**HIGHLIGHTS**

**THURSDAY SPECIAL OPENING PRESENTATION**
Candy Palmater & The Wexford Gleeks

**2019 SUPERSTAR SPEAKERS** include
- Pam Allyn, Mary Bigler,
- Jan Burkins & Kim Yaris,
- Rachel Cooke,
- Kelly Gallagher,
- Adrienne Gear,
- Joyce Grant, Linda Hoyt,
- Sue Jackson, Penny Kittle,
- Kathy Lundy, Kristy Mraz,
- Jeff Nathan, Kathryn Otoshi,
- Kit Pearson, Barbara Reid,
- Aisha & Joe Restoule General,
- Mr. (John) Schu, Jennifer Serravallo,
- Larry Swartz, to name a few.

**MEAL KEYNOTES**
That should not be missed include:

- **GEORGE O’CONNOR**
  Thursday Luncheon Keynote

- **DAVID BOOTH**
  Friday Breakfast Keynote

- **DAVID SHANNON**
  Friday Luncheon Keynote

- **KARL SUBBAN**
  Thursday Banquet Keynote

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**PROGRAMME**
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Message from the President

Where is the best place to shop for a hockey shirt? … New Jersey.

If New Jersey’s the place to shop, where’s the place to catch champions of literacy in action? … Reading for the Love of It 2019.

That’s right, fans! Shinny on over to the Sheraton in downtown Toronto for a scoring chance to hear award-winning authors and literacy experts speak at this year’s conference!

The face off begins at our Welcome Reception and AGM on the evening of Wednesday, February 20th where you can meet and greet presenters, attendees and East York-Scarborough Reading Association (EYSRA) executive committee members. Then wake up Thursday morning to home ice advantage and begin your day with music, laughter and fun at our special opening presentation, starring the sensational Wexford Gleeks and acclaimed television and radio personality, Candy Palmater.

Our powerplay line up of keynotes feature … author, illustrator and graphic novelist, George O’Connor, language arts consultant, professor and author, David Booth, Caldecott winner and free-lance editorial illustrator, David Shannon, and Canadian Achievement Awards of Excellence in Education and NHL dad, Karl Subban. Other star players in our game include Penny Kittle, Kelly Gallagher, Linda Hoyt, and the roster goes on with no bench warmers on this team!

Between presentation room travels, we invite you to wraparound 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, this conference would not be possible if not for the dynamic and hard-working committee members that make up the East York-Scarborough Reading Association! As the saying goes, “We are a team above all, and above all, a team!” Special thanks to Denise Canning, First Vice President and Conference Programme Chair, and her remarkable enforcers, who have worked diligently over the past year in preparation for RFTLOI 2019. Heartfelt gratitude is also extended to Erica Townson, Executive Administrator and Conference Planner Extraordinaire, whose “heart and hustle” sets her apart!

Just to be punny …. What did the skeleton drive to the hockey game? … A Zam-bony! Safe travels and hope to see you all on February 21st & 22nd!

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 RFTLOI2019 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 21, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 am - 5:00 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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<td>12:45 pm - 2:00 pm</td>
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<tr>
<td>2:30 pm - 3:45 pm</td>
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<tr>
<td>7:00 pm - 9:30 pm</td>
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</table>

**Friday, February 22, 2019**

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<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>8:15 am - 4:30 pm</td>
<td>Exhibitors’ Display — 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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<tr>
<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>2:30 pm - 3:45 pm</td>
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</tbody>
</table>

**MOBILE CONFERENCE GUIDE APP**

Maximize your conference experience by using our *Reading for the Love of It* mobile conference app 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 RFTLOI2019 Mobile Conference Guide App:**

Go to [http://eventmobi.com/rftloi2019/](http://eventmobi.com/rftloi2019/) on your Internet browser to instantly access and download your mobile conference guide!

**OR**

***NEW*** You can now download EventMobi from an app store (Apple or Google Play) by visiting [http://eventmobi.com/app/rftloi2019/](http://eventmobi.com/app/rftloi2019/). The event app will open automatically.

Click on “Get the App” to download to your device.

If you download the App Store version of *rftloi2019*, you will be alerted on any conference updates such as any changes to the programme or author book signings on the show floor.
Schedule of Events

Delegates must be registered and may freely choose the sessions in which they are most interested. **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 20, 2019**

7:00 pm - 7:30 pm  Late registration pick-up — Concourse Level
8:00 pm - 11:00 pm  Welcome Reception/Annual General Meeting

**Reading for the Love of It 2019**

**Welcome Reception /Annual General Meeting**

Wednesday, February 20, 2019 • 8:00 pm to 11:00 pm

**Civic 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.

**Thursday, February 21, 2019**

8:00 am - 4:00 pm  On-site registration (only if space available) — Concourse Level
8:15 am - 5:00 pm  Exhibitors' Display — Lower Concourse (only available to registered delegates)
8:30 am - 10:00 am  Special Opening Presentation featuring the multi-talented **Candy Palmater** and a return performance by **The Wexford Gleeks** 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 **George O'Connor**
12:45 pm - 2:00 pm  Presentations and Workshops
2:00 pm - 2:30 pm  Health Break
2:30 pm - 3:45 pm  Presentations and Workshops
6:00 pm - 7:00 pm  Cocktail Reception
7:00 pm - 9:30 pm  Dinner Banquet with **Karl Subban** and Reading Award Winners

**Friday, February 22, 2019**

8:00 am - 10:00 am  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  Breakfast with speaker **David Booth**
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 **David Shannon**
12:45 pm - 2:00 pm  Presentations and Workshops
2:00 pm - 2:30 pm  Health Break
2:30 pm - 3:45 pm  Presentations and Workshops

