About
Several significant challenges in advancing Australian education need urgent attention. One is the persistent reading achievement gap evident in a range of test data. Despite past efforts to address this, the reading gap persists. In Australia and other parts of the world, promoting and improving reading education has been a top priority area of reform in the agenda for educational improvement.

Who should attend
The Symposium will be of high interest for educational researchers, school leaders, teachers and policy makers to rethink practices and policies for promoting reading achievement and engagement, especially for disadvantaged students.

Presenters
Keynote Presenter
Professor Barry McGaw, the former OECD Director responsible for implementing PISA testing. Barry will share his international perspectives on the testing of reading and its promotion from a global perspective.

Day 1 Program - 10 July 2015 - National and International Data-driven Accounts
Presenters from Finland, Singapore, Hong Kong, Korea, Ireland, Japan and Australia discuss what national and international data is telling us about improving reading and reading engagement. This culminates in a panel discussion with invited experts.

Day 2 Program - 11 July 2015 - Theory-driven, Evidence-based Accounts
Presenters from the USA, UK, Finland, Norway, Hong Kong, Ireland and Australia discuss what selected theoretical and research perspectives tell us about improving reading and reading engagement.

When and Where
10th and 11th July 2015
ACU Leadership Centre
Level 3, Cathedral House
229 Elizabeth Street
Brisbane Qld 4000

Registration
Register Online Now:
www.acu.edu.au/forms/lsia_international_symposium

More Information
For more information about the LSIA Reading Symposium please visit: www.lsia.acu.edu.au
In the five rounds of PISA assessment to date, Australia has been ranked among the top 10 performing countries. While this can be taken as an indication of our quality reading education, Australia is also one of the high-performing countries that have shown a significant decline in reading scores over recent times. Further evidence of Australia’s challenges came in the 2011 PIRLS results, which showed that many of our Year 4 students have substantial literacy difficulties with around one-quarter of them not meeting the Intermediate benchmark, the standard generally considered to be the minimum level of proficiency. Adding to these concerns is the issue of a widening gap in performances of students from high and low achieving groups, disadvantaged and non-disadvantaged backgrounds, and different cultural and gender groups.

In Australia, a current focus is to monitor students’ literacy and numeracy development through national testing of students in Years 3, 5, 7 and 9. Locally, school leaders, teachers, families and communities are working with a range of strategies to engage children and young people in reading and to improve literacy achievement scores, especially in communities where reading achievement is traditionally poor. Collaborations also exist among researchers, teachers and system administrators around various points of emphasis, including focus on new literacies, discovering how emerging technologies are shaping how and what children read, and how children interact with and create different kinds of texts.

Top-performing countries in PISA and PIRLS such as Hong Kong and Singapore, have continued to improve their overall reading outcomes. Other high-performing countries such as Finland and Ireland, have maintained very high overall reading performances during this time.

Promoting reading achievement is a globally-shared concern as students’ abilities and motivation to read are fundamental to academic advancement, and critical for success in future employment and other life opportunities. This interdisciplinary symposium draws on the expertise of educational researchers, educators, and policymakers to engage in a productive dialogue and exchange of innovative ways for improving reading achievement and promoting reading engagement.

This LSIA symposium is an international event featuring invited experts. It provides a forum for all of us in the educational sector to:

- Reflect on current reading policy, practices and reforms based on data-driven and evidence-based accounts;
- Share evidence-based reading innovations and pedagogical models;
- Discuss significant issues and efforts at improving reading and promoting reading engagement.

The symposium aims to share their evidence through stories from across the globe about how countries are responding to the dual challenge of promoting high levels of literacy, and supporting and developing readers who can enjoy and critique texts of every genre.

From the Director

It is my pleasure to welcome you to attend the Institute’s International Symposium for 2015. The focus of this major event is reading and improving learning. The LSIA has engaged leading international scholars with a common interest in student reading, understood to be so vitally connected with writing and learning more generally. The Symposium brings together a rich mix of research, practice and policy perspectives and promises to be a valuable forum for sharing the reading initiatives being progressed in many countries.

