



The ATA Fall PD will be hosted at the Grimshaw Multiplex on **Monday, October 22, 2018.**

8:30 - 9:00	Coffee
9:00 - 10:30	Keynote
10:30 - 10:45	Break
10:45 - 12:15	Breakout Session 1
12:15 - 1:15	Lunch
1:15 - 3:00	Breakout Session 2 (includes 15 minute break)

*Teachers required to travel one hour or more can either attend sessions from 9:00 to 2:00 or 10:30 - 3:00.

***Please bring your own mugs and water bottles.

Registration

All teachers and teacher assistants attending the Fall PD Day need to register in advance. **Registration will open on September 10th and close on October 4th.** The site will remain open until the Fall PD Day but sessions may already be at capacity (closed) due to room size capacity.

Lunch

Catered lunch will be offered for \$15 per person catered by Tammy's Kitchen. Hot lunch will be roast beef, potatoes, gravy, and a vegetable. Included will be Oriental or kale salad, green salad, and dessert. Lunch orders are to be made on the NRLC registration website and **paid for by October 4th.** Any unpaid lunch orders will be cancelled after the registration deadline. Refunds for lunch tickets are not available after October 4th.

Education Station

John Foo from Education Station will be selling educational materials in the atrium all day.. Anyone who wants to preorder from Education Station can place an order in advance and have John bring your order to the PD Day for pickup to avoid shipping costs. If you want John to bring any particular type of materials for sale, please e-mail your request to Kathy.Gall@hfcrd.ab.ca

The NRLC Registration Link is: <https://nrlc.net/conference/68>

When registering, you MUST choose an option in each of the sections (if you are not attending in that time-frame, please choose "I am NOT attending" for that section).

First Morning Sessions

You will choose to attend the keynote session or one of the Ed Tech sessions

9:00am-10:30am

- A1. **Keynote: "Finding Joy in a Complex World"** Dean Shareski
- A2. **"Ack! I'm New At This. Where Do I Start?"** Michelle Armstrong, Ed Tech Team
- A3. **"Explain Your Thinking"** Emily Fitzpatrick, Ed Tech Team
- A4. **"Formidable Google Forms"** Jonathan So, Ed Tech Team

Break 10:30-10:45

Second Morning Sessions

10:45am-12:00pm

- B1. **"Your SOS Call Answered"** Dean Shareski
- B2. **"The History of Residential Schools in Canada/Alberta"** Charlene Bearhead
- B3. **"You Don't Know Geo!"** Michelle Armstrong, Ed Tech Team
- B4. **"Math Class 2.0"** Emily Fitzpatrick, Ed Tech Team
- B5. **"Going Gradeless with G-Suite"** Jonathan So, Ed Tech Team
- B6. **"Math 30-1 and 30-2 Written Response Format Overview and Administration"** Bill Sheets
- B7. **"Indigenous Ways of Knowing"** Shannon Loutitt, ATA
- B8. **"Enhancing Social & Emotional Well-Being Through Daily Physical Activity (DPA)"** Ever Active Schools
- B9. **"English Language Learning in the Classroom"** Barb Turcotte
- B10. **"Mindfulness for the Classroom"** Julie Gummesen
- B11. **"Power of Play: Engaging Learners of All Ages"** Kristine Wilkinson, ATA
- B12. **"TQS – What You Need to Know About the New Quality Standards"** Nancy Luyckfassel, ATA
- B13. **"So You Are Thinking About Retiring?"** Chris Gibbon, ATA
- B14. **"Using Class Dojo for Classroom Management"** Tonita Craig
- B15. **"Neurosequential Model in Education (NME) – On the Path to Becoming Trauma-Informed"** Lindsay Wilkin & Vicki Juneau, PCS
- B16. **"Building Independence in the School Environment"** Jodi Trapp

