

# When Vulnerable Readers Thrive Dreams Come True



CLYDE HERTZMAN

March 22, 1953 - February 8, 2013



## His Legacy Lives On

“A healthy start in life gives each child an equal chance to thrive and grow into an adult who makes a positive contribution to the community.”

This Summit, which focuses on serving the most vulnerable children in their early years in the school system, will be dedicated to Clyde's memory. A portion of the proceeds from the Summit will be contributed to the *Clyde Hertzman Legacy Fund*.

Vancouver Island University and Early Learning Inc. welcome the Human Early Partnership and the Dalai Lama Centre as participating sponsors!

About 75% of BC children experience literacy success in primary classrooms with BC's innovative focus on play, inquiry, self-regulation and active learning.

Our guest scholars and researchers will tell us **emphatically** that **over 90%** of children in primary grades should, and could, be reading fluently by grade three... and they present compelling research to demonstrate it.

## The SUMMIT Program: A Focus on Tier Two Interventions

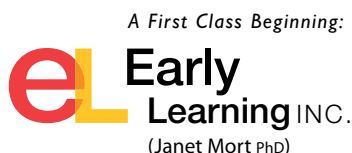
Our scholars and practitioners will explore intervention issues in the EDI domains:



social and emotional, cognitive, language, physical, and how self-regulation plays a key role – all in a play and inquiry-based primary learning environment. Participants will have the opportunity to consider framework designs for meaningful classroom interventions.

**Early Interventions are Essential for Vulnerable Learners in Primary Grades!**

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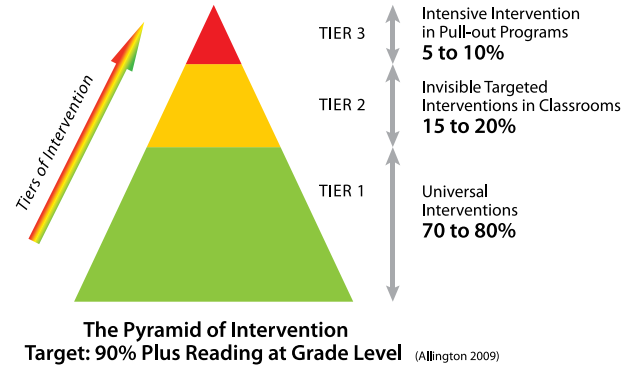


## Three Early Intervention Essentials



Early Intervention Essentials  
(Mort, 2013)

Reviews of the literature consistently identify components that must be addressed in a **BALANCED** literacy program for vulnerable primary children. These components are clustered into three groupings in the graphic. Our keynote speakers are experts in one or more of these **Essentials** and will provide advice, models and strategies for educators wanting to design a **BALANCED** Literacy Intervention Program using the Pyramid of Intervention model.



## The Presenters: Scholars and Practitioners Working Together

### Dr. Richard Allington

University of Tennessee

#### The Rights of Children Who Struggle with Reading

Richard Allington is a well-known author and co-author of: *What Really Matters for Struggling Readers*; *What Really Matters for Response to Intervention*; *Learning to Read: Lessons from exemplary first-grade classrooms*; *Classrooms that Work: They can all read and write*; and *Schools That Work: Where All Children Read and Write*; as well as over 100 other articles and publications. He serves on numerous editorial boards for research journals. Past President of the International Reading Association and the National Reading Panel he has been an outspoken critic of failed government initiatives and a powerful advocate for the rights of children who struggle with reading.

### Dr. Anne McGill-Franzen

University of Tennessee

#### Kindergarten Literacy: Closing the Gap



Anne McGill-Franzen is Director of the Reading Department at the University of Tennessee and one of North America's foremost experts and authors on literacy development. The focus of her professional work has been struggling readers – including policy development that supports or constrains teachers efforts to support children at-risk. She has been involved in many partnerships with districts and communities to improve reading achievement. She is author of *Kindergarten Literacy* and co-editor of the *Handbook of Reading Disabilities Research* and the recently released *Summer Reading: Closing the Rich/Poor Reading Achievement Gap*. She is also directing projects that build viable interventions through teacher-to-teacher collaboration and small group instruction for children who are behind their peers.

