

North Carolina English Teachers Annual Conference

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North Carolina State University in Raleigh, NC



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NCETA 2014 Conference Keynote Speaker

Ernest Morrell

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Excerpted from <http://www.ernestmorrell.com/profbio>



Pedagogies of Now NCETA 2014 Conference

In the face of shrinking support for public education coupled with increased inequities in our students' lives, teachers in our state are delivering. Despite, or perhaps in spite of, constant reminders of how little we are valued as educators and how difficult it is to be in this profession right now, we know that we are making good things happen in our classrooms, in our schools, and in the lives of young people.

Still, we are bombarded by school reform mandates spurred by others' notions of accountability, rigor, and college and career-readiness. Many of our state and national leaders touting these buzz-words and legislating them into action have no classroom teaching experience. They have little understanding of the what it means to work with real human bodies who have real human needs, missing the point of education by putting standards before students.

But those of us on the ground have a functional understanding of accountability as we are, without fail, accountable to students, colleagues, communities, and the profession. As experts in accountability, we've developed a particular guerrilla know-how, navigating bureaucracy as efficiently as possible to give our attention to the young people entrusted in our care. We know how to create safe spaces for learners, how to provide consistency while creating opportunity, how to model forgiveness and mentor greatness, and how to engage kids in personally-meaningful reading, writing, speaking, and listening experiences that build community and collective capacity. We know that the English Language Arts are central to both making a living and making a life worth living and that when we hyper-focus on what we think students might need in the future, pandering to limited visions of "college and career-readiness," we risk losing critical opportunities to enable agency, action, and positive interaction in the present moment. Thus, we invite you to contribute to this year's NCETA program by proposing a session that speaks to the urgency of now.

What strategies, theories, approaches, and tactics can you share that build agency and empower students, teachers, families, and communities in your context?

Though not limited to these ideas, we are particularly interested in proposals for poster sessions and 75-minute, interactive sessions or roundtables that address the following:

- Participatory Literacies in ELA • Activist and Hactivist Approaches to Teaching Literacy, Writing, and Literature • Digital Media and Social Justice
- New Directions in English Education, Beginning Teacher Support, and Professional Development
- Innovative work with LBGTQ, ESL/ELL, AAE, Urban, Rural or other Culturally or Linguistically Diverse Students • Student and Teacher Advocacy Projects
- Literacy-based Family, School, and Community Partnerships • ELA Interdisciplinary, Vertical, or Horizontal Collaborations
- Responses to Book-banning and Censorship in School and Community Contexts

We will give preference to those sessions that address the conference theme, demonstrate the connections between theory and practice (praxis), and engage participants in hands-on learning and dynamic interaction. Please submit your proposals online at www.ncenglishteachersassociation.org by June 30, 2014.

All presenters, virtual or face-to-face, must register and pay the conference fee of \$125 (\$50 full-time students) by September 15, 2014. Registration fees increases to \$150 (\$75 full-time student) after September 15.



Submit electronic proposals at our new website www.ncenglishteachersassociation.org



Email Conference Director Stephanie West-Puckett at westpucketts@ecu.edu with questions, feedback, or conference ideas.