



PLENARIES

Monday, November 4th

Morning Plenary

- **Keynote: The Heart of Learning is in SELf-led Learning**
"It Was Not the Math. It Was Never the Math." – *The Stories We Tell About Ourselves*
Tim Amaral, Award-winning Adult Educator and Teacher Trainer

For too many students, school is a place of struggle, neglect, and shame. They see it as a system that just compounds the suffering that they are already experiencing elsewhere in life. Far too many don't thrive like they deserve; they merely "get by" until even that becomes unbearable. The numbers show us that we're obviously getting something wrong. It's clear that we are missing something. It's my belief that we continue to look in the wrong place. It's not about the math, or the science, or the English. It's about connection. It's about self-worth. It's about the way that students think about themselves and what they think is possible.

Lunch Plenary

- **Panel: Engaging Immigrant and Refugee Communities in Adult Education**
Facilitated by Misty Schoene, Community Engagement Manager, The Office of Immigrant and Refugee Advancement

Join us for a discussion of the experiences of new Americans as they access education and workforce systems in Oregon, as well as what local educators and institutions can do to make environments more welcoming and inclusive for diverse communities. Featuring guests from the Afghan Support Network, Salem for Refugees, and more.



PLENARIES

Tuesday, November 5th

Morning Plenary

- **Keynote: The Heart of Learning is in SELf-led Learning**
Student Voices – They Tell Us What is Possible
Tim Amaral, Award-winning Adult Educator and Teacher Trainer

What does it look like on the other side of learning? The students who arrive in our classrooms have too often heard limiting narratives about what they can accomplish. SELf-led Learning produces students who value themselves and whose behaviors align with their self-worth. These social outcomes also produce academic outcomes. More students stay in school, more graduate, and more transition on to the next stage of growth. And because they've experienced school as a positive, responsive place, they are more likely to normalize and expect academic success for loved ones in their family life. Once students truly know what is possible, they can tell us in their own voices.

Lunch Plenary

- **Panel: Until Everyone Can Read: Perspectives from Learners with Dyslexia**
Facilitated by **Danielle Thompson and Shelbe Park, Oregon Branch of The International Dyslexia Association**

Join us as for a discussion with learners as they reflect on their personal experiences with dyslexia, including their strengths, their struggles, and their advice for students and teachers. Panelists will share what has worked for them in and out of the classroom, and where they are now in their college and career goals.