



## Educator's Writing Festival Program Overview 2024

Author Writing Masterclasses

Program Starts Term 1

Live Workshop Dates: 5 - 9 August

Subject

English

Year

Foundation to Year Eight

Topic

Writing, authorship, audience, and purpose



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## Welcome to the LittleScribe Writing Program and Festival!

### Program Design and Curriculum

- The program aligns with the Australian and Victorian curriculum, as well as the NSW Syllabus with 2024 updates.
- Workshops are tailored to align with specific units of work, allowing flexibility to meet your students' needs.
- Our exclusive LittleScribe stimulus grants unparalleled access to authors' literacy scaffolds and texts, available in real-time and on demand.

### Purpose:

The **LittleScribe Writing Program and Festival** sparks enthusiasm, models effective techniques, and offers a profound sense of purpose for students, transforming them into budding authors.

Beyond the traditional role of writers, students gain the opportunity to establish personal, meaningful connections with award-winning authors and their exemplary texts. Live workshops not only align with the curriculum but also demonstrate and nurture literary techniques.

Students actively engage in 'mini activities' throughout each Author Workshop. Each activity is meticulously crafted to foster the creation of rich and clear texts, filling students' workbooks, papers, and whiteboards with innovative ideas and well-executed literary techniques. We facilitate collaboration among students, authors, and peers across Australia, forming a vibrant writing community.

The user-friendly LittleScribe Tools empower students to effortlessly share their original work with an authentic audience. This unique approach not only cultivates a love for learning but also makes writing an enjoyable and thrilling adventure for students. Let's bring more joy to writing!

### Structure:

Our exclusive LittleScribe stimulus grants unparalleled access to authors' literacy scaffolds and texts, in real-time and on demand.

There are 15 unique Author Programs, and each has a theme, skill, and purposeful outcome. You have unlimited access to all 15 programs to support differentiation; they are structured by:

1. Foundation and Lower
2. Middle Primary
3. Upper Primary and Lower High School.

### Supporting Curriculum Documents

#### Example Scope and Sequence

This document offers a framework for teachers to implement the Mini-Writing Festival Program, it covers Terms 1 to 4 with various writing types and activities. Teachers can choose to utilise some or all of the suggested content it is editable and can be customised for student needs.

#### Book Creation Curriculum Links

This curriculum provides opportunities for students aged 5 to 14 to utilize, apply, and demonstrate their knowledge, understanding, and skills across each stage level.

## Resources:

Access to all 15 Author Writing Masterclasses, each with a unique literacy focus. Choose one or all! Each Masterclass includes:

- Unit Program
- 3 x Pre-Workshop lessons and activities
- 1 x Author Writing Workshop (5 -9 August LIVE and/or On-Demand)
- 3 x Post-Workshop lessons and activities
- Connection to new NSW Syllabus and ACARA 9.0
- Links to the NSW units of work, providing opportunities to connect and substitute, allowing flexibility to meet your students' needs.
- Each component can be run independently or used as part of a sequence to build and consolidate skills

## Program Organisation

- Lessons 1 and 2: Students will meet the author via video and explore different writing styles through activities and challenges connected to the workshop goals.

- Lesson 3: The Activity Pack is adaptable for classroom use, offering independent or group activities with varied learning objectives. Younger students benefit from repeated activities with different learning focuses.
- Lesson 4: Join the Author Workshop Masterclass live or on-demand.
- Lessons 5 and 6: Focus on editing and creating books, preparing students' work for publication, and mirroring the authors they've studied and collaborated with throughout the year.
- Lesson 7: Dive deeper and access the CBCA Book Week activities.

## Good to Know:

- Can students participate in the workshop if they haven't done the pre-activities? Yes. The workshops are designed for students to be able to participate without any pre-work.
- Can my non-writing students participate? Yes. There are opportunities for drawing responses or oral dictation with an adult. They can also share student feedback during the workshops.
- Pre-workshops and workshops come with resources to support learning and can be printed before the session

## How does each workshop - work?

1

### THE AUTHORS

The authors share one of their trusted writing techniques via a series of mini activities. They model the strategy and students have the chance to respond.



