is the Year 0/1 Team Leader and the Learning Support Co-ordinator for Willow Park School. She began her journey into learning about the science of reading over 5 years ago and has led the implementation of Structured Literacy in the Junior school, with the practice now embedded across the school from Years 0–6. Theresa is passionate about the effective implementation of structured literacy as she has seen the difference that it makes for all children.

Workshop Room | TBA

W4

Carla McNeil

Effective and Efficient Instruction and High-Leverage Teaching Practices



In this workshop, we’ll dive deep into the 13 elements of explicit instruction and explore how they form the foundation of effective and efficient teaching. You’ll walk away with a clear understanding of how these elements align with high-leverage teaching practices (HLTPs) and how to apply them in both classroom and intervention settings.

We’ll explore HLTPs as powerful tools for instructional coaching and practice improvement, helping educators reflect, refine, and elevate their impact. A particular focus will be placed on the importance of providing opportunities to respond—how many are needed, why they matter, and how to seamlessly integrate them into your daily explicit instruction routines.

Whether you’re leading whole-class instruction or delivering targeted support, this session will provide the clarity, strategies, and next steps you need to ensure every minute of teaching counts.

WORKSHOP 4

Carla McNeil is an advocate for evidence-based literacy education in Aotearoa. As the founder and General Manager of Learning MATTERS, she has a career spanning classroom teaching, principalship, and advisory roles.

Since establishing Learning MATTERS in 2016, Carla has led the creation of the iDeal Approach, an explicit and systematic Structured Literacy framework designed to meet the needs of all learners, including those with learning differences such as dyslexia. She has also guided the development of professional learning, including the Learning MATTERS Intervention Teaching (LMIT) Certification, which is accredited by the International Dyslexia Association.

Carla supports and contributes to national projects that focus on raising literacy outcomes through structured and sustainable change. Through consultancy, professional development, and advocacy, she continues to champion an inclusive, diagnostic, and evidence-based approach to literacy instruction that equips educators and empowers learners.

Workshop Room | TBA

DAY TWO SCHEDULE

Thursday 21 August 2025

Afternoon

12.30PM – 1.30PM

LUNCH

1:30PM – 2:45PM

PM WORKSHOPS

Choose one ↓

W5

Natalie Wexler

Narrowing the Knowledge Gap: How Knowledge-building Can Increase Equity



Gaps in test scores and other education outcomes are often framed in terms of race and ethnicity. Data reveals, however, that these gaps fundamentally rest on differences in socioeconomic status, and particularly levels of parental education, which often correlate with race.

Of course we still need to combat racism, but schools can do a lot to level the playing field by ensuring that all students have access to the kind of academic knowledge and vocabulary that children of highly educated parents absorb at home, ideally beginning in the early grades.

WORKSHOP 1

Natalie Wexler is the author of *Beyond the Science of Reading: Connecting Literacy Instruction to the Science of Learning* and *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It*. She is the co-author, with Judith C. Hochman, of the first and second editions of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. She has a free Substack newsletter, *Minding the Gap*, and she was the host of *Season One of the Knowledge Matters Podcast* ("Reading Comprehension Revisited").

See page 8 for full bio.

Workshop Room | TBA

W6

Andrea Harnett, Adela Brown and Jo Lidstone

Leading Through Change: The Highs, the Lows, and Everything In Between



In 2022, we recognised that the educational landscape of our school was shifting. With a growing number of diverse learners and increasing numbers of ELL students, we knew we needed to do more to ensure every student in our school could thrive. While our literacy data was satisfactory, we were determined to lift outcomes for all learners.

Driven by curiosity, we began exploring the potential of structured literacy. Throughout 2022, we researched a variety of structured literacy approaches and in 2023, we committed

to a school-wide literacy approach aimed at strengthening teacher knowledge, building capacity, and ensuring consistent, evidence-based teaching practices across the school.

We are excited to share our journey of leading through change – the highs, the lows, and the pivotal lessons we've learned along the way. Join us to hear how we're embedding new practices, growing staff expertise, and seeing positive progress for our learners.

Workshop Room | TBA

W7

Esmee Elias-Tito and Paula Hastings

Tier 2 Targeted Instruction: What It Is and How to Make It Work



This workshop provides a practical and research-informed overview of Tier 2 targeted instruction—what it is, who it's for, and how to deliver it effectively within a Structured Literacy framework.

We'll unpack how to identify students who require targeted support beyond Tier 1, using assessment tools and professional judgment. You'll explore what Tier 2 looks like in real classroom settings, with practical examples from schools across Aotearoa that are implementing this level of support with success.

