2015 39th Annual
Language Arts Conference
Monday, February 9th &
Tuesday, February 10th*
Sheraton Centre Hotel
123 Queen Street West
Toronto, Ontario

DENNIS LEE
MONDAY BREAKFAST KEYNOTE

ROSEMARY McCARNEY
MONDAY BANQUET KEYNOTE

ERIC WALTERS
TUESDAY BREAKFAST KEYNOTE

RICHARD WAGAMESE
MONDAY LUNCHEON KEYNOTE

SHARON ROBINSON
MONDAY BANQUET KEYNOTE

ROSEMARY McCARNEY
TUESDAY LUNCHEON KEYNOTE
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Dear Delegates,

Welcome to the Reading for the Love of It 2015 conference in its 39th year. We hope the speaker and session offerings in our Programme enrich your instruction and that what you take from the conference fuels the learning energy of your students. Take time to read through this Programme carefully and to plan thoughtfully, selecting the sessions that will most support your learning and impact the effectiveness of your teaching. Our inclination as educators is often to attend sessions in which we already have a lot of expertise. A positive tendency in many ways, as our knowledge in areas of interest deepens and teaching ideas/methods are reaffirmed. It is also wise, however, to consider session topics that offer inroads to educational areas less travelled. You may find fresh perspectives, different links, and perhaps some “aha” moments that connect with those curriculum areas or teaching approaches that you know very well. Back in your schools, take time to reflect on your learning and share with your students any insights, books or experiences that you think they would be keen to hear about. Students will appreciate you as the “teacher-learner” who recognizes that student learning is critical and takes opportunities to become a better teacher.

At the conference, visit our Outreach table to discover the many worthwhile charitable organizations the East York-Scarborough Reading Association supports and consider a purchase to help our efforts. Remember to visit the exhibitors’ display to view resources, meet authors and participate in special draws.

Thanks goes out to the whole executive of the East-York Scarborough Reading Association for their great work in putting together an exciting programme, offering professional learning of the highest quality. Kudos to Marguerite Campbell, Programme Chair, and the committee members who spent countless hours to research and bring together outstanding presenters on a variety of current topics. Special thanks goes out to Erica Townson, our very efficient executive administrator who is ever present to support not only the work of the executive, but everyone who is involved with the conference.

We look forward to meeting you on Sunday evening at the Welcome Reception and our Annual General Meeting, and on the conference days that follow on Monday and Tuesday.

Kathy Lazarovits
President
Conference Session Planner

Review the programme and use the conference session planner to list your presentation choices. This is for your personal use only. You may freely choose the sessions in which you are most interested. The Association recommends you attend a maximum of three sessions per day and use a 75-minute time slot to visit the exhibit area.

**Access to sessions is strictly limited to the maximum capacity indicated, and is on a first come, first served basis. Include a back-up session choice in each time slot.**

The executive reserves the right to clear each meeting room of all attendees following each session.

**Monday, February 9, 2015**

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<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>8:15 am - 4:30 pm</td>
<td>Exhibitors' Display — Sheraton Hall (only available to registered delegates)</td>
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**Tuesday, February 10, 2014**

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<td>2:15 pm - 3:30 pm</td>
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</table>
Delegates must be registered and may freely choose the sessions in which they are most interested. There is no advance session selection. Access to sessions is strictly limited to the maximum capacity indicated, and is on a first come, first served basis. Don't miss this chance for professional development and a mid-winter recharge. Register today!

Sunday, February 8, 2015
7:00 pm - 7:30 pm Late registration pick-up — Concourse Level
8:00 pm - 11:00 pm Welcome Reception/Annual General Meeting
Dominion Ballroom — all registered delegates and speakers are welcome.

Monday, February 9, 2015
8:00 am - 4:00 pm On-site registration (only if space available) — Concourse Level
8:15 am - 4:30 pm Exhibitors’ Display — Sheraton Hall (only available to registered delegates)
8:30 am - 10:00 am Breakfast with speaker Dennis Lee
9:00 am - 10:15 am Presentations and Workshops
10:15 am - 10:45 am Health Break
10:45 am - 12:00 noon Presentations and Workshops
12:15 pm - 2:00 pm Luncheon with speaker Richard Wagamese
12:45 pm - 2:00 pm Presentations and Workshops
2:15 pm - 3:30 pm Presentations and Workshops
6:00 pm - 9:30 pm Cocktail Reception and Dinner Banquet with Sharon Robinson and Reading Award Winners

Tuesday, February 10, 2015
8:00 am - 10:00 am On-site registration (only if space available) — Concourse Level
8:15 am - 4:00 pm Exhibitors’ Display — Sheraton Hall (only available to registered delegates)
8:30 am - 10:00 am Breakfast with speaker Eric Walters
9:00 am - 10:15 am Presentations and Workshops
10:15 am - 10:45 am Health Break
10:45 am - 12:00 noon Presentations and Workshops
12:15 pm - 2:00 pm Luncheon with speaker Rosemary McCarney
12:45 pm - 2:00 pm Presentations and Workshops
2:15 pm - 3:30 pm Presentations and Workshops

VISIT THE EXHIBITORS’ DISPLAY!
Stroll through the exhibitor booths in the Sheraton Hall. Meet publishers, Toronto book sellers, authors, illustrators and storytellers while buying some books and having them autographed. All this in one place for two days!

Important Notes
• Try to attend 3 sessions/workshops per day.
• May we suggest... a bagged lunch for 12:45 - 2:00 pm sessions.
• Access to the Exhibitors’ Display is only available to those who have registered as a delegate to the conference.
• Meal function Keynote Speakers are an additional cost.
<table>
<thead>
<tr>
<th>SPEAKERS</th>
<th>PRESENTATION TITLES</th>
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<tbody>
<tr>
<td>Neil Andersen</td>
<td>Empire of Dirt</td>
<td>Film</td>
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<td>Assessing Student Media Products</td>
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<td>Les Asselstine</td>
<td>Reading and Writing for a Reason:The Connected Curriculum</td>
<td>✓</td>
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<tr>
<td>Joanne Marie Babalis</td>
<td>The Tiny Seed of an Inquiry: how a small spark has the potential to ignite into a year long project</td>
<td>✓</td>
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<tr>
<td>Adwoa &amp; Fulé Badoe</td>
<td>Once Upon an African Village</td>
<td>✓</td>
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<tr>
<td>Michelle Baker</td>
<td>Literacy Through Drama: An Arts Integrated Approach</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Hannah Beach</td>
<td>Exploring My World through Movement</td>
<td>✓</td>
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<tr>
<td>Sandra Bebbington</td>
<td>Digital Citizenship Bootcamp/Bootcamp Citoyenneté Numérique</td>
<td>French</td>
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<td></td>
<td>Driving Faster: Going Beyond Google Docs with Project Based Learning/Google Apps: l'apprentissage par projet au-delà de Google Docs</td>
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<tr>
<td>Robin Bethke</td>
<td>STEPping into Kindergarten: Supporting young ELLs and their families</td>
<td>✓</td>
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<tr>
<td>Mary Bigler</td>
<td>Reading is FUNdamental</td>
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<tr>
<td>Jack Blum</td>
<td>Revolution</td>
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<tr>
<td>Margaret Boersma &amp; Cathy Stanley</td>
<td>Poverty Amongst Us — What brain compatible strategies can we use to engage our students?</td>
<td>✓</td>
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<tr>
<td>Renée Bourgoin</td>
<td>Des pratiques et des activités indispensables pour soutenir l’écriture</td>
<td>French</td>
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<tr>
<td>Rachel Cooke</td>
<td>Book Club Makeover</td>
<td>✓</td>
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<tr>
<td>Michelle Cordy &amp; Lisa Morris</td>
<td>Inquiring Minds Want to Know: Inquiry with iPad and GAFE</td>
<td>✓</td>
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<tr>
<td>Danièle Courchesne</td>
<td>Le documentaire ou l'art de lire et de comprendre des textes courants</td>
<td>French</td>
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<td>Lire l'image et interpréter à la maternelle et au premier cycle du primaire</td>
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<tr>
<td>Alec Couros</td>
<td>Identity, Networks, and Connected Learning</td>
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<td></td>
<td>Understanding Digital Citizenship</td>
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<td>Ruth Culham</td>
<td>The Writing Thief: Using Mentor Texts to Teach the Craft of Writing</td>
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<td>Joseph Hicks &amp; Allan Roy</td>
<td>Soutenir les auteurs en immersion/Supporting Writers in French Immersion</td>
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<tr>
<td>Leda DiMaria Miles</td>
<td>Who's Afraid of Monsters?</td>
<td>✓</td>
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<tr>
<td>Sophia Dixon</td>
<td>Exploring Issues of Race, Class, Gender and Family Diversity in Language Arts</td>
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<tr>
<td>Glen Downey</td>
<td>Fostering Inquiry One Comic Book at a Time “Best Class Ever!” — The Top 10 Activities for the English/Language Arts Classroom</td>
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<tr>
<td>Nick Foley</td>
<td>Kapernakus — Creating a Culture of Care through Reading</td>
<td>✓</td>
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<td>Janet Giberson</td>
<td>Steps to English Proficiency</td>
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<td>Garfield Gini-Newman</td>
<td>Cascading Challenges: Engaging Learners Through a Choreographed Approach to Inquiry</td>
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<td>Nurturing Creativity in Students Through Effective Instruction and Assessment</td>
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<td>Frank Glew</td>
<td>Literacy Gives You Wings</td>
<td>✓</td>
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<tr>
<td>Judy Halper</td>
<td>A Place to Wonder: Picture Books and “Glocal” Ideas</td>
<td>✓</td>
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<td>Theresa Hanrahan</td>
<td>Media Literacy 1, 2, 3!</td>
<td>✓</td>
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<td>Jennifer Harper</td>
<td>Literacy Smarts: Engaging the Interactive Whiteboard</td>
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<td>Goodbye Mundane Routines</td>
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<tr>
<td>Laura Inglis, George Karagiorgakis &amp; Vidya Shah</td>
<td>Social Justice and Culturally Relevant and Responsive Pedagogy in Education</td>
<td>✓</td>
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<td>Sue Jackson</td>
<td>Let’s Give ‘Em Something to Talk About! —Using Book Clubs with Primary Students</td>
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<td>Talk, Talk, and More Talk! — Developing the Oral Language Skills of Primary Students</td>
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<td>Heidi Hayes Jacobs</td>
<td>Leading the New Literacies: Digital-Media-Global</td>
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<td>Cultivating Media Literate Learners: Critics and Creators of Quality</td>
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<td>Lori Jamison</td>
<td>More than Just “Reports”: Beginning Writers and Informational Writing</td>
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<td>Revisiting Guided Reading</td>
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<td>Pat Johnson</td>
<td>Look and Listen/Reflect and Teach</td>
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<td>Teaching for Independent Strategy Use</td>
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<td>Kathy Kacer</td>
<td>When They Are Gone, We Are Their Voice: The Holocaust and a World-Wide Writing Project</td>
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<td>Jennifer Katz</td>
<td>Literacy in the UDL Classroom: Engaging Diverse Learners in Literate, Higher Order Thinking</td>
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<td>Susan Kempton</td>
<td>Inquiry: The Heart of Teaching</td>
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<td>Sharon Korp &amp; Bea Meglio</td>
<td>Leveraging the Provincial vLE's ePortfolio to Document Learning</td>
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<td>Ministry Provided Digital Learning Resources for the Language Curriculum</td>
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<td>Chris Kubsch</td>
<td>Reluctant Writers: Engaging Students in the Creative Process</td>
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<td>MONDAY Breakfast</td>
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<td>Dennis Lee</td>
<td>Loving Poems: Teaching Poetry</td>
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<td>Kristian Levey</td>
<td>The Science of Inquiry in Full-Day Kindergarten</td>
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<td>Kathy Lundy</td>
<td>Conquering the Crowded Curriculum</td>
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<td>Aggie Maksimowska</td>
<td>Writing from Life — Creative Nonfiction in the English Classroom</td>
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<td>Write What You Know — Creative Writing in the English Classroom</td>
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<td>Aldo Malatesta</td>
<td>Visual and Iconic Literacy: Cooling Shakespeare</td>
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<td>Maria Martella &amp; Jim Martella</td>
<td>Are you reading to chickens?</td>
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<td>Rosemary McCarney</td>
<td>Because I am a Girl: I Can Change the World</td>
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<td>Tanny McGregor</td>
<td>Metacognition: The Transformative Power of Reflective Thinking</td>
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<td>Closer Reading, Deeper Reading: Strategies That Maintain Engagement</td>
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<td>Sandra Mirabeli &amp; Lionel Sandner</td>
<td>Literacy &amp; Science: Together is Better</td>
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<td>Zig Misiak</td>
<td>“Our” Literate Nation: a contemporary strategy of integrating First/Native Nations/Métis history and culture</td>
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<td>Jack Naglieri &amp; Kathleen Krysa</td>
<td>Think Smart: From Brain Science to Instructional Practices, Planning and Attention in Reading</td>
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<td>Jeff Nathan</td>
<td>Inside the ADHD Mind: where it wanders, why it wanders, and how to help it, along with the rest of the classroom, to flourish</td>
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<td>Aggie Nemes</td>
<td>Start the Conversation: Using Picture Books to Raise Awareness about Poverty</td>
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<td>Charles Pascal &amp; Tai Pascal Notar</td>
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<td>Laura Pinto</td>
<td>Extreme Makeover: Remodeling your teaching for student engagement</td>
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<td>Stepan Pruchnicky</td>
<td>Junior Mashups</td>
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<td>Primary Mashups</td>
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<td>Linda Rief</td>
<td>Inside the Writer’s-Reader’s Notebook</td>
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<td>Sharon Robinson</td>
<td>Under the Same Sun: A Gift of Family Stories</td>
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<td>Joseph Romano</td>
<td>Building Capacity In ICT &amp; Virtual World Pedagogy (#VWP): Cultivating and Curating Online Learning Spaces</td>
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<td>Margriet Ruurs</td>
<td>Learning Around The World — Global Learning through Nonfiction Picturebooks</td>
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<td>Heather Ryan</td>
<td>Key Components of an Effective, Engaging FDK Classroom</td>
<td>✓</td>
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<td>Cristina Sanchez-Lopez</td>
<td>Helping Multilingual Learners Show What They Know Across the Content Areas</td>
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<td>Richard Scrimger</td>
<td>Something has gone terribly right!</td>
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<td>The Conflict Triangle</td>
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<td>Rina Singh</td>
<td>Creative Journaling</td>
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<td>Sue Stephenson</td>
<td>A New Slant on Mental Health and Well-Being Literacy</td>
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<td>Kristy Stewart</td>
<td>Lion’s Breath and Literacy — Double Dog Dare to Practice Yoga at School</td>
<td>✓</td>
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<td>Heidi Jardine Stodart</td>
<td>The Art of Picture Books</td>
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<td>Larry Swartz</td>
<td>Story, Story, Hallelujah!</td>
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<td>Alice Te &amp; Alana Eckler Guinane</td>
<td>A Focus on Social Justice in Stories</td>
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<td>Kathleen Tilly, Joyce Grant &amp; Jonathan Tilly</td>
<td>Teaching Kids News: Using current events to effectively teach reading, writing and media literacy</td>
<td></td>
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<td>Miriam Trehearne</td>
<td>Multiple Paths to Early Literacy: Inquiry, Play, Focussed Teaching and Self-Regulation K-3</td>
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<td>Jessica Tudos</td>
<td>FLIP IT — Kika’s Upside Down Living in a Right Side Up World</td>
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<td>Tony Vincent</td>
<td>Show What You Know</td>
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<td>Crazy for QR Codes</td>
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<td>Vicki Vinton</td>
<td>Helping Students (and Ourselves) Become Critical Thinkers and Insightful Readers</td>
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<td>What's the Main Idea of the Main Idea: From Scavenger Hunting to Synthesizing in Increasingly Complex Nonfiction Texts</td>
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<td>Richard Wagamese</td>
<td>Reading: A Thousand Doorways</td>
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<td>Eric Walters</td>
<td>The Writer as Adventurer</td>
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<td>Denise White &amp; Helen Tomassini</td>
<td>Getting Started with the Inquiry Process in Kindergarten and Grade 1</td>
<td>✓</td>
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<tr>
<td>Nancy Wilcox Richards</td>
<td>Writing from the Heart</td>
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<td>Re-Framing Curriculum and Instruction as Inquiry</td>
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<tr>
<td>Theresa Young &amp; Cristina Sanchez-Lopez</td>
<td>Multilingual Resources: Taking a Multiliteracies Approach to Instruction for Diverse Learners</td>
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# Monday, February 9 at a Glance

