42nd Annual Language Arts Conference
Thursday, February 22nd & Friday, February 23rd
Sheraton Centre Hotel, Toronto, Ontario

Mary Walsh
Thursday Special Opening Presentation

Humble The Poet
Thursday Luncheon Keynote

Candy Palmater
Friday Luncheon Keynote

Laura Numeroff
Friday Breakfast Keynote

Linden MacIntyre
Thursday Banquet Keynote

PROGRAMME
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Message from the President

If you give a delegate a Reading For The Love Of It programme book, chances are… he or she will start highlighting sessions to attend, and if he or she starts highlighting sessions to attend, chances are… excitement and anticipation for the 2018 conference will heighten and swell!

As you leaf through the pages of this programme book, we’re certain the striking line-up of speakers and session topics will exceed your expectations for another exhilarating two days of professional learning.

Why not start your conference experience at our Welcome Reception and AGM on the evening of Wednesday, February 21st where you can meet and greet presenters, attendees and EYSRA executive committee members. Then wake up Thursday morning and begin your day with laughter and fun at our special opening presentation, starring acclaimed comedian, Mary Walsh.

Other featured keynotes prepared to motivate and lift our spirits include creative Spoken Word artist, Humble the Poet, distinguished broadcast journalist, Linden MacIntyre, New York Times bestselling author, Laura Numeroff, and award-winning television and radio personality, Candy Palmater. Let’s not forget Pam Allyn, Mary Bigler, Lori Jamison, Penny Kittle, Kevin Sylvester, Larry Swartz, and the list goes on.

Between presentation room travels, we invite you to stop by the Outreach tables and learn more about the local, national and international initiatives and organizations that we support on your behalf. Perhaps you’ll consider making a purchase to help our fundraising efforts.

Of course, all this would not be possible if not for the dynamic and hard-working committee members that make up the East York-Scarborough Reading Association. Special thanks to Denise Canning, First Vice President and Conference Programme Chair, and her remarkable team, who have worked diligently over the past year in preparation for RFTLOI 2018. Heartfelt gratitude is also extended to Erica Townson, Executive Administrator and Conference Planner Extraordinaire, who never ceases to amaze us with her efficiency, skills and enthusiasm.

And… if excitement and anticipation for the 2018 conference heightens and swells, chances are… registered delegates will encourage others to mark the dates on their calendars and register right away!

I look forward to seeing you on February 22nd & 23rd.

Until then, happy planning!

Marisa Liscio
Conference Session Planner

Review the programme and use the manual conference session planner below to list your presentation choices, OR to maximize your conference experience, use our mobile conference guide app.

Both the manual planner and the RFTLOI2018 conference app are for your personal use. 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. Plan smart and include back-up session choices for each time slot.

**Note:** Access to sessions is strictly limited to the maximum capacity indicated, and is on a first come, first served basis. The executive reserves the right to clear each meeting room of all attendees who exceed the maximum capacity and following each session.

### Thursday, February 22, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>8:15 am - 4:30 pm</td>
<td>Exhibitors' Display — Lower Concourse (only available to registered delegates)</td>
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<tr>
<td>8:30 am - 10:00 am</td>
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<tr>
<td>9:00 am - 10:15 am</td>
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<tr>
<td>10:45 am - 12:00 noon</td>
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<td>12:15 pm - 2:00 pm</td>
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<tr>
<td>12:45 pm - 2:00 pm</td>
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<tr>
<td>2:15 pm - 3:30 pm</td>
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<tr>
<td>7:00 pm - 9:30 pm</td>
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</tbody>
</table>

### Friday, February 23, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8:15 am - 4:00 pm</td>
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<tr>
<td>10:45 am - 12:00 noon</td>
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<td>12:15 pm - 2:00 pm</td>
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<tr>
<td>12:45 pm - 2:00 pm</td>
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<tr>
<td>2:15 pm - 3:30 pm</td>
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</tr>
</tbody>
</table>

MOBILE CONFERENCE GUIDE APP

Maximize your conference experience by using our mobile conference guide featuring speaker information and any applicable handouts/reference material, session schedules, exhibitor lists, maps and much more! Best of all, it’s accessible from all devices with an Internet browser: smartphones, tablets, laptops, and even desktops. Register for the conference online and you will automatically be given a personal attendee profile page.

**How to Access our RFTLOI2018 Mobile Conference Guide App:**

Go to [http://eventmobi.com/rftloi2018/](http://eventmobi.com/rftloi2018/) on your Internet browser to instantly access your mobile conference guide!
Schedule of Events

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!**

**Wednesday, February 21, 2018**

7:00 pm - 7:30 pm  Late registration pick-up — Concourse Level
8:00 pm - 11:00 pm  Welcome Reception/Annual General Meeting
   All registered delegates and speakers are welcome.

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**Reading for the Love of It 2018**

**Welcome Reception /Annual General Meeting**

**Wednesday, February 21, 2018 • 8:00 pm to 11:00 pm**

Provincial Ballroom

This is an opportunity for delegates and speakers to meet informally prior to the presentations and workshops.

Light Refreshments will be served with cash bar.

The East York-Scarborough Reading Association looks forward to welcoming all participants.

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**Thursday, February 22, 2018**

8:00 am - 4:00 pm  On-site registration (only if space available) — Concourse Level
8:15 am - 4:30 pm  Exhibitors’ Display — Lower Concourse (only available to registered delegates)
8:30 am - 10:00 am  Special Opening Presentation featuring Canadian icon **Mary Walsh** OR visit the Exhibitors’ Display
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 **Humble The Poet**
12:45 pm - 2:00 pm  Presentations and Workshops
2:15 pm - 3:30 pm  Presentations and Workshops

6:00 pm - 7:00 pm  Cocktail Reception
7:00 pm - 9:30 pm  Dinner Banquet with **Linden MacIntyre** and Reading Award Winners, and a special posthumous ‘Heart Award of Recognition’ to **Donald Graves**, presented by **Penny Kittle**

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**Friday, February 23, 2018**

8:00 am - 10:00 am  On-site registration (only if space available) — Concourse Level
8:15 am - 4:00 pm  Exhibitors’ Display — Lower Concourse (only available to registered delegates)
8:30 am - 10:00 am  Breakfast with speaker **Laura Numeroff**
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 **Candy Palmater**
12:45 pm - 2:00 pm  Presentations and Workshops
2:15 pm - 3:30 pm  Presentations and Workshops

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**VISIT THE EXHIBITORS’ DISPLAY!**

Stroll through the exhibitor booths on the lower concourse. Meet publishers, Toronto book sellers, authors, illustrators and storytellers while buying some books and having them autographed. All of this, in one place for two days!

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**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.
- We kindly request that you refrain from wearing scented products to accommodate participants with fragrance sensitivities.
<table>
<thead>
<tr>
<th>SPEAKERS</th>
<th>PRESENTATION TITLES</th>
<th>INTENDED AUDIENCE</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex A</td>
<td>The Making of a Graphic Novelist and a Lifelong Reader</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pam Allyn</td>
<td>Every Child is a Super Reader Reading is Like Breathing In and Writing is Like Breathing Out</td>
<td>K-3 Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Neil Andersen</td>
<td>Navigating Social Media Media Literacy for the Fun of It</td>
<td>Intermediate/Senior General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Joanne Babalis</td>
<td>The Hundred Languages: Mini studio experiences and insights to support our understanding of integrated learning with the revised Kindergarten Program document (2016)</td>
<td>JK/SK</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Mary Bigler</td>
<td>Songs, Rhymes and Story Times</td>
<td>K-6</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Yannick Blier &amp; Élaine Roy</td>
<td>Des esprits curieux qui veulent apprendre: le processus d’enquête dans la classe de français / Inquiring minds want to know: The Inquiry Process in the language classroom</td>
<td>General French/English French/English</td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Mars Bloch &amp; Jill Snider</td>
<td>Inquiry and Technological Problem Solving as Contexts for Mathematical Thinking</td>
<td>K-3 (ECE)</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Heidi Bornstein &amp; Stephen Chadwick</td>
<td>Mindful Educators - Resilient Students: An Experiential Approach</td>
<td>General</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Renée Bourgoin</td>
<td>Interventions spécifiques pour soutenir les lecteurs en langue seconde Activités pour soutenir les auteurs à s’auto-corriger et s’auto-évaluer</td>
<td>French General French General French</td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Nadia Kenisha Bynoe &amp; Gayle David</td>
<td>Reading Our Way to a Culturally Relevant Classroom</td>
<td>French/English K-3 French/English French/English</td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Rachel Cooke</td>
<td>Informational Graphic Texts: A New Way of “Seeing” and Understanding Literature</td>
<td>Intermediate/Senior</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Damian Cooper</td>
<td>Taking a VOCAL Approach to Assessment - that is ‘Validating Observation and Conversation When Assessing Learning’</td>
<td>General</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lesley Davidson &amp; Heather Myrvold</td>
<td>Beyond Decoding: Linking Thinking to Reading and Comprehending Using Book Clubs</td>
<td>Primary 1-3</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Eric Déморé</td>
<td>‘The Class Novel is Dead!’: Voice, Choice, and the Self-Directed Reader</td>
<td>Intermediate/Senior</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Debbie Diller</td>
<td>Growing Independent Learners: From Literacy Outcomes to Stations in K-3 Making the Most of Small Groups</td>
<td>K-3 Junior</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Glen Downey</td>
<td>The 10 Best Comics for Teaching Social Justice and Global Awareness</td>
<td>Intermediate/Senior</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Judy Eaton &amp; Teresa Zupancic</td>
<td>Using Descriptive Feedback Through a Blogging Platform to Support Literacy Skill Development</td>
<td>Primary/Junior/ Intermediate</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Katya Ferguson</td>
<td>Power and Pedagogy</td>
<td>General</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Roy Fernandes &amp; Barb Stoner</td>
<td>Going Beyond the Classroom - experiential education at its best</td>
<td>Junior/Intermediate</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Carolyn Filice &amp; Roseann Harris</td>
<td>Supporting Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mary Fiore &amp; Maria Luisa Lebar</td>
<td>Leveraging Literacy to MOVE Math</td>
<td>Primary/Junior (ELL)</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Adrienne Gear</td>
<td>Powerful Understandings Sensible Story Structures!</td>
<td>Primary/Junior Primary/Junior</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Garfield Gini-Newman</td>
<td>5 Keys to Nurturing Creativity Structures that Put Thinking at the Core of Learning</td>
<td>General General</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Joyce Grant</td>
<td>Fake News: How to Spot It, and How to Teach Kids About It</td>
<td>Junior/Intermediate (ELL)</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Roseann Harris, Miranda Kus, John Morgan &amp; Anna Pumo</td>
<td>Integrating Numeracy into a Literacy Intervention</td>
<td>Primary 1-2</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Susan Hopkins</td>
<td>Self-Regulation and Reading K-3; Self-Regulation and Reading Grades 4-8</td>
<td>K-3 Junior/Intermediate</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td><strong>Humble the Poet</strong></td>
<td><strong>Do Make Songs until the End of the World</strong></td>
<td>General Luncheon</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lori Jamison</td>
<td>What Do You (Want To) Know? Research and Inquiry in K-1 From Emojis to Essays: Marvelous Minilessons for Teaching Writing</td>
<td>K-1 Junior/Intermediate</td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

✓ = Offered once day of  ✓✓ = Offered twice day of
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Heather Johnson &amp; Wendy Burch Jones</td>
<td>Breathing In, Breathing Out: Tools to Help Students with Anxiety</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Diane Kashin</td>
<td>The Links between Literacy, Nature and the Principles of the Reggio Emilia Approach</td>
<td>JK/SK</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Penny Kittle</td>
<td>Focus on Writing Craft, The Balanced Reading Diet</td>
<td>Intermediate/Senior</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Kristian Levey</td>
<td>Embedding Inquiry Throughout the Day in Full-Day Kindergarten</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Linden MacIntyre</td>
<td>A Yearning to Learn: A Personal Perspective</td>
<td>General</td>
<td>✓</td>
<td>Banquet</td>
</tr>
<tr>
<td>Aggie Maksimowska</td>
<td>Writing from Life: Creative Nonfiction in the English Classroom</td>
<td>Senior</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Cathy Marks Kran</td>
<td>Reading, Writing and Think-Alouds in K-6 Mathematics Classrooms</td>
<td>K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maria and Jim Martella</td>
<td>AWE Books! – Achievement, Well-being &amp; Equity in Books</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Toni McCann</td>
<td>Talking Equals Learning – Using Talk Structures to Promote Learning</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sandra Mirabella &amp; Lionel Sandner</td>
<td>Literacy &amp; Science: Together is Better, Literacy &amp; Science Together: It's Critical!</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>Intermediate/Senior</td>
</tr>
<tr>
<td>Kristi Mraz</td>
<td>Writing Workshop Is For Everyone, Smarter Charts: Utilizing Powerful Tools For Independent, Engaged Learners</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<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>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Susin Nielsen</td>
<td>Confessions of a Word Nerd</td>
<td>Intermediate/Senior</td>
<td></td>
<td>✓</td>
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<tr>
<td>Laura Numeroff</td>
<td>If You Give A Child A Book</td>
<td>General</td>
<td>Breakfast</td>
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<tr>
<td>Lana O'Reilly</td>
<td>Exploration of an Inquiry</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kris Oliverio, Kaila O’Callaghan &amp; Colette Fraser</td>
<td>It Takes a Village… Our Journey to Foster Comprehension in At-Risk Readers</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Candy Palmater</td>
<td>The Road Less Travelled</td>
<td>General</td>
<td>Luncheon</td>
<td></td>
</tr>
<tr>
<td>Dr. Bob Phillips – First Nations Elder, Sara Anderson &amp; Kathi Tanel</td>
<td>The KAIROS Blanket Exercise – an Interactive Indigenous Literary Experience</td>
<td>General</td>
<td></td>
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</tr>
<tr>
<td>Barbara Reid</td>
<td>Beyond the Blue Stripe</td>
<td>K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Aisha &amp; Joe Restoule General</td>
<td>Indigenous Stories: Perspective Matters (K-8)</td>
<td>K-8</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Carol Ricker-Wilson</td>
<td>Using Robust Questions to Open Up Texts</td>
<td>Intermediate/Senior</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Élaine Roy &amp; Yannick Blier</td>
<td>Connexion, communication et collaboration : l’apprentissage de la langue dans un contexte authentique / Connect, communicate and collaborate: Making language learning authentic for everyone</td>
<td>General French/English</td>
<td>French/English</td>
<td>French/English</td>
</tr>
<tr>
<td>John Scully</td>
<td>Start Literacy Through Stop Motion</td>
<td>Primary/Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Melissa Seco</td>
<td>Wonders, Sparks, &amp; Inquiries: Using Picture Books to Promote STEAM in the Kindergarten Program</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Marsha Forchuk Skrypuch</td>
<td>A Child in War</td>
<td>Primary/Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Pam Strong</td>
<td>Picture Books: A Place to Start or Continue LGBTQ+ Conversations in the Elementary Classroom</td>
<td>K-8</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Larry Swartz</td>
<td>TAKE ME TO YOUR READER</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kevin Sylvester</td>
<td>Use Humour to Trick Kids into Thinking, LOOSEN UP</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>David Tranter</td>
<td>Strengthening Literacy Through Well-Being and Strengthening Well-Being Through Literacy</td>
<td>K-8</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Jeanette Voaden</td>
<td>Creating Books Using Google Slides</td>
<td>Junior/Intermediate (ELL)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ann Walmsley</td>
<td>Prose and Cons: The Prison Book Club</td>
<td>General</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mary Walsh</td>
<td>Crying for the Moon: the Road to Becoming an Author</td>
<td>General</td>
<td>Opening Presentation</td>
<td></td>
</tr>
<tr>
<td>Brian Weishar, Dianne Fenner, Kim Slomka</td>
<td>Building Resilience in Adolescent Readers, Tapping into the Text</td>
<td>Intermediate/Senior</td>
<td>Intermediate/Senior</td>
<td>✓</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
</tr>
<tr>
<td>----------------------</td>
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<td>------------------------------------------------------------------------------------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td><strong>8:30 am – 10:00 am</strong></td>
<td>Mary Walsh</td>
<td>Crying for The Moon: the Road to Becoming an Author</td>
<td>General</td>
<td>Grand Centre &amp; West (max. 1200)</td>
</tr>
<tr>
<td>10:45 am – 12:00 noon</td>
<td>Joanne Babalis</td>
<td>The Hundred Languages: Mini studio experiences and insights to support our understanding of integrated learning with the revised Kindergarten Program document (2016)</td>
<td>JK/SK</td>
<td>Pine East &amp; West (max. 70)</td>
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<td>Nadia Kenisha Bynoe &amp; Gayle David</td>
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<td>Melissa Seco</td>
<td>Wonders, Sparks, &amp; Inquiries: Using Picture Books to Promote STEAM in the Kindergarten Program</td>
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<td>Kevin Sylvester</td>
<td>Use Humour to Trick Kids into Thinking</td>
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<td>Maple East &amp; West (max. 90)</td>
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<td><strong>12:15 pm – 2:00 pm</strong></td>
<td>Humble the Poet</td>
<td>Do Make Songs until the End of the World</td>
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<td>Pam Allyn</td>
<td>Every Child is a Super Reader</td>
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<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>Carol Ricker-Wilson</td>
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<td>Élaine Roy &amp; Yannick Blier</td>
<td>Connexion, communication et collaboration : l'apprentissage de la langue dans un contexte authentique / Connect, communicate and collaborate: Making language learning authentic for everyone</td>
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<td>Pam Allyn</td>
<td>Reading is Like Breathing In and Writing is Like Breathing Out</td>
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<td>Heidi Bornstein &amp; Stephen Chadwick</td>
<td>Mindful Educators – Resilient Students: An Experiential Approach</td>
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<td>The Links between Literacy, Nature and the Principles of the Reggio Emilia Approach</td>
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<td>Kris Oliverio, Kaila O’Callaghan &amp; Colette Fraser</td>
<td>It Takes a Village …Our Journey to Foster Comprehension in At-Risk Readers</td>
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<td>Prose and Cons: The Prison Book Club</td>
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<td>Brian Weishar, Dianne Fenner, Kim Slomka</td>
<td>Building Resilience in Adolescent Readers</td>
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7:00 pm – 9:30 pm