**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!

**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>
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</thead>
<tbody>
<tr>
<td>Pam Allyn</td>
<td>Every Child is a Super Reader</td>
<td>Primary/Junior Primary/Junior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Taming the Wild Text: Dynamic Strategies to Ensure Success for All Readers and Writers</td>
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<tr>
<td>Tara Armstrong &amp; Christine Senior</td>
<td>Making the Most of Secondary Guided Reading</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Amanda Bennett &amp; Beverly McArthur</td>
<td>Creating Equitable Literacy Experiences through Authentic and Responsive Inquiry Contexts</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Mary Bigler</td>
<td>Writing for the Love of It</td>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>David Booth</td>
<td>Becoming the Best Teacher You Can Be for Your Students</td>
<td>General</td>
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<tr>
<td>Renée Bourgoin</td>
<td>Soutenir les lecteurs: Interventions spécifiques</td>
<td>French/General</td>
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<td></td>
<td>L’Inclusion en langue seconde: Actions concrètes pour soutenir la langue orale et écrite</td>
<td>French/General</td>
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<tr>
<td>Wendy Burch Jones &amp; Heath Kiupers</td>
<td>Fostering Resilience &amp; Growth Mindset with Thoughtful Read/Think Alouds</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Dina Burckett &amp; Anna Presta</td>
<td>Provoking Curiosity and Wonder: The Underpinning Literacy Skills</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Jumpstarting Readers When They Plateau: Maximizing Connections Between Shared and Guided Reading</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Whose Doing the Work? How to Say Less So Students Can Do More</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Colinda Clyne</td>
<td>Take Action for Reconciliation: Responding to Calls to Action in the Elementary Classroom</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Rachel Cooke</td>
<td>Come Together – Coordinating the Strands of the English/Language Curriculum</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Damian Cooper</td>
<td>Triangulation: the why’s and how’s of balanced assessment</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Eric Démoré</td>
<td>The Class Novel is Dead!: Voice, Choice, and the Self-Directed Reader</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<td>Now That’s a Hook: Pop Music in the English Classroom</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Debbie Donsky, Nada Aoudah &amp; Mandy Lau</td>
<td>Our Students, Ourselves: Engaging in Multi-literacies, Deconstructing Intersecting Social Identities</td>
<td>Intermediate/Senior (ELL)</td>
<td>✓</td>
<td>✓</td>
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<td>Glen Downey</td>
<td>The Top 10 Comics for Teaching Social Justice and Global Awareness</td>
<td>Intermediate/Senior</td>
<td>✓</td>
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<td>Comics and Mental Health in the K-12 Classroom</td>
<td>General</td>
<td>✓</td>
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<tr>
<td>Anne Elliott &amp; Mary Lynch</td>
<td>Cultivating the Will to Read</td>
<td>Junior</td>
<td>✓</td>
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<td>Cultivating the Will to Read</td>
<td>Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Roy Fernandes &amp; Barb Stoner</td>
<td>Beyond the Classroom – Experiential Education at Its Best</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Carolyn Filice &amp; Roseann Harris</td>
<td>Supporting and Engaging Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Kelly Gallagher</td>
<td>The Art of Teaching: Creating Responsive Classrooms</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Donna-Lynn Galloway &amp; Sandy Giles</td>
<td>Inquiry-Based Play... A Path to Writing for Young Children</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Adrienne Gear</td>
<td>Powerful Understanding – Critical Thinking and Social Emotional Learning We Are All Connected: Integrating Indigenous Culture and Beliefs into your Reading and Writing Program</td>
<td>Junior</td>
<td>✓</td>
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<td></td>
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<td>Primary 1-3</td>
<td>✓</td>
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<tr>
<td>Garfield Gini-Newman</td>
<td>Teaching for Tenacity: Inspiring wonder and deep learning through authentic inquiry</td>
<td>Intermediate</td>
<td>✓</td>
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<td></td>
<td></td>
<td>General</td>
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<tr>
<td>Michael Grandsoult</td>
<td>Spoken Wordshop</td>
<td>Junior/Intermediate</td>
<td>✓</td>
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<tr>
<td>Joyce Grant</td>
<td>How to Avoid Fake News (And Find the Real Stuff)</td>
<td>Junior</td>
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<td>Teach Kids about the News</td>
<td>Junior</td>
<td>✓</td>
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<tr>
<td>Theresa Hanrahahan</td>
<td>Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>✓</td>
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<tr>
<td>Linda Hoyt</td>
<td>Conventions and Craft</td>
<td>Primary/Junior Primary/Junior</td>
<td>✓</td>
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<td>Wild About Words: Elevating Language and Vocabulary</td>
<td>Primary/Junior Primary/Junior</td>
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<td>Sue Jackson</td>
<td>Finding Our Stories: Connecting Play, Language, and the Arts</td>
<td>JK/SK</td>
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<td>Let’s Talk and Listen: Promoting Oral Language Skills</td>
<td>JK/SK</td>
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<td>Diane Kashin</td>
<td>Storytelling and Bookmaking to support the Image of the Child as Capable and Competent</td>
<td>JK/SK</td>
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<td>As Inspired by the Reggio Emilia Approach: Using Children’s Books to Invite Multiple Perspectives</td>
<td>JK/SK</td>
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<td>Penny Kittle</td>
<td>Digital Composition: From Storytelling to Poetry and Argument</td>
<td>Intermediate/Senior</td>
<td>✓</td>
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<td>Speakers/Presenters</td>
<td>Presentation Titles</td>
<td>Intended Audience</td>
<td>Thursday</td>
<td>Friday</td>
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<tr>
<td>Penny Kittle &amp; Kelly Gallagher</td>
<td>180 Days: Planning to Engage and Empower Adolescents</td>
<td>Intermediate/Senior</td>
<td>✓</td>
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<td>Maria Luisa Lebar</td>
<td>Critical Literacy and the Culturally Responsive Mindset</td>
<td>Intermediate/Senior</td>
<td>✓</td>
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<td>Léo-James Lévesque</td>
<td>La lecture autonome: donner le goût de lire</td>
<td>French/English (Junior/Intermediate/Senior)</td>
<td>✓</td>
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<td>Kathy Lundy</td>
<td>Stand Up and Teach</td>
<td>Intermediate/Senior</td>
<td>✓</td>
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<td>Maria Martella &amp; Jim Martella</td>
<td>If You Read it They Will Come</td>
<td>Primary/Junior</td>
<td>✓</td>
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<td>Yvonne Messenger &amp; Leslie Vande Kemp</td>
<td>Great Beginnings in Grade 1</td>
<td>Primary 1-3</td>
<td>✓</td>
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<td>Sandra Mirabelli &amp; Lionel Sandner</td>
<td>Literacy, Science &amp; Math Together: Oh My! Helping Students Detect Bias in the Media</td>
<td>Intermediate/Senior</td>
<td>✓</td>
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<td>Diane Montreuil &amp; Laryssa Gorecki</td>
<td>Art, Narrative, &amp; Métis Culture</td>
<td>Junior/Intermediate</td>
<td>✓</td>
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<td>Kristi Mraz</td>
<td>Writers Workshop Is For Everyone Kid's First: Crafting classrooms with a culture of empathy, joy, and impact</td>
<td>Primary 1-3</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>General</td>
<td>✓</td>
<td>✓</td>
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<td>George O'Connor</td>
<td>Graphic Language</td>
<td>General</td>
<td>Luncheon</td>
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<td>Kathryn Otoshi</td>
<td>THE BIG PICTURE: Developing Strong Character Assets through Life-Changing Picture Books Using Picture Books Art &amp; Illustrations to Inspire Positive Change</td>
<td>Primary/Junior</td>
<td>✓</td>
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<td>Evi Pachis</td>
<td>Peaufiner l'enseignement des stratégies de lecture / Tweaking Reading Strategy Instruction in French Class</td>
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<td>Candy Palmater &amp; The Wexford Gleeks</td>
<td>The Road Less Traveled</td>
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<tr>
<td>Kit Pearson</td>
<td>GROWING A THICK SKIN IN THIN-SKINNED TIMES</td>
