The 53rd UKLA Annual International Conference is proud to be sponsored by:
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### About the Programme

This programme is correct at the time of going to press, and we will do everything we can to ensure that it remains as published. We do, however, reserve the right to alter the programme in any way should circumstances require it and hope that you will support us in this.
Glasgow is a beautiful city with a rich and culturally diverse history. The area around Glasgow has hosted communities for millennia, with the River Clyde providing a natural location for fishing. The Romans later built outposts in the area and, to keep Roman Britannia separate from the Celtic and Pictish Caledonia, constructed the Antonine Wall, remains of which can still be seen in Glasgow today. Glasgow itself was founded by the Christian missionary Saint Mungo in the 6th century. He established a church on the Molendinar Burn, where the present Glasgow Cathedral stands, and in the following years Glasgow became a religious centre.

Glasgow grew throughout the centuries. The first bridge over the River Clyde at Glasgow was recorded from around 1285, giving its name to the Briggit area of the city, forming the main North-South route over the river via Glasgow Cross. The founding of the University of Glasgow in 1451 and elevation of the bishopric to become the Archdiocese of Glasgow in 1492 increased the town’s religious and educational status and landed wealth. It became a major centre of the Scottish Enlightenment in the 18th century. From the 18th century the city also grew as one of Great Britain’s main hubs of transatlantic trade with North America and the West Indies.

With the onset of the Industrial Revolution, the population and economy of Glasgow and the surrounding region expanded rapidly to become one of the world’s pre-eminent centres of chemicals, textiles and engineering; particularly in the shipbuilding and marine engineering industry.

The city is renowned for its architecture especially that designed by the Glasgow School, the most influential architect from the school being Charles Rennie Mackintosh. Even though Mackintosh became known as the ‘pioneer’ of the Arts and Crafts movement, his designs were far removed from the bleak utilitarianism of Modernism. His concern was to build around the needs of people: people seen, not as masses, but as individuals who needed not a machine for living in but a work of art. Mackintosh took his inspiration from his Scottish upbringing and blended them with the flourish of Art Nouveau and the simplicity of Japanese forms. The project that helped make his international reputation was the Glasgow School of Art (1897–1909), which is currently undergoing restoration work following a fire in 2014.

At a time when austerity is increasingly becoming one of the social norms and consequently widening divisions become more evident in society, it seems fitting that our conference theme this year is Language, Literacy and Class: Connections and Contradictions. Our conference will explore the impact of changes on literacy education - both the connections and the contradictions, the problems and the innovations. We hope that this will provide plenty of opportunities to explore and critique current national and international contexts which enable literacies to thrive and develop despite the divisions and will thus send you home refreshed, re-charged and bursting with ideas to share with colleagues.

We have an exciting line-up of keynote speakers from around the world this year that we know will challenge your thinking with their wisdom and experience.

On Friday we have a number of thought provoking keynote speakers: the Scotland’s Deputy First Minister, Mr John Swinney will be opening our conference along with the Strategic Director at Education Scotland, Mr Graeme Logan, while our keynote for the afternoon will be Dr. Vicky Duckworth from Edgehill University.

John Swinney joined the SNP in 1979 at the age of 15 and has held a number of posts within the Party at local and national level. He has been the National Secretary, Vice Convener for Publicity and Deputy Leader before leading the party from 2000-2004. After the Scottish Parliament election on 5th May 2016 John Swinney was re-appointed as the Deputy First Minister and is now the Cabinet Secretary for Education and Skills.

Graeme Logan is Strategic Director at Education Scotland. Graeme is a member of Education Scotland’s senior leadership team while also working closely with Learning Directorate to provide educational leadership to the Scottish Attainment Challenge and lead the development of a new National Improvement Framework. In his previous role as Strategic Director, School Years, he had responsibility for supporting the curriculum, learning, teaching and assessment in the school years across Scotland. Graeme was responsible for leading national support for the successful implementation of Curriculum for Excellence. He also led the programme of school inspections. Prior to joining Education Scotland in 2008, Graeme was a Headteacher in West Lothian. Graeme is also a member of the Royal Society of Edinburgh’s Young Academy of Scotland and a non-executive director of the V&A Museum, Dundee.

UKLA are grateful to the support of The Strathclyde International Public Policy Institute (IPPI) for hosting our opening keynote speakers.
Our Friday afternoon keynote is Dr. Vicky Duckworth. Vicky has an interesting career history, having worked as a nurse, a midwife and in supporting the development of adult literacy. This professional move was driven by her passionate belief that Further Education and Adult Literacy education can offer a critical space to support and empower learners. Her research has a strong social justice focus and through her work, she offers a deep insight into the lives of marginalised communities and the contradictions and complexities that are experienced in everyday lives.

On Saturday we extend a very warm welcome to Professor Shirley Brice Heath. Shirley holds the Marjorie Bailey Professorship in English and Dramatic Literature and is also a professor of Linguistics, Emerita, at Stanford University. Her work, which explores the language and informal learning within diverse communities, is varied, widely known and has influenced many academic research studies in the UK and beyond. We are delighted that Shirley has agreed to be one of Saturday’s keynotes. This will be a both thought provoking and illuminating keynote.

Our Illustrators’ panel on Saturday afternoon will provide an interesting exploration into the world of picturebook illustrators. Thanks to Nikki Gamble from Just Imagine, Vivian French and David Litchfield will offer us an insight into their wonderfully visual worlds which enthral and excite both children and adults alike.

On Sunday we close the conference with the Harold Rosen Memorial Lecture which will be given this year by a highly respected long-time friend of UKLA, Professor Sue Ellis. Sue is Professor in Education at the University of Strathclyde. Professor Ellis is Co-Director of the Centre for Education and Social Policy, which brings together expertise from across the university and is part of Strathclyde’s International Public Policy Institute. Professor Ellis has a strong commitment to knowledge exchange and to research that directly supports improved literacy outcomes for pupils. The recurring themes in her work concern literacy and equity, policy implementation and teacher development.

In addition to our keynote speakers, we offer a wide range of seminars, workshops and symposia from presenters from all over the world. The challenge will be ‘which ones to choose’ as so many offer enticing, fascinating insights into our world of literacy education.

As well as the debates and learning which will be taking place at the conference, we hope you enjoy the opportunity to relax with colleagues, both familiar and unfamiliar, and perhaps make new friends and contacts. On Friday, we have the UKLA Book Awards’ wine reception, which starts at 17:00, so please do come along. This will then be followed by the Book Awards which are so expertly co-ordinated by Lynda Graham. There will, thanks to the support of Alastair Daniel and Prue Goodwin, be an opportunity to hear the views of teachers and the young readers who have played such a key role in the Awards.

Back by popular demand, after dinner on Friday evening, we have Alastair Daniel storyteller extraordinaire who, with his assistant Trace Parvin, will be performing his own special versions of well-known and not so well-known stories for us. He is a talented and highly entertaining storyteller: and this performance is not to be missed!

On Saturday evening there will be the opportunity to marvel at the stunning surroundings of Kelvingrove Art Gallery and Museum which is where our annual UKLA International Conference Gala Dinner will be held. Not only will we be dining in these glorious surroundings, but we shall also be greeted on arrival by the Lord Provost who will be hosting a pre-dinner drinks’ reception. A grand welcome indeed and to ensure that we arrive on time and in fine style, our carriages will be departing at 6:30.

With such an exciting range of keynote speakers, symposia, seminars, research reports and entertainment, I am confident that this will be yet another UKLA conference to remember.

Tracy Parvin (Canterbury Christ Church University): UKLA President Elect
Conference Facilities
Patricia Latorre, UKLA General Manager, UKLA assistants Rachel Gregory and Daniel Finnerty, and staff at the TIC are all here to help you with any queries. The UKLA number to contact in case of any urgent problems during the conference is 07473 817025.

Registration
The Conference Registration Desk is situated in the Level 2 Foyer (actually at ground level) of the TIC and will be open from 08.30 until 17.00 on Friday 30 June and Saturday 1 July and from 08.00 until 13.00 on Sunday 2 July.

Please ensure you register to receive your conference bag with all your conference information and name badge.

There will also be a ‘Meet & Greet’ area by the Registration Desk and UKLA Membership Table to welcome those who are attending the event for the first time.

During registration time in the Level 2 Foyer on Friday and Saturday, join our conference exhibitors for a series of ‘Lightning Talks’; quick 5 minute presentations that introduce you to their organisations’ products and services.

Coffee and tea will also be served here.

If you booked accommodation with UKLA with your conference ticket, you will be staying at the Premier Inn George Square, just a minute’s walk from the TIC.

All delegates are asked to check in from 14.00 on the day of arrival and check out before 12.00 on the day of departure. Please ask at reception if you wish to store your luggage in a secure room if you arrive early or leave later than the check-out time.

Your conference package includes bed and breakfast available between 6.30 – 10.00am Monday to Friday and 7.00 – 11.00am Saturday – Sunday.

Internet Connection
Wifi is available in the TIC and is free of charge through BSkyB’s The Cloud. Connection information will be available at both reception and the conference registration desk. Access via Eduroam is UK academic institutions – delegates should log on using the credentials provided by their home institution.

Taxis
Taxis can be booked via the TIC reception. The TIC staff will try to pool taxis whenever possible.

Exhibitions and Bookshops
The UKLA Bookshop, the Books for Africa stall, and a number of educational stands are all located around the refreshment area of the Level 2 Foyer. Norfolk Children’s Book Centre will be open during the conference in Auditorium A, so bring your cash or credit card!

Useful contacts
UKLA Mobile Number - 07473 817025
TIC Conference Office - +44 (0)141 444 7015

Please note
Neither the University of Strathclyde nor the UKLA can be held responsible for any injury sustained whilst using any University facilities, nor the loss of personal property.

Social Programme:
Friday 30th June
17.00 – 17.35
UKLA Book Awards 2017: wine reception Level 2 Foyer, TIC.
17.45 – 19.30
UKLA Book Awards 2017: Awards ceremony and book signings, Auditorium A/B/C, TIC.
19.30 – late
Dinner, Open Mic Storytelling with Alastair Daniel (University of Roehampton) and Tracy Parvin (Canterbury Christ Church University), and the UKLA Books for Africa Raffle in the Level 2 Foyer.

Saturday 1st July
18.30
Coaches depart from the TIC main entrance on George Street for Kelvingrove Museum.
19.00 – 19.30
Civic Wine Reception, hosted by the Lord Provost of the City of Glasgow, Kelvingrove Museum.
19.30
Call for dinner and UKLA Awards.
20.15
Dinner is served.
23.30
Coaches depart for TIC.

Parallel Sessions Programme Codes

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Workshop
An active participatory learning experience. Formal elements will be kept to a minimum.

Seminar Presentation
An argument will be presented and developed; this could be based on research and will facilitate a focussed seminar discussion.

Research Report
A report of completed or ongoing research will be given with the theoretical perspectives unpinning this work. Discussion time will be included.

Symposium
A panel of speakers, each of whom will give a short presentation on a common topic which they will then discuss, inviting audience participation

Thanks:
Many people have helped to organise this conference and all deserve our thanks for their labours, including: Lynda Graham, Andrew Lambirth, Patricia Latorre, Alayne Öztürk, and Tracy Parvin.

Also thanks go to our sponsors: Wiley Blackwell, MLS, NUT, Nosy Crow, Just Imagine Story Centre, TTS, UCL IoE Press, Hachette Children’s Group, Bounce Marketing, Unesco Institute for Lifelong Learning and Hackney Learning Trust.

Don’t forget to log into the conference Dropbox file for some useful resources donated by our sponsors and visit the exhibitors’ area in the Level 2 Foyer for their Lightning Talks during registration.
Outline Programme UKLA International Conference 2017
TIC, University of Strathclyde

Friday 30th June

08.30 – 09.15 Registration
(Level 2 Foyer)
Tea and Coffee available
Exhibitors’ ‘Lightning Talks’
Bookshops open

09.15 – 10.30 Welcome
Tracy Parvin, President Elect

Opening Address
John Swinney

Keynote 1
Achieving Excellence and Equity: Scotland’s National Improvement Framework
Graeme Logan
(Auditorium B/C)

10.40 – 11.20 Parallel Session A
(Teaching rooms)

11.30 – 12.10 Parallel Session B
(Teaching rooms)

12.20 – 13.00 Parallel Session C
(Teaching rooms)

13.00 – 13.50 Lunch (Level 2 Foyer)

13.50 – 14.50 Keynote 2
Adult Literacy, (in)equality and rupture: creating transformative
Vicky Duckworth
(Auditorium B/C)

14.55 – 15.35 Parallel Session D
(Teaching rooms)

15.35 – 16.10 Tea

16.10 – 16.50 Parallel Session E
(Teaching rooms)

17.00 – 17.35 UKLA Book Awards
Wine Reception
Sponsored by MLS, Love Reading and NUT
(Level 2 Foyer)

17.45 – 19.30 Book Award Ceremony, and Book Signing
(Auditorium B/C)

19.30 Dinner
(Level 2 Cafe)

21.00 – late Drinks, Open Mic Story-telling and Books for Africa Raffle
Alastair Daniel and Tracy Parvin
(Level 2 Cafe)

15.45 – 16.05 Tea
Sponsored by Just Imagine Story Centre
(Level 2 Foyer)

16.10 – 16.50 Parallel Session J
Including UKLA/Wiley Blackwell Research in Literacy Award Winners
(Teaching rooms)

17.05 – 17.50
Annual General Meeting

18.30 Coaches depart from TIC to Kelvingrove Museum

19.00-19.30 Civic Wine Reception
hosted by the Lord Provost of the City of Glasgow, Kelvingrove Museum.

19.30 Call for dinner and UKLA Awards

20.15 Dinner is served

23.30 Coaches depart for TIC
Bars open till departure

Saturday 1st July

08.30 – 09.30 Registration
(Level 2 Foyer)
Tea and Coffee available
Exhibitors’ ‘Lightning Talks’

09.30 – 10.30 Keynote 3
Living and learning on the edge without schooling: The new normal?
Shirley Brice Heath
(Auditorium B/C)

10.40 – 11.20 Parallel Session F
(Teaching rooms)

11.20 – 11.40 Coffee (Level 2 Foyer)
Anne Swift President of NUT and UKLA
to meet with student shadowers of the Book Awards. (Level 3 Foyer)

11.40 – 12.20 Parallel Session G
including Literacy School of the Year
(Teaching rooms)

12.30 – 13.05 Parallel Session H
(Teaching rooms)

13.05 – 14.00 Lunch
Members of UKLA Research Committee
will be available to discuss members’ plans for applying for funding through
UKLA’s research grant scheme. UKLA members are eligible to apply for grants
of up to £3000. See Research Pages on
UKLA website for more details. Look out for the balloons.

14.00 – 15.00 Thinking Visually - illustration panel
David Litchfield, Debi Gliori and Vivian French
(Auditorium B/C)

15.05 – 15.45 Parallel Session I
(Teaching rooms)

Sunday 2nd July

08.30 – 09.15 Exhibitors and Bookshops

09.15 – 09.55 Parallel Session K
(Teaching rooms)

10.05 – 10.45 Parallel Session L
Including Student Research Awards
(Teaching rooms)

10.45 – 11.10 Coffee

11.10 – 11.50 Parallel Session M
(Teaching rooms)

12.00 – 13.00 Keynote 5
Making a Difference by Making it Different: How researchers and educators can create kinder
literacy interventions.
Sue Ellis
(Harold Rosen Memorial Lecture)
(Auditorium B/C)

13.00 Draw and Close of Conference
Parliament in 1997, John was employed as Strategic Planning Principal with Scottish Amicable and was a business and economic development consultant for five years.

John joined the SNP in 1979 at the age of 15 and has held a number of posts within the Party at local and national level. He has been the National Secretary, Vice Convener for Publicity and Deputy Leader before leading the party from 2000-2004.

John was elected as the Member of Parliament for North Tayside on 1st May 1997 in a seat that had once been the safest Conservative seat in Scotland. On 6th May 1999 John was elected as the Member of the Scottish Parliament for North Tayside. In 2011 the boundary changes meant the creation of new constituencies and John Swinney was elected as MSP for Perthshire North. He was re-elected in 2016.

John is a member of the SNP Scottish Government and was the Cabinet Secretary for Finance and Sustainable Growth from 2007-2014. In November 2014 John Swinney was appointed as Deputy First Minister of Scotland and Cabinet Secretary for Finance, Constitution and the Economy.

After the Scottish Parliament election on 5th May 2016 John Swinney was re-appointed as the Deputy First Minister and is now the Cabinet Secretary for Education and Skills.

Graeme Logan
Graeme Logan is Strategic Director at Education Scotland. Graeme is a member of Education Scotland’s senior leadership team while also working closely with Learning Directorate to provide educational leadership to the Scottish Attainment Challenge and lead the development of a new National Improvement Framework. In his previous role as Strategic Director, School Years, he had responsibility for supporting the curriculum, learning, teaching and assessment in the school years across Scotland.

Graeme was responsible for leading national support for the successful implementation of Curriculum for Excellence. He also led the programme of school inspections.

Graeme was previously Assistant Director of Lifelong Learning at Education Scotland and prior to that he held the post of HM Inspector of Education. In 2010-2011, he was seconded to be Professional Advisor to the national review of teacher education, resulting in the publication of Teaching Scotland’s Future. Prior to joining Education Scotland in 2008, Graeme was a Headteacher in West Lothian. Graeme is a member of the Royal Society of Edinburgh’s Young Academy of Scotland and a non-executive director of the V&A Museum, Dundee.

Vicky Duckworth
Vicky Duckworth is a Reader in Education at Edge Hill University. Vicky has developed considerable expertise as an educationalist and researcher in the field of Adult Literacy and Education. She is deeply committed to challenging inequality through critical and emancipatory approaches to education, widening participation, inclusion, community action and engaging in research with a strong social justice agenda. Presently, she is researching effective practice in the delivery and teaching of English and Maths to 16-18 year olds (OfE funded) and leading a UCU funded research project (with Dr Rob Smith) which aims to understand and provide evidence of how the further education (FE) sector is vital in transforming lives and communities in 21st century Britain. http://transforminglives.web.ucl.ac.uk/about-this-project/

She is a member of a number of National and International networks, which includes her role as trustee of the Helena Kennedy Foundation (http://www.hkf.org.uk), the Association for Research in Post-Compulsory Education (http://arpce.org.uk/about/) and co-convener of the BERA Social justice and Education SIG.

Throughout her career Vicky has published widely, authoring and editing books, most recently including: Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners (Routledge, 2013); Landscapes of Specific Literacies in Contemporary Society: Exploring a social model of literacy (Routledge 2014); Adult Literacy Policy and Practice: From Intrinsic Values to Instrumentalism (Palgrave 2015).

Shirley Brice Heath
Shirley Brice Heath, Margery Bailey
Professor of English and Dramatic Literature and Professor of English, Emerita, Stanford University, has taught English literature, linguistic anthropology, and reading and composition across many contexts throughout her career. In 2003, she chose, however, to leave aside teaching university classes and to move into design research exploring and building programs of voluntary learning in disenfranchised communities. For the past decade, she has provided the architecture and research for programs in orchestral music, drama, and visual arts for cross-age highly disenfranchised groups in the United States and Europe. Since 2015, she has worked in Europe with cultural centres bringing refugees into the midst of the socialization powers of the arts for building an understanding of democracy. Her website describes much of this work and provides pdfs of recent publications: shirleybriceheath.net

Graeme was previously Assistant Director of Lifelong Learning at Education Scotland and prior to that he held the post of HM Inspector of Education. In 2010-2011, he was seconded to be Professional Advisor to the national review of teacher education, resulting in the publication of Teaching Scotland’s Future. Prior to joining Education Scotland in 2008, Graeme was a Headteacher in West Lothian. Graeme is a member of the Royal Society of Edinburgh’s Young Academy of Scotland and a non-executive director of the V&A Museum, Dundee.
Sue Ellis
Sue Ellis is Professor of Education at the University of Strathclyde and Co-Director of its Centre for Education and Social Policy. She is co-author of the influential Joseph Rowntree Foundation Report *Closing the Attainment Gap in Scottish Education*. She led the Education Strand of Renfrewshire’s Poverty Commission and sits on the Scottish Government Assessment and National Qualifications Group.

