



QUT's Student Engagement, Learning & Behaviour (#SELB) Research Group is excited to invite you to the:

Learning2Read Research Forum & Launch of the #SELB Engaged Learning Strand

18th April 2019, 12.30-5.30pm

E551 Education Precinct, Kelvin Grove Campus, QUT Brisbane

Learning to Read is a fundamental achievement, ideally mastered by children within their first three years of formal schooling. Left unaddressed, early reading difficulties can lead to persistent reading problems, student disengagement, and early school leaving. In this Forum, Professor Linda Graham (QUT) and her team present a longitudinal analysis that examines the word-level reading trajectories of 118 children, alongside teachers' reported concerns and types of supports provided through Grades One to Three. Distinguished Professor Anne Castles (Macquarie University Centre for Reading) will provide an overview of the science of reading acquisition and the importance of phonemic decoding skills, and Dr Heidi Beverine-Curry (The Reading League) will share initiatives and collaborative work taking place in the United States to ensure all students have the opportunity to develop reading competence. The event will conclude with a panel discussion of the findings with school, university and government stakeholders, followed by refreshments.

12.30-1.00	Registration, Tea & Coffee
1.00-1.15	Welcome to QUT's Faculty of Education Professor Carol Nicoll (<i>Executive Dean – Faculty of Education, QUT</i>)
1.15-2.00	PROVOCATION Do Students who Exhibit Early Reading Difficulties Receive Timely, Appropriate Support in their Journey Towards Reading Competence? Professor Linda Graham (<i>#SELB Research Group Leader</i>), A/Prof Sonia White (<i>Strand Co-leader</i>), Ms Haley Tancredi (QUT), Dr Kathy Cologon (<i>Macquarie Uni</i>), Professor Pamela Snow (<i>La Trobe</i>)
2.00-2.45	KEYNOTE RESPONSE The science of reading: implications for teaching and assessment Professor Anne Castles, <i>Scientific Director, Macquarie University Centre for Reading</i>
2.45-3.15	AFTERNOON TEA
3.15-4.00	INTERNATIONAL INITIATIVES Behold the Impact of Evidence: An Introduction to The Reading League Dr Heidi Beverine-Curry, <i>Co-founder & Vice President of Professional Development, The Reading League</i>
4.00-4.30	DISCUSSION PANEL <ul style="list-style-type: none"> • Dr Kate de Bruin – Lecturer in Inclusive Education, Monash University • Ms Gaenor Dixon – President, Speech Pathology Australia • Ms Jenny Peach – QLD Department of Education Reading & Evidence Hub • Mr Michael Seiler – Head of Department Literacy, Bremer State High School • The Hon Andrew Giles – Shadow Assistant Minister for Schools
4.30-5.30	REFRESHMENTS & NETWORKING

Presenters



Dr Heidi Beverine-Curry is a co-founder and Vice President of Professional Development for The Reading League. She has 21 years of school experience where she has made use of certifications in Elementary Education, K-12 Special Education, and K-12 Reading Education. As a champion for evidence-aligned literacy instruction, she has led a number of successful reform efforts. Heidi was an adjunct professor at Syracuse University and SUNY Oswego, where she specialized in teaching clinical reading intervention coursework.

Professor Anne Castles is Distinguished Professor of Cognitive Science at Macquarie University, and Scientific Director of the Macquarie University Centre for Reading. Her research focuses on learning to read and reading disorders, with a particular interest in different processes in reading and how they are learned. She is a Fellow of the Academy of Social Sciences in Australia (FASSA) and serves on the Editorial Boards of several major journals. In 2018, she served as President of Learning Difficulties Australia.



Dr Kathy Cologon is a Senior Lecturer at the Department of Educational Studies, Macquarie University. She has extensive experience in the field prior to commencing her work in academia, followed by close to a decade of educating teachers for inclusion. Her current research includes a national evaluation of inclusion support, child, family and teacher perspectives on and experiences of inclusion/exclusion, and factors that facilitate successful inclusion. She is a Chief Investigator on a longitudinal ARC Discovery project investigating factors contributing to disruptive behaviour and is a member of the Academic Advisory Panel for All Means All – Australian Alliance for Inclusive Education.