<td>Intermediate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>“MATHING” FOR THE LOVE OF IT!</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<td>Dr. Bob Phillips &amp; Kathleen Tanel</td>
<td>Kairos Blanket Exercise</td>
<td>Intermediate/Senior</td>
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<td>Barbara Reid</td>
<td>The Art of Plasticine: A Playful Process</td>
<td>Primary/Junior</td>
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<td>Aisha &amp; Joe Restoule</td>
<td>Indigenous Stories: Perspective Matters</td>
<td>Junior</td>
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<td>Heather Ryan</td>
<td>Counting on Rich Read-Alouds to Spark Math Imaginations</td>
<td>K-1</td>
<td>✓</td>
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<td>Mr. (John) Schu</td>
<td>The Reading Life: Connecting Classrooms, Libraries, and Communities through Story John Schu’s Review of Books for You and Your Readers, Too!</td>
<td>Primary/Junior</td>
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<tr>
<td>Melissa Seco</td>
<td>Getting from A to Z: Scaffolding Coding Experiences in Kindergarten using Picture Books</td>
<td>JK/SK</td>
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<td>✓</td>
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<tr>
<td>Jennifer Serravalle</td>
<td>Complete Comprehension Bringing Strategies to Life: Conferring with Individuals and Groups</td>
<td>Junior/Intermediate</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>David Shannon</td>
<td>“It Was An Accident!”</td>
<td>General</td>
<td>Luncheon</td>
<td></td>
</tr>
<tr>
<td>Jill Snider</td>
<td>Nurturing Student’s Inquisitive Minds Through STEM</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pam Strong</td>
<td>Queer Books and Straight Talk</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Karl Subban</td>
<td>Discovering The Reader In Me</td>
<td>General</td>
<td>Banquet</td>
<td></td>
</tr>
<tr>
<td>Larry Swartz</td>
<td>BECOMING WORD INSPECTORS, WORD COLLECTORS</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sarah Tercer Fernandes &amp; Anthonia Ikemeh</td>
<td>A Day in Kindergarten</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Helen Tommassini &amp; Denise White</td>
<td>Help! My students Love Inquiry But... I'm Finding it Challenging to Manage the Time for Inquiry and Teaching Reading</td>
<td>K-1</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Nancy Tucciarone</td>
<td>“Making Space” for Literacy</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Jeanette Voadan</td>
<td>Using Google Slides to Teach Across the Curriculum</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Debbie Watters &amp; Joan Reimer</td>
<td>What’s lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Anthony Zomparelli</td>
<td>Content (lights), Connections (camera), Character (action): When Reading Shapes the Soul</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
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</tr>
<tr>
<td>8:30 am – 10:00 am</td>
<td>Candy Palmater &amp; The Wexford Gleeks</td>
<td>The Road Less Traveled</td>
<td>General</td>
<td>Grand Centre &amp; West (max. 1200)</td>
</tr>
<tr>
<td>10:45 am – 12:00 noon</td>
<td>Pam Allyn</td>
<td>Every Child is a Super Reader</td>
<td>Primary/Junior</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Tara Armstrong &amp; Christine Senior</td>
<td>Making the Most of Secondary Guided Reading</td>
<td>Intermediate/Senior</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Amanda Bennett &amp; Beverly McArthur</td>
<td>Creating Equitable Literacy Experiences through Authentic and Responsive Inquiry Contexts</td>
<td>Junior/Intermediate</td>
<td>Carlton (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Renée Bourgoin</td>
<td>Soutenir les lecteurs: Interventions spécifiques</td>
<td>French/General</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Rachel Cooke</td>
<td>Come Together – Coordinating the Strands of the English/Language Curriculum</td>
<td>Intermediate/Senior</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Eric Démoré</td>
<td>The Class Novel is Dead: Voice, Choice, and the Self-Directed Reader</td>
<td>Intermediate/Senior</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Glen Downey</td>
<td>The Top 10 Comics for Teaching Social Justice and Global Awareness</td>
<td>Intermediate/Senior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Anne Elliott &amp; Mary Lynch</td>
<td>Cultivating the Will to Read</td>
<td>Junior</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Roy Fernandes &amp; Barb Stoner</td>
<td>Beyond the Classroom - Experiential Education at its Best</td>
<td>Junior/Intermediate</td>
<td>VIP Room (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Carolyn Filice &amp; Roseann Harris</td>
<td>Supporting and Engaging Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td></td>
<td>Sue Jackson</td>
<td>Finding Our Stories: Connecting Play, Language, and the Arts</td>
<td>JK/SK</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Penny Kittle &amp; Kelly Gallagher</td>
<td>180 Days: Planning to Engage and Empower Adolescents</td>
<td>Intermediate/Senior</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Maria Martella &amp; Jim Martella</td>
<td>If You Read it They Will Come</td>
<td>Primary/Junior</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Sandra Mirabelli &amp; Lionel Sandner</td>
<td>Literacy, Science &amp; Math Together: Oh My! Helping Students Detect Bias in the Media</td>
<td>Intermediate/Senior</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Kristi Mraz</td>
<td>Writers Workshop Is For Everyone</td>
<td>Primary 1-3</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>“MATHING” FOR THE LOVE OF IT!</td>
<td>Primary 1-3</td>
<td>Kendra (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Dr. Bob Phillips &amp; Kathleen Tanel</td>
<td>Kairos Blanket Exercise</td>
<td>Intermediate/Senior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Melissa Seco</td>
<td>Getting from A to Z: Scaffolding Coding Experiences in Kindergarten using Picture Books</td>
<td>JK/SK</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Serravallo</td>
<td>Complete Comprehension</td>
<td>Junior/Intermediate</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Sarah Tercer Fernandes &amp; Anthonia Ikemeh</td>
<td>A Day in Kindergarten</td>
<td>JK/SK</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td>12:15 pm – 2:00 pm</td>
<td>George O’Connor</td>
<td>Graphic Language</td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td>12:45 pm – 2:00 pm</td>
<td>Mary Bigler</td>
<td>Writing for the Love of It</td>
<td>Primary/Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Dina Burkett &amp; Anna Presta</td>
<td>Provoking Curiosity and Wonder: The Underpinning Literacy Skills</td>
<td>Junior/Intermediate</td>
<td>Carlton (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Jumpstarting Readers When They Plateau: Maximizing Connections Between Shared and Guided Reading</td>
<td>Primary 1-3</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Wai-Kin Chan</td>
<td>BFF Books for Friends: Multilingual eBooks for students, by students. Amplifying Student Voice &amp; Promoting Equity through Technology and Culturally Responsive and Relevant Pedagogy</td>
<td>General</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Donna-Lynn Galloway &amp; Sandy Giles</td>
<td>Inquiry-Based Play...A Path to Writing for Young Children</td>
<td>JK/SK</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td></td>
<td>Adrienne Gear</td>
<td>Powerful Understanding - Critical Thinking and Social Emotional Learning</td>
<td>Junior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Michael Grand soul</td>
<td>Spoken Wordshop</td>
<td>Junior/Intermediate</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Joyce Grant</td>
<td>How to Avoid Fake News (And Find the Real Stuff)</td>
<td>Junior</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Penny Kittle</td>
<td>Digital Composition: From Storytelling to Poetry and Argument</td>
<td>Intermediate/Senior</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
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<td></td>
<td>Kathy Lundy</td>
<td>Stand Up and Teach</td>
<td>Intermediate/Senior</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<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>General</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Evi Pachis</td>
<td>Peaufiner l’enseignement des stratégies de lecture / Tweaking Reading Strategy Instruction in French Class</td>
<td>French/Primary/Junior</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Aisha &amp; Joe Restoule General</td>
<td>Indigenous Stories: Perspective Matters</td>
<td>Junior</td>
<td>VIP Room (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Mr. (John) Schu</td>
<td>The Reading Life: Connecting Classrooms, Libraries, and Communities through Story</td>
<td>Primary/Junior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Jill Snider</td>
<td>Nurturing Student’s Inquisitive Minds Through STEM</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
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<td></td>
<td>Pam Strong</td>
<td>Queer Books and Straight Talk</td>
<td>General</td>
<td>Elgin (max. 40)</td>
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<td>Helen Tomassini &amp; Denise White</td>
<td>Help! My students Love Inquiry But…… I’m Finding it Challenging to Manage the Time for Inquiry and Teaching Reading</td>