Sue researches effective literacy teaching and policy development, working with student teachers, teachers and the policy community on projects that improve literacy outcomes for pupils. Her focus is on developing sustainable, long-term and effective models for intervention and practice and on place-based research that generates the knowledge and the prototypes that help teachers change youngsters’ lives for the better.

Vivian French
Vivian French has published over 250 books and lectures at Edinburgh College of Art. She is founder of PictureHooks, an organisation that seeks to spot and nurture talent and provide training and development for illustrators.

Debbie Gliori
Debi Gliori is the creator of over 70 books for children, including the Mr Bear series *No Matter What*, *The Trouble With Dragons* (nominated for the 2010 Kate Greenaway Medal) and *What’s The Time Mr Wolf?* Her latest book, the highly acclaimed *Night Shift* is a powerful and personal exploration of depression.

David Litchfield
David Litchfield has been drawing since he was very young, creating Star Wars and Indiana Jones ‘mash up’ comics for his older brother and sister. His work has appeared in magazines and newspapers and exhibited in shows internationally. To date he has written and illustrated two picture books, *The Bear and the Piano* (UKLA shortlisted title) and *Grandad’s Secret Giant*.

Nikki Gamble
Nikki Gamble is Director of Just Imagine and convener of the Just Imagine Illustrators group.
Friday 30 June

UKLA Book Awards 2017
Wine reception 17.00 – 17.35
Book Awards 17.45 – 19.30

All delegates are warmly invited to the wine reception for the prestigious UKLA Book Awards (sponsored by MLS and Love Reading) in the Level 2 Foyer.

The UKLA Book Award is a national award, chosen by teachers. This year teachers from schools from Aberdeen City, North Ayrshire, Dundee, Edinburgh, East Lothian, Falkirk and Renfrewshire, are judges for the unique Award. Come and:

• hear the announcements of the winners for our three awards (3-6; 7-11; 12-16+)
• meet authors of the shortlisted books
• meet teacher judges
• meet students and HE tutors who shadowed the award
• meet the student shadowers awarded NUT sponsored conference places.

Saturday 1 July

11.40 – 12.20 Seminar presentation
UKLA Literacy School of the Year: A school where literacy thrives
Sponsored by Nosy Crow
2016-2017
Jenny Taylor (headteacher), Yvette Kydd, Kirsty Jones, Laurel Steel and Chris Lockwood, UKLA

The 2016-2017 recipient of our prestigious award for schools is Horfield CofE Primary, Bristol. The award will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session (introduced by Chris Lockwood, UKLA), the headteacher Jenny Taylor and her colleagues share their creative, inspirational teaching of literacy at Horfield. If you are interested in hearing how Horfield approaches the teaching of literacy, do come along. You’ll be most welcome.

12.30 –13.05 Seminar presentation
Our Class loves This Book: the UKLA John Downing Award 2017
Sponsored by Just Imagine
Audrey Simpson, Newmains Primary, Renfrew and Rob Golding, headteacher
Neston School, Cheshire with Joy Court
UKLA

Our Class Loves this Book: the UKLA John Downing Award encourages teachers across the UK to submit imaginative, creative whole class responses to books shortlisted for the UKLA Book Awards. This award contributes significantly to our aim of encouraging teachers across the UK (and beyond) to be avid readers of quality texts for children and young people.

The individual winner is Audrey Simpson, for her P2/1 creative, imaginative response to This Book Just Ate My Dog! by Richard Byrne.

For the first time, this year we also have a whole school winner: Neston primary, Cheshire, for their imaginative whole-school response to Atlas of Adventures by Lucy Letherland and Rachel Williams.

If you are interested in hearing how Audrey Simpson and her P2/1 class, and Neston Primary responded creatively and imaginatively to their chosen shortlisted books, do come along. You’ll be most welcome.

Sunday 2 July

9.15- 9.55
UKLA/Wiley Research in Literacy Education Award 2017
Sponsored by Wiley

The awards are given each year to one paper from each of UKLA’s journals, Journal of Research in Reading and Literacy. Editors of both journals, in liaison with members of their boards, submit a shortlist of papers to a panel of experts, who read all the papers and decide on the winners. A list of the shortlisted papers can be found on the UKLA website.

The winner from the Journal of Research in Reading is:
Ilona de Milliano, Amos van Gelderen, Peter Sleegers
Types and sequences of self-regulated reading of low-achieving adolescents in relation to reading task achievement

Jackie Marsh, chair of the Awards Panel, writes:
This paper reports on a study of the relationship between types and sequences of self-regulated reading activities with quality of task achievement of low-achieving adolescents. The methodology was robust, with the use of think aloud and video observations to analyse the students’ response to the task. Important differences were found between types and sequences of self-regulated reading activities related to task achievement. The low-achieving adolescents who read the whole text first before answering the comprehension questions were more successful in the task. In addition, readers demonstrating more activities directed at connections between the text and prior knowledge showed better task achievement. The panel felt that the paper had significant implications for practice, and that it provided very useful insights into how to support the reading practices of a group of learners who are often overlooked in the literature. In addition, the paper was well structured, clearly written and grounded in a sound knowledge of previous research in the field.

The winner from Literacy is:
Chris Bailey
Free the sheep: Improvised song and performance in and around a Minecraft community

Jackie Marsh writes:
This paper draws upon data from a
year-long ethnographic study, investigating a group of ten- and eleven-year-old children’s engagement with the video game ‘Minecraft’ as they collaborate to build a ‘virtual community’. With a particular focus on the children’s improvised singing and use of song during the club, the paper examines how their creative practices helped to fundamentally shape the nature of the space around them. Selected elements of the data were presented in a comic strip, which combined visual data alongside textual transcription of the children’s singing and speech. The findings indicated that an examination of the construction and performance of social relationships is as vital as a focus on text creation in the classroom. The panel felt that the paper was highly original, and breaks new ground in the presentation and analysis of data. It is theoretically complex and demonstrates a high level of critical analysis, offering a highly topical review of literacy across hybrid physical and virtual spaces.

10.05-10.45
UKLA Student Research Prizes

The Association’s Student Research Prizes are awarded to high quality research conducted by student members, who are nominated by their supervisors. This year, two prizes were awarded, to Grace Balchin and Angela Colvert. Both winners will present their research during this seminar.

Grace Balchin: “What’s the point of poetry?” How can practitioners allow students the space to engage with poetry on their own terms? (MA dissertation).

This research explores the problems facing poetry within the curriculum and offers suggestions as to how practitioners can allow the space for students to engage with poetry on their own terms through the medium of Slam Poetry. Influenced by the work of Dymoke (2013, 2015), Gutierrez (2008), Lefebvre (1991), Bhabha (1994) and Moje et al (2004) I adopt a critical lens to examine how students have used the space of the ‘Poetry Slam Club’ to form a ‘lived’ or ‘Third Space’ on their own terms which draws on ‘sociocritical literacy’ to enhance their existing knowledge from the curriculum.

Angela Colvert: Ludic authorship: Re-framing literacies through peer-to-peer alternate reality game design in the primary classroom (PhD thesis)

In this paper I present the findings of a PhD study which investigated the literacy practices of a class of 10-and-11-year-old designers as they created an Alternate Reality Game for their peers as part of their school curriculum. During the discussion I will outline a pedagogical proposal for the teaching of new literacies in formal education, and propose a new conceptualisation of transmedia authorship practices and associated literacies.

The model of ‘ludic authorship’ which emerged from the study not only reframes literacies, it reframes play as a literacy practice which has cultural, operational and critical dimensions.

Project Connect Books for Africa

UKLA’s Project Connect Books for Africa programme supplies library books for children to read for pleasure. Where possible the books are in local languages and are bought locally.

This is certainly the case in Zanzibar, where 16 primary schools are involved in the Project Connect Books for Africa programme. Our work in Zanzibar is heavily dependent on the prize-winning Tanzanian organisation, The Children’s Book Project (CBP), based in Dar-es-Salaam. As well as being the source of locally written and produced books of high quality, CBP has carried out some sessions for teachers in the Project Connect schools on productive ways of using the books.

The books are in Kiswahili, the language of primary education. The schools provide secure shelving, usually in a room dedicated to the library, and select the books from the CBP catalogue.

And don’t forget to visit our Project Connect Books for Africa bookstall, where you can find many interesting books at very reasonable prices!
The Reading Cloud is a technology-enhanced reading programme developed for schools. It aims to support children’s reading and writing experiences, ignite their interest in literature and extend reading at school to home spaces.

The programme offers a number of features that are likely to appeal to teachers of English at KS1 and KS2. To support children’s interest in literature, children have the option to read about authors’ biographies, ‘meet the author’ in an online video and request a book of their choice from the local library (if the programme is linked to the school’s local public library). The programme supports children’s reading experience by offering them suggestions for who to read next and cataloguing their reading choices.

In addition the Reading Cloud is a great platform for a community of readers, children can share their interest in specific books through ranking most popular titles, allocating likes and stars to their favourite books or writing their own reviews. Moreover, Reading Cloud builds and promotes conversation around books through several community-oriented tools, for instance children can chat about the books, see what is ‘trending’ among their friends and what their classmates liked or requested from the library. The space is constantly updated with selected Facebook and Twitter news.
This year for the first time we are delighted to be hosting a series of Lightning Talks during morning registration (08.30 – 09.15), where our exhibitors will talk about their work, ideas, and opportunities.

Each talk lasts up to 5 minutes, and is intended to foster dialogue between participants and exhibitors during the conference.

Head to the Level 2 Foyer to grab a hot drink and join in the session.

Hosted by Andrew Lambirth, UKLA President.

08.35 The Writing book
08.40 TTS
08.45 UCL IOE Press
08.50 T&F
08.55 Hachette Children’s Group
09.00 Just Imagine
09.05 Bounce Marketing
09.10 Nosy Crow

09.15 – 10.30 Welcome
Tracy Parvin, President Elect

Opening Address
John Swinney

Keynote 1
(Auditorium B/C)

Achieving Excellence and Equity; Scotland’s National Improvement Framework
Graeme Logan

The OECD report on Scotland’s Curriculum for Excellence (CfE), (Dec 2015) stated that ‘in the next phase of the CfE journey, Scotland has the opportunity to lead the world in developing an innovative national assessment, evaluation and improvement framework that is consistent with what is known about promoting student, professional, school and system learning.” The Scottish Government’s National Improvement Framework aims to provide a clear flow of information and actions aimed at bringing about improvement in all parts of the education system. Graeme Logan, Strategic Director at Education Scotland, will talk about how the Framework will help achieve the Scottish Government’s ambitions for education and in particular, our aims to improve attainment in literacy and to close the poverty-related literacy attainment gap. The presentation will focus on how education policies in Scotland – in particular, the National Improvement Framework, Research Strategy and Scottish Attainment Challenge - aim to achieve excellence and equity for all learners. It will give an outline of how these policies are being implemented in schools and other settings, and will cover some specific challenges being addressed in literacy.

10.40 – 11.20 Parallel Session A

A1
Symposium
Audience: AL, CT, L, LC, LA, RT, T, S
Room: Aud

Language, Literacy and Class: International Connections, Contradictions and Conundrums

Jill McClay, University of Alberta, Canada,
Paul Gardner, Curtin University, Australia,
Rúnar Siqþórsson, University of Akureyri, Iceland,
Mary Roche, Mary Immaculate College, Ireland,
Judy Parr, University of Auckland, New Zealand

Pasi Sahlberg has coined the term GERM (Global Education Reform Movement) which he contrasts with the Nordic collaborative model to improve education. As Sahlberg notes, the GERM travels widely, and we see many connections across diverse educational contexts. Literacy’s May 2017 special issue on “Assessment, Accountability and Policy” featured international accounts of the unintended consequences of reform initiatives and drew commonalities from diverse contexts. In 2016, the UKLA appointed some of our international members to serve as “Country Ambassadors” with the aim of facilitating connections and awareness of common issues amongst UKLA and other country-level literacy organizations.

This symposium will feature brief notes from each of the country ambassadors regarding an issue or development in literacy education in each of our home countries. The panelists will then draw connections, contradictions and conundrums that resonate internationally. Discussant and audience participation are invited, to focus our attention on productive action and responses, such as, for example, Beginning Literacy pedagogy or the Nordic collaborative model, to improve literacy education. A sampling of topics in the session includes:

Australia: The arguments and discourses that emanated from advocates of top-down reductionist pedagogies in England prior to the implementation of the 2014 curriculum are also evident in Australia. There are huge disparities in educational outcomes between urban and remote communities, the latter largely being Aboriginal.

Canada: Provincial curriculum, research, and public policy are coming together in one province to mandate the inclusion of indigenous perspectives in all aspects of education. The professional development implications for teachers and teacher educators are enormous.

Iceland: A national initiative to improve literacy, emphasizing testing and measurable outcomes, is contrasted with a developmental approach called Beginning Literacy that seeks to improve literacy education in the first two primary years by combining a balanced approach to literacy teaching with a structured professional development programme to work with teachers in partnership between schools and university.

New Zealand: Policy and practice focus on the increased diversity of classrooms and the ongoing underachievement of indigenous Maori and, in particular, students from the Pacific Islands. Literacy foci, within a “teaching as inquiry”
Country Ambassadors participating will be Paul Gardner (Australia), Jill McClay (Canada), Rúnar Sigþórsson (Iceland), Mary Roche (Ireland), Judy Parr (New Zealand), Alice Manning (Spain), and William Bintz (USA).

The Integrated Group Reading (IGR) approach to learning transcends itself. The IGR approach provides a methodology that is at once story-based, equally systematic, integrated, language-based approach to the practice of reading and fluency by augmenting their phonic and high frequency word learning with an equally systematic, integrated, language-based approach to the practice of reading itself. The IGR approach provides a methodology that is at once story-based, methodical and classroom-based. It is also research-informed about the conditions for learning required by reading-delayed children.

The IGR approach to learning transcends the either-or debate by bringing together various aspects of learning to read in a way that enables children to learn and teachers to translate their professional knowledge into a methodology that is comprehensive and child-appropriate. Lessons take place in the classroom as part of the normal guided reading carousel, with every book the hub of a learning cycle. In this sense IGR is integrated in two ways: it integrates research-informed knowledge and practices into a coherent programme while being taught in a typical ‘Quality First’ (Wave 1) teaching setting. Significantly, this model also integrates the work of teaching assistants, whose well-defined follow-up support is essential for the full working and completion of the IGR learning cycle.

Introduction: Professor Brahm Norwich

A brief introduction of the development and evaluation of the IGR approach in a 2-year Nuffield Foundation funded project will set out the origins of how the research team came to conduct this project. It will summarise how the project was organised into development and evaluation arms. This will involve a brief overview of the 2-phase randomised controlled trial and of the process evaluation design to be presented in the rest of the symposium.

IGR as designed and in practice: Jan Stebbing

This section will outline the origins of the IGR approach from a small-scale teaching approach to its trial with other teachers and its scaling up into a systematic national trial and evaluation (33 schools in 4 local areas). It will explain the principles underlying the design and production of the programme materials (the readers and associated games) and the design and justification of the classroom management model used to deploy it as part of regular early literacy teaching. There will also be an account of how teachers were initially prepared and supported to use IGR.

Video presentation of the IGR programme materials and practices: Jan Stebbing

In this presentation examples of IGR teaching will be shown as short video clips of the various activities that make up the IGR group session. This will be supplemented by pictures of the materials used. These come from the IGR project website at http://blogs.exeter.ac.uk/igrp

Evaluation of IGR: Dr George Koutsouris and Professor Brahm Norwich

Findings from the mixed methodological evaluation design will be reported. The effects of IGR compared to a typical teaching approach will be reported in terms of word reading, reading comprehension, reading attitudes and self-concept, and school well-being measures. This analysis will also examine how pupil and school characteristics relate to any effects and to what extent outcomes relate to the fidelity maintained in teaching the programme. In addition, process evaluation will be reported through case studies of IGR teaching and learning and qualitative analysis of teacher focus groups.

A3 Research Report
Audience: AL, CT, LC, LA, TT, S
Room: CR1

The struggle for literacy - a class struggle in South African Higher Education?

Rose-Marie McCabe, University of Limpopo, South Africa

South African Higher Education has been rocked by students’ “Fees must fall” protests. Extensive research has shown that socioeconomic status (SES) has a significant impact on the quality of education and academic achievement worldwide. In post-apartheid South Africa, economic disparity and educational inequalities persist despite the high hopes and expectations of the majority of South Africans after 1994. This is especially so in the rural areas of Limpopo Province where many tertiary students of low socioeconomic status still struggle to achieve basic literacy. These students struggle to cope with the language and literacy demands of higher education which ultimately affects their ability to compete in the employment market and escape from the cycle of poverty.

This case study assessed the academic reading and academic writing of a convenience sample of 30 first-entering English second language (ESL) students enrolled for an English for Academic Purposes (EAP) course. A questionnaire was administered to obtain their perspectives. The aim was to determine whether first-entering UL students from low socioeconomic backgrounds and schools are able to meet the language and cognitive demands of their university studies, whether they recognise the actual reasons for their inadequate literacy and which issues need to be borne in mind when planning course content to teach academic literacy.
Friday 30th June

A4 Seminar Presentation
Audience: CT, LC, LA, R, TT
Room: CR3

Perspectives on the Learning and Teaching of Grammatical Metalanguage in Upper Key Stage 2 Classrooms

Marie Helks, Sheffield Hallam University

‘Us two want to be zookeepers. I don’t think you’re going to say when someone comes to the zoo, “Do you know what an adverb is?”

In 2013, the introduction of the Key Stage 2 English Grammar, Punctuation and Spelling Test (informally known as the SPaG test) re-ignited debates around the teaching of grammar and, in particular, grammatical metalanguage. Historically, there has been a dearth of research in this area, with perhaps the most relevant work being in early language acquisition and second language learning. There exists even less research related to children’s perspectives on the teaching of grammatical metalanguage.

Building upon previously reported initial findings, this presentation will explore in greater depth the perceptions of Year 5/6 children and their teachers in four case study schools. Qualitative data drawn from semi-structured interviews (using video as a stimulus), writing conferences and questionnaires have provided insights into how children and their teachers perceive grammatical metalanguage and its potential benefits and limitations for learning. While there appear to be many similarities and connections between children’s and teachers’ perspectives, there are significant differences and contradictions too with, for example, children’s reflections seeming to place a greater emphasis upon the need to be creative in the learning of grammatical metalanguage. Through this presentation, implications for pedagogy and practice will be considered.

A5 Symposium
Audience: CT, LC, LA, TT
Room: CR4

Measuring the impact of reading for pleasure and empowerment: introducing the reading outcomes framework toolkit

Debbie Hicks, The Reading Agency

The Reading Agency, ACE, ASCEL, Book Trust, CILIP, CIL, National Literacy Trust and The Publishers Association have worked together to develop a cross-sector approach to assessing the impact of the work we do to support reading. We have developed a framework of the outcomes of reading for pleasure and empowerment, within an evaluation toolkit. The toolkit is available for use by anyone who carries out activity to encourage reading, to help them understand, demonstrate and improve the impact of their work. The toolkit includes evidence about the social, personal, intellectual and health and wellbeing outcomes of reading for pleasure and empowerment, and questions that can be used to evaluate whether a programme has impacted on these outcomes.

The framework focuses on the wider outcomes of reading, fitting with the conference themes around language, literacy and class, and the connections between reading and social and cultural capital. The project is innovative because of the cross-sector approach; we have worked together to draw on expertise to develop the toolkit and continue to collaborate to embed the shared framework across the sector.

This seminar will provide an overview of the work and present the reading outcomes framework toolkit. There will be an opportunity to discuss how delegates can use the framework and shape the next stage of development.

A6 Seminar Presentation
Audience: CT, LC, LA
Room: CR5

Connecting the dots: how language fits within the bigger picture of whole child learning

Elina Lam, Hackney Learning Trust

How do we define the qualities and traits of an independent, intrinsically motivated learner? We might describe them as curious, excited to learn, well-organised, reflective, self-aware, problem solving, articulate. The bigger question perhaps, then, is how do we ensure each and every pupil develops these traits and qualities?