The discussions will consider strategies used in different countries to support reading development and readers. It will also consider the state of knowledge about effective classroom practices from a range of theoretical perspectives and methodological approaches. Our aim is to both share knowledge and to generate new knowledge from the contributions of speakers and all participants.

LSIA International Symposium on Reading and Reading Engagement: Data-driven & Evidence-based Accounts
Emeritus Professor Barry McGaw AO

Professor Barry McGaw is an Honorary Professorial Fellow at Melbourne Graduate School of Education at The University of Melbourne. Previous positions include Chair of the Board of the Australian Curriculum, Assessment and Reporting Authority (ACARA), Professorial Fellow and Vice-Chancellor’s Fellow at The University of Melbourne, Director for Education at the Organisation for Economic Cooperation and Development (OECD), and Executive Director at the Australian Council for Educational Research (ACER). Professor McGaw received an Australian Centenary Medal in 2001 and was appointed an Officer in the Order of Australia in 2004.

Welcome from Symposium Convenors

Associate Professor Clarence Ng & Professor Brendan Bartlett

Students’ abilities and motivation to read are fundamental to academic advancement and critical for success in future employment and other life opportunities. The LSIA International Symposium on Reading and Reading Engagement draws on the expertise of leading reading researchers and educators from star countries in the PISA assessment to engage in a productive dialogue and exchange on innovative ways for improving reading achievement and promoting reading engagement.

The keynote speaker for this event is Professor Barry McGaw. Alongside the invited expert panel, his internationally recognised expertise on PISA testing and reading will provide us with valuable insights on promoting reading and reading engagement from a global perspective.

We welcome you to this exciting international event and encourage you to seek a collegial and constructive dialogue on promoting reading education with our featured experts and the keynote speaker.

Keynote Speaker

Emeritus Professor Barry McGaw AO

Welcome from Associate Vice-Chancellor (Brisbane)

Professor Jim Nyland

Welcome to the Australian Catholic University inaugural International Symposium on Reading and Reading Engagement. Reading is the most important educational skill that children need to master. We look forward to hearing from keynote speaker Professor Barry McGaw and the invited experts who will share their current research findings to inform us of the innovative practices for promoting reading. We hope you enjoy this major international event and it proves to be a rewarding and thought generating experience.

July is our winter season in Brisbane. Please come and experience our sunny and dry winter days. You will find that it is not as cold as a Northern Hemisphere winter. There will be plenty of opportunities to engage with our native flora and fauna and if you’re brave, you may want to head to the Gold Coast for a swim in one of our famous Queensland beaches.

The LSIA International Symposium on Reading and Reading Engagement is a research initiative of the LSIA priority research program, Enhancing Literacy and Engagement for Overcoming Disadvantage. For additional information about this research program, please visit www.lsia.acu.edu.au

Associate Professor Clarence Ng
Professor Brendan Bartlett
Professor Barry McGaw
Professor Jim Nyland
Day 1

National and International Data-driven Accounts

What do the national and international data tell us about improving reading and reading engagement?

After five rounds of international testing on reading, the LSIA symposium is a timely and appropriate event bringing together international reading experts, educators and policymakers from top-performing countries to reflect on past achievement and share ideas for raising reading education to new levels of excellence. Reflecting on PISA testing results and complemented by other national testing results, Day 1 of the LSIA symposium features invited reading experts from top-performing countries in PISA assessment to share and reflect on reading education from a national perspective. Key questions for reflection include:

How have these top-performing countries managed to strengthen already high levels of reading achievement by their youth?

What innovative classroom practices and reading programs are associated with high national performances?