2

### THE ILLUSTRATOR

The illustrator, James, brings the technique to life by drawing and writing in real time and providing visual prompts to support students.



3

### THE HOST

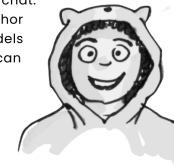
The host, Kris Darell reinforces key points, and provides direction for students.



4

### STUDENTS

Students have the opportunity to share their ideas and work in the zoom session and via the chat. These are read by the author and host. This further models more concepts students can borrow from and use.



5

### TEACHERS

Teachers manage student engagement and control technology options from the classroom.



## Lower Program

**(1) Literacy Device Design:** Use programs independently or combine elements for a cohesive story integrating characters, settings, and visual literacy techniques.

**2) Literacy Skill Design:** Each program sharpens specific skills; the series focuses on phonics, expanding vocabulary proficiency, and complex sentences.

Katrina McKelvey	Amelia McInerney	Lesley Gibbes	James Foley	Jasmine Seymour
<p><b>Shaping Story Arcs:</b>  <b>Double Trouble's Adventure with objects and double consonants!</b></p>	<p><b>Character Crafting:</b>  <b>Use animal fusion, phonics and fun to create flawed characters.</b></p>	<p><b>Scary Settings:</b>  <b>Rhythm, rhyme, and tension.</b></p>	<p><b>Visual Literacy Voyages:</b>  <b>Stellarphant's symbolic journey.</b></p>	<p><b>Connecting to Country:</b>  <b>Dharug stories explored in language through writing, songs, and images.</b></p>
<p>By the end of the workshop students will have drafted a story titled 'Double Trouble,' using a scaffold with a distinct beginning, middle, and end.</p> <p>Characters and objects will be used to develop the story arc, focusing on applying vocabulary with double consonants.</p> <p>Students will have the opportunity to continue to use the workshop strategies and further expand the story.</p>	<p>By the end of the workshop students will have gained a comprehensive grasp of the intricacies involved in crafting compelling characters.</p> <p>Through playful experimentation with animal fusion, and using vocabulary highlighting the short /e/ sounds, they will discover how these techniques can breathe life and humour into characters with flaws.</p> <p>Each student will cultivate a distinct character, accompanied by sentences delving into character traits and personification.</p>	<p>By the end of the workshop students will have produced a distinctive illustration and composed descriptive sentences portraying a suspenseful setting.</p> <p>Students will develop a word bank of rhyming and non-rhyming words that can enhance the overall sense of tension.</p> <p>Students will draw from their understanding of what scary means and how it can be represented through illustration, description, and visual literacy.</p>	<p>By the end of the workshop students will have crafted the next Stellarphant-inspired picture book, exploring the ocean's depths. Stellarphant has to persuade the Admiral of the Marine Corps that she can join the submarines!</p> <p>Students will navigate and emphasise long vowel sounds and onomatopoeia in writing. They will apply visual literacy techniques to their story including, colour, symbolism, and visual metaphors.</p> <p>Mastering words and visual cues, they will write a persuasive story, to transport their readers.</p>	<p>By the end of the workshop students will have gained deeper insight through written narratives, melodic songs, and vibrant visuals. Guided by Jasmine Seymour, participants will have created a portfolio to reflect their understanding and personal connection to Country.</p> <p>Singing immerses students in the Dharug language, while artistic activities encourage expression.</p> <p>This experience honours Indigenous traditions and empowers participants to share their newfound knowledge creatively.</p>
<p><b>(3) Individual Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>● <b>Craft</b> a short story complete with an arc.</li> <li>● <b>Develop</b> a detailed character profile featuring complexity.</li> <li>● <b>Construct</b> a scary setting infused with tension..</li> </ul>		<p><b>(4) Collaborative Class Outcomes and Opportunities:</b></p> <ul style="list-style-type: none"> <li>● <b>Create</b> collaborative or individual student books using the Littlescribe Book Creation tool.</li> <li>● <b>Share</b> digital versions of individual or classroom work in the school newsletter via the Littlescribe Sharing tool.</li> <li>● <b>Engage</b> in readings or performances of student stories at the next school event.</li> </ul>		