### Systemic and Innovative Leadership for the Implementation of Self Regulation

#### Dr. Stuart Shanker

York University



*Calm, Alert and Learning: Classroom Strategies for Self Regulation*  
Stuart Shanker is author of this recently published book

(2012) and is widely regarded as the leading expert on innovative thinking and implementation of self-regulation strategies in classrooms. He is currently rolling out a self-regulation classroom initiative with six BC School Districts under the auspices of the Ministry of Education in British Columbia ([www.self-regulation.ca](http://www.self-regulation.ca)). Stuart Shanker is Distinguished Research Professor of Philosophy and Psychology at York University and Director of the Milton and Ethel Harris Research Initiative at York University ([www.mehri.ca](http://www.mehri.ca)). As well as serving as Director and/or President of numerous initiatives, over the past decade he has won numerous awards and written numerous articles; he has also served as an advisor on early child development to government organizations across Canada and the US and countries around the world – most recently he was the 2012 *Thinker in Residence* for Western Australia.

#### Mike McKay MA

Surrey School District



Passionate about the difference that can be made through quality public education, Mike is

currently involved with Dr. Stuart Shanker of York University in the establishment of a national/provincial early learning project related to self-regulation. With over 30 years' experience in education, Mike McKay currently heads Surrey School District, a diverse and dynamic school system in one of Canada's fastest growing cities. As Superintendent and CEO of Surrey Schools, he is responsible for a student and staff population of almost 80,000. Mike's leadership and vision of giving "every child, every chance, every day," has helped a dedicated and highly committed team of professionals in Surrey to produce increased student success rates at all levels. Mike serves on the Boards of several organizations committed to championing Canada's public education system and promoting B.C. internationally.



# The Presenters: Scholars and Practitioners Working Together

## Dr. Janet Mort

### Primary Interventions in BC: Step-by-Step Essentials for Implementation



Janet will describe how to design safe classroom pilots that will prove the **90% Plus Goal** is achievable. All of our keynote speakers will confirm that Kindergarten and Grade One are the pivotal years to implement early interventions, so that over 90% of children leave grade one reading at grade level. Play-based environments are

also essential in early learning environments (birth to age 8); at the same time, there are essential literacy skills that must be mastered by the end of Grade Three to guarantee future school success. Where is the balance in classroom implementation practices? In the past seven years Janet has conducted 10 research studies in 23 BC school districts documenting programs that work for vulnerable children. As a primary teacher, principal and superintendent she was always known for innovation and systemic change. Now a researcher, she will present her findings, advice and “elder” wisdom. Janet is Adjunct Professor at Vancouver Island University.

## Dr. Kimberly Schonert-Reichl

### Strategies for Promoting Kindness, Caring, and Self Regulation in Classroom and School Communities



For more than 20 years, Dr. Schonert-Reichl's research has focused on the social and emotional development of children and adolescents with a particular emphasis on identifying the processes and mechanisms that foster a child's positive human traits including empathy, altruism, compassion, and resiliency. Dr. Schonert-Reichl is currently

investigating the effectiveness of classroom-based universal social and emotional learning (SEL) promotion programs—including the *Roots of Empathy* and *MindUp*, a program that integrates social and emotional learning and mindfulness-based education. Dr. Schonert-Reichl serves on several national and international advisory boards, has published numerous articles, and is an advisor to the Dalai Lama Center for Peace and Education on the themes of cultivating compassion and educating the heart. Dr. Kimberly Schonert-Reichl is an Applied Developmental Psychologist and an Associate Professor in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia.

## Clara Sulz <sup>MEd</sup> | Donna Kozak <sup>MEd</sup>

### An Intervention Success Story in SD 23: 89% are reading at Grade Level in Grade Three



SD 23 (Central Okanagan) has data that proves irrevocably that 89% of all grade three children are reading at grade level including special needs, aboriginal and ESL students. Clara Sulz, Director of Instruction and Donna Kozak, Early Learning and Literacy Coordinator will describe their research-based Early Learning Profile (ELP); the literacy skills assessed, taught and tracked in Kindergarten and other primary grades to achieve the 89%; how the Early Learning Profile is used by all K to Grade 3 teachers; the collection, tracking and use of the data collected since 2005; and how the use of the ELP, the related primary Professional Development program, and the collection



of data have influenced policy and practice, including the new Collaborative Model of Support (CMOS). The school district has created momentum ‘putting vulnerable children first’ through a system-wide shift in belief and practices.

## Miriam P. Trehearne <sup>MEd</sup>

### Closing the Literacy Gap by Third Grade



Miriam's passion is effective and engaging literacy teaching and learning for all students.

As a Literacy Specialist, she led a very successful research-based literacy initiative in Alberta which focused on 56 high-needs schools. The results “closed the literacy gaps” by third grade and have been documented by university researchers and an independent

program evaluator.

Miriam presently devotes much of her time to researching literacy best practices, presenting to and working with teachers, paraprofessionals, literacy coaches, school administrators and parents around the world. Miriam supports individual schools and school districts with effective literacy reform through literacy reviews, action plans and ongoing professional development including how to effectively implement Professional Learning Communities to support whole school/district change. Miriam is author of five teacher professional books, which include three award winners.