By the end of the session, you'll leave with increased clarity, planning strategies, and confidence to implement or strengthen Tier 2 targeted instruction for the learners who need it the most.

WORKSHOP 3

Esmee Elias-Tito and Paula Hastings are experienced educators and Learning MATTERS consultants who bring a wealth of knowledge in Structured Literacy implementation and support.

Esmee has over 30 years in education, with roles including deputy principal/SENCO at Waterloo School, RTLB in Lower Hutt, and head of department for school guidance counsellors. She holds a master's in counselling, a specialist education postgraduate qualification, and is completing a PhD at Massey University focused on Structured Literacy. Esmee is pursuing the Learning MATTERS Intervention Teaching (LMIT) certification.

Paula has over 25 years' experience, including leadership as principal and assistant principal in Waikato. Her interest in Structured Literacy began during her Master of Education and led to consultancy work and involvement in Learning MATTERS. She has been a SENCO, teacher, and Structured Literacy facilitator, and is also pursuing the Learning MATTERS Intervention Teaching (LMIT) certification.

Workshop Room | TBA

W8

Secondary implementation – Panel discussion

WORKSHOP 4

Structured Literacy at Secondary: From Planning to Practice



Kathryn Hitchings, a dedicated educator with over a decade of teaching experience, currently leads a pilot programme at Kristin Middle School for Year 9 students. Her work focuses on embedding Structured Literacy practices into instructional teaching to strengthen students' spelling, reading, and writing skills. Kathryn is passionate about helping learners build confidence and competence through evidence-based approaches and looks forward to sharing practical insights from the journey.

Rebecca Hall began her career in Māori medium education and has over 25 years of experience across primary, learning support, and now secondary education. Trained in IMSLE and LMIT, Rebecca currently works at Northcote College supporting Year 9 students through targeted intervention. Her personal journey—both as a teacher and a mother to children with dyslexia—fuels her commitment to ensuring that secondary students receive the Structured Literacy support they need before the consequences of missed learning grow too great.

Victoria Foster, Head of Year 7 & 8 at Bream Bay College, brings over 20 years of teaching experience and a commitment to ensuring learners have access to the support they need to thrive. As part of the school's Literacy Game Changer Squad, Victoria has seen the impact of Structured Literacy firsthand—both in her classroom and in her own whānau. Her passion is grounded in real-world application, and she's committed to ensuring no learner is left behind.

Together, this panel will explore the challenges and opportunities of secondary Structured Literacy implementation, offering honest reflections, actionable strategies, and a shared vision for change.

Workshop Room | TBA

2:45PM – 3:00PM REFRESHMENT BREAK

3:00PM – 4:30PM KEYNOTE

THURSDAY AFTERNOON

KNS

Dr Lorraine Hammond AM



Empowering Learning: The Science Behind Instruction That Works

Dr Lorraine Hammond will explore the instructional practices that drive progress for more — and all — learners. Drawing from her extensive research and practical experience, she'll highlight the impact of systematic, direct teaching methods, daily review, and high-quality feedback. Attendees will leave with actionable strategies to implement evidence-based approaches in their classrooms, strengthening both engagement and learning outcomes.

Dr Lorraine Hammond AM is Professor of Early Years Literacy at The University of Notre Dame in Fremantle, Western Australia. She has worked and researched in the areas of early literacy, high impact instructional strategies, including explicit teaching and learning difficulties since 1990. Awarded a Churchill Fellowship in 2002, Lorraine was recognised by an Australian Government National Teaching Award (2016) for outstanding tertiary teaching and in 2017 by the Australian Council for Educational Leadership for her work in schools promoting high impact instruction. In 2019, Lorraine received an Order of Australia (AM) for her significant contribution to tertiary education and the community.

Lorraine has designed tertiary units of work on structured literacy and explicit instruction, including the first post-graduate unit on the Science of Reading Instruction in Australia. Since 2017, Lorraine has developed and presented professional learning on evidence-based literacy strategies for the Kimberley Schools Project in the north of Western Australia in regional and remote community schools as well as the Catholic Archdioceses of Adelaide, Broken Bay, Canberra-Goulburn, Melbourne and Tasmania. In 2024, Lorraine was inaugurated into the Western Australian Women's Hall of Fame for her work teaching evidence-based reading instruction in schools and universities.

Main Auditorium

4.30PM – 4:45PM CLOSING REMARKS

KEYNOTE

Cultivating the Literacy Landscape

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Thank you to our

EXHIBITORS

