



**Peace Wapiti Public School Division Teachers' PD Days
Program Schedule - 2019 - 2020
August 29, 2019 & January 31, 2020**

Thursday, August 29, 2019

9:00am - 9:30am :- District Address
9:30am - 11:30am :- Learning Sessions
11:30am - 1:00pm :- Lunch
1:00pm - 3:30pm - Subject/Grade Focus Groups Sessions

Friday, January 31, 2020

Please be advised that there will be no district address on this day. The learning sessions will commence at 9am.

9:00am - 11:30am :- Learning Sessions
11:30am - 1:00pm :- Lunch
1:00pm - 3:30pm - Subject/Grade Focus Groups Sessions

Session Names	Facilitator	Session Descriptor
A1. Neuro-sequential Model of Trauma/Education: Introduction for Beginners	Vicki Juneau Ashley Schneider	<p>This session will provide foundations of knowledge in the areas of trauma, its impact on children's development and resulting behavior in the school.</p> <p>The Neurosequential Model in Education (NME) developed by Bruce Perry will be used as a framework for this understanding. This model 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.</p> <p>The goal of this session is to educate teachers about trauma informed practice with children and understanding of how trauma impacts behaviors and learning. Various strategies and regulation tools for working with children in the school setting will also be identified and explored.</p>



<p>A2. Impact of Trauma: Next Steps</p>	<p>Heather Craigdallie Kim Schellenberg</p>	<p>This session delves deeper into the impact that trauma has on the developmental process and will enhance your understanding of how to create a trauma informed school. We will focus on integration of the core concepts and knowledge into the classroom and will include practical, evidence based strategies for working with children who have dealt with adverse situations.</p> <p>This session is appropriate for individuals already familiar with the core concepts of the neurodevelopmental model for understanding trauma. If you have not had the opportunity to attend multiple ½ day sessions or a full day session on this topic, please register for the introductory sessions being offered on the same dates.</p>
<p>A3. Foundational Knowledge for Educators</p>	<p>Brigitte Benning</p>	<p><u>Session 1: Treaties and the Indian Act</u> This session will provide educators with an understanding of how Treaties and the Indian Act have shaped Canada, and the relationship between Indigenous and non-Indigenous peoples today. An understanding of Treaties and the Indian Act is essential for grounding all other Indigenous topics. In addition to strengthening their own foundational knowledge, Educators will be connected with student-focused classroom resources.</p> <p><u>Session 2: Understanding the Métis in Canada</u> Often referred to as ‘the forgotten people’, there are many misunderstandings about Métis people in Canada. This session will explore the unique history of Métis people, their stories of oppression and resistance, their distinct culture, and their current experiences today.</p> <p>As a Métis woman, Brigitte will share her family’s story of reclaiming their Métis roots.</p> <p>Educators will be provided the opportunity to strengthen their own foundational knowledge, and will leave the session with student-focused classroom resources.</p>



<p>A4. Technology - Rap it, Sing it, Plan it, Wing it. Student Creation with a Flair</p>	<p>Leah Montes</p>	<p>This session series will cover production tools that can be used to show student learning in a way that isn't just writing.</p> <p>We will explore Flipgrid, Screencastify, Incredibox, Stopmotion and others as time allows.</p>
<p>A5. Technology - GeoTools from the Ground Up</p>	<p>Memorese Walter</p>	<p>This session series will cover all of the Google Tools that teach and work with Geography (such as Google MyMaps, Tour Builder, 360 building using StreetView, etc).</p> <p>Building will be over the multiple PD days and classroom ideas and examples will be provided and built.</p> <p>A smart phone with geo-capabilities and a Chromebook are required.</p>
<p>A6. Mental Health Literacy</p>	<p>PCS Team</p>	<p>The session will provide a basic introduction to information regarding early identification of mental health problems and mental disorders offered in the full day Go-To Educator Training that allows teachers to make effective referrals that link students in need of help to their local care organization within and beyond the school system.</p> <p>This session also introduce teachers to what is available to Educators via Alberta Health Services and www.teenmentalhealth.org.</p> <p>The Guide resource and how to access the six web-based classroom-ready modules, lesson plans, and video and print resources; as well as evaluation options and a complete set of educational tools for Junior High and High School Teachers.</p>