Linden MacIntyre

A Yearning to Learn: A personal perspective

General

Dominion (max. 400)
### Friday, February 23 at a Glance

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<tr>
<th>Time</th>
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<td>8:30 am – 10:00 am</td>
<td>Laura Numeroff</td>
<td>If You Give A Child A Book</td>
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<td>Yannick Blier &amp; Élaine Roy</td>
<td>Des esprits curieux qui veulent apprendre: le processus d’enquête dans la classe de français / Inquiring minds want to know: The Inquiry Process in the language classroom</td>
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<td></td>
<td>Maria and Jim Martella</td>
<td>AWE Books! – Achievement, Well-being &amp; Equity in Books</td>
<td>General</td>
<td>City Hall (max. 110)</td>
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<tr>
<td></td>
<td>Kristi Mraz</td>
<td>Smarter Charts: Utilizing Powerful Tools For Independent, Engaged Learners</td>
<td>Junior</td>
<td>Grand Centre (max. 400)</td>
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<td></td>
<td>Jeff Nathan</td>
<td>Inside the ADHD Mind: Where it Wanders, Why it Wanders, and How to Help It, Along</td>
<td>Primary/Junior</td>
<td>Dominion North (max. 230)</td>
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<td>with the Rest of the Classroom, to Flourish</td>
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<td>Lana O'Reilly</td>
<td>Exploration of an Inquiry</td>
<td>JK/SK</td>
<td>Dominion South (max. 180)</td>
</tr>
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<td></td>
<td>Kris Oliverio, Kaila O'Callaghan &amp; Colette</td>
<td>It Takes a Village … Our Journey to Foster Comprehension in At-Risk Readers</td>
<td>Int./Senior</td>
<td>Linden (max. 60)</td>
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<td></td>
<td>Fraser</td>
<td>Using Robust Questions to Open Up Text</td>
<td>Int./Senior (ELL)</td>
<td>VIP Room (max. 70)</td>
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<td></td>
<td>Élaine Roy &amp; Yannick Blier</td>
<td>Connexion, communication et collaboration : l'apprentissage de la langue dans un</td>
<td>General French/English</td>
<td>Kent (max. 50)</td>
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<td>context authentique / Connect, communicate and collaborate: Making language learning</td>
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<td>authentic for everyone</td>
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<td>Melissa Seco</td>
<td>Wonders, Sparks, &amp; Inquiries: Using Picture Books to Promote STEAM in the Kindergarten Program</td>
<td>JK/SK</td>
<td>Chestnut East &amp; West</td>
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<td>Prose and Cons: The Prison Book Club</td>
<td>General</td>
<td>(max. 150)</td>
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<td>Ann Walmsley</td>
<td>Tapping into the Text</td>
<td>Int./Senior</td>
<td>Cedar (max. 65)</td>
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<td>Brian Weishar, Dianne Fenner, Kim Slomka</td>
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<td>Simcoe Dufferin (max. 100)</td>
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<td>2:15 pm -</td>
<td>Alex A</td>
<td>The Making of a Graphic Novelist and a Lifelong Reader</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West</td>
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<td>3:30 pm</td>
<td>Neil Andersen</td>
<td>Media Literacy for the Fun of It</td>
<td>General</td>
<td>Cedar (max. 65)</td>
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<td>Mary Bigler</td>
<td>Songs, Rhymes and Story Times</td>
<td>K-6</td>
<td>Dominion South (max. 180)</td>
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<td></td>
<td>Heidi Bornstein &amp; Stephen Chadwick</td>
<td>Mindful Educators – Resilient Students: An Experiential Approach</td>
<td>General</td>
<td>Birchwood (max. 220)</td>
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<td></td>
<td>Nadia Kenisha Bynoe &amp; Gayle David</td>
<td>Reading Our Way to a Culturally Relevant Classroom</td>
<td>French/English K-3</td>
<td>Kent (max. 50)</td>
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<td>Adrienne Gear</td>
<td>Sensible Story Structures!</td>
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<td>Susan Hopkins</td>
<td>Self-Regulation and Reading Grades 4-8</td>
<td>Primary/Junior</td>
<td>Civic (max. 430)</td>
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<td>Lori Jamison</td>
<td>From Emojis to Essays: Marvelous Minilessons for Teaching Writing</td>
<td>Junior/Int.</td>
<td>City Hall (max. 110)</td>
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<td>Penny Kittle</td>
<td>The Balanced Reading Diet</td>
<td>Int./Senior</td>
<td>Grand Centre (max. 400)</td>
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<td>Aggie Maksimowska</td>
<td>Writing from Life: Creative Nonfiction in the English Classroom</td>
<td>Senior</td>
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<td></td>
<td>Aisha &amp; Joe Restoule General</td>
<td>Indigenous Stories: Perspective Matters (K-8)</td>
<td>K-8</td>
<td>Simcoe Dufferin (max. 100)</td>
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<td></td>
<td>Melissa Seco</td>
<td>Wonders, Sparks, &amp; Inquiries: Using Picture Books to Promote STEAM in the Kindergarten Program</td>
<td>JK/SK</td>
<td>Chestnut East &amp; West</td>
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<td>Penny Kittle</td>
<td>LOOSEN UP</td>
<td>General</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>Maple East &amp; West</td>
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<td></td>
<td>Aisha &amp; Joe Restoule General</td>
<td>Indigenous Stories: Perspective Matters (K-8)</td>
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<td>Penny Kittle</td>
<td>LOOSEN UP</td>
<td>General</td>
<td>Maple East &amp; West</td>
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<td></td>
<td>Judy Eaton &amp; Teresa Zupancic</td>
<td>Using Descriptive Feedback Through a Blogging Platform to Support Literacy Skill</td>
<td>Primary/Junior/Int.</td>
<td>Linden (max. 60)</td>
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(December 15, 2017 / 14:25:11)
Speaker Sessions & Profiles

Alex A
Friday Only
The Making of a Graphic Novelist and a Lifelong Reader
Fri.: 2:15 pm – 3:30 pm • Chestnut East & West (max. 150)
DESCRIPTION: What does it take to become Quebec’s most popular graphic novelist? In this presentation, Alex A. shares his development as an author and illustrator, giving educators ideas about how to foster, from a young age, lasting creativity around drawing and storytelling. Graphic novels are wildly popular with children, so they offer a great opportunity to foster literacy and lifelong positive engagement with images and text. The key, especially with primary students, is to provide high-quality, appealing and age-appropriate examples. Who better to recognize these than a master of the craft? Educators will come away with a graphic novel hotlist for the younger set and a new/renewed appreciation of what can be accomplished with a clever combination of text and illustration.
INTENDED FOR: Primary 1-3
SPEAKER PROFILE: Alex A., author and illustrator, discovered his love for creating cartoon characters at the age of eight and has been at it ever since. His first graphic novel was published in 2011: L’Agent Jean! The series now includes over 10 books and is adored by young readers in Quebec and Ontario.
Alex has been doing presentations in schools for over 6 years, sharing his passion with thousands of children across Canada, encouraging them to create characters and stories. L’Agent Jean! is now available in English as Super Agent Jon Le Bon! (Adventure Press). Volumes 1-5 in English have been selected for inclusion in The Canadian Children’s Book Centre’s Best Books for Kids and Teens. Alex is also the author of Mini-Jon’s Experiments (for kids 6 to 9), where humour, adventure and science come together. A dose of Experiments is found monthly in Chickadee Magazine.

Pam Allyn
Thursday Only
Every Child is a Super Reader
Thurs.: 12:45 pm – 2:00 pm • Grand Centre (max. 400)
DESCRIPTION: Every child deserves the opportunity to become a 24/7, 365 days a year super reader! Pam Allyn’s 7 Strengths Model, built on a social-emotional framework that honours children’s languages, cultures, communities, and stories, builds a safe and loving environment in which to cultivate super readers and writers who believe in themselves and are ready for college, career, and civic engagement. Organized around the 7 Strengths inherent in super readers and writers (Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope), this session will show teachers, parents, caregivers, and out-of-school providers why reading and writing are the ultimate super powers, leading to richer, deeper experiences with information, ideas, and connections to others in classrooms, families, and the world at large.
INTENDED FOR: K-3
SPEAKER PROFILE: Pam Allyn is a world-renowned literacy expert, author and motivational speaker. She is the Executive Director and Founder of LitWorld, a groundbreaking global literacy movement serving children across the United States and in more than 60 countries, and LitLife, a cutting-edge education consulting group specializing in professional development for Pre-K-12 literacy instruction.
Pam is the author of 27 books for educators, leaders and families on reading, writing and quality learning. Her most recent book is Every Child a Super Reader (Scholastic, 2015), co-authored with Dr. Ernest Morrell. Other books include Your Child’s Writing Life (Avery, 2011), and Pam Allyn’s Best Books for Boys (Scholastic, 2011) and the forthcoming Taming the Wild Text. She has co-authored and contributed to a number of curriculum and instruction books, including the Core Ready series (Pearson, 2013) and The Complete Year series (Scholastic, 2008).
Pam has received many awards for her work, including The Children’s Village Legacy of Service Award and the Scholastic Literacy Champion Award, both for bringing the joy and power of reading to children. She was selected as one of twenty national mentors for the Bush Institute’s Women’s Initiative Fellowship to help young Egyptian women develop leadership skills. For these past three years, Pam has served as a W.K. Kellogg Foundation Fellow in Racial Equity and Healing. She received the Distinguished Alumni Award from Teachers College, Columbia University in April 2017.
Pam is featured widely in traditional press and on social media as a literacy expert for both families and educators. She has been featured on Good Morning America, The Today Show, NBC News, Oprah Radio, The Huffington Post, CNN International, Al Jazeera, Parenting Magazine, Real Simple Magazine and in The New York Times, speaking to the power of education and literacy to transform lives and to create gender and racial equity and participatory citizenship in every child.
SECOND PRESENTATION:
Reading is Like Breathing In and Writing is Like Breathing Out
Thurs.: 2:15 pm – 3:30 pm • Grand Centre (max. 400)
DESCRIPTION: In this session, Pam Allyn will share new ideas about the synergy of reading and writing instruction. Pam will discuss how we can measure the impact of writing on our children as learners, and how to use literature, performance-based assessment and our own growing knowledge of the teaching of writing to
move our children forward. She will highlight lessons that power great outcomes for student learners in all subject areas. Participants will leave with ready-to-implement practices to make reading and writing transformational for students.

INTENDED FOR: Junior

Neil Andersen
Thursday & Friday
Navigating Social Media
Thurs.: 12:45 pm – 2:00 pm • Linden (max. 60)

DESCRIPTION:
What does ‘safe’ mean on social media?
What is safe behaviour? What is safe thinking?
Which apps/platforms are safer? How are they safe?
How might social media support learning?
How do social media apps/platforms protect users?
How might teachers help students understand and respond to addiction issues?
Which school/classroom policies are helpful? Which are not?
How do social media, identities, teen culture and digital citizenship connect?
How might social media provide students with an infinite supply of compelling inquiry opportunities?
How might we help students design healthy media diets?
How might we help students think critically about their mediated activities?

INTENDED FOR: Intermediate/Senior

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. 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, 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). Neil has great fun with media literacy and blogs about it at www.aml.ca

SECOND PRESENTATION:
Media Literacy for the Fun of It
Fri.: 2:15 pm – 3:30 pm • Cedar (max. 65)

DESCRIPTION: The media literacy curriculum can be pleasurable while simultaneously including social justice, media language and critical literacy. Brain research shows that emotional highs improve learning and memory. Come and see how the careful selection and discussion of a variety of media experiences can make learning fun, memorable AND critical.

INTENDED FOR: General

Joanne Babalis
Thursday & Friday
The Hundred Languages: Mini studio experiences and insights to support our understanding of integrated learning with the revised Kindergarten Program document (2016)
Thurs.: 10:45 am – 12:00 noon • Pine East & West (max. 70)
Thurs.: 12:45 pm – 2:00 pm • Pine East & West (max. 70)
Fri.: 9:00 am – 10:15 am Pine East & West (max. 70)

DESCRIPTION: Children learn in hundreds and thousands of different ways. Why limit them to paper and pencil tasks? In this experience-based session, participants will be introduced to several “mini studios” (or ateliers) to explore materials in new and creative ways. They will learn strategies to take back to the classroom, specifically around setting up similar provocations, and how to integrate the areas of the revised Kindergarten Program Document (2016).

INTENDED FOR: JK/SK

SPEAKER PROFILE: Joanne Marie Babalis is a teacher, PhD student, kindergarten additional qualification course instructor at York University and new mom. She is passionate about the early years, specifically 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” www.myclassroomtransformation.blogspot.ca continues to reach educators throughout Canada and beyond. Each post makes visible the power of inquiry, as well as the strong potential of young children.

Mary Bigler
Thursday & Friday
Songs, Rhymes and Story Times
Thurs.: 12:45 pm – 2:00 pm • Dominion South (max. 180)
Fri.: 9:00 am – 10:15 am • Civic (max. 430)
Fri.: 2:15 pm – 3:30 pm Dominion South (max. 180)

DESCRIPTION: Songs, chants, poems, stories, and books that will enhance the listening and speaking abilities of your students will be featured in this interactive workshop. Activities that build imagination, classroom community, phonemic awareness, phonics, word recognition, vocabulary, comprehension and fluency will be presented. Come prepared to chant, speak, choral read, listen, sing, laugh, learn and have fun.