<table>
<thead>
<tr>
<th>Date/Time</th>
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<th>Most Interest to</th>
<th>Room (Capacity)</th>
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<tr>
<td>8:30 am - 10:00 am</td>
<td><a href="#">Dennis Lee</a></td>
<td>Loving Poems: Teaching Poetry</td>
<td>General</td>
<td>Grand B. East (max. 600)</td>
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<td>9:00 am - 10:15 am</td>
<td>Louisa A. Asselstine</td>
<td>Reading and Writing for a Reason: The ...</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
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<td>Joanne Marie Babalis</td>
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<td>Danielle Courchesne</td>
<td>Le documentaire ou l’art de lire et de ...</td>
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<td>“Literacy in the UDL Classroom: Engaging ...</td>
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<td>M. Martella &amp; J. Martella</td>
<td>Are you reading to chickens?</td>
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<td>Robin Bethke</td>
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<td>Reading: A Thousand Doorways</td>
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<td>“Think Smart: From Brain Science to Instructional ...</td>
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<td>A New Slant on Mental Health and Well-Being ...</td>
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<td>Miriam Trehearme</td>
<td>“Multiple Paths to Early Literacy: Inquiry, Play, ...</td>
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<td>Neil Andersen</td>
<td>Empire of Dirt</td>
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<td>Once Upon an African Village</td>
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<td>S. Bebbington &amp; C. Dupuis</td>
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<td>Rachel Cooke</td>
<td>Book Club Makeover</td>
<td>Int./Senior</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Ruth Culham</td>
<td>The Writing Thief: Using Mentor Texts to ...</td>
<td>Junior</td>
<td>Grand B. Centre (max. 600)</td>
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<td></td>
<td>Nick Foley</td>
<td>Kapernakus — Creating a Culture of Care ...</td>
<td>Primary K-3</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
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<td></td>
<td>Garfield Gini-Newman</td>
<td>Cascading Challenges: Engaging Learners ...</td>
<td>General</td>
<td>Cedar (max. 65)</td>
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<tr>
<td></td>
<td>Theresa Hanrahan</td>
<td>“Media Literacy 1, 2, 3!”</td>
<td>Primary 1-3</td>
<td>Simco Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Harper</td>
<td>Goodbye Mundane Routines</td>
<td>Primary 1-3</td>
<td>Kenora (max. 50)</td>
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<tr>
<td></td>
<td>Sue Jackson</td>
<td>Let’s Give 'Em Something to Talk About! ...</td>
<td>Primary 1-3</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Pat Johnson</td>
<td>Look and Listen/Reflect and Teach</td>
<td>K-2</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Katz</td>
<td>“Literacy in the UDL Classroom: Engaging ...</td>
<td>General</td>
<td>Maple East &amp; West (max. 90)</td>
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<tr>
<td></td>
<td>Susan Kempton</td>
<td>Inquiry: The Heart of Teaching</td>
<td>JK/SK</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Kathy Lundy</td>
<td>Conquering the Crowded Curriculum</td>
<td>General</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>M. Martella &amp; J. Martella</td>
<td>Are you reading to chickens?</td>
<td>Primary 1-3/</td>
<td>Kent (max. 50)</td>
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<td>Librarians</td>
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<td></td>
<td>S. Mirabelli &amp; L. Sandner</td>
<td>Literacy &amp; Science: Together is Better</td>
<td>Junior/Int.</td>
<td>Spruce (max. 45)</td>
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<td></td>
<td>Jessica Tudos</td>
<td>FLIP IT — Kika’s Upside Down Living in a ...</td>
<td>Primary 1-3</td>
<td>Wentworth (max. cap. 50)</td>
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<tr>
<td></td>
<td>Tony Vincent</td>
<td>Crazy for QR Codes</td>
<td>General</td>
<td>Civic Ballroom (max. 430)</td>
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<td></td>
<td>T. Young &amp; Cristina Sanchez-Lopez</td>
<td>Multilingual Resources: Taking a ...</td>
<td>ELL/General</td>
<td>Kenora (max. 50)</td>
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<td>Date/Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Most Interest to</td>
<td>Room (Capacity)</td>
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<td>12:15 pm - 2:00 pm</td>
<td>Rosemary McCarney</td>
<td>Because I am a Girl: I Can Change the World</td>
<td>General</td>
<td>Grand B. East (max. 600)</td>
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<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Neil Andersen</td>
<td>Assessing Student Media Products</td>
<td>General</td>
<td>City Hall (max. 110)</td>
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<td></td>
<td>Les Asselstine</td>
<td>Reading and Writing for a Reason: The ...</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
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<td></td>
<td>Robin Bethke</td>
<td>STEPping into Kindergarten: Supporting ...</td>
<td>ELL/JK/ SK</td>
<td>Wentworth (max. cap. 50)</td>
</tr>
<tr>
<td></td>
<td>Joseph Dicks &amp; Allan Roy</td>
<td>Soutenir les auteurs en immersion/Supporting ...</td>
<td>French: General</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Sophia Dixon</td>
<td>“Exploring Issues of Race, Class, Gender and ...</td>
<td>Primary/Junior</td>
<td>Cedar (max. 65)</td>
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<tr>
<td></td>
<td>Glen Downey</td>
<td>“Best Class Ever! — The Top 10 Activities for ...</td>
<td>General</td>
<td>Maple East &amp; West (max. 90)</td>
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<td></td>
<td>L. Inglis, G. Karagiorgakis &amp; Vidya Shah</td>
<td>Social Justice and Culturally Relevant and ...</td>
<td>General</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Revisiting Guided Reading</td>
<td>K-6</td>
<td>Dominion North (max. 230)</td>
</tr>
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<td></td>
<td>Kristian Levery</td>
<td>The Science of Inquiry in Full-Day Kindergarten: A ...</td>
<td>JK/SK</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Aggie Maksimowska</td>
<td>Write What You Know — Creative Writing in ...</td>
<td>Int./Senior</td>
<td>Kenora (max. 50)</td>
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<tr>
<td></td>
<td>Tanny McGregor</td>
<td>“Closer Reading, Deeper Reading: Strategies ...</td>
<td>Primary 1-3</td>
<td>Grand B. West (max. 400)</td>
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<td></td>
<td>S. Miragelli &amp; L. Sandner</td>
<td>Literacy &amp; Science: Together is Better</td>
<td>Junior/Int.</td>
<td>Spruce (max. 45)</td>
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<td></td>
<td>J. Naglieri &amp; K. Krysa</td>
<td>Think Smart: From Brain Science to Instructional ...</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
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<tr>
<td></td>
<td>Joseph Romano</td>
<td>Building Capacity In ICT &amp; Virtual World ...</td>
<td>Junior/Int.</td>
<td>Huron (max. 50)</td>
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<td></td>
<td>Rina Singh</td>
<td>Creative Journaling</td>
<td>Int./Senior</td>
<td>Linden (max. 60)</td>
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<td></td>
<td>Kristy Stewart</td>
<td>Lion’s Breath and Literacy — Double Dog ...</td>
<td>Primary K-1</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Larry Swartz</td>
<td>“Story, Story, Hallelujah!”</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
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<td></td>
<td>Kathleen Tilly, Joyce Grant &amp; Jonathan Tilly</td>
<td>“Teaching Kids News: Using current events ...</td>
<td>Junior/Int.</td>
<td>Dominion South (max. 180)</td>
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<td></td>
<td>Vicki Vinton</td>
<td>What’s the Main Idea of the Main Idea: From ...</td>
<td>General</td>
<td>Civic Ballroom (max. 430)</td>
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<tr>
<td>2:15 pm - 3:30 pm</td>
<td>S. Bebbington &amp; C. Dupuis</td>
<td>Driving Faster: Going Beyond Google Docs ...</td>
<td>French: General</td>
<td>Elgin (max. 40)</td>
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<td></td>
<td>Adwoa &amp; Fulé Badoe</td>
<td>Once Upon an African Village</td>
<td>Primary 1-3</td>
<td>Kent (max. 50)</td>
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<td></td>
<td>Mary Bigler</td>
<td>Reading is FUNdamental</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
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<td></td>
<td>Jack Blum &amp; Sharon Corder</td>
<td>REVOLUTION: Exploring Cultural Identity as ...</td>
<td>General</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
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<td></td>
<td>Garfield Gini-Newman</td>
<td>Nurturing Creativity in Students Through ...</td>
<td>General</td>
<td>Cedar (max. 65)</td>
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<td></td>
<td>Sue Jackson</td>
<td>“Talk, Talk, and More Talk! — Developing the ...</td>
<td>K-3</td>
<td>Dominion South (max. 180)</td>
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<td></td>
<td>Pat Johnson</td>
<td>Teaching for Independent Strategy Use</td>
<td>Junior</td>
<td>Grand B. Centre (max. 600)</td>
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<td></td>
<td>S. Korpan &amp; B. Meglio</td>
<td>Ministry Provided Digital Learning Resources ...</td>
<td>General</td>
<td>Spruce (max. 45)</td>
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<td></td>
<td>Jeff Nathan</td>
<td>“Inside the ADHD Mind: where it wanders, ...</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
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<td></td>
<td>Aggie Nemes</td>
<td>Start the Conversation: Using Novels to Raise ...</td>
<td>Primary/Junior</td>
<td>Huron (max. 50)</td>
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<td></td>
<td>C. Pascal &amp; T. P. Notar</td>
<td>Too Far from Perfect: A Father-Daughter ...</td>
<td>General</td>
<td>Dominion North (max. 230)</td>
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<td>Stepan Pruchnickly</td>
<td>Primary Mashups</td>
<td>Primary 1-3</td>
<td>Pine East &amp; West (max. 70)</td>
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<tr>
<td></td>
<td>Heather Ryan</td>
<td>“Key Components of an Effective, Engaging ...</td>
<td>JK/SK</td>
<td>Maple East &amp; West (max. 90)</td>
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<tr>
<td></td>
<td>Sue Stephenson</td>
<td>A New Slant on Mental Health and Well-Being ...</td>
<td>General</td>
<td>Simcoe Dufferin (max. 100)</td>
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<tr>
<td></td>
<td>Heidi Jardine Stoddart</td>
<td>The Art of Picture Books</td>
<td>K-6</td>
<td>Wentworth (max. cap. 50)</td>
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<td>Kathleen Tilly, Joyce Grant &amp; Jonathan Tilly</td>
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<td>City Hall (max. 110)</td>
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<tr>
<td></td>
<td>Miriam Treherne</td>
<td>“Multiple Paths to Early Literacy: Inquiry, Play, ...</td>
<td>Primary K-3</td>
<td>Civic Ballroom (max. 430)</td>
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<td>T. Young &amp; Cristina Sanchez-Lopez</td>
<td>Multilingual Resources: Taking a ...</td>
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<td>Kenora (max. 50)</td>
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Neil Andersen

Empire of Dirt

MONDAY & TUESDAY
Mon.: 2:15 pm - 3:30 pm • Chestnut East & West (max. 150)

DESCRIPTION: Three generations of Native Canadian women are haunted by a repeating past and their determination to stop that wheel from turning. They discover that family can help them escape their past and provide a second chance. Empire of Dirt tells a traditional mothers-and-daughters’ story in a new way by making their Cree heritage, and the role it has in their lives and relationships, the true heart of the drama. Neil will use film excerpts to illustrate ways to teach media and/or have aboriginal issues included in classroom practice.

INTENDED FOR: General

SPEAKER PROFILE: Neil Andersen, M. Ed., @mediasee, is president of The Association for Media Literacy (Ontario). He has taught primary to post-secondary media studies for over 30 years, including media studies additional qualifications courses for Mount Saint Vincent University, York University and the University of Toronto. He has given keynotes and workshops across Canada, in the US, Japan, India, China, Australia, England and Sweden.

He has made movies and videos, authored student textbooks, journal articles, teacher resource books, over 200 study guides, and designed T-shirts, posters, interactive CDs, websites, and programs.

His awards include the Jesse McCanse Award (National Telemedia Council) and The Magic Lantern Award (The Association for Media and Technology in Education).

His writing includes “Media literacy’s gifts to literature study” in English Teaching: Practice and Critique, “Why Social Media Literacy?” (co-author) in Forum Magazine, and “Media Literacy Education in Ontario” for Media Literacy in Action (Routlege).

SECOND PRESENTATION:
Assessing Student Media Products
Tue.: 12:45 pm - 2:00 pm • City Hall (max. 110)

DESCRIPTION: Powerful hand-held devices provide students with wonderful production opportunities and teachers with assessment and evaluation challenges. Students can demonstrate multiple expectations in a variety of subjects when production tasks integrate the curriculum. We will listen to and look at a variety of student media productions and apply appropriate criteria to determine their relative qualities. Teachers will feel more comfortable about determining levels to report for the ‘Media Literacy’ box on the report card.

INTENDED FOR: General

Les Asselstine

Reading and Writing for a Reason: The Connected Curriculum

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Simcoe Dufferin (max. 100)
Tue.: 12:45 pm - 2:00 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: Many of our students are most enthusiastic about language when they are exploring the world of non-fiction text. Les will share a variety of strategies for getting students to ask questions and seek solutions. He will focus on “real world” reading and writing connections while examining the roles of various text forms. Join him to explore strategies for awakening reluctant readers.

INTENDED FOR: Primary 1-3

SPEAKER PROFILE: Les has a passion for making learning interesting and capitalizing on cross-curricular connections. After 35 years of teaching and consulting, Les retired from the Waterloo Region District School Board but continues to share his expertise through writing, instructing at the Faculty of Education, Wilfrid Laurier University, and periodically volunteering to teach in his grandchildren’s classrooms.

Joanne Marie Babalis

The Tiny Seed of an Inquiry: how a small spark has the potential to ignite into a year-long project

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • City Hall (max. 110)
Tue.: 10:45 am - 12:00 noon • City Hall (max. 110)

DESCRIPTION: Every inquiry begins like a tiny seed. As educators we have the opportunity to support its growth by asking rich questions, setting out engaging provocations, listening to our students’ theories, integrating across the curriculum, and documenting daily discoveries. Learn how a year-long project unfolded and flourished after a student brought lemon seeds to school.

INTENDED FOR: Primary K-3

SPEAKER PROFILE: Joanne Marie Babalis is a kindergarten teacher, teacher-librarian, PhD Student, and AQ instructor at York University. She is passionate about designing spaces that inspire inquiry-based learning and creative innovation for twenty-first century learners. Her blog TransformEd: Transforming our Learning Environment into a Space of Possibilities continues to reach educators throughout Canada and beyond. Each post makes visible the power of inquiry, as well as the potential of early learners.
Adwoa & Fulé Badoe

Once Upon an African Village

MONDAY & TUESDAY
Mon.: 2:15 pm - 3:30 pm • Kent (max. 50)
Tue.: 2:15 pm - 3:30 pm • Kent (max. 50)

DESCRIPTION: One of the favourite programs in schools during Black History month is this entertaining program by Adwoa Badoe (storyteller) and Fulé Badoe (drummer). It uses the African cultural arts of interactive storytelling, dance and hand drumming. The audience participates actively in simple call and response songs, percussion and dance. We tell tales about Ananse, Ijapa and other heroes and the many reasons why things are as they are in our world. A discussion on how to build or use such programs in schools for literacy, art and black history will be included.

INTENDED FOR: Primary 1-3

SPEAKER PROFILES: Adwoa Badoe trained as a physician and is the author of several children’s books including Between Sister, The Pot of Wisdom: Ananse stories, Nana’s Cold Days, Crabs for Dinner, The Queen’s New Shoes. She is a vibrant storyteller; she teaches and performs African Dance through AFROCULTURE and the Jiwani African Dance and Drum performers. She mixes her natural talent for storytelling with dance, play and rhythm programs for children. It is her hope that she can increase an awareness of black history through the exciting cultural arts of Africa. She brings sunshine and Africa to your school.

Fulé Badoe has a passion for rhythm and it shows. Born in Ghana, West Africa, Fulé was exposed to the beauty and power of traditional African drumming and dancing from a very early age. Though he trained as an architect, Fulé is now a dynamic facilitator, instructor, educator and motivational speaker. In his instruction of African traditional rhythms to kids and adults, his belief is that, “We all have rhythm inside of us. We just need to bring it out”. For the past ten years Fulé has promoted and taught African drumming in elementary schools, colleges and universities in Ontario, where he believes “rhythm helps to promote focus, self-esteem, respect of oneself and others”.

Michelle Baker

Literacy Through Drama: An Arts Integrated Approach

MONDAY & TUESDAY
Mon.: 2:15 pm - 3:30 pm • Linden (max. 60)
Tue.: 10:45 am - 12:00 noon • Linden (max. 60)

DESCRIPTION: In this workshop, teachers will have the opportunity to see specific ideas for connecting literacy with dramatic arts while learning how to use source material such as books, poems, sounds, music and images as a way to enhance skills such as reading readiness, story understanding, reading achievement, oral language development, vocabulary and writing. Participants will experience creating and presenting, reflecting, responding and analyzing, as well as exploring forms and cultural contexts as it relates to literacy and drama. They will learn how to use dance and drama to invite students to develop core critical literacy concepts, and to explore social justice issues while identifying, and giving voice to marginalized and missing perspectives.

INTENDED FOR: Primary K-3

SPEAKER PROFILE: Michelle Baker has been teaching as an intermediate teacher with the Toronto District School Board for close to 20 years. Off the page and out of the box lessons have been experienced by a full range of students during her career. Michelle has worked directly with classroom teachers as a Facilitator and Mentor for the Beginner Teachers’ Institute and uses her expertise as both a Reading and Guidance Specialist to motivate and inspire new teachers. Michelle is currently teaching core grade 8 classes with integrated HSP students. Her lessons focus on combining the visual arts, drama and dance with social justice issues, helping students make personal connections to stories and poetry, while exploring the written word.

Hannah Beach

Exploring My World through Movement

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Huron (max. 50)
Tue.: 9:00 am - 10:15 am • Huron (max. 50)

DESCRIPTION: Based on the I Can Dance book series, this workshop explores everyday life through dance, supporting teachers in acquiring the skills to bring simple stories to life and exploring concepts such as colours, the outdoors, feelings etc. through dance. Dance can have the power to say what sometimes cannot be said with oral language. Participants will learn how to help children see that dance is about communication and reflecting on our world through an artistic medium. We will explore how this art form can help children of all abilities express themselves, shift classroom dynamics, bridge differentiated learning, and support critical literacy. Teachers will leave, not only inspired, but also with many new tools and skills.

The material in this workshop is designed to work for all children and to enable all teachers to successfully facilitate learning through movement. Wonderful for both those teachers that are excited to bring movement to the classroom as well as those that have no dance experience and feel anxious about working with this art form!

Wear comfortable clothing and be ready to move in a supportive and non-judgmental atmosphere.

INTENDED FOR: Primary K-3

SPEAKER PROFILE: Hannah Beach is an award-winning educator and the author of the six I Can Dance books for children as well as the resource, I Can Dance a Better World, supporting youth in exploring social justice issues through dance theatre. Her books have been adopted by multiple school boards across Canada and are internationally distributed. Founder and Director of the Dandelion Dance Company, she combines her dance training with her background in social work, facilitating in a manner that embraces all abilities and supports youth in exploring their ideas and experiences through movement. A sought-
after speaker and workshop presenter, Hannah’s work has been embraced by schools, universities, family shelters, and early learning centres as a vehicle through which to help children express themselves, engage in team building and shift classroom dynamics towards a more inclusive and empathetic way of learning together.

Hannah is the Dance Strand Expert for Rubicon Publishing’s, ArtsLink — an integrated online arts program designed to help students in grades 1 to 8 explore the various art forms through a meaningful and integrated approach.

Sandra Bebbington & Caroline Dupuis
Digital Citizenship Bootcamp/Bootcamp
Citoyenneté Numérique

MONDAY & TUESDAY
Mon.: 2:15 pm - 3:30 pm • Elgin (max. 40)

DESCRIPTION: Communication, collaboration, creativity, and critical thinking are essential components of being good digital citizens and lifelong learners. This session will explore the online educational resources developed to help foster 21st Century Skills in the Quebec English and French Second Language community, and go beyond the classroom as part of a larger Digital Citizenship initiative. Fun and innovative tools and lessons will be explored together as we create a plan to incorporate Digital Citizenship in the classroom.

La communication, la collaboration, la créativité et l’esprit critique sont des ingrédients essentiels pour faire de bons citoyens numériques et des apprenants à vie. Au cours de cette formation, nous explorerons les ressources pédagogiques offertes en ligne pour favoriser le développement des compétences du XXIe siècle au sein de la collectivité anglophone de langue seconde française du Québec et sortir du cadre de la classe pour prendre part à une expérience de citoyenneté numérique à plus grande échelle. Nous découvrirons ensemble des leçons et des outils amusants et innovants lors de la création d’un plan d’intégration de la citoyenneté numérique en classe.

INTENDED FOR: French: General

SPEAKER PROFILES: Sandra is a librarian working for the Ministère de l’Éducation, du Loisir et du Sport DSCA-SAR. She is the coordinator for Information Literacy and Digital Citizenship for the English Community. Her team has been busy supporting English schools with the implementation and integration of Digital Citizenship and Information Literacy at various levels. They have created two online educational resources to support the educational community: www.digitalcitizenshipquebec.ca and www.theinquiryprocess.ca. Previous to that she was managing three school libraries for the Lester B. Pearson School Board. Sandra has a Masters in Information Studies from the University of Ottawa and wrote her thesis on teen gamers and information literacy. She likes gaming so much that she also hosts Minecraft Marathons at both the Pointe...
Claire and Beaconsfield Public Library. When she’s not building virtual worlds, Sandra loves travelling around the real world with her three teens and fabulous husband. Caroline coordinates Language and Technology Projects at the MELS-DSCA, passionately supporting the educational community since 2013. She was previously the local ICT (RECIT) consultant for the English Montreal School Board (EMSB) for 11 years advocating and providing ongoing support for both teachers and consultants for the purposeful integration of ICT. Throughout the years at EMSB she collaboratively implemented initiatives with the use of tablets and interactive whiteboards to support student learning while engaging in many other interesting related projects.

SECOND PRESENTATION:
Driving Faster: Going Beyond Google Docs with Project Based Learning/Google Apps: l’apprentissage par projet au-delà de Google Docs
Tue.: 2:15 pm - 3:30 pm • Elgin (max. 40)

DESCRIPTION: Project Based Learning is an excellent way to encourage communication, collaboration, critical thinking and creativity with today’s students. It also fosters the development of information literacy skills. Participants in this workshop will collaborate on a “research project” that can be adapted to their classrooms using a simple inquiry process. A variety of Google tools will be demonstrated that can be used to enhance the research experience, foster reading and engage our students.

L’apprentissage par projet est un excellent moyen d’encourager la communication, la collaboration, l’esprit critique et la créativité chez les élèves d’aujourd’hui. Cette approche favorise également chez l’élève le développement de la compétence informationnelle. Les participants de cet atelier collaboreront à un « projet de recherche » qu’ils pourront ensuite adapter aux besoins de leur classe à l’aide d’une simple démarche de recherche. Ils auront aussi droit à une démonstration de divers outils Google à l’œuvre pour rehausser la recherche, favoriser la lecture et faire participer les élèves.

INTENDED FOR: French: General

Robin Bethke
STEPping into Kindergarten: Supporting young ELLs and their families
MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Linden (max. 60)
Tue.: 12:45 pm - 2:00 pm • Wentworth (max. cap. 50)

DESCRIPTION: Many of the children entering our Kindergarten classrooms are English Language Learners ELLs). They may be newcomers to Canada or Canadian born. In this session, participants will have the opportunity to learn and share strategies that help to identify and support Kindergarten ELLs and their families. Many strategies and ideas for developing English oral language proficiency will be shared. The Kindergarten STEPs to English Proficiency resource will be used to inform the conversation.

