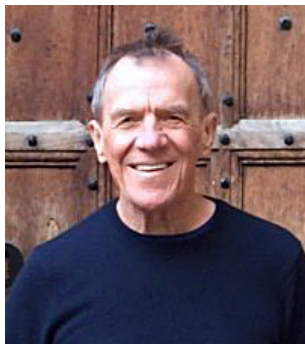


What works in teaching reading and writing and how to provide research-based advice to teachers

By Year 8, 25% of students still struggle with reading and 66% with writing. Teachers want to know which ways of teaching reading and writing will deliver the most impact and provide the most value for the time they spend. In recent years, an innovative way of finding what works best has been to carry out meta-analyses of intervention studies to summarise their average impact using effect size.

In this session we will talk about the myriad of approaches and strategies that are available and how well they work. This will provide psychologists with an opportunity to ensure that they are up to date with the latest literacy research and are well positioned to support teachers with evidence-based strategies and programme design. This will be an interactive workshop so discussion and questions are encouraged.



Tom Nicholson taught in the Institute of Education at Massey University in Auckland until April this year. Most of Tom's research publications have focused on how to help students not responding to literacy instruction. A forthcoming publication with Sue Dymock is "Writing for impact: Teaching students to set goals, write with a plan, and enjoy writing." (NZCER Press).