

## **Teaching and Literacy Education Collection**

### **Scope:**

The teaching and literacy education collection was donated to Deakin University Library Special Collections in 2024 by Lorna Ward.

Lorna Ward commenced teacher training at Geelong Teachers' College in 1963. During her career she worked as a teacher, principal, principal consultant, regional principal consultant, and after retiring, worked as a literacy consultant in New York City for seven years. After returning to Australia in 2005 she resumed her consultancy, working with a team of consultants attached to the University of Melbourne.

This collection contains the most significant texts that she used throughout her teaching and training career. It also includes some of her original trainee teaching practice books that recorded the lessons she took whilst on her teaching rounds in the Geelong region in the early 1960s.

The collection is arranged alphabetically by author in thirteen boxes, with the final box containing the teaching practice notebooks.

## **Box 1:**

### Books

Adoniou, M. *Spelling it out: how words work and how to teach them*, Cambridge University Press, United Kingdom, 2016.

Ackerman, K & McDonough, J. *Conferring with Young Writers: what to do when you don't know what to do*, Stenhouse Publishers, Portland, 2016.

Amabile, T. M. *Growing up creative: nurturing a lifetime of creativity*, Creative Education Foundation, Buffalo, 1989.

Anderson, C. *A teachers guide to writing conferences*, Heinemann, Portsmouth, 2018.

Beers, K. & Probst R. E. *Disrupting thinking: why how we read matters*, Scholastic, New York, 2017.

Bolton, F. & Snowball, D. *Ideas for spelling*, Heinemann, Portsmouth, 1993.

Bolton, F. & Snowball, D. *Teaching and spelling: a practical resource*, Heinemann, Portsmouth, 1993.

Braunger, J. & Lewis, J. *Building a knowledge base in reading*, 3<sup>rd</sup> ed., Northwest Regional Educational Laboratory's Curriculum and Instruction Services, Portland, 1998.

Braunger, J. & Lewis, J. *Using the knowledge base in reading*, Northwest Regional Educational Laboratory's Curriculum and Instruction Services, Portland, 1999.

Britton, J. *Language and learning*, Penguin, England, 1972.

Brown, N. A. *Word attack; illustrations by Judy Frye*, Melbourne, Victoria, 1973.

Buckner, A. *Notebook connections: strategies for the reader's notebook*, Stenhouse Publishers, 2020.

Buckner, A. *Notebook know how: strategies for the writer's notebook*, Stenhouse Publishers, 2005.

Cainey, T. H., Lowe, K. & Sproats, E. *Literacy in transition: an evaluation of the literacy practices in upper primary and junior secondary Schools (Volume 1 – summary report)*, University of Western Sydney, Kingswood, 1994.

Calkins, L. M. *Lessons from a child: on the teaching and learning of writing*, Heinemann, Portsmouth, 1983.

Calkins, L. M. *Living between the lines*, Heinemann, Portsmouth, 1990.

## **Box 2:**

### Books

Calkins, L. M. *The art of teaching writing*, Heinemann, Portsmouth, 1994.

Callow, J. *The shape of text to come*, Primary English Teaching Association Australia, Newtown, 2013.

Cambourne, B. *The whole story: natural learning and the acquisition of literacy in the classroom*, Ashton Scholastic, Auckland, 1988.

Cambourne, B. & Turbill, J. (eds.) *Responsive evaluation: making valid judgements about student literacy*, Heinemann, Portsmouth, 1994.

Carreiro, P. *Tales of thinking: multiple intelligences in the classroom*, Stenhouse Publishers, Portland, 1997.

Chambers, A. *Introducing books to children*, 2<sup>nd</sup> ed. Heinemann Educational Books, London, 1983.

Clay, M. *No shoes*, Heinemann Education, Auckland, 2000.

Clay, M. *Sand*, Heinemann Education, Auckland, 1979.

Clay, M. *Stones*, Heinemann Education, Auckland, 1979.

Clay, M. M. *An observation survey: of early literacy achievement*, Heinemann Education, Auckland, 1993.

Clay, M. M. *An observation survey: of early literacy achievement*, 2<sup>nd</sup> ed., Heinemann Education, Auckland, 2002.