<td>K-1</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Jeanette Voaden</td>
<td>Using Google Slides to Teach Across the Curriculum</td>
<td>Junior/Intermediate</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Debbie Watters &amp; Joan Reimer</td>
<td>What’s lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten</td>
<td>JK/SK</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Anthony Zomparelli</td>
<td>Content (lights), Connections (camera), Character (action): When Reading Shapes the Soul</td>
<td>Primary 1-3</td>
<td>Kendra (max. 50)</td>
</tr>
<tr>
<td>2:30 pm – 3:45 pm</td>
<td>Wendy Burch Jones &amp; Heather Kuipers</td>
<td>Fostering Resilience &amp; Growth Mindset with Thoughtful Read/Think Alouds</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Who’s Doing the Work? How to Say Less So Students Can Do More</td>
<td>Primary 1-3</td>
<td>VIP Room (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Damian Cooper</td>
<td>Triangulation: the why’s and how’s of balanced assessment</td>
<td>General</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Debbie Donsky, Nada Aoudeh &amp; Mandy Lau</td>
<td>Our Students, Ourselves: Engaging in Multi-literacies, Deconstructing Intersecting Social Identities</td>
<td>Intermediate/Senior (ELL)</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kelly Gallagher</td>
<td>The Art of Teaching: Creating Responsive Classrooms</td>
<td>Intermediate/Senior</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Theresa Hanrahan</td>
<td>Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Diane Kashin</td>
<td>Storytelling and Bookmaking to support the Image of the Child as Capable and Competent</td>
<td>JK/SK</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Maria Luisa Lebar</td>
<td>Critical Literacy and the Culturally Responsive Mindset</td>
<td>Intermediate/Senior</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Léo-James Lévesque</td>
<td>La lecture autonome: donner le goût de lire</td>
<td>French/French Immersion (Junior/Intermediate/Senior)</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Cathy Marks Krpan</td>
<td>Reading, Writing and Think-Alouds in a Junior Mathematics Classroom</td>
<td>Junior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Yvonne Messenger &amp; Leslie Vande Kemp</td>
<td>Great Beginnings in Grade 1</td>
<td>Primary 1-3</td>
<td>Kendra (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Diane Montreuil &amp; Laryssa Gorecki</td>
<td>Art, Narrative, &amp; Métis Culture</td>
<td>Junior/Intermediate</td>
<td>Carlton (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Kristi Mraz</td>
<td>Kid’s First: Crafting classrooms with a culture of empathy, joy, and impact</td>
<td>Junior</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Kathryn Otoshi</td>
<td>THE BIG PICTURE: Developing Strong Character Assets through Life-Changing Picture Books</td>
<td>Primary/Junior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Kit Pearson</td>
<td>GROWING A THICK SKIN IN THIN-SKINNED TIMES</td>
<td>Intermediate</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Barbara Reid</td>
<td>The Art of Plasticine: A Playful Process</td>
<td>Primary/Junior</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td></td>
<td>Heather Ryan</td>
<td>Counting on Rich Read-Alouds to Spark Math Imaginations</td>
<td>K-1</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Serravallo</td>
<td>Bringing Strategies to Life: Conferring with Individuals and Groups</td>
<td>Primary/Junior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Larry Swartz</td>
<td>Becoming Word Inspectors, Word Collectors</td>
<td>Junior</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Nancy Tucciarone</td>
<td>“Making Space” for Literacy</td>
<td>Junior</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td>7:00 pm – 9:30 pm</td>
<td>Karl Subban</td>
<td>Discovering The Reader In Me</td>
<td>General</td>
<td>Dominion (max. 400)</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>David Booth</td>
<td>Becoming the Best Teacher You Can Be for Your Students</td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td>9:00 am – 10:15 am</td>
<td>Renée Bourgoin</td>
<td>L'inclusion en langue seconde: Actions concrètes pour soutenir la langue orale et écrite</td>
<td>French/General</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Eric Déморé</td>
<td>Now That’s a Hook: Pop Music in the English Classroom</td>
<td>Intermediate/Senior</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Anne Elliott &amp; Mary Lynch</td>
<td>Cultivating the Will to Read</td>
<td>Intermediate</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Garfield Gini-Newman</td>
<td>Teaching for Tenacity</td>
<td>Intermediate</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td></td>
<td>Joyce Grant</td>
<td>Teach Kids about the News</td>
<td>Junior</td>
<td>VIP Room (max. 70)</td>
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<td>Sue Jackson</td>
<td>Finding Our Stories: Connecting Play, Language, and the Arts</td>
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<td>Cathy Marks Kran</td>
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<td>Junior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
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<td></td>
<td>Maria Martella &amp; Jim Martella</td>
<td>If You read it They will Come</td>
<td>JK/SK, Primary 1-3, Junior 4-6, Intermediate 7-10</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Yvonne Messenger &amp; Leslie Vande Kemp</td>
<td>Great Beginnings in Grade 1</td>
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<td>Writers Workshop Is For Everyone</td>
<td>Primary 1-3</td>
<td>Birchwood (max. 220)</td>
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<td>Jeff Nathan</td>
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<td>Barbara Reid</td>
<td>The Art of Plasticine: A Playful Process</td>
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<td>Jeanette Voaden</td>
<td>Using Google Slides to Teach Across the Curriculum</td>
<td>Junior/Intermediate</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td>10:45 am – 12:00 noon</td>
<td>Pam Allyn</td>
<td>Taming the Wild Text: Dynamic Strategies to Ensure Success for All Readers and Writers</td>
<td>Primary/Junior</td>
<td>Dominion North (max. 230)</td>
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<td>Rachel Cooke</td>
<td>Come Together – Coordinating the Strands of the English/Language Curriculum</td>
<td>Intermediate/Senior</td>
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<td>Linden (max. 60)</td>
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<td>Glen Downey</td>
<td>Comics and Mental Health in the K-12 Classroom</td>
<td>General</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
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<td></td>
<td>Roy Fernandes &amp; Barb Stoner</td>
<td>Beyond the Classroom - Experiential Education at its Best</td>
<td>Junior/Intermediate</td>
<td>VIP Room (max. 70)</td>
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<td></td>
<td>Kelly Gallagher</td>
<td>The Art of Teaching: Creating Responsive Classrooms</td>
<td>Intermediate/Senior</td>
<td>Grand Centre (max. 400)</td>
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<td>Michael Grandsoult</td>
<td>Spoken Wordshop</td>
<td>Junior/Intermediate</td>
<td>Huron (max. 50)</td>
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<td></td>
<td>Theresa Hanrahan</td>
<td>Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
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<td>Linda Hoyt</td>
<td>Conventions and Craft</td>
<td>Primary/Junior</td>
<td>City Hall (max. 110)</td>
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<td></td>
<td>Diane Kashin</td>
<td>As Inspired by the Reggio Emilia Approach: Using Children's Books to Invite Multiple Perspectives</td>
<td>JK/SK</td>
<td>Civic (max. 430)</td>
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<td></td>
<td>Sandra Mirabelli &amp; Lionel Sandner</td>
<td>Literacy, Science &amp; Math Together: Oh My! Helping Students Detect Bias in the Media</td>
<td>Intermediate/Senior</td>
<td>Pine East &amp; West (max. 70)</td>
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<td>Kristi Mraz</td>
<td>Kid’s First: Crafting classrooms with a culture of empathy, joy, and impact</td>
<td>Junior</td>
<td>Birchwood (max. 220)</td>
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<td>Kathryn Otoshi</td>
<td>Using Picture Books Art &amp; Illustrations to Inspire Positive Change</td>
<td>Primary/Junior</td>
<td>Cedar (max. 65)</td>
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<td>Evi Pachis</td>
<td>Peaufiner l’enseignement des stratégies de lecture / Tweaking Reading Strategy Instruction in French Class</td>
<td>French/Primary/Junior</td>
<td>Kent (max. 50)</td>
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<td>Ken Pettigrew &amp; Justin Hui</td>
<td>“MATHING” FOR THE LOVE OF IT!</td>
<td>Primary 1-3</td>
<td>Kendra (max. 50)</td>
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<td>Melissa Seco</td>
<td>Getting from A to Z: Scaffolding Coding Experiences in Kindergarten using Picture Books</td>
<td>JK/SK</td>
<td>Dominion South (max. 180)</td>
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<td>Presentation Title</td>
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<tr>
<td>10:00 am</td>
<td>Pam Strong</td>
<td>Queer Books and Straight Talk</td>
