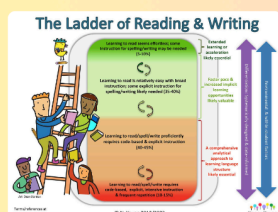


DR. NANCY YOUNG NZ TOUR 2025

Meeting the **wide range of literacy needs** in classrooms



20 Jan - CHC
22 Jan - AKL
24 Jan - PMN



Nancy Young, Ed.D.



Seminar 9am-3.30pm

J and J Literacy, Tātai Angitu - Literacy at Massey University, and Lifting Literacy Aotearoa, are proud to bring to Aotearoa New Zealand in 2025 the one and only Dr. Nancy Young - Reading, Spelling, Writing Specialist. Author of the famous 'Ladder of Reading & Writing' and Co-Editor of the book 'Climbing the Ladder of Reading & Writing: Meeting the Needs of ALL Learners' (2024). She will be doing a 3-city tour of New Zealand:

- Christchurch/ Otautahi: Mon 20 Jan 2025
- Auckland / Tāmaki Makaurau: Wed 22 Jan 2025
- Palmerston North / Papaioea: Fri 24 Jan 2025

Start the year off learning about the need for differentiated reading and writing instruction to serve ALL your students! Who? What? Why? How?

This is a full day seminar 9am - 3.00pm split into three sessions and will include:

- Nancy's journey to creating the Ladder of Reading & Writing - the personal events and experiences as a parent and educator that led her to create the infographic and Book - and an in-depth explanation of the key features, research and terminology packed into the infographic.
- An exploration of differentiation in classroom practice, referencing content within the Book 'Climbing the Ladder of Reading & Writing: Meeting the Needs of ALL Learners' (2024) and its Study Guide.
- A panel discussion during which Nancy and education experts across New Zealand will address differentiated instruction for literacy. Topics of conversation to include: gaps in the research; classroom practices supporting learners with exceptionalities; and getting the next bit right in NZ from a policy and practice viewpoint.

Morning tea and lunch are included.

Dr Nancy Young, Ed.D

Dr. Nancy Young is an independent Canadian educational consultant providing professional development for an international audience. Nancy's current focus is the WHO, WHAT and WHY of literacy instruction in the early primary grades. Nancy's emphasis is instruction based on need, particularly differentiation in the form of across grade grouping (AGG), as a means to more effectively address the wide range of skills in classrooms.

Nancy's expertise encompasses students who have challenges in learning to read (including students with dyslexia), students who have ADHD, and students who are advanced in reading at an early age (AIR). Long aware of the lack of attention to the educational needs of young students who are advanced/gifted (intellectually), she is a strong advocate for the provision of appropriate educational programming, materials, and experiences for these students.

Nancy's formal education includes a Bachelor of Arts, Bachelor of Education (Elementary Education), Master of Education (Special Education), and Doctor of Education (Cognitive Diversity).

Nancy has worked with a wide range of learning needs and ages in schools and community organizations across Canada and internationally. For twenty years, she taught students (alongside their parents/caregivers) in her independent teaching practice. Nancy is a certified teacher and a member of the Scientific Studies of Reading, the National Association for Gifted Children (USA), and the World Council for Gifted & Talented Children.

Nancy is the creator of The Ladder of Reading & Writing, a widely-recognized translational framework visually representing the ease at which children learn to read and write and the instructional implications of that ease. Summarizing the varied and numerous factors that must be considered to effectively serve the wide range of needs, Nancy's The Ladder of Reading & Writing makes clear that systematically designed programming for beginning readers will be different from programming that is systematically designed for students with advanced reading skills. (Usage guidelines/permission forms for Nancy's translational framework can be accessed from The Ladder of Reading & Writing page of this website.)

Nancy is the co-editor (with Dr. Jan Hasbrouck) of the new book *Climbing THE LADDER OF READING & WRITING: Meeting the Needs of ALL Learners* (2024). Looking at literacy through the lens of Nancy's infographic, this book presents twenty short chapters on topics relating to the wide range of ease in mastering literacy skills and the instructional implications. The chapters are authored by renowned experts in the field.

8:00-9:00	Registration	Tea/Coffee Trade Tables
9:00-9:15	Welcome	
9:15-10:45	Block 1 Nancy	The Journey to Creating the Ladder of Reading & Writing Hear about the personal events and experiences, both as a parent and as an educator, that led Nancy to create her infographic (and now Book). Hear, firsthand, her explanation of the key features, research and terminology packed into the infographic (e.g. explicit teaching, implicit learning, systematically designed, differentiation).
10:45-11:15	Morning Tea	
11:15-11:55 10min break 12:05-12:45	Block 2 Nancy	Unpacking Differentiated Literacy Instruction Nancy will delve into the finer details of the recommended practices and supporting research addressed in her new Book and Study Guide. Note that you do not have to have a copy of the Book or Study Guide for this session. We are offering a special package deal for both however for those that wish to acquire a copy of the books. These need to be pre-ordered and will be available for pick up at registration. A limited number of copies will also be available for purchase on the day.
12.45-1.45	Lunch	
1.45-3:00	Block 3 Nancy + Panel speakers	Panel Discussion - Where to next for literacy educational research and improvements in classroom practice? Nancy will be joined by other NZ experts in education to discuss a variety of topics related to differentiation, including: <ul style="list-style-type: none"> • What gaps there still are in the intl research into learning and teaching literacy • NZ perspectives on research and classroom practice for learners with exceptionalities • Getting the next bit right from a policy and practice viewpoint
3:00-3:15	Close	
3.15-4.00	Trade Tables	



Biographies of Panel Chairs and Panellists



CHRISTCHURCH

Panel Chair: Caroline Morritt, Resource Teacher of Literacy

Originally from the UK, Caroline has made the seaside suburb of Sumner, Ōtautahi her home with her husband Nigel, a park ranger and their two creative and fabulous daughters.

