**Institute Schedule Overview**

<table>
<thead>
<tr>
<th>DAY ONE</th>
<th>DAY TWO</th>
<th>DAY THREE</th>
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<tbody>
<tr>
<td><strong>Wednesday, July 20</strong></td>
<td><strong>Thursday, July 21</strong></td>
<td><strong>Friday, July 22</strong></td>
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<tr>
<td>8:00 am Continental Breakfast</td>
<td>7:00 am Continental Breakfast</td>
<td>7:30 am Continental Breakfast</td>
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<tr>
<td>9:00 am Keynote Address by Jeremy Burman</td>
<td>8:00 am Seminar Series B sessions</td>
<td>8:30 am Featured Speaker Sessions</td>
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<tr>
<td>10:15 am Break</td>
<td>9:30 am Keynote Address by Iram Siraj</td>
<td>9:45 am Break</td>
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<tr>
<td>10:45 am Study Sessions for Teacher Leaders &amp; Tutors or Seminar Series A sessions</td>
<td>10:45 am Break</td>
<td>10:15 am Seminar Series E sessions</td>
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<td>12:00 pm Lunch</td>
<td>11:15 am Seminar Series C sessions</td>
<td>11:30 am Lunch</td>
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<tr>
<td>1:15 pm Featured Speaker Sessions</td>
<td>12:30 pm Lunch</td>
<td>12:30 pm Keynote Address by Gay Su Pinnell</td>
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<tr>
<td>3:00 pm Keynote Address by Stuart McNaughton</td>
<td>1:30 pm Keynote Address by Bridie Raban</td>
<td>2:30 pm Closing Remarks</td>
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<td>4:15 pm Reception</td>
<td>2:45 pm Break</td>
<td>3:00 pm Institute Adjourns</td>
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<td>3:15 pm Study Sessions for Teacher Leaders &amp; Tutors or Seminar Series D sessions</td>
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<td>4:45 pm Transportation to harbour</td>
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<td></td>
<td>6:00 pm Harbour Cruise &amp; Dinner (purchased ticket required)</td>
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**Keynote Speakers**

- Jeremy Burman
- Bridie Raban
- Stuart McNaughton
- Iram Siraj
- Gay Su Pinnell

**Featured Speakers**

- Janet Scull
- Janice Van Dyke
- Christine Boocock
- Glen Franklin
- Robert Schwartz
8:00-9:00 am  CONTINENTAL BREAKFAST

9:00-10:15 am  KEYNOTE
Jeremy Burman  (Canada)
Self-regulation: Uses and Meanings
Children who are calm and alert have a much easier time learning. When whole classrooms of children are calm and alert, teachers also have an easier time teaching. Everyone then benefits. But the underlying issues—the meanings of “self-regulation”—are complex. The aim is to clarify them.

10:15-10:45 am  BREAK

10:45 am-12:00 pm  Study Sessions for Teacher Leaders & Tutors

10:45 am-12:00 pm  Seminar Series A
Exploring Alternatives to “Sound it Out”
Cliff Johnson
Teachers, parents and others often resort to calling on the child to 'sound-it-out' when the child comes to a difficult word. Learn why saying 'sound-it-out' can be unsupportive and confusing to the young reader and explore alternatives to this common practice.

Texts: Support and Challenge in Text at Higher Levels
Karin Finlayson
What are the linguistic variables that challenge and support a reader to have successful interactions with a text beyond level 15?

Examining Teacher Decision Making in Guided Reading
Judy Aitken
A small-scale descriptive study investigating teacher practice in guided reading in New Zealand classrooms is drawn on to consider how best to develop the foundations of a self-extending processing system in reading.

12:00-1:00 pm  LUNCH

1:15-2:30 pm  Featured Speaker Sessions
Janet Scull  (Australia)
Insights from the Analysis of Reading Recovery Children’s Texts
Reading Recovery teachers acknowledge the importance of writing as a key area of literacy and work to develop students’ competence as young writers drawing on a deep appreciation of the aspects of the writing process. These understandings as insights into early writing are shared based on an analysis of Reading Recovery and Year 1 texts. Consider key dimensions and possible progressions in students’ writing and reflect on teaching practices to enhance learning outcomes.

3:00-4:15 pm  KEYNOTE
Stuart McNaughton  (New Zealand)
Learning from Variability for More Effective Instruction and Implementation
Variability in literacy teaching and outcomes is ubiquitous at all levels: within and across schools, districts, and countries. Not being consistent poses problems. But we can identify, understand, and build on variability to enable us to be more effective and better able to spread effective practices at each level.

