

---

# DR TESSA DAFFERN

---

---

## PROFESSIONAL PROFILE

---

Dr Tessa Daffern is an Adjunct Associate Professor in the School of Education SOLAR Lab at La Trobe University and Co-director of Literacy Education Solutions. Tessa has contributed to education in various capacities for over 20 years: as a Highly Accomplished Teacher and school leader, academic, literacy education policy advisor, keynote speaker, and professional development consultant.

Her research and consultancy work are driven by her passion for empowering teachers to implement evidence-based literacy teaching. Tessa's award-winning research has been disseminated in national and international peer reviewed and professional journals, book publications and at national and international conferences. In 2017, she was the recipient of the Australian Literacy Educators' Association Doctoral Thesis Award. In 2021, Tessa was the winner of UKLA Wiley Research in Literacy Education Award. Her main areas of research are in writing and spelling, with a focus on developing evidence-based teaching and assessment resources. Tessa has served as an academic advisor for ACARA and NESA on curriculum reforms and she regularly delivers professional learning to teachers in schools and at education sectorial levels, as well as to organisations and associations such as Think Forward Educators and Learning Difficulties Australia. In 2012, Tessa received a Recognition of Excellence Award for her teaching and leadership by the Canberra - Goulburn Catholic Archdiocese Schools and was certified as a Highly Accomplished Teacher.

---

## CONTACT DETAILS

---

<b>Telephone</b>	0423 946 258
<b>Emails</b>	<a href="mailto:tessa@daff.net.au">tessa@daff.net.au</a> and <a href="mailto:T.Daffern@latrobe.edu.au">T.Daffern@latrobe.edu.au</a>
<b>Website</b>	<a href="http://www.tessadaffern.com">www.tessadaffern.com</a>
<b>SOLAR Lab</b>	<a href="https://solar.blogs.latrobe.edu.au/about-us/our-team/">https://solar.blogs.latrobe.edu.au/about-us/our-team/</a>

---

---

## SELECTED PUBLICATIONS

---

### PhD Thesis

Daffern, T. (2016). *An examination of spelling acquisition in Years 3 to 6*. Charles Sturt University, Albury-Wodonga, NSW

### Books

Daffern, T. (2023). *Spelling out words: Personal spelling and vocabulary reference book*. Literacy Education Solutions. ISBN: 978-0-6483430-4-2

Daffern, T. (2022). *The little compendium of Standard English spelling*. Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-2-8

Daffern, T. (2023). *The components of spelling: Early Years. Instruction and assessment for the linguistic inquirer, 2<sup>nd</sup> Edition*. Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-5-9

Daffern, T. (2021). *The components of spelling: 3-6. Instruction and assessment for the linguistic inquirer, 2<sup>nd</sup> Edition*. Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-3-5

Daffern, T. (2018). *The components of spelling: Instruction and assessment for the linguistic inquirer*, Literacy Education Solutions Pty Limited. ISBN: 978-0-6483430-0-4.

### Edited Book

Daffern, T., & Mackenzie, N. M. (Eds) (2020). *Teaching writing: Effective approaches for the middle years*. Routledge. ISBN: 9781760528928

### Book Chapters

Daffern, T. (in press). Written language conventions in the curriculum and pedagogy. In Rata, E. (Ed). *Research Handbook in Curricula and Education*, Part 3, Chapter 12. Edward Elgar Publishing.

- Daffern, T. (in press). Developing spelling skills. In N.M Mackenzie., & J. Scull (Eds), *Understanding and supporting young writers from birth to 8*. (Chapter 6). Oxfordshire: Routledge. ISBN: 10.4324/9781315561301-7
- Daffern, T., & Mackenzie, N. M. (2020). Introduction to teaching writing in the middle years. In T. Daffern, & N.M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 1-14). Routledge.
- Daffern, T., & Mackenzie, N. M. (2020). Theoretical perspectives and strategies for teaching and learning writing. In T. Daffern, & N.M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 15-34). Routledge
- Daffern, T., & Anstey, M., & Bull, G. (2020). What is involved in the learning and teaching of writing? In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 49-66). Routledge
- Mackenzie, N. M, & Daffern, T. (2020). Supporting meaning-making through vocabulary. In T. Daffern, & N.M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 115-136). Routledge
- Daffern, T. (2020). Supporting meaning-making through spelling. In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 163-184). Routledge
- Daffern, T., Baker, E., & Barlow, L. E. (2020). Teaching writing across disciplines: The upper primary school years. In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 229-264). Routledge
- Ryan, M., & Daffern, T. (2020). Assessing writing: Teacher-led approaches. In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (pp. 315-330). Routledge
- Daffern, T. (2018). Editorial skills: Spelling. In N.M Mackenzie., & J. Scull (Eds), *Understanding and supporting young writers from birth to 8* (pp. 116-136). Oxfordshire: Routledge.
- Daffern, T. (2018) Spelling assessment, learning, and instruction in VET. In: McGrath S., Mulder M., Papier J., Suart R. (eds) *Handbook of Vocational Education and Training: Developments in the Changing World of Work* (pp. 1429–1444). Springer, Cham. [https://doi.org/10.1007/978-3-319-49789-1\\_90-1](https://doi.org/10.1007/978-3-319-49789-1_90-1).