<ul style="list-style-type: none"> <li>• <b>Design</b> a captivating page for a picture book.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Published</b> books can be added to the school library and taken home to celebrate authorship.</li> </ul>		
<b>Katrina McKelvey</b>	<b>Amelia McInerny</b>	<b>Lesley Gibbes</b>	<b>James Foley</b>	<b>Jasmine Seymour</b>
ACRA 9.0 links provided in the unit	ACRA 9.0 links provided in the unit	ACRA 9.0 links provided in the unit	ACRA 9.0 links provided in the unit	ACRA 9.0 links provided in the unit
<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Early Stage 1</b>            Unit 2 - Narrative            Unit 3 - Character            Unit 4 - Imagery, symbol, and connotation            Unit 5 - Perspective and argument            Unit 7 - Narrative            Unit 8 - Character            Unit 11 - Context            Unit 12 - Narrative            Unit 13 - Character            Unit 17 - Narrative            Unit 18 - Character</p> <p><b>Stage 1 First Year</b>            Unit 4 - Character, imagery, symbol and connotation            Unit 8 - Narrative            Unit 9 - Character            Unit 12 - Representative            Unit 15 - Character</p> <p><b>MultiStage</b>            Unit 2 - Narrative            Unit 4 - Imagery, symbol and connotation: Character            Unit 9 - Character, Narrative            Unit 12 - Narrative: Representation            Unit 15 - Character</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Early Stage 1</b>            Unit 3 - Character            Unit 4 - Imagery, symbol, and connotation            Unit 7 - Narrative            Unit 8 - Character            Unit 11 - Context            Unit 12 - Narrative            Unit 13 - Character            Unit 18 - Character            Unit 19 - Imagery, symbol and connotation</p> <p><b>Stage 1 First Year</b>            Unit 4 - Character, imagery, symbol and connotation            Unit 6 - Representation            Unit 9 - Character            Unit 12 - Representative            Unit 15 - Character</p> <p><b>MultiStage</b>            Unit 2 - Narrative            Unit 4 - Imagery, symbol, and connotation: Character            Unit 9 - Character, Narrative            Unit 12 - Narrative: Representation            Unit 15 - Character</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Early Stage 1</b>            Unit 4 - Imagery, symbol, and connotation            Unit 8 - Character            Unit 9 - Imagery, symbol and connotation            Unit 11 - Context            Unit 12 - Narrative            Unit 13 - Character            Unit 14 - Imagery, symbol and connotation            Unit 19 - Imagery, symbol and connotation</p> <p><b>Stage 1 First Year</b>            Unit 2 - Narrative            Unit 8 - Narrative            Unit 15 - Character            Unit 17 - Narrative            Unit 20 - Imagery, symbol and connotation</p> <p><b>MultiStage</b>            Unit 2 - Narrative            Unit 3 - Context Perspective            Representation            Unit 8 - Narrative            Unit 10 - Imagery, symbol and connotation: Representative</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Early Stage 1</b>            Unit 2 - Narrative            Unit 4 - Imagery, symbol, and connotation            Unit 7 - Narrative            Unit 8 - Character            Unit 9 - Imagery, symbol and connotation            Unit 11 - Context            Unit 12 - Narrative            Unit 13 - Character            Unit 14 - Imagery symbol and connotation            Unit 17 - Narrative            Unit 18 - Character            Unit 19 - Imagery, symbol and connotation</p> <p><b>Stage 1 First Year</b>            Unit 5 - Perspective and argument            Unit 9 Character            Unit 10 Imagery, symbol and connotation            Unit 11 - Perspective and argument            Unit 13 - Context            Unit 14 Narrative            Unit 15 - Character            Unit 16 - Perspective and argument            Unit 17 - Narrative</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Early Stage 1</b>            Unit 4 - Imagery, symbol, and connotation            Unit 9 - Imagery, symbol and connotation            Unit 11 - Context            Unit 12 - Narrative            Unit 16 - Context            Unit 17 - Narrative            Unit 19 - Imagery, symbol and connotation</p> <p><b>Stage 1 First Year</b>            Unit 1 - Context            Unit 3 Representation            Unit 7 - Context            Unit 8 - Narrative            Unit 10 Imagery, symbol and connotation            Unit 15 Character            Unit 19 - Representation            Unit 20 Imager, symbol and connotation</p> <p><b>MultiStage</b>            Unit 2 - Narrative            Unit 3 - Context Perspective            Representation            Unit 7 - Context</p>