What issues are critical in promoting reading engagement and achievement amongst the young and what productive practices are utilised by those who scaffold such development?

use #LSIAreading

LSIA International Symposium on Reading and Reading Engagement - Day 1 Program - 10 July 2015

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<td>Welcome Speech</td>
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<td>• Professor Jim Nyland (Australia)</td>
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<td>• Professor Claire Wyatt-Smith (Australia)</td>
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<td>9:00</td>
<td>Keynote Address</td>
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<td>• Professor Barry McGaw (Australia)</td>
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<td>Performing Country Presentation 1</td>
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<td>• Professor Jouni Valijärvi (Finland)</td>
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<td>10:40</td>
<td>Morning Tea</td>
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<td>Performing Country Presentation 2</td>
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<td>• Dr Sue Thomson (Australia)</td>
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<td>• Dr Hideki Maruyama (Japan)</td>
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<td>• Professor Esther Ho &amp; Associate Professor Kit-ling Lau (Hong Kong)</td>
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<td>2:00</td>
<td>Performing Country Presentation 3</td>
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<td>• Associate Professor Rita Silver (Singapore)</td>
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<td>• Dr Anne Looney (Ireland)</td>
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<td>Afternoon Tea</td>
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<td>4:30 - 5:30</td>
<td>Reforming Policy and Practice: Panel Discussion with Key Educational Leaders</td>
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<tr>
<td></td>
<td>• Professor Claire Wyatt-Smith (Australia)</td>
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<td>• Key educational leaders</td>
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OECD and EU.

...and international...number of national...wellbeing of students, school assessment, projects on curriculum, of national research...PISA study in Finland.

Manager of the OECD...National Project...Achievement) and is...Educational...Association for...Jyväskylä, Finland...University of...Välijärvi is Director of...Professor Jouni...Jyväskylä, Finland...Educational Research.

He represents Finland...Educational Research. More...International...OECD Programme for...International...TIMSS), the Progress...Science Study...Mathematics and...Possibility of...Non-Formal Education...published by...Shinhyoron, 2013).

...OECD and with the EU.

...has worked with the...evaluation of Educational...Achievement) and is...National Project...Manager of the OECD...PIRSA study in Finland. He has headed a series of national research...projects on curriculum, school assessment, teacher education and wellbeing of students, and has served in a number of national and international expert groups for...OECD and EU.

Rita Silver Department of...Language and Literature, National Institute of Education, Singapore

Associate Professor in English Language and Literature Rita Elaine Silver is specialised...in language-in-education emphasising policy, classroom pedagogy and professional development connections. She is completing a schoolbased innovation project on teacher adoption/adaptation of discussion strategies to enhance reading comprehension in Singapore primary schools.

Sue Thomson Australian Council for Educational Research, Australia

Dr Sue Thomson is the Director of the Educational Monitoring and Research Division, and the Australian Surveys research program at the Australian Council for Educational Research. In the latter role she manages Australia’s participation in the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the OECD Programme for International Student Assessment (PISA).

Hideki Maruyama National Institute of Educational Research Japan, Japan

Dr Hideki Maruyama is a senior researcher in the Department for International Research and Co-operation, National Institute for Educational Policy Research. His research themes are migration and education, education gaps, and education for sustainability. His latest book, co-edited with M. Otha, is Possibility of Non-Formal Education (published by Shinhyoron, 2013).

Esther Ho The Chinese University of Hong Kong, Hong Kong

Professor Esther Ho is Director of the Hong Kong Centre for International Student Assessment and Project Manager of HKPISA. Previous engagements include Consultant of Macau-PISA-2003, China-PISA 2006 Trial Study and Shanghai-PISA 2009 Main Study, Fulbright Scholar at Pennsylvania State University (2004) and Johns Hopkins University (2010), and Research Associate of the project Education and Development in South China.

Dinky Kit-ling Lau The Chinese University of Hong Kong, Hong Kong

Dr Dinky Kit-ling Lau obtained her PhD from the Department of Educational Psychology, the Chinese University of Hong Kong. She is now working as an Associate Professor in the Department of Curriculum and Instruction at the Chinese University of Hong Kong. She has participated in the Hong Kong PISA research team as a reading expert since PISA 2006.