<td>General</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td>10:15 am</td>
<td>Sarah Terce Fernandes &amp;</td>
<td>A Day in Kindergarten</td>
<td>JK/5K</td>
<td>Wentworth (max. 50)</td>
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<td>Anthonia Ikemeh</td>
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<tr>
<td>11:30 am</td>
<td>David Shannon</td>
<td>&quot;It Was An Accident!&quot;</td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Tara Armstrong &amp; Christine</td>
<td>Making the Most of Secondary Guided Reading</td>
<td>Intermediate/Senior</td>
<td>Spruce (max. 45)</td>
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<td></td>
<td>Senior</td>
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<tr>
<td>12:00 pm</td>
<td>Amanda Bennett &amp; Beverly</td>
<td>Creating Equitable Literacy Experiences through</td>
<td>Junior/Intermediate</td>
<td>Cedar (max. 65)</td>
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<td>McArthur</td>
<td>Authentic and Responsive Inquiry Contexts</td>
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<tr>
<td>12:15 pm</td>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Jumpstarting Readers When They Plateau:</td>
<td>Primary 1-3</td>
<td>Dominion North (max. 230)</td>
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<td>Maximizing Connections Between Shared and</td>
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<td>Guided Reading</td>
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<td>12:30 pm</td>
<td>Colinda Clyne</td>
<td>Take Action for Reconciliation: Responding to</td>
<td>General</td>
<td>Wentworth (max. 50)</td>
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<td>Calls to Action in the Elementary Classroom</td>
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<tr>
<td>12:45 pm</td>
<td>Carolyn Filice &amp; Roseann</td>
<td>Supporting and Engaging Struggling Readers in the</td>
<td>Primary 1-3</td>
<td>Birchwood (max. 220)</td>
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<td>Harris</td>
<td>Primary Classroom</td>
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<tr>
<td>12:55 pm</td>
<td>Donna-Lynn Galloway &amp; Sandy</td>
<td>Inquiry-Based Play...A Path to Writing for Young</td>
<td>JK/5K</td>
<td>Simcoe Dufferin (max. 100)</td>
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<td>Giles</td>
<td>Children</td>
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<tr>
<td>1:05 pm</td>
<td>Garfield Gini-Newman</td>
<td>Inspiring wonder and deep learning through</td>
<td>General</td>
<td>Dominion South (max. 180)</td>
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<td>authentic inquiry</td>
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<tr>
<td>1:15 pm</td>
<td>Linda Hoyt</td>
<td>Wild About Words: Elevating Language and Vocabulary</td>
<td>Primary/Junior</td>
<td>City Hall (max. 110)</td>
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<tr>
<td>1:25 pm</td>
<td>Sue Jackson</td>
<td>Let's Talk and Listen: Promoting Oral Language</td>
<td>JK/5K</td>
<td>VIP Room (max. 70)</td>
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<td>Skills</td>
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<tr>
<td>1:35 pm</td>
<td>Penny Kittle</td>
<td>Digital Composition: From Storytelling to Poetry</td>
<td>Intermediate/Senior</td>
<td>Grand Centre (max. 400)</td>
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<td>and Argument</td>
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<tr>
<td>1:45 pm</td>
<td>Kit Pearson</td>
<td>GROWING A THICK SKIN IN THIN-SKINNED TIMES</td>
<td>Intermediate</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Mr. (John) Schu</td>
<td>John Schu's Review of Books for You and Your</td>
<td>Primary/Junior</td>
<td>Pine East &amp; West (max. 70)</td>
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<td>Readers, Too!</td>
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<tr>
<td>2:10 pm</td>
<td>Jennifer Serravallo</td>
<td>Bringing Strategies to Life: Conferring with</td>
<td>Primary/Junior</td>
<td>Civic (max. 430)</td>
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<td>Individuals and Groups</td>
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<tr>
<td>2:20 pm</td>
<td>Jill Snider</td>
<td>Nurturing Student's Inquisitive Minds Through</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West (max. 150)</td>
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<td></td>
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<td>STEM</td>
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<tr>
<td>2:30 pm</td>
<td>Larry Swartz</td>
<td>BECOMING WORD INSPECTORS, WORD COLLECTORS</td>
<td>Junior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td>2:40 pm</td>
<td>Helen Tomassini &amp; Denise</td>
<td>Help! My students Love Inquiry But...... I'm</td>
<td>K-1</td>
<td>Linden (max. 60)</td>
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<td>White</td>
<td>Finding it Challenging to Manage the Time for</td>
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<td>Inquiry and Teaching Reading</td>
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<tr>
<td>2:50 pm</td>
<td>Nancy Tucciarone</td>
<td>“Making Space” for Literacy</td>
<td>Junior</td>
<td>Kent (max. 50)</td>
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<tr>
<td>3:00 pm</td>
<td>Anthony Zomparelli</td>
<td>Content (lights), Connections (camera), Character</td>
<td>Primary 1-3</td>
<td>Kendra (max. 50)</td>
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<td>(action): When Reading Shapes the Soul</td>
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<tr>
<td>3:10 pm</td>
<td>Mary Bigler</td>
<td>Writing for the Love of It</td>
<td>Primary/Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td>3:20 pm</td>
<td>Wendy Burch Jones &amp; Heather</td>
<td>Fostering Resilience &amp; Growth Mindset with</td>
<td>Primary 1-3</td>
<td>Birchwood (max. 220)</td>
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<td>Kuipers</td>
<td>Thoughtful Read/Think Alouds</td>
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<tr>
<td>3:30 pm</td>
<td>Dina Burkett &amp; Anna Presta</td>
<td>Provoking Curiosity and Wonder: The</td>
<td>Junior/Intermediate</td>
<td>Cedar (max. 65)</td>
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<td>Underpinning Literacy Skills</td>
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<td>3:40 pm</td>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Who's Doing the Work? How to Say Less So Students</td>
<td>Primary 1-3</td>
<td>Dominion North (max. 230)</td>
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<td>Can Do More</td>
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<td>3:50 pm</td>
<td>Wai-Kin Chan</td>
<td>BFF Books for Friends: Multilingual eBooks for</td>
<td>General</td>
<td>Linden (max. 60)</td>
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<td>students, by students. Amplifying Student Voice</td>
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<td>&amp; Promoting Equity through Technology and</td>
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<td>Culturally Responsive and Relevant Pedagogy</td>
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<td>4:00 pm</td>
<td>Colinda Clyne</td>
<td>Take Action for Reconciliation: Responding to</td>
<td>General</td>
<td>Pine East &amp; West (max. 70)</td>
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<td>Calls to Action in the Elementary Classroom</td>
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<td>4:10 pm</td>
<td>Damian Cooper</td>
<td>Triangulation: the why's and how's of balanced</td>
<td>General</td>
<td>Grand Centre (max. 400)</td>
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<td>4:20 pm</td>
<td>Adrienne Gear</td>
<td>We Are All Connected: Integrating Indigenous</td>
<td>Primary 1-3</td>
<td>Civic (max. 430)</td>
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<td>Culture and Beliefs into your Reading and</td>
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<td>Writing Program</td>
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<td>4:30 pm</td>
<td>Maria Luisa Lebar</td>
<td>Critical Literacy and the Culturally Responsive</td>
<td>Intermediate/Senior</td>
<td>Chestnut East &amp; West (max. 150)</td>
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<td>Mindset</td>
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<td>4:40 pm</td>
<td>Léo-James Lévesque</td>
<td>Des stratégies efficaces pour l'enseignement de</td>
<td>French/French</td>
<td>Kent (max. 50)</td>
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<td>la littératie à l élémentaire</td>
<td>Immersion (K-6)</td>
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<td>4:50 pm</td>
<td>Kathy Lundy</td>
<td>Stand Up and Teach</td>
<td>Intermediate/Senior</td>
<td>Maple East &amp; West (max. 90)</td>
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<tr>
<td>5:00 pm</td>
<td>Aisha &amp; Joe Restoule</td>
<td>Indigenous Stories: Perspective Matters</td>
<td>Junior</td>
<td>City Hall (max. 110)</td>
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<td>5:10 pm</td>
<td>General</td>
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<td>5:20 pm</td>
<td>Debbie Watters &amp; Joan Reimer</td>
<td>What’s lies at the Heart of Inquiry? Inquiry</td>
<td>JK/5K</td>
<td>Simcoe Dufferin (max. 100)</td>
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<td>Based Learning in Kindergarten</td>
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Speaker Sessions & Profiles