Clay, M. M. *By different paths to common outcomes*, Stenhouse Publishers, Portland, 1998.

Clay, M. M. *Change over time: in children's literacy development*, Heinemann Education, Auckland, 2001.

Clay, M. M. *Concepts about print: what have children learned about the way we print language?* Heinemann Education, Auckland, 2000.

### **Box 3:**

#### Books

Clay, M. M. *Reading: the patterning of complex behaviour*, 2<sup>nd</sup> ed., Heinemann Educational Books, Auckland, 1979.

Clay, M. M. *Running records: for classroom teachers*, Heinemann Publishers, Auckland, 2000.

Clay, M. M. *The early detection of reading difficulties*, 3<sup>rd</sup> ed., Heinemann Publishers, Auckland, 1979.

Costa, A. L. & Kallick, B. *Activating and engaging habits of mind*, Association for Supervision and Curriculum Development, Alexandria, 2000.

Costa, A. L. & Kallick, B. *Assessing and reporting on habits of mind*, Association for Supervision and Curriculum Development, Alexandria, 2000.

Costa, A. L. & Kallick, B. *Discovering and exploring habits of mind*, Association for Supervision and Curriculum Development, Alexandria, 2000.

Costa, A. L. & Kallick, B. *Integrating and sustaining habits of mind*, Association for Supervision and Curriculum Development, Alexandria, 2000.

Crouch, D. & Cambourne, B. *Made for learning: how the conditions of learning guide teaching decisions*, Richard C. Owen Publishers, New York, 2020.

Daniels, H. *Literature circles: voice and choice in book clubs and reading groups*, 2<sup>nd</sup> ed., Stenhouse Publishers, Portland, 2002.

Davis, J. & Hill, S. *The no-nonsense guide to teaching writing: strategies, structures, solutions*, Heinemann, Portsmouth, 2003.

Derewianka, B. *Exploring how texts work*, Primary English Teaching Association, Newtown, n.d. (first pub. 1990). [Includes personal inscriptions.]

Derewianka, B. & Jones, P. *Teaching language in context*, 2<sup>nd</sup> ed, Oxford University Press, South Melbourne, 2016.

Education Department of Western Australia. *Oral language: developmental continuum*, Rigby Heinemann, Port Melbourne, 1997.

Education Department of Western Australia. *Oral Language: resource book*, Rigby Heinemann, Port Melbourne, 1997.

#### **Box 4:**

##### Books

Education Department of Western Australia. *Reading: developmental continuum*, Rigby Heinemann, Port Melbourne, 1997.

Education Department of Western Australia. *Reading: resource book*, Rigby Heinemann, Port Melbourne, 1997.

Education Department of Western Australia. *Spelling: developmental continuum*, Rigby Heinemann, Port Melbourne, 1997.

Education Department of Western Australia. *Spelling: resource book*, Rigby Heinemann, Port Melbourne, 1997.

Education Department of Western Australia. *Writing: developmental continuum*, Rigby Heinemann, Port Melbourne, 1997.

Education Department of Western Australia. *Writing – resource book*, Rigby Heinemann, Port Melbourne, 1997.

Eisner, E. W. *The kind of schools we need: personal essays*, Heinemann, Portsmouth, 1998.

Fogarty, R. & Pete, B. *Metacognition: the neglected skill set for empowering students*, Hawker Brownlow Education, Melbourne, 2018.

Fisher, D., Frey, N., Hattie, J. *Visible learning for literacy, grades K-12*, Corwin, Thousand Oaks, 2016.

Fletcher, R. J. *Breathing in, breathing out: keeping a writer's notebook*, Heinemann, Portsmouth, 1996.

Fletcher, R. J. *What a writer needs*, Heinemann, Portsmouth, 1992.

Fletcher, R. J. *How writers work: finding a process that works for you*, HarperCollins, New York, 2000.

Fletcher, R. J. *Live writing: breathing life into your words*, Avon Books, New York, 1999.

Fletcher, R. J. *The writing teacher's companion*, Scholastic, New York, 2017.

Fletcher, R. J. & Portalupi, J. *Writing workshop: the essential guide*, Heinemann, Portsmouth, 2001.