<p>A7. Numeracy – (K – 3)</p>	<p>April Brown</p>	<p><u>Session 1</u> In this session we'll explore spatial reasoning and how it can engage all your students at the beginning of the year to be thinkers. The focus will be on geometry, building physical skills, vocabulary and measurement. There might even be some links to literature.</p> <p><u>Session 2</u> What is Inverse? Is it the opposite? Is it fact families? Why is subtraction so difficult for some students while others have no problems? How can I help my students understand this concept and eventually apply it in their mathematical thinking?</p> <p>We'll explore these questions as well as concepts around number sense, visualizing, communication and making connections all related to helping students to think and reason their way to solving problems.</p> <p>In the end, we want students to be thinkers, not doers so visuals will be the key to helping them understand.</p>
<p>A8. Numeracy - 4-6</p>	<p>Leann Miller</p>	<p><u>Session 1</u> Building Student Success This session will cover how we can increase student engagement, build student confidence, make connections and improve communication through spatial reasoning. A focus on shape and space to start the year will continue to benefit students as they progress through more challenging concepts.</p> <p><u>Session 2</u> This session will investigate the distributive property and inverse operations to multiply and divide.</p> <p>We will explore how to use these number properties to practice basic facts as well as how to apply this knowledge to solve more complex multiplication and division problems.</p>



<p>A9. The Importance of Connection, and How To Build It</p>	<p>Emily Kostiuk, Jessica Frison, Lisa Wiseman, and Carmen Moore</p>	<p>We live in a world that is simultaneously more connected and more isolated than it's ever been before. These sessions will explore the human need for connection from an evolutionary and biological perspective. We will discuss the benefits of strong relationships on child development, the protective nature of connection and the benefits found within the classroom when we prioritize relationships.</p> <p>Day one will focus on the benefits of building strong relationships with children.</p> <p>Day two will expand this to include connections with families and communities.</p> <p>Both sessions will include practical, effective strategies to build these connections and how to manage challenging moments while maintaining relationships.</p>
<p>A10. CDX Automotive</p>	<p>Mark Murray</p>	<p>This session will provide CTS teachers with the ins and out of CDX Automotive. Mark will tailor this discussion and learning around the needs of the participants.</p>
<p>A11. Keymath Essential Resource</p>	<p>Diedre Crocker Mandy Funk</p>	<p>The KeyMath Essential Resource is a targeted and customized math intervention program for students who are developing math concepts and skills from Pre-K through grade 9. It can be directly related to assessment results and is used to fortify students' foundational knowledge and understanding of pre-requisite skills.</p> <p>The Essential Resources provides clear, well organized lessons featuring easy-to-follow, step-by-step instructions adaptable for large group, small group, or one-on-one use.</p>



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<p>A12. High School Pathway Planning</p>	<p>Kaila Villiger</p>	<p>This PD will involve taking a closer look at the many pathways to graduation including a Certificate of Completion, Certificate of Achievement, and a High School Diploma.</p> <p>Leave this session with a deeper understanding of what is required in terms of courses and credits for each of the pathways.</p> <p>The agenda will include a discussion of the knowledge and employability program beginning in JH and what this can look like moving through high school.</p>
<p>A13. Student Engagement</p>	<p>Kate Thon</p>	<p>Marshall McLuhan, one of our 20th-century Canadian philosophers, wrote: “Anyone who tries to make a distinction between education and entertainment doesn’t know the first thing about either.”</p> <p>With a focus on classroom presentation, let’s take a look at some of the fundamental components of teaching and learning leaving you inspired and ready to begin the year! Content most suited to JH and HS teachers.</p>