INTENDED FOR: K-6

SPEAKER PROFILE: From pre-school teacher to college professor, in lecture halls around the world, Mary Bigler has spent her life promoting literacy and celebrating the joys of teaching. She is an award-winning professor in the Department of Teacher Education at Eastern Michigan University. She has keynoted conferences, programs, and in-service meetings throughout the United States, Canada,
A fun way to get your middle-school students excited about reading!

Kids’ Lit Quiz™ is a fun, rewarding experience for 10-13 year olds

- Engages students at an age when reading for pleasure tends to drop off due to electronic distractions and more academic reading.
- Teams of four answer 100 questions in 10 categories based on any children’s book published in English!
- Regional winners compete at the National Final; winning team advances to the KLQ World Final – and prizes are awarded at every level!
- KLQ creates a culture of reading – library traffic increases and readers are celebrated throughout the school.
- Readers learn to collaborate and experience being part of a team with coaches, practices, and competitions.
- KLQ attracts all students – roughly 40% of competitors each year are boys.

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For further information, please contact:
kidslitquizcanada@gmail.com
416-439-4KLQ (4557) / 1-866-629-6700

Kids’ Lit Quiz™ Canada is a registered charity, run entirely by volunteers who are dedicated to inspiring youth to become lifelong readers.

Kids’ Lit Quiz™ Canada is grateful to our public and private sponsors who help fund our programs across Canada.
Mars Bloch & Jill Snider

Thursday & Friday

Inquiry and Technological Problem Solving as Contexts for Mathematical Thinking

Thurs.: 10:45 am – 12:00 noon • Chestnut East & West (max. 150)
Fri.: 10:45 am – 12:00 noon • Chestnut East & West (max. 150)

DESCRIPTION: In this workshop, participants will engage in hands-on/minds-on experiences that purposefully integrate skills and concepts related to mathematical thinking through inquiry and design and build challenges (technological problem solving). Collaborate with colleagues and engage in professional dialogue that supports program planning using provocations and how learning can be documented. This session will draw upon Let’s Talk Science resources available on IdeaPark (www.exploreideapark.com). These resources support developing young children’s skills and competencies, while building on their natural curiosity about the world around them. They are accessed through a free online searchable database of integrated, cross-curricular learning opportunities for use by early years and primary grade educators.

INTENDED FOR: K-3

SPEAKER PROFILE: Dr. Marietta (Mars) Bloch is Associate Vice President Professional Learning at Let’s Talk Science, where she manages oversight of professional learning opportunities provided by Let’s Talk Science to support early years and Kindergarten to Grade 12 educators. Prior to joining Let’s Talk Science in 2004, Mars has had extensive expertise in the formal educator sector as a teacher, consultant, coordinator, and resource and curriculum developer. Her leadership roles include Program Coordinator for the Toronto District School Board, Course Director at York University’s Faculty of Education (Mathematics, Science and Technology program), an Ontario representative for the Council of Ministers of Education, Canada’s (CMEC) development of the Pan-Canadian Protocol for Collaboration on School Curriculum (Science); and, leading the CMEC working group in the development of the Pan-Canadian Science Assessment Program for Canadian Grade 8 students. She is a founding co-chair of the Science Technology Awareness Network, and is a recipient of the Marshal McLuhan Distinguished Teacher Award and of the Jack Bell Leadership Award in Science. Her research interests are in the area of curriculum policy.

Jill Snider joined Let’s Talk Science on September 12th, 2017 as an Education Program Consultant working with our IdeaPark program. Jill has been a strong partner for Let’s Talk Science since the development of Wings of Discovery. With a B.A. (Music) from University of Windsor along with a BEd and a MEd Jill brings with her over 30 years of experience working in the education field, both as a teacher and administrator. Most recently, Jill was an Education Officer with the Ontario Ministry of Education. Two of the major projects that Jill worked on most recently in this role were the writing, implementation.
and revision of the full-day Kindergarten (FDK) program document and the revision of The Ontario Curriculum Grades 1-8: Science and Technology.

**Heidi Bornstein & Stephen Chadwick**

**Thursday & Friday**

**Mindful Educators – Resilient Students: An Experiential Approach**

**Thurs.:** 2:15 pm – 3:30 pm • Chestnut East & West (max. 150)

**Fri.:** 2:15 pm – 3:30 pm • Birchwood (max. 220)

**DESCRIPTION:** “Why begin with educators? The work of teachers is more demanding than ever before. Mental health issues in children and youth are on the rise. Teacher workload is intense and recommendations for improving student achievement continually change. All the while, teachers are scrutinized for their ability to improve student success. This all adds up to a lot of stress in the classroom, which can take its toll on the health and wellness of teachers and other education professionals. Studies show mindfulness reduces anxiety, depression and stress.

Research shows that mindfulness training for educators has both personal and professional benefits. Students taught by teachers who act with compassion and self-compassion are more likely to cultivate this capacity in their relationship with themselves and others. Mindfulness strengthens our resilience by enhancing our inner resources enabling us to respond to situations effectively. Mindful awareness has been shown to enhance happiness, develop resilience, reduce the negative effects of stress, and foster healthy relationships.

Through experiential activities in mindfulness including secular meditation, movement, presentations and group discussions, the workshop will provide information, knowledge and practice in bringing mindful awareness into daily life that supports health and well-being.

This workshop will explore:

- Why be mindful? – benefits for both educators and students
- What is mindfulness? – a working definition for education
- How to practise mindfulness – effective practices to be incorporated into daily life
- The importance of self-care – essential practices that develop self-compassion, compassion, empathy and kindness.
- smartEducation™ – an evidence-based 9 session program designed to address the needs of educators (K-12) and professional support delivered in Ontario.

**INTENDED FOR:** General

**SPEAKER PROFILES:** Heidi is the co-founder and executive director for Mindfulness Everyday, a Canadian registered charity that has been delivering mindfulness programs in the community since 2010, to students, parents, and educators. Heidi is an MBSR (Mindfulness-based Stress Reduction) teacher, a Hatha yoga and meditation teacher. She is the co-creator of The Mindful EdgeTM – Stress Reduction and Life Strategies for Teens.

Heidi is a certified facilitator for SMART: smartEducation -- Stress Management and Resiliency Techniques for Educators. Heidi has been teaching yoga and meditation in Toronto since 2002 and continues to support yoga, meditation, and mindfulness programs for children, youth, teens, and adults.

Stephen is the co-founder and educational director of Mindfulness Everyday. He is an MBSR (Mindfulness-based Stress Reduction) teacher, and has received his certification as a Yoga Ed Instructor for high schools, working with those at-risk, level II curriculum training of mindful schools. Stephen is the co-creator of The Mindful EdgeTM – Stress Reduction and Life Strategies for Teens and is a certified facilitator for SMART: smartEducation -- Stress Management and Resiliency Techniques for Educators. He has three decades of experience as a public school teacher with the TDSB, specializing in working with children with special needs and ESL, and bringing contemplative practice to students.

**Renée Bourgoin**

**Thursday & Friday**

**Interventions spécifiques pour soutenir les lecteurs en langue seconde**

**Thurs.:** 10:45 am – 12:00 noon • Spruce (max. 45)

**DESCRIPTION:** Afin que nos élèves puissent continuer à progresser en lecture, ils doivent travailler les 5 composantes suivantes : la conscience phonémique, la phonétique, la fluidité (aisance), le vocabulaire et la compréhension. Lors de cet atelier, nous analyserons la fiche d’observation en lecture afin d’identifier les besoins spécifiques de chaque élève. L’atelier offrira aux enseignants des idées qui répondront aux questions suivantes liées aux interventions de lecture :

- Comment puis-je soutenir davantage les élèves qui ont besoin d’aide avec les sons en français?
- Quelles activités puis-je entreprendre avec les élèves afin d’améliorer leur fluidité?
- Comment puis-je soutenir les élèves qui semblent avoir des difficultés liées à la compréhension?

Venez explorer comment soutenir davantage les lecteurs en langue seconde!

**INTENDED FOR:** French General

**SPEAKER PROFILE:** Dr. Renée Bourgoin is a Faculty Associate and an Honourary Research Associate at the Second Language Research Institute of Canada (L,RIC) at the University of New Brunswick within the Faculty of Education. Her areas of interest are literacy acquisition and pedagogy, biliteracy, at-risk/struggling second language readers, cross-linguistic transfer, and inclusion in language immersion. She is the author of several academic and pedagogical resources including Access for Success: Making Inclusion Work for Language Learners (Pearson Education), 70 activités motivantes de communication écrite (Chenelière) and Le modèle ÉCRI (ACPI). Her academic publications can be found in CMLR, CJAL, UBIDE, CJNSE, and Journal de l’immersion. Renée disseminates her work at academic
and educational conferences and delivers district-wide and school-based professional learning workshops for educators in Canada and abroad.

**SECOND PRESENTATION:**

**Activités pour soutenir les auteurs à s’auto-corriger et s’auto-évaluer**

**Fri.:** 9:00 am – 10:15 am • Kent (max. 50)

**DESCRIPTION:** Pendant le processus de l’écrit, on demande aux auteurs de nos classes de corriger et de réviser leurs textes. Ceci n’est pas une tâche facile pour plusieurs de nos élèves. Ils manquent souvent de stratégies afin d’accomplir avec succès cette tâche. Nous remarquons que plusieurs élèves semblent aller trop vite lors de la révision ou contrairement, semblent rester bloquer à cette étape. Lors de cet atelier, nous explorerons comment soutenir davantage les élèves afin qu’ils puissent développer des stratégies d’autocorrection et d’auto-évaluation. Plus précisément, nous discuterons des conférences, des rubriques cocréées en classe, de l’écriture modelée. Nous présenterons aussi des activités pratiques qui favorisent l’autonomie en écriture.

**INTENDED FOR:** French General

**Nadia Kenisha Bynoe & Gayle David**

**Thursday & Friday**

**Reading Our Way to a Culturally Relevant Classroom**

**Thurs.:** 10:45 am – 12:00 noon • Elgin (max. 40)

**Fri.:** 2:15 pm – 3:30 pm • Kent (max. 50)

**DESCRIPTION:** The goal of the session, Reading Our Way to a Culturally Relevant Classroom, is to provide primary educators with practical strategies and tools to unpack bias and assumptions within texts in a French and English context. In this session we will explore the principles of Culturally Relevant and Responsive Pedagogy and make authentic connections to relevant texts that support culture and diverse identities. Educators will be provided with materials to deepen understandings of CRRP as it relates to the diverse learners of our classroom. The participants will also be given an opportunity to explore culturally relevant invitations for learning that are grounded in culturally relevant read-alouds.

**INTENDED FOR:** French/English K-3

**SPEAKER PROFILES:** N. Kenisha Bynoe has been teaching for 6 years in the Toronto District School Board as a French Immersion Kindergarten educator and now services many schools as an Early Reading Coach. She is the author of *Shades of Me, Shade of Happiness and The Right Shade for Me*. These three books address issues of social justice and unearth the complexities of skin complexion. She is passionate about teaching and building positive self-image for young children. She has a Master’s from the Ontario Institute of Studies in Education in the department of Sociology and Equity Studies in Education and graduated from Windsor University where she earned her Bachelor of Education with a focus on Urban Education and Native studies. Follow Kenisha @ booklamations.

Gayle David has been teaching for 17 years. She began her career in Grade 3 and went on to teach Grade 4, Grade 6, Grade 1 and Special Education and Library. Gayle eventually taught Reading Recovery where she discovered her passion for the Early Years. This led her to teach Kindergarten for 6 years. Gayle was also an Early Reading coach and had the honour of servicing many schools in the Toronto District School Board. Gayle is very passionate about using a Culturally Responsive and Relevant Pedagogy (CRRP) framework to conduct her literacy program. Gayle has been a presenter at Reading for the Love of It Conference, Toronto Educators Association for Math (TEAMS) Conference, various TDSB workshops and for York University AQ participants. She now is the acting Program Coordinator of the Early Years Department for the Toronto District School Board. Follow Gayle on Twitter @Gayle_R_David

**Rachel Cooke**

**Thursday & Friday**

**Informational Graphic Texts: A New Way of “Seeing” and Understanding Literature**

**Thurs.:** 12:45 pm – 2:00 pm • Chestnut East & West (max. 150)

**Fri.:** 9:00 am – 10:15 am • Chestnut East & West (max. 150)

**DESCRIPTION:** An informational graphic text combines visuals with written text to communicate Meaning; in other words, how pictures and words are used to communicate a message. In this workshop, we will explore how to use informational graphic texts to illuminate, deepen and bring different understanding to literature or other reading. We will look at the purpose, power and conventions for annotating informational graphic texts, as well as visual images and photographs. These texts offer a rich opportunity to translate visual depictions into written analysis. We will consider how these media texts can be connected to what students are reading and offer opportunities for differentiation, synthesis, and assessment in the reading, writing and media strands. Come and experience fresh and innovative “use-it-tomorrow” activities and resources that will infuse a different understanding into what your students are reading.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILE:** Rachel Cooke is a teacher and Assistant Curriculum Leader of English/Literacy in the Toronto District School Board and attended additional qualification courses at OISE/UT for fifteen years. She was an Instructional Leader of English/Literacy for the Toronto District School Board for ten years. She is the Senior Author of *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*. In the journey of her thirty-one-year teaching career, Rachel has developed her knowledge and skills to match her personal and professional commitment to inclusive, anti-oppressive curriculum and pedagogy.
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**Damian Cooper**

**Thursday & Friday**

**Taking a VOCAL Approach to Assessment – that is ‘Validating Observation and Conversation When Assessing Learning’**

**Thurs.:** 2:15 pm – 3:30 pm • Dominion South (max. 180)

**Fri.:** 9:00 am – 10:15 am • Dominion North (max. 230)

**DESCRIPTION:** An over-reliance on written tests and examinations fails to provide evidence of the full range of educational outcomes that comprise 21st century learning. Complex skills and competencies demand that students demonstrate their learning by doing, and conversing, as well as in writing. Furthermore, many students know, understand, and can do much more than may be reflected in their responses to test questions. But many teachers have received little or no training in the design and use of assessment tasks that involve student performance and conversation. And, unlike more traditional, written assessments, oral and performance assessments introduce additional challenges of classroom management, data-gathering, and scoring.

In this session, Damian will invite educators to explore:

- why “triangulating” assessment by employing a balance of oral, performance, and written tasks is essential
- examples of each type of assessment
- methods for gathering evidence, including the use of digital devices
- approaches to scoring performance and oral assessment tasks.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Damian Cooper is an independent education consultant who specializes in helping schools and school districts improve their instructional and assessment skills. In his varied career, Damian has been a secondary English, Special Education, and Drama teacher, a department head, a librarian, a school consultant and a curriculum developer. He has specialized in student assessment since 1986. Damian’s expertise in assessment is valued across Canada and internationally. He is in constant demand, both as a consultant and as a dynamic, entertaining speaker. Damian has worked in all Canadian provinces, many US states, as well as in India, Greece, the UK, Thailand, Australia, Malaysia, Egypt, Brazil and Dubai helping educators improve their planning, instructional and assessment practices. In 2013 Damian and his colleagues Lorna Earl and Ken O’Connor launched the Canadian Assessment for Learning Network (CAfLN). Damian’s resources Talk About Assessment: Strategies and Tools to Improve Learning (2007), Talk About Assessment: High School Strategies and Tools (2010), and his latest book, Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed-Ability Classrooms, are all best sellers. His latest project is VOCAL: Validating Observation and Conversation when Assessing Learning, an online course for educators.