## **Box 5:**

### Books

Fountas, I. C. & Pinnell. *Guiding readers and writers (grades 3-6): teaching, comprehension, genre and content literacy*, Heinemann, Portsmouth, 2001.

Fry, E. B., Kress, J. E., & Fountoukidis, D. L. *The reading teacher's book of lists*, 4<sup>th</sup> ed., Jossey-Bass, San Francisco, 2000.

Graves, D. H. *A fresh look at writing*, Heinemann, Portsmouth, 1994.

Graves, D. H. *A researcher learns to write: selected articles and monographs*, Heinemann Educational Books, Exeter, 1984.

Graves, D. H. *Bring life into learning: create a lasting literacy*, Heinemann, Portsmouth, 1999.

Graves, D. H. *How to catch a shark: and other stories about teaching and learning*, Heinemann, Portsmouth, 1998.

Graves, D. H. *Let characters help children to read and write*, Heinemann Workshops, Portsmouth, 2000.

Graves, D. H. *Testing is not teaching: what should count in education*, Heinemann, Portsmouth, 2002.

Graves D.H. *The energy to teach*, Heinemann, Portsmouth, 2001.

Graves, D. H. *The professional's guide to a fresh look at writing*, Heinemann, Portsmouth, 1994.

Graves, D. H. *The reading / writing teacher's companion: build a literate classroom*, Heinemann, Portsmouth, 1991.

Graves, D. H. *The reading / writing teacher's companion: discover your own literacy*, Heinemann, Portsmouth, 1990.

## **Box 6:**

### Books

Graves, D. H. *The reading / writing teacher's companion: experiment with fiction*, Heinemann, Portsmouth, 1989.

Graves, D. H. *The reading / writing teacher's companion: explore poetry*, Heinemann, Portsmouth, 1992.

Graves, D. H. *The reading / writing teacher's companion: investigate nonfiction*, Heinemann, Portsmouth, 1989.

Graves, D. H. *Writing: teachers and children at work*, Heinemann, Portsmouth, 1983.

Graves, D. H. *Writing: teachers and children at work, 20<sup>th</sup> Anniversary ed.*, Heinemann, Portsmouth, 2003.

Graves D. H. & Sunstein, B. S. *Portfolio portraits*, Heinemann, Portsmouth, 1992.

Greenleaf, R. K. *The servant as leader*, The Robert Greenleaf Centre, Indianapolis, 1991.

Hansen, J., Newkirk, T., & Graves, D. (eds.) *Breaking ground: teachers relate reading and writing in the elementary school*, Heinemann, Portsmouth, 1985.

Harste, J. C., Woodward, V. A. Burke, C. L. *Language stories and literacy lessons*, Heinemann, Portsmouth, 1984.

Harvey, S. & Goudvis, A. *Strategies that work: teaching comprehension for understanding, engagement, and building knowledge – Grades K-8, 3<sup>rd</sup> ed.*, Stenhouse Publishers, Portland, 2017.

Harvey, S. & Ward, A. *From striving to thriving: how to grow confident, capable readers*, Scholastic, New York, 2017.

## **Box 7:**

### Books

Harwayne, S. *Going public: priorities & practice at the Manhattan New School*, Heinemann, Portsmouth, 1999.

Harwayne, S. *Lasting impressions: weaving literature into the writing workshop*, Heinemann, Portsmouth, 1992.

Harwayne, S. *Lifetime guarantees: toward ambitious literacy teaching*, Heinemann, Portsmouth, 2000.

Harwayne, S. *Writing through childhood: rethinking process and product*, Heinemann, Portsmouth, 2001.

Heard, G. *Awakening the heart: exploring poetry in elementary and middle school*, Heinemann, Portsmouth, 1998.

Heard, G. *Finding the heart of nonfiction: teaching 7 essential craft tools with mentor texts*, Heinemann, Portsmouth, 2013.

Heard, G. *Heart maps: helping students create and craft authentic writing*, Heinemann, Portsmouth, 2016.

Heard, G. *Writing towards home: tales and lessons to find your way*, Heinemann, Portsmouth, 1995.