<p>A14. Supporting Students with Life Skills Programming</p>	<p>Kathy Mykyte Karen Chrenek</p>	<p>Life Skills are the processes and abilities necessary for individuals to become confident, independent members of society with a sense of identity, belonging and purpose. Life Skills can be developed through the learning outcomes in the current and future Alberta Curriculum of Studies.</p> <p>Some students may require targeted or individualized supports in order to develop independence in one or more areas of life skills.</p> <p>These supports may occur in a variety of educational contexts across four programming domains each with a number of learning strands including: Functional Literacy, Functional Numeracy, Vocational Skills and Wellness.</p> <p>This session will provide:</p> <ul style="list-style-type: none"> ● Criteria to determine who would benefit from Life Skills Programming ● Scope and Sequence of life skills across all grade levels ● Strategies and resources to support programming ● Support for IPP development and assessment
<p>A15. Student Engagement- Creating a Technology Infused Classroom</p>	<p>Alberta's Teachers' Association (ATA) Facilitator</p>	<p>This workshop is designed to share the Substitution, Augmentation, Modification and Redefinition (SAMR) model with teachers to facilitate technology implementation in their classrooms.</p> <p>Integrating technology not only addresses 21st century skills, but also meets the Teacher Quality Standards of Alberta and the eight cross-curricular competencies. Many teachers struggle to successfully integrate technology in a meaningful way.</p> <p>This workshop provides opportunities to gain confidence, knowledge and best practices to move forward in planning for the classroom.</p>



<p>A16. Student Engagement-The Power of Play—Engaging Learners of All Ages</p>	<p>Kathleen Silvermen</p>	<p>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.</p>
<p>A17. Social Studies, Health and PE - Exploring Digital Citizenship</p>	<p>Rachel Goossen WE Schools</p>	<p>Session 1- Face to Face Session 2 - Online Exchange This session will take you through the “Exploring Digital Citizenship” resource, produced by W.E. Schools and TELUS. The resource provides teachers with lesson plans that are based on provincial curriculum expectations for Health and Physical Education as well as Social Studies. It is designed to help students develop an understanding of the causes and effects of cyberbullying and to learn how to keep themselves and others safe online using the principles of digital citizenship. Lessons are focused toward Gr. 9-12. Part 1 of the session will introduce the format and content of the lessons in the resource followed by suggested lessons for teachers to take back to their classrooms for practice. Part 2 of the session will allow teachers to share their successes and challenges from the lessons they tried and get suggestions or moving forward with additional activities for the classroom.</p>



<p>A18. Daily Physical Activity and Physical Education: Eliminate Elimination Games</p>	<p>Everactive Schools</p>	<p>You can't develop skills when you're sitting out! This session offers alternatives to elimination games for teachers who are involved in daily physical activity (D.P.A), physical education and even recess supervision. Learn how to tweak your classic games and experience some new activities that give ALL students a chance to develop physical literacy.</p> <p>Part 1 of the session will introduce the theory and practice of the session content, followed by suggested activities for teachers to take back to their classrooms for practice.</p> <p>Part 2 of the session will allow teachers to share their successes and challenges from the activities they tried from session 1 and get suggestions or moving forward with additional activities for the classroom.</p>
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AFTERNOON FOCUS GROUP SESSIONS

Session Descriptor:

Please sign-up for the subject/grade level area that BEST suits your assignment.

These sessions are designed to foster connection and collaboration amongst PWPSD teachers surrounding key issues in their subject/grade area and the sharing of best practice.

Afternoon Sessions 1:00pm - 3:30pm
Focus GroupS
B1. ECS - Grade 1
B2. Grade 2
B3. Grade 3
B4. Grade 4
B5. Grade 5
B6. Grade 6
B7. Junior High Math/Science including K&E
B8. Junior High Language/Social including K&E
B9. Physical Education
B10. Multi/Split Grade Level
B11. French
B12. CTF/CTS - Shop
B13. CTF/CTS - Foods/Fashion
B14. Fine Arts
B15. HS Social including K&E
B16. HS Math including K&E
B17. HS English including K&E
B18. HS Science including K&E
B19. Band/Music



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