Pam Allyn
Thursday & Friday
Every Child is a Super Reader
Thurs.: 10:45 am - 12:00 noon • Dominion North (max. 230)
DESCRIPTION: Every Child is a Super Reader: Creating Environments and Outcomes that Make Every Student a Super Reader (grades Pre K-8)
Pam Allyn maintains that when we build on children’s key strengths and immerse them in an intellectually invigorating, emotionally nurturing, literature-rich community, we grow “super readers”—avid readers who consume texts with passion, understanding, and a critical eye. In this session, Pam will share best practices and inspirations for a profound and innovative way to ensure that every child reads passionately, powerfully and proficiently for the new era of literacy.
INTENDED FOR: Primary/Junior
SPEAKER PROFILE: Pam Allyn is a world-renowned literacy expert, author and motivational speaker. She is the founder of LitWorld, a global literacy initiative serving children across the United States and in more than 60 countries. With her team at LitWorld, Pam created and leads World Read Aloud Day, a worldwide tribute to the power of literacy happening this year on February 24th, and the signature LitCamp to close the summer literacy gap, in partnership with Scholastic. She received the 2013 Scholastic Literacy Champion Award, and is the Global Ambassador for Scholastic’s “Read Every Day. Lead a Better Life.” campaign. Pam is a spokesperson for BIC Kids, championing BIC’s 2014 “Fight for Your Write” campaign. In 2014, Pam was chosen as a W.K. Kellogg Foundation Fellow, becoming a part of a national cohort of 20 fellows focusing on racial healing and equity. Pam is the author of many books, including Pam Allyn’s Best Books for Boys: How To Engage Boys in Reading in Ways That Will Change Their Lives and her most recent, Every Child is a Super Reader, co-authored with Dr. Ernest Morrell. She is also the creator of the LitCamp program on summer reading for grades K-6.
SECOND PRESENTATION:
Taming the Wild Text: Dynamic Strategies to Ensure Success for All Readers and Writers
Fri.: 10:45 am - 12:00 noon • Dominion North (max. 230)
DESCRIPTION: In this session, literacy expert Pam Allyn will share innovative strategies for helping all children become lifelong readers and writers who are deeply motivated and empowered by literacy as a tool for communication, collaboration and community-building. Pam will take an in-depth look at the role of student choice and story as a tool for resilience and social-emotional development. She will address the three major types of writing (narrative, informational, and argument/opinion) and how students can write in long and short forms in every subject area. Pam will address the challenges and opportunities in teaching craft, conventions and content.
INTENDED FOR: Primary/Junior