Use it or lose it.

Struggling learners often lack experience and success with different aspects of learning, however the concept of brain plasticity offers real scientific hope that this need not always be the case. Brain plasticity suggests that the brain can change itself depending on what it does. As such, if we can identify how independent and intrinsically motivated learners engage with learning, then we can actively seek to engage these activities and habits in less developed learners - in effect, training them to ‘use it’ rather than ‘lose it’. In this ‘whole child’ approach, language is developed alongside other traits and qualities, such as self-awareness, intrinsic motivation and self-regulation.

This talk will present a set of teaching techniques that help children to develop attention and communication, alongside reading, thinking and understanding, helping them to develop language, literacy and learning in a meaningful and lasting way.

Elina Lam specialises in literacy development and currently works on the LIT Programme, an acceleration programme for struggling Y7 learners, created by Hackney Learning Trust.
The role of talk in learning is well understood: through talk, our ideas take shape and are shared with others, and through talk we modify our thinking in response to others’ ideas. The work of Mercer and Alexander has signalled the key role of the teacher in ensuring that talk can be genuinely exploratory and collaborative, encouraging reasoning.

In our research into teaching writing at Exeter University, we have found that a key feature of effective practice is teachers’ ability to generate good talk about language and its impact on the reader. Drawing on observed practice, including transcripts of classroom discussion, this workshop will focus on the role of talk in a grammar for writing pedagogy. We will explore a range of activities and approaches designed to generate the kind of classroom talk that will support students’ understanding of grammar in the context of improving writing, and the aim is to boost teachers’ confidence in leading language-based discussion.

Globalised higher education and government inclusivity policies have produced large numbers of students (speakers of English as a first or additional language or dialect) with different cultural schemas for writing and varying levels of proficiency in academic English writing literacy. This diversity calls attention to the role of context and identity in language and literacy programs and highlights the importance of recognising the legitimate styles and varieties of English brought to the classroom by learners as well as the place of codemeshing with the standard mode. From a translingual perspective, all learners need a creative fluency in writing characterised by the deployment of a wide range of language resources and practices.

This presentation draws on an Australian university project aimed at heightening academics’ awareness of students’ language varieties using an analysis of marked samples of student writing across disciplines. An outcome of the project was the development of a resource for teachers to systematically evaluate the language component of students’ written work and provide informed focused feedback. The presentation discusses the contextual constraints of such an approach in a climate of accountability, standardisation and workloads and should be of interest to teachers involved in supporting academic writing and written literacy.

In recent years many professional bodies and agencies have turned their focus on school libraries and their value is well established. For the example, a recent Department for Education report on reading (2015) establishes that libraries play an important role in children’s reading habits. It is vital that all resources available are being used efficiently as just half of children and young people enjoy reading (Clark, 2016) and standards of literacy in England are behind many other countries (Department for Education, 2015). However, it is not a statutory duty for schools to have a school library and the varied provision places children and young people in different schools and parts of the country in an unfair situation.

This presentation first discusses the current provision of school libraries. While there are no official numbers, several sources of evidence are used to try and provide as comprehensive a picture as possible of the state of school libraries in the UK. In addition, this presentation will discuss the importance of school libraries based on evidence of impact from both national and international sources. The focus will be on data collected by the National Literacy Trust in 2010 and new data collected in 2016. It will show how school library use is connected to reading attainment, reading enjoyment, frequency and attitudes towards reading. Finally, the presentation will outline some of the key components of effective school libraries based on standards and recommendations made by several professional bodies.
Making Space for Us: Struggling Readers with FASD

Linda Wason-Ellam, University of Saskatchewan, Canada

Literacy is critical to positive development and life adjustments for children with Fetal Alcohol Spectrum Disorder (FASD), many of whom are of Aboriginal ancestry and attend schools in low-income neighborhoods. While literacy skills and strategies are necessary for facilitating academic, vocational, and personal adjustments across the life cycle, these children are often unsuccessful readers and writers and early school leavers. This presentation documents how local language practices shape learners’ identities and position them in social relationships that impact upon their opportunities to participate in and learn the language and literacy practices of their school communities. Consideration will focus on how the literacy practices and identities are shaped and mediated in different ways socially, culturally, and linguistically as observed in a five-year ethnographic study of struggling readers with FASD.

Multimodal literacies are a response to the sweeping changes in education, as they provide a framework that embraces cultural, linguistic (dialectal), experiential, and technological diversity while at the same time advocating a social justice standpoint for all learners with FASD to have fair access to success. Drawing upon multimodal literacies means that texts take on multiple variations in each reader’s mind when it comes to constructing meaning during any literary transaction.

Friday 30th June

A10

Research Report
Audience: CT, LC, R, TT, S
Room: ERA

Making Space for Us: Struggling Readers with FASD

Linda Wason-Ellam,
University of Saskatchewan, Canada

11.30 – 12.10 Parallel Session B

B1

Symposium
Audience: CT, L, LC, LA, R, TT, S
Room: CR3

A social justice lens on boys’ (dis)engagement with reading for pleasure

Amelia Hempel-Jorgensen, The Open University, Teresa Cremin, The Open University, Diane Harris, University of Manchester, Gemma Moss, University of Bristol

A social justice lens on boys’ (dis)engagement with reading for pleasure: Gemma Moss

Why are ‘disadvantaged’ boys less likely to read for pleasure? This symposium reports on an empirical research project (led by Amelia Hempel-Jorgensen), which aimed to develop new sociological understanding of this (dis)engagement. It is widely documented that reading for pleasure (RfP) has cognitive, social and emotional benefits and that in the UK and elsewhere, boys eligible for Free School Meals (FSM), read less for pleasure than girls. The originality of this study lies in understanding this (dis)engagement. It has an explicit focus on how gender, social class and ethnicity intersect in producing different educational disadvantage amongst children. The data was generated in four Year 5 classes in four primary schools with high levels of eligibility for FSM. Data collection included observation throughout the curriculum for one week per school and interviewing teachers and two struggling boy readers and one girl in each class. The symposium papers will focus on three potential factors for disengagement: 1) Pedagogical practices for reading for pleasure and literacy; 2) Teachers’ perceptions of ‘struggling’ boy readers’ gender, social class and ethnic identities and the boys’ subjective experiences of pedagogy; and 3) The impact on boys’ orientations to RfP. The knowledge generated will contribute to the development of inclusive pedagogies for RfP.

Reading for pleasure pedagogies: Teresa Cremin

It is widely recognised that RfP is volitional and requires learner agency, but that such agency tends to be constrained by performative pedagogies in socio-economically disadvantaged school contexts. This presentation will explore the consequences for disengaged Year 5 boy readers in such school contexts. Linking to UKLA’s Teachers as Readers research findings regarding RfP pedagogy, the current study examined the core practices of: reading aloud, children’s own reading time, informal book talk and social reading environments. Across the four schools a continuum of practice was evident, for example time for independent reading varied from 3.5 hours to 45 minutes weekly. Analysis suggests that RfP was tethered to the performative agenda in 3 of the 4 schools where teachers held a tight rein on volitional reading (often conceived of as individual solitary activity). Factors such as resources, teachers’ knowledge of children, of literature and their perceptions of who is responsible for RfP combined to ensure that struggling boy readers were likely to remain so - they had limited agency to alter their positioning.

Teachers’ perceptions of boy readers and their pedagogical positioning: Amelia Hempel-Jorgensen

In this paper, we focus on teachers’ perceptions of ‘struggling’ boy readers and how this is connected with the pedagogical practices for RfP and literacy, discussed in the previous paper. We take an intersectionality approach to understanding how boys were positioned by teachers, peers and themselves at sometimes intersecting axes of discourses about gender, social class and ethnicity. The data shows that deficit discourses about ‘ability’ and gender are particularly strongly intertwined in how they positioned boys as ‘struggling’ readers in two of the schools. The teachers held stereotypical understandings of gender in that boys were less ‘able’ and less capable of being agentic as learners. Girls were seen as more compliant with the reading behaviours teachers expected. In one of the schools these discourses also intersected with deficit discourses
The impact on children's engagement with reading for pleasure: Diane Harris

The impact of teachers' pedagogical practices for literacy and reading for pleasure and 'struggling' boy readers' positioning in these contexts is the focus for this paper. It will cover the focus children's orientations toward RfP; their understandings of reading more widely; their reported reading practices outside of school (and reading logs) and their reading behaviours at school. The data shows that children's understandings of reading were framed by the assessment agenda at school. Despite this, most of the focus children sought to position themselves as readers for pleasure but with limited success at school. Many did not display sustained reading behaviour here. Most were able to name authors and particular books they had chosen to read for pleasure (although the range tended to be very narrow) and expressed emotional engagement with reading.

B3
Symposium (cont'd)
Audience: CT, LC, LA, TT
Room: CR2

The Integrated Group Reading (IGR) approach: the design, development and evaluation of innovative early intervention literacy practice for Years 2 and 3
Jan Stebbing, Brahm Norwich and George Koutsouris, University of Exeter

B4
Seminar Presentation
Audience: CT, LC, LA, R, TT
Room: CR1

Keeping stories at the heart of early reading instruction: using thinking and understanding strategies to foster language development
Richard Boxall, Hackney Learning Trust

When children are learning how to read (especially at the earliest stages), it is easy to overlook the importance of enabling them to access the ideas, concepts and rewards encoded in print independently. Group discussion, shared reading, and whole class demonstration of these processes will not necessarily make them part of each child's independent reading control. How, then, can we structure a child's independent reading experience to ensure early engagement with ideas when children read on their own?

Some of the ideas central to children becoming active, engaged readers when learning to read seem counter intuitive. For example, the more we enable children to use language to explore concepts and ideas in early reading books, the more likely they are to sustain independent reading work and to experience the reward of each little story that they read. This, in turn, shapes the beginning of intrinsic motivation.

During this workshop/seminar we will develop some of the following ideas and consider their practical implication for children who are learning how to read:

- How can we use language to shape comprehension through conversation?
- How can we develop independent engagement with ideas and concepts as they unfold?
- How are understanding and reward linked?

Richard Boxall manages the Daily Supported Reading Programme at Hackney Learning Trust. Hackney is the highest performing local authority in England for reading at Key Stage 1.

B5
Research Report
Audience: CT, L, R
Room: CR4

Blogging over the holidays to encourage sustained engagement in literacy
Rebecca Jesson and Rachel Williamson, University of Auckland

Evidence from existing national and international literature suggests that students' literacy learning is adversely impacted over the summer period. This decrease in achievement has been termed the 'Summer Learning Effect (SLE)' and studies indicate that it is most apparent in low socioeconomic status (SES) communities. In an attempt to address this issue in New Zealand, a team of researchers from The University of Auckland have designed, implemented and evaluated the impact of participation in a digital blogging programme, the Summer Learning Journey, on the writing achievement of students attending 'digital innovation' schools in low SES communities. Results of an initial pilot (n = 25 students) indicated that participation in the programme was associated with attenuation of the SLE compared with previous years. Further, participants attained significantly higher scores on standardised measures of writing achievement post-intervention than a matched sample. These findings suggested that sustained engagement in a digital literacy programme over summer can contribute to efforts to ameliorate the SLE in low SES communities. During the school year, programme designs encouraging sustained engagement
were trialed over the shorter winter holiday. Based on these two trials, the Summer Learning Journey programme has been rolled out to ten low-SES schools this summer, 2016-2017. The results of the series of evaluation studies will be shared during the conference session.

**B6**

**Seminar Presentation**

**Audience:** AL, CT, R, TT  
**Room:** CR5

**Lessons from the dancefloor: Invisible learning, cultural capital, transcultural identities and ‘big’ literacy**

Paul Mercieca and Toni Dobinson, Curtin University, Western Australia

This presentation aims to widen views of learning, considering literacies as not merely skills, but as deeper cultural understandings acquired in spaces between the familiar and new. It draws on an ethnographic study of a migrant group in Western Australia involved in the Northern Soul dance scene which originated in 1960s Britain and which is now a global sub-culture. The study found that individuals, ‘lost in the music’, were able to develop, dialogically, a more transcultural identity and accompanying literacy through dancing and sociality. Just as global subcultures provide local third places and assist successful migrations between home and host culture identities, involvement in a range of leisure cultures such as sport can assist transitions between home, school and work cultures. Many forms of ‘invisible’ learning and cultural capital are increasingly sidelined by educational curricula driven by testing and deficit conceptions of learner backgrounds. This presentation explores the notion of learners as creative ‘spect-actors’ in their own spaces and places, and should be of interest to secondary and post-secondary literacy and language educators.

**B7**

**Seminar Presentation**

**Audience:** AL, CT, LA, R, S  
**Room:** ERA

**University-community collaboration to support literacy challenges in children from low income families**

Eva Nwokah and Erin Morrison, Our Lady of the Lake University, USA

In low-income neighborhoods, where time and money are limited, early childhood literacy experiences may be of low quality and impacted by lack of books, few opportunities for language enrichment and minimal experiences beyond the child’s immediate environment. The negative impact of poverty on social, communication and cognitive development is well established and may be a complex interaction of stressors such as single parenthood, nutritional deficiencies, lack of transport, unhealthy and/or overcrowded housing, inadequate schools, and local crime. For the past three years a university-community collaboration with a city-wide, non-profit, youth literacy program has provided services to children identified as delayed readers or non-readers in schools in low-income Mexican American neighborhoods in a large city in the United States. Undergraduate university students in two courses provide service learning as tutors in individualized weekly pull-out services for children aged 6-8 years, whose reading levels are determined by formal assessment by their teachers. The intervention consists of tutor training and a systematic program design and sequence of books and activities. Experiences and learning of the university students obtained through journaling, presentations, and questionnaires, and the progress of the children assessed pre and post intervention, reveal the impact of such collaboration.

**B8**

**Research Report**

**Audience:** AL, CT, LA, R, TT, S  
**Room:** CR6

**How can drama enable children to engage with and interpret a text? Specifically, interpreting themes and demonstrating personal responses to Twelfth Night, by Shakespeare.**

Lucy Timmons, Linton Mead Primary School

This paper explores how drama enables children to interpret and engage with Shakespearean text effectively. Specifically, it explores how adopting a rehearsal room pedagogy weaves the social constructivist view into the contemporary classroom and marries the approach actors use when exploring Shakespeare’s work with exploratory talk, dialogic teaching and higher order thinking. The research was anchored in an analysis of the social constructivist view and through the work of the Royal Shakespeare Company’s Learning Performance Network. The second part of the paper analyses the responses the children demonstrated in relation to a hierarchy of their interpretive skills through social semiotics, intertextuality and bodiliness in space. As a professionally trained actress and pedagogue, I was able to observe, qualitatively, the impact of an ensemble pedagogy on the quality of interpretations the children were able to make about characters and themes in Twelfth Night. The research challenges the notion of Shakespeare being part of the cultural and social capital of a select class as it was conducted in an urban primary school of low socioeconomic status with low mobility.
This presentation takes its title and direction from a key line in an enduringly popular 19th century Australian ballad, ‘Clancy of the Overflow’. Currently Pre-Service Teachers (PSTs) in the university where this research was undertaken, have experienced either scant or no engagement with poetry during their own schooling and are sorely in ‘want of better knowledge’ if they are to teach poetry when they begin their careers. The argument developed in this session is that, regardless of social class, all students benefit when they are introduced to significant literary works; schools and universities should therefore prioritise poetry in order to redress current serious gaps. Reference will be made to a small-scale research project conducted with PSTs in a university in Melbourne, Australia. Curriculum policies in the Australian state where this research was conducted acknowledge the importance of poetry, yet it remains optional in the classroom. In practice, a form of class consciousness contributes to teachers’ decisions to avoid poetry. Although the study of poetry presents vital possibilities to explore human relationships and challenge dominant ideologies currently these opportunities are being missed. Discussion will be invited on the extent to which the study of poetry may facilitate engagement with ‘better knowledge’.

To address these issues, we have adopted an integrated approach which pays explicit attention to features of register and genre through which subject knowledge is expressed. This presentation will provide an overview of the needs analysis process that we conducted, along with different interventions made to increase the student teachers’ awareness of discipline-specific language through multilevel reading, writing, and analytical activities. We will show how our approach to teaching literacy across learning can overcome the threat of being a ‘challenge’ to become an interesting opportunity leading to an inclusive curriculum for all, regardless of cultural and socio-economic background.
developed the children were seen to develop some sophisticated literacy skills. They developed an understanding of the features of letter writing also displaying originality, empathy, curiosity and confidence. There was a real sense of communication through their writing. Motivation was high and all children involved in the project made significant progress as independent writers.

The presentation will discuss the process and outcomes of the project examining how these findings can inform future practice.

C3
Seminar Presentation
Research Report
Audience: CT, L, LC, LA, R, TT, S
Room: Aud

Children’s and Young People’s Writing in the UK: Findings from a large-scale annual survey
Christina Clark, National Literacy Trust

How children and young people view writing and how often they engage in it in their free time is at crisis point. Our report on data collected in 2014 showed that significantly fewer children and young people said that they enjoy writing or write something that isn’t for school on a daily basis than did the year before. This is in stark contrast to reading enjoyment or daily reading levels, both of which have risen over the same time period.

Using data collected in November/December 2015, this presentation will outline the latest trends in children’s and young people’s writing. It will explore how much children and young people aged 8 to 18 enjoyed writing in 2015, how often they engaged in writing outside class and what they wrote, what motivated them to write and how they feel about writing. We will also explore whether these have changed over time by relating them to data collected since 2010.

C4
Research Report
Audience: AL, CT, L, LC, LA, R, TT, S
Room: CR2

Youth Mobilities in Digital and Public Spaces
Mia Perry, Brock University, Canada, Diane Collier, Assistant Professor, Jennifer Rowsell, Professor, Brock University, Theresa Rogers, Professor, University of British Columbia, Canada

In literacy, and in social and public spaces, digital technologies are being given an ever increasing role of importance regardless of socioeconomic or cultural context. At the same time, initial research shows that digital technologies increasingly play a part in exacerbating socioeconomic divides and the attainment gap in classroom literacies.

Our presentation reports on a cross-national study of youth projects in Glasgow and Hamilton, Ontario (Canada) - two cities of similar population size, demographics and industrial histories. The study asked two questions:
1. To what extent are the digital practices of today’s low-income young people reflective of, or excluded from, common assumptions about digital natives and access to digital and global mobilities?
2. How can digital cultural production and pathways, for example, through the arts, enable low-income young people’s geographic, social, and economic mobilities, and to what end?

Over the past six months, we engaged with youth and local multimedia artists (one in each context) to generate data about youths’ cultural and digital literacies. This presentation will introduce our methodological approach to co-research in a cross-national and inter-disciplinary project. Furthermore, we will introduce initial findings that complicate the assumptions surrounding youth consumption and production in the digital era.

C5
Research Report
Audience: CT, L, LC, LA, R, TT, S
Room: CR5

Motivating and engaging all young adolescent students in reading
Jo Fletcher, University of Canterbury, New Zealand

In the middle years of schooling, where students are about to enter secondary schooling, the teaching of reading, including motivating and engaging all students, can be crucial in determining success in later life endeavours. Prompted by concerns about motivation to read and achievement in reading of students in the middle years of schooling this study focuses on the interviews of 57 participants at six case study schools, comprising a range of school types in New Zealand. The participants included 11-to-13 year-old students, their teachers, principals and parents. Participants were asked about the reading practices that were happening to support and encourage reading development and the ways parents supported reading. The analysis of these interviews and associated research literature in this study, employs an ecological lens, where the student is in the centre of a series of inter-related concentric systems that all influence development and learning. The research found that there was a complex array of factors evident within each school environment which interplayed with supporting reading for young adolescent students. Whilst there was evidence of the teachers and principals working to positively engage and motivate these young adolescents in reading, there appeared to be disconnects at some of the research case study schools in the facilitation of purposeful, planned and informed strategies to link together the home and school. If there are to be serious moves to leverage the high percentage of students underachieving in reading, allocation of funding for focused, effective and sustained literacy professional development is imperative.
This qualitative study investigates the connections and contradictions between stated beliefs and actual practices of seven teachers. Two in/consistencies were specifically explored in this study. The first one is the in/consistency between teachers’ stated beliefs about reading and their stated beliefs about teaching reading, and the second one is the in/consistency between EFL teachers’ stated beliefs and their actual practices in classrooms.