**Lesley Davidson & Heather Myrvold**

**Thursday & Friday**

**Beyond Decoding: Linking Thinking to Reading and Comprehending Using Book Clubs**

**Thurs.:** 10:45 am – 12:00 noon • Kenora (max. 50)

**Fri.:** 10:45 am – 12:00 noon • Simcoe Dufferin (max. 100)

**DESCRIPTION:** My students can decode, now what? This session will support teachers to move all readers to a place where they want to read and are capable of reading increasingly more complex texts. We will investigate practical ideas and strategies for self-monitoring comprehension, navigating text structure, responding to reading, and critical thinking using differentiated book clubs.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILES:** Lesley Davidson is currently a K-12 Learning Coach with the Toronto District School Board. Formerly a Digital Lead Learner in the TDSB, Lesley has also presented at TDSB Google Camp, Toronto Google Summit 2015-2016, Niagara Google Summit 2016, Reading For The Love of It 2016 Conference and International Literacy Association Conference Boston 2016. As an educator for the past 22 years, she has worked as an Instructional Leader of English/Literacy, Literacy Coach and in a variety of diverse educational settings to improve student achievement, and create and sustain vibrant learning communities. She also teaches Additional Qualification courses at York University – Reading Part 1, 2 and 3 and Reading Part 1 Adolescent Focus Grades 7-10.

Heather Myrvold is a Vice Principal and a former Early Reading Coach with the Toronto District School Board. She was a Digital Lead Learner in the TDSB and has presented at TDSB Google Camp, Toronto Google Summit 2015-2016, Niagara Google Summit 2016, Reading For The Love of It 2016 Conference and International Literacy Association Conference Boston 2016. For the past 19 years she has taught in a variety of educational settings supporting students with diverse learning needs and is a former Instructional Leader of English/Literacy. She also teaches Additional Qualification courses at York University.

**Eric Démoré**

**Thursday & Friday**

**‘The Class Novel is Dead!’: Voice, Choice, and the Self-Directed Reader**

**Thurs.:** 10:45 am – 12:00 noon • Kent (max. 50)

**Fri.:** 12:45 pm – 2:00 pm • Chestnut East & West (max. 150)

**DESCRIPTION:** Nothing quashes motivation quite like being told what to do. Or what to read.

It might be time to let go of the class novel. A bold proposition, perhaps; but we need not fear the consequences of granting young adult readers the freedom to choose their own texts. With the support of a framework, and the guidance of an experienced reader-mentor, this particular approach to literature study can help even the most reluctant reader move away from compliance or apathy – toward passion and independence.
Drawing from his experience in both traditional and alternative classroom settings, Eric provides a toolbox for teachers seeking to support their own budding self-directed readers.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Eric Démoré is a writer and educator based in Toronto who holds degrees in Music Composition and in English. He strives to help his learners become creative communicators, and is especially fascinated by the potential of ‘self-direction’ in literary development: the belief that we learn best when we are handed control of our own reading journey. Standing on the shoulders of literacy champions like Penny Kittle, Linda Rief, and Kathy Gould Lundy, Eric aims to foster in young readers a passion for the written word and the art of storytelling. It can be done. Eric has presented at conferences around the world, including the Canadian Coalition of Self-Directed Learning, and the Central and Eastern European School Association in Istanbul. He cooks things, runs places, and sometimes lies on the floor thinking about nothing in particular.

Debbie Diller

Thursday & Friday

Growing Independent Learners: From Literacy Outcomes to Stations in K-3

Thurs.: 10:45 am – 12:00 noon • Birchwood (max. 220)
Fri.: 9:00 am – 10:15 am • Grand Centre (max. 400)

DESCRIPTION: Need ideas for high-quality literacy work stations with depth in your K-5 classroom? Learn how to grow your stations from what you’re teaching in whole group and small group. Examine the process of planning for literacy workstations, starting with outcomes which extend over time to meaningful partner practice in language arts. This session will inspire fresh, new thinking on “What does the rest of the class do while I’m working with a small group?”

INTENDED FOR: K-3

SPEAKER PROFILE: Debbie Diller, a national educational consultant and popular conference speaker, lives in Houston, Texas. Debbie uses her experience of over 40 years as a classroom teacher, Title I reading specialist, and literacy coach to teach others about sensible, realistic ways to meet the literacy needs of all students in the classroom. She is the author of many books for Stenhouse Publishers, including her newest Growing Independent Learners, as well as Math Work Stations, Spaces & Places, Making the Most of Small Groups, Literacy Work Stations, and Practice with Purpose. She has several videos on literacy work stations and small group instruction.

SECOND PRESENTATION:

Making the Most of Small Groups

Thurs.: 2:15 pm – 3:30 pm • Civic (max. 430)
Fri.: 12:45 pm – 2:15 pm • Civic (max. 430)

DESCRIPTION: At this session learn how to organize your time and resources effectively and efficiently in small groups for reading. Ideas for teaching with a focus on comprehension, fluency, phonemic awareness, phonics and vocabulary will be shared. Learn how to put Debbie’s best-selling book Making the Most of Small Groups into action in your K-5 classroom.

INTENDED FOR: Primary/Junior

Glen Downey

Thursday & Friday

The 10 Best Comics for Teaching Social Justice and Global Awareness

Thurs.: 2:15 pm – 3:30 pm • VIP Room (max. 70)
Fri.: 10:45 am – 12:00 noon • VIP Room (max. 70)

DESCRIPTION: When it comes to teaching social justice and global awareness, it’s hard to do better than comics. Indeed, the form provides K-12 educators with so many works that can broaden a student’s understanding and appreciation of the larger world and the people, places, issues, and challenges it contains. From Marguerite Abouet’s Aya of Yop City, which undermines the traditional Western narrative of Africa, to Guy Delisle’s Pyongyang, which gives its audience a first-person account of life in North Korea, comics and graphic novels are important forms for providing a global perspective and for looking closely and intelligently at issues of social justice. The workshop offers teachers a wealth of professional resources for teaching ten of the very best visual narratives to their students in a thoughtful, engaging, and meaningful way.

INTENDED FOR: Junior/Intermediate/Senior

SPEAKER PROFILE: Glen Downey is an award-winning children’s author, graphic novelist, reviewer, and the Chair of Strategic Thinking at 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 more than 120 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 Textbook Excellence Award from the Text and Academic Authors Association, and the 2011 Teachers Choice Award for Children’s Books from Learning Magazine. 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, Interface, Remix, and Issues 21. 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 annual Critics’ Poll that chooses the Graphic Novel of the Year. His reviews have also appeared in The Globe and Mail and The Beat: The News Blog of Comics Culture. In addition, he serves as a writer and editor for the Sequart Research and Literacy Organization in the US, a group devoted to advancing comics as an art form.
Judy Eaton & Teresa Zupancic

Thursday & Friday

Using Descriptive Feedback Through a Blogging Platform to Support Literacy Skill Development

Fri.: 10:45 am – 12:00 noon • Pine East & West (max. 70)
Fri.: 2:15 pm – 3:30 pm • Linden (max. 60)

DESCRIPTION: The Hamilton-Wentworth Catholic District School Board has worked in conjunction with Brock University and their teacher candidates to research the relationship between descriptive feedback given using the blogging platform, and student reading and writing. Teacher candidates worked along with classroom teachers to learn more about and improve their use of descriptive feedback given to students. Originally starting with junior grades, the project has continued this year and now includes grades one through eight and some cross curricular as well.

In this session, participants will explore approaches that teachers have been using to help answer the following questions:

1) Does descriptive feedback, provided through a blogging platform, improve student response to a text read?
2) Does blogging about the text improve reading comprehension?
3) Does the use of blogging increase student engagement in reading and writing?
4) Does feedback/questioning, provided through a blogging platform, improve student writing?
5) Does blogging help to improve students’ technology skills?
6) What aspects of the blogging platform helped to improve student writing?
7) Does collaborative blogging help to improve student attitudes towards writing?
8) Does descriptive feedback, provided through collaborative blogging improve students’ ability to gather, generate, and organize information and write for an intended purpose or audience?

INTENDED FOR: General

SPEAKER PROFILES: Judy Eaton has been teaching and leading within the Hamilton Wentworth Catholic District School board (HWCSDB) for more than 25 years. She is currently the Literacy Consultant for grades one through eight. Judy has also taught Additional Qualifications courses (Reading Parts 1, 2, and 3) for Brock University for the past ten years. Currently, Judy is working in conjunction with Brock University, to bring teacher candidates into classrooms within the HWCSDB to learn more about blogging and descriptive feedback and how these tools can assist students in their reading and writing.

Teresa Zupancic is a teacher within the Hamilton Wentworth Catholic District School board. She carries with her 25+ years of teaching and leadership experience, and is currently serving as the Board’s Technology and Digital Learning Consultant (JK-8) and MISA Lead. Teresa works with system leaders, classroom teachers, and teacher-librarians to support the development of the global competencies and the purposeful integration of technology into teaching and learning. Teresa is currently involved in a joint HWCSDB/Brock University project that brings together teacher candidates and classroom teachers to explore how descriptive feedback provided through a blogging platform supports student literacy skill development.

Katya Ferguson

Thursday & Friday

Power and Pedagogy

Thurs.: 12:45 pm – 2:00 pm • Kent (max. 50)
Fri.: 12:45 pm – 2:00 pm • Kenora (max. 50)

DESCRIPTION: Literacy is a powerful and power-filled practice. At the heart of this session is one teacher’s personal response to reconciliation and inquiries into culturally conscious/responsive teaching. Participants will explore a variety of practical critical literacy strategies such as: creating multimodal identity texts, ideas for dispelling otherness, and designing in/equity inventories to support both teachers and learners.

INTENDED FOR: General

SPEAKER PROFILE: Katya Adamov Ferguson is an Early Years Literacy/Numeracy Support Teacher in the Winnipeg School Division. In her graduate research at the University of Manitoba, Katya has explored critical literacy as a lens to engage in processes of reconciliation as a settler teacher. Katya has authored two teacher’s guides with Portage & Main Press and is a member of the Manitoba Writing Project working towards writing for/ as human rights and social justice. Katya is also an artist who is passionate about utilizing the arts to create ethical spaces for engaging with complex topics with both young children and adult learners.

Roy Fernandes & Barb Stoner

Thursday & Friday

Going Beyond the Classroom – experiential education at its best

Thurs.: 10:45 am – 12:00 noon • Wentworth (max. 50)
Fri.: 10:45 am – 12:00 noon • Cedar (max. 65)

DESCRIPTION: If you are looking for ways to immerse your students in authentic experiential education, then this is the workshop for you. Last year, we introduced the Beyond the Classroom program to our grade 5-8 students. Students had the opportunity to spend 4 days a month at different locations within the city (Cieslok Media, SickKids Hospital, Island Airport, Development and Peace to name a few) to truly dig deeper into their learning. Our presentation will include a look at the logistics of how to set up an inquiry based experiential education program – from planning, to assessment, to community collaboration. We will discuss successes, areas we are still working on and provide numerous examples of student
Debbie Diller
will help you make sense of your classroom and make learning simple, straightforward, and engaging.

Mary Fiore & Maria Luisa Lebar
move the focus of mathematics teaching & learning to critical thinking skills.

Adrienne Gear
shines a light on literacy and comprehension that will have your students thinking & learning in new ways.

Lori Jamison Rog
will help you connect with your youngest learners, and build a path on which they can learn and grow.

Larry Swartz
shows you how to find the best books for every reader, and foster their enthusiasm for text.

*Visit us at booth 110 & pick up a free reading response bookmark!
artifacts and parent feedback. We maintain that education is meant to be engaging, innovative, responsive, and inquiry based and that’s exactly what happens when you go BEYOND THE CLASSROOM!

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILES: Roy Fernandes is the current principal at St. Sylvester School. He truly believes in the idea of the principal as teacher and for that reason can rarely be found in his office. In his mind, he’s a K-8 teacher as he’s learning along with every class as much as possible. You can find some of his ramblings on education on his blog. He has been inspired by the works of Regie Routman, Penny Kittle and Ron Berger and highly recommends titles by any of those three. Life is a journey and education should be a life long journey.

Barb Stoner is a classroom teacher who has been enthused, energized and invigorated by the Beyond the Classroom program (and she already was pretty enthusiastic before the program!) She often tells the students to jump right in and learn, and that’s exactly what she’s done with her foray into inquiry based education.

Carolyn Filice & Roseann Harris
Thursday & Friday
Supporting Struggling Readers in the Primary Classroom

Thurs.: 12:45 pm – 2:00 pm • City Hall (max. 110)
Fri.: 10:45 am – 12:00 noon • Birchwood (max. 220)

DESCRIPTION: This workshop will provide insight into why some children have gaps in literacy learning and highlight practical strategies for supporting those children in developing foundational literacy skills that are critical for reading success. It will address the needs of struggling readers and outline next steps to help them improve reading proficiency through ongoing effective literacy instruction informed by assessment.

INTENDED FOR: Primary 1-3

SPEAKER PROFILES: Carolyn Filice is a passionate educator specializing in early literacy. During her career, she has been a Kindergarten teacher, primary teacher, early literacy intervention teacher, mentor and literacy coach. She has co-authored various curriculum documents and presented numerous workshops. In addition, she has created literacy materials for Spectrum Nasco that are currently being marketed and used in reading programs and primary classrooms. Most of her work has involved supporting the progress of struggling readers through innovative and research-based teaching practices. In 2004, Carolyn was the recipient of the East York Scarborough Reading Association (EYSRA) Reading Award for her contributions to literacy.

Roseann Harris is an educator who shares her love of literacy by working with teachers in the primary classroom as a mentor and literacy coach. She is presently the lead of the early reading intervention program in the Toronto Catholic District School Board. Roseann’s work in literacy includes the development of effective programming and strategies that are research based, to support and ensure the progress of all readers.

Mary Fiore & Maria Luisa Lebar
Thursday & Friday
Leveraging Literacy to MOVE Math

Thurs.: 12:45 pm – 2:00 pm • Maple East & West (max. 90)
Fri.: 12:45 pm – 2:00 pm • Wentworth (max. 50)

DESCRIPTION: Effective mathematics instruction is closely linked to effective literacy instruction. We can leverage what we know about literacy development to move mathematics instruction and shift the way we think about mathematics in modern learning contexts. The powerful connection between literacy and numeracy is thinking. Key interdisciplinary thinking skills, such as: inferring and interpreting; analyzing; evaluating; making connections; synthesizing; reasoning and proving; and reflecting are fundamental to deepening students understanding of mathematical concepts and skills. Deconstructing each of these core thinking skills will help educators plan for meaningful and authentic learning experiences that support sense-making in mathematics so that students can apply their knowledge and understanding to their everyday lives. Participants will engage in reflection and dialogue about using literacy skills to support mathematical thinking.

INTENDED FOR: Primary/Junior (ELL)

SPEAKER PROFILES: Mary Fiore and Maria Luisa Lebar are curriculum and instructional leaders with the Peel District School Board. They work with educators to explore collaborative and innovative ways to improve student achievement.

Mary Fiore is responsible for implementing effective mathematics teaching practices at all grade levels. Involved in developing teacher training courses, Mary has participated in a variety of writing projects that focus on learning to think differently about mathematics and making student thinking visible. Mary works with numerous associations that provide opportunities for educators to reflect on their practice.

Maria Luisa Lebar has worked in classrooms, with school boards, and the Ministry of Education for almost 31 years. A passionate advocate for integrated, cross-curricular literacy development, Maria Luisa organizes workshops, collaborative inquiries, and dialogues that support curriculum, instruction, assessment, and engagement. Maria Luisa’s open-minded approach is popular among educators in Canada and in parts of the United States.

Adrienne Gear
Thursday & Friday
Powerful Understandings

Thurs.: 12:45 pm – 2:00 pm • Civic (max. 430)

DESCRIPTION: In this workshop, Adrienne will share ideas from her upcoming new book ‘Powerful Understandings’.
She will explain the “Powerful Thinking” model and how it can be used to help students read and think to deepen their understanding of themselves, others and the world.