		<p>Unit 11 - Perspective: Perspective and argument            Unit 20 - Imagery, symbol and connotation</p>	<p>Unit 20 - Imagery, symbol and connotation</p> <p><b>MultiStage</b></p> <p>Unit 2 - Narrative            Unit 3 - Context Perspective Representation            Unit 4 - Imagery, symbol and connotation: Character            Unit 5 - Perspective and argument: Imagery, symbol and connotation            Unit 8 - Narrative            Unit 9 - Character, Narrative            Unit 10 - Imagery, symbol and connotation: Representative            Unit 11 - Perspective: Perspective and argument            Unit 13 - Context            Unit 15 - Character            Unit 20 - Imagery, symbol and connotation</p>	<p>Unit 10 - Imagery, symbol and connotation: Representative            Unit 11 - Perspective: Perspective and argument            Unit 13 - Context            Unit 15 - Character            Unit 19 - Representation            Unit 20 - Imagery, symbol and connotation</p>
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## Middle Program

**(1) Literacy Device Design:** Use programs independently for standalone writing pieces or combine characters, facts, settings, and story structure to craft rich, original responses.

**2) Literacy Skill Design:** Each program models specific literacy techniques and across the series the focus is on executing skills creatively and authentically.

Corey Tutt	Lisa Nicol	Jackie French	Belinda Murrel	George Ivanoff
<p><b>Deadly Reptiles:</b> Exploring science, language, and cultural perspectives</p>	<p><b>The Magic Machine Method:</b> Ideation for story crafting</p>	<p><b>Crafting Characters:</b> Exploring historical fiction through heroic encounters</p>	<p><b>Whispers of Mystery:</b> Building fantasy realms and unravelling setting secrets</p>	<p><b>Dino Dramas:</b> Graphic novels packed with prehistoric plots</p>
<p>By the end of this workshop students will have explored reptiles through the lens of First Nations Scientist Corey Tutt.</p> <p>Under Corey's guidance, students will craft scientific illustrations and descriptions of various reptiles.</p> <p>They will develop sentences incorporating languages from over 16 different Aboriginal and Torres Strait Island dialects, along with symbols, enriching their understanding and appreciation of reptiles across various First Nations cultures.</p>	<p>By the end of this workshop students will have employed Lisa's 'machine method' to spark creativity and generate innovative ideas.</p> <p>Utilising a scaffold provided by Lisa, students will craft well-structured suspenseful stories that incorporate a moral dilemma.</p> <p>Through experimentation with sentences and language, students will create narrative elements that captivate readers, compelling them to turn the page or pause for contemplation.</p>	<p>By the end of the workshop students will have mastered techniques for crafting historical characters, immersing themselves in the vocabulary of the time.</p> <p>They'll rewrite history, stepping into Ming's shoes in WWI Belgium, where a meeting with Marie, a young spy, alters their fate.</p> <p>Blending fact and fiction, students will invent unexpected heroes, challenge historical narratives and uncover untold stories of bravery and resilience.</p>	<p>By the end of this workshop students will have entered the world of imagination and crafted vibrant fantasy settings, turning mundane places into magical realms.</p> <p>Students will have developed a word bank to enrich their narratives and transform the familiar into the fantastical.</p> <p>Students will have learned how detailed descriptions can add depth and intrigue to their narratives, as ordinary scenes become the extraordinary backdrop for plot and mystery.</p>	<p>By the end of this workshop students will have taken a thrilling adventure with dinosaurs, focusing on plot development and graphic storytelling conventions.</p> <p>By the end, they will have crafted a plot where a mischievous dinosaur causes chaos at school on Monster Island.</p> <p>Using George's scaffold, students will blend dinosaur facts and fiction to drive tension throughout the plot, enrich the story with speech bubbles and expressive facial expressions, and craft an unforgettable tale of adventure and excitement.</p>
<p><b>(3) Individual Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> and illustrate a reptile applying language and culture</li> <li>• <b>Craft</b> a suspenseful story exploring a moral dilemma</li> <li>• <b>Develop</b> complex historical characters blending fact and imagination</li> <li>• <b>Create</b> a vibrant fantasy setting, turning mundane into magical</li> <li>• <b>Construct</b> a plot using graphic novel conventions</li> </ul>		<p><b>(4) Collaborative Class Outcomes and Opportunities:</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> collaborative or individual student books using the LittleScribe Book Creation tool.</li> <li>• <b>Share</b> digital versions of individual or classroom work in the school newsletter via the LittleScribe Sharing tool.</li> <li>• <b>Engage</b> in readings or performances of student stories at the next school event.</li> <li>• <b>Published</b> books can be added to the school library and taken home to celebrate authorship.</li> </ul>		



