



Issue 4

New Chapter

A Newsletter from the DOBCEL Structured Literacy & Science of Reading Project

IN THIS ISSUE:

Reflections & Celebrations

Come & See Week

Term Three Network Day – Register Now

Strategic Deimplementation

Roadmaps & Readiness Checks



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Reflections & Celebrations

*And let us not grow weary of doing good,
for in due season we will reap, if we do not give up.*

Galations 6:9

Hello and welcome to Term Three!

We hope you've all had a refreshing break and that you're looking forward to all the adventures of second semester.

The Structured Literacy Project is very excited to welcome a new team member. Holly Southwell comes to us from one of our Founding SunLit Schools and will be supporting the project for two days per week for the remainder of this year. Holly is an experienced teacher with a particular passion for teaching Foundation students. She brings to our team her practical knowledge of Structured Literacy in action and well-honed digital lesson creation skills.

Many of you will be pleased to hear that we have been in communication with Debbie Hepplewhite and her partner David in relation to the potential Australian publication of the No Nonsense Phonics and Phonics International resources. They are thrilled that several schools of the Ballarat Diocese are choosing their program, and are committed to finding a way to have their books more readily available to us. Fingers crossed it won't be too long before we can order NNP from a local distributor.

In this edition of the newsletter, you will find some important reminders about Come and See Week and the Term Three Face to Face Network Day. We have also included some information about the new buzzword you may have been encountering lately: *de-implementation*. This is a vitally important concept for schools, particularly those who are in the process of adopting practices that align with the Sciences of Reading and Learning.

We are aware that many schools will be beginning their 2024 strategic planning early this term, and we are committed to providing you with as much as we can to inform your decisions about improving Literacy Instruction. We will host an information webinar on Thursday 13th July at 3.45pm. This webinar will be helpful for current project schools and other primary schools who have not yet engaged. We will explain the support levels of the Structured Literacy Project 2024, and the benefits and commitments each level offers. There is no registration process for this event. Simply click on the zoom link on the [Structured Literacy website](#) to join us. You will also notice a link to 'LEVELS' information on the homepage, which has been updated to include 2024 information.

We have recently published a 12 minute video introducing Structured Literacy and providing a glimpse of the SunLit Structured Literacy methodology in action. The video can also be accessed via the SL website.

All Primary Principals have been asked to complete [this form](#) to indicate their early intentions for participating (or not) in the SL Project in 2024. Responses to this form do not constitute a commitment, however, they will inform planning and resourcing. Please ensure you respond to this form at your earliest convenience.

Please remember to keep a close eye on the Structured Literacy Project website and calendar as these are updated on a regular basis. We look forward to seeing you soon and, as always, don't hesitate to reach out if you need a hand.

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Emma, Breeana and Holly

CONTACT US





Come and See Week

Monday 24th July - Friday 28th July 2023

We have had a breathtaking response to this learning opportunity. St Paul's, Mildura, will be hosting around **55** visitors across the week. We are looking forward to showcasing the amazing work being done by the teachers, leaders, LSOs and students of St Paul's and we know that our visitors will gain many valuable insights into Structured Literacy in action.

We are determined to maximise your observation opportunities and, equally, to minimise disruption to the learners and teachers of St Paul's. To this end, we will be hosting a brief pre-visit information session on

Thursday 20th July, 4pm - 4.30pm.

We politely request that **all** visitors please attend this session, which can be accessed via the Zoom link on [the Structured Literacy website.](#)

This pre-visit information session will allow us to orientate you to what you'll observe during your visit, as well as address practicalities such as parking, sign-in etc, and answer any questions you may have.

Thank you so much to Bec Thurman, Literacy Leader at St Paul's and project partner school St Joseph's, Red Cliffs. Bec has been working closely with us to ensure that this week runs smoothly. We also thank Vince, Mel, Lauren and all the staff and students of St Paul's for their incredible generosity.

Level 2 & 3 Face to Face Network

This term, we will finally have the chance to get together in person!

On Tuesday 22nd August, from 10am - 3pm, we will gather at St Patrick's, Koroit. We are so grateful to Nick and the team for offering to host this event.

This day will follow on from the learning undertaken in the Term One and Two VCs. Participants who did not attend these VCs are encouraged to access the recordings on the website.

We have had lots of questions about what Structured Literacy looks like in the middle and senior grades, so this will certainly be addressed on the day, as will many of the practicalities of shifting to an evidence-based approach to Literacy instruction.

Please register for the day via the link below. We look forward to seeing you there!

REGISTER HERE



Term 2 Key Dates

[Click here for calendar](#)



Access the Structured
Literacy & Science of
Reading Project
Website

[here](#)

The Vital Role of De-Implementation

De-implementation is the art and science of removing an approach, practice, initiative, or program that is no longer meeting student and school needs. It is commonly described as the 'discontinuation of existing practices or interventions' (McKay et al., 2018) or 'stopping practices that are not evidence-based' (Prasad, 2014).

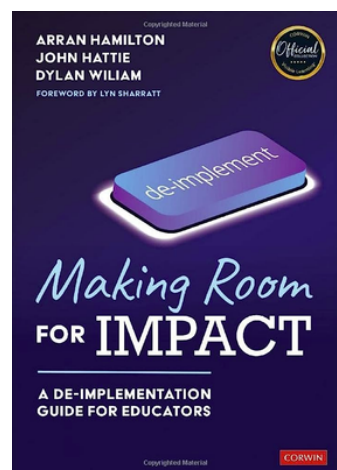
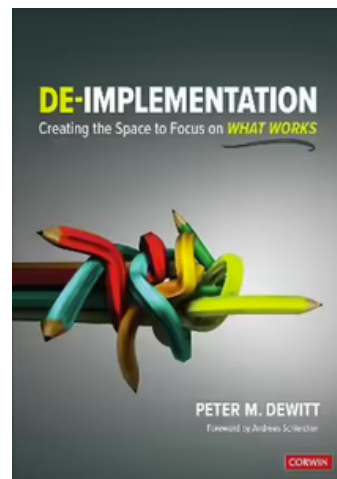
One of the key principles of good implementation is to 'do fewer things, better'. As such, it is necessary to regularly evaluate, and to de-implement approaches that are not having the intended impact.

De-implementing an approach may free up resources such as time, physical resources, staff, energy or finances. Freeing up resources can enable schools to focus on more impactful approaches which may lead to improved student outcomes.

Hamilton, Hattie and Wiliam say "With teacher and leader workloads and burnout at an all-time high, it's time for de-implementation: de-prioritizing and deleting the less effective, higher-cost initiatives we implement in schools. De-implementation allows us to focus on practices that have more supporting evidence and a higher probability of positive impact on students, and at the same time gain much-needed work-life balance."

Adopting Structured Literacy requires not only a solid and sustainable implementation timeline, but also a rigorous de-implementation plan. Have you thought about the practices and initiatives you need to let go? Have you intentionally planned to free up time, staff, energy and finances? How might you *create the space* for sustainable improvement?

For more information and resources to support de-implementation in your school see [Evidence for Learning](#) and consider a deep-dive into one of the recommended texts.



Level 1 & 2 Schools - have you revisited your Roadmap lately?

Does your Readiness Check need an update?

Let us know if you need a hand with this.