The theoretical framework used to analyze the data in the study was adapted from Deford (1978) and Borg (2012). Three different theoretical orientations indicating behavioristic, cognitivist, and constructivist reading beliefs were further matrixed into dominant, dual, and multiple belief systems, which were then used to classify and measure the stated beliefs and actual practices.

The seven selected participants were from three universities, with three male and four female lecturers or professors. The seven teachers were further divided into four cases. The nature of qualitative research fits the study design by providing detailed description of data.

Both within- and cross-case analyses revealed connections and contradictions among different constructs studied. In terms of the stated beliefs, all the three different reading orientations co-exist, while the behavioristic beliefs are more salient. As for the in/consistency between stated beliefs and actual practices, contradictions come from different aspects, e.g., curriculum design, classroom management and teaching methods used in authentic classrooms.

The study provides teachers and researchers, particularly in teacher education and higher education, with insights on how to better teacher education and professional development programs in the future.
to identify and explore reading identities and to consider how they can affect children’s progress as readers. We will discuss:

- the kinds of books we offer to children in terms of the social and cultural worlds they reflect
- how the texts children read can support multiple identities and how children see themselves reflected in books
- teachers’ and teaching assistants’ own perceptions of reading
- the role of teachers and teaching assistants in shaping children’s identities as readers
- how schools can be supported in their continued professional development in reading.

C9
Seminar Presentation
Audience: TT
Room: CR4

Continuity and Changes in Factors Affecting Preservice Teachers’ Sense of Efficacy for Literacy Instruction

Corinne Valadez and Frank Spaniol, Texas A&M University Corpus Christi

Teachers’ sense of efficacy, teachers’ beliefs about their abilities to bring about desired outcomes of student engagement and learning, was identified almost 30 years ago as one of the few teacher characteristics related to student achievement (Ashton & Webb, 1986). Since then, researchers have been interested in the origins, measures, and factors cultivating the formation of efficacy (Tschanne-Moran & Woolfolk Hoy, 2001, 2009 & Tschanne-Moran, 2011). In addition to being related with student achievement, teacher efficacy has been associated with commitment to teaching, teachers’ persistence in the teaching field, and teacher burnout (Grant, 2006). Bandura’s (1977) theory of self-efficacy suggests that efficacy may be most malleable early in learning, thus the preparation program of teacher educators may be critical to the long-term development of teachers’ sense of efficacy. The purpose of this mixed-methods longitudinal study was to measure pre-service teachers’ sense of efficacy throughout their undergraduate reading courses and to pinpoint which specific factors from their reading coursework affected their sense of efficacy for literacy instruction and prepare them for their state competency exam. The following research questions guided this cross sectional method study:

1) How does an undergraduate reading delivery system affect preservice teachers’ sense of efficacy for literacy instruction?
2) How does an undergraduate reading delivery system prepare preservice teachers for the state competency exam?

To answer the research questions, three types of data were collected for this study: the Teachers’ Sense of Efficacy for Literacy Instruction Scale (TSELI), open-ended responses to course specific focus groups, and professional certification exam scores which were correlated to scores from the TSELI.

C10
Workshop
Audience: CT, L, LC, AL, TT, S
Room: ERA

Using a Text Set of Award-Winning Literature to Teach STEM and Engineering Design

Sara Moore, Mathematics Educational Consultant, William Bintz, Kent State University, USA

Across the world teachers are working to prepare students for good jobs, job which we may not imagine today. This makes it difficult for teachers to know what to teach to best prepare students for the future. We are certain many of these jobs will require high levels of literacy and be in the STEM fields (Science, Technology, Engineering, and Mathematics).

This session shares a text set of high-quality, award-winning literature paired with research and classroom-based instructional strategies, both of which promote positive dispositions in literacy and STEM, increase reading comprehension, and develop student understanding of engineering design. A text set is a collection of high-quality literature, primarily picture books but also including wordless, nonfiction, informational, hybrid texts as well as graphic novels, that is related in some way. Instructional strategies may include paired text, tri-texts, and consensus boards.

This text set focuses exclusively on STEM and engineering design, the problem-solving process used to identify the best practical solution to a real world problem. These problems can be logistical (How do we plan the most effective rail schedule?) or more tangible (How do we build something which does what we need within our current constraints?). While we cannot predict what the future will be and what specific problems students will face, we can develop the critical thinking skills and literacy processes which will make them successful problem-solvers. Our goal is to share literary resources about STEM that will help teachers and students be successful in an unknown future.
skills and driven by the premise of a ‘knowledge economy’. Within this philosophical stance one of the most significant duties given to education is to provide a flexible, adaptable and skilled workforce to make countries competitive in the globalised economy. It focuses on education for work positions, education as a commodity, and pays no regard to issues of economic, political and social equality.

The research pulls on a sociological and critical educational lens to contest the instrumental model and in doing so recognises the political, social, and economic factors that conspire to marginalise and silence learners, offering a transformative approach to adult literacy whilst also locating the model in an underpinning philosophy. Rich empirical data is probed to offer a justification for the model, including narratives from the recent Transforming Lives and Communities research project (Duckworth & Smith 2017). The research offers perspectives on the relationship of the learners to the state and the social values which underpin this (Duckworth, 2013). The data illuminating a need to probe issues of symbolic violence and trauma, such as the ones exposed in the narratives of the learners in the studies presented, not as isolated accounts, but as expressions of the structural inequalities in people’s lives. For example, many participants experienced the misrecognition of certain dispositions that ‘legitimise’ classed and gendered inequalities.

The analysis suggests that a different value position from the dominant curriculum yields different approaches to practice. This is illustrated through transformative and emancipatory literacy, which derives its values from a libertarian, equality and justice base (as against an instrumentalist base). The findings expose how affirmative and ‘differential’ educational spaces involve a conscious engagement with learners’ biographies and foreground issues of social (in)equality. Adult literacy/education that creates a critical space for contextualised and emancipatory learning challenges policy and practice and empowers learners, their families and their diverse communities.

14.55-15.35 Parallel Session D

D1 Symposium

Audience: CT, L, LC, LA, R, TT, S
Room: Aud

Makerspaces and Literacy: Creativity, Innovation and Design

Jackie Marsh, University of Sheffield
Jennifer Rowsell, Brock University, Canada
Anne Burke, Memorial University, Canada
Margaret Mackey, University of Alberta

Makerspaces and Literacy: Creativity, Innovation and Design

The growth of the maker movement has led to a growing number of city-based spaces, known variously as Fab Labs, hack spaces or makerspaces, that provide open access to tools and resources which enable individuals to create artefacts. This symposium will explore the growth of the maker movement and will examine the potential makerspaces have for fostering literacy in both formal and informal spaces. The symposium will consist of four papers, in addition to reflections from a discussant. There will also be opportunities for participants to have hands-on access to materials that might be used in a makerspace in order to consider their potential for literacy learning.

Making the case for MakeY: The value of makerspaces in informal and formal educational settings: Jackie Marsh, University of Sheffield

‘Makerspaces in the early years: Enhancing digital literacy and creativity’ (MakeY) is a project funded by the EU H2020 RISE programme. The project aims to further research and innovation in the area of young children’s digital literacy and creative design skills across six EU countries, in collaboration with partners in Australia, Canada, Colombia, South Africa and the USA. This paper will provide a brief history of the rise of the maker movement, and outline the key themes emerging from the research that has been conducted to date on makerspaces’ potential for learning in both formal and informal contexts. The paper will also outline some of the approaches being undertaken in the MakeY project to fostering young children’s digital design and creative skills.

Tinker, Tailor, Soldier, Maker: Sharing maker pedagogies: Jennifer Rowsell, Brock University, Canada

The maker movement refers to embracing creative production by providing the technologies and materials to make texts and objects through experimentation and problem-solving. Considered a grassroots explosion in Do-It-Yourself and crafting maker cultures and maker spaces, this approach to teaching and learning has been taken up within teacher education programs as a way of reimagining literacy pedagogy. For my presentation, I will present initial findings from a research study that explores how teacher education students, post-graduate students in education, and faculty members in a school of education engage with maker pedagogies. Based on three full-day workshops with students and faculty at Brock University, I will present initial findings based on interviews, short reflection videos, and multimodal artifacts by research participants on responses to a maker approach to literacy teaching and learning.

D.I.Y for the youngest learners - Maker spaces in action: Anne Burke, Memorial University, Canada

The maker movement has rapidly gained popularity in community libraries and after school settings in Canada. However, little research has explored how maker spaces have engaged the youngest of learners through their own play-based learning, including inquiry, imagination, innovation, critical thinking, and problem solving. This paper looks at a maker space located in an early childhood learning centre, a space that has become a creative magnet for its community through children’s exploratory play engagements. In this project, early childhood educators, community experts and children themselves documented their creative production through time-line videos, audio descriptions, focus photos, and created artifacts, which were recorded throughout the maker project process. Educators and community experts were interviewed in order to ascertain how critical thinking and the
process of creative expression unleashed new possibilities for a shared vision of literacy. In this presentation I will share an overview of the project and its initial findings, based on the shared voices of the project documentation.

Margaret Mackey  
University of Alberta, Canada

Margaret will reflect on the papers and consider the implications of the rise of the maker movement for literacy learning.

D2  
Research Report  
Audience: CT, LC, LA, R, TT, S  
Room: CR1

‘Writing’ in the 21st century: what the teachers say  
Clare Dowdall, Plymouth University

As a teacher-educator and researcher in the area of children’s digital and print-based literacies, I have a keen interest in the impact that policy and accountability issues might have on teachers’ practice in relation to children’s writing. In particular, I am interested to understand how the statutory requirements for writing in the English National Curriculum, and the overarching accountability context, might be impacting on the potential for creativity afforded by the 21st century ‘new literacies’ textual landscape. Drawing from a small-scale research project, funded by the UKLA, this research report paper will present findings from recent group interviews with teachers in a range of settings. These interviews seek to explore how teachers conceptualise children’s writing and the processes involved in it; and how curriculum and accountability measures are impacting on their practice as they aim to develop children as writers. A further aim of this project is to identify examples of playful, exploratory, creative classroom practice that support notions of writing as crafting and design in a 21st century digital textual landscape. A discussion connecting the preliminary findings to issues of inclusion, equality and creativity in the classroom will conclude this research report.

D3  
Seminar Presentation  
Audience: CT, LC, R, TI, S  
Room: CR3

Children’s voices: evaluating the Phonics Screening Check  
Jane Carter,  
University of the West of England

The Phonics Screening Check was introduced in 2012 for all children in Year 1. There have been many criticisms of the Check in relation to its reliability and appropriateness as an assessment for early reading. Supporters of the Check see it as a valuable tool enabling teachers to identify children who are not making sufficient progress in phonics. The government’s own evaluation identified that the Check had not, as yet, had an impact on children’s reading attainment. It was noted that many teachers had changed their practice with a greater focus on the teaching of pseudo-words and teaching ‘to the test’.

Whilst government ministers, academics and subject leaders have discussed the Check there is one voice that has not yet been heard - that of Year 1 children. This seminar presentation will share some of the initial findings of a doctoral study that is foregrounding the voice of the child in an evaluation of the Screening Check. The ‘disconnect’ between phonics and reading, expressed by some children, will be explored along with children’s understanding of ‘alien words’, testing and their views on what it means to read and to be a reader.

D4  
Workshop  
Audience: CT, LC, R, TT  
Room: CR4

The "Other" Class: Using Picture Books That Lead to Critical Conversations Concerning Refugees and Asylum Seekers  
Donna Cox, Melinda Miller, Helen Berg, Alphonse Furuma, Sam Houston State University, USA

According to The UN Refugee Agency, 65.3 million people around the world have been forced from home. Among them are nearly 21.3 million refugees, over half of whom are under the age of 18. How should educators view the “others” who are new to our communities? How do we talk with our students about refugees and asylum seekers in a kind, compassionate manner? This presentation presents the potential of teaching the topic of refugees through picture books.

While it is important for asylum seekers and refugees to encounter their stories in classrooms, it is equally important for native children to hear these stories and to learn about the experiences of other children. Picture books allow teachers to develop traditional forms of literacy and the multidimensional representation of refugees also allows teachers to promote critical conversations in the classroom.

This presentation aims to provide participants with a wide range of newly published picture books to use for fostering critical conversations concerning the stories of “others”. Presenters will discuss the experience of seeking refuge as an important development education concept and offer steps to implement read-alouds with critical literacy picture books.

D5  
Workshop  
Audience:  
Room: ERA

Austerity, Literacy and Social Class  
Paul Gardner and Sonja Kuzich, Curtin University, Perth, Western Australia

The current historical period is characterised by change, uncertainty, intra- and inter-national instability; globalisation; environmental concerns; increasing inequality both internationally and within nation states. The postmodern world, as a site of plurality, is both embraced for its diversity and creative potential and contested by forces that seek to conserve a fantasy of the past, especially where the past is characterised
by imperialism and class privilege. This dichotomy is evident in discourses around English in the respective curricula and testing arrangements of England and Australia.

This presentation examines how current social policy impinges on the English curriculum, constructing a back to basics agenda, which disproportionately affects students from low SES backgrounds. It is suggested the purpose of such an agenda is to create a compliant, unquestioning body of learners and citizens who conform to the political constructions of ‘Austerity’ by means of a curriculum that is the ghost of a former era. The social implication of this trajectory is to further disenfranchise and disempower students from working class backgrounds. The presentation will raise questions about alternative, more empowering approaches to literacy.

D6
Workshop
Audience: AL, CT, L, LC, LA, TT, S
Room: CR5
Upcycling and Recycling language through Playful Engagement with Puppets and Story
Catherine Gilliland, St. Mary’s University College, Ireland
This practical workshop will explore how playful practitioners can take children’s fondness for a particular story and use it to create another story, rich in natural language and localized to their learning context. Children of all ages are easily engaged when the story revolves around where they live, a person they know, and the adventures that happen within. In our classrooms we see children arriving with what Moat (2001) describes as ‘word poverty’. In his book, The Matthew Effect, Rigney (2010) points out the stark reality of this concept by noting that “the word rich will get richer while the word poor will get poorer” (2010:76)

The puppet Lulu will take the audience on a covert journey of playful language acquisition demonstrating how this approach can be central to addressing the problems caused by word poverty while simultaneously connecting language, literacy and class in a meaningful context.

D7
Research Report
Audience: CT, LC, LA, R, TT, S
Room: CR2
Working with teachers to reduce disparity in achievement in writing
Judy Parr, University of Auckland, New Zealand, Murray Gadd, Professional development consultant, New Zealand
Writing is the neglected “R” internationally; in New Zealand performance lags behind that in reading and mathematics. New Zealand has a “high performance, low equity” profile in international literacy assessments, a situation of longstanding. The groups over-represented in the lowest quartile of achievement are Pasifika, Maori and, in writing, also boys. We draw here on data from a current Teaching and Learning Research Initiative project in which researchers and teachers to work together to solve issues of practice relating to students in Years 5-8, the years prior to high school. We worked with four schools with diverse student populations (over 60 languages are spoken by students across these schools). Specifically we examine practices that teachers (N=16) describe and document and that we observe as demonstrably changing the attitudes, engagement and achievement of “touchstone” students (4 in each classroom who belong to the underachieving groups). The term “touchstone” suggests that these students serve as the litmus test of the effectiveness of teacher practice. We use observations, teacher reflective journals and teacher reports both at interview and at learning meetings with others on the project, together with student questionnaire and interview responses and their achievement data in writing to both identify and test the efficacy of practices that result in changed attitudes and enhance engagement and achievement.

D8
Workshop
Audience: AL, CT, L, LC, LA, R, TT, S
Room: CR6
Reading is fun even for Simon and Paul! An ongoing and constantly changing reading project for children aged between 6 and 12 years of age
Elspeth Randelin, Finland
This project started as a result of 2003s PISA results that, while good for Finland, showed a huge gap between girls and boys. It has been our mission ever since to try to reduce this gap and help all children, regardless of gender, to find and maintain all their lives, the joy of reading.

The project was designed around three principal questions: Schools are not able to bring about this change alone. We need to involve all the adults in a child’s reading life. How do we do this?

What steps to teachers and the school have to take in order to bring about the change in attitude that is required for boys to think that reading is maybe, just maybe, something I would also enjoy?

How can we bring about the changes in the home that are needed to bring about a more positive attitude to reading? How can we promote the notion that all adults are reading models for children - their own children and all children?
shown to have value for pupils who didn’t enjoy writing fiction: evolving ideas from non-fictional material opened new trails to explore - and this project also engaged more competent writers who were challenged and inspired by new approaches.

Working on a ‘show don’t tell’ premise, this session will begin by offering a ‘teachers as writers’ workshop session, and will examine language choices that not only reflect writerly ‘voice’ but also the voice of the character and the way this relates to both subject and style. This will be followed by feedback and discussion around the writing process and engagement with pupil samples that demonstrate the written outputs from the project.

In addition to being a children’s author, Judy Waite has over twenty years’ experience of running writing workshops for both children and adults, and she is also a Senior Lecturer in creative writing at University of Winchester.

**D10**

**Seminar Presentation**

**Audience:** CT, L, LC, LA, R, TT  
**Room:** CR8

**Unleash the Parents - Lifting Early Literacy Skills by Engaging Parents**

John Walters, NSW Dept of Education (p/t) & Piscean Publishing, Australia

Parents are a child’s first literacy teacher. If governments, and therefore education systems, accept that parents are pivotal in the development of a child’s reading readiness and literacy skills, and are prepared to fully support them in this role, we should see considerable improvements in early literacy skills.

Literacy is acquired through social interaction. Numerous studies have demonstrated that early, shared book experiences can expand a child’s semantic and syntactic skills, vocabulary development, understanding of print conventions, letter knowledge, comprehension skills and story skills. The potential of the parent-child read-aloud session will be explored here.

Evidence-based methods, designed to promote language development, are found everywhere. Vygotsky’s (ZPD) promotes the use of joint activities where the parent supports or guides the child. Reece and Cox argue that different reading styles support different early literacy skills. Whitehurst encourages parents to ‘prompt’, ‘evaluate’, ‘expand’ and ‘repeat’.

This paper will explore several approaches designed to lift literacy skills during parent-child shared book reading situations. These include:

- the provision of books - Reach Out and Read and Let’s Read
- parent training - Dialogic Reading and,  

Iconic Reading, with its potential to ‘narrow the gap’, will also be discussed.

**15.35 – 16.10 Tea Reception**

**16.10 – 16.50 Parallel Session E**

**E1**

**Symposium (cont’d)**

**Audience:**  
**Room:** Aud

**Makerspaces and Literacy: Creativity, Innovation and Design**

Jackie Marsh, University of Sheffield, Jennifer Rowsell, Research Chair in Multiliteracies, Brock University, Canada, Anne Burke, Associate Professor, Memorial University, Canada, Margaret Mackey, Professor, University of Alberta

**E2**

**Research Report**

**Audience:** CT, L, LC, LA, R, TT, S  
**Room:** CR1

**Picturebooks as 'training fields' for young bilingual children and emergent multiliteracies: A PhD report**

Soumi Dey, University of Glasgow

Contemporary picturebooks with their interplay of words and images are being used as creative resource that enhances a range of skills from language acquisition to cultural awareness. Along with language literacy, a skill essential in a growing multicultural, and often confusing and fraught, world is emotional literacy. Using a cognitive criticism perspective this research focuses on the role metatificative picturebooks play in supporting empathetrical awareness in children. Drawing on recent empirical evidence that reading fiction and picturebooks improves Theory of Mind, this study uses Emily Gravett’s metatificative books as ‘training fields’ for primary children helping them ‘read’ emotions in real life people. Analysis of data from qualitative visual enquiry methods underscores crucial links to language acquisition, culture and identity, helping children seek ‘multiple perspectives’ with a view to making them more accepting of ‘difference’ in the wider intersectionality of cultures. Further, I argue that metatification, by offering a sense of agency (Brice Heath 2014), enhances literary and emotional interpretation and, ultimately, critical literacy and impacts outcomes in the Scottish Curriculum for Excellence areas including Citizenship and Modern Languages.