<p><b>Corey Tutt</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Lisa Nicol</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Jackie French</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Belinda Murrel</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>George Ivanoff</b></p> <p>ACRA 9.0 links provided in the unit</p>
<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Unit 3 – Argument and authority</b>  <i>Focus: With First Nations scientist and author Corey Tutt, students will delve into the realms of argumentation and authorship. Through the lens of environmental stimuli, they will craft responses employing diverse perspectives and multimedia.</i></p> <p>Other Units yet to be released</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Unit 1 – Narrative</b>  <i>Students utilise the modelled story scaffold to offer a predictable structure for the audience and explore moral dilemmas.</i></p> <p>Other Units yet to be released</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Unit 1 – Narrative</b>  <i>Focus: Students will explore how narratives set up expectations for the reader using predictable structure and familiar character traits and situations.</i></p> <p>Other Units yet to be released</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Unit 1 – Narrative</b>  <i>Focus: Students will explore fantasy settings as they plan and draft a sequel. They will utilize familiar situations to drive both complications and resolutions.</i></p> <p>Other Units yet to be released</p>	<p>(6)NSW Units of work opportunities to connect and substitute.</p> <p><b>Unit 1 – Narrative</b>  <i>Focus: Students utilise the predictability of story structure to explore adventure and deliberate chaos through the vehicle of graphic novels.</i></p> <p>Other Units yet to be released</p>

## Upper Program

**(1) Literacy Device Design:** Use each program independently or amalgamate literacy responses to build a student writing portfolio. Students can collaborate on projects or work solo on poetry books, school podcasts, scientific texts, historical pieces, and more.

**(2) Literacy Skill Design:** Each program hones specific literacy skills, emphasising authentic, rich responses tailored for diverse audiences. Students are prompted to consider: How can our writing prompt audience reflection, action, and sharing?

