JOIN US FOR DINNER AND A PRESENTATION FROM DR PETER AFFLERBACH
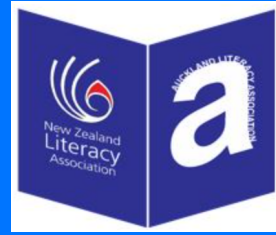
TEACHING READERS (NOT READING): MOVING BEYOND SKILLS AND STRATEGIES TO READER-FOCUSED INSTRUCTION

PROFESSOR: PETER AFFLERBACH PHD

UNIVERSITY OF MARYLAND

DATE: 30TH JUNE

TIME: 4:00PM

VENUE: PARNELL HOTEL AND CONFERENCE CENTRE

COMPETITIVE HOTEL DISCOUNTS FOR THOSE WANTING TO STAY: MENTION EVENT ON BOOKING FOR DISCOUT RATES

EARLY BIRD ALA MEMBER $65 BEFORE 13 MAY

ALA MEMBER AFTER 13 MAY $85

NON ALA MEMBER COST $100

Join us at the Parnell Hotel and Conference Centre for dinner and a presentation from visiting professor Dr Peter Afflerbach

Teaching readers, not reading presents an argument for teaching readers and not teaching reading. Teaching readers involves focusing on the diverse factors that influence students' reading development and reading achievement, beyond cognitive strategies and skills.

We have vast knowledge about how children grow as enthusiastic, lifelong readers. However, reading instruction may not regularly reflect this understanding. Powerful influences on students' reading – including metacognition, motivation and engagement, self-efficacy, attributions, and epistemic knowledge – do not receive appropriate attention in many classrooms. The result is a failure to address all that matters in students' reading development.

This presentation focuses on the sciences (plural) of reading, using relevant research to describe metacognition, motivation and engagement, self-efficacy, attributions and epistemic knowledge. As well, suggestions are provided for instruction that incorporates these sciences for teaching readers.

This instruction is supported by recommendations for classroom-based assessments that help identify students' needs and help teachers communicate students' related growth. Peter's book of the same title also includes accounts of how the media, politics and testing create an environment that challenges us to carefully craft our instruction and rationale for the focus on readers, not reading.

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