# The Presenters: Scholars and Practitioners Working Together

## Kathleen King-Hunt <sup>MEd</sup>

### First Nations Successes



Kathleen's current role as District Principal, Aboriginal Programs in SD 62 has given her the opportunity to develop initiatives with local First Nations, as well as numerous, Aboriginal organizations involved in education. Over the past years, she has worked in B.C., as teacher, principal and district principal roles, in collaboration with Aboriginal communities to promote early literacy, meaningful and trusting community connection, and raise the profile of Aboriginal Education.

Kathleen King-Hunt will present how the school district works closely with local First Nations and Aboriginal partner groups to support and enhance initiatives beginning with early learning, inclusive learning model K-12, extensive role model program, building sense of community where schools have a 'sense of belonging' to local First Nations, to supporting classroom teachers with relevant Aboriginal content.



## The Dalai Lama Center

### Pippa Rowcliffe

HELP

### Maria LeRose

Dalai lama Center

### Heart-Mind Index: Measuring children's Heart-Mind development in the early years



Maria LeRose

The Heart-Mind Index provides a population-level snapshot of social and emotional well-being of children in British Columbia communities, in their early years. "Heart-Mind" refers to qualities such as getting along with others, solving problems peacefully, being alert and engaged, and feeling secure and calm. The Heart-Mind Index was developed by the Dalai Lama Center for Peace and Education in partnership with the Human Early Learning Partnership (HELP). It draws on the work HELP has led for the last 12 years with the Early Development Instrument (EDI) – a population level developmental survey that is used with kindergarten children in British Columbia every year.



“ Social development and literacy instruction needn't be an either/or proposition. If we are to improve literacy... we all have to embrace the belief that teaching reading to 5-year-olds can be a school experience that's just as playful, imaginative, inquiry-driven, and developmentally appropriate as anything John Dewey or Jean Piaget might have dreamed up. We have to stop casting the skill-and-drill versus joyful learning through play. Explicit literacy instruction is a relatively brief portion of a kindergartner's day. ”

Anne McGill Franzen's book *Kindergarten Literacy* (2006)





# Registration Instructions

A **SUMMIT** for Early Literacy Leaders: Scholars and Practitioners Working Together | Primary teachers; BCSSA, BCSTA and BCPVPA members; Literacy Coordinators; Aboriginal leaders; Special Education Leaders; ECE leaders; College and University leaders; Ministry leaders and others who have opportunities to enhance programs for vulnerable children



Vancouver



NEW!

## When Vulnerable Readers Thrive Dreams Come True

### REGISTER FOR SUMMIT 3

#### How to Register

1. Review this page. This is the information that will be required.
2. Click on the email address [vulnerablereaders@shaw.ca](mailto:vulnerablereaders@shaw.ca).
3. You will receive back a fill-able registration form like this one.
4. Complete the form and return it to the same email address.

You are now registered!

We did experience some problems with the link during Summit 2 and believe they are resolved; if you have any difficulty email [jnmort@shaw.ca](mailto:jnmort@shaw.ca) and Janet will forward your request to the Registrar.

***(Summits 1 and 2 were fully booked weeks before the event; we turned many away so we suggest you register early.)***

**Payment** Payment is by credit card (Visa or Mastercard) or school district invoice; we guarantee security. The conference limit is 400 participants. **The registration fee is \$350.00 plus GST if you register before May 28th 2013; after May 28th the registration fee changes to \$400.00 plus GST.** You can hold spaces and provide names later if payment is included in the registration. The registration fee includes morning coffee breaks and lunches on both days. (You are on your own for breakfast.) The program will be offered on October 7th and October 8th from 9:00 am to 4:00 pm. To ensure your space please register early. Registrations cannot be cancelled after May 28th, 2013; however substitutions are welcome.

**Room reservations** A limited number of rooms are available at the conference rate of \$139.00 (plus taxes) at the Vancouver Marriott Pinnacle Hotel (located close to the Renaissance) at 1128 W Hastings St, Vancouver, BC V6E 4R5. Reservations may be made by calling Marriott reservations directly at 1-800-207-4150 and quoting the conference "When Vulnerable Readers Thrive".

October 7 - 8  
Renaissance Vancouver  
Harbourside Hotel

2013

1133 West Hastings St, Vancouver, BC V6E3T3  
9:00 am to 4:00 pm

Name

Job Role

School District

Email Address

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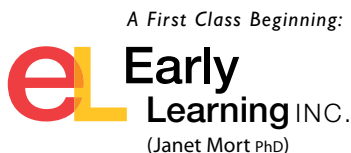
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