Tara Armstrong & Christine Senior
Thursday & Friday
Making the Most of Secondary Guided Reading
Thurs.: 10:45 am - 12:00 noon • Elgin (max. 40)
Fri.: 12:45 pm - 2:00 pm • Spruce (max. 45)
DESCRIPTION: As Secondary teachers we cannot assume that all students in our class are working within the same reading level. How can we meet the diverse learning needs of our students? High school English teachers are increasingly being called upon to be teachers of reading. During guided practice, the teacher determines the skills/strategies to be learned and how students will engage in the reading. Students can then purposefully select and use techniques in order to construct and communicate meaning, and have the autonomy to use these strategies in other subjects. This workshop will explore how to establish guided practice in the secondary classroom, what authentic parallel tasks can look like (e.g. leveraging digital), and how to monitor student progress and learning skills.
INTENDED FOR: Intermediate/Senior
SPEAKER PROFILES: Christine Senior is the English / Literacy Facilitator (7 - 12) at the Durham District School Board. With over 15 years teaching experience, she has held a variety of roles, including department head of English, at two different schools. Christine has written several system curriculum resources, with a focus on incorporating reading strategies for struggling adolescent and adult learners.
Tara Armstrong is the Instructional Literacy Coach (7 - 12) at the Durham District School Board. With over 17 years of teaching experience in middle school, she has worked frequently with priority schools. Tara’s recent focus has been facilitating book clubs featuring equity and diversity selections for middle and high school classrooms. She presents extensively on comprehensive literacy strategies and reading intervention tools for struggling adolescents.