**E3**

**Seminar Presentation**

**Research Report**

**Audience:** CT, L, LC, R, TT, S  
**Room:** CR2

**Children’s and Young People’s Reading in the UK: Findings from a large-scale annual survey**

Christina Clark, Anne Teravainen, National Literacy Trust

How much do children’s and young people in the UK enjoy reading, how often do they read, what motivates them to read and how does it relate to their reading skill? These are the questions that we try to answer using data from latest our annual literacy survey, which we conducted with over 35,000 8 to 18-year-olds in November/December 2016.

In addition to outlining trends in reading enjoyment, reading behaviour and reading attitudes over time, this
presentation will also discuss how these components of reading relate to reading skill, which we assessed in a subsample of children and young people (N > 1,000) using the New Group Reading Test. Since we believe that literacy is an issue of social justice, we will also focus on the learnings for certain sub-groups of pupils, such as boys and those who receive free school meals.

E4
Seminar Presentation
Audience: AL, CT, LC, LA, R, TT
Room: CR4
The implementation of a literacy intervention Station Teaching in Primary 1 and 2
Dympna Daly, Ireland
This paper reports on the implementation of an innovative literacy intervention, Station Teaching in early years' classrooms in Ireland. The research examines the perspectives of teachers, pupils and parents. Station Teaching occurs when a class is divided into 4 or 5 groups, each of similar ability in relation to literacy. The small group of learners move from Station to Station where there a teacher provides a focus on some key aspects of literacy. Overall there is an emphasis on literacy as holistic involving all four modes of listening, speaking, reading and writing. The notion of a small group is also central inviting full, meaningful participation of all learners.

The rationale for its implementation stems from the need to deal more effectively with underachievement in literacy evident later in primary years, especially indicated by the long tail of underachievement in which learners from lower economic groups are especially prominent as portrayed in the results of PISA 2009.

The study is based on observations of a group of 44 children for one term at the end of Year One in primary school (P1) right through to the end of Year Two (P2). Observations were supported by interviews, pupils' drawings and video recording as well as pre and post intervention tests.

The presentation will describe the intervention and the evidence base for its evaluation. It will present and discuss the impact on achievement as well as identify pedagogical and professional issues pertaining to both learners themselves and their teachers.

E5
Symposium
Audience: AL, CT, LC, LA, R, TT
Room: CR8
Using Picture Books as Paired Text to Develop Students’ Critical Thinking
Yang Gao, Kent State University, William Bintz, Professor, Kent State University, Ziyang Zhang, Literacy consultant, MYoung Ed

Critical thinking, as an embodiment of constructivism, is of great importance in a person's learning process. However, it has been underdeveloped for decades in some contexts where language ideology is typically functional. This action research reveals how picturebooks were used to develop students' critical thinking. We first introduced what is critical thinking and why it is important in holistic education, and then we explained the language ideologies and how they exist in different contexts where students have been influenced in different ways. Next, we explained why picturebooks as paired text are powerful mediators to develop students' critical thinking ability and thus free them from a restricted mind set. Participants in the study were four Chinese college graduates who works in the field of education. Picturebooks selected were award-winning texts, which feature multi-perspective stories. The participants were involved in different class activities including read aloud and peer discussion, and then were interviewed for their thoughts about the teaching technique and critical thinking. Findings from the participants' interviews and feedback as well as the researchers' observations confirmed the effectiveness of teaching complicated theories and developing skills through simple picturebooks. The action research not only provides teachers with an insightful teaching method, but also raises teacher educators' awareness of certain language ideologies.

E6
Research Report
Audience: CT, L, R, TT
Room: CR6
The Critical, Yet Fragile, Power of Multilingual, Multimodal, and Multicultural Picturebooks
Julie Mcadam, Lavinia Hirsu, Susanne Abou Ghaida, University of Glasgow
This presentation introduces findings from an innovative pilot study that examined the ways in which monolingual and multilingual groups of children responded to Arabic picturebooks. Using م произ (Amma Osha) by Fatima Sharafeddine and م نحاح (Al-Kannas) by Mathilde Chevre, we drew on our research knowledge of how texts work multimodally, multilingually and multicultural to design a range of culturally relevant pedagogical strategies to record the children's responses to the texts and generated themes. We also aimed to support teachers and pupils to implement the goals of the 2012 ‘1+ 2 Report’ in Scotland by building on the rich linguistic diversity of the pupil population. Initial findings point towards the potential of using multimodal, multilingual and multicultural literature to promote:

• confidence and curiosity in language learners
• intercultural dialogue
• desire to use/find texts in their home languages in public spaces across the city.

In a world where education is obsessed with market forces and the creation of homo economicus this pilot project revealed the fragility of the school space as a place to reassert the meaning making potential of narrative, personally and communally.

Critical literacy interventions such as these reveal significant tensions and resistance from teachers and pupils grounded in complex assumptions about language use, multicultural relationships, and power dynamics. We would argue that such 'prefigurative
interventions’ should be continued as a means of imagining what could be possible.

**E7**
**Workshop**
**Audience:** AL, CT, L, LC, LA, R, TT, S
**Room:** CR3

**From project to publication:**
**Writing for UKLA’s Literacy**
Jill McClay, Editor-in-chief, Literacy, University of Alberta, Canada
Clare Dowdall, Editor, Literacy, University of Plymouth

The session will provide guidance for teachers, researchers, and other literacy educators who wish to join a scholarly conversation by submitting their writing to the UKLA’s Literacy. The editors will review the scope of the journal and procedures for submission. We will explain the review process and provide tips for reviewers and authors. We will also offer suggestions for revising a thesis or project to make it a strong manuscript for publications. If you are interested in writing or reviewing for the journal, we welcome you to this session.

**E8**
**Research Report**
**Audience:** AL, CT, R
**Room:** CR5

‘Social Media Fatigue and Enhanced Engagement’ - situated learning in social networks with FE re-sit students
Howard Scott, West Lancashire College

This presentation reports on a case study into FE students re-sitting English where social networks were used to support engagement and the organisation of Communities of Practice to promote situated learning and literacy development. The social network is presented as a metaphor for social inclusivity and the research findings reveal Thresholds to Online Learning engagement, both as obstacles and opportunities. A disorientating dilemma is presented to the students undergoing creative writing in the form of Open Publishing as a disruptive intervention to inhibitors to self-esteem, where students publish their work into the social network. Among adults in the case study, positive results to this action were reported, including improved community cohesion and peer-support between students, and some students reported the self-correcting of their work and posts in subsequent Open-Publishing tasks before sharing to the community. Comparatively, among the 16-19 population of students in the research, the inhibitions to publishing and sharing were greater, representing ambivalence boundaries to notions of community learning models labelled ‘Social Media Fatigue’, as well as limitations on the affordances of technological use in supporting such socially-resistant students. The case study has significance in light of the call for increased online provision (in FELTAG), which would see exclusion barriers

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**UKLA**

**New Minibook**

**Embedding media literacy across the secondary curriculum**

By Julian McDougall and Helen Ward

This Minibook is the outcome of a co-creation project with teachers and students to develop media literacy resources for ICT, History, English and Geography in secondary schools. The book is accompanied by a digital resource, available online, where teaching and study materials and further reading are available.

Arguably in the era of ‘post-truth’ and ‘fake news’ students need, more than ever, to learn to be critical readers of media and to take an informed perspective on the mediation of information and knowledge in everyday life.

To this end, this Minibook integrates media literacy activities into a range of GCSE subjects, designed to complement and deepen subject learning, without distracting from the subjects. Case studies and pedagogic guidance are here combined with three core media literacy learning objectives:

- **Awareness** - of representations, values and ideologies at work in media;
- **Assessment** - of audiences, sources, accuracy and purpose;
- **Action** - media agency, engagement and voice.

**Price:** £8.00 (members) • £9.00 (non-members) • £7.00 (e-book)

ISBN Number: 978 1 910543 80 1 • UKLA 2017

For more details of the United Kingdom Literacy Association see the association website at www.ukla.org
imposed on low ability students unaccustomed to online learning, which better serves high-ability and high-confidence students.

**E9**

**Seminar Presentation**

**Audience:** CT, LC, LA, R, TT, S

**Room:** CR7

**Literacy, poetry, and culture - an evaluation of the Young City Poets project**

Clemence Pabion,

National Literacy Trust

Young City Poets is the result of three years of pilot projects by the National Literacy Trust on the use of poetry to improve literacy attitudes and attainment. In 2016-17, Young City Poets targets Key Stage 2 and Key Stage 3 pupils in 35 London schools. Pupils visit one of seven London cultural venues, and take part in a poetry workshop with a poet or spoken work artist. Their teachers attend a CPD course on the use of cultural outings as an inspiration for creative writing.

The project seeks to address inequalities in access to culture, attitudes to literacy, and writing skills. The offer was primarily addressed at schools with a higher percentage of pupils on free school meals, and lower attainment than national averages.

The evaluation uses quantitative and qualitative methods to assess the project’s outcomes for children, teachers, and for the participating venues. Schools provided writing attainment data before and after the project for participating children, and for a comparison group. Likewise, an attitudinal survey was administered for pupils before and after the project, and a comparison group was recruited in schools. Additionally, interviews and group discussions were conducted with a small sample of children towards the end of the project. Finally, teachers and staff at cultural venues responded to a survey enquiring about the legacy of the project.

We will present the evaluation findings, and engage in a discussion about targeting social inequalities through improved literacy and access to culture.

**17.00 – 17.35 UKLA Book Awards Wine Reception**

Sponsored by MLS, Love Reading and NUT

(Level 2 Foyer)

**17.45 – 19.30 Book Award ceremony, and book signing**

(Auditorium B/C)

**19.30 Dinner**

(Level 2 Cafe)

**21.00 - late Drinks and Open Mic Storytelling**

UKLA Books for Africa Raffle

Alastair Daniel and Tracy Parvin

(Level 2 Cafe)
08.30 – 9.30 Registration
(Level 2 Foyer)
Tea and Coffee available
Bookshops open
Exhibitors’ ‘Lightning Talks’

This year for the first time we are delighted to be hosting a series of Lightning Talks during morning registration (08.30 – 09.30), where our exhibitors will talk about their work, ideas, and opportunities.

Each talk lasts up to 5 minutes, and is intended to foster dialogue between participants and exhibitors during the conference.

Head to the Level 2 Foyer to grab a hot drink and join in the session.

Hosted by Andrew Lambirth, UKLA President.

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09.30 – 10.30 Keynote 3
(Auditorium B/C)

Living and learning on the edge without schooling: The new normal?
Shirley Brice Heath

Both physical and mental displacement mark today’s modern and developing societies. As income disparities, as well as loss of opportunities for learning and working, disappear, individuals, young and old, struggle to hold on to hope, empathy, and a sense of balance and purpose. No longer can responsible educators believe that success is likely to follow for young learners leaving either secondary school or university life. In place of “hope,” the young speak of “luck,” “coping (or chilling) out,” “getting by,” or, in the worst cases, “giving up.” Curiosity has disappeared as incentive or motivation in learning. “Scoring” to win has taken the place of other time-honored power sources such as “drive.” Parents and grandparents of these young vaguely remember the pride of achieving through work and continued learning on their own as technologies and contexts shifted over previous decades. Are there prospects for bringing back driven learning, accelerated opportunities, and regenerated hope? Drawing from three situations, this talk outlines principles that build and sustain cross-class and cross-ethnic learning among members of groups whose lives have previously held little promise or hope. We then examine what is needed to enable these principles to take hold in communities and sites specifically dedicated to learning but without the older molds of “schooling.”

10.40 – 11.20 Parallel Session F

F1
Research Report
Audience: AL, CT, LC, R, TT
Room: CR4

Reciprocal reading tasks in an EFL academic context: students’ perceptions and performance
Halina Chodkiewicz and Anna Kiszczak, Maria Curie-Skłodowska University, Poland

A recent revival of interest into the issues connected with integrating language and content learning, the relationship between reading and knowledge acquisition, and the influence of student strategies on learning outcomes has shown indisputable importance of text comprehension at the academic level. The present paper focuses on the implementation of a new type of instructional activity based on a multiple strategic approach towards reading, that is reciprocal reading and learning. The meaning-making activity involves students in reading academic texts by generating their own questions on the text content. While answering the questions, students collaborate in pairs, make alterations and negotiate the meaning of the text. Such a procedure is assumed to help students develop critical literacy and higher-order thinking skills. It also intends to improve their collaborative reasoning and engagement in meaningful learning.

F2
Seminar Presentation
Audience: AL, CT, L, LC, LA, R, TT, S
Room: CR2

A Wake-up Call: How educators can support the literacy achievement of students affected by sleep-disordered breathing
Tara Clancy, Private Practice and Eagle Hill School, Greenwich, USA

More than a decade ago, the medical community used fMRI technology to definitively define dyslexia. As a result, educators have made professional strides in identifying and remediating children with dyslexia. Conversely, the medical community has known about another disorder - Pediatric Sleep-disordered Breathing (SDB) - for decades, and yet this research remains largely within the purview of the medical community. But this disorder has definite impacts on literacy achievement, and it is associated with lower socioeconomic status. Therefore, educators need to know about SDB in order to get affected children both the medical and educational supports they need to achieve anticipated literacy outcomes. In this seminar, we will:
• connect diverse bodies of research to examine the comorbidity of SDB, low familial SES, and educational outcomes
• explore how SDB affects literacy development
• review non-medical signs that educators
This paper explores the enduring contradictions present in teachers’ pedagogical practices that show it is the teacher who persists in doing most of the talking in classroom lessons, although it is students who are expected to use and develop oral language. Aligned with this, the importance of teacher’s pedagogies that respond to students’ competencies is well documented. However, this dimension of practice rarely accounts for what students know, can do and need to do interactivity. This paper presents findings from a year-long practitioner action research project conducted in four Kindergarten classrooms in New South Wales, Australia. Teacher researchers deliberately sought to understand and respond to first year school students’ interactional competencies. Close examination of talk recorded in literacy lessons, revealed that the recognition of, and teacher responsivity to, students’ existing interactional competencies undergirds the development of highly productive pedagogical interactions. It was found that not only did teachers reconsider and adjust the role and organisation of students’ contributions, they explicitly differentiated talk and interaction practices, and developed metatalk to describe its place and relevance in lessons. Results extend what is known about talk and interaction in the first year of school and the pedagogies that support its development.

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**F4**

**Research Report**

**Audience:** AL, CT, L, LA, R, TT, S

**Room:** CR3

**Differentiated Reading and Diversity - Connections and Contradictions**

Helen Heneghan, Hibernia College of Education, Ireland

Reading is a basic life skill. Teachers attempt to encourage and sustain children’s desire to read by restructuring learning activities to meet pupils’ reading needs. Differentiated reading (DR) is one instructional model that responds to learner variance.

The sequential, mixed method design provided data from questionnaires (n=645), lesson-plan evaluations and interviews from 62 schools. Qualitative data supported survey data apart from minor exceptions, thus supporting the validity of the findings.

This study is significant for a number of reasons. It provides the explicit theoretical framing of DR in relation to Vygotsky’s ZPD; empirically explores concepts within two unique large datasets, in two diverse locations; and offers novel insights into teachers’ conceptions and implementation of DR in the two specific locations (Dublin, Ireland and Houston, Texas, US).

Findings indicate that most Dublin and Houston teachers employed similar practices, even though they taught in different educational systems in culturally diverse contexts. Most teachers implemented DR because of school initiative and personal interest. Teachers demonstrated a fair understanding of DR and indicated a positive response to DR while also indicating the desire for relevant DR training. These findings can help shape future policies and guidelines for teachers, schools, professional development, and pre-service teacher education.

**F5**

**Research Report**

**Audience:** CT, LC, LA, R, TT, S

**Room:** CR3

**How do kindergarten and nursery teachers facilitate young children’s literacy development through inter-action during classroom activities?**

Hiroo Matsumoto, Kagawa University, Japan, Miho Tsuneda, Nonprofit organization Wahaha-net, Japan

The range and extent of early communicative experiences encouraged by teachers is a key factor affecting attainment in literacy. This study aims to explore the beliefs Early Childhood Education and Care (ECEC) teachers hold regarding literacy instruction in their pedagogical processes, and secondly how the differences in teachers’ beliefs influence their practices for emergent literacy development of young children. First, 340 Japanese ECEC teachers were asked to complete questionnaires consisting of two parts: ECEC teachers’ literacy beliefs and teachers’ general beliefs. Using exploratory factor analysis, the following three sub-categories were extracted from literacy belief: Direct instruction, Natural development, and Social interaction. Social interaction was found to correlate to teachers’ preference for a child-centred teaching style (r=.31, p<.01). Based on the results of this survey, case studies were conducted in ECEC classrooms in Japan of five- and six-year olds. Longitudinal observation suggested that ECEC teachers who believed in social interaction provided diverse activities in which each child can express themselves in a variety of ways and via a range of modes. These results have implications for our understanding of how children gain unique and meaningful educational experiences, which enhance their literacy skills in situations without textbooks.
This research report presents findings from a day’s visit to woodlands with sixty Year 4 children as part of ongoing research into the role of embodiment in children’s narratives.

The day, facilitated by three researchers from the University of Winchester and twenty-four undergraduate primary geography specialists, used a reimagined version of the folktale ‘Jack the Giant Killer’ to transform the woodland setting into the habitation of a tiny people threatened by the presence of humans. The children structured stories of the wood’s inhabitants using i-Pads to photograph scenes in which 1/72 scale figures were placed within ‘micro’ settings within the context of the ‘macro’ woods. This storyboarding activity encouraged the children to see (and use) the natural environment in new ways - making ‘the familiar strange’.

In a previous iteration of this woodland-based research activity, the contextual, ‘as if’, language of drama was translated into the decontextualized language of storytelling. In the ‘Macro to Micro’ session, however, the children were invited to ‘see’ through the eyes of the miniature figures, and adapt their language to the ‘micro’ affordances of the setting.

The approach outlined in the paper will take a phenomenological approach to the generation of narrative language and consider how points of spatial resonance (such as seeing root growth as a bridge, and the shapes of plants as enclosures) enabled the children to endow the natural landscape with the properties of their storied worlds.

Multiliteracies pedagogies hold promise for responding to the current and rapidly evolving literacy competencies of students in the 21st century. For students who are economically, socioculturally, and linguistically diverse, multiliteracies strives to be inclusive of students’ varied lifeworlds. As such, professional learning opportunities for teachers are emerging to respond to the literacy needs of these diverse students. Rooted in contemporary theories of curriculum and the evolving theory of multiliteracies, this exploratory case study seeks to understand the professional learning experiences of educators enrolled in higher education courses focused on multiliteracies pedagogy. Participants include practising teachers in an online professional learning program and teacher candidates in a face-to-face teacher education course. Ongoing data collection, to be completed by the spring of 2017, includes multiple in-depth interviews, focus groups, artefacts, and course materials. Preliminary findings suggest the online professional program, offering opportunities to engage with multiliteracies, is instrumental in shaping teacher pedagogy in transformative ways. More detailed findings will be shared within the presentation. This study aims to generate new knowledge about professional learning initiatives, which support teachers in designing multiliteracies pedagogies to honour students’ experiences within their diverse literacy competencies. This knowledge can be used to enhance contemporary teacher education programs in language and literacy education.

The aim of this workshop is to empower teachers in using graphic novels and comic creation apps to support children’s writing. Despite recent research on the potential power of graphic novels in supporting children’s reading, teachers arguably still lack the confidence in using multimodal texts to teach all aspects of writing which would be of great benefit given the strong emphasis on writing, particularly on grammar and punctuation, within English lessons.

This workshop seeks to emphasise how important it is to recognise children’s responses to multimodal texts, such as graphic novels, and how their interpretations of these texts rely on the connections they make with their own previous experiences with reading, viewing art and their own language and culture. With this in mind, we will be looking at how digital comic creation apps can be used to support children in creating multimodal texts, enabling them to draw upon their prior knowledge and develop their skills in combining both art and the written word, to enrich the reader’s experience.

