

Collaborative Community Series: From Beliefs to Systems: Reflecting on Literacy Values and Designing Tools for Action



PRESENTED BY

Michelle Bence, PhD & Miriam Ramzy, PhD



SERIES SESSIONS

Date	Time
April 16, 2026	9:00 AM - 10:00 AM
April 23, 2026	9:00 AM - 10:00 AM
April 30, 2026	9:00 AM - 10:00 AM



LOCATION

Online

FEE

\$0.00

QUESTIONS?

Contact Us:

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[403-291-0967](tel:403-291-0967)

REGISTER ONLINE

Visit our website to register:

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Learning Opportunity

Target Audience: k-12 instructional leaders and administrators are encouraged to attend.

This collaborative community series is designed for district and school literacy leads who are ready to move from shared beliefs about literacy to a coherent, actionable literacy plan. Using Aukerman & Birch's (2025) 12 Literacy Principles article ([linked here](#)) as our anchor, participants will work alongside colleagues to unpack what high-quality literacy instruction looks like across classrooms, schools, and systems, and how to intentionally design for it.

Through guided dialogue, collaborative problem-solving, and practical planning tools, literacy leads will examine how each principle shows up in their current context, identify strengths and gaps, and align priorities across grades and disciplines. Together, we will explore how the principles can inform instructional decisions, professional learning, assessment practices, and resource allocation in ways that are sustainable and responsive to local needs.

Participants will leave with a clearer, shared vision for literacy, concrete strategies for leading literacy learning in their communities, and a draft district or school literacy plan grounded in what they value most. This series offers a rare opportunity to think deeply, plan collaboratively, and lead with confidence alongside others who share a commitment to strengthening literacy outcomes for all learners.

Presenters

Michelle Bence, PhD

Michelle Bence is a dedicated educator with over 20 years of experience in K-12 classrooms and literacy education. She has worked extensively with several school boards across Western Canada as a literacy consultant, leading initiatives in literacy development, professional teacher learning, and the system-wide implementation of evidence-based literacy practices. Michelle recently completed her Ph.D. at the University of Calgary. Her research focuses on dialogic pedagogy and its role in fostering students' complex thinking, literacy identities, and language development in relation to literacy acquisition and engagement with texts.

Miriam Ramzy, PhD

Miriam Ramzy is a teacher and researcher based in Alberta. She has worked as a classroom teacher in both English and French Immersion settings, a literacy coach and facilitator, a school administrator, and Director of Student Learning. Currently, she works with school boards across Western Canada, supporting teachers, leaders, educational assistants, parents, and students from Jr. K - 12. Her work centers on literacy research and practice, with a deep commitment to supporting partners in education to create effective, responsive, and inclusive spaces where all students thrive. Miriam holds a PhD from the University of Calgary. Her research examined writing instruction, with a particular focus on the transcription process. She continues to contribute to professional learning and educational research with a passion for bridging theory and classroom practice.

Registration Notes

All session times are mountain time.

This series will be recorded and available for 30 days.



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in **every** classroom