Joel McKerrow	Dani Vee	Cristy Burne	Pip Harry	Amelia Mellor
<p><b>Echoes of Earth:</b>  <b>Slam Poetry Environmental Expression</b></p>	<p><b>Podcast Prowess:</b>  <b>Inquiry-Inspired School Series</b></p>	<p><b>Scientific Storyweaving:</b>  <b>Ink and Beaker Experiments On and Off the Page</b></p>	<p><b>Character Quest:</b>  <b>Exploring the inner world of your character. What's on their bucket list?</b></p>	<p><b>Constructing Persuasive Letters:</b>  <b>From Billy's Era to Modern Times</b></p>
<p>By the end of the workshop, students will have crafted an original slam poem inspired by Joel's scaffolds, focusing on the theme of the environment.</p> <p>Using visual literacy and musical devices, they'll 'Mark Up' their poem, uncovering rhythm and rhyme for a powerful oral performance.</p> <p>Throughout the process, students will grasp how to identify impactful words and cultivate an appropriate tone, ensuring their poem not only resonates artistically but also delivers a compelling message about the environment to engage the audience.</p>	<p>By the end of the workshop, students will have drafted a podcast script for their school/class series, integrating Dani Vee's techniques.</p> <p>They'll have rotated roles, focusing on crafting engaging questions and persuasive or informative responses.</p> <p>Key vocabulary will enhance dialogue development. Students will refine scripts using workshop strategies, incorporating Dani's techniques such as pace, expression, music, and intonation for an engaging school podcast.</p>	<p>By the end of the workshop, students will have crafted a response to Cristy's scientific experiment.</p> <p>It will be an engaging piece that seamlessly blends informative and imaginative techniques, suitable for publication in scientific magazines like Double Helix, CSIRO's science magazine for kids.</p> <p>Guided by Cristy's scaffold, students will have grasped the nuances of varied writing styles, vocabulary utilisation, and sentence structures tailored for different purposes.</p>	<p>By the end of the workshop, students will have applied techniques demonstrated by Pip, drawing inspiration from key characters August and Jones, to craft their engaging characters set against the backdrop of Australia.</p> <p>By exploring personalities, cultural nuances, and diverse experiences, students will develop rich character profiles. They will have asked probing questions to breathe life into their creations, culminating in the crafting of individualised "Must-See Bucket Lists."</p> <p>This process illuminates how thoughtful inquiry can infuse depth.</p>	<p>By the end of the workshop, students will have composed a persuasive letter, aiming to secure employment from the owner of the Grandest Book Shop.</p> <p>Channelling 12-year-old Billy, they'll employ appropriate language and conventions of the era. Participants will study Billy's character profile to inform their application.</p> <p>Conversely, they'll modernise the application for 2024, targeting Dymocks Book Shop, adhering to contemporary letter conventions.</p>
<p><b>(3) Individual Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> an original slam poem</li> <li>• <b>Craft</b> a suspenseful story exploring a moral dilemma</li> <li>• <b>Develop</b> complex historical characters blending fact and imagination</li> <li>• <b>Create</b> a vibrant fantasy setting, turning mundane into magical</li> </ul>		<p><b>(4) Collaborative Class Outcomes and Opportunities:</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> collaborative or individual student books using the LittleScribe Book Creation tool.</li> <li>• <b>Share</b> digital versions of individual or classroom work in the school newsletter via the LittleScribe Sharing tool.</li> <li>• <b>Engage</b> in readings or performances of student stories at the next school event.</li> <li>• <b>Published</b> books can be added to the school library and taken home to celebrate authorship.</li> </ul>		

<ul style="list-style-type: none"> <li>• <b>Construct</b> a plot using graphic novel conventions</li> </ul>				
<p><b>Joel McKerrrow</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Dani Vee</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Cristy Burne</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Pip Harry</b></p> <p>ACRA 9.0 links provided in the unit</p>	<p><b>Amelia Mellor</b></p> <p>ACRA 9.0 links provided in the unit</p>
<p><b>NSW Syllabus Unit Connections</b></p> <p><b>Stage 3 Year A</b> <b>Unit 2 - Environmental connection</b></p> <p><b>Multi-Stage Year A</b> <b>Poetry unit yet to be released.</b> <i>Focus: Choose and employ poetic forms to vividly articulate ideas through figurative language.</i></p>	<p><b>NSW Syllabus Unit Connections</b></p> <p><b>Multi-Stage Year A</b> <b>Unit 2 - Hybrid text</b> <i>Focus: Applying credible vocabulary to a persuasive argument or speech.</i></p>	<p><b>NSW Syllabus Unit Connections</b></p> <p><b>Stage 3 First Year</b> <b>Unit 3 - Argument and Authority</b> <i>Focus: Strategies for planning and writing a hybrid text using persuasive and authoritative features.</i></p> <p><b>Multi-Stage Year A</b> <b>Unit 2 - Argument and Authority</b> <i>Focus: Strategies for planning and writing a hybrid text using imaginative and informative features.</i></p>	<p><b>NSW Syllabus Unit Connections</b></p> <p><b>Stage 3 First Year</b> <b>Unit 1 - Narrative</b> <i>Focus: How inquiry techniques can provide a deeper understanding to craft rich and dimensional characters.</i></p> <p><b>Multi-Stage First Year</b> <b>Unit 1 - Narrative</b> <i>Focus: Utilising innovative inquiry methods to cultivate original and multi-dimensional character development.</i></p>	<p><b>NSW Syllabus Unit Connections</b></p> <p><b>Multi-Stage First Year</b> <b>Unit 2 - Hybrid text</b> <i>Focus: Applying credible vocabulary to two different persuasive letters.</i></p>