4:15-5:00 pm  RECEPTION
THURSDAY, JULY 21, 2016

7:00-8:00 am  CONTINENTAL BREAKFAST

8:00-9:15 am  Seminar Series B
Changing Expectations: Increasing a Sense of Urgency for Acceleration
Sue Duncan and Journey Swafford
Changing expectations for weeks in the lesson series can change the outcomes for children. Results are shared on an “experiment” that did just that.

Leadership Experiences: Communication, Implementation, and Outreach
Judy Embry and Lindy Harmon
Framing leadership experiences for both teacher leaders/tutors and Reading Recovery teachers through ideas and stories of successful communications, improvements with implementations, and outreach efforts as a result of shared leadership at a statewide level in the U.S.

Exploring Self-Monitoring and Self-Correction in Writing
Elizabeth Kaye
As Reading Recovery teachers, we should be attuned to self-monitoring and self-correction in reading and writing. Explore self-monitoring and self-correction that occurs as children compose and record messages during the writing portion of their lessons.

The Power of Teacher Language in Shaping Student Learning
Mary Rosser
Explore the link between the language choices teachers make during instructional decision making and the resultant wide or narrow spaces that are created for student learning. Videos are used to identify the impact of precision teaching on powerful student learning.

Time’s Up: The Race Against the 30-Minute Timer
Dee Dee Verlinde
Is your timer ringing before your lesson has ended? Are you challenged to “fit everything in” each day? Clay advises us, “with a measured dose of opportunities [the teacher] steadily lifts the level of challenge.” This interactive session, examines what these measured doses of opportunity may look like and how our teaching decisions contribute to fast and fluent responding in a 30-minute lesson.

To Speak or Not to Speak: The Art of Using Prompts
Glenda Eberlein and Shari Worsfold
We know that children must develop an effective processing system and Reading Recovery teachers make careful decisions to support this. Explore how the art of prompting supports the child’s development of a self-extending system.

9:30-10:45 am  KEYNOTE
Iram Siraj (United Kingdom)
Sustained Shared Thinking and Emotional Well-Being in Early Childhood Education
Improving instructional quality is a challenge in early education. The presentation looks at the role of language and intentional and relational pedagogy from research conducted over 2 decades. It shows how this influenced the development of the Sustained, Shared Thinking, and Emotional Well-being (SSTEW) quality rating scale.

10:45-11:15 am  BREAK

11:15 am - 12:30 pm  Seminar Series C
Teaching Informational Text
Sharan Gibson
Consider how to effectively orient children to informational text, to gain knowledge of the specific characteristics of such texts, and how to best support children’s active and strategic decision making.

Roaming Around the Known: Building on the Known in Every Lesson, Every Day
Robyn Dillon and Marlene van der Merwe
An exploration of how the child’s own competencies, that are observed and strengthened in the known, create the foundation for all learning opportunities with the new.

Teaching that Makes an Impact on Accelerated Progress
Mary Fried
A summary is provided of the research entitled “Change Over Time in First Graders’ Strategic Use of Information at Point of Difficulty in Reading.”
The research findings can be directly applied to analyzing daily running records and making teaching decisions to impact the learning of children in Reading Recovery.

Powerful Language Interactions in Support of a Strong Literacy Processing System
Mary Lose and Eva Konstentellou
Explore the power of intentional language in both warm and friendly conversations and in succinct prompting during reading and writing in the Reading Recovery lesson that foster the child’s ability to extract and construct meaning from text.

A Conversation with the Keynote
Stuart McNaughon
Follow-up discussion on keynote address.

A Conversation with the Keynote
Iram Siraj
Follow-up discussion on keynote address.
12:30-1:15 pm  LUNCH

1:30-2:45 pm  KEYNOTE
Bridie Raban (Australia)
Neuroscience and Early Education: Directions that Could Lead Us Astray
With the burgeoning discipline of neuro-education, the Organisation for Economic Cooperation and Development warns of many simplistic misunderstandings, misreadings and misquoting of facts. This results in distorted interpretations of what we know, fabrications of material to substitute for what we don’t yet know, and misunderstanding what all this might mean for our work with children experiencing learning difficulties.

2:45-3:15 pm  BREAK

3:15-4:30 pm  Study Sessions for Teacher Leaders & Tutors

3:15-4:30 pm  Seminar Series D
Reading Recovery Reconstruction: French and Spanish — IPLÉ and DLL
Annette Torres Elías, Allison Briceño, and Yvette Heffernan
An overview of Reading Recovery reconstructions in Spanish (DLL) and French (IPLÉ) is explored, including a description of their history and development, the critical role of oral language, and the current state of affairs.