INTENDED FOR: ELL – JK/SK

SPEAKER PROFILE: Robin Bethke is passionate about learning... learning for children and for educators. Throughout her career Robin has been learning about children in her role as a classroom teacher, an early reading intervention teacher and a teacher-librarian, as well as a literacy and early years consultant at the system level. In 2013, Robin completed a three year secondment with the Ontario Ministry of Education. Through these experiences Robin had the privilege of working on the creation of board and Ministry of Education resources that support early primary educators in implementing inquiry and play based learning in their classrooms, using pedagogical documentation as a way of “coming to know” children and engaging in collaborative inquiry as professional learning. Recently, she has led several professional learning sessions sponsored by Pearson Education in Alberta, Canada. Currently, Robin is working with a number of ELL board leads and educators in a collaborative inquiry into understanding and teaching English Language Learners. This experience confirmed Robin’s deepest belief about learning and teaching: “Successful learning is not dependent on curriculum, materials or space; but at the core, it is what teachers believe about children as learners that makes the difference.”

Mary Bigler
Reading is FUNdamental
MONDAY & TUESDAY
Mon.: 2:15 pm - 3:30 pm • Grand Ballroom West (max. 400)
Tue.: 2:15 pm - 3:30 pm • Grand Ballroom West (max. 400)

DESCRIPTION: Join Mary Bigler as she shares the joy of bringing literacy to the next generation. She will share good books and show examples of student writing that are certain to make you laugh. Along the way, she just might share a story or two that will remind us of how important teachers are in bringing literacy to the next generation. You won’t want to miss this entertaining, inspiring and fun-filled presentation!

INTENDED FOR: General

SPEAKER PROFILE: Dr. Mary Bigler has been teaching, speaking, writing, and inspiring for more than forty years. From pre-school teacher to college professor, in classrooms and lecture halls throughout the United States, Africa and Europe, Mary has spent her life promoting literacy, advocating for children and celebrating the joys of teaching, learning and leading. She has shared the podium with such notables as Jesse Jackson, Zig Zigler, and Goldie Hawn, speaking to groups as diverse as arson investigators and the Red Hat Society. She is an award-winning professor in the Department of Teacher Education at Eastern Michigan University where she teaches undergraduate and graduate literacy courses. Dr. Bigler is a past president of the Michigan Reading Association, appears in Who’s Who of American Women, and is the author of the highly-acclaimed book Mary Bigler’s Lessons Learned.
Jack Blum & Sharon Corder

REVOLUTION: Exploring Cultural Identity as a Tool for Student Engagement with REEL CANADA

TUESDAY
Tue.: 2:15 pm - 3:30 pm • Chestnut East & West (max. 150)

DESCRIPTION: This presentation will provide an in-depth review of Rob Stewart’s latest film “Revolution” and the various diverse issues and topics within this film that will lead students to learning more about themselves, as well as their identity as Canadians. In the film, we see Stewart going on an international journey to find out how humans are affecting the oceans (and by extension, the entire planet) and what people can do to help make a positive impact on the environment. “Revolution” provides a springboard for exploration of a broad range of themes: activism, citizenship, personal and political storytelling, and cinema as a tool for social change, among many others.

In addition, this presentation will provide an overview of the REEL CANADA program and challenge participants to consider the relationship between audio-visual content and cultural identity, and encourage a new appreciation of the potential of Canadian cultural experiences to stimulate student engagement. Exposure to and examination of REEL CANADA’s innovative methodology will also provoke new thinking with regards to maximizing impact by balancing pedagogical intention with student participation.

INTENDED FOR: General

SPEAKER PROFILES: Jack Blum and Sharon Corder have written, produced or story edited dozens of episodes of television drama. Their feature film “Babyface” premiered at the Cannes Film Festival’s Directors’ Fortnight. In 2005, they founded the REEL CANADA program, a traveling festival that introduces Canadian films to high school students and New Canadians across the country.

In a world where young people are more and more obsessed both with social media and global celebrity, keeping them engaged is increasingly challenging. REEL CANADA is a national program that seeks to channel those obsessions for the purpose of reinforcing a sense of community and belonging, creating in-school festivals of Canadian film programmed and organized by the students themselves. Dynamic, innovative and participatory, the REEL CANADA program exposes high school students and ESL students to a media experience that reflects their own lives and values — often for the first time — and creates an illuminating contrast with their regular cultural diet.

Margaret Boersma & Cathy Stanley

Poverty Amongst Us — What brain compatible strategies can we use to engage our students?

MONDAY & TUESDAY
Mon.: 12:45 pm - 2:00 pm • Wentworth (max. cap. 50)
Tue.: 9:00 am - 10:15 am • Spruce (max. 45)

DESCRIPTION: Why are children hungry among us? Could they be part of our classrooms? Using literacy sources such as story, poems and media, explore the issues of child poverty and homelessness through the power of experiential learning. Learn strategies for reaching our needy students. Explore a unit of student work with the inquiry, “What is my role when others are in need?” Build awareness among your students in the struggle for equity and inspire a move towards social activism. Through poetry and active literacy strategies such as role play, writing in role and conducting voices, participants explore the topic layering their knowledge and experience as they create advocacy pieces for others. The complete unit will be sent to participants electronically.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILES: Margaret Boersma has over 30 years experience teaching grades Kindergarten to 8 in the public school system, mostly in YRDSB. She conducts professional development sessions at schools and conferences in ON, NS, BC, the U.S. and Hong Kong, all with very positive feedback. Ms. Boersma writes curricular literacy units and was on the leading edge of implementing Differentiated Instruction. She co-authored Arts at the Heart — A Practical Guide to Dance and Drama in Elementary Schools and works with renowned colleagues in the field. She has a passion to support educators and is currently an ETFO presenter, artist-in-the-classroom and facilitator of teaching/learning cycles. Ms. Boersma is a life-long learner interested in brain compatible strategies to engage students.

Cathy Stanley has recently retired from the York Region District School Board. She was a Curriculum Consultant with responsibilities for Elementary Drama and Dance, French as a Second Language, and Literacy. She had returned to an Intermediate Gifted classroom for her final year. Cathy has presented at provincial conferences for the Ontario Modern Language Teachers’ Association (OMLTA), the Aboriginal Summit, The Circle of Light, the Power of Literacy Through the Arts, and federally for the Canadian Association of Second Language Teachers (CASLT). She is a member of OMLTA, CASLT, the Arts Education Consultants of Ontario (ARTSECO) and the Council of Directors of Education (CODE). Her passion combines social justice, drama and a love of story to enhance student engagement, critical thinking and increase authentic learning.

Renée Bourgoin

Des pratiques et des activités indispensables pour soutenir l’écriture

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Elgin (max. 40)
Tue.: 10:45 am - 12:00 noon • Elgin (max. 40)

DESCRIPTION: L’écriture modelée et l’écriture partagée offrent aux élèves des pratiques indispensables pour enseigner l’écriture. Celles-ci outillent les élèves afin qu’ils puissent devenir des écrivains autonomes. Nous assurons aussi le transfert progressif de l’autonomie — un essentiel en immersion, peu importe le niveau. À l’aide de vidéo-clips, nous explorerons comment intégrer ces pratiques de façon efficace en salle de classe. L’écriture modelée et l’écriture partagée offrent aux...
ensignants l’occasion de travailler en profondeur le concept de la classe démocratique, le sens d’appartenance, l’esprit critique et la prise de risque. Quelques activités vous seront aussi présentées pour enseigner les traits d’écriture. Ces activités, qui font le pont entre l’oral, l’écriture et la lecture, tiennent compte de la différenciation et sauront captiver et motiver vos élèves. Vous repartirez avec des idées d’activités et des pratiques pour soutenir les auteurs de votre classe.

INTENDED FOR: French: General

SPEAKER PROFILE: Renée Bourgoin is a faculty associate at the Second Language Research Institute of Canada at the University of New Brunswick (Faculty of Education) and a member of the Institute’s research team on best teaching practices. Her PhD is in second-language education. She focuses her research interests on strategies needed to support struggling learners in French immersion, second-language reading and writing development, and inclusion in immersion. She has several professional and academic publications including her latest collaboration, a teacher resource entitled 70 activités motivantes de communication écrite, published by Chenelière Education. Renée has presented her work several times in Canada and abroad.

Rachel Cooke
Book Club Makeover

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Pine East & West (max. 70)  
Tue.: 10:45 am - 12:00 noon • Pine East & West (max. 70)

DESCRIPTION: If you are stuck in a rut about Book Clubs, here is a way to make them fresh. The Differentiated Book Club paradigm provides an opportunity for students to choose what they want to read, develop critical reading skills, and make meaning of texts. In this interactive session, we will be experiencing fresh and innovative “use-it-tomorrow activities” that will revitalize your in-class Book Clubs. We will explore the implementation of small group instruction and guided reading within the intermediate and senior English classroom. Come and learn how you can engage, challenge and support all of the readers in your class with this differentiated approach.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Rachel Cooke is currently an Instructional Leader of English/Literacy for the Toronto District School Board and she teaches additional qualification courses at OISE/UT. She is a Senior Author and McGraw Educational Advisor for iSkills — Constructing Meaning: Skills for Understanding Contemporary Texts and Author for iLit — Remix: A Revolution of Text Forms. She has also authored teacher guide material for iLit. For twenty-eight years she has been an indefatigable champion of inclusive and anti-oppressive curriculum and teaching.

Michelle Cordy & Lisa Morris
Inquiring Minds Want to Know: Inquiry with iPad and GAFE

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Simcoe Dufferin (max. 100)  
Tue.: 9:00 am - 10:15 am • Simcoe Dufferin (max. 100)

DESCRIPTION: How do teachers provoke student wondering and guide inquiry in the classroom? How might mobile devices be used thoughtfully to help students ask questions and engage in inquiry? Through a mixture of iPad, Google Apps for Education, (GAFE), digital and analogue tools, teachers can guide inquiry and monitor student growth over time. In this session grade 6 teachers and grade 3 classroom teachers will share the journey of leading students through modelled, shared and independent inquiry. This is a ‘show and tell’ of useful apps and web tools, pen and paper tools, and how to flow the work together from the student and teacher perspectives. As the curriculum seems to expand and yet the day seems to shrink, we will focus on how integration saves time, but also leads to deeper learning and makes time for inquiry.

INTENDED FOR: Primary/Junior

SPEAKER PROFILES: Michelle Cordy is a teacher and applied researcher. As an educator for the past 13 years, Michelle has taught at the elementary and higher education levels. She has consulted for education companies on professional development. In 2014, Michelle became a Google Certified Teacher. Currently she teaches grades 3 and 4 with 1:1 iPad and is an Apple Distinguished Educator.

http://about.me/michellecordy

Lisa Morris is an experienced classroom teacher, who has also served as a literacy coach in the Thames Valley District School Board. Through classroom based Teacher Learning and Leadership Program (TLLP) research projects, leading board initiatives and previous work experience in early childhood education for 10 years, Lisa is adept at leading innovative projects while building inclusion among other professionals. Lisa excels at enhancing literacy instruction with technology.

Danièle Courchesne
Le documentaire ou l’art de lire et de comprendre des textes courants

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Elgin (max. 40)

DESCRIPTION: Consulter, lire et comprendre un documentaire nécessitent de mettre en œuvre plusieurs habiletés, stratégies et connaissances sur les multiples composantes, tant textuelles, visuelles qu’organisationnelles qui composent ce type de document. À travers des activités de lecture en grand groupe, en petits groupes ou individuelles, les participants découvriront toutes les facettes du documentaire et différentes façons d’animer la lecture de textes courants.

INTENDED FOR: French: Junior

SPEAKER PROFILE: Danièle Courchesne enseigne le français
Jeffrey Wilhelm
Re-framing Curriculum and Instruction as Inquiry (Intermediate/Senior)
Monday 9 a.m. in Dominion South
Monday 2:15 p.m. in Simcoe Dufferin

Sue Jackson
Let’s Give ‘Em Something to Talk About!—Using Book Clubs in K–3
Monday and Tuesday 10:45 a.m. in Birchwood

Talk, Talk, and More Talk!—Developing the Oral Language Skills of K–3 students
Monday 2:15 p.m. in City Hall and Tuesday 2:15 p.m. in Dominion South

Laura Inglis, George Karagiorgakis, & Vidya Shah
Social Justice and Culturally Relevant and Responsive Pedagogy in Education
Monday and Tuesday 12:45 p.m. in Pine East & West

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An Issues 21 16-pack
Issues 21 is a dynamic inquiry-based social justice resource for grades 6–9.

OR

An LPEY Grade 3 Conversation Kit
Grade 3 Conversation Kit
Stimulates and enriches students’ oral language development in a variety of social situations with a focus on oral participation and turn-taking, active listening and talking, academic conversation, and visual comprehension.

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au niveau primaire. Elle a travaillé pendant plusieurs années auprès de jeunes en classe d’immersion et plus récemment auprès d’élèves ayant le français pour langue maternelle. Elle écrit également une chronique portant sur l’animation de la littérature en classe, Des livres à exploiter dans la revue Lurelue. Elle écrit un livre sur l’utilisation de la littérature jeunesse en classe, Histoire de lire. Elle oeuvre présentement à titre de collaboratrice à Livres ouverts pour le volet français langue seconde.

SECOND PRESENTATION:
Lire l’image et interpréter à la maternelle et au premier cycle du primaire
Tue.: 9:00 am - 10:15 am • Elgin (max. 40)
DESCRIPTION: On dit souvent qu’une image vaut mille mots. Elle se compose de 1001 détails qui participent à l’élaboration de son sens et à son interprétation par les jeunes lecteurs. Pour le lecteur “en émergence”, c’est LA porte d’entrée principale dans l’album. L’amener à mieux comprendre les illustrations, c’est le guider vers l’autonomie en tant que lecteur. Par le biais d’activités de groupe, les participants découvriront les différentes composantes de l’image et seront ainsi mieux outillés pour interpréter ce qu’ils regardent.
INTENDED FOR: French: K-3

Alec Couros
Identity, Networks, and Connected Learning
MONDAY
Mon.: 10:45 am - 12:00 noon • Dominion South (max. 180)
DESCRIPTION: We are currently exiting the age of personal computer and entering a new mobile reality. Emerging technologies now provide us with the tools to drastically transform our learning environments, and for the first time in history, learners now have the technical ability to learn anywhere, anytime, and with anyone. Yet, transitioning away from our industrial model of education will not be easy, and leaves us with many questions. What do teachers/leaders need to know about modern learning? How can social networks and new media be used to support student learning? How do we deal with digital identity and citizenship? This presentation will outline our new technological reality, feature examples of how social networking and communication tools can transform learning environments and guide participants in examining the potentials and pitfalls of 21st century learning.
INTENDED FOR: General

SPEAKER PROFILE: Dr. Alec Couros is a professor of educational technology and media and the Coordinator of Information and Communications Technology at the Faculty of Education, University of Regina. He has given hundreds of workshops and presentations, nationally and internationally, on topics such as openness in education, social/networked learning, instructional design, digital citizenship, and critical media literacy. His graduate and undergraduate courses help current and future educators understand how to use and take advantage of the educational potential offered by the tools of connectivity.

SECOND PRESENTATION:
Understanding Digital Citizenship
Mon.: 12:45 pm - 2:00 pm • Dominion South (max. 180)
DESCRIPTION: Issues such as cyberbullying, sexting, and student access to inappropriate content are important areas of understanding for teachers, administrators, children, adolescents, and parents. This presentation will outline many of the important issues that face our schools in an era where access to information is ubiquitous, and digital messages are easily spread. More importantly, this presentation will provide strategies for dealing with and understanding such issues in the positive framework of developing and taking control of adolescent digital identities.
INTENDED FOR: General

Ruth Culham
The Writing Thief: Using Mentor Texts to Teach the Craft of Writing
MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Grand Ballroom Centre (max. 600)
Tue.: 10:45 am - 12:00 noon • Grand Ballroom Centre (max. 600)
DESCRIPTION: It’s been said that mediocre writers borrow, but great writers steal. Writing thieves read widely, dive deeply into texts, and steal bits and pieces from great texts as models for their own writing.
At this session participants will discover how using fiction and nonfiction picture books is a rewarding and powerful teaching strategy to help students at any age learn to write. As models for good writing, students use picture books, chapter books, and everyday texts to see the writing traits in action and to learn specific craft techniques to create strong writing using the writing process. Participants will sample books that align with each of the traits, make writing connections to each of the modes/purposes (narrative, informational, argumentative opinion) and discover digital options for sharing picture books, too.
INTENDED FOR: Junior

SPEAKER PROFILE: Ruth Culham, Ed.D., is the president of the Culham Writing Company and former Unit Manager of the Assessment Program at Education Northwest in Portland, Oregon. Ruth was English Teacher of the Year in Montana, the highlight of her 19-year teaching career. She holds specialty degrees in Library Science and Elementary, Middle, and Secondary English Education.
As a pioneering researcher in writing assessment and instruction, Ruth creates and conducts teacher workshops to provide professional development at local, district, and state levels in the U.S. At state and national conferences she’s a featured speaker on using traits of writing, designing effective writing instruction, and reading to teach writing, and other related topics.
Ruth is the recognized expert in the traits of writing field and author of over 40 teaching resources published by Scholastic, including 6+1 Traits of Writing: The Complete Guide, Grades 3 and Up; 6+1 Traits of Writing: The Complete Guide for the Primary Grades; and Traits of Writing: The Complete Guide for Middle School, winner of the 2011 Teacher’s Choice award. (Not surprising, however, since middle school is her true love.) As the author of Traits Writing: The Complete Writing Program for Grades K-8 (2012), she has launched a writing revolution. Traits Writing is the culmination of 40 years of educational experience, research, practice, and passion. She has a new book for principals, What Principals Need to Know About Teaching and Learning Writing (2014), and another exciting new text from IRA: The Writing Thief: Using Mentor Texts to Teach the Craft of Writing (2014).

**Joseph Dicks & Allan Roy**

**Soutenir les auteurs en immersion/Supporting Writers in French Immersion**

**MONDAY & TUESDAY**

Mon.: 12:45 pm - 2:00 pm • Elgin (max. 40)
Tue.: 12:45 pm - 2:00 pm • Elgin (max. 40)


**INTENDED FOR:** French: General

**SPEAKER PROFILES:** Joseph Dicks is the Director of the Second Language Research Institute of Canada and professor in the Faculty of Education, University of New Brunswick. His responsibilities include teaching courses in the areas of bilingualism, second language assessment and evaluation. His scholarly work involves research in the areas of assessment and literacy, program policy, planning and evaluation, and curriculum development. Before working at the university, Dr. Dicks taught both core French and French immersion at the elementary, middle, and high school levels, and worked as an FSL consultant. He is a senior author of textbooks for FSL at the middle level and series editor for an elementary level program. Dr. Dicks is also co-editor in chief of the Canadian Journal of Applied Linguistics (CJAL).

Allan Roy is a Faculty Associate at the Second Language Research Institute of Canada in the Faculty of Education, University of New Brunswick, UNB. Allan has a BEd from McGill University and an MEd from UNB. Over the past 15 years, he has taught at various levels from kindergarten to grade 8 in the early and late French immersion programs. Allan has presented at several national and international conferences and has offered numerous professional development workshops for teachers. His areas of interest include balanced literacy instruction in the French immersion context, curriculum integration and effective assessment practices.

**Leda DiMaria Miles**

**Who’s Afraid of Monsters?**

**MONDAY & TUESDAY**

Mon.: 9:00 am - 10:15 am • Pine East & West (max. 70)
Tue.: 9:00 am - 10:15 am • Pine East & West (max. 70)

**DESCRIPTION:** Interpreting many storybooks on monsters is the beginning process of opening up dialogue about these mythical creatures. Through the arts, students can generate, develop and communicate ideas about monsters. Creating an inquiry on monsters is an opportunity for students to explore further by expressing thoughts and questions about these imaginary creatures. This session will involve looking at storybooks and interpreting them using drama, dance, music and art.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** Leda Miles has been teaching for the TCDSB for approximately 20 years and at present she is the K to 12 Arts Consultant. Leda holds a Masters in Literacy Education and is pursuing another MEd in Integrated Arts. Leda has written the Drama AQ for York and University Of Ontario Institute Of Technology (OUIT) and has taught it for several years. She also wrote the Kindergarten AQ for Ontario English Catholic Teachers Association (OECTA) and taught it on line for the last five years. Leda is in the process of working with a publishing company in writing art and drama lessons for elementary teachers in a special format.