As a classroom teacher, Caroline became interested in reading and writing difficulties when she taught a class of Year 4 children she had previously taught as new entrants. Many of these children still could not read or write. They hadn't "picked it up". When the science of reading was finally revealed to Caroline through her incredible masters studies at Massey University it was like a thunderbolt of understanding, anger and regret. Now a Resource Teacher of Literacy, Caroline set about spreading the word through her schools hoping to change outcomes for children with literacy learning difficulties. Luckily, the staff she works with are wonderful human beings who took on the overwhelming challenge of changing literacy teaching in their schools pioneering structured literacy approaches with very few physical resources but strong theoretical models such as Nancy Young's Ladder of Reading and Writing that kept the mahi on track. Caroline has often said she would wallpaper her home in theoretical models if she could; they are ingeniously simple representations of complex ideas. Having been part of the English Curriculum Writing Team, Caroline is hopeful we are entering a new phase of literacy teaching in Aotearoa in which the strength of the science will provide us with a steady, evolving framework for years to come.

Associate Professor Alison Arrow, University of Canterbury

Alison Arrow is an Associate Professor in literacy at the University of Canterbury. Alison co-led a longitudinal intervention project examining the effectiveness of providing teachers with more targeted literacy teaching strategies for improving child literacy outcomes. This work has contributed to wider changes to teaching literacy in Aotearoa New Zealand. She led the development of the Ready to Read Phonics Plus Series, contributed to the development of the Better Start Literacy Approach, was a member of the Ministry of Education Literacy and Communication Working Group working on the Common Practice Model, and most recently was a member of the Year 0-6 English Curriculum Writing Team. Her areas of research interest include teacher knowledge and professional development, early literacy development, reading and spelling development, and the factors influencing how young people learn.

Felicity Fahey, Deputy Principal, Kaiapoi North School

Felicity Fahey is Deputy Principal at Kaiapoi North School (KNS). Felicity and the KNS team have been on the structured literacy journey since 2019. Felicity has shared this journey with many teachers across NZ, provided PLD to many schools, and shared with RTLB. Felicity is passionate about providing best practices and support for all students and provides ongoing guidance and support, coaching teachers and leading staff professional development. As well as implementing structured literacy across the whole school, Felicity has been part of the team supporting staff with the implementation of The Writing Revolution. Felicity is committed to continuing her learning in the Science of Reading/Learning journey and how best to meet all students' learning needs. Over the last 2.5 years, Felicity has been part of the Ministry of Education team working on the Common Practice Model and the English Curriculum.

Madelaine Armstrong-Willcocks, Head of Programmes, Neurodiversity in Education Project

Madelaine is the Head of Programmes at the Neurodiversity in Education Project, who offer specialist programmes to learners AND their teachers, with a view to creating a more neuroinclusive education system. As a specialist teacher working with gifted and neurodivergent students, she also has a strong interest in literacy development, and ensuring that structured literacy is neuroinclusive. Madelaine is a member of Ministry of Education's Gifted Advisory Group and a former NZ delegate on the World Council for Gifted and Talented Children.

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AUCKLAND

Panel Chair: Melissa Chan-Green

Melissa Chan-Green is a broadcaster with more than 2 decades of experience across New Zealand and Europe - covering everything from conflict zones to Olympic Games to royal weddings. Most recently she was host of the AM Show on TV3 and has lately been dedicating her time to a research project on the science of reading. She has been speaking with teachers and educators who are at various stages of implementing structured literacy and is looking forward to continuing this discussion as MC of the panel. Melissa has two children, a son about to start school and a daughter who is one and a half.

Dr Nina Hood, Academic Director, The Teachers' Institute

Dr Nina Hood is Academic Director at The Teachers' Institute, a new tertiary organisation providing initial teacher education programmes. She has a background as a secondary teacher and has also been an academic at the Faculty of Education at The University of Auckland. Nina is the founder of The Education Hub, a not-for-profit with a mission to bridge the gap between research and practice in education. She has been involved in the writing of the revised English Curriculum for Y0-6 and she is an Honorary Senior Research Fellow at Koi Tū: the Centre for Informed Futures at the University of Auckland. She is the co-author of two important reports: *Now I don't know my ABC. The perilous state of literacy in Aotearoa New Zealand* (2022), and, *The illusion of inclusion. The experiences of neurodivergent children and those supporting them in Aotearoa New Zealand's education system* (2024)

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Joann Bevens, Assistant Principal and SENCO, Gulf Harbour School

As the Assistant Principal and Special Educational Needs Coordinator (SENCo) at Gulf Harbour School, Joann spends her days ensuring that every student has the opportunity to belong and succeed. Joann has over eighteen years of classroom teaching experience and is a skilled practitioner of structured literacy. She holds a master's degree in special education and is certified as a Structured Literacy Classroom Teacher through the Center



for Effective Reading Instruction (CERI). Additionally, Joann serves as a learning disabilities assessor with the Learning Disabilities Association of New Zealand, where she is also a committee member. Special education work is a personal passion for Joann, as she is a person with dyslexia and the mother of a neurodiverse child.

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PALMERSTON NORTH

To be confirmed