## Our Intrinsic Motivation Model or Writing

### For All Writers – Intrinsic Motivators

We believe in inspiring a true passion for writing that goes beyond the classroom, emphasising intrinsic motivators and guiding students to become effective, lifelong communicators through the written word.

How our program supports the intrinsic writing experience.	
<b>1. Sustained Engagement</b>	Intrinsic motivation leads to sustained engagement, as students find personal meaning and enjoyment in the writing process, fostering a long-term interest in developing their skills. Our <b>meticulously crafted process</b> ensures sustained engagement. It begins with pre-work lessons that establish <b>meaningful connections with authors and texts</b> , progresses to interactive workshops, and ultimately leads to the cultivation of authorship skills.
<b>2. Quality of Work</b>	When motivated intrinsically, students are more likely to produce higher-quality work as they are driven by a genuine desire for mastery and improvement, rather than external rewards or pressures. The <b>aspiration to publish</b> motivates students to create high-quality pieces, whether contributing to a collaborative book or crafting individual projects.
<b>3. Autonomy and Ownership</b>	Intrinsic motivation allows students to feel a sense of autonomy and ownership over their writing, empowering them to make choices and express themselves authentically. At LittleScribe, publishing work cultivates a <b>profound sense of ownership, empowering students</b> as editors in their creative journey.
<b>4. Creativity and Innovation</b>	Intrinsic motivators encourage creativity and innovation in writing, as students are more willing to take risks and explore unique ideas when driven by personal interest and passion. Our workshops are live and interactive, modelling innovative techniques, constantly encouraging exploration and experimentation, while <b>authors model and validate risk-taking</b> .
<b>5. Persistence and Resilience</b>	Students motivated intrinsically are often more persistent and resilient in the face of challenges, viewing obstacles as opportunities for growth rather than barriers to success. Transforming work into a published book demands persistence. Amidst a culture of instant gratification, our program ensures students <b>learn that the journey of reviewing, rewriting, and reworking is fulfilling</b> .
<b>6. Life-Long Learning</b>	Intrinsic motivation fosters a love for learning, helping students to see writing as a skill worth developing beyond academic requirements, and promoting life-long learning habits. Our program models explicit writing skills in a fun, engaging manner <b>laying the groundwork for lifelong learning habits</b> , while our real-life publishing experiences develop essential life skills.
<b>7. Positive Emotional Connection</b>	Writing experiences driven by intrinsic motivators create positive emotional connections, contributing to a student's overall satisfaction and well-being in the learning process. Thoughtfully integrated intrinsic motivators throughout our program cater to diverse and personal student motivations. This enhances satisfaction and ignites a desire to write for students of all capabilities.