Hindley, J. *In the company of children*, Stenhouse Publishers, Portland, 1997.

Huck, C. S. *Children's literature in the elementary school*, 3<sup>rd</sup> ed., Holt, Rinehart & Winston, 1976.

Humphrey, S., Droga, L., & Feez, S. *Grammar and Meaning*, Primary English Teaching Association Australia, Newtown, 2012.

## **Box 8:**

### Books

Jalongo, M. R. *Writing for publication: a practical guide for educators*, Christopher-Gordon Publishers, 2002.

Jan, L. W. *Write ways*, 4<sup>th</sup> ed., Oxford University Press, South Melbourne, 2015.

Keene, E. O. *Talk about understanding: rethinking classroom talk to enhance comprehension*, Heinemann, Portsmouth, 2012. [CD-ROM included]

Kenne, E. O. & Zimmermann, S. *Mosaic of thought: teaching comprehension in a reader's workshop*, Heinemann, Portsmouth, 1997.

Kittle, P. *Public teaching: one kid at a time*, Heinemann, Portsmouth, 2003.

Kornberger, H. *The power of stories*, Floris Books, Edinburgh, 2008.

Lane, B. *After the end: teaching and learning creative revision*, Heinemann, Portsmouth, 1992.

*Language curriculum statement 1975: a sourcebook of ideas for developing language in the primary school*, Education Department of Victoria, 1975.

Lyons, C. A., & Pinnell, G. S., *Systems for change in literacy education: a guide to professional development*, Heinemann, Portsmouth, 2001.

Lillard, P. P. & Jessen, L. L. *Montessori from the start: the child at home, from birth to age three*, Schocken Books, New York, 2003.

Marten, C. *Word crafting: teaching spelling, grades K-6*, Heinemann, Portsmouth, 2003.

Miller, D. *Reading with meaning: teaching comprehension in the primary grades*, Stenhouse Publishers, Portland, 2002.

Ministry of Education. *Dancing with the pen: the learner as writer*, Learning Media, Wellington, n.d. (3<sup>rd</sup> imp., 1994).

## **Box 9:**

### Books

Montessori, M. *The Clio Montessori Series, Vol. 1: The absorbent mind*, Clio Press, Oxford, 1988.

Montessori, M. *The Clio Montessori Series, Vol.2: The discovery of the child*, Clio Press, Oxford, 1988.

Murray, D. M. *Crafting a life in essay, story, poem*, Boynton/Cook Publishers, Portsmouth, 1996.

Mursell, J. L. *Successful teaching*, 2<sup>nd</sup> ed., McGraw-Hill Book Company, 1954.

Owocki, G. *Comprehension: strategic instructions for K-3 students*, Heinemann, Portsmouth, 2003.

Paterson, K. *Gates of excellence: on reading and writing books for children*, Elsevier-Dutton, New York, 1981.

Pinnell, G. S. Fountas, I. C. *Word matters: teaching phonics and spelling in the reading / writing classroom*, Heinemann, Portsmouth, 1998.

Primary English Teaching Association Australia. *Standing on a book: stories from classrooms around Australia*, Primary English Teaching Association Australia, Newtown, 2019.

Ray, K. W. *What you know by heart: how to develop curriculum, for your writing workshop*, Heinemann, Portsmouth, 2002.

Ray, K. W. *Wonderous words: writers and writing in the elementary classroom*, National Council of Teachers of English, United States of America, 1999.

Ray K. W & Cleaveland, L. B. *A teachers guide to getting started with beginning writers*, Heinemann, Portsmouth, 2018.

*Real reading: a focus on meaning*, Ringwood Teachers Centre, Ringwood, 1982.

Routman, R. *Reading essentials: the specifics you need to teach reading well*, Heinemann, Portsmouth, 2003.

## **Box 10:**

### Books

Routman, R. *Literacy essentials: engagement, excellence, and equity for all learners*, Stenhouse Publishers, Portland, 2018.

Routman, R. *Writing essentials: raising expectations and results while simplifying teaching*, Heinemann, Portsmouth, 2005. [CD-ROM included]

Serravallo, J. *A teachers guide to reading conferences*, Heinemann, Portsmouth, 2019.

