“New Ways to Promote Reading for Pleasure with Michael Rosen & Special Guests”

Saturday 18th May 2019
Goldsmiths, University of London
Richard Hoggart Building, Room 309

Registration (09:30 – 10:00)

Please make sure you register for one of the workshops when you arrive in Room 309.

Welcome and Introductions (10:00 - 11:00)

Maggie Pitfield, Head of Educational Studies (10:00)
Julia Hope, Head of the MA for Children’s Literature (10:15)
Michael Rosen, Professor of Children’s Literature (10:30)

Michael Rosen and MA Children’s Literature students will discuss their Action Research in schools.

Morning Break (11:00 – 11:30)

Workshops (11:30 - 12:30)

Mindful Reading in Education
Francis Gilbert, Head of MA in Creative Writing and Education

In this workshop, Francis Gilbert will outline what mindfulness is and show how mindful practices can be used by teachers to develop their own reading practices, and then apply these lessons in their own teaching. The workshop will include some short meditations and will give delegates a chance to consider how mindful reading practices might be used in the classroom.

Creating multi-modal texts to bring reading alive
Vicky Macleroy, Head of the Centre for Language, Culture and Learning
Mirela Dumić, International School of London

In this workshop, participants will have the opportunity to work with a children’s story Hedgehog’s Home by Branko Ćopić. It is a story that crosses political divisions and is about caring for your natural habitat and the meaning of home. In migrating a text, delegates will experiment with adapting and translating the children’s story across modes and languages/dialects; learn how to use a digital tool to tell a story; and reflect upon the process and how it can be used in the classroom.
Old stories, new readings: using drama to bring new life to an ancient story

Maggie Pitfield, Head of Educational Studies
Theo Bryer, Lecturer in English and Drama in Education, UCL Institute of Education.

Many teachers like to bring myths into the classroom as part of story-reading and story-telling activities. In this practical workshop Theo Bryer (IoE/UCL) and Maggie Pitfield will demonstrate how teachers can approach a familiar and much-read myth through drama, enabling children to encounter and tussle with some modern and not-so-modern dilemmas.

Tackling controversial issues: children's literature about refugees

Julia Hope, Head of the MA for Children’s Literature

Julia Hope joined the department in 2003, after 17 years teaching in inner London schools, and two years teaching in Zimbabwe. With experience mainly in the Primary Sector, she has taught across the age ranges from Foundation stage up to Secondary, as a class teacher, English teacher, EAL teacher, and Refugee Support teacher. Immediately prior to teaching at Goldsmiths, Julia was a freelance Education Consultant, with particular expertise in Family Learning, running courses for refugee parents, and conducting training for Lewisham Education Authority.

Reading for pleasure and poetry
Michael Rosen, Professor of Children's Literature

Lunch Break (12:30 - 13:15)

Introduction, Keynotes and Final Words (13:30 - 16:30)

Introduction (Francis Gilbert)

Reading as a materially situated practice: some ‘slant’ stories from the field’
Kate Pahl, Professor of Arts and Literacy at Manchester Metropolitan University

This talk will explore the idea of reading as a material activity, both in terms of reading matter being material, but also will explore how objects can become part of the experience of reading. This can produce a very different ‘feel’ to reading, that might feel odd, different, slant or rebellious. Dr Pahl will tell some stories from research which looked at objects, stories and apply this to how reading materially can be a different experience. How can reading matter in a different way?

Finding a voice to belong in stories
Sita Brahmachari, award-winning children’s author

All the young characters in the stories I’ve written for children and young people have needed to rebel in small and momentous ways in order to be heard. In a broad brush stroke what I understand the term to mean is finding a way to express yourself, having a sense of agency and power that who you are, your culture, your history, your landscapes, the way you speak and express yourself have value. I’ll argue that the powerful feeling of ‘belonging’ this produces can
have major positive impacts on the ability for all students to reach their full potential. In this speech I will explore the way in which my young rebel characters have navigated the journey to finding a voice at critical rites of passage moments in their lives. I’ll talk about why I’ve made it my mission as a writer for children and young people to step into the stories and characters of so many diverse communities and why that’s so critically important today more than ever.

Final Words (15:30 - 16:00)
Michael Rosen and Francis Gilbert
Summing Up and Readings

This event will be filmed and photographed for educational and information purposes. Food and drinks will be provided at registration, morning break, lunch and afternoon break. If you have a special diet please email teacherscentre@gold.ac.uk
If you would like a certificate of attendance please email teacherscentre@gold.ac.uk
Your feedback is important and we would be grateful if you could complete our online survey