Hyounjin Ok Ewha Womans University, South Korea

Dr. Hyounjin Ok is an assistant professor and the department chair of Elementary Education at Ewha Womans University in Seoul, Korea. Currently he is leading a government-funded research project on assessing digital literacy attitude. His research interest includes teaching reading, writing and digital literacy.

Anne Looney National Council for Curriculum and Assessment, Ireland

Dr Anne Looney is from Dublin and has been the Chief Executive of the National Council for Curriculum and Assessment in the Republic of Ireland since 2001. She holds a doctorate in education from the Institute of Education in London and has published on curriculum and assessment, school ethos, citizenship education and education policy. She has worked with the OECD and with the EU.

Claire Wyatt-Smith Learning Sciences Institute Australia, Australia

Professor Claire Wyatt-Smith is the Director of the Learning Sciences Institute Australia. Previous positions include Executive Dean of the Faculty of Education and Arts at ACU, Dean (Academic) in the Arts, Education and Law Group, Griffith University Dean of the Faculty of Education (2006-2010), and Research Director of the Centre for Applied Language, Literacy and Communication Studies (2004-2006).
**Day 2**

**Theory-driven, Evidence-based Accounts:**

What do selected theoretical and research perspectives tell us about improving reading and reading engagement?

Theory-driven discussions and research-informed practices are critical for reflecting on current reading reforms and practices, and for exploring enterprising ways to lift reading achievement to new heights. Day 2 of the LSIA symposium features invited presentations from international researchers working in three selected areas of reading research critical for advancing reading research in the 21st Century context: new literacies, motivation and engagement, and assessment and intervention studies. The selected researchers have conducted cutting-edge research in their respective fields of studies and will share their theoretical and research-informed perspectives for improving reading instruction and addressing critical issues in promoting reading and reading engagement. Key questions for discussion include:

1. **What have proven to be the critical issues in improving reading achievement and promoting student engagement?**

2. **What new theoretical/research models are guiding reading research for advancing reading engagement and achievement?**

3. **What are the relevant platforms and/or reforms for promoting learning and teaching of reading in these performing countries and beyond?**

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**LSIA International Symposium on Reading and Reading Engagement - Day 2 Program - 11 July 2015**

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<td></td>
<td>• Professor Sue Ellis (UK)</td>
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<td>• Associate Professor Barley Mak (Hong Kong)</td>
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<td>10:00</td>
<td><strong>Morning Tea</strong></td>
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<td>10:30</td>
<td><strong>21st Century Reading and Reading Engagement 1: Internet and New Media</strong></td>
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<td>• Associate Professor Julie Coiro (USA)</td>
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<td>• Professor Cathy Burnett (UK)</td>
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<td>• Professor Len Unsworth (Australia)</td>
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<td>12:30pm</td>
<td><strong>Lunch</strong></td>
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<td>1:30</td>
<td><strong>21st Century Reading and Reading Engagement 2: Critical Reading and Motivation</strong></td>
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<td>• Professor Ivar Braten (Norway)</td>
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<td>• Professor Riitta-Liisa Korkeamaki &amp; Ms Annette Ukkola (Finland)</td>
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<td>• Associate Professor Clarence Ng (Australia)</td>
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<td>3:30</td>
<td><strong>Afternoon Tea</strong></td>
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<td>4:00 - 4:40</td>
<td><strong>Innovation and Intervention for Improving Reading 2</strong></td>
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<td>4:45 - 5:30</td>
<td>• Professor Karen Harris (USA)</td>
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<td>• Professor Steve Graham (USA)</td>
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<td>4:00 - 4:40</td>
<td><strong>Innovation and Intervention for Improving Reading 3</strong></td>
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<td>4:45 - 5:30</td>
<td>• Dr Eithne Kennedy (Ireland)</td>
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<td>• Professor Brendan Bartlett (Australia)</td>
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Day 2 Featured Speakers

Sue Ellis
University of Strathclyde, UK
Professor Sue Ellis works at the University of Strathclyde, Scotland and researches how literacy research, policy development, knowledge exchange and implementation interact with, and impact on, teacher development. She has a strong commitment to research that directly supports improved literacy outcomes for pupils through the development of better policy and practice.