**Sophia Dixon**

**Exploring Issues of Race, Class, Gender and Family Diversity in Language Arts**

**TUESDAY**

Tue.: 12:45 pm - 2:00 pm • Cedar (max. 65)

**DESCRIPTION:** This interactive workshop will expose participants to rich storybooks and other texts that explore complicated issues related to race, class, gender, and family diversity. Participants will be engaged in literacy experiences that utilize effective teaching and learning strategies that will support critical thinking about these various aspects of identity.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Sophia Dixon is a Toronto District School Board teacher, formerly seconded to the Ontario Institute for Studies in Education/University of Toronto (OISE/UT’s) Initial Teacher Education Program. She has 15 years teaching experience and has worked as a Teaching/Learning Coach for the Model Schools for Inner Cities Initiative, which
supports many of Toronto’s inner city schools. She is committed to designing curriculum that uses the knowledge and experiences that children bring to learning and that exposes them to the realities of others. To continue her own professional growth and that of her peers, she continues to facilitate opportunities for educators to explore impactful experiences that help students unravel the complexities of ‘sensitive’ matters such as race, gender/sexual identity and class.

**Glen Downey**

*Fostering Inquiry One Comic Book at a Time*

**MONDAY & TUESDAY**

Mon.: 10:45 am - 12:00 noon • Cedar (max. 65)

**DESCRIPTION:** This session examines visual narrative as a genre worthy of study - not simply as a means of giving students material they find “easy” or “accessible” but as one whose form, content, and history can illuminate for kids different ways of accessing, thinking critically about, and making meaning of the world around them. The workshop will explore how the visual narrative, specifically comics and graphic novels, can be used to foster genuine inquiry in young people. It will also share ideas and activities that can be used to engage students in understanding the ongoing dialogue that comics and graphic novels have about how the world works and how, from their perspective, it should, while giving participants insight into a genre that, in education circles, has finally come into its own.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Glen Downey is an award-winning children’s author, graphic novelist, reviewer, and International Baccalaureate (IB) educator from The York School in Toronto. He is also the founder of Comics in Education (www.comicsineducation.com), a website dedicated to the use of visual narrative in the K-12 curriculum. Glen has written nearly a hundred books for young people across a variety of genres including graphic novels and theme-based classroom books aimed at reluctant readers. He was writer and series editor for Graphic Poetry, winner of the 2010 Texty Award from the Text and Academic Authors Association, and the 2011 Teachers Choice Award for Children’s Books. Since 2003, he has written for Rubicon Publishing in Oakville, authoring titles for award-winning series such as Boldprint, *The 10*, *Boldprint Graphic Readers and Graphic Novels*, and *Interface*. His works have been distributed by Scholastic, Oxford, Harcourt, Pearson, Brightpoint Literacy, and Althouse Press. In addition, Dr. Downey is a regular reviewer for PW Comics World, the graphic novel division of Publishers Weekly, and serves as a judge on the Critics’ Poll that chooses the Graphic Novel of the Year. He also writes for the Sequart Research and Literacy Organization in the US, a group devoted to advancing comics as an art form. His reviews have also appeared in *The Globe and Mail* and *The Beat: The News Blog of Comics Culture*.

**SECOND PRESENTATION:**

*“Best Class Ever!” — The Top 10 Activities for the English/Language Arts Classroom*

Tue.: 12:45 pm - 2:00 pm • Maple East & West (max. 90)

**DESCRIPTION:** Gathered, collected, honed, and refined over the course of two decades in secondary and postsecondary education, the activities presented in this workshop are guaranteed to have your students coming up to you afterwards and saying, “Best class ever!” Whether it’s an activity based on a popular game show that brings out our passion for literature, a unit on World Mythologies that uses the framework of reality TV, or a hilarious poetry activity that sees students marry human emotions with mundane objects, participants will get a first-hand look at some phenomenal classroom activities by getting right in there and having a blast doing them! Participants looking for a fun, activities-based workshop that can be taken directly back to the classroom need look no further.

**INTENDED FOR:** General

**Nick Foley**

*Kapernakus — Creating a Culture of Care through Reading*

**MONDAY & TUESDAY**

Mon.: 10:45 am - 12:00 noon • Chestnut East & West

**Tue.: 10:45 am - 12:00 noon • Chestnut East & West**

**DESCRIPTION:** *Kapernakus* is an interactive children’s book created to outline the effects that bullying can have on a person. It is a highly interactive presentation that is designed to continue after the initial address has been facilitated. *Kapernakus* focuses on understanding our differences and the importance of inclusion. The program provides children with the opportunity to make good choices and encourages positive interaction with each other. Teachers will be shown how to implement reading activities as a next step to the book *Kapernakus*, combining literature with character education.

**INTENDED FOR:** Primary K–3

**SPEAKER PROFILE:** Nick Foley is the founder of Celebrate the Hero, an initiative that motivates and empowers people of all ages to make a difference by propagating good through action. Celebrate the Hero was featured in Trend Hunter and Social Business magazines as one of the most progressive thinking self-esteem/anti-bullying initiatives available. Nick has had the privilege of speaking all over North America and is also the author of two books: *Act Like You’ve Been There: Rules For My Brother*, which is a guide to living with integrity and perpetuating good citizenship, and most recently the children’s book *Kapernakus* (Ka-per-nah-kus) which focuses on self-esteem and inclusion. After growing up in Belleville Ontario, Nick played four years of Junior Hockey in the Ontario Hockey League, where he was twice nominated for the Humanitarian of the Year Award. He then accepted an opportunity to play for the St Mary’s University Huskies. Even at this time he was recognized for his personal ethics by being nominated twice for the Humanitarian of North America. Nick was a 1.200-point producer for the Huskies and also a judge on the Critics’ Poll that chooses the Graphic Novel of the Year. He then accepted an opportunity to play for the St Mary’s University Huskies. Even at this time he was recognized for his personal ethics by being nominated twice for the Humanitarian of
A HOLE IN MY HEART
Rie Charles
"Charles has captured the inner reality of an indomitable heroine."
—Avril & Avire

JAKE AND THE GIANT HAND
PHILIPPA DOWDING
"This is a well-crafted horror story with a suspenseful buildup and truly creepy details...."
—School Library Journal

THROWAWAY GIRL
KRISTINE SCARROW
"...A rich, eye-opening novel that has the potential to create empathy in young readers."
—Avril & Avire

SOMETHING WIKI
SUZANNE SUTHERLAND
"Sutherland writes about the physical realities of puberty without reservation or judgement, something her young readers will appreciate."
—Vikki Vansickle, author of Summer Days, Starry Nights
the classroom. Can learn how to use this resource to support students in Curriculum. Student evidence will be shared so educators in oral, reading and writing — kindergarten to grade 12. Language learners. The resource supports English proficiency been developed to support language acquisition for English language learners. Nick is the very proud father of beautiful Brynn, from whom he has learned more in one year than he ever thought imaginable. She has been, and continues to be the greatest teacher in his life.

Janet Giberson
Steps to English Proficiency
MONDAY
Mon.: 12:45 pm - 2:00 pm • Kenora (max. 50)
DESCRIPTION: Come and learn about a resource that has been developed to support language acquisition for English language learners. The resource supports English proficiency in oral, reading and writing — kindergarten to grade 12. Participants will see the strong connection to the Ontario Curriculum. Student evidence will be shared so educators can learn how to use this resource to support students in the classroom.

INTENDED FOR: English Language Learners (ELL)

SPEAKER PROFILE: Janet Giberson M Ed, Student Achievement Officer with the Ontario Ministry of Education, was part of the team that developed the Steps to English Proficiency resource to support English Language Learners across the province. She was also part of a team leading the learning across Ontario in collaborative teacher inquiry for literacy leaders, ELL board leads and Transitions 4-10. Janet developed and facilitated web conferences on language acquisition for educators across Ontario — K-12 and supported the development of two Literacy and Numeracy Monographs for Canadian-born English Language Learners, and English Literacy Development — Supporting English Language Learners with Limited Prior Schooling. She also created an elementary and secondary mathematics assessment resource for Initial Assessment for English Language Learners.

Garfield Gini-Newman
Cascading Challenges: Engaging Learners Through a Choreographed Approach to Inquiry
TUESDAY
Tue.: 10:45 am - 12:00 noon • Cedar (max. 65)
DESCRIPTION: Wiggins and McTighe began the conversation by developing Understanding By Design. Now take the next step by exploring how to frame your curriculum around a cascading model in which the learning flows from a rich, provocative question and task. Cascading from the central questions, students explore related lines of inquiry as they build their understanding, revise their thinking and uncover the big ideas in your course. During this session participants will consider how designing learning through a cascading model can help to ensure design down learning takes place making thinking visible and allowing for powerful assessment for and as learning.

INTENDED FOR: General

SPEAKER PROFILE: Garfield Gini-Newman blends humour with a deep understanding of effective curriculum design centred around the infusion of critical thinking for all. As Senior Lecturer at OISE/University of Toronto and a senior national consultant with The Critical Thinking Consortium, Garfield has worked with thousands of teachers across grades and subjects, helping them to frame learning around engaging and provocative activities and authentic assessments.

Requests for Garfield’s services have taken him from Asia to the Middle East, Europe, the Caribbean and across North America. His interest in effective teaching and learning has led him to actively explore the challenges and opportunities presented by teaching and learning in the digital age. Garfield has spoken across Canada and internationally on critical thinking, brain compatible classrooms, curriculum design and effective assessment practice, and nurturing 21st century skills in a digital world. In addition to his work at the University of Toronto and delivering workshops, Garfield has also authored several articles, chapters in books and seven textbooks and has taught in the faculties of education at York University and the University of British Columbia.

Recent Publications include: Article: In Search of the Thinking Classroom, May 2014; Article: Encouraging Digital Technology Integration with Critical Thinking: The Global Teenager Project, June 2014

Works in Progress include: Book: Creating Thinking Classrooms for the 21st Century; Book: Cascading Challenges: A Choreographed Approach to Student Inquiry; Web-based Materials: Inquiry Pac Grade 6 Social Studies; Inquiry Pac Grade 8 History; Inquiry Pac Grade 10 Civics

SECOND PRESENTATION:
Nurturing Creativity in Students Through Effective Instruction and Assessment
Tue.: 2:15 pm - 3:30 pm • Cedar (max. 65)
DESCRIPTION: Do schools educate creativity out of children? How can teachers frame learning so as to ignite rather than douse the spark of creativity innate in all children. During this session, Garfield will explore the relationship between critical and creative thinking and will show how attention to six key elements can significantly improve creativity in all students — Purpose, Deep Knowledge, Play, Time, Generative Strategies, and Guidance. During the session participants will try out a variety of practical strategies and approaches that can contribute to students’ creative output.

INTENDED FOR: General
Frank Glew  
**Literacy Gives You Wings**  
**MONDAY & TUESDAY**  
Mon.: 2:15 pm - 3:30 pm • Kenora (max. 50)  
Tue.: 9:00 am - 10:15 am • Wentworth (max. cap. 50)  
**DESCRIPTION:** Environmental concerns are by far the biggest factor in the quality of our children’s lives now and in the future. Literacy is a powerful tool in which we can change values especially before age ten. One of the most important gifts we can give children is to make sure they are taught a meaningful and engaging respect for Mother Earth. The benefits of connecting with nature are many and will last a lifetime. Children who understand the need for a healthy environment become our best natural resource. The ten books that the author has written are geared towards character education and use nature and animals as the educational vehicle to capture attention and empathy. Respect and responsibility for self, others, other species, globally for now and especially the future are the VOICE in each book. Literacy can give children the much needed WINGS to a sustainable future.  
**INTENDED FOR:** K-6  
**SPEAKER PROFILE:** Dr. Frank Glew is the recipient of 14 awards for his ten timely nature picture books. They include the Queen’s Golden Jubilee Medal, 2002 and the Richards Education Award, 2006. He has taught all grades from grade one to university (University of Waterloo, Toronto and Western) during his 35 years as an educator. He has presented to every school board in Ontario showing his passion for the environment and education of children. Over a fourteen years span, $400,000 worth of books were donated by the author to Public and Catholic schools in Ontario. He is retired and living in Kitchener, Ontario, Canada where he is pursuing his life-long dream of writing meaningful children's books, travelling, playing hockey and, most of all, enjoying being an active part of his grandchildren’s lives.

Judy Halpern  
**A Place to Wonder: Picture Books and “Glocal” Ideas**  
**MONDAY & TUESDAY**  
Mon.: 12:45 pm - 2:00 pm • City Hall (max. 110)  
Tue.: 9:00 am - 10:15 am • City Hall (max. 110)  
**DESCRIPTION:** “Glocal” is not a spelling mistake! It’s the bringing together of global and local issues and ideas where students can explore where they are in time and place. Exploring place-based strategies, through exceptional picture books, captures students’ imaginations, promotes environmental stewardship and civic engagement. To wonder is the driving force... what do you wonder?  
**INTENDED FOR:** Primary K-3/Librarians  
**SPEAKER PROFILE:** Judy Halpern, (MEd.) a qualified teacher of more than 20 years’ experience, created The Magic Suitcase: a literature-based science program, in 1996. Her research has involved using picture books to teach content, specifically in the area of science and environmental education. Judy teaches pre-service teacher candidates at the Faculty of Education at Wilfrid Laurier University. Her other experiences include: storytelling; teaching elementary to high school students; presenting workshops at a host of conferences, leading cultural and educational tours abroad and writing and publishing teaching materials for young children. A walk in the woods, sharing wonderful books, fuels her passion for the importance of environmental education and her own natural curiosity.

Theresa Hanrahan  
**Media Literacy 1, 2, 3!**  
**MONDAY & TUESDAY**  
Mon.: 12:45 pm - 2:00 pm • Maple East & West (max. 90)  
Tue.: 10:45 am - 12:00 noon • Simcoe Dufferin (max. 100)  
**DESCRIPTION:** Discover ways to integrate Media Literacy throughout the curriculum and make meaningful connections to everyday events within your classroom. Learn how media literacy expectations can be directly linked to science, writing, and the arts. Explore strategies to help primary students begin to decode the media messages around them. Tap into students’ own interests and curiosity with exciting, interactive lessons involving environmental print, online resources, picture books, commercials, toys, and more!  
**INTENDED FOR:** Primary 1-3  
**SPEAKER PROFILE:** Theresa Hanrahan has been working within the TCDSB for over 20 years. During her career, Theresa has provided support to children and fellow educators as a literacy coach, reading intervention teacher, and professional learning network teacher. Theresa received the Reading for the Love of It Award in 2005 and she currently shares her love of literacy in a primary classroom.

Jennifer Harper  
**Literacy Smarts: Engaging the Interactive Whiteboard**  
**MONDAY & TUESDAY**  
Mon.: 10:45 am - 12:00 noon • Kenora (max. 50)  
Tue.: 10:45 am - 12:00 noon • Wentworth (max. 110)  
**DESCRIPTION:** The interactive whiteboard is a wonderful tool that can engage and empower our primary learners. This session will provide practical tips effectively utilizing the interactive whiteboard in our literacy and classroom centres and in our everyday lessons. Find out how to use this tool for managing information, providing our students with choice, making lesson planning interactive and expanding our students’ thinking.  
**INTENDED FOR:** Primary 1-3  
**SPEAKER PROFILE:** Jennifer Harper is passionate about teaching and learning, engaging students and helping them achieve. She is currently a teacher at Upper Canada College and has more than fourteen years experience teaching at the Primary, Junior, and Intermediate grade levels. Her books are available through Pembroke Publishers. *Literacy Smarts* shares innovative ways to use the interactive whiteboard as a tool in our students’ learning. *Student*
Driven Learning shares practical tips to implement inquiry-based learning empowering our students to be leaders in their learning. Her newest book, Classroom Routines, offers strategies and ideas to imbed character, curriculum and critical thought into our most mundane daily routines.

SECOND PRESENTATION:
Goodbye Mundane Routines
Tue.: 10:45 am - 12:00 noon • Kenora (max. 50)
DESCRIPTION: Does taking attendance bore you? Are you sick of counting heads or yelling “roll call” on field trips? Do you secretly dread your lunch duty? Does end of the year clean up take away from the bright summer sun? If so, this session is for you. Empowering our class, connecting with curriculum expectations, stuffing in critical thinking and building strong emotional connections with each student can be obtained in even these mundane routines. This session will walk through the most common primary routines and demonstrate how to flip them into engaging and meaningful moments.
INTENDED FOR: Primary 1-3

Laura Inglis, George Karagiorgakis & Vidya Shah
Social Justice and Culturally Relevant and Responsive Pedagogy in Education

Monday & Tuesday
Mon.: 12:45 pm - 2:00 pm • Pine East & West (max. 70)
Tue.: 12:45 pm - 2:00 pm • Pine East & West (max. 70)
DESCRIPTION: In this session, participants will learn how to incorporate the concepts of social justice and Culturally Relevant and Responsive Pedagogy (CRRP) into programming, using an interdisciplinary approach. This approach will help students become global citizens who can use critical literacy and math skills as tools to challenge inequities with the goal of promoting sustainability, humanitarianism, and a more just world. Stemming from an inquiry project on CRRP with TDSB teachers, presenters will share what they’ve learned about student engagement, enjoyment, achievement, and how literacy and mathematics can be used as transformative tools to amplify student voice and guide students to become agents of change in their school communities. Presenters will share examples from their work with teachers, including sample math tasks.
INTENDED FOR: General

SPEAKER PROFILES: Laura Inglis, George Karagiorgakis, and Vidya Shah met as learning facilitators in the Toronto District School Board (TDSB). They provided support for educators, sharing their passion for curriculum integration and social justice issues by implementing Culturally Relevant and Responsive Pedagogy (CRRP). They have also been involved in curriculum writing, professional development training, co-teaching, interdisciplinary planning, and action research/inquiry. Combined, they have presented workshops at local, provincial and international levels, in a variety of disciplines. In 2013 they were contracted by Scholastic Education to write a collection of Teacher’s Guides for the Issues 21 Resource, which examines 21st century issues through the lens of social justice and inquiry.

Sue Jackson
Let’s Give ‘Em Something to Talk About! — Using Book Clubs with Primary Students

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Birchwood (max. 220)
Tue.: 10:45 am - 12:00 noon • Birchwood (max. 220)
DESCRIPTION: Are you looking for a new way to engage primary learners in rich talk about texts? Why not try a book club? Attend this interactive workshop to explore how book clubs promote inquiry-based learning, critical and creative thinking, effective communication skills, and deeper comprehension. Acquire step-by-step directions on how to set up successful book club experiences and receive helpful tips on organization, management, and assessment of these powerful opportunities to extend students’ 21st century skills.
INTENDED FOR: Primary 1-3

SPEAKER PROFILE: Sue Jackson is an enthusiastic and innovative speaker, author, consultant and educator. Prior to her role as Scholastic’s National Literacy Consultant, Sue was a Learning Coordinator for the Thames Valley DSB in Ontario where she assisted teachers with the implementation of provincial and board literacy initiatives. Additionally, Sue has taught courses for the University of Western Ontario and she has contributed to many educational publications, including Scholastic’s Literacy Place for the Early Years, Moving Up and Stepping Up resources. As a classroom teacher for 20 years, Sue brings a wealth of experience and a passion for hands-on, inquiry-based learning to her sessions.

SECOND PRESENTATION:
Talk, Talk, and More Talk! — Developing the Oral Language Skills of Primary Students

Mon.: 2:15 pm - 3:30 pm • City Hall (max. 110)
Tue.: 2:15 pm - 3:30 pm • Dominion South (max. 180)
DESCRIPTION: Oral language is foundational for students’ success in reading and writing. Carefully planned oral language experiences can enrich and expand young learners’ skills. Attend this interactive workshop where Sue will highlight powerful strategies and engaging materials that promote oral participation, conversations, and discussions; enhance vocabulary acquisition; and expand students’ communication skills.
INTENDED FOR: K-3
Pembroke
The best books from exceptional educators & speakers that will help you enrich your teaching conquer classroom challenges build healthy learning communities.

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City Hall Room — Sheraton Centre, 123 Queen St. E, Toronto
Monday, February 9, 2015 — 4:30–6:00 p.m.