Dr Kate de Bruin is a lecturer in the field of inclusion and disability at Monash University. Her research focuses on system, school, and classroom practices that are evidence-based, and support all students to participate, engage, and make progress at school. Her current projects explore differentiated classroom practices and learning interventions that fit within Tiers 1 and 2 of multi-tiered systems of support. Kate sits on the Academic Advisory Panel for All Means All – Australian Alliance for Inclusive Education and a co-convenor of the AARE Inclusive Education Special Interest Group.



Ms Gaenor Dixon is the National President of Speech Pathology Australia. Gaenor has worked with primary and secondary schools for over 25 years, collaborating with teachers and other educators to support learning and literacy for all students. Under Gaenor's leadership Speech Pathology Australia have published a literacy clinical guideline and position statement highlighting best practice in speech pathology for literacy and positioning literacy as a language-based activity and within the scope of speech pathologists.

The Honourable Andrew Giles was elected to the Australian Parliament as Member for Scullin on 7 September 2013 and has served as Shadow Assistant Minister for Schools since 2016. In this role he has focused on Labor's policies for students with disability, rural and regional schools and vocational education in high school. In addition to education, Andrew's policy interests include cities, the future of work, climate change, immigration and social policy. He has contributed to public debate, as well as policy formulation on these issues and on improving the health of our democracy. The electorate of Scullin is located in the northern suburbs of Melbourne. It is culturally and linguistically diverse and contains areas of major urban growth as well as suburbs which form part of Melbourne's protected 'green wedge'.





Professor Linda J. Graham is a Professor in the School of Early Childhood and Inclusive Education in the Faculty of Education, Queensland University of Technology. She leads QUT's Student Engagement, Learning and Behaviour Research Group (#SELB) and is Lead Chief Investigator on two current projects investigating disruptive school behaviour, including a 6-year longitudinal study funded by the Financial Markets Foundation for Children (2013–2015) and the ARC Discovery Projects scheme (2016–2019) "Which children develop severely disruptive school behaviour and do they receive the right supports when it matters?" She is Chair of the Academic Advisory Panel and a member of the Board of All Means All – Australian Alliance for Inclusive Education and co-convenor of the AARE Inclusive Education Special Interest Group. Linda tweets @drlindagraham

Ms Jennifer Peach is a certified practising speech language pathologist with extensive experience working within the educational context. In her current role as Senior Advisor – Speech Language Therapy at the Queensland Department of Education's Reading Centre, Jennifer provides professional leadership and learning opportunities to build system and educator capability to identify students at-risk for or experiencing difficulties learning to read and provide the necessary adjustments and supports for students with reading disorder to access age-appropriate curriculum.



Mr Michael Seiler is a Secondary Teacher at Bremer State High School. During his fifteen years as an educator, he has been Head of Department for Business Education and now holds the position as Head of Department for Literacy. Since moving to his current role, Michael has discovered a passion for educating students in reading and writing and looks to further his knowledge in this area. He is committed to ensuring all students in his school are given the opportunity to develop their literacy skills and support them to achieve the best possible academic outcomes.

Professor Pamela Snow is a Professor and Head of the La Trobe Rural Health School, at the Bendigo campus of La Trobe University. She is both a psychologist and a speech pathologist, and her research concerns the role of oral language and literacy skills as protective factors for all children, particularly those who experience early adversity. Pamela is also a Chief Investigator on the Australian Research Council Discovery Project "Which children develop severely disruptive school behaviour and do they receive the right supports when it matters?"



Ms Haley Tancredi is a research assistant at QUT and certified practicing speech pathologist. Haley is an experienced educational speech pathologist and her Master of Philosophy research investigated collaboration between teachers and speech pathologists to design student-informed education adjustments. Haley's research and clinical interests are inclusive pedagogies, adolescents with language and learning disorders and professional collaboration in inclusive classrooms. Haley is a co-convenor of the AARE Inclusive Education Special Interest Group and is active on twitter @HaleyTanc

Associate Professor Sonia White is a Principal Research Fellow in the School of Early Childhood and Inclusive Education at QUT. Sonia's research interests focus on investigating children's developing cognitive processes, particularly the intuitive strategies used by children in classroom learning. She is currently involved in two Australian Research Council projects: a DECRA fellowship "Supporting children's early mathematics development" and a longitudinal ARC Discovery, "Which children develop severely disruptive school behaviour and do they receive the right supports when it matters?"