For those familiar with the Adrienne’s Reading Power strategies, you will see how Adrienne has integrated them into this model to extend and deepen thinking. She will share several units of study she has taught in her school and, as always, share great anchor books to support the lessons. Come to this workshop and leave with new tools to help your students become more “Powerful” readers and thinkers!

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Adrienne Gear is a B.C. teacher, author and popular workshop presenter. She is the author of 5 books on Reading and Writing Power (Pembroke Publishers) and is well-known for her dynamic and practical workshops. She has presented throughout B.C., across Canada and internationally in the US, UK and Sweden. She continues to stay grounded in classroom practice, teaching two days a week in Vancouver where she works as a collaborative literacy support teacher.

SECOND PRESENTATION:
Sensible Story Structures!
Fri.: 2:15 pm – 3:30 pm • Civic (max. 430)
DESCRIPTION: Writing a story? It isn’t as easy as it sounds! It’s hard to do and even harder to teach!

In this session, BC teacher and author of the Reading and Writing Power series Adrienne Gear will take you through a series of lessons to help your students transition into story writing. From simple “walking stories” at the beginning of the year, to full out stories by June, Adrienne will show you how to teach your students important elements of a story including: the story “frame”, transition words, dialogue, and the art of a good ending! She will share student’s samples, her unit of First Nations stories, and, as always, Adrienne will share some great anchor books to support the lessons!

INTENDED FOR: Primary/Junior

Garfield Gini-Newman

Friday Only

5 Keys to Nurturing Creativity
Fri.: 9:00 am – 10:15 am • Dominion South (max. 180)
DESCRIPTION: “Tools not lightbulbs” is the way Bruce Nussbaum explained the key to creativity. All children possess the inherent potential to engage in the creative process and the ability to re-imagine the possible is a vital competence in the 21st century. Being able to help students develop the intellectual tools that support creativity is key to creating a thinking classroom. During this workshop Garfield will explore the 5 keys to nurturing creativity and in the process will show the close relationship between creativity and critical thinking. Participants will engage with practical and ready to use strategies that will allow creativity to flourish in their classrooms.

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 an associate professor 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. His most recent book co-authored with Roland Case, Creating Thinking Classrooms has received widespread praise from leading educators across Canada and internationally.

SECOND PRESENTATION:
Structures that Put Thinking at the Core of Learning
Fri.: 10:45 am – 12:00 noon • Maple East & West (max. 90)
DESCRIPTION: Putting thinking at the core of learning often means flipping traditional practice on end. During this workshop participants will consider a variety of ways to frame lessons around interesting provocations and how to use a variety of practical structures support students in ongoing critical inquiry. Participants will consider the power of launching learning with meaningful challenges to engage students and nurture deep understanding of big ideas in the curriculum.

INTENDED FOR: General

Joyce Grant

Thursday & Friday

Fake News: How to Spot It, and How to Teach Kids About It
Thurs.: 12:45 pm – 2:00 pm • cedar (max. 65)
Fri.: 12:45 pm – 2:00 pm • maple East & West (max. 90)
DESCRIPTION: “Fake news” is everywhere online—and “online” is precisely where young people get most of their information. This session will help educators to teach kids how to spot “fake news,” why they should care about the facts, and how to think more critically about everything they view online.

The session covers:
* What fake news is, and isn’t, and why it matters
She is presently the lead of the 5th Block early reading the primary classroom as a mentor and literacy coach. Roseann Harris is an educator who shares her love of literacy by working with teachers in Roseann Harris, Miranda Kus, John Morgan & Anna Pumo

Thursday & Friday

Integrating Numeracy into a Literacy Intervention

Thurs.: 10:45 am – 12:00 noon • Cedar (max. 65)
Fri.: 12:45 pm – 2:00 pm • Huron (max. 50)

DESCRIPTION: Numeracy is becoming a central focus in Ontario schools. This presentation will highlight one model for integrating numeracy vocabulary/concepts into a primary literacy program. The session will include case studies, photographs, videos, and practical examples of strategies to support numeracy while maintaining the integrity of the literacy instruction. Preliminary results will also be presented.

INTENDED FOR: Primary 1-2

SPEAKER PROFILES: Roseann Harris is an educator who shares her love of literacy by working with teachers in the primary classroom as a mentor and literacy coach. She is presently the lead of the 5th Block early reading intervention program in the Toronto Catholic District School Board. Roseann’s work in literacy includes the development of research-based effective literacy programming, integrating numeracy into a reading intervention program, and supporting teachers to ensure the progress of all readers.

Miranda Kus has been an elementary teacher and currently is a math resource teacher in the Toronto Catholic District School Board. She focuses on supporting teachers from Kindergarten to Grade 8 in mathematics study and professional development. Miranda’s interests include mathematics in the early years, the connection between literacy skills in a numeracy classroom as well as the social and cultural contexts of education.

John Morgan has been a classroom teacher, a special educator, an educational researcher, and a university lecturer. He is currently a Research Associate at the Toronto Catholic District School Board. John’s research and teaching interests include learning disabilities, reading instruction, and reading interventions.

Anna Pumo is an educator in the Toronto Catholic District School Board, whose passion is supporting struggling readers. She is a motivated individual, a classroom teacher, and a 5th Block early reading intervention teacher/mentor. Anna’s current work in literacy focuses on the integration of numeracy within a reading program.

Susan Hopkins

Friday Only

Self-Regulation and Reading K-3;

Fri.: 12:45 pm – 2:00 pm • Birchwood (max. 220)

DESCRIPTION: Today’s primary students are confronted with a constantly growing and shifting range of stressors that affect their learning and behaviour. In this presentation Dr. Hopkins will unpack the connections between reading, learning, literacy and stress through the lens of Self-Reg®, a powerful new method for understanding stress and managing energy and tension in order to enhance self-regulation.

• The original scientific definition of self-regulation and the interconnections between self-regulation, stress and learning
• “Learning brain” and “survival brain”: the impact of stress on brain functioning
• The role of positive stress in learning
• Overt and hidden stressors that affect learning and love of reading in today’s K – 3 classrooms
• Why reading has become a stressor for some of today’s students
• Signs of excess stress in four to nine year-olds
• Introduction to Shanker Self-Reg®, the five domains of self-regulation and the five-step Shanker Method®
• Strategies educators are using to reduce stress and enhance learning in today’s classroom

INTENDED FOR: K-3

SPEAKER PROFILE: Susan Hopkins joined The MEHRIT Centre as Executive Director in June 2015. As a one-time, at-risk youth who quit high school twice, Susan has deep personal experience of the importance of self-regulation for the well-being and learning of today’s young people. Susan is a highly experienced educator with four university degrees including a master’s in educational technology and a doctorate in educational leadership. Over the course of her career, Susan has been a teacher, school administrator, inclusive schooling coordinator, curriculum developer, educational researcher, and educational leader. She has worked in every area of education from the early years to post-secondary, from remote Northern schools to the Department of Education, and across contexts that include Italy and the Northwest Territories. A passionate advocate for children, families and communities, Susan is dedicated to Dr. Shanker’s vision of ‘calm, alert children, youth and adults flourishing in physically and emotionally nurturing environments’.
SECOND PRESENTATION:
Self-Regulation and Reading Grades 4-8
Fri.: 2:15 pm – 3:30 pm • City Hall (max. 110)
DESCRIPTION: Today's Intermediate students are confronted with a constantly growing and shifting range of stressors that affect their learning and behaviour. In this presentation Dr. Hopkins will unpack the connections between reading, learning and literacy and stress through the lens of Self-Reg®, a powerful new method for understanding stress and managing energy and tension in order to enhance self-regulation.
• The original scientific definition of self-regulation and the interconnections between self-regulation, stress and learning
• “Learning brain” and “survival brain”: the impact of stress on brain functioning
• The role of positive stress in learning
• Overt and hidden stressors that affect learning and love of reading in Grade 4 – 8 classrooms
• Why reading has become a stressor for some of today’s students
• Signs of excess stress in ten to fourteen year-olds
• Introduction to Shanker Self-Reg®, the five domains of self-regulation and the five-step Shanker Method®
• Strategies educators are using to reduce stress and enhance learning in today’s classrooms
INTENDED FOR: Junior/Intermediate

Humble the Poet
Thursday Only – Ticketed Event
Do Make Songs until the End of the World
Thurs.: 12:15 pm – 2:00 pm • Grand West (max. 400)
DESCRIPTION: Humble discusses his journey as a lifelong learner, and how his years as student and as a TDSB teacher informed his current work as an artist and creator.
INTENDED FOR: General

SPEAKER PROFILE: Kanwer Singh aka Humble The Poet is a Toronto-bred MC/Spoken Word artist with an aura that embodies the diversity and resiliency of one of the world’s most unique cities. With tattoos, beard, head wrap and a silly smile, Humble commands attention. He stimulates audiences with ideas that challenge conventional wisdom and go against the grain, and with dynamic live sets that shake conventions and minds at the same time. Humble brings fresh tracks and huge truths from his own life every week on his popular YouTube channel. His distinctive style and point of view have also been featured on popular television programs like CBC’s Canada Reads, where he took home the trophy for his unique defense of the Giller Prize winning novel Fifteen Dogs by Andre Alexis.
Humble recently released a new EP titled Righteous/Ratchet featuring new spoken word poetry and tracks that is available now via iTunes and Spotify. His two self-published volumes in his UnLearn series are available...
Lori Jamison

Thursday & Friday

What Do You (Want To) Know? Research and Inquiry in K-1

Thurs.: 10:45 am – 12:00 noon • Grand Centre (max. 400)
Fri.: 10:45 am – 12:00 noon • Dominion North (max. 230)

DESCRIPTION: Even at the earliest levels, we can turn children's questions and wonderings into investigations. Inquiry projects help children learn to read for information, to count, to communicate, and to work cooperatively together. The challenge for teachers is to give up control of "what" children are learning and focus on "how" they are learning. For example, we can weave structures like shared reading and written documentation into an inquiry-based environment. In this session, we'll look at the stages of inquiry and share practical examples of engaging children in a topic, helping them gather information and then recording and sharing their learning.

INTENDED FOR: K-1

SPEAKER PROFILE: Lori Jamison is a teacher, consultant and author whose work on best practices in literacy instruction has been recognized across North America. A former K-12 Language Arts Consultant in Saskatchewan, the Education Director for High Interest Publishing (hip-books.com) and a past board member of the International Literacy Association, Lori has written several books for teachers, including Marvelous Minilessons for Teaching Intermediate Writing; Reading, Writing, Playing, Learning: Finding the “Sweet Spots” in Kindergarten Literacy Instruction; Marvelous Minilessons for Teaching Beginning Nonfiction Writing; Guiding Readers: Making the Most of the 18-Minute Guided Reading Lesson, and Struggling Readers: Why Band-aids Don’t Stick and Worksheets Don’t Work. Lori is currently an independent consultant based in Vancouver and working with schools and districts across Canada and the United States. Her website is www.lorijamison.com.

SECOND PRESENTATION:

From Emojis to Essays: Marvelous Minilessons for Teaching Writing

Fri.: 2:15 pm – 3:30 pm • Grand Centre (max. 400)

DESCRIPTION: Today’s students may be the “writingest” generation ever! But how do they know when emoticons and SMS abbreviations are acceptable and when standard English is required? It's still important to “Teach with a capital T” and the ten-minute minilesson is one of the most powerful tools we have. This session will offer tips for establishing a writing program that supports maximum student independence and minimum teacher intervention. As well, Lori will share a collection of practical and manageable minilessons from her newest book to help your students craft more focused, powerful and interesting (not to mention grammatically correct) writing.

INTENDED FOR: Junior/Intermediate

Heather Johnson & Wendy Burch Jones

Thursday & Friday

Breathing In, Breathing Out: Tools to Help Students with Anxiety

Thurs.: 10:45 am – 12:00 noon • Dominion South (max. 180)
Fri.: 10:45 am – 12:00 noon • Dominion South (max. 180)

DESCRIPTION: Anxiety is a growing concern in the classroom. It can get in the way of learning and can interfere in teaching, too. We want to help our students achieve their best – both academically and socially, and supporting student mental health and well-being has become an important part of our roles as educators. Learn to recognize the signs of anxiety in students and how to help them work through it. Using materials from School Mental Health Assist (from the Ministry of Education), we will explore the signs and symptoms of anxiety, and look at helpful tools to support both individual students and whole classroom activities. You will hear directly from a teacher in the trenches who has incorporated Mindfulness and Growth Mindset into her programme as a way of helping support student mental health and well-being in both her classroom and wider school community.

INTENDED FOR: General

SPEAKER PROFILES: Heather Johnson, MSW, RSW
Wendy Burch Jones, BA, BEd, OCT

Heather Johnson is one of two Mental Health and Well-Being Leads at the Toronto District School Board. As part of a provincial team supported by School Mental Health ASSIST – Ministry of Education she is involved in developing, implementing and supporting the TDSB’s Children and Youth Mental Health and Well-Being Strategy. Heather’s social work experience includes working in schools, children’s mental health, child welfare and hospitals.

Wendy Burch Jones is an elementary teacher with the Toronto District School Board with a passion for creating welcoming, safe, and student-centered classrooms. She is a certified Mindfulness Instructor with Mindful Schools and has worked as a lead in her school and Learning Network to support other educators with incorporating mindfulness and growth mindset activities into their programmes.

Diane Kashin

Thursday & Friday

The Links between Literacy, Nature and the Principles of the Reggio Emilia Approach

Thurs.: 2:15 pm – 3:30 pm • City Hall (max. 110)

DESCRIPTION: The principles of the Reggio Emilia approach support the child as competent, capable and rich in potential. Nature offers opportunities for children...
to be active learners in ways that support this elevated image. Possibilities for play and learning abound in the outdoors. In this workshop, participants will be introduced to the principles of the Reggio Emilia approach, nature pedagogy and the use of children’s books to spark and inspire outdoor play that is rich in learning and wonder.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Diane is a registered early childhood educator in Ontario. She has taught at the degree and the diploma level and is currently teaching at Ryerson University. Diane’s doctoral thesis on emergent curriculum was published in 2009. Diane has co-written two textbooks with Beverlie Dietze; Playing and Learning in Early Childhood Education (2012) and Empowering Pedagogy (2016) and a third on outdoor play has a publication date of 2018. Diane writes a blog to support professional learning in early childhood education: http://tecrireresearch.wordpress.com. Diane presents workshops and keynote addresses in Ontario, across Canada and internationally.

SECOND PRESENTATION:

All You Need is the Sky: Using Children’s Books to Support Nature Pedagogy

Fri.: 10:45 am – 12:00 noon • City Hall (max. 110)

DESCRIPTION: You don’t need a forest or a beach to give children opportunities to learn in and with nature. You don’t need a fancy outdoor classroom. All you need is the sky. With children becoming increasingly indoor beings, there is a critical urgency to reverse this trend in the early years. Indoor environments can be aesthetically pleasing and come with the entertainment of television, computer and mobile devices. However, nothing replaces the possibilities for play and the health and development benefits of being outdoors. Using children’s books to inspire, participants in this workshop will engage in a hands-on session that will focus on outdoor play and nature pedagogy for all children.

