

Moving from the Old to the New: Research on Teaching Reading in and for the 21st Century Symposium

Tuesday 14 July 2009, Eastern Avenue Lecture Theatre, The University of Sydney

8.30	Registration	
9.30	ACKNOWLEDGEMENT OF LAND WELCOME & OPENING ADDRESS	Ms Bianca Cooper Professor Robyn Ewing , <i>Acting Dean, Faculty of Education and Social Work</i>
9.45	FIRST PLENARY SESSION	READING DEVELOPMENT IN THE EARLY YEARS: INSTRUCTIONAL, ASSESSMENT, AND EDUCATIONAL POLICIES Professor Scott Paris , <i>Head, Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore</i> Scott Paris will discuss some of the fundamental issues in beginning reading including: preschool literacy experiences and why some children start ahead of others; distinguishing what is important, not just easy, to assess in reading; and why pedagogies need to be consistent, coherent, and continuous over the early years.
10:45	QUESTIONS AND DISCUSSION	This session provides participants with the opportunity to put forward questions and engage in discussion with Professor Scott Paris.
11.00	Morning Tea	
11.30	SECOND PLENARY SESSION	READING, WRITING, AND LANGUAGE: TOOLS FOR LEARNING, ENJOYMENT, AND INSIGHT IN MIDDLE YEARS Professor P. David Pearson , <i>Dean, Graduate School of Education and Professor of Language and Literacy, Society and Culture, University of California, Berkeley</i> P. David Pearson will share the fruits of his recent empirical work attempting to reconceptualise and implement reading, writing, and academic language as tools rather than goals put to work in the service of acquiring knowledge and inquiry in science. He will go on to trace the implications of that work for other disciplines—social sciences, literature, and mathematics.
12.30	QUESTIONS AND DISCUSSION	This session provides participants with the opportunity to put forward questions and engage in discussion with Professor P. David Pearson.
12.45	Lunch	
2.00	THIRD PLENARY SESSION	READING AS PART OF KNOWLEDGE BUILDING: TEACHING READING IN THE SENIOR SECONDARY SCHOOL Professor Peter Freebody , <i>Professorial Research Fellow, Faculty of Education and Social Work, The University of Sydney</i> Peter Freebody will draw on research he has been involved in for six years relating to the increasing disciplinary variations that students need to cope with in their literacy activities over the middle and senior school years. The argument will begin with the inadequacy of many approaches to literacy education in school, including recent policy initiatives, and proceed to provide highlights of data indicating the ways in which specialist teachers in the senior secondary years of schooling do and could conduct 'basic' reading lessons as an intrinsic part of knowledge building. The presentation will conclude with a summary of recent debates at the National Curriculum level concerning the curricular responsibilities for literacy education across the school years and the ways in which those responsibilities urgently need to be revisited.
3.00	QUESTIONS AND DISCUSSION	This session provides participants with the opportunity to put forward questions and engage in discussion with Professor Peter Freebody.
3.15	Afternoon Tea	
3:45	FINAL PLENARY SESSION	WHAT COUNTS AND WHY – WAYS FORWARD Chair: Margery Hornibrook , <i>Honorary Associate, Faculty of Education and Social Work, The University of Sydney</i> Panel: Sue Bremner , <i>Association of Independent Schools, NSW</i> Jan Heyworth , <i>Catholic Education Commission, NSW</i> Michael Murray , <i>NSW Department of Education and Training</i> Lorraine Rowles , <i>NSW Department of Education and Training</i> Following today's plenary; presenters will be joined by senior literacy policy personnel from the three school education sectors in NSW to react to the issues arising from the previous sessions. Questions from the floor and discussion to follow.
4:45	Drinks	
6:00	Program Close	