Moreover we will discuss how we embedded grammar and punctuation within the reading and writing of graphic novels through planning lessons in an innovative and exciting way.
Important of implementation fidelity with reading interventions: An example from an evaluation of PALS

Emma Vardy, Coventry University

Peer Assisted Learning Strategies (PALS) is an American same age, peer tutoring reading intervention aimed at improving reading comprehension and fluency. Over 20 years research has shown the effectiveness of PALS from Kindergarten to High School. However, to date, there has not been a trial of PALS in the UK despite overwhelmingly positive outcomes reported in the US. In this report I will discuss the evaluation of Grade 2-6 PALS with Year 5 pupils at nine schools in the West Midlands. The schools were randomly allocated to PALS (five schools) or business as usual (four schools). A total of 322 (163 males and 159 females) participated in the project completing six measures pre-and post-intervention: York Assessment Reading Comprehension, British Ability Scale Word Reading, British Picture Vocabulary Scale, Rosenberg’s Self-Esteem Scale, Myself as a Learner and a Reading Motivation Scale. Year 5 classroom teachers were trained to deliver PALS and provided with the PALS manual to support implementation. Three observations were conducted during the 16 week intervention, focus groups and interviews with pupils and teachers were conducted at the end of the project. Drawing the data together, this paper will discuss the importance of implementation fidelity of reading interventions by teachers, to ensure similar results found in high controlled studies, are reported from classroom based delivery.

11.20 – 11.40 Coffee
(Level 2 Foyer)

Anne Swift President of NUT and UKLA to meet with student shadowers of the Book Awards
(Level 3 Foyer)
is taught. Referring to a wide range of literature on the importance of learning through talk, we consider talk practices around reading in the classroom and show how these practices advantage some children more than others. Finally, we highlight the importance of seeing reading as social practice and show how an emphasis on this will enhance the social, emotional and intellectual wellbeing of pupils.

**G2**

Symposium

**Audience:** CT, LC, LA, R, TT, S  
**Room:** Aud

**Can Teachers Be Literacy Researchers in their own Classrooms?**

Andrew Lambirth, Roger McDonald, Ana Cabral, Ashley Brett, Joe Beasley, University of Greenwich

The theme of this year's UKLA conference seeks debate on the effects of important political changes to education and schooling. This symposium will explore an important component of these changes on the professional lives of teachers.

The Literacy Research and Development Cluster (LRDC) in the Faculty of Education and Health at the University of Greenwich has been developing and studying models for teachers researching their own practice in school alliances and multi-academy trusts in England for a number of years. The phenomenon of teachers undertaking systematic research studies in their own schools has been increasingly encouraged within the current education and political environment, indeed in some secondary schools teachers are contracted to undertake research in addition to their teaching duties. Within a culture of what some have called ‘performativity’ strongly shaped by a managerial focus on targets and numerical achievements, teachers have been ‘more closely mandated than ever before’. In these circumstances, how is teacher-research being developed? There are powerful contemporary examples of teachers exercising their own agency to develop transformational practice. Yet the current circumstances have led to a number of important questions about the nature of the research being undertaken and the motivations of groups of schools and individual teachers to undertake this added dimension to their work.

While the engagement of teachers in research about practice is becoming a prevalent feature of professional learning and career development in England, there is still a lack of research about the challenges of teachers working as critical researchers in the so-called ‘school-led’ educational setting.

The University of Greenwich LRDC has recently formed a national research group with colleagues from the University College London and the University of Middlesex to explore these issues in greater detail.

This symposium is in two parts and explores teachers as researchers from two dimensions:

1. the role of the University in creating models of practice for schools wishing to encourage their teachers to undertake research. Colleagues from the University of Greenwich will discuss their role in establishing research groups in a number of alliances and academy trusts. In addition, they will discuss the theoretical background in this area, models of external support for teachers studying their own practice and the research cluster’s own research within this field.

2. the teachers’ perspective. Teachers from an alliance of primary schools in South East London will discuss their research into literacy teaching and learning in their classrooms and schools. These teachers have been working alongside colleagues from the University of Greenwich using an action research approach. The teachers will describe their work and their findings and discuss how they have managed to combine research into their working lives.

**G3**

Seminar Presentation

**Audience:** CT, LC, LA, R, TT, S  
**Room:** CR1

**Investigating Spelling**

Miranda Dodd, University of Southampton, Natalie Wilcox, Kanse Hill Primary School

A group of teachers and a university researcher came together to explore a shared concern about the teaching and learning of spelling in the Primary years, especially with the introduction of word lists in the National Curriculum and the strong focus on phonics in Reception and Year 1. Many of the children involved come from what might be thought to be relatively deprived linguistic backgrounds and the teachers felt that current approaches were not helping them develop their understanding of spelling and application of their knowledge when writing. Following discussion of research studies into the effective teaching of spelling, the schools and classes involved are exploring and researching the impact of different approaches, with a strong focus on developing children’s fascination with words in various ways. This seminar will present the findings of the project and consider which further areas would repay investigation.

**G4**

Seminar Presentation

**Audience:** CT, LC, LA, R, TT, S  
**Room:** ERA

**CLPE’s New Reading and Writing Scales in Action**

Henrietta Dombey, University of Brighton

Children in England’s primary schools currently undergo a mandatory test of phonics at 6 years, followed by further mandatory tests at 7 and 11 years, which include the identification of unusual grammatical features, focusing on labelling elements of language, rather than using it for meaningful purposes.
UKLA has joined with other professional groups to work with the Centre for Literacy in Primary Education (CLPE) to produce a set of descriptive scales for reading and writing, aimed at supporting formative assessment in the classroom. These scales, launched in February 2016, reflect a much broader and deeper conception of literacy than the assessment system offered by England’s Department for Education. At each of the 8 stages, the scales are accompanied by clear indications for the teacher on how to move the learner forward. The scales are founded on research findings, set out in an accompanying document. These are grouped together in guiding principles that range across the various components of learning to read and write.

This presentation will give an account of a preliminary investigation into how teachers have been using the scales and what they consider to be their benefits and drawbacks.

G5
Research Report
Audience: AL, LA, R
Room: CR4
Parent-Focused Family Literacy Programs: The Evidence for Program Impact and Implications for Future Research
Antoinette Doyle and Ling Li, Memorial University of Newfoundland, Jing Zhang, Buffalo State College / SUNY

The involvement of the parents in supporting young children’s literacy development has received increasing research attention. This research, especially naturalistic studies, has documented the context of family life as a unique and rich source of learning opportunity for children. Research has also aimed to examine how educators and other professionals might support parents in the role as literacy mentors to their children. Such parental supports are intended to help children thrive in the early years and into formal education settings. Thus, they are a potentially promising home-professional collaboration. A number of meta-analyses examining parent involvement have included a wide range of children’s ages, types of support, and the degree to which parents are agents of support. In this presentation we review the meta-analytical evidence restricted to family-focused literacy programs in which parents are the interveners with their preschool to school entry-age children. Using these parameters, we review the breadth and depth of the extant literature for addressing the question of the impact of these programs on children’s learning. In light of this, we discuss the state of the field, what research gaps exist and the issues and challenges in moving the research forward to meet the needs of diverse families.

G6
Research Report
Audience: CT, L, LC, R, TT, S
Room: CR5
Going Beyond "It's ok to be different!": Preservice Teachers’ Responses to Multicultural Literature and the Utility of Employing Critical Literacies in the Early Childhood Classroom
Lynn Hall, State University of New York at Potsdam

Engaging critical literacies in the early childhood classroom during times of austerity presents new challenges for teachers. As poverty increases and divisions between population groups intensify, self-to-text connections and writing-from-life narratives elicit uncomfortable “taboo”topics, such as privilege, racism, sexism, xenophobia, incarceration, poverty, drug abuse, violence, and parent absenteeism. Because of the discomfort of addressing these topics, teachers may opt to censor discussion and to avoid critical literacies in a time when it is needed most, in early childhood development, when children as early as eighteen months of age acquire knowledge and behaviors of discrimination and prejudice. This research report will present data from an early childhood literacy course for preservice teachers who read and responded to multicultural picturebooks while considering the uses of critical literacies in the early childhood classroom. Teachers and teacher educators will benefit from, and contribute to, discussion of the ethics and possibilities raised in preservice teachers’ responses. In addition, participants will practise critical literacy approaches, and review select children’s literature, for early childhood classrooms in order to address equity and social justice in diverse communities and in the world.

G7
Research Report
Audience: R, TT
Room: CR6
Promoting social and educational equity through cultural exchange: A reading mentor scheme between an independent and a state-maintained school in Inner-London
Marion Long, Rhythm for Reading Services Limited

The intersection between globalization and social hybridisation has produced a fast-changing dynamic of ‘super-diversity’ in schools. According to Gibson (2010), there is insufficient recognition of the response of educators to the effects of globalisation, such as promoting social and educational equity and also cultural exchange. The Inner-London context for this presentation illustrates these processes in a mentoring scheme between an independent school and a neighbouring state-maintained primary school (2014-2017).

The structure of the mentoring scheme ensured that mentoring relationships were built on short weekly sessions of ten minutes over a period of six weeks per cycle, (totaling 150 minutes). The two activities were: (i) reading books together, which developed a wide range of competencies: sharpening phonological skills, enriching vocabulary, sharing and extending general knowledge and honing oral language skills; (ii) rhythm-based reading activities, which supported weaker skills in language processing, working memory and executive function (Sesma et al, 2009; Long, 2014).
Saturday 1st July

Accelerated reading skills have been measured quantitatively and qualitatively using NARA II, rating scale responses and comments from school staff, the mentors’ self-reflective accounts and comments from the primary school children. Overall, in addition to improved educational outcomes, there were also changes in social attitudes among those taking part.

**G8**
Seminar Presentation
Audience: All
Room: CR7

UKLA School of the Year: A School where Literacy thrives 2016-2017
Jenny Taylor (headteacher), Yvette Kydd, Kirsty Jones, Laurel Steel, Horfield Cof E Primary, Bristol and Chris Lockwood, UKLA

The 2016-2017 recipient of our prestigious award for schools is Horfield Cof E Primary, Bristol. The award will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session (introduced by Chris Lockwood, UKLA), the headteacher Jenny Taylor and her colleagues share their creative, inspirational teaching of literacy at Horfield. If you are interested in hearing how Horfield approaches the teaching of literacy, do come along. You’ll be most welcome.

**G9**
Research Report
Audience: CT, L, LC, LA, R, TT, S
Room: CR8

Considering Language, Literacy and Class in the Context of Refugee Children’s Literature
Lynne Wiltse, University of Alberta

This session will present select findings from one site of a national Canadian research project designed to engage English language arts teachers and their students in reading and responding to children’s literature with the potential to address issues of social justice.

Postcolonial theories of reading practices and contemporary theories of social justice comprise the theoretical perspectives, while the inquiry group, a community of practice with ten elementary teachers, follows a collaborative action research framework. Inquiry group meetings focus on selection of childrens’ literature for addressing societal injustices, and discussion of pedagogical strategies for teaching the children’s literature. This presentation will focus on the second year of the study, when we turned our attention to the current refugee situation, with a focus on, but not limited to, Syrian refugees. In the inquiry group, we read and discussed news articles, academic literature and a range of children’s picture books, novels and information texts about refugee families. Teachers then chose children’s literature to teach in their classrooms. In the presentation, I will share examples of the children’s literature used, as well as describe the social justice projects in which teachers involved their students that tackled such issues as language, literacy, and class fails to speak to the real needs pressing on the young. At present, experiences encountered outside school walls are treated as peripheral, when in truth they should be central. The current effect of making writing abstract – subject centred, external to individual longings, fears, experiences and questions, is rendering children listless and indifferent.

In our primary classroom, children are first given strategies to identify their writing urges, passions and interests and then place them successfully into dominant written genres. We try to teach children how they can take their values and their cultural reference points and use them in these typical genres to create changes for themselves and others.

Through our approach, it has been amazing to watch children go from writing which is almost zero in terms of social and personal significance to children writing on their own chosen topic, and seeing them all of a sudden become highly articulate and motivated to write out into the world.

**12.30 – 13.05 Parallel Session H**
(Teaching rooms)

**H1**
Symposium (cont’d)
Audience: CT, L, LC, LA, R, TT, S
Room: CR2

Responsible reading: how inclusive practices challenge the Matthew effect
Alyson Simpson, University of Sydney, Miranda McKeaney, Empathy Lab, Teresa Cremin, Open University, Vivienne Smith, University of Strathclyde

**H2**
Symposium (cont’d)
Audience: CT, LC, LA, R, TT, S
Room: Aud

Can Teachers Be Literacy Researchers in their own Classrooms?
Andrew Lambirth, Roger McDonald, Ana Cabral, Ashley Brett, Joe Beasley, University of Greenwich
Beyond text types – writing for different purposes

Sheena Cameron, freelance

Learning about the generic text types is an important component of teaching writing and supports students to structure and organise texts to meet their writing purpose. However, if writing programmes solely consist of text type writing, it can become tedious and unauthentic for teachers and students.

In our work with schools in both New Zealand and Australia, we have promoted short and longer writing activities, as well as writing other writing forms, in addition to text type writing. This approach has proven to better engage students and teachers in writing, and has resulted in improved writing outcomes for students.

In this workshop, Sheena and Louise will share three types of writing lessons and explore a range of writing forms, beyond the text types.

Sheena Cameron and Louise Dempsey are the authors of The Oral Language Book (2016) and The Writing Book (2013). They facilitate professional learning in schools and deliver workshops on reading, writing and oral language in Australasia and internationally.

Research Report

Audience: CT, LC, LA, R, TT
Room: CR1

Classroom Talk and Children’s Learning - Differential Perspectives?

Christine Bridle, University of Greenwich

This paper considers research which identifies the central role which spoken language plays in children’s learning, and questions whether its current role within the primary curriculum contributes to the very real problem of low achievement by disadvantaging those children who do not engage easily with school discourse. Recent research has identified both primary teachers’ responses to the patterns of spoken language which children bring to school and the role they adopt in providing opportunities for children to use spoken language within the classroom as having a differential effect on children’s learning with respect to their sociocultural experiences. However, much of this research has been based on classroom observations or in the context of a specific initiative to enhance children’s spoken language skills. There is very little evidence of research based on teaching staff’s perceptions of the role spoken language plays in children’s learning within the context of primary education per se, of their role in developing the twin aspects of children’s oracy skills i.e. ‘learning to talk’ and ‘talking to learn’, or of the influences on that role. It is within the context of the primary teachers’ voice in this respect that my ongoing research is based.

Research Report

Audience: AL, CT, LC, LA, TT
Room: CR4

Class Act: Using Their Language to Connect Boys to Literacy Through Performance

James Nageldinger, Elmira College, USA

Social strata and class divisions have long been delineated along economic lines. While cultural capital and economic privilege continue to impact literacy development, it has been increasingly evident that gender can also be a determinant in reading acquisition. Boys, in particular, are often disadvantaged in elementary classrooms due to a combination of gender alienating methods and materials. This presentation focuses on a unique approach that invited six 6-year old boys into the literacy community by offering an alternative route to reading success. Concurrent with prosodic modeling, the boys generated individual key vocabularies outside of traditional gender parameters, then collaborated to create, rehearse, and perform an original readers theatre script based on their collective key vocabularies for their classmates and parents. Through the efficacy of the repeated reading associated with readers theatre, in combination of explicit prosody instruction, substantial gains were made in both fluency and comprehension relative to comparable peers receiving standard intervention (phonics, word attack, and vocabulary).
Meeting the conference theme of Language, Literacy and Class: Connections and Contradictions, we will present a seminar arguing that young children construct confident literate identities through authentic experiences. Utilizing findings from case studies involving four emergent literacy learners ages 4 - 8, we will present backgrounds and literacy-related characteristics of four different learners. Theoretical references will include but not be limited to Clay (1991), Paley (2004), and Sulzby (1988). Anna (all names are pseudonyms), age eight, who has an auditory-processing learning disability, tends to observe and withhold responses in her primary classroom. Ryan, age seven and culturally different from most of his school peers, possesses many literacy-related skills but views reading and writing negatively. Five-year-old Isaac, who is schooled at home where he enthusiastically engages in authentic literacy learning, is confident in his emerging skills. Shelly, age four, with others. After presenting the learners’ backgrounds and characteristics, we will invite discussion regarding ways the literacy learning of each child (and other unnamed children) can be supported. We will conclude the session with a list of implications that includes ideas developed before and during the session. This will give us some indications as to how pre-service teachers are prepared for their tasks as language teachers and their expected role in globalization.

In this presentation, we investigate the following question: How and to what extent do language education curricula in school and teacher education address issues of globalization? Two countries are included in this study, Japan and Norway. These are countries with diverse histories, culture and language history. Yet, both are relatively wealthy countries that have assigned high importance to their native languages. In addition, both countries have expressed need for English language acquisition in a globalized world. The purpose of the Norwegian language versus the Japanese language articulated through the national curricula are examined, looking for indications of the subjects’ assigned role in preparing children for a globalized world. Then we examine the purpose of English language in a similar vein. The next step is to compare these conveyed curricula with the same curricula in teacher education. This will give us some indications as to how pre-service teachers are prepared for their tasks as language teachers and their expected role in globalization.

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In a rapidly globalizing world, bilingualism and biliteracy continue to represent important assets. In Canada, despite the fact that the bilingual programs in Chinese have been in existence for more than 30 years, very little research has been done on how these bilingual programs function or how effective they are in developing bilingualism and biliteracy. To achieve a more thorough understanding of the English-Chinese bilingual students’ language and literacy practices, this study is designed to conduct a classroom-based, process-oriented ethnographic case study in a bilingual program in Western Canada. Informed by the current notions of dynamic bilingualism (García & Sylvan, 2011) and Lave and Wenger’s (1991) notion of community of practice (C of P) framework, this study collects data from three Grade Five English-Chinese bilingual students at school, at home and
in the community for a whole academic year through participant observation; field notes from the observation; semi-structured interviews and open-ended conversations with children, teachers, the principal, and parents; audio- and videotaped student-student and student-teacher interactions; and literacy artefact collection and analysis. Three themes were identified as significant factors that support these bilingual students' successful language and literacy practices and positive identities as language learners.

13.05 – 14.00 Lunch
Members of UKLA Research Committee will be available to discuss members' plans for applying for funding through UKLA's research grant scheme. UKLA members are eligible to apply for grants of up to £3000. See Research Pages on UKLA website for more details. Look out for the balloons.

14.00 – 15.00 Keynote 4
(Auditorium B/C)
Thinking Visually - illustration panel

David Litchfield, Debi Gliori, Vivian French and Nikki Gamble

‘Illustration practice is not judged purely by visual literacy and technical qualities, but rather is a discipline that engenders the best intellectual engagement with a subject matter, problem solving and visual communication.’ Alan Male

Picture books are widely recognised by teachers as being a vital part of children’s reading experience beyond the beginning stages of beginning to read, and in recent years there has been a growing awareness and understanding of the importance of visual literacy. This panel will explore, from the perspective of the illustrator and writer, the role that illustration plays in the development of the visual senses and the intellect and in helping to unlock worlds that exist inside the imagination.

15.05 – 15.45 Parallel Session I

11
Symposium
Audience: AL, CT, L, LC, LA, R, TT, S
Room: CR2
UKLA Digital Literacies in Education SIG symposium: Members’ research update and discussion

Cathy Burnett, Sheffield Hallam University, Lori McKee, Western University, Canada, Suzanna Wong, University of Alberta, Canada, Candice Satchwell, University of Central Lancashire, Colin Harrison, University of Nottingham

The UKLA Digital Literacies in Education Special Interest Group (SIG) launched at the UKLA international conference in Bristol, 2016. The SIG aims to bring together those who are interested in sharing experiences from research and practice in relation to digital literacies. In this symposium, some of our SIG members will present research findings and reviews of current research in this area. Papers will be followed by a discussion led by SIG conveners, Cathy Burnett, Julia Davies and Clare Dowdall, where connections to the conference themes - in particular issues of inclusion and equality - will be made and explored.