Lunch Break 12:15-1:15pm

Afternoon Breakout Sessions

1:15-3:00pm

- C1. "Next Steps in Taking Action for Reconciliation in Schools and School Systems" Charlene Bearhead
- C2. "Librarian Sharing Session" Grimshaw Library Staff
- C3. PLC "English Language Arts" Jennifer Daniel
- C4. "Chromebooks? Yes You Can!" Michelle Armstrong, Ed Tech Team
- C5. "Automate the Mundane" Emily Fitzpatrick, Ed Tech Team
- C6. "So You Want to Code" Jonathan So, Ed Tech Team
- C7. "Concept Based Curriculum – An Introduction" Bill Sheets
- C8. "Indigenous Alberta: The Footsteps of Our Ancestors" Shannon Loutitt, ATA
- ~~C9. "Enhancing Social & Emotional Well-Being Through Daily Physical Activity (DPA)" REPEAT Ever Active Schools~~
- C10. PLC "CTS: Introduction to Google Sketch-Up" Patrick Connellan
- C11. PLC "Literacy: Journaling at the Foundation of the Writing Process" Joanne Boutet
- C12. "Classroom Management – What Works?" Vincent Mireau, ATA
- C13. "Winning Strategies for the Integrated Classroom" Nancy Luyckfassel, ATA
- C14. PLC "Music" Nicola Quigley
- C15. PLC "Making Inclusion Work in My Classroom" Andrea Shaw
- C16. PLC "Jr./Sr. High Math/Science PLC: Sharing Activities and Projects" Chris Quattrociocchi
- C17. "Neurosequential Model in Education (NME) – On the Path to Becoming Trauma-Informed" REPEAT Lindsay Wilkin & Vicki Juneau, PCS
- C18. "Fostering Self-Regulation in the Classroom" Jodi Trapp

Full Day – Off Site

9:00am-3:00pm

- D1. For HFCRD New Teachers ONLY "New Teacher Mentorship" Spencer Pinnock, Catholic Conference Centre, Peace River
- D2. For TA Norris Middle School Teachers ONLY "Literacy PLC" Chez Clements, TA Norris School, Peace River
- D3. "Who May Have Complex Communication Needs?" PCS, Catholic Conference Centre, Peace River
- D4. "Ready-Set, Go!" PCS, Catholic Conference Centre, Peace River

First Morning Sessions 9:00-10:30am

A1. KEYNOTE: “Finding Joy in a Complex World” Dean Shareski

In today's complex educational setting, joy is not a word or idea that gets talked about often. Where might joy fit into the learning landscape? What are the tenets of joyful learning? This session will explore what joy can look like in our classrooms, schools, and districts, the role of technology and how joy might be embedded into all learning.

Application to TQS:

3.f) Teachers create and maintain environments that are conducive to student learning.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

A2. “Ack! I'm New At This. Where Do I Start?” Michelle Armstrong, Ed Tech Team

Are you just starting on your Google Apps journey? A little confused about all of these tools? Participants leaving this session will see how to get the puzzle pieces sorted out so you can maximize the rest of the day of learning.

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

A3. “Explain Your Thinking” Emily Fitzpatrick, Ed Tech Team

Participants leaving this session will be able to discover amazing tools to help students communicate their understanding. This session will look at Flipgrid, Screencasting, Google Slides and other tools that help students explain their thinking. All tools shared are cloud-based and integrate nicely with Google Classroom.

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

A4. “Formidable Google Forms” Jonathan So, Ed Tech Team

Do you start off teaching a unit with a diagnostic assessment? Do you use exit tickets at the end of your lessons to see if students understood a concept? In this hands-on session, participants leaving this session will learn 5 ways how to use Google Forms to create assessment tools and save yourself time and paper in the classroom. Google Forms offers a quick, easy tool to gather data to help set learning goals for each student and to check student skills and understanding. Attendees will walk away with practical ideas that can be implemented the next day in their classroom. Participants will be given time to create a form and experiment with the ideas presented in the workshop.