## For Reluctant Writers – Intrinsic Motivators

How we support the intrinsic writing experience for reluctant writers.	
1. <b>Choice and Autonomy</b>	Allowing students to choose topics or themes that interest them can boost motivation. Throughout our workshops, students are given a choice of themes, characters, and settings as they apply new skills.
2. <b>Relevance</b>	Connecting writing assignments to real-world scenarios or personal experiences can make the task more meaningful. Writing activities throughout our <b>workshops reference real-world scenarios</b> from school to travel, to increase context and support critical thinking and responses.
3. <b>Feedback</b>	Providing constructive feedback that focuses on strengths and improvement rather than just correction can encourage intrinsic motivation. During each workshop, students' work is read by the authors to model to other students. <b>This includes specific feedback on what they applied successfully.</b>
4. <b>Celebrating Progress</b>	Acknowledging and celebrating small achievements in writing can build confidence and a sense of accomplishment. <b>We celebrate pride, purpose and progress, not perfection!</b> We love drafts, mind maps, the first word, and sentences that build one at a time. Authors actively model this.
5. <b>Collaboration</b>	Encouraging peer collaboration and sharing can create a supportive writing community, fostering a sense of belonging. What better way to collaborate than being part of the <b>country's largest writing community</b> and festival workshops? Not to mention creating collaborative class books!
6. <b>Flexible Assessment</b>	Considering alternative ways to assess writing, beyond traditional grading, can reduce pressure and promote a more positive writing experience. Our self-assessment worksheets provide a safe, clear path to review and reflect. Teachers join the 'green pen brigade' for a whole day and reinforce all the well-executed skills – big and small.
7. <b>Personalised Support</b>	Offering individualized support to address specific challenges or concerns can make the writing process more manageable. <b>We love to help you help Littlescribers.</b> Contact us via email or set up a webinar; we are happy to share strategies and techniques.
8. <b>Creative Approaches</b>	Incorporating creative and varied writing formats, such as storytelling, poetry, or journaling, can make writing more engaging. Every Littlescribe workshop is <b>an engaging journey</b> , from slam poet performances, live collective brainstorming, mind maps, sentence structure and word banks, to authors reading students' work and so much more!

## For Avid Writers – Intrinsic Motivators

How we support the intrinsic writing experience for avid writers.	
1. <b>Offering Advanced Challenges</b>	Providing more complex and intellectually stimulating writing tasks that align with the student's proficiency level can keep them engaged. <b>Throughout</b> our workshops, students are given extension opportunities, as authors model a variety of approaches. The pre and post lessons provide additional resources, prompts, and activities.
2. <b>Encouraging Exploration</b>	Allowing freedom to explore diverse genres and styles can foster creativity and prevent monotony for passionate writers. Throughout our program students are encouraged to <b>experiment and explore</b> . Across genres authors model their techniques, creative processes, and passions as a road map of 'how to write boldly.'
3. <b>Showcasing Opportunities</b>	Highlighting opportunities for publication, contests, or sharing their work with a wider audience can motivate avid writers. <b>Every student at Littlescribe can publish and share</b> . It's in our DNA, and it's our mission to bring purpose to writing. Your school community and ours provide an authentic audience.
4. <b>Providing Mentorship</b>	Connecting students with writing mentors or authors can offer valuable guidance and inspire continued growth. Through Littlescribe your avid writer is <b>connecting with the best authors and writing mentors in Australia</b> – they collaborate as writers, and as co-authors!
5. <b>Creating Writing Communities</b>	Facilitating a writing community within the classroom or online where avid writers can share ideas and feedback can contribute to a supportive environment. What better way than to be part of the <b>country's largest writing community</b> and workshops! Ideas and feedback are exchanged in real time in a warm and exciting way.
6. <b>Recognising Excellence</b>	Acknowledging and celebrating their exceptional writing skills through praise and recognition can boost confidence and motivation. We recognise excellence through our <b>Author Awards</b> chosen from student submissions, as well feedback during workshops. We make it easy for students to publish their books (digitally and in print) so original student books can be read and revered by your community.
7. <b>Flexible Assessment</b>	Providing flexible assessment methods that allow the writer to showcase their strengths and unique style can contribute to a positive writing experience. Our reflection worksheets provide opportunities for students to assess progress. Modelled writing by authors, along with the notes and illustrations captured by James Foley, our illustrator, <b>provide a strong comparison framework</b> .
8. <b>Individualised Projects</b>	Offering the chance to pursue independent, self-directed writing projects based on personal interests can stimulate intrinsic motivation. We offer <b>every student the opportunity to craft countless individual digital books</b> , drawing inspiration from our program or their own interests. We offer user-friendly tools and ample inspiration to empower avid writers to unleash their creativity and write to their heart's content!