Presenters:
Lori McKee
Learning together: Designing digital literacies pedagogies to support early literacy learning

Digital technologies are available for use in many Canadian classrooms, but it can be challenging for teachers to use technologies in innovative ways to support early literacy learning. This paper explores an attempt to support 2 Grade One teachers in designing and enacting pedagogies that include digital technologies within literacy instruction through a collaborative professional learning structure. I explain how the teachers and I worked together to design technology-enabled literacy lessons for each class, and highlight the literacy learning opportunities afforded to the children. This paper highlights professional learning processes that can support teachers’ innovations of digital literacies pedagogies.

Suzanna Wong
Preschoolers’ Multiliteracy Practices and Access to Technology Tools at Home

Contemporary children are growing up in a digital world where technologies are increasingly present in their lives. They use new technology tools at home for communication, entertainment, learning, and playing. These technical changes inevitably impact children’s literacy practices and learning at home. This paper is based on a study that examined preschoolers’ home multiliteracy practices and their parents’ perspectives of their children’s literacy practices. One of the research findings revealed that children’s access to and use of technology tools at home were intricately linked with their parents’ attitudes and dispositions toward new technologies rather than a family’s socioeconomic background.

Candice Satchwell
Using phygital artefacts to connect through stories in the community

Stories to Connect is an AHRC-funded project aiming to collect and tell stories from ‘disadvantaged’ children and young people. We have worked in a participatory paradigm to help young people collect stories from one another, and then to re-work the stories into fictionalised assemblages to reflect the themes emerging from the research. The stories will be told through phygital (physical-digital) artefacts co-designed with the young people and placed in community locations. My presentation considers the different literacies involved in both collecting and re-telling these stories, and the potential for ‘connecting’ people—both in educational and community settings—through digital means.

Colin Harrison
Are new technologies a boon or a barrier for the weaker reader?

New technologies offer many tools that might support weaker readers. Text-to-speech applications, podcasts to reiterate a key concept, instant glossaries and text reformatting would seem to offer many ways of making difficult content
more approachable, as does personalised learning, with tasks and text matched to the learner’s background knowledge, and online groups to provide additional support. But do these tools make the life of the independent learner less challenging? Or is the weaker reader even more lonely in hyperspace than in a classroom? This paper offers a review of current research, and a Vygotskian perspective on independent online learning.

Discussion: Cathy Burnett, Julia Davies, Clare Dowdall.

Research Report
Audience: AL, R, TT, S
Room: CR1

Developing academic writing in a BA Primary Education programme
Rebecca Austin, Viv Wilson, Tracy Parvin and Jason Mellor, Canterbury Christ Church University

This is a report on the second stage of a longitudinal project designed to investigate the teaching and marking of academic writing on the BA(hons) Primary Education programme at Canterbury Christ Church University. The aim of the project is to create materials which can be embedded in the three year undergraduate programme to promote a developmental approach to teaching academic writing in collaboration with the student teacher.

Evidence from the first stage of the project indicated that many student teachers held limited conceptions of academic writing in terms of argumentation, as opposed to technical features. Additionally, data collected from tutors suggested that a shared and cohesive view of argumentation would need to be established in order to support students’ academic writing development.

As a result of this, a teaching focus on argument was developed using a shared writing approach with Year 2 students as part of their English course in the lead up to their assignment about the teaching of writing in primary schools.

This presentation will report on the findings from this approach in terms of the students’ perceptions as to how far they had consciously drawn on the input about developing arguments from their sessions.

Research Report
Audience: CT, L, LA, R, TT, S
Room: CR3

Young people reading: Empirical reading research across international contexts
Gabrielle Cliff Hodges, University of Cambridge Faculty of Education, Dr Evelyn Arizpe, University of Glasgow, Mr Osman Coban, University of Glasgow School of Education, Dr Nayla Aramouni, Independent researcher

Currently there is world-wide concern about young adult reading, but relatively little research to substantiate it. Such research as does exist tends to focus on specific, isolated contexts, often disconnected from each other, with few links made between studies, especially across countries. Moreover, anxiety is often expressed about ways in which new modes of reading are eroding more conventional approaches. Our own research paints a more complex, nuanced picture of young adult readers and how reading is perceived in different parts of the world. This session will explore some of the commonalities and distinctions between diverse young readers and the social and cultural contexts in which they read. It stems from a book edited by Evelyn Arizpe and Gabrielle Cliff Hodges with chapters contributed by doctoral and postdoctoral researchers who have conducted empirical reading studies in Canada, Catalonia, England, Lebanon, Malaysia, Mexico, Turkey, Uganda and the USA. The session will discuss readers in the 12-21 age group, a group which is not often the focus of research. The research projects explore different print and digital texts which participants read such as comics, popular romance, indigenous young adult fiction, fan fiction, academic literature, websites and newspapers. They also include a wide spectrum of methodological approaches replicable by other researchers interested in the practices and politics of reading. However, an overarching argument of the session is that this kind of small-scale qualitative research, and the findings arising from it, gain in significance when individual projects are read and discussed in conjunction with one another, not separately.

Research Report
Audience: CT, R
Room: CR6

But What Do YOU Mean: A Multiple Case Study of the Semiotic Demands and Supports in Elementary Classroom Curricula
Emma Cooper, Western University, Canada

Evidence to support multimodal pedagogy that considers how modes vary across disciplines, as constructed by the teacher and the student, is limited. This is potentially problematic when considering the type of connection that could arise between facilitation of modes by the educator to the semiotic demands (expressive and receptive meaning making expectations) placed on students through the various modes that they use or expect students to use. As such, how these resources are employed across disciplines, and in what combinations are currently under study in order to expand communication options for all students. Thus, multimodal pedagogy as understood within this study works in response to widening divisions in society, using modal affordances as an argument for students being able to connect their various understandings, experiences, interests, and discourses to the classroom curriculum. This study currently investigates multiple cases of semiotic demands placed on elementary students across the disciplines of Language Arts, Mathematics, and Social Sciences. The research report will specifically examine initial data collected from teacher participants via interviews, assessment examples, ethnographic methods, and audio recordings analysed using multimodal analysis. The aim is to present...
Decades of research on classroom talk firmly establishes that the nature and influence of dialogue on meaning making in classrooms is comprehensively and unrelievedly dependent on the talk and interaction at play in the sequential flow of teacher-student exchanges in lessons. Furthermore, proponents of dialogic pedagogies argue for classroom reasoning. This paper presents findings through action research, where investigating changes during literacy lessons in primary classrooms firmly establishes that the nature and influence of dialogue on meaning making is comprehensively and unrelievedly dependent on the talk and interaction at play in the sequential flow of teacher-student exchanges in lessons.

The study highlights instances where criticality in the talk was found to be a central for students’ meaning making. Analysis informs discussions about the possibilities that dialogic classrooms have for promoting criticality in talk that enables students to manage and extend their own participation and meaning making in literacy lessons.

### Workshop

**Workshop**

**Audience:** CT, LC, LA, R, TT  
**Room:** CR4

**What is critical in the effective teaching of writing, especially for senior primary students in the New Zealand context?**

Murray Gadd, University of Auckland, New Zealand

The workshop will enable participants to explore the outcomes of an 18-month study of effective writing instruction of upper primary and middle school students within the context of classroom practice: What does an effective teacher of writing do that makes a difference?

It concluded that effective implementation of three dimensions of effective practice (Learning Tasks; Direct Instruction; Self-regulation) are probable key levers in generating stronger engagement by students in writing and greater than expected achievement gains by students in writing. Illustrations of what effective implementation of these dimensions looks like in authentic classrooms will be provided in the workshop.

During the workshop, participants will have opportunities to:

- understand the purpose and rationale for the study
- learn about the methodology for the study: selecting study participants; developing research tools; collecting, aggregating, analyzing and interpreting quantitative and qualitative data
- explore key results and link them to teachers’ instructional actions that make a difference for stronger engagement and enhanced achievement by students in writing
- make links with what other researchers have concluded about the effective teaching of writing over the past two decades.
A Digital Tale of Peter Rabbit. How did young children engage with adapted app versions of this classic picturebook?

Anna Harrison, Roehampton University

The commodification of The Tale of Peter Rabbit by Beatrix Potter is a phenomenon - an archetypal story adapted into multiple formats ranging from TV animation to ballet with digital picturebook apps arguably one of the latest literary adaptations. In this presentation I will report on research with 5-6 year-olds from two primary schools in South West London, focusing on apps that replicated analogue reading on iPads. PopOut! The Tale of Peter Rabbit (Loud Crow) and The Original Tale of Peter Rabbit (Puffin). The research was underpinned by Kucirkova, Littleton and Cremin’s six ‘Reading for Pleasure’ facets of engagement, nested within Craft’s learning dispositions of playfulness and participation, and I will use this framework to consider to what extent these apps supported engagement, and whether they were enhancing or distracting for children’s reading experiences. Significant themes to emerge from the research were: strong preferences for interactive games and physical pop-up mechanisms; deep affective responses to Potter’s story; and children’s desire to share discoveries socially. Finally, I will explore the possible interpretation that children were operating on a number of levels by playfully exploring these apps, whilst also being simultaneously drawn into an absorbing story.

Chelsea Swift, Lancaster University

In this paper I argue for the need to move beyond the text and issues of representation in debates surrounding young people’s reading. Shifting the lens onto readers themselves, the act of reading, and the contexts in which it takes place, I consider the broader social consequences of young people’s private literacy practices. I explore how young people negotiate the various ways of reading and being a reader they are exposed to as they move between and within fields, in order to develop a sense for themselves of what counts as reading and what it means to be a reader. My findings challenge the broader neoliberal agenda in education and its promises of social mobility through access to a culture of which certain young people have been deprived. Placing emphasis on readers and reading rather than on specific texts, acknowledging the role of the social in acts of reading and learning, challenges the dominant model of reading, and the inequalities it maintains. It demonstrates not only the rich reading lives that many of the young people lead outside of school, but how the current deficit model serves to make these lives invisible, not only in education policy and in the classroom, but often to the young people themselves.

15.55 – 16.05 Tea
Sponsored by Just Imagine Story Centre
(Level 2 Foyer)

Using Tri-Texts to Support Intertextual Teaching and Learning Across the Curriculum

William Bintz, Kent State University, USA, Sara Moore, Mathematics Education Consultant

Intertextuality is an important concept in reading education. It is based on the notion that no text stands alone. Operationally, intertextuality is the process of making connections between texts. Practically, readers make connections with past readings, prior ideas, and previous literary experiences, all of which can contribute to making sense of the current text. Simply stated, intertextuality is based on the idea that past texts will be helpful in understanding current texts and making sense of current texts in light of past texts constitutes comprehension. This workshop shares a variety of tri-texts along with a variety of instructional strategies to support intertextual teaching and learning across the curriculum. A tri-text extends recent research on paired text, two texts that are connected in some way, e.g. topic, theme, genre. Paired text, also known as twin texts, can involve a fiction text paired with a nonfiction text (hybrid text), a nonfiction text paired with an informational text, a fiction text paired with a wordless text, etc. No matter the type of text combined, research indicates that paired text improves reading comprehension across the curriculum. Tri-text adds a third text. This third text adds rigor and complexity by inviting students to make intertextual connections across three interrelated texts. We will share a variety of tri-texts across the curriculum and pair them with instructional strategies that can help teachers teach and students experience the important process of intertextuality.
**J3**  
Research Report  
**Audience:** AL, CT, LC, R, TT, S  
**Room:** CR4  

**Improving first-year Sociology students’ reading abilities**  
Naomi Boakye,  
University of Pretoria, South Africa

Many first-year Sociology students find the reading of Sociology texts challenging and overwhelming. This may be due to the presence of numerous theoretical and abstract concepts that have to be unpacked in order to gain a greater understanding of social phenomena. A high level of reading proficiency is therefore required in the reading of Sociology texts. However, a number of students from low economic class families are poor readers. The paper reports on an intervention programme aimed at improving first-year Sociology students’ reading abilities, and bridging the class gap in terms of reading literacy. Various cognitive and affective strategies that allowed students to engage with Sociology texts in innovative ways were employed in the reading of Sociology texts during tutorials. Pre- and post-intervention questionnaires from students were used to determine the efficacy of the intervention. The questionnaire responses were analysed by using t-test for the likert scale section and content analysis for the open-ended questions. The findings showed that students, in particular those from low economic class, had benefitted from the intervention in both cognitive and affective ways. Recommendations are made in relation to the use of effective strategies for improving students’ reading abilities, in particular, reading of subject-specific texts.

**J4**  
Research Report  
**Audience:** LA, R  
**Room:** CR5  

**Opportunities and Challenges in Family-Focused Early Learning Programs**  
Antoinette Doyle and Ling Li,  
Memorial University of Newfoundland

Family-focused early learning programs aim to foster parent-child interactions, emphasizing the importance of adult family members in shaping young children’s dispositions toward learning to read. They also draw from the field of cognitive psychology the influence of early experiences on children’s academic development. It is well-documented that early exposure to language and print have substantial and long-lasting implications for early literacy development and reading ability. Thus, programs aiming to maximize the potential of the years have been broadly implemented in many countries. Nonetheless, many issues and challenges remain for practitioners in offering programs. In this presentation we describe our study examining the learning opportunities available to families in one Canadian context. Drawing upon the data from surveys and interviews with local practitioners in community-level organizations, we discuss the nature of the programming offered and their implementation in a variety of settings. We also identify and discuss issues and challenges faced by these practitioners for sustaining such programming, situating this discussion in the larger research literature on family literacy programming from Canada, the United States, the United Kingdom and elsewhere.

**J5**  
Research Report  
**Audience:** CT, L, LC, LA, R, TT, S  
**Room:** CR6  

**Embedding Media Literacy**  
Julian McDougall, Bournemouth University, Helen Ward, Bartley Green School

This session will share a research project with secondary school teachers and students, the outcomes of which are published in a new UKLA Minibook. The UKLA state:  

> “Now that digital technologies permeate all aspects of life, to be literate means to be familiar with a range of texts communicated through diverse media and to be able to communicate through a variety of media”. (UKLA Agenda for Action, 2015).

However, our education system still tends to separate types of culture into its different subjects and the analysis of media is not usually a part of subject learning across the curriculum. An outcome of this is that media texts are used across the curriculum as resources, but critical engagement with them is not part of classroom activities. Unless students take Media Studies, this kind of critical media literacy is not taken into their broader studies in the secondary school.

For this project, we worked with teachers and students of English, Geography, ICT and History to develop teaching strategies and online resources for integrating media literacy into these subjects without taking students away from their core learning for these subjects. In this session, we'll share the strategies and discuss other ideas from those attending.
Saturday 1st July

17.05 – 17.50 Annual General Meeting

18.30 Coaches depart from TIC to Kelvingrove Museum

19.00 – 19.30 Civic Wine Reception, hosted by the Lord Provost of the City of Glasgow, Kelvingrove Museum.

19.30 Call for dinner and UKLA Awards

20.15 Dinner is served

23.30 Coaches depart for TIC
Bars open till departure
The project examined what children’s spelling errors tell us about their language and literacy development, and whether teachers were able to accurately interpret those messages. The data revealed that teachers have limited understanding of how words work, and so interpret students’ spelling errors in simplistic ways. The default intervention for students with spelling difficulties was to implement phonics interventions, and work with simple decodable vocabulary. Close examination of the students’ errors revealed strong phonics skills, but no other skills for understanding how to spell a word. It was their over reliance on phonics that prompted the majority of their errors.

The session closes with recommendations to ensure that literacy programmes that provide ALL students with rich language experiences and a broad repertoire of language skills.

The winner from Literacy is:

Chris Bailey

Free the sheep: Improvised song and performance in and around a Minecraft community

Jackie Marsh writes:

This paper draws upon data from a year-long ethnographic study, investigating a group of ten- and eleven-year-old children’s engagement with the video game ‘Minecraft’ as they collaborate to build a ‘virtual community’. With a particular focus on the children’s improvised singing and use of song during the club, the paper examines how their creative practices helped to fundamentally shape the nature of the space around them. Selected elements of the data were presented in a comic strip, which combined visual data alongside textual transcription of the children’s singing and speech. The findings indicated that an examination of the construction and performance of social relationships is as vital as a focus on text creation in the classroom. The panel felt that the paper was highly original, and breaks new ground in the presentation and analysis of data. It is theoretically complex and demonstrates a high level of critical analysis, offering a highly topical review of literacy across hybrid physical and virtual spaces.
and plays a crucial role in academic success across all areas of the curriculum. How do we include explicit teaching of words in our classroom programmes and what does that look like? In this workshop, Sheena and Louise will include information about what words to teach and practical ideas that can be adapted across many levels used will be covered.

Sheena Cameron and Louise Dempsey are the authors of *The Oral Language Book (2016)* and *The Writing Book (2013)*. They facilitate professional learning in schools and deliver workshops on reading, writing and oral language in Australasia and internationally.

**K4**

*Research Report*

**Audience:** CT, R, TT, S

**Room:** CR4

**Why teach literature? The impact on academic achievement and literature appreciation in early adulthood**

Jordi Casteleyn, Ellen Vandervieren, University of Antwerp

A great number of studies state that print exposure has a positive effect on academic achievement of young adults. However participants in these studies are predominantly students enrolled in a psychology course. Can the same conclusions be drawn for students outside of social sciences? Secondly, to determine academic achievement these studies mostly refer to standardized tests such as SAT instead of a grade point average. Can increased print exposure be linked to higher scores obtained for courses in higher education? Finally, print exposure is strongly related to intrinsic reading motivation, but what role does literature education play in this respect? Does it as a result have an impact on the cultural capital of students? In an innovative study we examined the correlation between print exposure and first-semester results (February 2017) among first-year students (n=273, 17-19 years, 9 faculties) at University of Antwerp (Belgium). Additionally, we analyzed which factors constitute the appreciation of reading poetry among secondary education students (n=190, 16-18 years, K10-12), and explored the role of literature education in this. The paper summarizes the results from these two studies, and discusses the role of literature teaching in today’s educational system.

**K5**

*Research Report*

**Audience:** CT, LC, LA, R, TT, S

**Room:** CR6

**Observing early language development among children from low socioeconomic backgrounds using e-LIPS**

Lynne Duncan, University of Dundee, Cornelia Gollek, University of the West of Scotland, Douglas Potter, University of Dundee

Links between preschool language and later literacy highlight the need for early intervention aimed at closing the poverty-related attainment gap. A critical factor in this is the capacity to accurately chart changes in early language to evaluate intervention efficacy. This study explores the potential of an observational language tool for this purpose, e-LIPS (Early Language in Play Settings), in comparison with a more traditional language assessment, CELF (Clinical Evaluation of Language Fundamentals-Preschool 2 UK). Observational methods have the advantage of being compatible with the child-centred approach favoured by Early Years practitioners. Longitudinal data were collected from 50 children (22 female) at the beginning and end of the nursery year with socio-economic status (SES) measured using the Scottish Index of Multiple Deprivation. The starting mean age was 42 months (SD=3). Controlling for age, e-LIPS subscales (pragmatics, receptive, expressive) showed moderate to strong correlations with corresponding CELF scores at each point. Importantly, children identified as language-impaired using CELF had significantly lower scores on e-LIPS. Expressive language scales revealed the most differentiation between SES groups after controls for age and non-verbal ability. Theoretical and practical implications for understanding SES language differences and their impact on early literacy will be explored.

**K6**

*Seminar Presentation*

**Audience:** AL, CT, LC, LA, R

**Room:** CR7

**Literacy Teaching in the iWorld: An Exploration of New Challenges, Old Barriers and Possible Futures**

Linda Laidlaw and Suzanna Wong, University of Alberta, Canada, Joanne O’Mara, Deakin University, Australia

In the digital age, literacy teachers must navigate a complex convergence of technologies, new literacy practices, social and institutional practices, curricula, and increasingly diverse classroom contexts. Within this evolving and ‘messy’ landscape, innovation can be both enabled and dis-abled, and teachers are presented with challenges and incongruities that require new pedagogical solutions and expertise. Our presentation examines both the promise and the challenges of merging the ‘iWorld’ with school contexts that may still include considerable deficit frames and institutional barriers. Providing examples from a multifaceted research project inquiring into experiences of Canadian and Australian teachers as gathered through interviews, focus groups and survey data, we will address key themes that have emerged in our findings including: 1) common barriers to innovative digital literacy teaching and learning; 2) the notion of “positive deviance” as supporting change and experimentation; and 3) imagining possible futures in complex times and contexts. We will address and examine ideas for teacher professional development, coming from our project explorations, that can build opportunities for teacher support and innovative practice. Finally, we will articulate some ways that digital literacy practices have the potential to change and disrupt deficit frames and suggest new frameworks for pedagogy.
Writing instruction for students with intellectual disabilities was undertaken with a group of senior secondary students with intellectual disabilities in a Swedish secondary school. The intervention suggested an increase of learner gains data by 21% over the three months.

