



CALL FOR PROGRAM PROPOSALS

Reflecting on Our Practice: Pathways and Possibilities

Literacies for All Summer Institute

July 8-11, 2010
Indianapolis, IN



Reflecting on our practice and sharing our understandings with others is critical to sustaining and honoring learners and the future of learning. Together we not only reflect on, construct and critique meanings about who we are and who we will become as literate individuals, but we influence others in shaping their own identities. When the reflections, decisions, and changes of teachers are embraced then the courage born of empowerment may flourish. How do we share our reflections and our practice with one another and how do we teach children to stand back and reflect on their learning? The possibilities are endless. At the 21st annual conference, we invite proposals that contribute to reflective conversations about teaching and learning that share ideas and frameworks that will enhance the retrospective nature of learning as they embrace the diversity of our lives.

As we explore collective and collaborative learning, we invite consideration and response to questions like:

- What does reading, writing, and inquiring look like in classrooms where reflective practice guides curricular decision making?
- What paths has literacy education forged in recent years and what have we learned from our journeys?
- In what ways are learners' identities honored and developed in everyday classroom life?
- What reflective tools, technologies, resources, and practices are used to build and sustain effective learning communities?
- What frameworks have we put into place and what ways have we developed for disseminating important work and understanding about literacy development?
- Describe ways in which reflective practice influences decisions that affect the daily lives of all learners?
- In what ways are we including and affirming diverse voices and perspectives in our learning?
- What roles do(es) language(s) play in the reflective and reflexive nature of teaching and learning?
- How are learners engaged in decision-making throughout their learning processes—in classrooms and in everyday life?
- How do we, as educators, come together to promote school change based on the evidence of reflective practice?
- How do we garner and sustain the energy to create learning spaces concerned with who learners are becoming as people and citizens?
- In what ways can teachers, researchers, teacher-researchers study the impact of curricular decisions in growing informed, active, and critical community members?
- In what ways are we advocating for changes we imagine and the hope of new pathways and possibilities within current educational landscapes?

We encourage proposals that address, but are not limited to, the following topic areas:

- Inquiry-based learning
- Literacy practices in the 21st century
- Teaching for change
- Preparing teachers as decision makers
- Early literacy
- Texts and talk in classroom learning
- Curricular decision making
- Family and community literacies
- Critical literacies, democracy, and social justice
- Literacy practices for new English language learners
- Advocacy and action for genuine, holistic learning

Proposals are peer reviewed within the application text.

PROGRAM FORMATS

Seminar: A themed block of time (2.75 hours). Each seminar will be organized around a team that is a balanced representation of researchers, teachers and other interested members. The seminar provides participants with extended opportunities to engage with a topic.

Roundtable: (1.25 hours) An informal opportunity to dialogue about emerging theories, classroom data, and innovative classroom practices. Participants rotate every thirty minutes so that a variety of topics can be explored. As such, presentations will be repeated two times.

Session/Panel: (1.25 hours) Enables a presenter or a panel of presenters to discuss a topic in depth. Presenters may choose to continue conversations with delegates in a roundtable format following the presentation.

Paper Session: (1.25 hours) Paper sessions are similar to a Session/Panel session in that they invite in-depth presentation and discussion of a focal topic/issue. The difference is that a paper session involves the writing of a formal, peer-reviewed paper that may be published as part of online conference proceedings. Papers must be submitted with conference proposal.

Pre-conference Institute: A five hour intensive workshop on Thursday afternoon responding to the Whole Language Umbrella's goals of teacher support and development, advocacy and/or political action. Opportunities for participant dialogue and small group interaction should be provided.

Literacies for All Summer Institute

*Reflecting on Our Practice:
Pathways and Possibilities*

July 8-11, 2010 Indianapolis, IN



Proposals must be postmarked by October 12, 2009

Presentation Title: _____

Presentation Format:

- | | |
|--|---|
| <input type="checkbox"/> 2.75 hour Seminar (one morning) | <input type="checkbox"/> Paper Session |
| <input type="checkbox"/> Roundtable | <input type="checkbox"/> Pre-conference Institute |
| <input type="checkbox"/> Session/Panel | |

Program Presentation Description:

Please attach a brief (maximum 4 pages) description of the presentation. On the first page, include the name, address, email, and affiliation for each presenter. Your description should include the following: (1) Presentation rationale, (2) Theoretical perspectives that support your work, (3) Educational implications and significance and (4) how the information will be shared.

Condensed Description (up to 50 words for the program):

Intended Audience (check two from the list):

- | | | |
|--|--|--|
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Primary/Preschool | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Parents | <input type="checkbox"/> New Teachers |
| <input type="checkbox"/> High School | <input type="checkbox"/> Media Specialist | <input type="checkbox"/> Curriculum Specialist |
| <input type="checkbox"/> Teacher Educators | <input type="checkbox"/> Librarians | <input type="checkbox"/> Other |

Important Notes: Because WLU is a not-for-profit organization, the financial viability of its Annual Convention depends upon the support of everyone who attends. **Invited participants are required to register for the conference when they accept their invitation.** As a nonprofit association, NCTE/WLU is unable to reimburse program participants for travel or living expenses. Session proposers should advise all involved in their proposal that submission of a proposal does not constitute an invitation to appear on the program. Invitations will be sent following the Program Planning Committee's review and selection process.

Contact Information:

Name _____
Mailing Address _____

Email _____ Phone _____
Institution Affiliation _____

Send Proposal Form To:

WLU 2010 Literacies for All Summer Institute Call for Proposals
1111 West Kenyon Road, Urbana, IL 61801-1096

Submission Deadlines: **Mail—Postmarked by October 12, 2009**
 Online—Submit by 11:59 p.m. CST, October 19, 2009

For more information visit our website: www.ncte.org/wlu