Serravallo, J. *The reading strategies book: your everything guide to developing skilled readers*, Heinemann, Portsmouth, 2015.

Serravallo, J. *The writing strategies book: your everything guide to developing skilled writers*, Heinemann, Portsmouth, 2017.

Smith, F. *Comprehension and learning: a conceptual framework for teachers*, Holt, Rinehart and Winston, USA, 1975.

Smith, F. *Essays into literacy*, Heinemann Educational Books, London, 1983.

Smith, F. *Psycholinguistics and reading*, Holt, Rinehart and Winston, USA, 1973.

Smith, F. *Writing and the writer*, Heinemann Educational Books, London, 1982.

## **Box 11:**

### Books

Smith, F. *Understanding reading*, Holt, Rinehart and Winston, USA, 1971.

Snowball, D. & Bolton, F. *Spelling K-8: planning and teaching*, Stenhouse Publishers, Maine, 1999.

Suskind, D. *Thirty million words: building a child's brain*, Dutton, New York, 2015.

*Real Literacy - Shifting the focus: a framework for developing a language program yrs 3-6*, Ministry of Education, Maroondah Region, 1986.

Taberski, S. *On solid ground: strategies for teaching K-3*, Heinemann, Portsmouth, 2000.

Trelease, J. *The read-aloud handbook*, 7<sup>th</sup> ed., Penguin, New York, 2013.

Victoria. Education Department. *Holidays: the Victorian readers second book; illustrations by Marjorie Howden*, A.C. Brooks, Government Printer, Melbourne, 1953.

Victoria. Education Department. *John and Betty: the earliest reader for the little ones; illustrations by Marjorie Howden*, A.C. Brooks, Government Printer, Melbourne, 1951.

Victoria. Education Department. *Playmates: the Victorian readers first book; illustrations by Marjorie Howden*, Victorian Education Dept, Melbourne, 1952.

Waldhorn, A & Zeiger, A. *English made simple*, Double Day & Company Inc., Garden City, 1954.

Warner, S. A. *Teacher*, Simon & Schuster, New York, 1986.

Weaver, C. *Grammar to enrich and enhance writing*, Heinemann, Portsmouth, 2008.

## **Box 12:**

### Books

Wickes, F. G. *The inner world of childhood*, Sigo Press, Boston, 1978.

Wink, J. & Putney, L. *A Vision of Vygotsky*, Allyn & Bacon, Boston, 2001.

### Magazines

*Time*. November 6, 2000. [Education Special Report: Voter's Guide, pp. 82-89]

### Professional Development Courses / CD-ROMS

*Teaching Comprehension Program K-2 PC Version: an interactive professional development course*, Aussie Interactive, LLC, 2004. [includes CD-ROM (2 copies), CD-ROM User's Guide, and Professional Development Planning Guide]

*Teaching Comprehension Program 3-6 PC Version: an interactive professional development course*, Aussie Interactive, LLC, 2004. [includes CD-ROM (2 copies), CD-ROM User's Guide, and Professional Development Planning Guide]

*Teaching Comprehension Program 6-9 PC Version: an interactive professional development course*, Aussie Interactive, LLC, 2004. [includes CD-ROM (2 copies), CD-ROM User's Guide, and Professional Development Planning Guide]

*Teaching Comprehension: an interactive professional development course for teachers, coaches and administrators; theory, reflection, practice* [introductory brochure and accompanying material]

**Box 13:**

Teaching Practice Books and Work Programs: workbooks created and used by Lorna Ward during her studies at Geelong Teachers' College, 1961-3 and for her first classroom teaching assignments, 1964-5.

L. Bunting. *Teaching Practice Assignments*, 1961. [includes illustrations]

L. Bunting. *Teaching Practice Assignments*, 1962. [includes illustrations]

L. Bunting. *Teaching Practice Assignments*, 1963. [includes illustrations]

L. Bunting. *Work Program: Winchelsea Primary School*, 1964.

[Includes a work program (with illustrations), courses of study and a student list.]

L. Bunting. *Work Program: Buckley Primary School – Country Infant Room*, 1965.

[Includes a work program (with illustrations), courses of study, and a student list.]

[Folder of background information.]