INTENDED FOR: JK/SK

Penny Kittle

Thursday & Friday

Focus on Writing Craft

Thurs.: 10:45 am – 12:00 noon • Civic (max. 430)
Fri.: 10:45 am – 12:00 noon • Civic (max. 430)

DESCRIPTION: We write best next to excellent models of writing craft from sentences to passages to whole texts across mediums. We will analyze passages from the books you’re already talking about as models of sensory details, voice, dialogue, sentence structure variety and rhythm. We will look at writing in editorials and feature articles to plan for engaging inquiry and daily practice that leads writers to craft their own writing with intention, voice, and increasing skill.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K–12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author and coauthor of numerous books with Heinemann including Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers; Children Want to Write (coauthored with Thomas Newkirk); Write Beside Them: Risk, Voice, and Clarity in High School Writing, which won the 2009 James N. Britton Award from the National Council of Teachers of English (NCTE); The Greatest Catch, and Public Teaching. Penny coauthored two books with Donald H. Graves — Inside Writing and Quick Writes. She most recently coedited (with Thomas Newkirk) Children Want to Write: Donald Graves and the Revolution in Children’s Writing, a collection of Kittle’s mentor Donald Graves’ most significant writings paired with recovered video-tapes that illuminate his research and his inspiring work with teachers.

SECOND PRESENTATION:

The Balanced Reading Diet

Thurs.: 2:15 pm – 3:30 pm • Dominion North (max. 230)
Fri.: 2:15 pm – 3:30 pm • Dominion North (max. 230)

DESCRIPTION: Independence is at the heart of reading. Adolescents must develop a reading habit that increases stamina and joy in reading, while increasing the complexity of the texts they can independently read. We will look at a growing body of research on the need to promote joyous effort in classrooms and discuss practical ideas for creating a sense of urgency, agency, and responsibility in all students. As teachers understand and balance independent reading with book clubs and text study, all students are on a path to increase the complexity of the texts they can independently read. With increased agency in reading, students respond thoughtfully and analytically to their reading in conferences and in writing. This analytical reading leads students to deeper comprehension and vision for their own writing. We will design effective, incremental instruction along a predictable progression of skills necessary for students to become critical, thoughtful readers.

INTENDED FOR: Intermediate/Senior

Kristian Levey

Thursday & Friday

Embedding Inquiry Throughout the Day in Full-Day Kindergarten

Thurs.: 2:15 pm – 3:30 pm • Simcoe Dufferin (max. 100)
Fri.: 9:00 am – 10:15 am • City Hall (max. 110)

DESCRIPTION: In this presentation intended for full-day kindergarten educators, we will explore a variety of inquiry and science activities that can be used to engage students through play-based learning. The presentation will demonstrate how educator teams short on planning time can still seamlessly co-plan and create rich inquiry activities with embedded literacy and numeracy.
Out of these activities, we will further explore how to improve documentation consistency, parent/home involvement, and community building within the school. We will also take a closer look at how we can set up our documentation for quick recording and effective tracking of student learning. Last, we will explore ways to improve student learning beyond the classroom through home reading programs that make use of simple extension activities. These activities can assist otherwise busy parents with ideas on how to spend time together with their children and emphasize the importance of reading at home while creating lasting memories. Templates, student samples, and exemplars that have already been used successfully in a full-day kindergarten classroom will be made available for participants.

**INTENDED FOR:** JK/SK

**SPEAKER PROFILE:** Kristian Levey is a full-day kindergarten educator with a passion for early years 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 in his community.

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**Linden MacIntyre**

**Thursday Only – Ticketed Event**

**A Yearning to Learn: A personal perspective**

**Thurs.:** 7:00 pm – 9:30 pm • Dominion (max. 400)

**DESCRIPTION:** My father had no formal education, never went to school at all; my daughter went to school for thirty years. But they had in common the yearning to learn which, once activated, becomes irresistible.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Linden MacIntyre is a distinguished broadcast journalist who has won ten Gemini Awards for his work. For 24 years he was the co-host of The Fifth Estate. His bestselling first novel, The Long Stretch, was nominated for a CBA Libris Award and his boyhood memoir, Causeway: A Passage from Innocence, won both the Edna Staebler Award for Creative Nonfiction and the Evelyn Richardson Prize. His second novel, The Bishop’s Estate, was a #1 national bestseller, won the Scotiabank Giller Prize, the Dartmouth Book Award and the CBA Libris Fiction Book of the Year Award, among other honours. The books that followed, Why Men Lie (2012) and Punishment (2014) were both critically-acclaimed national bestsellers. MacIntyre’s latest book is The Only Café.

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**Aggie Maksimowska**

**Friday Only**

**Writing from Life: Creative Nonfiction in the English Classroom**

**Fri.:** 9:00 am – 10:15 am • Maple East & West (max. 90)

**Fri.:** 2:15 pm – 3:30 pm • Wentworth (max. 50)

**DESCRIPTION:** This workshop will teach basic theory and offer practical steps to teach creative nonfiction to senior students in a successful way. Students are often expected to write about personal experience without any training whatsoever, and struggle while producing personal statements of experience for university applications, for examples. Creative nonfiction units can offer students the skills, confidence, and reflection to validate their own lived experience and write about it in a compelling way.

**INTENDED FOR:** Senior

**SPEAKER PROFILE:** Aggie Maksimowska is a writer and teacher based in Toronto. She has taught English and Writer’s Craft at Crescent School for the past fourteen years. Her debut novel, GIANT, was published in 2012 by Pedlar Press under the name Aga Maksimowska and was shortlisted for the 2013 Toronto Book Award. Her fiction and nonfiction has been published in Soliloquies Anthology, Rhubarb, BRICK Magazine, and the Globe and Mail.

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**Cathy Marks Krpan**

**Thursday & Friday**

**Reading, Writing and Think-Alouds in K-6 Mathematics Classrooms**

**Thurs.:** 10:45 am – 12:00 noon • Linden (max. 60)

**Fri.:** 9:00 am – 10:15 am • Cedar (max. 65)

**DESCRIPTION:** Contrary to popular belief, mathematics is a rich, exiting language! Many of the strategies we use in language arts are extremely effective for teaching mathematics. By exploring think-alouds, argumentation, and ways to help students read and understand word problems, attendees will learn a variety of practical teaching approaches that they can use foster language skills in mathematics. Attendees will leave with practical ideas they can use on Monday with their students!

**INTENDED FOR:** K-6

**SPEAKER PROFILE:** An award-winning author and international speaker, Dr. Marks Krpan is an associate professor in the graduate program, teaching stream, at Ontario Institute for Studies in Education. A former classroom teacher, she speaks internationally to educators, administrators and parents on student learning in mathematics. Dr. Marks Krpan’s research focuses on deepening students understanding of mathematics through insightful communication and reflection. Her publication, Math Expressions; Developing Thinking Skills and Problem Solving Through Communication, has been used extensively in school districts across North America and internationally. Her most recent book, Teaching Math with Meaning; Cultivating Self-efficacies Through Learning Competencies explores effective teaching approaches in mathematics that enable students to develop critical learning skills.
Maria and Jim Martella

Thursday & Friday

AWE Books! – Achievement, Well-being & Equity in Books

Thurs.: 2:15 pm – 3:30 pm • Linden (max. 60)
Fri.: 12:45 pm – 2:00 pm • City Hall (max. 110)

DESCRIPTION: Maria and Jim will present the best new books to engage our diverse population of students. Student achievement and well-being is affected by how we teach. Come hear about some great new books that have the AWE factor!

INTENDED FOR: General

SPEAKER PROFILES: Maria Martella is the owner of Tinlids, a Toronto wholesaler of children's books for schools and public libraries across Canada and the official wholesaler for the Ontario Library Association Forest of Reading Program. Maria 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 Marilyn Baillie best Canadian Picture Book. Maria provides workshops and book talks at conferences and school boards across Canada, and helps teachers and librarians select books on a daily basis.

Jim began his teaching career in Australia where he taught for one year and then returned to Canada, and began teaching at the Toronto District School Board. He has been a Teacher-Librarian, Drama teacher, Special Ed teacher and Literacy Coach. Jim is currently Vice Principal at Joseph Brant Public School in Toronto, and he is passionate about school libraries and student engagement. He is a regular speaker at Reading for the Love of it and many other school board events where he shares his enthusiasm about literacy with teachers and administrators.

Toni McCann

Thursday & Friday

Talking Equals Learning – Using Talk Structures to Promote Learning

Thurs.: 10:45 am – 12:00 noon • Huron (max. 50)
Fri.: 9:00 am – 10:15 am • Huron (max. 50)

DESCRIPTION: Just because our students are talking, does that mean they are learning? There aren't many teachers who will say that their students do not talk very much, but is it talk that impacts learning?

Join this session and explore:
• The different types of talk that take place in a classroom and which ones actually promote true learning
• A wide variety of structures that can be used with young students to ask questions, articulate their understandings, and share their learning
• How to use these structures with students in all areas

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of the curriculum, but particularly in the Literacy and Numeracy contexts
• How to assess and evaluate oral language skills in the primary classroom

INTENDED FOR: Primary 1-3

SPEAKER PROFILE: After working for six years as a Literacy Resource teacher, Toni decided to return to the classroom and is currently teaching Grade 4 for TCDSB. With over 30 years in education, teaching all grades at the elementary level, Toni is dedicated to creating a learning environment that promotes student engagement and empowers students to pursue personal and academic goals, as well as support the learning of their peers. By embedding cooperative and collaborative learning structures that include a wide variety of opportunities for academic discussions and dialogue, students are placed at the centre of the learning and teaching. In her article ‘Literacy and Numeracy Connections’ featured in the fall newsletter for Reading For the Love of It 2017, she provides various suggestions for teachers to consider for implementing talk structures in the Numeracy context. Her session will reference a variety of resources and educational leaders including Lucy West, David Sousa, Jo Boaler, Jan Burkins and Kim Yaris, Douglas Fisher, Nancy Frey, Harvey Daniels and Nancy Steineke.

Sandra Mirabelli & Lionel Sandner

Thursday & Friday

Literacy & Science: Together is Better

Thurs.: 2:15 pm – 3:30 pm • Maple East & West (max. 90)

DESCRIPTION: 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 the 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. Ideas and activities will deepen and extend student thinking and understanding in meaningful contexts full of opportunity for reading, writing and vocabulary development while having fun!

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILES: Sandra has over 25 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, UDL/DI (grades 7 to 10) at the Dufferin Peel Catholic District School Board. Sandra has authored literacy strategy and skill development lessons in a number of resources for junior and intermediate students and teachers across Canada. 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.

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.

SECOND PRESENTATION:

Literacy & Science Together: It’s Critical!

Fri.: 9:00 am – 10:15 am • Linden (max. 60)

DESCRIPTION: This practical hands-on workshop will engage participants in a variety of ready-to-use activities inspired by media texts and reports connected to science in our daily lives. We will explore the use of the “Claims, Evidence, Reasoning” framework to support students when analyzing and evaluating information so they are better able to “read the words and the world” (Freire).

A combined critical thinking and media literacy approach will support students as they actively question, think about and investigate claims made in the world around them while learning to detect bias and evaluate sources of information for reliability and validity; important skills in all subject areas and in our everyday lives!

INTENDED FOR: Intermediate/Senior

Kristi Mraz

Thursday & Friday

Writing Workshop Is For Everyone

Thurs.: 10:45 am – 12:00 noon • Dominion North (max. 230)
Fri.: 9:00 am – 10:15 am • Birchwood (max. 220)

DESCRIPTION:

“I don’t know what to do!”
“What should I write about?”
“What about spelling...?”

In this workshop, Kristi brings her expertise as a writing teacher and a special education teacher to supercharge your writing workshop. She will share accessible and easy to implement strategies to overcome the multitude of challenges writing workshop can present in an early elementary classroom. Kristi will help teachers get to the core of the problems that arise and demonstrate how individualized schedules, tools, and adaptations can support each learner. Kristi will also discuss the importance of components like interactive writing, storytelling, and play workshop to support each learner’s growth. Participants will leave with a toolkit of possibilities to refuel their writing workshop with joy, play, and rigor for every writer.

INTENDED FOR: K-3

SPEAKER PROFILE: Kristine Mraz is coauthor—with Alison Porceli and Cheryl Tyler—of the new Purposeful
**DESCRIPTION:**

12:45 pm – 2:00 pm • Dominion North (max. 230)

Thurs.: Rest of the Classroom, to Flourish, it Wanders, and How to Help it, Along with the Inside the ADHD Mind: Where it Wanders, Why Thursday & Friday

Junior INTENDED FOR: students alike. Come ready to explore and create!

learn techniques to ensure chart making is efficient, own engaging, interactive charts. Participants will also examples and mentors, as well as the skills to build your for ensuring charts are used by children. Kristi will share types of charts and why to use each one, and strategies components of successful chart making, the diverse in independence and growth. Participants will learn the participants reimagine charts as super tools for

SECOND PRESENTATION:

Smarter charts: utilizing powerful tools for independent, engaged learners

Thurs.: 2:15 pm – 3:30 pm Birchwood (max. 220)
Fri.: 12:45 pm – 2:15 pm Grand Centre (max. 400)

DESCRIPTION: In this workshop, Kristi will help participants reimagine charts as super tools for independence and growth. Participants will learn the components of successful chart making, the diverse types of charts and why to use each one, and strategies for ensuring charts are used by children. Kristi will share examples and mentors, as well as the skills to build your own engaging, interactive charts. Participants will also learn techniques to ensure chart making is efficient, powerful, and filled with purpose for teachers and students alike. Come ready to explore and create!

INTENDED FOR: Junior

**Jeff Nathan**

**Thursday & Friday**

**Inside the ADHD Mind: Where it Wanders, Why it Wanders, and How to Help it, Along with the Rest of the Classroom, to Flourish**

Thurs.: 12:45 pm – 2:00 pm • Dominion North (max. 230)
Fri.: 12:45 pm – 2:00 pm • Dominion North (max. 230)

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 as well as to help them learn to love reading are explained with his typical humour 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.

Please read the article I wrote for the EYS Reading Association, “Confessions of a Nine-Year-Old ADHD Reluctant Reader: How one suggestion from an astute school librarian changed my view of history, reading and me” at www.ReadingForTheLoveOfIt.com/newsletters-fall2015.html

INTENDED FOR: Primary/Junior

**SPEAKER PROFILE:** Boston's Jeff Nathan is an award-winning author of children's humourous poetry and mysteries. He grew-up with ADHD long before there was such a diagnosis. To help students who struggle, as he did, to keep their minds in the classroom, he created CurricuLaughs in Language Arts. This set of grade-level educational programs helps cure common language arts conceptual difficulties with large doses of HUMOUR, music, performing arts, and audience participation. The students’ delight has been matched by that of teachers and principals across the US as they see figurative language, poetry comprehension, parts-of-speech, and other grade-specific issues being absorbed and understood through laughter. (CurricuLaughs is now available in Canada, too.) His interactive book, Sherlock and Me (Active Literature), won a Ben Franklin Award for innovation in children's literature. It is the first personalized choose-your-own-path digital mystery for early middle readers. Reading a humourous story about themselves as the hero at their school provides a great hook for reluctant readers. Oh My Darling, Porcupine and I Hope I Don't Strike Out, both anthologies from Meadowbrook Press, and There's a Bear in My Shoe, from Chucklebooks Publishing, carry key poems that he uses as springboards to humourous and effective language arts lessons. His latest book for pre-readers, Which Monster Are You? (Active Literature), helps parents extend conversations about behavior problems in an understood way enabling children to stop and think about their behavior choices.

**Susin Nielsen**

**Friday Only**

**Confessions of a Word Nerd**

Fri.: 10:45 am – 12:00 noon • Wentworth (max. 50)

DESCRIPTION: Nielsen will talk about her journey to becoming a writer, and about the teachers who (possibly unwittingly) helped her along the way. She will talk about her transition from television writer to author, and where she found her inspiration for her novels – and she’ll include a humourous anecdote or two about some of the teacher-librarians she's met, and their heroic efforts to get one of her novels into a certain A-list celebrity's hands.