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

Second Morning Sessions 10:45am-12:00pm

B1. "Your SOS Call Answered" Dean Shareski

Discovery Education offers free strategies that are designed to support the use of multimedia but can be used for any grade level and all subjects. Come explore these research-based ideas that are easy to implement but provide challenging and engaging ways for students to interact and learn.

Application to TQS:

3.f) Teachers create and maintain environments that are conducive to student learning.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

B2. "The History of Residential Schools in Canada/Alberta" Charlene Bearhead

The history of residential schools in Canada / Alberta as well as the history of the Indian Residential School Settlement Agreement leading to the Alberta Joint Commitment to Action. There will be a focus on resources and learning opportunities for system and school leaders.

Application to TQS:

New in Sept 2019 Standard #5. Applying Foundational Knowledge about First Nations, Metis and Inuit

B3. "You Don't Know Geo!" Michelle Armstrong, Ed Tech Team

Whether it's Expeditions, Maps, Tour Builder, Google Earth, Earth Engine and more, Google's Geo tools offer a powerful learning toolkit to empower students to visualize, share, and communicate about the world around them. Participants leaving this session will discover the possibilities of Google's Geo tools that they may not have known even existed.

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

B4. "Math Class 2.0" Emily Fitzpatrick, Ed Tech Team

Participants leaving this session will be able to make math and science digital! We will explore tools to help student understand complex concepts and tools that will help engage students and great tools for intervention! Tools covered include EquatIO, Knowledge Hook, Desmos & Desmos Teacher, and Geogebra. Leave this session with brand new tools in your teacher's toolbox!

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students' learning needs.

B5. “Going Gradeless with G-Suite” Jonathan So, Ed Tech Team

Going Gradeless has been one of the best decisions that I have ever made in the classroom. In my classroom, we develop learning goals, success criteria and standards that all students reflect on. With the use of GSuite, this process is even easier. Participants leaving this session will explore the various ways in which we can engage with technology to develop critical and reflective students. We will also be discussing parent connections and involvement through this process. Some of the technology we will be discussing is google forms, sheets, docs, screencastify and classroom. Come ready to ask to engage in meaningful discussion around assessment and learn some practical advice for implementing it in the classroom.

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students’ learning needs.

B6. “Math 30-1 and 30-2 Written Response Format Overview and Administration” Bill Sheets

This session is designed as an information sharing session to explain the format and administration of the written response portion of the Math 30-1 and Math 30-2 Diploma exams. It will highlight the changes for the administration of the exams in the 2018-2019 school year.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

B7. “Indigenous Ways of Knowing” Shannon Loutitt, ATA

This workshop is designed to be an introduction to some basic First Nations, Métis and Inuit world views, cultural beliefs and values. It is not intended to be a comprehensive nor exhaustive exploration of Indigenous ways of knowing. The intent is to build awareness and curiosity in teachers to explore more on their own. As with all Walking Together: Education for Reconciliation workshops, it follows the framework of reconciliation; awareness, acknowledgement, atonement and action.

Application to TQS:

New in Sept 2019 Standard #5. Applying Foundational Knowledge about First Nations, Metis and Inuit

B8. “Enhancing Social & Emotional Well-Being Through Daily Physical Activity (DPA)” Ever Active Schools

Social-emotional learning skills are foundational to students success in school, work, and life. Students who are physically active also have enhancements in attention, cognition, and overall school attendance which supports their success in life. Ever Active Schools has developed a Social & Emotional Well-Being Booster Kit that enhances the development of social-emotional learning while supporting the DPA initiative in your classroom. Try an activity as a brain booster or end off a class with movement to support your students' social and emotional skills!

Application to TQS:

3.d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students’ different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs. Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students’ activities, and change them as needed.

B9. “English Language Learning in the Classroom” Barb Turcotte

We will explore specific resources and strategies focused on academic language development. These will support English Language Learners in the regular classroom from grades 4-12. This session will build capacity to encourage not only our English Language Learners, but all learners to become successful students.