Pembroke Publishers
538 Hood Rd., Markham, ON, L3R 3K9
www.pembrokepublishers.com
Heidi Hayes Jacobs

Leading the New Literacies: Digital-Media-Global

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Grand Ballroom Centre (max. 600)

DESCRIPTION: Rather than thinking about cultivating digital savvy, media production, and global connectedness as a necessary “21st century skill,” we would do well to think of it as a “right now skill.” How can we create contemporary curriculum maps that reflect the needs of the contemporary learner? Based on her latest four book series, Leading the New Literacies: Digital, Media, Global (Solution-Tree), she has designed a highly interactive and productive session for each of us. We will examine the power of the K-12 mapping review process providing the opportunity to upgrade our assessments and engage our students. You will be guided into how to integrate digital, media, and global literacies into your unit designs, lesson plans, and instructional delivery.

• Converting the teacher webpage into a marketplace for learning
• Creating a digital clearinghouse
• Designing aligned curriculum maps reflecting the new literacies
• Programs for globalizing

JOIN US! In this lively session from Dr. Jacobs, “hands-on” will mean bring your tablets and laptops

INTENDED FOR: General

SPEAKER PROFILE: Heidi Hayes Jacobs is founder and president of Curriculum Designers, Inc., a consulting group that works with schools and organizations nationally and internationally to upgrade curriculum and support teaching strategies to meet the needs of 21st century learners. Her models on curriculum mapping and curriculum design have been featured in eleven books and are the basis for software solutions used throughout the world. Working with a range of organizations, Jacobs has online courses with PBS Teacherline and PD360 and has consulted to groups ranging from state education departments, European Council of International Schools (ECIS), the Near East School Association, the College Board, the Kennedy Center, the Peace Corps World Wise Schools, Carnegie Hall, and the United Nations Council on Teaching about the UN and the Peace Corps World Wise Schools, Carnegie Hall, and the United Nations Council on Teaching about the UN and the Peace Corps World Wise Schools. Jacobs has served on Curriculum 21: Essential Education for a Changing World with ASCD, is the basis for the Curriculum 21 project which provides a clearinghouse and opportunities to upgrade classroom life. Her new four book series with Solution-Tree has just been released Leading the New Literacies: Digital, Media, Global. Her doctoral work was completed in New York City at Columbia University’s Teachers College in 1981 studying under a national Graduate Leadership Fellowship from the US Department of Education.

Lori Jamison

More than Just “Reports”: Beginning Writers and Informational Writing

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Dominion North (max. 230)
Tue.: 9:00 am - 10:15 am • Dominion North (max. 230)

DESCRIPTION: Today’s young learners know more about their world than ever before. Let’s tap into their diverse interests by having them navigate, use and create informational texts. We’ll look at planning a unit of study in writing and studying literature samples to note text features. You’ll get many ideas for teaching students how to incorporate lists and labels, glossaries and tables, and how-to’s and opinions into a multi-genre informational project.

INTENDED FOR: K-3

SPEAKER PROFILE: Lori Jamison is an educator, author and consultant. In addition to her career as a classroom teacher, she served as the K-12 Language Arts Consultant for Regina Public Schools and a Reading Assessment Specialist for the Saskatchewan Department of Education. Lori is one of only ten Canadians to ever be elected to the Board of Directors in the fifty-year history of the International Reading Association (IRA) and the only Canadian from a K-12 school district. Currently an independent consultant, Lori travels across Canada and the United States speaking at schools and conferences on best practices in literacy instruction. Lori can be reached at ljamison@sasktel.net.
SECOND PRESENTATION:
Revisiting Guided Reading
Mon.: 12:45 pm - 2:00 pm • Dominion North (max. 230)
Tue.: 12:45 pm - 2:00 pm • Dominion North (max. 230)
DESCRIPTION: Is guided reading passé? Are there better ways to facilitate small group reading instruction? This session will look at what’s new (and what’s g-old) in guided reading. We’ll discuss simplifying independent learning with the “daily two” (Read or write. Period.). From the “3 Ps” book introduction to the “must-do”, you’ll get practical ideas for implementing a small group reading program that makes the most of limited teacher time, and, more importantly, builds growth and independence for students.

INTENDED FOR: K-6

Pat Johnson
Look and Listen/Reflect and Teach
MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Grand Ballroom West (max. 400)
Tue.: 10:45 am - 12:00 noon • Grand Ballroom West (max. 400)
DESCRIPTION: Careful observations are needed when assessing children who struggle learning to read. To get more information than just a number or letter level, we need to look with an eye and ear toward in-the-head strategies. Work with Pat Johnson to learn to analyze running records to look with an eye and ear toward in-the-head strategies. They Fall

INTENDED FOR: K-2

SECOND PRESENTATION:
Teaching for Independent Strategy Use
Mon.: 2:15 pm - 3:30 pm • Grand Ballroom Centre (max. 600)
Tue.: 2:15 pm - 3:30 pm • Grand Ballroom Centre (max. 600)
DESCRIPTION: We all want students to be able to comprehend beyond the literal level. Pat will support teachers with ways to encourage students to dig deeper into the articles, books, stories, and poems they read. Using her many years’ experience as a reading specialist in diverse schools, Pat will share lessons that address teaching comprehension strategies, such as, questioning, visualizing, and most importantly, inferring.

INTENDED FOR: Junior

Kathy Kacer
When They Are Gone, We Are Their Voice: The Holocaust and a World-Wide Writing Project
MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Wentworth (max. cap. 50)
Tue.: 9:00 am - 10:15 am • Kent (max. 50)
DESCRIPTION: Do young people find meaning in the Holocaust? This question prompted a writing project that asked students in grades 6-8, from across Canada, parts of the United States, Italy, and Australia to write about this history in a meaningful way. The heartfelt responses of young people — in the form of letters, essays, poems, and art — resulted in the publication of a book entitled We Are Their Voice: Young People Respond to the Holocaust.

This session will examine how this project was developed and implemented and will provide a model and guideline for how similar projects can be applied in classrooms around the world — helping students make a meaningful connection to history. Video excerpts of students reading their stories will be a highlight of this session.

The collection of stories and art in We Are Their Voice provides hope for a more peaceful and tolerant future. This project is a tribute to Holocaust survivors and to the young people from around the world who participated in it.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Kathy Kacer is a children's author whose focus is historical fiction and true stories about the Holocaust. She is dedicated to writing about this time in history in a way that is sensitive to the age and stage of development of a young reader. Her many books include The Secret of Gabi’s Dresser, Clara’s War, The Underground Reporters, Our Canadian Girl Series, Hiding Edith, The Diary of Laura’s Twin, The Whispers Series, To Hope and Back, Shanghai Escape, and her adult book, Restitution.

A winner of the Silver Birch, Red Maple, and Jewish Book award (in Canada and the U.S.) as well as the Yad Vashem Award for Jewish Holocaust Literature in Israel, Kathy has written unforgettable stories inspired by real events. Her books have been translated into more than twenty languages and sold to countries like Germany, China, Italy, Thailand, England, Japan, Korea, Israel, Brazil, Belgium, and others. Her novels are stories of hope, courage and humanity in the face of overwhelming adversity.

Although she has been writing for many years, Kathy only became a published author in 1999. Before that, she worked with troubled teens in the field of social services. Kathy teaches Writing for Children at the University of Toronto, Canada (Continuing Studies), and provides ongoing mentoring to aspiring writers through the University of Toronto program. She also speaks to children in schools and libraries about her many books, and about the process of writing. In addition, she lectures in universities and colleges on the topic of teaching sensitive material to young children.
Jennifer Katz

Literacy in the UDL Classroom: Engaging Diverse Learners in Literate, Higher Order Thinking

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Maple East & West (max. 90)
Tue.: 10:45 am - 12:00 noon • Maple East & West (max. 90)

DESCRIPTION: This two-day session will focus on the Three-Block Model of universal design for learning (UDL) and literacy instruction for diverse learners. In this model, literacy is explored as a communication concept involving both receptive and expressive processes. Students must be able to make meaning from varied communication formats (e.g. oral language, visual representations, written texts, music and more) and intentionally select, and effectively use varied formats to communicate their own thoughts, feelings, values and beliefs for a given audience and purpose. Participants will learn an instructional pedagogy that will help ALL learners, including those who struggle with literacy, those learning English, and gifted students alike, to think deeply and profoundly about literature, multi-media text, and communication, and express themselves articulately. Frameworks for differentiating the instruction and assessment of literacy concepts and skills will be shared for K-12. Universally designed methods of using literature circles, readers’ workshop, writers’ workshop, and other formats will be explored. Cases, sample lessons, and student work samples will be shared to provide participants with models that can be implemented in classrooms from K-12.

INTENDED FOR: General

SPEAKER PROFILE: Dr. Katz received her PhD in 2008 from the University of British Columbia in inclusive education. She is the author of Teaching to Diversity: The Three Block Model of Universal Design for Learning, and Resource Teachers: A Changing Role in the Three-Block Model of UDL, which was awarded the Exceptionality Education International’s 2014 Book Award. She has also published the Teaching to Diversity reading assessment series from Portage & Main Press that includes graded reading passages, rubrics for each grade (1-12), and class profile resources. Dr. Katz taught in diverse classrooms from K-12 in Winnipeg and Vancouver for 16 years, including both special education classrooms and inclusive classrooms, in addition to working as a resource teacher, guidance counsellor, and literacy consultant. Her work as an advocate of inclusive education has spanned several provinces and territories, and multiple audiences. She has recently presented keynote addresses in Spain at the International Congress on Educational Psychology, and at John’s Hopkins University at the UDL Implementation Research Network conference sponsored by the Centre for Applied Special Technology (CAST) of Harvard University. She is currently an Associate Professor in Inclusive Education at the University of Manitoba.

Susan Kempton

Inquiry: The Heart of Teaching

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Dominion North (max. 230)
Tue.: 10:45 am - 12:00 noon • Dominion North (max. 230)

DESCRIPTION: Children are curious about the natural world and how it operates. They are fascinated with insects, animals, development, and every aspect of life. Effective teaching requires observation, listening, and questioning. Discover how to enter into inquiry with children, opening windows into their thinking and passions, informing next steps in instruction for concept and language development.

In this featured session we will investigate the connection between the use of inquiry (the process of successive questioning, leading to deeper understanding) and building content knowledge in the young child. Inquiry draws out the natural wonder in children’s thinking.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Susan Kempton is a thirty year professional in the area of early childhood literacy. She is the author of The Literate Kindergarten (Heinemann 2007) and Let’s Find Out: Building Content Knowledge with Young Children (Stenhouse 2014). Susan has worked closely with the Denver-based Public Education and Business Coalition as a staff developer, hosting local and national teaching labs in her classroom. She has taught primary-age children from diverse at-risk populations with kindergarten being her focus and passion. In addition, she is a nationally known consultant and keynote speaker. Susan recently retired to teach and inspire educators.

Sharon Korpan & Bea Meglio

Leveraging the Provincial vLE’s ePortfolio to Document Learning

MONDAY & TUESDAY
Mon.: 2:15 pm - 3:30 pm • Spruce (max. 45)

DESCRIPTION: Across Ontario, teachers are using the provincial Virtual Learning Environment (vLE) to enhance student learning and achievement by blending online and face-to-face learning spaces. Blended learning provides students with the opportunity to demonstrate their learning, archive their work and access learning opportunities anytime and anywhere. ePortfolio is one of the key tools that supports students as they share and document evidence of their learning (e.g., artifacts, presentations, projects) in the classroom. It also allows them to reach out and share with others. Come find out more about how you can make ePortfolios part of your class experience.

INTENDED FOR: General

SPEAKER PROFILES: Sharon Korpan is currently an Education Officer for e-Learning Ontario, Ministry of Education. Prior to this, she was a Special Assignment Teacher for JK-12 Information Technology Integration with St. Clair Catholic District School Board. The majority of her classroom experience was in the Intermediate Division where she was an early adopter of technology-enabled learning.
opportunities for the classroom. She has worked as a curriculum writer for the Ontario English Catholic Teacher Association. She is also an online A.Q. instructor for Queen's University.

Bea Meglio has over 25 years of classroom experience, and is a passionate advocate for empowering teachers and students to always strive to reach their potential. Currently, as an Education Officer with e-Learning Ontario (Ministry of Education), she works towards supporting digital opportunities for all learners. Bea, a media studies specialist and former e-Learning Contact, is able to ground digital learning pedagogy in authentic and practical classroom applications.

SECOND PRESENTATION:
Ministry Provided Digital Learning Resources for the Language Curriculum
Tue.: 2:15 pm - 3:30 pm • Spruce (max. 45)

DESCRIPTION: Come and learn about the numerous Ministry provided digital learning resources for your K-12 Language curriculum. Harnessing the power of the provincial Virtual Learning Environment (vLE) to support the expectations of the language curriculum has never been easier or more effective. From interactive learning objects to Ministry licensed software such as Turn It In, Bitstrips, and Learn 360; from digital elementary subject packages to fully online secondary courses; from online communication tools to assessment and evaluation opportunities — teachers now have access to numerous free and safe resources to engage and support differentiation.

INTENDED FOR: General

Chris Kubsch
Reluctant Writers: Engaging Students in the Creative Process

MONDAY
Mon.: 10:45 am - 12:00 noon • Huron (max. 50)

DESCRIPTION: Educators often struggle with reluctant readers, but what about unwilling writers? One of the most challenging aspects of teaching creative writing is getting students to buy into the process. This creative writing boot camp is designed to help teachers kick start classroom writing projects. This workshop will explore the genres of autobiography, fiction, and poetry. Participants will leave the session with several practical exercises, and outside-of-the-box approaches to the writing process that they will be able to use in the classroom.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Chris Kubsch is a Toronto writer and TDSB teacher. Kubsch’s pedagogical focus is to get at-risk students and reluctant writers to share their personal stories through performance and publication. His work in the classroom has been featured in the Globe and Mail, and, TVO Kids
different avenues for engaging students that have been presented will show practical examples of these three activities encourage students to revisit a single text. The use of home reading programs using science-based accountability in an efficient manner. The final part shows student activity, while creating both student and educator classroom that allow teachers to quickly track and document part involves creating intentional learning centres in the classroom and community building within the school. The second consistent documentation, parent/home involvement, and integration of poetry can be taught, but the love of poetry can only be caught. Unless we're provoking that fine contagion, why teach poetry at all? Some thoughts will be shared from a working poet — with lots of readings.

INTENDED FOR: General

SPEAKER PROFILE: Ever since Alligator Pie appeared in 1974, Dennis Lee's poetry has been a vital part of children's lives in Canada and around the world. He's also known for writing the song lyrics for Jim Henson's Fraggle Rock, co-founding the House of Anansi Press, and serving as Toronto's first poet laureate, where he started the city's Blue Plaques program. His latest books for children are a boardbook edition of Alligator Pie, illustrated by Sandy Nichols, and the brand new collection Melvis and Elvis, illustrated by Jeremy Tankard (both HarperCollins).

Kristian Levey
The Science of Inquiry in Full-Day Kindergarten

DESCRIPTION: In this presentation intended for full-day kindergarten educators, we will explore inquiry and everyday science to engage students through play-based learning while incorporating literacy and numeracy. There will be three parts to the presentation. The first will demonstrate how to create science activities that are rich in inquiry opportunities while allowing for literacy and numeracy extensions. It also gives educators an opportunity for consistent documentation, parent/home involvement, and community building within the school. The second part involves creating intentional learning centres in the classroom that allow teachers to quickly track and document student activity, while creating both student and educator accountability in an efficient manner. The final part shows how extending student language opportunities through the use of home reading programs using science-based activities encourage students to revisit a single text. The presentation will show practical examples of these three different avenues for engaging students that have been used in a full-day kindergarten classroom. Templates, student samples, and exemplars will be made available for download to all participants through the online Kinder Science portal.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Kristian Levey is a full-day kindergarten teacher with a passion for science education. Drawing on his science background, he regularly contributes to the knowledge of science teaching in Ontario and is always finding ways to engage students of all ages in hands-on learning through the lens of science. He is an active member of the Science Teachers’ Association of Ontario (STAO/APS0) elementary curriculum committee.

Kathy Lundy
Conquering the Crowded Curriculum

DESCRIPTION: In this practical, hands-on workshop, participants will explore ways to “conquer” the many curricular challenges they face in diverse, contemporary classrooms. They will work with Lundy’s four principles of identity, imagination, innovation, and integration found in her brand new book, Conquering the Crowded Curriculum (Pembroke). Teachers will appreciate the in-depth descriptions of comprehensive planned projects that carefully and skillfully integrate curriculum areas so that students are encouraged to see different perspectives, think critically and imaginatively about ideas, work with new material in various contexts, and then represent their new knowledge in innovative ways.

INTENDED FOR: General

SPEAKER PROFILE: Kathleen Gould Lundy is an author, teacher and inspirational speaker who has extensive experience working in literacy, equity and arts education in various school boards throughout Canada. She was a teacher, consultant and coordinator for over 30 years in the Toronto District School Board where she became interested in ways that inventive, inclusive teaching could impact student achievement especially amongst those students who were most at risk. She co-ordinates Destination Arts at York University and is the author of many professional books for teachers, including Conquering the Crowded Curriculum, Leap Into Literacy, Teaching Fairly in an Unfair World, and Creating Caring Classrooms (Pembroke). She is the author and senior series consultant for the Shakespeare On-Line series (Oxford University Press).
to your students, or you are nervous about teaching the man blessed with profound insight and a wickedly delectable sense of humour is spoken of as boring?!

If you are having a difficult time making Shakespeare cool and resources to help your high school students validate their own experience in order to write compelling creative nonfiction stories. Creative nonfiction, or Memoir, as a literary genre is on the rise; when approached properly it can become one of the most rewarding and fruitful units in an English classroom.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Aggie Maksimowska is the Head of English at Crescent School, where she has taught English and Writer’s Craft for the past ten years. She is the author of the 2013 Toronto Book Awards shortlisted novel GIANT, published under the name Aga Maksimowska, as well as multiple works of short fiction and nonfiction. She holds a Master of Fine Arts (MFA) in Creative Writing from the University of Guelph, a Bachelor of Education with a focus on English and Politics from the Ontario Institute for Studies in Education/University of Toronto (OISE/UT’s), and a Bachelor of Journalism from Ryerson University.

SECOND PRESENTATION:

Write What You Know — Creative Writing in the English Classroom
Tue.: 12:45 pm - 2:00 pm • Kenora (max. 50)

DESCRIPTION: ’Write what you know’ is a directive often repeated by creative writing instructors. However, many students who attempt creative writing reach outside of the realm of their own experience to create stories they deem ‘exotic’ or ‘exciting.’ In this workshop you will learn how to encourage your students to fictionalize lived experiences in order to create authentic stories with unique voices.

INTENDED FOR: Intermediate / Senior

Maria Martella & Jim Martella
Are you reading to chickens?

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Cedar (max. 65)
Tue.: 10:45 am - 12:00 noon • Kent (max. 50)

DESCRIPTION: No matter what grade you teach, what subject you teach, or what species you teach... nothing will keep your students engaged, like a good story. Maria and Jim Martella, (brother and sister team) will present the best books for your classroom read alouds. It only takes 15 minutes a day to keep your kids, (or chickens) happy and to spark inquiry-based learning. You just need the right tools!

INTENDED FOR: Primary 1-3/Librarians

SPEAKER PROFILES: Maria Martella is the owner of Tinlids, a Toronto wholesaler of children’s books for schools and public libraries across Canada. She is also the Ontario Chair of the Canadian Children’s Book Centre Review Committee for the “Best Books for Kids and Teens” catalogue, and a juror for the TD Canadian Children’s Literature Award for the best Canadian book of the year. Maria provides workshops and book talks to school boards across Canada, and helps teachers and librarians select books on a daily basis.

Jim Martella is the owner of Tinlids, a Toronto wholesaler of children's books for schools and public libraries across Canada. He currently for close to twenty years. Over the course of six years Aldo has run workshops for the TCDSB, Dufferin-Peel and York Region School Boards sharing his vision of visual and iconic literacy as a tool to prepare students for the multi-faceted demands of 21st century literacy. Initially conceived as a tool to encourage reluctant and struggling readers, Aldo came to the realization that all students regardless of ability become thoroughly engaged when reading material is enhanced visually. Most recently he was a judge in the field of animation and documentary at the Peel Region Film Festival.

Maria Martella & Jim Martella
Are you reading to chickens?

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Cedar (max. 65)
Tue.: 10:45 am - 12:00 noon • Kent (max. 50)

DESCRIPTION: No matter what grade you teach, what subject you teach, or what species you teach... nothing will keep your students engaged, like a good story. Maria and Jim Martella, (brother and sister team) will present the best books for your classroom read alouds. It only takes 15 minutes a day to keep your kids, (or chickens) happy and to spark inquiry-based learning. You just need the right tools!