INTENDED FOR: Intermediate/Senior

**SPEAKER PROFILE:** Susin Nielsen is the award-winning author of Word Nerd, Dear George Clooney: Please Marry My Mom, The Reluctant Journal of Henry K. Larsen (winner of the 2012 Governor General's Literary Award, Children's Text), We Are All Made of Molecules and the newly-released Optimists Die First. She got her start writing for the original
hit TV series Degrassi Junior High, and has written for over 20 Canadian TV series. Her books have won critical acclaim and multiple awards, and have been translated into many languages. She’s been described as “the John Green of Canada.” She lives in Vancouver with her family and two naughty cats.

Laura Numeroff

Friday Only – Ticketed Event

If You Give A Child A Book

Fri.: 8:30 am – 10:00 am • Grand West (max. 400)

DESCRIPTION: Laura’s childhood home was filled with books, and she was lucky to have parents that read to her every night! When she turned six, her parents took her to the Brooklyn Public for her first library card. She was in heaven seeing all the books she could take home!

She became a voracious reader, from Beverly Cleary to Dr. Seuss. But, her absolute favorite books were ELOISE and STUART LITTLE! These two books inspired her to write her first story when she was eight (Needless to say, it never got published). But she knew when she grew up that she was going to write children’s books, hoping she might make other children as happy as ELOISE and STUART LITTLE made her.

From numerous rejection letters to being fired from countless part-time jobs, to selling her first book before graduating college, she wants to share how her love of reading and her determination to never give up, led to Oprah choosing IF YOU GIVE A PIG A PANCAKE as one of her favorite things and Michelle Obama and her daughters reading MOUSE COOKIE at the White House!

If Laura’s stories make kids even a fraction as happy as she was while nose-deep in STUART LITTLE and ELOISE, it’s her privilege and honour to inspire a love of reading in others.

INTENDED FOR: General

SPEAKER PROFILE: Laura Joffe Numeroff is the New York Times best-selling author of If You Give A Mouse a Cookie, Raising a Hero and 48 other books. Laura was born in Brooklyn, New York, the youngest of three girls. She grew up surrounded by art, music, books and graduated from Pratt Institute with a contract for her first book. Laura now lives in Los Angeles, California. Her latest book, If You Give a Man a Cookie is a parody of her If You Give… Books and it is her first book that was not written for children.

Kris Oliverio, Kaila O’Callaghan & Colette Fraser

Thursday & Friday

It Takes a Village …Our Journey to Foster Comprehension in At-Risk Readers

Thurs.: 2:15 pm – 3:30 pm • Kenora (max. 50)
Fri.: 12:45 pm – 2:00 pm • Linden (max. 60)

DESCRIPTION: How do you spread a passion for teaching reading across grades, subjects and schools? How do you target and support your most at-risk literacy learners? These questions lay at the heart of a year-long collaborative inquiry involving grades 7-9 teachers of varying disciplines from different schools, system and school leaders, and the provincial literacy lead. This interactive workshop will focus on this team’s collaborative inquiry story. We’ll discuss our challenges, successes, and next steps, in addition to focusing on instructional strategies that have moved learning forward for our teachers and students. We’ll share the insights we’ve gained by using a model that starts with the student and involves stakeholders from every level, including teachers, school administrators, program leaders, system administrators and Ministry personnel, and the impact that this model has had on everyone’s learning and the ways in which it has moved teacher collective efficacy forward in our schools.
INTENDED FOR: Intermediate/Senior

SPEAKER PROFILES: Kris Oliverio and Kaila O’Callaghan are literacy leads for the Algoma District School Board. They have both recently returned to the classroom; Kris is teaching grade 8 and Kaila is teaching secondary English and ELL. Both share a passion for reading and for teaching reading. They’ve brought that passion to their work in the classroom and to their work with other teachers across the system. They will be joined by Colette Fraser, the provincial literacy lead for the Sudbury region, who has been a champion of their work in supporting at-risk literacy learners.

Candy Palmater
Friday Only – Ticketed Event
The Road Less Traveled
Fri.: 12:15 pm – 2:00 pm • Grand West (max. 400)

DESCRIPTION: From student council President in a small rural high school, to valedictorian of her law school class, and a national TV show, Candy Palmater’s life experiences are at once unique and universal. Her varied career has included 10 years with the Nova Scotia Department of Education and she is currently writing her first book which will be published by Harper Collins, spring 2019. This activist and comedian will, through words of guidance and personal stories, share her passionate perspective on equity, self-acceptance and the love of reading. You will feel empowered to affect change in yourself, your family and your community. Prepare to laugh, cry, and be uplifted!

INTENDED FOR: General

SPEAKER PROFILE: Candy Palmater is a recovered lawyer turned feminist comic. She is an actor, writer, columnist, international speaker, activist, comedian and multiple award-winning TV and radio personality, and has executive produced three films on Mi’kmaw culture. As valedictorian of her class at Dalhousie Law School, Candy went on to practice Labour and Aboriginal law in a large corporate firm until show biz came knocking. Before pursuing entertainment full time, Candy directed First Nations education for the Nova Scotia Department of Education for a decade. She is currently working on a Masters of Education at St. Francis Xavier University and has taught in the Transition Year program at Dalhousie University.

Candy is the creator and star of her own national, multiple award-winning TV series, The Candy Show (APTN). She has a role on the Trailer Park Boys S10 (NETFLIX), appeared in Call Me Fitz (HBO Canada) and Sex and Violence (OutTV), and received a Screen Nova Scotia nomination for her role on Forgive Me (Superchannel). Candy’s a Broadcaster with CBC Radio One where she has hosted: The Candy Show.

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extremely grateful to KAIROS for providing the training to
Kathleen has been a social activist for many years and is
Kathleen Tanel is a retired literacy teacher from the TCDSB.
University.
in Indigenous Policy & Administration from Carleton
Indigenous Studies along with a Post-Graduate Diploma
and has recently completed a MA in Canadian &
Global Studies and French from Wilfrid Laurier University,
Ottawa office of KAIROS. Sara holds honours degrees in
as a Blanket Exercise Regional Coordinator – Central in the
unsurrendered Algonquin territory). Currently she serves
urban Indigenous community in Ottawa (unceded and
with her Métis heritage, and is now involved with
she has embarked upon a journey of reconnection
to refugees and newcomers to Canada. More recently,
initiatives, with a particular focus on issues pertaining
ongoing land claim by the Six Nations of the Grand River),
Kitchener-Waterloo (Block 2 of the Haldimand Tract – an
German Mennonite and Métis ancestry. Originally from
Sara Anderson comes from a mixed background of
Mennonite and Métis. She also has multiple degrees in
from York University. Bob Phillips also spent ten years as host of the Aboriginal
Voices Radio Arts Review show discussing art, culture and
contemporary issues with community members from
across Canada and the Far North.
Candy has written and hosted many broadcasts including
Ab Day Live, the Indspire Awards, and the imagineNATIVE Film Fest Awards Show. Candy has written and hosted
many broadcasts including Ab Day Live, the Indspire Awards, and the imagineNATIVE Film Fest Awards Show. She has also just signed a book deal with Harper Collins
for her first memoir, due out in the spring of 2019.

Dr. Bob Phillips, First Nations Elder,
Sara Anderson & Kathi Tanel

Thursday & Friday

The KAIROS Blanket Exercise – an Interactive Indigenous Literary Experience
Thurs.: 10:45 am – 12:00 noon • VIP Room (max. 70)
Fri.: 9:00 am – 10:15 am • VIP Room (max. 70)

DESCRIPTION: The KAIROS Blanket Exercise is a
 teaching tool that shares the historic and contemporary
relationship between indigenous and non-indigenous
people in Canada. Indigenous rights history is shared
through this interactive learning experience.

INTENDED FOR: General

SNAPER PROFILES: Bob Phillips (Great Bear) is a non-Status Urban Mi’kmaw. Although a traditional Pipe Carrier, Bob is also very contemporary and holds a PhD in Indigenous Studies from Trent University. He also
holds an MA in Fine Art History from York University. Bob Phillips also spent ten years as host of the Aboriginal Voices Radio Arts Review show discussing art, culture and
contemporary issues with community members from
across Canada and the Far North.
Sara Anderson comes from a mixed background of
German Mennonite and Métis ancestry. Originally from
Kitchener-Waterloo (Block 2 of the Haldimand Tract – an
ongoing land claim by the Six Nations of the Grand River),
as a teenager Sara was deeply involved in the broader
Anabaptist community with a focus on social justice
initiatives, with a particular focus on issues pertaining
to refugees and newcomers to Canada. More recently,
she has embarked upon a journey of reconnection
with her Métis heritage, and is now involved with
urban Indigenous community in Ottawa (unceded and
unsurrendered Algonquin territory). Currently she serves
as a Blanket Exercise Regional Coordinator – Central in the
Ottawa office of KAIROS. Sara holds honours degrees in
Global Studies and French from Wilfrid Laurier University,
and has recently completed a MA in Canadian &
Indigenous Studies along with a Post-Graduate Diploma
in Indigenous Policy & Administration from Carleton
University.

Kathleen Tanel is a retired literacy teacher from the TCDSB.
Kathleen has been a social activist for many years and is
extremely grateful to KAIROS for providing the training to
help facilitate the Blanket Exercise. It is an honour to work
together and gain a deeper understanding of Indigenous
history in Canada.

Barbara Reid
Thursday & Friday

Beyond the Blue Stripe
Thurs.: 10:45 am – 12:00 noon • Simcoe Dufferin (max. 100)
Fri.: 9:00 am – 10:15 am • Simcoe Dufferin (max. 100)

DESCRIPTION: From a simple blue stripe across the
top of a page, to rainbows and sunglass-wearing suns,
the sky is a common feature of children's art. Plasteline
modelling clay is an irresistible medium of expression for
artists of all ages and abilities. The hands-on process of
blending colour, building layers and modelling shapes
with plasteline will encourage students to explore the sky
beyond the blue stripe, and to make connections with art,
science, language and storytelling. Warning: creating with
plasteline can be habit forming, and results may astonish!
This session will feature step-by-step process, techniques
and tips. Barbara will share inspiring examples collected
from hundreds of classrooms as well as a behind the
scenes peek at her newest book, Picture the Sky.

INTENDED FOR: K-6

SPEAKER PROFILE: Barbara Reid has been playing with
plasteline professionally for more than 30 years and has
created more than 25 award winning picture books,
including The Party, Perfect Snow and The Subway Mouse.
Awards include the Governor General's Award and The
Ruth and Sylvia Schwartz Award. Her book Picture a Tree
was named an Ontario Library Association (OLA) Best Bet
and a United States Board on Books for Young People
(USBBY) Outstanding International Book. Barbara was
named a Member of the Order of Canada for contributions
to children's literature. Her newest book is Picture the Sky,
published by Scholastic Canada. When not watching the
sky, Barbara enjoys meeting young artists, writers and
readers in classrooms across Canada. Visit her website at
www.barbarareid.ca, or connect on Twitter and Instagram
@barbreidart.

Aisha & Joe Restoule General

Thursday & Friday

Indigenous Stories: Perspective Matters (K-8)
Thurs.: 12:45 pm – 2:00 pm • Birchwood (max. 220)
Fri.: 2:15 pm – 3:30 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: Explore various Indigenous resources
and learn how to include First Nation, Métis, and Inuit
perspectives in our education system. During this session,
Aisha and Joe will offer examples of how to effectively
integrate Indigenous content in the education of both
Indigenous and non-Indigenous learners. Through the
exploration of a variety of texts, genres, and forms of
storytelling, Aisha and Joe will highlight how wonderful
(and achievable) it is to select Indigenous authors and
stories to enrich a learner's life, both young and old. By
highlighting various examples of literature including picture books, junior novels, and graphic novels, as well as media texts, Aisha and Joe will share how to approach cross curricular learning that enables and empowers educators to effectively integrate Indigenous content into the classroom. In an era of Truth and Reconciliation, it is imperative that the worldview of diverse First Nations become a part of every child’s educational experience. Aisha and Joe will share the joy that comes with knowing and sharing Indigenous perspectives.

INTENDED FOR: K-8

SPEAKER PROFILES: Aisha and Joe Restoule General are educators on the Six Nations of the Grand River territory. Aisha is Mohawk, Turtle Clan, of the Six Nations of the Grand River territory. Aisha has a Master’s degree in Indigenous Leadership in Education. She has worked in every elementary grade from Full Day Kindergarten to Grade 8. Joe is Anishinaabe, Muskrat clan, of the Dokis First Nation. He has taught in the junior and intermediate divisions, with roles as a Learning Resource Teacher and District Numeracy Consultant for Six Nations schools. Joe is also an AQ developer and instructor for Six Nations Polytechnic. He has contributed to several Ontario College of Teachers initiatives including writing for the OCT magazine, Professionally Speaking. Joe’s short story Occupied was published in Initiations: A Selection of Young Native Writings.

Carol Ricker-Wilson

Thursday & Friday

Using Robust Questions to Open Up Texts

Thurs.: 12:45 pm – 2:00 pm • VIP Room (max. 70)
Fri.: 12:45 pm – 2:00 pm • VIP Room (max. 70)

DESCRIPTION: What gets read? Who decides? How might ideas about “what’s worth reading” obstruct or enhance student engagement with narratives? In this interactive workshop, participants will use questioning techniques, culled from current literary theory (feminist, post-colonial, Marxist), to explore issues of identity, difference, culture and power in life and in texts both revered and popular.

INTENDED FOR: Intermediate/Senior (ELL)

SPEAKER PROFILE: Carol Ricker-Wilson has presented on a variety of subjects at numerous conferences, written an award-winning Ph.D. in Women’s Studies (on young women reading Danielle Steel) and has an extensive publication record, including articles in refereed journals, book chapters, and curricular resources for school, board, provincial, commercial and academic venues. She’s taught in many secondary schools, been a course director at York University’s Faculty of Ed., an English/Literacy consultant for the Toronto D.S.B. and an education officer for Ontario’s Education Quality and Accountability Office (EQAO). As a teacher-educator, she’s long been dedicated to implementing and promoting critical pedagogy and critical literacy.

Élaine Roy & Yannick Blier

Thursday & Friday

Connexion, communication et collaboration : l’apprentissage de la langue dans un contexte authentique / Connect, communicate and collaborate: Making language learning authentic for everyone

Thurs.: 12:45 pm – 2:00 pm • Elgin (max. 40)
Fri.: 12:45 pm – 2:00 pm • Kent (max. 50)

DESCRIPTION: Building trust and respect for others helps develop a culture of openness and welcomes diversity. Educators can continue to sustain this openness for their students by providing opportunities for meaningful collaboration that ignite curiosity and promote engagement. Come and discover examples of authentic collaborative projects that use online correspondence between two classes to develop language competency. Please bring your own device.

INTENDED FOR: General French/English

SPEAKER PROFILES: Élaine Roy is currently an education specialist at the ministère de l’Éducation et de l’Enseignement supérieur du Québec. She is the coordinator of many innovative projects in the areas of techno-pedagogy, teacher collaboration and cross-linguistic exchanges for students. She has 32 years of experience in education.

Élaine Roy est présentement une spécialiste en éducation
John Scully

Thursday & Friday

Start Literacy Through Stop Motion

Thurs.: 12:45 pm – 2:00 pm • Kenora (max. 50)
Fri.: 10:45 am – 12:00 noon • Huron (max. 50)

DESCRIPTION: When digital tools are made available to provide space for student self expression, the potential for personal empowerment and learning opens up. In this hands-on technology session, we will explore how to engage learners in the creative use of digital media to enhance literacy skills. Participants will try out stop motion techniques and learn strategies for incorporating them into language learning and self-expression. Bring new skills and approaches for expanding student literacy back to your classroom. Technology will be provided for participants to use in the session.