Application to TQS:

3.d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students’ different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs. Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students’ activities, and change them as needed.

B10. “Mindfulness for the Classroom” Julie Gummesen

Participants will receive a crash course in easy mindfulness exercises that they can use in their classrooms. There will also be information presented on how teachers can develop their own personal mindfulness practice. Participants will leave this session and be able to incorporate simple mindfulness practices in classrooms with any age group and know where they can turn for further growth opportunities.

Application to TQS:

3.f) Teachers create and maintain environments that are conducive to student learning.

NEW TQS #4: Establishing Inclusive Learning Environments: A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Achievement is demonstrated by indicator (d) being aware of and facilitating responses to the emotional and mental health needs of students.

B11. “Power of Play: Engaging Learners of All Ages” Kristine Wilkinson, ATA

Play fosters creativity, independence, problem solving and ownership in learning. This session will provide you with ways to successfully incorporate play into any class at any grade level and give you ideas to use in your next lesson.

Application to TQS:

3.d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students’ different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs. Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students’ activities, and change them as needed.

B12. “TQS – What You Need to Know About the New Quality Standards” Nancy Luyckfassel, ATA

Application to TQS:

3.b) Teachers understand the legislated, moral and ethical frameworks within which they work. Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation. Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority’s teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

B13. “So You Are Thinking About Retiring?” Chris Gibbon, ATA

This presentation provides basic information on the Alberta Teachers’ Pension Plan, the Canada Pension plan and benefit plans for retired teachers. It is a great starting point for teachers who are beginning to plan their retirement.

Application to TQS:

3.b) Teachers understand the legislated, moral and ethical frameworks within which they work. Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation. Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority’s teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

B14. “Using Class Dojo for Classroom Management” Tonita Craig

ClassDojo is a positive classroom management tool as well as a communication app for the classroom. It connects teachers, parents, and students and includes classroom stories, student portfolios, growth mindset videos and character building tools. Begin using class dojo immediately upon returning to your school! This session will introduce class dojo to teachers and allow time to explore and set up their own classroom.

Application to TQS:

3.f) Teachers create and maintain environments that are conducive to student learning.

NEW TQS-Fostering effective relationships (home-school communication; parent involvement); establishing inclusive learning environments (growth mindset; social/emotional support, character building)

B15. “Neurosequential Model in Education (NME) – On the Path to Becoming Trauma-Informed” Lindsay Wilkin & Vicki Juneau, PCS

The Neurosequential Model is a developmentally-informed, biologically-respectful approach to working with at-risk children. The Neurosequential Model in Education (NME) draws upon knowledge and evidence on the impact of trauma on brain development and applies this information to help educators understand student behavior and performance. The goal of this session is to educate teachers and EAs about basic concepts of NME to increase understanding of how trauma impacts behaviours and learning. Take-away strategies for how to best support our students in and out of the classroom, particularly those students with Adverse Childhood Experiences (ACE’s), will also be discussed.

B16. “Building Independence in the School Environment” Jodi Trapp

This session will inform the role of an educational assistance through the lens of Alberta Education, to provide “just enough” support for the students that you work with to foster independence. The focus is to enhance the use of the natural supports to increase the engagement and independence of students with various exceptionalities and needs.

This session is open to EAs.

Afternoon Sessions 1:15-3:00pm

C1. “Next Steps in Taking Action for Reconciliation in Schools and School Systems” Charlene Bearhead

Next steps in taking action for reconciliation in schools and school systems. Examples of good practices, innovation and leadership in education will be shared and delegates will be engaged in strategizing for meaningful change in their own schools and school systems.

Application to TQS:

New in Sept 2019 Standard #5. Applying Foundational Knowledge about First Nations, Metis and Inuit

C2. “Librarian Sharing Session” Vivian Gayton and Linda Chmilar, Grimshaw Public Library

Vivian and Linda will share about their programs from the Grimshaw Shared School Facility and then give librarians the opportunity to have a sharing session.