Barley Mak
Chinese University of Hong Kong, Hong Kong
Dr Barley Mak is an Associate Professor and founding Director of the Centre for Enhancing English Learning and Teaching, Faculty of Education at The Chinese University of Hong Kong. With over US$7 million public funding, her main publications are in testing and assessment, language teaching methodology and teacher professional development.

Julie Coiro
University of Rhode Island, USA
Associate Professor Julie Coiro is a faculty member in the School of Education, University of Rhode Island. Julie’s research focuses on strategic reading comprehension, new literacies of the Internet, online reading comprehension, and effective practices for technology integration and professional development. She has taught in preschool, elementary, and middle school classrooms and also has 20 years experience as a staff developer.

Cathy Burnett
Sheffield Hallam University, UK
Professor of Literacy and Education Cathy Burnett works at Sheffield Hallam University, UK. She has published widely in the field of literacy and technology. Her most recent book New Literacies around the Globe (co-edited with Julia Davies, Guy Merchant and Jennifer Rowsell) is published by Routledge.

Len Unsworth
Learning Sciences Institute Australia, Australia
Professor Len Unsworth is the Program Director of Educational Semiotics in English and Literacy Pedagogy in the Learning Sciences Institute Australia, ACU. Len has undertaken educational research for over 30 years, including six recent Australian Research Council funded projects. He was formerly Professor in Education at Griffith University, and Head of Schools Education at the University of New England and the University of Sydney.

Ivar Braten
University of Oslo, Norway
Professor of Educational Psychology Ivar Braten works at the Faculty of Educational Sciences at the University of Oslo, Norway. During the last decade, he has directed several projects focusing on learning from multiple documents containing conflicting scientific information, and he has published widely in prestigious international journals in his field, including Cognition and Instruction, Developmental Psychology, Educational Psychologist, and Journal of Educational Psychology.

Riitta-Liisa Korkeamäki
University of Oulu, Finland
Professor Riitta-Liisa Korkeamäki is a professor and Dean in the Faculty of Education at the University of Oulu, Finland. She is interested in developing curricula, especially in learning and teaching literacy in early childhood. Her research group is currently pursuing research in digital classroom environments.

Annette Ukkola
University of Oulu, Finland
Annette Ukkola is a Ph.D. student in the Faculty of Education at the University of Oulu, Finland. Her particular interests are set on reading motivation, reading engagement, and new literacies. Prior to enrolling to Oulu, she has worked as a Finnish Language and Literature teacher and as a research secretary of the OECD PISA study in Finland.
Day 2 Featured Speakers

Clarence Ng
Learning Sciences Institute Australia, Australia
Associate Professor Clarence Ng is the Director of a priority research program on Literacy, Engagement and Disadvantage at the Learning Sciences Institute Australia, ACU. Clarence’s current research concerns the learning and engagement of diverse student groups with a particular interest in promoting reading engagement for disadvantaged students.

Karen Harris
Arizona State University, USA
Professor Karen R. Harris is the Warner Professor of Education at the Mary Lou Fulton Teachers College, Arizona State University. She has taught kindergarten, fourth grade, and special education students with LD and E/BD. Her research focuses on theoretically based interventions for the development of academic and self-regulation abilities among students who are at-risk and those with disabilities, as well as effective models of in-service teacher preparation for writing instruction for all students.