INTENDED FOR: Primary 1-3/Librarians

SPEAKER PROFILES: Maria Martella is the owner of Tinlids, a Toronto wholesaler of children's books for schools and public libraries across Canada. She is also the Ontario Chair of the Canadian Children’s Book Centre Review Committee for the “Best Books for Kids and Teens” catalogue, and a juror for the TD Canadian Children’s Literature Award for the best Canadian book of the year. Maria provides workshops and book talks to school boards across Canada, and helps teachers and librarians select books on a daily basis.

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Tanny McGregor

**Metacognition: The Transformative Power of Reflective Thinking**

**MONDAY & TUESDAY**
Mon.: 9:00 am - 10:15 am • Grand Ballroom West (max. 400)
Tue.: 9:00 am - 10:15 am • Grand Ballroom West (max. 400)

**DESCRIPTION:** How can we foster metacognition in our classrooms? How can we make this abstract concept visible and concrete? Let’s explore a multitude of ways to merge research and practice, using realia, images, video, sketching and complex text to help students understand what metacognition is and what it can do for readers. Your students have brilliant thinking. Let’s help them reflect upon it and share it with the world!

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** The smash-hit *Comprehension Connections* introduced teachers across the U.S. to the imaginative, inspiring, and practical teaching of Tanny McGregor. Tanny’s second book, *Genre Connections*, brings to teaching genre the same creativity and can-do spirit that has helped hundreds of thousands of practitioners improve. Tanny has been teaching and learning in Cincinnati for more than two decades. She is a staff developer for the West Clermont Schools, a nationally-known keynoter and workshop presenter, and a member of Heinemann Professional Development Services. In addition to *Comprehension Connections* and *Genre Connections*, she is a coauthor of the Heinemann title *Comprehension Going Forward*. Tanny is writing a new book about comprehension and creativity, to be published by Heinemann in late 2015.

**SECOND PRESENTATION:**

**Closer Reading, Deeper Reading: Strategies That Maintain Engagement**

**TUESDAY**
Tue.: 12:45 pm - 2:00 pm • Grand Ballroom West (max. 400)

**DESCRIPTION:** Close, deep reading is what we all desire for our students and ourselves. Let’s add to our repertoire of strategies that maintain engagement, encourage rereading, and foster new thinking along the way. This session includes practical, easy to implement lesson ideas that can be used across grade levels and genres.

**INTENDED FOR:** Primary 1-3

**Sandra Mirabelli & Lionel Sandner**

**Literacy & Science: Together is Better**

**TUESDAY**
Tue.: 10:45 am - 12:00 noon • Spruce (max. 45)
Tue.: 12:45 pm - 2:00 pm • Spruce (max. 45)

**DESCRIPTION:** “Tell me and I forget, Show me and I remember, Involve me and I understand”

This practical, hands-on workshop will engage participants in a variety of activities inspired by the cross-curricular integration of skills and habits of mind present in both literacy and science. Ready to use lesson ideas and activities will spark and scaffold student inquiry while building a literacy rich environment in your classroom as students observe, question, predict and infer in a variety of contexts. See how literacy and science can support each other and foster creative and innovative thinking that can be easily transferred to other content areas. It won’t matter which comes first or where you place these ideas and activities in your day as students will deepen and extend their thinking and understanding in meaningful contexts full of opportunities for reading, writing and vocabulary development while having fun!

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILES:** Sandra Mirabelli has over 22 years of experience teaching at the elementary level. Her approach to cross-curricular integration has moved with her from the classroom to her role as Academic Consultant focused on Literacy, Science, and Integrated Curriculum Design (grades 7 to 10) at the Dufferin Peel Catholic District School Board. Sandra and Lionel have been working together as a team facilitating networks to support teachers in exploring practical and authentic ways to combine science and literacy in the classroom. Sandra has authored literacy strategy and skill development lessons in a number of Pearson Education science resources for junior and intermediate

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Rosemary McCarney

**Because I am a Girl: I Can Change the World**

**TUESDAY LUNCHEON SPEAKER**
Tue.: 12:15 pm - 2:00 pm • Grand Ballroom East (max. 600)

**DESCRIPTION:** Plan International Canada CEO Rosemary McCarney has written two books for young people, *Every Day is Malala Day* and *Because I am a Girl: I can change the world*, both inspired by her years of international development work around the world. She brings her legal background and broad personal knowledge and experience of the struggle for girls’ rights and the right to education to an entertaining talk full of personal anecdotes and experiences.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Rosemary McCarney is President and CEO of Toronto-based Plan International Canada, one of the largest international development agencies in Canada. After working with organizations like the World Bank, Canadian International Development Agency, the UN, and Street Kids International, she moved to Plan Canada. At Plan she led the initiative for the International Day of the Girl and spearheads the Because I am a Girl movement, a global initiative to end gender inequality, promote girls’ rights, and lift millions of girls — and everyone around them — out of poverty. She has spent most of her career working on issues of concern to young people. A lawyer by training, she has put those skills to use in nearly 100 countries around the world. She is the author of two books for young people, *Every Day is Malala Day* and *Because I am a Girl: I can change the world.*
students and teachers in the provinces of Ontario, Manitoba and Saskatchewan.

Lionel’s professional background includes teaching in both the K-12 and university systems, leading provincial and national curriculum science initiatives and creating print and digital resources. Currently he spends time working with teachers supporting their practice with a focus on inquiry, student engagement and integrating literacy into all subjects. He is also involved in working collaboratively with teachers to create customized resources using social media and digital printing technology. In his free time he enjoys getting outdoors with his three boys and discovering questions.

Zig Misiak
“Our” Literate Nation: a contemporary strategy of integrating First/Native Nations/Métis history and culture
MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Kenora (max. 50)
Tue.: 9:00 am - 10:15 am • Kenora (max. 50)
DESCRIPTION: Educators are mandated to integrate First/Native Nations/Métis history and culture in every teachable subject whenever possible. First/Native Nations history and culture has both been misunderstood or not understood at all. Zig Misiak’s Six Nations Iroquois Program Teachers Resource Guide begins with the Six Nations story of Creation, goes into how the clans were formed, then to the coming of the Peacemaker and the formation of the Six Nations/ Iroquois Confederacy. You will be interested in “their” story of creation, clans, clan mothers, chiefs, councils, wampum belts, wampum strings, treaties, alliances and much more. For half a century Zig has lived next to the Grand River Six Nations People and coupled with his many decades as an historic re-enactor all helps him to embellish his presentation style which is light, authentic, easy to understand and sprinkled with a touch of humour.

INTENDED FOR: General

SPEAKER PROFILE: Since retiring in 2009 Zig Misiak has dedicated all his time, resources and knowledge to writing and creating information around First/Native Nations to assist teachers with a topic/subject that seems to be the root of a great deal of anxiety. The Six Nations Iroquois Program Teacher Resource Guide, co-authored by Zig and Ray Skye, has been accepted in 563 Native and non-Native institutions as a resource/guide that helps both teachers and students. In addition to the resource/guide, he has authored three books that have a Native core. For over 50 years Zig has developed strong friendships within the Six Nations community. He has immersed himself in a myriad of organizations all related to our domestic history and many see Zig as an ‘authority’ around Canadian and Native history and culture. He truly sees himself as a student, though now a senior, and he takes great pleasure
Reading brain, helps students read well. Being in charge of their PASS abilities, originally described by A. R. Luria, are the foundation of learning and therefore help us understand reading successes and challenges. Being in charge of their reading brain, helps students love reading!

**Jack Naglieri & Kathleen Krysa**

**Think Smart: From Brain Science to Instructional Practices, Planning and Attention in Reading**

**MONDAY & TUESDAY**
Mon.: 12:45 pm - 2:00 pm • Grand Ballroom Centre (max. 600)

**DESCRIPTION:** In this session we will merge brain science of the Planning and Attention components of Luria’s Planning, Attention, Simultaneous, Successive (PASS) theory of intelligence with real classroom examples and practical strategies to help students think smarter and ultimately take charge of their own reading lives in school and beyond. We will focus on the essential reading and learning skills of Planning (complex, metacognitive decision making related to the frontal lobes), and Attention (focus and resistance to distractions related to the brain stem). These brain-based PASS abilities, originally described by A. R. Luria, are the foundation of learning and therefore help us understand reading successes and challenges. Being in charge of their reading brain, helps students love reading!

**INTENDED FOR:** General

**SPEAKER PROFILES:** Jack A. Naglieri, Ph.D., is Research Professor at the Curry School of Education at the University of Virginia, Senior Research Scientist at the Devereux Center for Resilient Children and Emeritus Professor of Psychology at George Mason University. He is a Fellow of APA Divisions 15 and 16 and the recipient of the 2011 Italian American Psychology Assembly Award for Distinguished Contributions to Psychology, St John’s University Distinguished School Psychology Alumnus, and recipient of APA Division 16 Senior Scientist Award (2001). Dr. Naglieri has focused on theoretical and psychometric issues concerning intelligence, cognitive interventions, executive function and resilience. He has authored more than 300 scholarly papers, book chapters, books, and tests. Most recently he published the *Cognitive Assessment System-Second Edition* (2014), *Comprehensive Inventory of Executive Function* (2012), *Devereux Early Childhood Assessment-Second Edition* (2012), and the *Autism Spectrum Rating Scales* (2010).

Kathleen Krysa is a life-long learner, an experienced teacher and an outstanding international presenter/coach/consultant. Kathleen is passionate, informed and committed to bringing the best educational practices to schools and teachers, so that they can help ALL students succeed. She has taught general education, special education, and gifted and talented students. Kathleen has also worked with students of varying socio-economic and multi-cultural backgrounds. She has taught and co-taught a variety of content areas at both secondary and elementary levels. Workshops with Kathleen are highly practical, brain-based and inspirational. When Kathleen coaches and consults in districts, she differentiates instruction to meet needs through modeling lessons and by observing and guiding teachers as they grow their skills.


**SECOND PRESENTATION:**

**Think Smart: From Brain Science to Instructional Practices for Successive and Simultaneous Processing in Reading**

Tue.: 12:45 pm - 2:00 pm • Grand Ballroom Centre (max. 600)

**DESCRIPTION:** In this session we will merge brain science of the Successive and Simultaneous Processing components of Luria’s PASS theory of intelligence with real classroom examples and practical strategies to help students think smarter and ultimately take charge of their own reading lives in school and beyond. We will focus on Simultaneous processing (understanding inter-relationships related to occipital/parietal area), and (d) Successive processing (working with information in sequence related to temporal lobes). These brain-based PASS abilities, originally described by A. R. Luria, are the foundation of learning and therefore help us understand reading successes and challenges. Being in charge of their reading brain, helps students love reading!

**INTENDED FOR:** General

**Jeff Nathan**

**Inside the ADHD Mind: where it wanders, why it wanders, and how to help it, along with the rest of the classroom, to flourish**

**MONDAY & TUESDAY**
Mon.: 2:15 pm - 3:30 pm • Birchwood (max. 220)
Tue.: 2:15 pm - 3:30 pm • Birchwood (max. 220)

**DESCRIPTION:** Award-winning children’s author and poet, Jeff Nathan, provides unique ADHD insight, delving into why the inattentive mind wanders (and to where) and then he shares specific ideas to aid you in helping ADHD (and non-ADHD) students absorb more information. Examples of ADHD behavior are seen through amusing poems and discussion. Strategies to hold attention are explained with his typical humor and zaniness. You’ll walk away with a better understanding of why “ADD” is such a misnomer and you’ll take away specific ideas to maximize learning.
and make your classroom a more fun and educational place for all.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Jeff Nathan, an award-winning author of children's humorous poetry from Boston, grew-up with ADHD long before there was such a diagnosis. Intending to help students who struggle to keep their minds in the classroom, he created CurricuLaughs in Language Arts, a set of grade-level educational programs that attack common core language arts conceptual difficulties with large doses of HUMOR, music, entertaining enactments, and audience participation. The students' delight was matched by teachers and principals across the US, seeing figurative language, poetry comprehension, parts-of-speech, and other grade-situation issues, being absorbed and understood through laughter. The programs now boast more principals' enthusiastic recommendation letters than anything else in the US.

He is also the creator of PunOETRY, the fun combination of puns and humorous poetry in which the wordplay has unobtrusive explanation for young learners. He uses examples from his books and anthologies that feature his work. *Oh My Darling, Porcupine* and *I Hope I Don't Strike Out*, from Meadowbrook Press, and *There's a Bear in My Shoe*, from Chucklebooks Publishing, carry key poems that he uses as springboards to effective humorous language arts lessons. His latest project, however, is *<Child's Name> Solves the Mystery of the Dangerous Sandwich at <School Name>* and is proving to be a boon to literacy stimulation for reluctant and established readers, alike. This electronic reading experience brings humor and personalization to mysteries that occur at the reader's school. Each student may take a different path through the book as they gather clues to help them solve each mystery.

**Aggie Nemes**

**Start the Conversation: Using Picture Books to Raise Awareness about Poverty**

**MONDAY & TUESDAY**

Mon.: 10:45 am - 12:00 noon • Spruce (max. 45)

**DESCRIPTION:** Students and families living in poverty encounter judgment, stigma and social isolation on a daily basis. Picture books can help Primary and Junior students begin to understand this critical equity issue in terms of how their actions and comments can help or hurt others. Raising awareness of the impact of poverty and promoting compassionate classrooms are first steps in helping all members of the school community feel welcome. Current literature lists, videos and research will be shared with participants.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Aggie Nemes is currently the New Teacher Induction Program (NTIP) Coordinator for the Toronto Catholic District School Board, working with new teachers in the areas of Orientation, Professional Development and Mentorship. She has also worked as an elementary vice-principal and a Math Resource Teacher. As a classroom teacher, she worked with Primary and Intermediate students for 15 years.

While working in schools, she came to see first-hand the impact of poverty and mental health issues on students. She has been working with staffs and teachers to help them become aware of these critical equity issues and to develop strategies to support learners and their families.

**SECOND PRESENTATION:**

**Start the Conversation: Using Novels to Raise Awareness about Poverty**

Tue.: 2:15 pm - 3:30 pm • Huron (max. 50)

**DESCRIPTION:** Students and families living in poverty encounter judgment, stigma and social isolation on a daily basis. Young adult novels can help Intermediate and Senior students continue to develop their understanding of this critical equity issue. Homelessness, food and housing insecurity all have a significant negative impact on attendance and graduation rates. Current literature lists, videos and research will be shared with participants.

**INTENDED FOR:** Intermediate/Senior

**Charles Pascal & Tai Pascal Notar**

**Too Far from Perfect: A Father-Daughter Conversation about Public Education**

**MONDAY & TUESDAY**

Mon.: 2:15 - 3:30 pm • Dominion South (max. 180)
Tue.: 2:15 - 3:30 pm • Dominion North (max. 230)

**DESCRIPTION:** Teenager Tai Pascal Notar and her father, Charles Pascal recently published their book, *Too Far from Perfect: A Father-Daughter Conversation about Public Education*. It is based on Tai's narrative regarding her journey from pre-school through to her recent graduation from high school. Since the book's publication, they have presented several keynote addresses, using a conversational style that mirrors the book, followed by a Q&A. The learning stories generalize to any and all levels of education and are aimed at educators, parents and students. Tai and Charles have also conducted seminars and workshops that create a highly interactive approach to encourage the “stories within each of us.” The aim of the book and their follow-up speeches and radio and television interviews is to encourage more storytelling from students and far more collaborative learning among and between students, teachers and parents.

**INTENDED FOR:** General

**SPEAKER PROFILES:** Charles Pascal is an internationally recognized educator with expertise in early and higher education. A former college president and Ontario deputy minister, Charles was the Special Advisor on Early Learning to the Premier of Ontario when he wrote his seminal report, *With Our Best Future In Mind*. Charles is currently Professor of Applied Psychology and Human Development at OISE/University of Toronto where he is coordinator of the Flex-time PhD Program in Early Learning. For more on Charles’ work visit http://www.charlespascal.com
Tay Pascal Notar was a Toronto-based grade 12 student whose interests include equestrian activities, hip hop dancing, photography, events management and journalism, having already published two articles for the Toronto Star. Tai has demonstrated her leadership skills both in school and in her role as a riding instructor and counselor at a summer camp for the past two years. Tai is currently studying at the University of West London in the field of Events Management.

Laura Pinto

**Extreme Makeover: Remodeling your teaching for student engagement**

**MONDAY**

Mon.: 9:00 am - 10:15 am • Kent (max. 50)
Mon.: 12:45 pm - 2:00 pm • Kent (max. 50)

**DESCRIPTION:** Move over, Ty Pennington: remodeling just got a whole lot more interesting. Just as remodeling a home means keeping functional parts, while changing others to improve our experience, this hands-on workshop invites participants to get their hands dirty in some lesson renos. Tools will be provided, and no heavy lifting will be necessary. Using a variety of engaging resources that can be applied to diverse topics, you will apply strategies that leverage evidence in order to make the transition from “habitual practice” to “intelligent practice”.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILE:** Laura Elizabeth Pinto is an Assistant Professor at University of Ontario Institute of Technology (UOIT) and the recipient of the 2009 Canadian Governor General’s Gold Medal. A former teacher, her critically-oriented research focuses on democracy and social justice in both education policy and practice. The author of 11 books and several dozen articles, Pinto’s practical books for teachers: 95 Strategies for Remodeling Instruction and From Discipline to Culturally Responsive Engagement, Corwin have been adopted by several North American school districts. Her book, *Curriculum reform in Ontario: common sense processes and democratic possibilities* (UTPress, 2012), was shortlisted for the 2013 Speakers’ Book Award.

Stepan Pruchnicky

**Junior Mashups**

**MONDAY & TUESDAY**

Mon.: 2:15 - 3:30 pm • Pine East & West (max. 70)

**DESCRIPTION:** Seldom seen as original pieces of work, mashups are often labeled as stealing or recycling of audio/visual content. Their value and educational merit is often questioned. But despite this, mashups can act as powerful multi-media artifacts that demonstrate learning. They can be original pieces of work that stretch the minds of students and not just stretch the definitions of legality. They invite us to interact with ideas and open ourselves up to seeing things in new ways. Come play with mashups. Find out how “stealing” and “recycling” can be forces for good. Learn about free software and pedagogy that supports their integration into your classroom.

**INTENDED FOR:** Junior

**SPEAKER PROFILE:** Stepan Pruchnicky is an urban elementary school teacher seconded to the Ministry of Education’s Student Work Study program. He is deeply interested in the different ways that we learn, and truly believes that good teaching is rooted in good listening. Stepan uses social media and a variety of web tools (google apps, youtube, flickr, padlet, todaysmeet, storybird, WeVideo etc.) to access student voice and to deepen his own learning. He loves interacting with other educators on twitter (@stepanpruch), and he writes about his learning on tumblr (http://140pluslearning.tumblr.com/).

Linda Rief

**Inside the Writer’s-Reader’s Notebook**

**MONDAY & TUESDAY**

Mon.: 12:45 pm - 2:00 pm • Birchwood (max. 220)
Tue.: 9:00 am - 10:15 am • Birchwood (max. 220)

**DESCRIPTION:** The WRNotebook gives students a place to be personal, individual, and real as they take notice of themselves and their world. It is essential that students have a place to collect their first draft thinking as readers, writers, observers of the world. In this session we will look at what’s in the WRN, why it’s important to keep one, and how to build on the ideas within it. We will look at what makes this an essential tool in developing strong readers and writers.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** Linda Rief teaches 8th graders at Oyster River Middle School in Durham, NH and is an instructor in the University of New Hampshire’s Summer Literacy Institute. She is a national and international presenter on issues of adolescent literacy. She is the author of *ReadWriteTeach: Choice and Challenge in the Reading-Writing Workshop* (2014), *Inside the Writer’s-Reader’s Notebook* (2007), *Vision and Voice* (1999), and *Seeking Diversity* (1992), and co-editor (Beers, Probst, and Rief) of *Adolescent Literacy* (2007). For five years she co-edited with Maureen Barbieri *Voices from the Middle*, a journal for middle school teachers published in both print and online versions.
Sharon Robinson

Under the Same Sun: A Gift of Family Stories

MONDAY EVENING SPEAKER
Mon.: 7:00 pm - 9:30 pm • Dominion Ballroom (max. 400)

DESCRIPTION: How family legacy, baseball, life’s barriers, and the words of millions of young readers has inspired Sharon’s writing. Photographs and illustrations will accompany her talk.