C3. PLC “English Language Arts” Jennifer Daniel

In this PLC session we will work in small groups creating unit and/or year plans that specifically address both READING and WRITING in Language Arts. We will focus on ways to weave Guided Reading and Empowering Writers programs into our Language Arts programs. We will also create some appropriate assessment tasks that can be used in our Language Arts classes. Teachers will have opportunities to collaborate with other grade-level teaching partners and teachers from the same division (ie: grade 5 & 6, grade 3 & 4 etc.) to provide consistent scope and sequences within our planning. Each small group within this PLC group, will create a product goal appropriate for their context. Language Arts resources from a variety of sources will be made available to the teachers joining us. Participants will leave this session and be able to incorporate elements of Guided Reading and Empowering Writers into their long range and yearly plans. Create and design common assessment tasks and activities.

Application to TQS:

3.c) Teachers understand the subject disciplines they teach. Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving.

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

NEW TQS Engaging in Career-Long learning including:

- *collaborating with other teachers to build personal and collective professional capacities and expertise;*
- *Demonstrating a Body of Professional Knowledge*
- *A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.*
- *(a) planning and designing learning activities that:*
 - *address the learning outcomes outlined in programs of study;*
 - *reflect short, medium and long range planning;*
 - *(c) applying student assessment and evaluation practices that:*
 - *accurately reflect the learner outcomes within the programs of study;*
 - *generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;*
 - *provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;*
 - *provide accurate, constructive and timely feedback on student learning;*
 - and
 - *support the use of reasoned judgment about the evidence used to determine and report the level of student learning.*

C4. “Chromebooks? Yes You Can!” Michelle Armstrong, Ed Tech Team

Got Chromebooks? Or just want to learn about some awesome web-based tools you can start using in your classrooms right now? Do you currently use tools like MS Publisher, iMovie, Photoshop and Garage Band? Participants leaving this session will discover web-based alternatives to their favourite apps, and so much more. Come to this session to explore the power of the web!

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students’ learning needs.

C5. “Automate the Mundane” Emily Fitzpatrick, Ed Tech Team

Participants leaving this session will be able to automate their tasks, both at home and at school, and learn how to utilize voice commands to decrease time spent. Make the most of our technological assistants!

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students’ learning needs.

C6. “So You Want to Code” Jonathan So, Ed Tech Team

Coding! What is that? You may have heard this word all around the education world but have no idea what it is. Participants leaving this session will dive right into the basics of coding and walk through how to apply it in your classroom. In this workshop, we will be working with Scratch and building our own lines of block code. Come ready to engage with questions and ready to get your Coding on!!!

EAs are invited to attend.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

3.h) Teachers apply a variety of technologies to meet students’ learning needs.

C7. “Concept Based Curriculum – An Introduction” Bill Sheets

This session will give participants an introduction to Alberta Education's shift toward concept based curriculum and instruction in the DRAFT of the K-4 Curriculum as well as an overview of Erikson & Lanning’s work on Concept-Based approach to curriculum and Instruction for teachers and principals.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

C8. “Indigenous Alberta: The Footsteps of Our Ancestors” Shannon Loutitt, ATA

This workshop will introduce participants to the rich indigenous cultural and linguistic diversity of Alberta. Topics will include: terminology related to identity, recognition of territory, significant ancestral landscapes related to locations of celebrations and traditions that come to life through song and dance, addressing myths and misconceptions and a brief historical timeline. Participants will explore common myths and misconceptions and engage in a brief historical timeline.

Application to TQS:

New in Sept 2019 Standard #5. Applying Foundational Knowledge about First Nations, Metis and Inuit

~~**C9. “Enhancing Social & Emotional Well-Being Through Daily Physical Activity (DPA)” REPEAT Ever Active Schools**~~

CANCELLED Social-emotional learning skills are foundational to students success in school, work, and life. Students who are physically active also have enhancements in attention, cognition, and overall school attendance which supports their success in life. Ever Active Schools has developed a Social & Emotional Well-Being Booster Kit that enhances the development of social-emotional learning while supporting the DPA initiative in your classroom. Try an activity as a brain booster or end off a class with movement to support your students' social and emotional skills!