Steve Graham
Arizona State University, USA
Professor Steve Graham is the Warner Professor in the Division of Educational Leadership and Innovation at the Mary Lou Fulton Teachers College. He undertakes research on writing development, writing instruction, and the use of writing as a tool to support reading and learning. He is the current editor of the Journal of Educational Psychology and past editor of Exceptional Children, Contemporary Educational Psychology, and the Journal of Writing Research.

Eithne Kennedy
St. Patrick’s College/Dublin City University, Ireland
Dr Eithne Kennedy is a teacher educator at St. Patrick’s College/Dublin City University. As the Director of the ‘Write to Read’ research initiative, at St. Patrick’s College, School and Community Literacy project, she also works collaboratively with schools and communities to design and implement research-based approaches to literacy instruction aimed at raising achievement in ways that motivate and engage children as readers, writers and thinkers.

Brendan Bartlett
Learning Sciences Institute Australia, Australia
Professor Brendan Bartlett is Chair Professor of Education and Program Director of the Transitions and Youth at Risk research program in the Learning Sciences Institute Australia, Faculty of Education and Arts, at ACU. Brendan’s current research focuses on adaptive and personalised learning at key transitions, especially for youth at risk. This research aims at providing clearer understanding and help to those assisting children and youth move successfully through and beyond school.

Register Online
www.lsia.acu.edu.au

Symposium Planning Committee
Associate Professor Clarence Ng
Professor Brendan Bartlett
Professor Claire Wyatt-Smith

Key Dates
Registration closes: 30 June 2015
Submission of Paper (for featured experts only): 30 June 2015
Venue
ACU Leadership Centre
Level 3, Cathedral House
229 Elizabeth Street
Brisbane Qld 4000

Registration
The registration desk is located on the third floor of the ACU Leadership Centre. The opening times will be:
Friday 10th July - 7am - 8.15am
Saturday 11th July - 7.30am - 8.15am
Opportunities to register between sessions will also be available.

Location
Entertainment, Dining and Shopping attractions
Brisbane City Busway - 5mins walk
Central Train Station - 10mins walk

Around Brisbane
Airtrain – Catch the Airtrain from Central station to Brisbane’s international and domestic airports.

Bus Services – The Queen Street Bus Station serves as the terminus of many routes servicing the South East Busway, Southern and Eastern Suburbs and the Centenary / Indooroopilly / Kenmore corridor.

CityCats – A popular and speedy way to travel the river. CityCats operate everyday and stop at the North Quay Terminal & Eagle Street Pier Terminal.

Taxi – Taxi ranks are located on Cnr Edward and Queen St.

Trains – Central Station on Cnr Ann and Edward Streets.

Accommodation
Brisbane offers a wide range of international standard of accommodation.

The city has 230 hotels with more than 12,700 rooms from leading five star hotels to serviced apartments to bed and breakfast accommodation options.

Hilton Hotel
190 Elizabeth Street, Brisbane
Stamford Plaza
39 Edward Street, Brisbane
Four Points by Sheraton
99 Mary Street, Brisbane
Sofitel Hotel
249 Turbot Street, Brisbane
Manor Apartment Hotel
289 Queen Street, Brisbane

Visit www.wotif.com for more information on local accommodation.

Parking
In the Brisbane Central Traffic Area you can park for a maximum of two hours on unsigned streets unless there are parking meters or signs showing otherwise.

Monday to Friday - 7am to 6pm
Saturday - 7am to midday

Visit the following websites for more information:
www.secureparking.com.au
www.wilsonparking.com.au
LSIA is an interdisciplinary research institute focused on knowledge generation and on bringing fields of research together in new ways to find solutions that make a difference in children’s lives and those of their families.

At the centre of LSIA’s research is young people’s learning, wellbeing and opportunity to access life chances. With the young person at the centre, our research concerns all aspects of their lives.

Stay in touch with LSIA

@LSIA_ACU  www.lsia.acu.edu.au  lsia@acu.edu.au