## Journal Articles

- Daffern, T. (2022). Empowering teachers with an evidence-based spelling pedagogy. *Practical Literacy: The Early and Primary Years*, 27(2), 14-18.
- Daffern, T., & Fleet, R. (2021). Investigating the efficacy of using error analysis data to inform explicit teaching of spelling. *Australian Journal of Learning Difficulties*. 26(1), 67-88. DOI:10.1080/19404158.2021.1881574
- Daffern, T., & Sassu, A. (2020). Building morphological foundations. *Practical Literacy: The Early and Primary Years*, 25(3), 35-37
- Daffern, T., Thompson, K., & Ryan., L. (2020). Teaching spelling in context can also be explicit and systematic. *Practical Literacy: The Early and Primary Years*, 25(1), 8-12.
- Daffern, T., & Mackenzie, N. M. (2020). A case study on the challenges of learning and teaching English spelling: Insights from eight Australian students and their teachers. *Literacy*, 54(3), 99-110. doi: 10.1111/lit.12215
- Daffern, T., & Ramful, A. (2020). Measurement of spelling ability: Construction and validation of a phonological, orthographic and morphological pseudo-word instrument. *Reading and Writing: An Interdisciplinary Journal*, 33, 571- 603. DOI: 10.1007/s11145-019-09976-1
- Daffern, T. & Critten, S. (2019). Student and teacher perspectives on spelling. *Australian Journal of Language and Literacy*, 42(1), 40-57
- Daffern, T. (2018). Innovative linguistic inquiries in the primary classroom. *Practical Literacy: The Early and Primary Years*, 23(1), 10-13
- Daffern, T. (2017). Linguistic skills involved in learning to spell: An Australian study. *Language and Education*, 31(1), 307-329. DOI: 10.1080/09500782.2017.1296855
- Daffern, T., Mackenzie, N. M. & Hemmings, B. (2017). Testing spelling: How does a dictation method measure up to a proofreading and editing format? *Australian Journal of Language and Literacy*, 40(1), 28-45

- Daffern, T., Mackenzie, N. M, & Hemmings, B. (2017). Predictors of writing success: How important are spelling, grammar and punctuation? *The Australian Journal of Education*, 61(1), 75-87. DOI: 10.1177/0004944116685319
- Daffern, T. (2016). What happens when a teacher uses metalanguage to teach spelling? *The Reading Teacher*, 70(4), 423-434 DOI: 10.1002/trtr.1528
- Daffern, T. (2015). Helping students become linguistic inquirers: A focus on spelling. *Literacy Learning: The Middle Years*, 23(1), 33-39.
- Daffern, T. & Mackenzie, N (2015). Building strong writers: Creating a balance between the authorial and secretarial elements of writing. *Literacy Learning: The Middle Years*, 23(1), 23-32.
- Daffern, T., Mackenzie, N., & Hemmings, B. (2015). The development of a spelling assessment tool informed by Triple Word Form Theory. *Australian Journal of Language and Literacy*, 38(2), 72-82.

## Reports/Other

- Daffern, T. (2021). *Exploring Australian students' spelling skills*. Oxford Children's Language Australia. Oxford University Press
- Daffern, T. (2020). *Assessment informed practices for teaching spelling in the early years: Early Action for Success (EAfS) Pathway*. Report submitted to the NSW Department of Education
- Daffern, T. (2019). *Inquiries in spelling: Building teacher and student capacity*. Report submitted to the Australian Literacy Educators' Association ACT Local Council.
- Daffern, T. (2018). *A report on the construction and validation of a phonological, orthographic and morphological pseudo-word instrument for Grades 3 to 6 students*. Paper submitted to participating schools and the ACT Education Directorate.
- Daffern, T. (2014). *A report on the Components of Spelling Test: A pilot study*. Paper submitted to participating schools, the ACT Directorate and the Catholic Education Office, Archdiocese of Canberra & Goulburn.

---

## SAMPLE MULTI-MEDIA RESOURCES FOR TEACHERS

---

**YouTube Channel:** <https://www.youtube.com/channel/UC5pvqoUDTNouQSHcPFOXs-w>

**Invited Podcast (NSW DoE):** <https://soundcloud.com/user-770146497/dr-tessa-daffern-teaching-spelling>

**LDA Webinar:** Assessment Informed Practices in Teaching Spelling (*Learning Difficulties Australia, LDA*)  
<https://www.youtube.com/watch?v=ComEHVhXbHg>