INTENDED FOR: General

SPEAKER PROFILE: Sharon Robinson is the author of many works of fiction and nonfiction for children. She has written several widely praised books about her father, baseball legend Jackie Robinson, including Jackie’s Nine: Jackie Robinson’s Values to Live By, Promises to Keep: How Jackie Robinson Changed America, Jackie Robinson: American Hero (children’s biography), and picture books Testing the Ice and Jackie’s Gift: A True Story of Christmas, Hanukkah.

Sharon’s other books include novels: Safe at Home and Slam Dunk! and, her most recent picture book, Under The Same Sun, is a 2014 Parents’ Choice Award Winner.

Ms. Robinson is also the educational consultant for Major League Baseball (MLB). She manages Breaking Barriers: In Sports, In Life, a baseball-themed national character education curriculum that helps empower students to face obstacles in their lives.

Prior to joining MLB, Sharon had a 20-year career as a nurse-midwife and educator. She taught at Yale, Columbia, Howard, and Georgetown Universities and is Vice Chairman of the Jackie Robinson Foundation. Ms. Robinson has earned a post-Master’s Certificate in Teaching from the School of Nursing at the University of Pennsylvania and received many honorary doctorates. Sharon lives in Sarasota, Florida and New York City.

Joseph Romano

Building Capacity In ICT & Virtual World Pedagogy (#VWP): Cultivating & Curating Online Learning Spaces

MONDAY & TUESDAY
Mon.: 12:45 pm - 2:00 pm • Huron (max. 50)
Tue.: 12:45 pm - 2:00 pm • Huron (max. 50)

DESCRIPTION: We are currently preparing our students for jobs that don’t yet exist, using technologies that have yet to be invented, in order to solve problems we don’t even know are problems yet. The terms “21st Century Educator” and “21st Century Learner” have been used exclusively leading up to the exponential change we see throughout the world and in our learning spaces alike.

It is time to move beyond the notion of “Teaching and Learning in the 21st Century” — we are teaching and learning in the NOW Century, during a time where we must build Capacity and Culture towards enabling our educators and learners within contemporary spaces for teaching and learning.

In this practical session, participants will engage in discussion surrounding the use of the Internet as a resource in building effective instructional strategies to support the development of NOW Century Learners. They will focus on the process of cultivating and curating the Internet for experiences in and around virtual Web spaces, in support of student success and self-directed/networked professional learning. Focus will be directed towards research on Virtual World Pedagogy (#VWP), via Classpace (www.classpace.ca).

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: At the Toronto District School Board (TDSB), Joseph Romano (OCT, MEd, BEd, BFA) works as an Information and Communication Technologies (ICT) Lead Teacher and centrally-assigned Teaching and Learning Consultant in the development and implementation of technology-driven teaching and learning. He supports teachers and students in their building of capacity related to 21st Century skills, specifically focusing on nurturing the development of Communication, Collaboration, Creation and Critical Thinking (The 4 Cs).

As the founder, learning strategist and researcher at Classpace (www.classpace.ca), Joseph is currently continuing his research on Virtual World Pedagogy (#VWP). Working as a consultant and learning strategist, he is focusing on the transition from conventional spaces and practices of teaching and learning towards contemporary, digitally enriched collaborative experiences.

Joseph also works as an EdTech Advisor at Medical and Related Sciences (MaRS), in Toronto’s Discovery District, in support of education-related startup companies and innovators. He supports these stakeholders by consulting on relevant educational practices and how their product/service may fit within that framework. Further, Joseph offers pedagogically focused advice, as a part of the Mozilla Hive Toronto Learning Network, and facilitates professional learning as an Elementary Teachers’ Federation of Ontario (ETFO) Integration of ICT AQ Instructor.

Connect with Joseph via Twitter: @RomanoJ & @Classpace, via LinkedIn: http://goo.gl/ntjqS and via email: Joseph.Romano@classpace.ca
**Margriet Ruurs**

**Learning Around The World — Global Learning through Nonfiction Picturebooks**

**MONDAY & TUESDAY**
Mon.: 9:00 am - 10:15 am • Linden (max. 60)
Tue.: 9:00 am - 10:15 am • Linden (max. 60)

**DESCRIPTION:** Take your students on a journey around the world, using books! Author Margriet Ruurs will take you on an exciting trip, visiting mobile libraries and school projects around the globe. She will share inside stories of the educators, librarians and children who live under very varied circumstances. You, in turn, can get students excited about learning by sharing the stories of children like Marta who is blind but attends school in Ethiopia, about an elephant bringing books to children in northern Thailand and about an ordinary day in the life of a family in the Netherlands. Make passports, get stamps, and travel through stories! You will get many ideas for activities that tie Margriet's books to the curriculum.

**INTENDED FOR:** K-6

**SPEAKER PROFILE:** Margriet Ruurs is the author of 30 books for children. She has a Master of Education degree from Simon Fraser University (SFU) and is an honorary fellow of Okanagan University College (OUC) in recognition of her work as editor of KidsWWwrite Magazine. Margriet travels around the world to speak at international schools and conferences. Her books include nonfiction, picturebooks, novels and poetry. Her newest titles include Families Around The World, Kids Can Press and A Brush Full of Colour, the picturebook biography of Ted Harrison, Pajama Press. She writes a regular column for Canadian Teacher Magazine, featuring Canadian authors and illustrators. Margriet runs a booklovers' B & B — Between The Covers — on Salt Spring Island, B.C.

**Heather Ryan**

**Key Components of an Effective, Engaging FDK Classroom**

**MONDAY & TUESDAY**
Mon.: 2:15 pm - 3:30 pm • Maple East & West (max. 90)
Tue.: 2:15 pm - 3:30 pm • Maple East & West (max. 90)

**DESCRIPTION:** During this session, Heather will highlight some of the key components of an effective full-day kindergarten (FDK) classroom. She will share her experiences in a full day kindergarten classroom focused on play-based learning and the inquiry approach. Heather will highlight the classroom as the third teacher and talk about ways to foster student self-regulation through classroom set-up. She will discuss the role of educators, students and families in an inquiry-based classroom and will talk about ways to provoke thinking and promote learning through play. Heather will highlight effective assessment practices and, using examples from her own classroom, will demonstrate ways to make learning visible through documentation. The session will also cover the importance of creating a classroom rich in engaging, literacy opportunities. To ensure that the needs of all students are met, teaching strategies for both special needs students and English Language Learners will be discussed. Heather will share a number of professional books and web-based resources that can be used for further exploration.

**INTENDED FOR:** JK/SK

**SPEAKER PROFILE:** Heather Ryan has been an educator both at a private school and with the Toronto District School Board for 11 years. Although she has taught in the primary and junior divisions, she has found her passion teaching kindergarten. Her main areas of interest include the early years, equitable and culturally responsive practice, and meeting the needs of English Language Learners. Most recently, she has co-presented a teacher inquiry to the Ministry of Education focused on the importance of home language inclusion in the classroom. Heather has been a presenter at TDSB workshops and for York University AQ students. She has also worked as a mentor teacher, hosting a demonstration classroom focused on effective full-day kindergarten practice. Heather currently teaches kindergarten at Cornell Junior Public School.

**Cristina Sanchez-Lopez**

**Helping Multilingual Learners Show What They Know Across the Content Areas**

**MONDAY ONLY (AS A SOLO PRESENTER)**
Mon.: 2:15 pm - 3:30 pm • Huron (max. 50)

**DESCRIPTION:** Participants in this session will:

- Experience simulations for the stages of acquiring a new language
- Practice strategies to promote oral academic language and vocabulary development for students with a range of English language proficiency levels
- View research and resources for supporting students' home languages in the classroom
- Examine reading comprehension strategies in various content areas
- Review resources and strategies to integrate writing instruction

**INTENDED FOR:** ESL — Junior/Intermediate

**SPEAKER PROFILE:** Cristina is an education specialist at the Illinois Resource Center (IRC). She collaborates with educators in the US and Canada on English Language Learners (ELLs) and special education; developing culturally and linguistically responsive multi-tiered systems of support (MTSS) for ELLs; middle school mathematics; literacy across the content areas; multilingual education; engaging parents, and supporting Pre-K educators who serve ELLs. Prior to coming to the IRC, Cristina taught at the elementary, middle school and university levels in the US and Mexico. At present, Cristina teaches graduate courses in the areas of Reading in a New Language as well as courses in the Foundations of Language minority education face-to-face and online. Cristina co-authored the book: Special Education Considerations for English Language Learners: Delivering a continuum of services
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1450 HEADON ROAD  BURLINGTON, ON  (905) 319-2690
info@learningtreecanada.com  www.LearningTreeCanada.com
Richard Scrimger

Something has gone terribly right!

MONDAY
Mon.: 10:45 am - 12:00 noon • Maple East & West (max. 90)

DESCRIPTION: Stories are lies, but they reveal truth and begin with truth. Because stories only work when things go wrong, the emotional truth behind them is a dark one — fear, anger, loss. I want to show kids the way into their own stories, and help them build their lies from the truth up. My presentations are interactive. I have no handouts, but there will be some standing on chairs and a lot of laughing. You may even lose weight.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Richard Scrimger has been writing since 1996. No, that’s not true. He wrote for years before that, but no one cared. He has published books for adults and children, and written for television and print media. His latest offerings are Zomboy, a creepy comedy about school bussing and the undead, Viminy Crowe’s Comic Book (co-written with Marthe Jocelyn), a part-graphic novel about children who fall into a comic and mess up the storyline, and The Wolf And Me, part of the ‘7’ Series, in which a special-needs teen gets kidnapped and has to skate home.

Richard is known for combining humour and darkness. His work deals with bullying, divorce, racism and death, yet features characters like a gloomy zombie, a swearing grandma, and a smart-alec alien in a boy’s nose. When he’s not writing or drinking coffee or laughing at himself, Richard teaches at Humber College in Toronto. Visit him at www.scrimger.ca

SECOND PRESENTATION:
The Conflict Triangle

TUESDAY
Tue.: 9:00 am - 10:15 am • Maple East & West (max. 90)

DESCRIPTION: Stories are shaped by conflict — good and evil, love and hate — but conflict itself is not a simple straight line. In fact it is shaped more like a triangle. By introducing the third character, the object or goal or secret, you move the plot forward. My focus today is on the triangle element in story. The workshop is interactive, and mostly humorous.

INTENDED FOR: Junior/Intermediate

Rina Singh

Creative Journaling

MONDAY & TUESDAY
Mon.: 12:45 pm - 2:00 pm • Spruce (max. 45)
Tue.: 12:45 pm - 2:00 pm • Linden (max. 60)

DESCRIPTION: The Creative Journal is all about YOU; your thoughts, your ideas, your memories, and your dreams. It’s a visual diary, a place to play, imagine, experiment and get in touch with your innermost self. It’s about celebrating your life in a creative blend of text and image.

In this presentation, Rina Singh will share writing prompts and “Get Going” exercises. She will also share step-by-step easy to use mixed art techniques and dozens and dozens of project ideas and student examples to get you started. You’ll be inspired to make creative journaling a part of your classroom and perhaps tell your own story the way only you can.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Rina Singh is an internationally published children’s author, photographer, artist and a full time educator. She has written numerous books for children. Her book, A Forest of Stories has been translated into several languages, including Spanish and Korean. Her most recent publications are Guru Nanak: The First Sikh Guru and Hindi for Heart, in collaboration with the renowned Indian poet, Gulzar. She teaches art and drama in the York Regional District School Board.

Sue Stephenson

A New Slant on Mental Health and Well-Being Literacy

MONDAY & TUESDAY
Mon.: 12:45 pm - 2:00 pm • Simcoe Dufferin (max. 100)
Tue.: 2:15 pm - 3:30 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: Student mental health literacy and well-being are twin, high-priority issues receiving increased attention. Sue Stephenson’s recent book Kidding Around: connecting kids to happiness, laughter and humour (2013) provides educators, parents and community organizations with a new slant on this urgent challenge using a positive education approach. She believes we need to go back to where the issues start. A trusting environment allows both kids and adults to open up and start conversations about optimism, resilience, and the range of life’s feelings and above all — relationships. This activity-based workshop will feature an informative handout.

INTENDED FOR: General

SPEAKER PROFILE: Sue Stephenson loved going to school so much (no kidding around) that she became a Family Studies teacher, then a staff learning specialist and then a principal — always passionate about universal success for all students and staff. Her books, keynotes and workshops on mental health, wellness, laughter, happiness, and trust are welcomed warmly by a wide variety of audiences. Sue cleverly combines laughing with learning — a foolproof recipe for a classroom, living room or a board room. In this presentation participants will be treated to her latest book Kidding Around: connecting kids to happiness, laughter and humour. This book is also available in a Spanish language version: Bromeando: cómo conectar a los niños con la felicidad, la risa y el humor. Sue’s partnership with Powerful Learning Practice (PLP) has made these two books available to readers as ePubs, as well as the print editions. Kids Help Phone (KHP) was involved in the development of Kidding Around and a portion of the proceeds from each book goes to KHP.
Sue is the co-author, with Paul Thibault, of *Laughing Matters: strategies for building a joyful learning community* and author of *Leading with Trust: How to Build Strong School Teams*, (Solution Tree). Sue holds a Masters of Education degree from the University of Toronto.

**Kristy Stewart**

**Lion’s Breath and Literacy — Double Dog Dare to Practice Yoga at School**

**MONDAY & TUESDAY**

Mon.: 10:45 am - 12:00 noon • Kent (max. 50)  
Tue.: 12:45 pm - 2:00 pm • Kent (max. 50)

**DESCRIPTION:** This workshop will demonstrate some of the methods of practicing yoga with young children. There are many valuable and inspiring techniques that yoga offers classroom teachers and their students, including exceptional children. Yoga may be practiced on its own or integrated to enhance curriculum and classroom routines. This dynamic workshop encourages participants to engage in an actual practice of a yoga class, which you could use immediately with children. It will instruct and motivate teachers to bring the practice to their classrooms. The workshop provides a wide overview of the benefits of yoga with children including research-based information about how yoga helps children manage stress, become more physically fit and generally happier.

**INTENDED FOR:** Primary K-1

**SPEAKER PROFILE:** Kristy Stewart, OCT, is a yoga teacher from St. Marys, Ontario. She owns a yoga studio called DoubleDogDare, offering several different classes in the community relating to yoga and the arts. Kristy teaches yoga classes and workshops to children, education workers, adults, and people with physical challenges, seniors and special interest groups. Kristy uses yoga to enhance her own health and well-being. She is passionate about how transformative a regular practice can be for anyone, integrating physical, cognitive and emotional aspects of daily life. She encourages everyone to Double Dog Dare to practice happiness through yoga.

**Heidi Jardine Stoddart**

**The Art of Picture Books**

**MONDAY & TUESDAY**

Mon.: 2:15 pm - 3:30 pm • Wentworth (max. cap. 50)  
Tue.: 2:15 pm - 3:30 pm • Wentworth (max. cap. 50)

**DESCRIPTION:** Inspired by the intermingling of art and language in picture books, this session will begin with an overview of the book illustration process followed by a sampling of favourite visual arts-related picture books. The session will present ways to incorporate these artful resources in elementary classrooms with an emphasis on teaching visual arts. Topics will include using picture books to introduce various art media, to connect visual arts with other curricular areas, and to inspire the creative process, concluding with a hands-on component based on Peter H. Reynold’s, *The Dot*.

**INTENDED FOR:** K-6

**SPEAKER PROFILE:** Heidi Jardine Stoddart was an elementary teacher with the Waterloo Region District School Board for ten years before returning to her native New Brunswick. Heidi is currently the Elementary Visual Arts Mentor for Anglophone South School District, working with elementary schools and classroom teachers to support their teaching of visual arts. She also serves on the New Brunswick Department of Education & Early Childhood Development’s Curriculum Development and Advisory Committee for elementary visual arts, and, since 2001, has been a course instructor in Visual Arts Education at the University of New Brunswick. An author and illustrator, Heidi’s titles (Nimbus Publishing) include *East to the Sea, Return to the Sea* (both Canadian Children’s Book Centre “Our Choice”/“Best Book” selections), and *Back to the Beach*. Heidi is a recipient of the Dr. Marilyn Trenholme Counsell Early Childhood Literacy Award from the Literacy Coalition of New Brunswick, and was recognized as the 2013 New Brunswick Affiliate Visual Arts Educator, presented by the Canadian Society for Education through Art (CSEA).
Larry Swartz  
**Story, Story, Hallelujah!**  
**MONDAY & TUESDAY**  
Mon.: 9:00 am - 10:15 am • Birchwood (max. 220)  
Tue.: 12:45 pm - 2:00 pm • Birchwood (max. 220)  
**DESCRIPTION:** This practical session will demonstrate how the best response to a story is... another story. A framework will be introduced to help us consider the place of making connections and encouraging interactions within a community of learners. Children's literature will be introduced to build an understanding of personal narratives, invented stories and in-role storytelling. Bibliography provided.  
**INTENDED FOR:** Primary/Intermediate  
**SPEAKER PROFILE:** Larry Swartz has been a classroom teacher, consultant and author for over 35 years and is currently an instructor in the Initial Teacher Education program at the Ontario Institute for Studies in Education (OISE). He is the author of several publications including *Creating Caring Classrooms, Good Books Matter, The Bully-Go-Round* and most recently, the fourth edition of *Dramathemes*. Larry’s work is centred on talk and arts-based responses through children’s literature.

**Alice Te & Alana Eckler Guinane**  
**A Focus on Social Justice in Stories**  
**MONDAY**  
Mon.: 9:00 am - 10:15 am • Spruce (max. 45)  
**DESCRIPTION:** Do you want to engage your students in ‘accountable talk’ that is culturally relevant, current and promotes social justice thinking and activism? Then this is the workshop for you. Join us in an interactive session where we will work with texts that explore themes of social justice, equity and issues relevant to young people. Learn about instructional strategies that promote the exploration of multiple perspectives, inferencing, critical consciousness and empathy. Help your students identify and examine big questions about identity, biases and assumptions, in order to encourage socially responsible engagement and student-led activism.  
**INTENDED FOR:** Junior/Intermediate  
**SPEAKER PROFILES:** Alice Te has taken on many roles and has worked in many educational spaces in her 23 years as an elementary educator for the Toronto District School Board. Her classroom teaching experience encompasses the elementary school grades, focussing on the junior and intermediate divisions. She has been an Equity Instructional Leader with the Toronto District School Board and taught at York University and OISE/UT in their Pre-service Programs. Alice’s passion and main purpose as an educator is her commitment to social justice and equity. This is reflected in the initiatives and projects she has participated in professionally and personally. Currently, she is a teacher librarian and language arts teacher at a very busy senior school in downtown Toronto. Alana Guinane has been an elementary teacher with the TDSB for 21 years. She has a passion for educating adolescents and is currently teaching at Donview Middle Health and Wellness Academy. Her experiences include working as an Instructional Leader in Literacy and facilitating social justice groups that empower young women. She has a particular love of literature and reads voraciously in order to deepen her connections with students. This is Alana’s second year presenting at *Reading for the Love of It*.