Application to TQS:

3.d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students’ different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs. Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students’ activities, and change them as needed.

C10. PLC “CTS: Introduction to Google Sketch-Up” Patrick Connellan

In this session participants will learn the basics of using Google Sketch-up and how to apply that knowledge for use in the classroom with students. Participants will leave this session and be able to teach and use Google Sketch-up with students in the classroom, design projects and find resources to help facilitate the use of Google Sketch-up.

Application to TQS:

3.h) Teachers apply a variety of technologies to meet students’ learning needs.

C11. PLC “Literacy: Journaling at the Foundation of the Writing Process” Joanne Boutet

(The session will not be a boring as this title is.) Add exploratory writing to your process, and enjoy yourself with your students, together as Language Artists! Unplug. Ignite creativity. Grow voice. Enable choice Play with styles. Tinker. Frame. Craft. PREspond and Respond to course lit. Create a repository for later detailed, polished products. Win over reluctant. Hit a spazillion (OK, maybe not, but a lot!) outcomes. Maximize output. Have fun. Never mark a darned thing (until your writers say you can). Participants will leave this session and be able to ignite a love of writing in their students and maybe in themselves.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities.

C12. “Classroom Management – What Works?” Vincent Mireau, ATA

The classroom environment should facilitate learning for all students. The workshop is based on three key assumptions:

- 1) that every student needs to succeed,
- 2) that students must learn to take responsibility for their actions and
- 3) that dignity and respect characterize all successful classroom management approaches.

Participants will learn how to teach students positive social skills and responses, and create structures and procedures that help students to understand what is expected and to accept responsibility for their actions.

Sessions will be offered with both an Elementary and secondary focus.

Application to TQS:

3.f) Teachers create and maintain environments that are conducive to student learning.

C13. “Winning Strategies for the Integrated Classroom” Nancy Luyckfassel, ATA

This workshop will provide teachers with instructional and assessment accommodations, organizing tools and learning strategies designed to help struggling learners. While many of the strategies come from the field of special education, they can be used with all students. The workshop will not address specific special needs.

Application to TQS:

3.d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students’ different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs. Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students’ activities, and change them as needed.

C14. PLC “Music” Nicola Quigley

Long range planning for elementary music with musical suggestions for teaching concepts. Participants will leave this session with a plan for covering all the necessary skills and concepts throughout the year for K-6 music.

Application to TQS:

3.c) Teachers understand the subject disciplines they teach. Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving.

C15. PLC “Making Inclusion Work in My Classroom” Andrea Shaw

During this session teachers will analyze lessons/tasks/assignments to determine barriers to learning. During the second part of the session we will collaboratively develop an inclusive lesson/task/assignment. We will explore making a few tweaks to assignments we already use in our classroom to make them inclusive. Participants will leave this session with at least one task and/or assignment that will provide access to content for all their students.

Application to TQS:

d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways.

e) Teachers engage in a range of planning activities.

f) Teachers create and maintain environments that are conducive to student learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

k) Teachers are career-long learners.

C16. PLC “Jr./Sr. High Math/Science PLC: Sharing Activities and Projects” Chris Quattrociocchi

Participants will leave this session and be able to implement new, fun, and interesting learning activities in their classroom to keep their students engaged and excited about learning math and science.

Application to TQS:

3.g) Teachers translate curriculum content and objectives into meaningful learning activities ‘Demonstrating a Professional Body of Knowledge... using instructional strategies to engage students in meaningful learning activities.’

