

ACKNOWLEDGEMENTS

This document is based on the ideas, theories, and practices of the following specialists:

- **Dominique Bucheton**, now honorary professor, was a researcher and a professor of teacher training at the *Institut Universitaire de Formation des Maîtres (IUFM) de l'Académie de Montpellier* in France. She has published many articles and books on the power of reflexivity in language and intermediary writing for encouraging students to think, learn and 'grow'.
- **Michel Sasseville** is a professor at the *Faculté de philosophie de l'Université Laval*, and since 1996 has been responsible for teacher training in the application of philosophical dialogue within K-12 classrooms. This dialogic pedagogy is based on a community of inquiry where students are encouraged to think by and for themselves by questioning and reasoning together.
- **Kylene Beers** is a former middle school teacher who has taught at the College of Education at the University of Houston. Her research is focused on adolescent literacy and on struggling readers. **Robert E. Probst** began his career as a high school English teacher and spent most of his academic career at Georgia State University. Ms. Beers and Mr. Probst have been collaborating for over a decade and both now work internationally as pedagogic consultants specializing in K-12 literacy.
- **Michael Fullan**, former Dean of the Ontario Institute for Studies in Education (OISE) of the University of Toronto, is now Global Leadership Director with New Pedagogies for Deep Learning. He is world-renowned for his expertise in education systems and his latest work focuses on teacher practices.