The intervention was designed around three principal research questions:

What might the effective teaching of writing look like in a classroom mainly populated by students with intellectual disabilities?

Do the conclusions that researchers have made about the effective teaching of writing apply to classrooms populated mainly by students with intellectual disabilities just as they do to classrooms populated mainly by regular or mainstream students?

Does there appear to be any association between pedagogical practices used during the intervention and learner engagement/gains in writing?

Note that the intervention was primarily designed because of a scarcity of research-based literature (2000-2016) on writing instruction for students with intellectual disabilities. A review of the literature located less than 20 studies, almost all involving four or fewer students.

The symposium will be co-presented by three key members of the research team: Dr Murray Gadd (visiting literacy consultant and honorary research fellow from the University of Auckland who led most of the classroom interventions), Dr Diana Berthen (senior lecturer in Special Education at the University of Stockholm: School of Special Pedagogy who instigated the intervention and acted as advisor on it); Mr Lars Lundgren (lead teacher of English and didactic development in the special school section of a Stockholm senior secondary school who worked alongside the visiting literacy specialist in the classroom).

During the symposium, the presenters will explore:

How and why the intervention was designed. This will include how student-participants were selected, how case study methodology for the intervention was adopted, and how learner engagement/gains data were collected and analysed over time.

The nature of the classroom intervention; namely, what happened in a series of classroom writing lessons led by the visiting literacy specialist and subsequently by the classroom teacher. This will focus on the instructional actions used by both the literacy specialist and the teacher and will be illustrated by film clips of selected aspects of the lessons.

Learner gains achieved during the intervention. This will include what these gains ‘look like’ as illustrative texts.

Conclusions (about effective writing pedagogy undertaken with students with intellectual disabilities) made from the intervention and how these compare with conclusions made by other researchers on the effective teaching of writing undertaken with regular students. Some conclusions about reading-writing connections may also be made.

K7

Workshop
Audience: CT, LC, LA, TT
Room: CR8

Writing: a global view of proficiency and social mobility

Karen Turnbull, 3P Learning

While some approaches to writing have success in improving writing performance in a local context, writing continues to be the poorest performing area of English literacy and resistant to improvement in most regions around the world. Although there is demand for writing improvement at all levels, writing skill at the highest proficiency is weak with few students being able to systematically produce writing that is precise, engaging and coherent. This workshop references a range of worldwide national reports on writing and examines approaches to teaching writing to explore specific issues and questions: Do approaches to teaching writing to explore specific writers while excluding them from that and promote upward social mobility or power? How can we produce huge numbers of students with exceptional writing skill? Are our social and political structures searching for or turning away from this outcome?

10.05 – 10.45 Parallel Session L
Including Student Research Awards

L1

Symposium
Audience: CT, LC, LA, R, TT
Room: CR2

What is good for all is particularly good for some: An exploration of writing instruction for students with intellectual disabilities

Murray Gadd, University of Auckland, New Zealand, Diana Berthen, University of Stockholm, Sweden, Lars Lundgren, St Eriks Gymnasium, Sweden

The symposium will explore the outcomes of a three-month planned and deliberate intervention on instructional writing,
by the work of Dymoke (2013, 2015), Gutierrez (2008), Lefebvre (1991), Bhabha (1994) and Maje et al (2004) I adopt a critical lens to examine how students have used the space of the ‘Poetry Slam Club’ to form a ‘lived’ or ‘Third Space’ on their own terms which draws on ‘sociocritical literacy’ to enhance their existing knowledge from the curriculum.

Angela Colvert: Ludic authorship: Re-framing literacies through peer-to-peer alternate reality game design in the primary classroom (PhD thesis)

In this paper I present the findings of a PhD study which investigated the literacy practices of a class of 10- and 11-year-old designers as they created an Alternate Reality Game for their peers as part of their school curriculum. During the discussion I will outline a pedagogical proposal for the teaching of new literacies in formal education, and propose a new conceptualisation of transmedia authorship practices and associated literacies. The model of ‘ludic authorship’ which emerged from the study not only reframes literacies, it reframes play as a literacy practice which has cultural, operational and critical dimensions.

L3
Seminar Presentation
Audience: CT, L, LC, LA, R, TT, S
Room: CR1
Evidence-based literary policies and a research-literate profession: How to meet the challenge

Margaret Clark, Newman University

The Schools Minister has made a plea that young teachers enter ‘a research-informed and research-enthusiastic profession’ and has endorsed an evidence and ‘research-based policy’. However, currently teachers seem not only to be told what to teach but how to teach it, and those training teachers have the content of their courses dictated by government. In contrast, the EU High level Group of Experts in 2012 recommended that professionals acquire competence to make critical evaluation of literacy research. How do we meet this challenge and how would current government policies stand up to the scrutiny?

While I will focus on three Cs in an analysis of current government policy on literacy learning in England, claims, costs and commercialism, such issues are also relevant to other countries. How do those with knowledge that should count make themselves heard?

I will consider claims over the past ten years by the government for one best method of teaching reading, for the synthetic phonics check as a measure of ‘an expected phonics standard’ and as an explanation for any rise in reading attainment. I will also indicate some of the so far unchallenged expenditure on this policy.

The government reports and scrutinizes pupil characteristics and local authority results. Yet, has ignored, in spite of a year’s difference between the oldest and youngest children, the wide discrepancy in pass rate each year.

L5
Research Report
Audience: CT, LA, R
Room: CR4
Building capacity in guided reading: The influence of job-embedded professional development in supporting teacher expertise

Danielle Dennis, University of South Florida, USA, Chris Hemmings, Cottonham Primary School, Cambridgeshire

This session reports on research conducted to explore the affect of job-embedded professional development on a Year 1 teacher’s literacy teaching practices. Specifically, it examines the way this teacher developed a stance toward guided reading, and how that influences his decision-making both while planning and “in-the-moment” of teaching. After identifying guided reading as disconnected from his curriculum, the Year 1 teacher worked with a faculty member with expertise in literacy in order to deepen his understandings of literacy teaching. Together, we used informal assessments to determine guided reading groups, shared lesson plans, viewed video of the teacher’s guided reading lessons, and engaged in literacy content coaching to further develop the teacher’s capacity in literacy teaching. Interview, video (of both teaching and coaching sessions), and children’s work data are analysed using an iterative method of inductive analysis. We approach this work through the lens of both literacy and...
professional development being situated in individual and institutional contexts, such as being a teacher under the constraints of a school rated Requires Improvement by OFSTED. Implications from this study highlight the importance of individualized, job-embedded professional development in expanding understandings about the teaching of literacy. Further, the study raises questions about steps to building communities of practice within schools to allow teachers to support each other as their expertise grows.

L6
Research Report
Audience: CT, LC, R, TT, S
Room: CR5

Increasing Motivation of Struggling Readers: Can eReaders, Apps, and Support Features Help?
Donna Cox, Elizabeth Lasley, Thomas Sosebee, Lory Haas, Sam Houston State University, USA

In this exploratory study, researchers analyzed data regarding students’ use of eReaders on a weekly basis to determine engagement and motivation to read using a digital device. Findings from a pilot study conducted in the spring of 2015 indicated an increase in motivation to read among six male participants in an eight-week period based on interview responses with students and parents, as well as the completion of 103 books in the seven-week period for a total of 1040 minutes read. In this follow up study, we used a refined Reading Rainbow app, new Kindle Fires, and expanded the study to include 17 participants. Findings indicate substantial increases in engagement and motivation to read using an eReader in the initial weeks of the study; however, a decrease in reading time was noted after the first few weeks for most of the students. Although the majority of students and parents noted increased motivation to read using the app and digital device versus traditional texts, most students did not continue to read after the tutoring program was completed.

L7
Workshop
Seminar Presentation
Audience: CT, LC, TT
Room: ERA

Using Literature to Teach 21st Century Communication Skills: A Multiliteracies Application
Susan Ibah, Western University, Canada

Framed as a unit on a novel study using Matilda by Roal Dahl, I will present how to teach 21st century communication skills using multiliteracies approaches. The novel study of Matilda is divided into two main activities: Writer’s Workshop, where students reflect on the read aloud in their journals each day using guiding questions, and multimodal extension activities based on the text, which allow students to express themselves through different modes, media, and avenues. Multi-modal extensions are also cross-curricular and socially engaging, building on both interpersonal and academic skills. Key points to be discussed include defining multiliteracies, the four pedagogical principles of multiliteracies, the rationale for choosing Matilda as a novel for study, multiliteracy-oriented activities to teach 21st Century communication skills based on the content of Matilda, and ultimately, the importance of multiliteracies pedagogy to teach 21st Century skills across the curriculum.

L8
Workshop
Audience: AL, CT, L, LC, LA, R, TT, S
Room: CR8

Standing up for Freedom: A moral, social and political responsibility to read about human rights with young people
Rowena Seabrook, Amnesty International UK

This workshop will argue that in the context of widening divisions in society, educators have a responsibility to familiarise young people with human rights through reading. Participants will explore the challenges of engaging with texts and subjects that can be uncomfortable, sensitive or deemed controversial. "When we read we do not switch off from something or someone we may find troubling or unsettling but instead choose to engage." Sita Brahmachari. It is vital to recognise children and young people’s experience. They hear refugees described as a ‘swarm’, witness the rise in racist and xenophobic attacks and watch footage of President-elect Trump justifying sexual assault. In school and out, young people in the UK are navigating a reality in which class, gender, race, nationality, sexuality, faith and disability are grounds for discrimination.

It is tempting to shelter our pupils, but do them a disservice if we avoid what they are seeing and experiencing, and miss opportunities to foster rights respecting behaviour. Enabling children and young people to explore human rights through fiction can offer a precious safe space in which they can reflect and understand, find themselves, validate their experience, develop empathy and solidarity, and - vitally - become agents of change.

L9
Seminar Presentation
Audience: CT, L, LC, LA, R, TT, S
Room: CR7

"Are you going to play with me or just sit there with your camera?": Ethnographic methods in multiliteracy research with young children.
Suzanna Wong, Linda Laidlaw, University of Alberta, Canada

As addressed in institutional ethics processes, research with children is positioned differently from research with adults. Power imbalances and the child’s position in an adult-dominated world must be taken seriously as researchers plan and undertake research, taking into consideration children’s perspectives, contexts and wishes as research participants. Additionally, researchers must navigate sometimes ‘tricky’ relationships with those who are caregivers or teachers of child research.
participants. Our paper presentation draws on our two studies conducted in Canada which have taken up ethnographic methods in diverse environments - one home-based study of young children and one kindergarten classroom-based study. Both projects drew upon a ‘messy’ ethnographic approach to gather child-produced data, using participatory methods that could be considered ‘unconventional’ in the varied opportunities presented to children to express themselves and communicate with researchers. We will share and examine some of the unexpected ethical issues we have encountered in our studies, present innovative approaches used to interview children, and address key understandings gained from our research with young children.

10.45 – 11.10 Coffee
(Level 2 Foyer)

11. 10 – 11.50 Parallel Session M
(Teaching rooms)

**M1**
Symposium (cont’d)
Audience: CT, LC, LA, R, TT
Room: CR2

*What is good for all is particularly good for some: An exploration of writing instruction for students with intellectual disabilities*

Murray Gadd, University of Auckland, New Zealand, Diana Berthen, University of Stockholm, Sweden, Lars Lundgren, St Eriks Gymnasium, Sweden

**M2**
Seminar Presentation
Audience: All
Room: CR3

*The Translation of Picture Books*

Daniel Hahn, Translator
This session will look at some of the issues involved in translating a picture-book. It follows on from the well-received plenary at the 2016 conference, which looked at the translation of children’s literature (and why we need more of it) in broad and general terms. This follow-on session, in contrast, will be very specific, focusing on a single book of just a few hundred words and a dozen pictures, and talking through the process of transforming it into another book that’s dramatically changed but still identical. (That’s the translator’s job, after all.) Through its examination of this one short book in unapologetically nerdy detail, the presentation will look at the relationship between words and pictures, what makes a picture book work with its readers (or not), how expectations of a book might differ in different cultures, and how an author feels about being entirely rewritten by somebody else... A whole range of complicating factors for the translator to grapple with. But for all the awkwardnesses of the writing process, too, by the end of this session, even the thorniest of problems will be solved. (And they all lived happily ever after.)

**M3**
Seminar Presentation
Audience: R, TT
Room: CR8

*Early reading experiences of White working class trainee teachers*

Alison Baker, University of East London

The University of East London is one of the most culturally diverse Higher Education providers in the country. Half our students come from East London, which traditionally experiences higher unemployment, poorer housing conditions and multiple deprivations than average. Many are the first in their families to gain level 3 qualifications or attend university, and view education as a route to social mobility for their family.

6 trainee teachers on UEL’s Primary PGCE were interviewed about their experiences of family-based reading in early childhood, early reading success and reading for pleasure, and how this experience informed their decisions to study at university and train as teachers.

Drawing on the work of Diane Reay and Anoop Nayak, findings from the Centre for Longitudinal Studies at the Institute of Education as well as government papers on the academic progress of White Working Class students, my presentation will outline common themes coming out of discussions about family role models, early success in reading and identifying with characters in books the trainees read.

**M4**
Seminar Presentation
Audience: CT, LC, LA, TT, S
Room: CR1

*Plan-Work-Reflective Journals for the 21st Century*

Elizabeth Lasley, Sam Houston State University, Huntsville, Texas, Sara Bracht, Primary Grade Teacher, Aldeen Independent School District, Kelly Oliver, Literacy Consultant, Katy Independent School District

Literacy within the 21st century classroom extends beyond reading a novel or writing a narrative. Communication, collaboration, critical thinking and creativity are critical, intricate aspects of the literacy process. Literacy in the 21st century emphasizes information and media literacy skills to address 21st century content - personal, global, civic and monetary within communities. Therefore, 21st century authentic assessments are essential. The seminar will discuss the use of plan-work-reflective journals for literacy development at the primary, middle school and higher education levels including authentic assessment. Reflective thinking can compel students to examine how and what they are learning. Plan-work-reflective journals also promote a student-directed, self-regulated, learner-centered approach for the development of executive functions and self-regulation which are key components for active learning. Student set goals for future success; self-monitor, inhibit inappropriate responses; and generally engage in well-planned, flexible behavior (Alvarez & Emory, 2006; Happe et al., 2006). In other words, individuals take control of their own learning (National Research Council, 2000). Students taking control of their own learning increases cognitive control which increases necessary literacy skills.
M5
Seminar Presentation
Audience: CT, LC, LA, R, TT, S
Room: CR6
Language, literacy and closing the attainment gap
Sarah McGeown,
University of Edinburgh
A key priority of the Scottish Government is to close the attainment gap between the most and least deprived children: 11% of the variation in reading skills among young people in Scotland is attributable to their social background (PISA, 2012). In addition, the Scottish Survey of Literacy and Numeracy shows that the attainment gap in literacy levels between the least and most deprived increases with age; therefore, reducing these differences as early as possible is crucial, as initial differences widen with age (i.e., Matthew effect). In two longitudinal research studies (n = 79, n = 85) with young children learning to read (aged 4-6), I will discuss the extent to which a phonics focused approach to reading instruction is beneficial for children starting school with weak language skills. While socioeconomic status is associated with a number of cognitive outcomes, inequalities in language between children from low and high socioeconomic backgrounds are among the most consistent. Therefore, identifying the most effective forms of reading instruction for children starting school with weak language skills is crucial to closing the attainment gap.

M6
Research Report
Audience: CT, R, TT, S
Room: CR7
The Development and Future Directions of Read Two Impress: An Intervention for Disfluent Readers
Chase Young,
Sam Houston State University, USA
This session focuses on the development of an elementary reading intervention called Read Two Impress. Read Two Impress is a combination of the Neurological Impress Method and repeated readings. The presenter describes step-by-step procedures to effectively implement the intervention and also discusses previous research which indicates the method can increase reading fluency and comprehension. Finally, the presenter establishes future directions for research.

M7
Research Report
Audience: all
Room: CR4
A labyrinthine of normative discourses: UK-based Chinese-English bilingual children’s family literacy practices in the age of digital mobility
Sumin Zhao,
University of Southern Denmark
A labyrinthine of normative discourses: UK-based Chinese-English bilingual children’s family literacy practices in the age of digital mobility.

The literature on the role of digital technologies in early bilingual literacy practices in migrant families often focuses on their potentials and advantages, such as providing access to language and literacy resources at the home countries and creating new forms of literacy practice. In this paper, I report on a qualitative study of literacy practices in ten families with Chinese-English speaking children aged between 4-7 in South London, which suggests a far more nuanced relation between digital technology and home-based bilingual practices. The primary data set, collected between March and June 2016, consists of: 1) face-to-face interview with the parents; 2) field notes from home visits and observation at a local Saturday Chinese School; and 3) content analysis of two parenting forums on WeChat. The study shows that the scope of digital-based bilingual literacy practices in this age group is relatively limited. The existing practices tend to be parent-led, influenced by a complex web of transnational discourses of technology, childhood, Chinese motherhood, and changing identities of Chinese migrants. More sophisticated uses of technology rely on parents’ resourcefulness and understanding of their children’s literacy needs rather than the technology per se.

12.00 – 13.00 Keynote 5
(Auditorium B/C)
Making a Difference by Making it Different: How researchers and educators can create kinder literacy interventions
Sue Ellis
(Harold Rosen Memorial Lecture)
We know that social class and gender are strongly associated with how easily and how well children learn to read. Despite this, many education policies frame literacy as a cognitive endeavour and suggest cognitive, content-based curricular interventions to address the attainment gap. Such approaches often ignore children’s social/cultural capital and identity in ways that risk literacy teaching appearing alien and unkind. This lecture describes an intervention that took place in 46 primary schools. It was designed to help teachers re-balance and expand their professional knowledge to create more inclusive and socially responsive literacy activities, resources and pedagogies. The lecture will detail how specific tools and knowledge helped change teachers’ patterns of professional noticing, re-shaping what the teachers noticed, what they attended to and what they ignored so that they responded differently to their students.

13.00 Draw and Close of Conference
Breakout Rooms 1 – 8 = Conference Rooms 1 - 8 (CR 1 - 8)
Executive Room A (ERA) is on Level 9

Breakout Rooms 1 – 8 = Conference Rooms 1 - 8 (CR 1 - 8)
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The 54th UKLA International Conference

Literacies in a changing world: creativity, criticality, empowerment

will take place next year at

the Mercure Cardiff Holland House Hotel and Spa
Cardiff, Wales
6th, 7th and 8th July 2018

Keynote: Patricia Enciso, Ohio State University

This conference will provide inspiration and direction to literacy teachers, researchers and educators seeking to take an active part in shaping equitable futures against the background of economic and political turmoil that has characterised the first part of the 21st century.

It will explore the resourcefulness of practitioners, researchers and the individuals and groups they work with, within or beyond formal educational contexts. The conference presents a rich opportunity to share perspectives and experiences across regions and nations, and to address pressing questions about how to support learners in their current and future participation in the world around them: how can we celebrate and respond to diverse literacies in everyday life? How are literacies changing and how far are existing curriculum and assessment frameworks fit for purpose? What are the intersections between literacy, social participation and active citizenship? What kinds of research methodologies and evidence are needed to inform debates about current practice and future possibilities?

The Call for Papers will be circulated in Autumn 2017
and we look forward to seeing you all there!
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Eight carefully curated books take the Reading Gladiators on a reflective journey, with mini-challenges along the way. Includes support materials for group leaders and an interactive website. For more information contact us:

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