C17. “Neurosequential Model in Education (NME) – On the Path to Becoming Trauma-Informed” Lindsay Wilkin & Vicki Juneau, PCS

The Neurosequential Model is a developmentally-informed, biologically-respectful approach to working with at-risk children. The Neurosequential Model in Education (NME) draws upon knowledge and evidence on the impact of trauma on brain development and applies this information to help educators understand student behavior and performance. The goal of this session is to educate teachers and EAs about basic concepts of NME to increase understanding of how trauma impacts behaviours and learning. Take-away strategies for how to best support our students in and out of the classroom, particularly those students with Adverse Childhood Experiences (ACE’s), will also be discussed.

C18. “Fostering Self-Regulation in the Classroom” Jodi Trapp

Self-regulation is the ability to achieve a preferred state of alertness to match the demands of a task, environment and/or situation. A student’s ability to self-regulate is directly related to social, emotional, behavioral and academic outcomes. Some students, especially those with sensory processing challenges, developmental delay, ASD, FAS, etc. often struggle with self and emotional regulation. This session will help to develop an understanding of self-regulation as well as provide strategies and supports, such as the Zones of Regulation, to help foster our student's ability to cope, make transitions, and actively engage in classroom activities.

This session is open to EAs.

Full Day Offsite Sessions 9:00am-3:00pm

D1. For HFCRD New Teachers ONLY “New Teacher Mentorship” Spencer Pinnock, Glenmary, Peace River

CLOSED SESSION - HFCRD New Teachers Only – The division Learning Coaches will help build capacity in teachers by providing leadership and by working side by side to both improve instruction, and design learning experiences that are accessible, effective and engaging for all students.

Application to TQS:

2.a) contextual variables

2.b) subject disciplines

2.c) understanding student differences

2.f) planning

2.g) classroom management

D2. For TA Norris Middle School ONLY “Literacy PLC” Chez Clements, TA Norris School, Peace River

CLOSED SESSION - TA Norris Staff Only - Literacy Instruction and Intervention in Middle School: Small group instruction ideas to set up the room and plan to keep the rest of the students practicing with purpose while you work with your small group in class. Setting up intervention for students who need extra support to hit their target goals in reading in the middle years. Audience: Grade 5-8 teachers in TANMS (PRSD)

Application to TQS:

3.c) Teachers understand the subject disciplines they teach. Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving.

D3. “Who May Have Complex Communication Needs?” PCS, Catholic Conference Centre, Peace River

People who have complex communication needs may not have the communication skills to meet all of their needs. For some people this is temporary, while for others it is ongoing. Some people may not have speech and will rely on other methods of communication, such as pointing or gestures and will therefore be provided with various forms of augmentative and alternative communication tools by an SLP. This could be in form of low-tech or high-tech devices. Some people have great understanding and others have difficulties understanding what other people say. Both types need AAC so they can communicate with others and express their own thoughts and needs. Some people may use speech but it may be difficult to understand for unfamiliar listeners and therefore they need AAC. Complex communication needs may be associated with developmental or acquired disabilities. Developmental disabilities are present at birth or occur before the age of 18, and may affect social or cognitive development.

Some examples of developmental disabilities are:

- Intellectual disability
- Down syndrome
- Cerebral palsy
- Autism

Acquired disabilities occur as a result of illness or injury.

Some examples of acquired disabilities are:

- Traumatic brain injury
- Spinal cord injury
- Multiple sclerosis
- Stroke

People with complex communication needs can be of any age, of any culture and from any socioeconomic background.

D4. “Ready-Set, Go!” PCS, Catholic Conference Centre, Peace River

This full-day workshop will cover a variety of topics relevant to Elementary School EA’s and Teachers who work with students with speech, language, cognitive, and motor impairments.

Themes for preschool and kindergarten staff will include:

- Building language and vocabulary through play.
- Speech-sound development and modelling speech articulation in the classroom.
- Building independence, self-regulation, and motor skills in the classroom environment.

Themes for elementary staff will include:

- Curriculum-targeted language and vocabulary intervention.
- Building independence, self-regulation, and motor skills in the classroom environment