INTENDED FOR: Primary/Junior/Intermediate (ELL)

SPEAKER PROFILE: John Scully has lead the new media programming with Learning Through The Arts (LTTA) for more than a decade, partnering artists with teachers for job embedded professional development in creative approaches to using technology in their classrooms. He has developed LTTA’s Youth Empowerment Program that brings LTTA’s hands-on, creative approach to learning to classrooms across the province. Recently, he has developed and piloted online collaborative learning programs with teachers across the country to allow them to explore topics with other educators in live and interactive professional development experiences. He believes strongly in supporting learners in exploring ways to share their understanding and develop their creative voices.

Marsha Forchuk Skrypuch

Thursday & Friday

A Child in War

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

DESCRIPTION: Child refugees and war survivors cope by keeping silent. But if we don’t hear their stories, how can we ensure that these injustices aren’t repeated? Over the years, many refugees and survivors have shared their experiences with Marsha, trusting her to tell the stories they find too painful to write themselves. Her scrupulously researched stories range from child refugees from both World Wars, the Vietnam War, the Armenian Genocide and the Holodomor.

In this session, Marsha discusses the real people and in-depth research behind her newest book, Don’t Tell the Enemy, inspired by the true story of a Ukrainian girl and her mother who hide three Jewish friends under their kitchen floor. Marsha also talks about how reader response to Adrift at Sea led her to collaborate on a memoir (in progress) with Tuan’s youngest sister, Van, the four year old girl who was left behind in Vietnam. Marsha talks about the delicate balance between memory and archival research. She also shares the effect her books have on the people and communities she writes about, as well as their effect on the kids who read them – and on herself.

INTENDED FOR: Primary/Junior/Intermediate

SPEAKER PROFILE: Marsha Forchuk Skrypuch did not learn to read until she was nine and she writes the books she wishes she could have read as a child. Her specialty is war and the refugee experience from a child’s perspective. Her 20+ critically acclaimed books include Making Bombs for Hitler (Scholastic) and Adrift at Sea: A Vietnamese Boy’s Story of Survival (Pajama Press). Her newest books are Don’t Tell the Enemy (Scholastic Canada Jan 2018) and The War Below (Scholastic US spring 2018). Marsha has her Master’s degree in Library Science from Western University and considers herself a librarian-detective.

Melissa Seco

Thursday & Friday

Wonders, Sparks, & Inquiries: Using Picture Books to Promote STEAM in the Kindergarten Program

Thurs.: 10:45 am – 12:00 noon • City Hall (max. 110)
Fri.: 12:45 pm – 2:00 pm • Chestnut East & West (max. 150)
Fri.: 2:15 pm – 3:30 pm Chestnut East & West (max. 150)

DESCRIPTION: In this session, participants will explore read alouds and various text to promote Science, Technology, Engineering, the Arts, and Mathematics (STEAM) in their Kindergarten program. Educators will have the opportunity to explore invitations for learning and see how inquiry can potentially unfold with a STEAM lens in the Early Years. Melissa will highlight professional book and web-based resources that can be used for further exploration.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Melissa Seco (BA, BEd, Math Diploma, ECE Diploma, Math and Reading Specialists, MEd), has been both a primary and junior teacher and an Instructional Leader in Mathematics/Numeracy (K-8) and Early Years (K-2). Her graduate research focused on gender equity in mathematics for young children. In addition, Melissa’s main areas of interest include: early years, visual arts, mathematics, loose parts, STEM, and inquiry-based learning. Melissa has presented at various conferences throughout Ontario, including Reading for the Love of it, Reading Recovery, Science Teachers’ Association of Ontario (STAO), and Ontario Association for Mathematics Education (OAME). Currently she is a teacher, Chair, and Math Lead at her school and an AQ & ABQ instructor at OISE and York University for the Mathematics and Kindergarten additional qualifications, as well as Primary Basic. To connect with Melissa – Twitter: @MelissaSeco, Instagram: melissamsseo, Email: melissamsseo@gmail.com
Pam Strong
Thursday & Friday
Picture Books: A Place to Start or Continue LGBTQ+ Conversations in the Elementary Classroom
Thurs.: 2:15 pm – 3:30 pm • Kent (max. 50)
Fri.: 9:00 am – 10:15 am • Wentworth (max. 50)
DESCRIPTION: Are you looking for supports and resources to begin or continue Lesbian, Gay, Bisexual, Trans, or Questioning (LGBTQ+) conversations and learning in your classroom? Are you ready to expand your equity practice and embed your LGBTQ+ inclusive planning in more meaningful and fulsome ways? From beginner to experienced, this interactive workshop will empower you with language, resources, and understanding to infuse your classroom with conversation, learning and spaces that reflect, include and celebrate LGBTQ+ people, families and their realities. Join us as we explore pages of picture books that share stories of diverse families, sexualities, gender and love. From Kindergarten to grade 8 and beyond, these stories provide a bridge to safe, supportive and engaging spaces for conversation, where students can make meaningful connections to themselves and others as they build essential human literacy skills. They will ask and answer some important questions, and challenge the ways the world teaches about identity, difference and inclusion. Participants will receive a full list of picture books that include book guides, with suggested lesson plans.
INTENDED FOR: K-8
SPEAKER PROFILE: Pam Strong is Climate for Learning and Working Resource Teacher in the Peel District School Board who is passionate about embedding social justice and human realities into meaningful K-12 instructional practices to build essential human literacy skills for all. A specific area of life experience, and passion lies in fostering awareness and inclusion of LGBTQ+ people and families into classroom curriculum, culture, teaching and learning. To continue and build upon her own learning, and that of her peers, Pam facilitates opportunities for educators to unpack LGBTQ+ realities as they reflect, use, plan, integrate, monitor and prioritize equity in their teaching, learning and professional development practice. She believes in empowering teachers to lead meaningful conversations in the classroom that value all intersections of identity. She uses a variety of texts, picture books, and media, to disrupt the single story in classrooms of all ages, and as a bridge to safe, supportive and engaging space for conversation, where students can make meaningful connections to themselves and others.

Larry Swartz
Thursday & Friday
TAKE ME TO YOUR READER
Thurs.: 12:45 pm – 2:00 pm • Simcoe Dufferin (max. 100)
Fri.: 10:45 am – 12:00 noon • Grand Centre (max. 400)
DESCRIPTION: This session will highlight recent Children’s Literature publications and demonstrate very, very practical instructional strategies to motivate, support and stretch readers. Handout provided.
INTENDED FOR: Junior
SPEAKER PROFILE: Larry Swartz has been an educator for over 40 years, working as a classroom teacher, consultant, and university instructor. He is a popular conference speaker who has been engaging Reading for the Love of It participants for a long long time. Larry was the recipient of the Spread the Joy of Reading Award in 2017. He is the author of several publications for teachers including Creating Caring Classrooms, Dramathemes, This is a Great Book! and Take Me to Your Readers.

Kevin Sylvester
Thursday & Friday
Use Humour to Trick Kids into Thinking
Thurs.: 10:45 am – 12:00 noon • Maple East & West (max. 90)
DESCRIPTION: Kevin writes books that mix adventure and humour. Kids have voted for them in numerous provincial and state awards. But what they don’t know is that Kevin is also mixing in history, science, art, life lessons. His Neil Flambé books are actually cleverly disguised journeys through the history curriculum. MINRS is a space
adventure story, but also gets kids to think about mining practices, hate-speech and scape-goating. His non-fiction books use sports and cute images to teach kids numerical literacy.

INTENDED FOR: General

SPEAKER PROFILE: Dr. David Tranter has been teaching and working in mental health, well-being and education for almost 30 years. As a researcher and professor, he works widely with educators to support students at all grade levels to reach their highest potential. He is the co-creator of the Relationship-Based Approach to Education, a pedagogical framework that promotes both student well-being and academic achievement. His book, *The Third Path*, published by NELSON will release in Winter 2018.

David Tranter

Thursday & Friday

Strengthening Literacy Through Well-Being and Strengthening Well-Being Through Literacy

Thurs.: 2:15 pm – 3:30 pm • Spruce (max. 45)
Fri.: 9:00 am – 10:15 am • Kenora (max. 50)

DESCRIPTION: Literacy and well-being have a powerfully reciprocal relationship. In many respects, the skills of literacy and the skills of well-being are the same. Increased literacy is strongly correlated with increased well-being. Students who struggle with literacy often also struggle with well-being. The intentional and simultaneous focus on literacy AND well-being will strengthen both. This presentation will examine the deep connection between student literacy and well-being and provide a range of research-based classroom strategies to strengthen both at the same time.

INTENDED FOR: K-8

SPEAKER PROFILE: Dr. David Tranter has been teaching and working in mental health, well-being and education for almost 30 years. As a researcher and professor, he works widely with educators to support students at all grade levels to reach their highest potential. He is the co-creator of the Relationship-Based Approach to Education, a pedagogical framework that promotes both student well-being and academic achievement. His book, *The Third Path*, published by NELSON will release in Winter 2018.

Jeanette Voaden

Thursday & Friday

Creating Books Using Google Slides

Thurs.: 12:45 pm – 2:00 pm • Linden (max. 60)
Fri.: 10:45 am – 12:00 noon • Linden (max. 60)

DESCRIPTION: Come and see how Jeanette created books using Google slides. She will “share” her presentation so you can follow the step-by-step process whenever you are ready to begin your own creations. The books produced followed the characteristics of leveled texts and were written in more than one language – thanks to a student/parent book club. The books were then printed and added to the school’s home reading program and were a bonus for Jeanette’s guided reading groups. However, the real gains were in the relationships that developed. Come and learn how “Creating Books/Changing Lives” worked for Jeanette, and walk away with a Google slideshow and ideas that you can use at any level!

INTENDED FOR: Junior/Intermediate (ELL)

SPEAKER PROFILE: Jeanette Voaden has been an elementary teacher with the Waterloo Region District School Board for 25 years. She has been a technology teacher for K-8 and a junior/intermediate classroom teacher. She has spent the last 11 years as an ESL teacher. Jeanette has been a presenter at Reading for the Love of It and OISE’s Celebrating Linguistic Diversity conferences. Jeanette is passionate about creating unity while celebrating diversity. Creating books has been a great way for her to bring together everything she enjoys!

Ann Walmsley

Thursday & Friday

Prose and Cons: The Prison Book Club

Thurs.: 2:15 pm – 3:30 pm • Wentworth (max. 50)
Fri.: 12:45 pm – 2:00 pm • Cedar (max. 65)

DESCRIPTION: It worked with dangerous offenders. Could it work for your students? *The Prison Book Club* is Ann Walmsley’s award-winning book on the 18 months she spent taking part in two monthly book clubs in men’s federal prisons. The inmates discussed works of literary fiction and non-fiction that book clubs on the outside were reading, even though some of the men had left school after Grade 8 or hadn’t read a book since high school. Could the book club model, with its unique social component, have helped these men many years earlier – when they first lost interest in the education system? Discover how the prison book club bridged ethnic, religious and other divides in the prison and which books worked best. Learn what impact the experience had as the men left prison and began rebuilding their lives. And hear how Walmsley, who survived a violent attack in England a few years earlier, was changed as well. An inspirational session about what happens when reading becomes a lifeline, not just a pastime, and how discussing books can transcend the private act of reading by enabling us to discuss ourselves.
INTENDED FOR: General

SPEAKER PROFILE: Ann Walmsley is an award-winning journalist whose work has appeared in The Globe and Mail Report on Business Magazine, Maclean's, Cottage Life and many other publications. She joins us to talk about her first book, The Prison Book Club (Penguin Canada 2015), which won the 2016 Edna Staebler Award for Creative Non-Fiction. It was also longlisted for the 2016 RBC Taylor Prize and the 2016 BC National Award for Canadian Non-Fiction and named as a best book of 2015 by the National Post. Published internationally by Oneworld in the UK and Commonwealth, and by Kinokuniya in Japan, her book has a forthcoming edition in China. Born in Picton, Ontario, and raised in a house full of books, Ann graduated with a degree in English Literature from Trinity College at the University of Toronto, before pursuing a career in journalism as a magazine writer, book reviewer and editor. During her writing career, she has lived in Toronto, Paris, Westport CT, Dallas and London in the UK. She founded her first book club at age nine and she credits her grade 12 English teacher in Prince Edward County with igniting her enthusiasm for studying literature.

Mary Walsh

Thursday Only – Ticketed Event

Crying for The Moon: the Road to Becoming an Author

Thurs.: 8:30 am – 10:00 am • Grand Centre & West (max. 1200)

DESCRIPTION: Actress, activist and writer Mary Walsh discusses how reading and writing have shaped her life, as well as her inspiration to write her first novel and the challenges she faced along the way.

INTENDED FOR: General

SPEAKER PROFILE: Acclaimed comedian Mary Walsh is best known for her multi-Gemini-Award-winning work on CBC’s This Hour Has 22 Minutes, the long-running satiric current events program she created, and which showcases her dynamic range of hilarious characters. Outside of her work in television and film, Mary is also a respected mental health and addiction awareness advocate who shares her prior experience with alcoholism in an effort to create change in the lives of others.

Mary wrote, produced and starred in the Gemini award-winning show Hatching, Matching and Dispatching, and was nominated for two Genie Awards for her performances in the feature films Crackie and New Waterford Girl. Her recent television credits include appearances on Republic of Doyle, Rookie Blue, and on HBO Canada’s Sensitive Skin, which garnered her a 2017 Canadian Screen Award nomination. Mary is also known for appearing in the films Mambo Italiano; The Divine Ryans with Pete Postlethwaite; Violet, in which she played the title role; and most recently in The Grand Seduction and Closet Monster, which were official selections at TIFF 2014 and 2015, respectively.

Among her many awards and honourary doctorates, Mary is also the recipient of the Order of Canada and the Governor General’s Lifetime Achievement Award in the Performing Arts.

Brian Weishar, Dianne Fenner, Kim Slomka

Thursday & Friday

Building Resilience in Adolescent Readers

Thurs.: 2:15 pm – 3:30 pm • Cedar (max. 65)

DESCRIPTION: Some adolescents struggle as readers. And some of their teachers in Grades 7 to 12 don’t know exactly what to do. This workshop will share findings from a research project that explores ways to support students to build their reading strategies as well as their resilience as learners.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILES: Brian Weishar is currently a Provincial Literacy Lead supporting Adolescent Literacy Learning with the Ontario Ministry of Education. In this role, he works with literacy leaders to support adolescent literacy learning as well as develops resources for Literacy on www.edugains.ca.

Dianne Fenner, former Program Co-ordinator of English and Literacy at TDSB, is the author of many English/Literacy resources and texts for grades 7 to 12. She was Provincial Lead in the development of the Ontario Secondary School Literacy Course (OSSLC), and is presently working as an English/Literacy consultant.

Kim Slomka is currently working in collaboration with a team from the Ministry of Education examining Resilient Readers. Kim has also worked as an Education Officer in the Ministry of Education and as a Special Education Consultant for an Ontario school board.

SECOND PRESENTATION:

Tapping into the Text

Fri.: 12:45 pm – 2:00 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: Part of building adolescent readers is helping them discover what texts are telling them.

This workshop will explore how to foster resilience in adolescent readers by letting them discover the cues and clues in texts.

INTENDED FOR: Intermediate/Senior
The Exhibitors’ Display
(Booth Assignments as at December 15, 2017)
This is the slate of Directors presented to serve you in the 2017-2018 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.

This conference is sponsored by the East York-Scarborough Reading Association Inc., a charitable corporation. The Association provides financial support for the event through membership fees and donations from the community. The Association’s mission is to promote reading and literacy through educational programs, events, and resources.

Next year’s conference will be held in downtown Toronto at the Sheraton Centre, February 21st and 22nd, 2019. Registration information will be mailed to all Ontario schools. Delegates who attend in 2018 will receive information directly. Registration on our website readingfortheloveofit.com will begin in September, 2018. 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 Email: eys@readingfortheloveofit.com Web: www.readingfortheloveofit.com

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