6:00 pm  SOCIAL EVENING
HARBOUR CRUISE & DINNER
(purchased ticket required)
Institute attendees and their guests are invited to join us for a 3-hour cruise that includes a buffet dinner. The cost of this event is $90 U.S. per person including tax and gratuity, and motor coach transportation to the harbour. Cash bar is available. Seating is limited. Reserve your ticket(s) on the registration form. Bus begins loading at 4:45 at the hotel.

7:30-8:30 am  CONTINENTAL BREAKFAST

8:30-9:45 am  Featured Speaker Sessions
Janet Scull (Australia)
Insights from the Analysis of Reading Recovery Children’s Texts
Reading Recovery teachers acknowledge the importance of writing as a key area of literacy and work to develop students’ competence as young writers drawing on a deep appreciation of the aspects of the writing process. These understandings as insights into early writing are shared based on an analysis of Reading Recovery and Year 1 texts. Consider key dimensions and possible progressions in students’ writing and reflect on teaching practices to enhance learning outcomes.

Janice Van Dyke (Canada)
Predictions of Progress: Charting Literacy Development
Predictions of progress for reading and writing take into account a child’s literacy competencies, what needs to change, and why. Explore the four kinds of information young children must learn to look for, and how predicting a child’s progress is necessary, helpful, and ongoing in Reading Recovery teaching.

Christine Boocock (New Zealand)
The Eyes, the Brain, and Literacy Processing
Examining the role of visual perception in early literacy learning — how children learn to be proficient readers, able to weight their attention towards visual sources of information while retaining the support of meaning and structure to arrive at the precise message.
I N S T I T U T E S C H E D U L E

FRIDAY, JULY 22, 2016 continued

Featured Speaker Sessions continued

**Glen Franklin** (United Kingdom)
**Reading Recovery, Vygotsky, and Me!**
A review of my own understanding of Vygotsky's theories and their influence on my work as both teacher and tutor in Reading Recovery. I revisit Clay and Cazden (1990) and consider a re-interpretation of the ZPD as a "construction zone," and illustrate with practical teaching and learning examples.

**Robert Schwartz** (United States)
**The Story of Monitoring and Searching in Early Literacy**
Surprise is a key element in learning and a basic human emotion. Surprise is also a central component of self-monitoring. In this session we'll examine how surprise relates to monitoring, searching, phonics, and phonemic awareness to create a new, research-based, and compelling story of early literacy learning and instruction.

Did You Notice That? Refining Theory Through Collaboration

**C.C. Bates, Maryann McBride, and Robert Schwartz**
To optimize effectiveness, early intervention should operate within a school's comprehensive literacy program. Research is presented on the collaboration between Reading Recovery and classroom teachers to enhance students' ability to self-monitor and teachers' professional knowledge.

**Reading into Writing into Reading**

**Sue Bodman**
Explore the reciprocity between reading and writing and consider how we might make best use of opportunities to harness the power of reciprocal connections.

**Writing: A Message-Sending Activity from the Start**

**Sarah Lee and Jasmine Walker**
Consider the impact of a nationwide effort to raise the quality of children's text writing and how additional data gathering and focused teaching has raised writing achievement in our region.

9:45-10:15 am  **BREAK**

10:15-11:30 am  **Seminar Series E**
**Building Processing Power: How Books Contribute**

**Susan Court**
Reading little storybooks arranged in a finely tuned gradient of difficulty enables accelerated progress. Explore how features of text, superb decision making, and complex interactions contribute to efficient and flexible literacy processing systems.

**Ringing Recovery Chapter 2: Becoming a Teacher in a Complex Process**

**Julia Douëtil**
When I was drawn into learning English church bell ringing, I learned a lot about being a slow learner in a complex process and how the parallels with reading were fascinating. How could my experience as a struggling learner help me to be a better teacher? It started with having the courage to do the one thing a ringer never does — let go of the rope...

**Oral Language Development: From Theory to Teaching Practices in Reading Recovery Lessons**

**Adria Klein**
Oral language, reading, and writing are interconnected processes. All Reading Recovery teaching and learning is grounded in this integrated approach that supports accelerated literacy learning. Ways to scaffold oral language development in Reading Recovery lessons are examined.

11:30 am- 12:30 pm  **LUNCH**

12:30-2:30 pm  **KEYNOTE**

**Gay Su Pinnell** (United States)
**Reading Recovery: Powerful Possibilities**
Four powerful ideas are described that have been demonstrated through the implementation of Reading Recovery across the world. Emanating from the theoretical and practical work of Marie Clay, these ideas have profoundly changed the face of literacy education. As foundational ideas, these concepts offer important directions for the future of literacy education.

Discussants: International Trainers

2:30-3:00 pm  **INSTITUTE CLOSING**