



is excited to present a

Professional Learning Day with Kath Murdoch

*Relationships, relevance and representation:
how rich texts can rev up a journey of inquiry*

When: Thursday 17 October 2024

Who: PYP Coordinators, Literacy Coordinators, Classroom Teachers
(maximum of 3 teachers per school/campus)

Where: Brighton Beach Hotel
4 The Esplanade, Brighton 3186

Time: 9:15am registration
9:30am (start) - 3:30pm (finish)

Cost: \$150 per person, including morning tea and lunch

REGISTER VIA THIS LINK BY 20 SEPTEMBER 2024

<https://forms.gle/W6Z3hfnZJBZv2zYq9>

Kath's workshops are always popular and fill quickly!

There is maximum of 90 participants, so please register early to avoid missing out.

Each participant needs to register individually.

(Please note the maximum of 3 teachers per school or campus)

An overview of the day is on the following page.

Any questions?

Please contact:

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OVERVIEW OF THE DAY

Relationships, relevance and representation: how rich texts can rev up a journey of inquiry

In this workshop, Kath will lead participants through a deep dive into the role of texts in an inquiry. She will explore ways to select texts, strategies to help make the most of texts (for both literacy and conceptual understanding), how to ensure that text selection and exploration are part of collaborative planning and how texts not only support conceptual understanding but can help strengthen approaches to learning. Rich texts can do so much to enhance the power of inquiry and to build in explicit, deep teaching and learning about language and about the world around us.

When designing journeys of inquiry with and for learners, attention to the texts they will encounter (consume, produce and critique) along the way helps ensure a much stronger learning journey. Conceptual inquiry should be a context for a wide range of text forms and types - written, visual, aural, multimodal, fiction and non-fiction, traditional and contemporary. Texts help us bring the world into the classroom and are a powerful way to help build connections and relationships between ideas, between the real and the imagined and between the learner and the content of the inquiry. In fact, great texts help make an inquiry more relatable.

Texts are also **produced** throughout an inquiry in order to make thinking visible, process and express ideas take action. The texts children produce will often relate to those brought *into* the inquiry - which have acted as models or mentors for the kinds of texts the children themselves compose.

Texts carry meaning in different ways. They are not neutral and the devices used by text creators/designers/authors influence the meaning we take from them. Our selection of texts can either narrow or broaden perspectives and representation so careful thought needs to be given to whose perspectives/stories are being privileged or marginalised. For this reason, texts used in a journey of inquiry should also be **critiqued** - helping learners 'get behind' the construction of the text itself.

Participants are asked to bring in a text (book, song, clip, graphic, art work ... any text) they may be considering using in an upcoming unit of inquiry.