**Kathleen Tilly, Joyce Grant & Jonathan Tilly**  
**Teaching Kids News: Using current events to effectively teach reading, writing and media literacy**  
**TUESDAY**  
Tue.: 12:45 pm - 2:00 pm • Dominion South (max. 180)  
Tue.: 2:15 pm - 3:30 pm • City Hall (max. 110)  
**DESCRIPTION:** How can teachers make the curriculum come to life in ways that are meaningful for students? One key strategy is by bringing the world into the classroom through current events and the news. In this session, the founders of *TeachingKidsNews.com* (Canada’s popular free, kid-friendly news website) will show you how you can increase student engagement in three key areas of literacy: reading, writing and media literacy.  
At this seminar you will learn new:  
• Innovative, high-yield, fun activities that help students understand the news they read and experience every day  
• Activities that encourage students to write meaningful articles and editorials  
• Ways in which you can help students engage with, and respond to, current events — through a critical literacy lens  
You will leave with concrete examples, activities and ideas that will help you bring your language curriculum expectations to life through current events.  
**INTENDED FOR:** Junior/Intermediate  
**SPEAKER PROFILES:** Jonathan Tilly is an elementary school teacher with the Toronto District School Board. He has a B.A. in Philosophy from The University of King’s College and an M.A. in Child Study from The Institute of Child Study (OISE). Jonathan has been a speaker at conferences in Canada and the United States on the subjects of child development and psychology. Joyce Grant is a freelance journalist and editor. She produces the non-profit children’s literacy website *Getting Kids Reading*. In January 2013 her first children’s picture book *GABBY* was published (Fitzhenry & Whiteside, illustrated by Jan Dolby) and her second book *GABBY: DRAMA QUEEN* was published in December 2013. *GABBY* was selected by the Ontario Library Association as a Top 10 Best Bet for 2013 and was nominated for the Rainforest of Reading Award. Kathleen Tilly is currently working in adult education, developing and presenting curriculum and training materials. Previously she was an elementary teacher with the Toronto District School Board. She has a B.A. in Art History from
Dalhousie University, teaching qualifications from the University of Edinburgh and a M.Ed from OISE, U of T. In addition to teaching, Kathleen has led literacy workshops in the TDSB and across Ontario.

Miriam Trehearne
Multiple Paths to Early Literacy: Inquiry, Play, Focussed Teaching and Self-Regulation K-3
MONDAY & TUESDAY
Mon.: 12:45 pm - 2:00 pm • Civic Ballroom (max. 430)
Tue.: 2:15 pm - 3:30 pm • Civic Ballroom (max. 430)
DESCRIPTION: Having worked across North America, in fact around the world, Miriam has had the opportunity to meet some extraordinary Preschool-Third Grade teachers. This session allows you to “hear their voices”. And each voice is different. What is clear is that there is no magic bullet, no one way to support early literacy effectively. There are multiple paths. That being said, we do know that there are some high-yield strategies that do make a huge difference no matter the path taken. The teachers celebrated in this session demonstrate many of these high-yield strategies and instructional approaches. This session shares the gist of what we know about excellent early literacy instruction. And we know a lot! The bottom line is that “new” or “different” is not necessarily better. The work of such notables as John Hattie, Michael Fullan and others promotes improving teaching by building on success, on what is working, rather than looking to implement yet ANOTHER new innovation. Based on Miriam’s latest professional book (2014) that supports ALL young literacy learners, including those at-risk, this session is dedicated to all teachers who are successfully making it work their way and who have the strength to avoid yet another bandwagon!

INTENDED FOR: Primary K-3
SPEAKER PROFILE: Miriam has been a classroom teacher, coach and Literacy Specialist. She led a very successful literacy initiative involving 56 high-needs schools. She presently researches literacy best practices, presents to educators and parents around the world and writes professional books for teachers. She recently spoke at the European Reading Conference in Portugal and the World Congress of the IRA in Costa Rica. She is a frequent speaker at the National Association for the Education of Your Children (NAEYC) and the Association for Supervision and Curriculum Development (ASCD) conferences as well. Miriam has published in journals, has authored student resources and is author of six teacher professional books (Pre-school-grade 6) which include two award winners, published by Nelson Education. Learning to Write and Loving It! Preschool-Kindergarten (Corwin Press) 2011 was a finalist for the Association of Educational Publishers (AEP) Award in June 2012. This session is based on Miriam’s latest book (2014) that supports young literacy learners K-2.
Jessica Tudos
FLIP IT — Kika’s Upside Down Living in a Right Side Up World

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Wentworth (max. cap. 50)
Tue.: 10:45 am - 12:00 noon • Wentworth (max. cap. 50)

DESCRIPTION: Based on the popular Kika the Upside Down Girl story, about an adventurous girl who loves living upside down in a right side up world, this session explores how kids can effectively turn their ideas upside down in order to succeed. Life is full of opportunities, surprises, challenges and adventures, and through Kika’s empowering story and corresponding experiential Feelings, Limits, Inquiries, Prompts (FL!P) Approach, we can inspire kids to be confident, resilient and active. You might just see kids turn their worlds a little upside down, literally, to find their way — in any direction they choose! These strategies can be adapted to students of differing ages and integrated with many subjects.

INTENDED FOR: Primary 1-3

SPEAKER PROFILE: Jessica Tudos is an Olympic gymnast turned experiential educator, motivational speaker and Kika the Upside Down Girl author who has inspired thousands of kids, youth and adults to turn their ideas, (and themselves!) upside down in order to live life to its fullest potential. At schools, camps, gyms and in circus tents worldwide, Jessica Tudos is a dynamic speaker who activates her audience through engaging stories, probing questions and unique reflections from her adventurous and sometimes upside down life. As a catalyst for active, healthy and creative living, Jessica has led students of all ages on life adventures engaging body, mind and spirit. With a M.Ed. in Experiential Education, OCT certification, and a BSc in Recreation, Jessica is a sought after motivational speaker on experiential education, physical literacy, leadership, and elite sports; an in-demand presenter of Kika the Upside Down Girl and The FLIP Approach, and a professor in Seneca College’s Business School.

Tony Vincent
Show What You Know

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • Civic Ballroom (max. 430)

DESCRIPTION: We want students to gain, evaluate, and present increasingly complex information, ideas, and evidence through reading, listening, and speaking as well as through media. Nowadays students have a variety of ways to show what they know and to express themselves. Let’s take a look at some of the hottest free tech tools for showing, explaining, and retelling. Whether your students are using Windows, Mac, Chromebook, or iPad, see how they can craft collages, animations, comics, and digital books. Web-based tools and iPad apps will be presented side-by-side so that you can learn about media that students can produce and publish, no matter which technology they happen to be using.

INTENDED FOR: General

SPEAKER PROFILE: Tony Vincent used to teach kids every day. He enjoys teaching and loves to learn. He’s won awards and has been recognized internationally. As a fifth grade teacher in 2001, he was one of the first to have a mobile device in the hands of each of his students. Tony witnessed how empowering it was for students to have a completely portable computer filled with apps for learning and creativity. As a technology specialist, Tony worked with kindergarten through fifth grade students and their teachers. He coached them to use all sorts of digital tools for learning. In fact, his school’s podcast, Radio WillowWeb, has served as an example for countless other student-made radio shows.

Today, Tony Vincent lives in Iowa and works as a self-employed consultant. He has traveled to 40 U.S. states, Australia, England, and the Caribbean to facilitate workshops and to make presentations. He has authored books, produced videos, co-developed apps, organized events, and blogged about learning and technology. You can find his work at learninginhand.com.

Vicki Vinton
Helping Students (and Ourselves) Become Critical Thinkers and Insightful Readers

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Civic Ballroom (max. 430)
Tue.: 9:00 am - 10:15 am • Civic Ballroom (max. 430)

DESCRIPTION: For students to become the critical thinkers and insightful readers we want them to be, we need to be critical thinkers as well who have a clear vision of what it really means to read closely and think deeply. To ensure we’re the teachers students need us to be, Vicki Vinton will begin her session with a short interactive read-aloud that will allow participants to better ‘see’ the thinking work required to develop insightful interpretations. Then she’ll share a handful
of practices and tools that position grade four through high school students to replicate that work in authentic and meaningful ways. Each practice engages students in what writer Norman Maclean calls the essence of thinking: “seeing something noticeable which makes you see something you weren’t noticing which makes you see something that isn’t even visible.” And each allows students to use what they’ve noticed to “reason toward their own ideas,” which colleges say is central to the whole academic enterprise. Additionally, she’ll offer tips on how to build on, develop and expand student thinking in ways that promote student engagement, ownership and a sense of agency.

INTENDED FOR: General

SPEAKER PROFILE: Vicki Vinton is a literacy consultant and award-winning writer who has worked in the New York City public schools and in districts across the U.S. for over fifteen years. With her fellow literacy consultant Dorothy Barnhouse, she is the author of What Readers Really Do: Teaching the Process of Meaning Making (Heinemann, 2012). Her other books include The Power of Grammar: Unconventional Approaches to the Conventions of Language (Heinemann, 2005), co-authored with Mary Ehrenworth of the Teachers College Reading and Writing Project, and the novel The Jungle Law (MacAdam/Cage, 2005). In addition to her school-based work, she regularly presents and has given workshops at institutes and conferences in the U.S. and abroad. She is also the voice behind the literacy blog To Make a Prairie (http://tomakeaprairie.wordpress.com), where she regularly shares resources, new ideas and work she has done in schools.

SECOND PRESENTATION:

What’s the Main Idea of the Main Idea: From Scavenger Hunting to Synthesizing in Increasingly Complex Nonfiction Texts

Mon.: 2:15 pm - 3:30 pm • Civic Ballroom (max. 430)
Tue.: 12:45 pm - 2:00 pm • Civic Ballroom (max. 430)

DESCRIPTION: As students move up through the grades, they increasingly encounter nonfiction texts whose authors convey complex ideas in implicit, subtle and nuanced ways. Too often, though, the strategies we give students don’t help them truly engage and consider those implicit, complex ideas. Drawing on the work she has done with students and teachers in grades four through twelve, Vicki Vinton will share ways of helping students develop complex ideas about a text in order to thoroughly and deeply understand it, not just search for a main idea or claim or gather evidence for students’ own arguments. She'll also explore the benefits behind the concept of “simple text/complex task,” which introduces students to complex thinking in relatively accessible texts in order to get a feel for that thinking before tackling more difficult texts.

INTENDED FOR: General

Richard Wagamese
Reading: A Thousand Doorways
MONDAY LUNCHEON SPEAKER
Mon.: 12:15 pm - 2:00 pm • Grand Ballroom East (max. 600)

DESCRIPTION: How a lifelong habit of reading can empower and change the direction of a life. Author Richard Wagamese shares his incredible journey with books and the ‘book people’ who helped him along the way.

INTENDED FOR: General

SPEAKER PROFILE: Richard Wagamese is the author of 13 books in the genres of fiction, memoir and poetry. He is Ojibway from the Wabseemoong First Nation in Northwestern Ontario and the 2012 recipient of the National Aboriginal Achievement Award in Media & Communications and the 2013 Canada Council Molson Prize in the Arts. He has been a professional writer for 35 years as an award-winning journalist, radio/television broadcaster, and author. He is the first Native Canadian to win a National Newspaper Award for column writing among other honours such as the George Ryga Award for Social Awareness in Literature, the Canadian Author’s Association Award for Fiction and the inaugural Burt Award for First Nations, Métis and Inuit Literature. He is the recipient of two Honorary Doctor of Letters degrees from Thompson Rivers University in Kamloops and Lakehead University in Thunder Bay. He is an educator and renowned public speaker and lives in Kamloops BC.

Eric Walters
The Writer as Adventurer
TUESDAY BREAKFAST SPEAKER
Tue.: 8:30 am - 10:30 am • Grand Ballroom East (max. 600)

DESCRIPTION: Join the author as he discusses his writing adventures — climbing Kilimanjaro, walking through the Sahara Desert, trekking through Kenya, setting up a children’s program for orphans in rural Kenya — and how these have both influenced his writing and impacted his life.

INTENDED FOR: General

SPEAKER PROFILE: Eric Walters began writing in 1993 as a way to entice his grade 5 students into becoming more interested in reading and writing. Eric’s first published novel, Stand Your Ground, was created by a daily classroom reading of the manuscript. Since that first creation, Eric has published 83 novels and picture books. His novels have all become best-sellers, have won over a hundred awards, and have been translated into numerous languages. Eric writes in a variety of genres, but often his stories incorporate themes that reflect his background in education and social work and his commitment to humanitarian and social justice issues. He donated the royalties from his book about Terry Fox, Run, to The Terry Fox Foundation, and was the person who
conceived, and then actively promoted, The National Run Day in 2005 to mark the 25th Anniversary of Terry’s run. Over the past few years he has been the driving force behind The Creation of Hope (www.creationofhope.com) — an organization that serves orphans and needy children in Kenya.

Denise White & Helen Tomassini

Getting Started with the Inquiry Process in Kindergarten and Grade 1

MONDAY & TUESDAY
Mon.: 10:45 am - 12:00 noon • City Hall (max. 110)
Tue.: 9:00 am - 10:15 am • Dominion South (max. 180)

DESCRIPTION: This session is intended for teachers in kindergarten and grade 1 to help guide you as you embark on this exciting way to engage students in learning. Using actual classroom examples based on a grade 1 science unit, you will learn about the process from the beginning to the culmination of an inquiry unit. With this template you will be able to develop your own inquiry units that will also address reading and writing expectations.

INTENDED FOR: K-1

SPEAKER PROFILE: Although Denise retired from the TDSB after teaching for more than 30 years, she still enjoys working with students in the elementary panel. Currently an instructor for reading A.Q. courses, co-author of lesson plans for several publishers (most recently, Nelson's Circle of Life), and workshop presenter, she loves to share her passion for reading and teaching with others.

Helen Tomassini is a retired teacher from the TDSB. Her 24 years of experience ranged from being a classroom teacher from Kindergarten to Grade 8 as well as teaching FSL, and Reading Recovery® as a literacy coach. As a presenter in a variety of platforms such as, an instructor at York University teaching Reading AQ courses, a First Steps Tutor, a Reading Recovery® Teacher Leader, she has always enjoyed the interaction with teachers as we explore ways to attend to the students in our charge. She continues to serve as a consultant for schools and for Nelson Education (Circle of Life series) and keeps in touch with current practice through the students she tutors. Helen is excited to delve into the inquiry process as a way to actively engage students in their learning.

Nancy Wilcox Richards

Writing from the Heart

MONDAY & TUESDAY
Mon.: 9:00 am - 10:15 am • Chestnut East & West (max. 150)
Tue.: 9:00 am - 10:15 am • Chestnut East & West (max. 150)

DESCRIPTION: This workshop is based on Nancy Wilcox Richards' children's book, Claire's Race, (Curriculum Plus, 2007). A true story about five-year-old Claire who, after having brain surgery, defied all odds by running a cross-country race. This book motivates both adults and children to write about their passions. It is a story of courage, of overcoming adversity and life’s challenges. It is a story that will tug at your heartstrings.

INTENDED FOR: K-6

SPEAKER PROFILE: Nancy Wilcox Richards has worked as a published writer for over 25 years. Through Scholastic Canada, she has authored three Canadian best selling picture books (Farmer Joe's Hot Day, Farmer Joe Goes to the City, Farmer Joe Baby-Sits), and five beginning chapter books (How to Tame a Bully, How to Outplay a Bully, How to Handle a Bully, How to be a Friend, and the Hackmatack-nominated book, How to Fix a Lie). Her latest book, We're All Friends Here, was just released in September. In the classroom, Nancy's published books on bullying, and overcoming adversity (Claire's Race, Curriculum Plus) are popular with students and teachers alike. As a former elementary teacher and recipient of the “New Ways to Teach Award”, Nancy draws on 35 years of classroom expertise, and her work as a literacy mentor for her published mentor texts and accompanying on-line teacher guides (Porcupine Collection). Nancy has authored the David Booth-endorsed writing resource for teachers, Thoughts in my Pocket: Developing the Reading-Writing Connection, Grade 3 (Curriculum Plus) which offers teachers a useful and workable framework, with in-depth analysis of strategies, that can assist students in becoming proficient readers and writers.

Jeffrey Wilhelm

Re-Framing Curriculum and Instruction as Inquiry

MONDAY
Mon.: 9:00 am - 10:15 am • Dominion South (max. 180)
Mon.: 2:15 pm - 3:30 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: This session will examine inquiry approaches to curriculum and instruction, from reframing curriculum through essential questions to frontloading that leads to culminating projects including social action to address social justice issues.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Dr. Jeffrey Wilhelm is an internationally-known educator, author, and presenter. A classroom teacher for 15 years, Dr. Wilhelm is currently Professor of English Education at Boise State University. He works in local schools as part of the Professional Development Site Network, and teaches middle and high school students each spring. He is the founding director of the Maine Writing Project and the Boise State Writing Project. He has authored or co-authored 32 texts about literacy teaching and has won the two top research awards in English Education. His latest book, Reading Unbound, explores what passionate readers of marginalized texts get from their reading in terms of “inner work”; psychological satisfactions; and human development (horror, dystopia like The Hunger Games, fantasy like Harry Potter, etc.). Jeffrey is the Series Editor for the inquiry-based, non-fiction series The 10 (Scholastic); The 10 Discovery Series (Scholastic); and Issues 21 (Scholastic). He enjoys speaking, presenting, and working with students and schools.
Theresa Young & Cristina Sanchez-Lopez

Multilingual Resources: Taking a Multiliteracies Approach to Instruction for Diverse Learners

TUESDAY
Tue.: 10:45 am – 12:00 noon • Huron (max. 50)
Tue.: 2:15 pm - 3:30 pm • Kenora (max. 50)

DESCRIPTION:
• Review key literacy and language learning principles for multilingual, multicultural learners
• Summarize accumulating research demonstrating how home language supports English literacy development for bilingual speakers with or without exceptional needs
• Employ strategic use of home language in literacy instruction and/or intervention to enhance learner identities as multilingual communicators, readers and writers
• Showcase online and print samples of authentic multilingual literacy learning across grade levels

INTENDED FOR: ELL — General

SPEAKER PROFILES: Theresa Young is a speech-language pathologist whose practice in educational settings has included diverse urban, small rural, Pacific Island and First Nations schools for close to 30 years. She began her career on the Pacific island of Saipan, in the Commonwealth of the Northern Mariana Islands where she worked with multilingual students and families in home, school, and medical settings. Theresa facilitated teams in developing culturally and linguistically responsive assessment and intervention practices for Pacific Islanders. She has co-instructed in Kindergarten Early Language Intervention (KELI) classrooms in the Toronto District School Board where students bring a wealth of languages and cultural life experiences to the classroom. She coauthored The Kindergarten Early Language Intervention (KELI) Program: Multiculturalism in Action, Seminars in Speech and Language Westernoff, F., Young, T, Shimotakahara (in press). Her current work takes her to local First Nations to collaboratively design and implement programs and services for children in preschools and schools in their home communities.

Cristina Sanchez-Lopez is an education specialist at the Illinois Resource Center (IRC). She collaborates with educators in the US and Canada on ELLs and special education; developing culturally and linguistically responsive multi-tiered systems of support (MTSS) for ELLs; middle school mathematics; literacy across the content areas; multilingual education; engaging parents, and supporting Pre-K educators who serve English Language Learners (ELLs). Prior to the IRC, Cristina taught at the elementary, middle school and university levels in the US and Mexico. At present, Cristina teaches graduate courses in the areas of Reading in a New Language as well as courses in the Foundations of Language minority education face-to-face and online. Cristina has been working with Theresa Young, in collaborating with school problem-solving teams as they support ELLs.
The Sheraton Centre Exhibitors’ Display
(Booth Assignments as at December 1, 2014)
Board of Directors 2014-2015
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
Mike Francone  
Marisa Liscio  
Teresa Paoli  
Tony Petitti  
Brenda Stewart  
TORONTO DISTRICT SCHOOL BOARD
Marguerite Campbell  
Lise Hawkins  
Vangie Kalanderopoulos  
Kathy Lazarovits  
Carol Munro  
This is the slate of Directors presented to serve you in the 2014-2015 year. Any other nominations will be taken from the floor at the Annual General Meeting. Nominated individuals must be members of the Association, must agree to serve, and must be present at the AGM.

Reading Council Executive and Committee Members, 2014-2015
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FIRST VICE PRESIDENT AND CONFERENCE PROGRAMME CHAIR
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Joan Barrett  
Liz Blake  
Denise Canning  
Jill Eason  
Mike Francone  
Lise Hawkins  
Vangie Kalanderopoulos  
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The committees are comprised of members from the TCDSB and TDSB.

Reading for the love of it 2016
40th Anniversary Conference
Next year’s conference will be held in downtown Toronto at the Sheraton Centre, Thursday, February 18th and Friday, February 19th, 2016. Registration information will be mailed to all Ontario schools. Delegates who attend in 2015 will receive information directly.

Registration on our website readingfortheloveofit.com will begin October 1, 2015. Plan to register early since space is limited.

Visit us online and see what people are saying about Reading for the love of it.

East York-Scarborough Reading Association
1315 Lawrence Ave. East, Unit 309
Toronto, Ontario M3A 3R3
Tel: 416-444-7473 Fax: 416-444-9282
E-mail: eys@readingfortheloveofit.com
Web: www.readingfortheloveofit.com

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