Amanda Bennett & Beverly McArthur
Thursday & Friday
Creating Equitable Literacy Experiences through Authentic and Responsive Inquiry Contexts
Thurs.: 10:45 am - 12:00 noon • Carlton (max. 45)
**Writing for the Love of It**

**Thurs.:** 12:45 pm - 2:00 pm • Dominion South (max. 180)

**Fri.:** 2:30 pm - 3:45 pm • Dominion South (max. 180)

**DESCRIPTION:** This practical and enjoyable session will focus on the importance of writing, what young writers need, types of writing, and how to engage students in meaningful and exciting writing experiences. Many examples of student’s narrative and expository writing will be shared. You will leave with ideas and activities you can implement immediately.

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILES:** Amanda Bennett is currently an Instructional Coach with the Peel District School Board, supporting equitable and responsive teaching and assessment practices, K-8. Committed to sharing the power of growth mindset messaging, intentional lesson design and research-based instructional pedagogy, she supports colleagues in facilitating developmentally appropriate and highly effective learning experiences. Amanda believes that real learning happens when students are deeply invested in meaningful questions and discourse. Through daily co-teaching cycles and workshop facilitation, she enthusiastically shares her ideas and experiences with launching and sustaining inquiries that are responsive to student interests and needs.

Beverly McArthur is currently an Instructional Coordinator with the Peel District School Board, supporting Inquiry-Based Learning, Social Sciences, and Assessment Literacy, K-12. Throughout her career, she has been committed to supporting equitable, culturally responsive learning environments for students in her roles as a: classroom teacher, Teacher Librarian, Literacy Coach, Instructional Resource Teacher, Early Literacy Teacher Lead, and Course Director for the Bachelor of Education Program at York University. Beverly strongly believes in an interdisciplinary constructivist approach to learning and teaching with an emphasis on assessment FOR and AS learning, connected to authentic life world provocations.

**David Booth**

**Friday Only – Breakfast Keynote - Ticketed Event**

**Becoming the Best Teacher You Can Be for Your Students**

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

**DESCRIPTION:** Continuing to grow towards becoming the best literacy teacher you can be means facing the challenges that arise in education with energy and inquiry. We struggle to keep trying to learn more, to work with others, to carve out a teacherly identity, to respect and advocate for every student, to develop useful strategies and techniques for maximum student participation, and to build a personal framework for identifying our own strengths and opportunities for professional growth as classroom leaders. That is why we need a holiday once in a while! Far away! Maybe with palm trees!

**INTENDED FOR:** General

**SPEAKER PROFILE:** David Booth is Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, where he works in the arts in education and literacy education. He has been involved in education as a classroom teacher, language arts consultant, professor, speaker and author. His students have included teachers and administrators enrolled in the preservice, master’s and doctoral programs in education. His latest book for teachers is What Is A ‘Good’ Teacher? with Rich Coles, (Pembroke, 2017). His new books for young people include the picture book Willa’s House (Rubicon, 2018), and he is an author and literacy consultant for Rubicon’s new series BOLDPRINT INQUIRY, (2018).
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www.corwin.com
Renée Bourgoin

Thursday & Friday

Soutenir les lecteurs: Interventions spécifiques

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


INTENDED FOR: French/General

SPEAKER PROFILE: Dr. Renée Bourgoin is an Honorary Research Associate at the Second Language Research Institute of Canada (L2RIC) at the University of New Brunswick within the Faculty of Education. She is also a literacy/instructional coach for her school district. Her areas of interest are literacy acquisition and pedagogy, biliteracy, at-risk/struggling second language readers and inclusion in second language contexts. She is the author of several academic and pedagogical resources including Interventions pour soutenir les lecteurs en langue seconde (Pearson Education), 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 the CMLR, the CJAL, IJBIDE, CJNSE, and Journal de l’immersion. Renée disseminates her work at academic and educational conferences and delivers district-wide professional learning workshops for educators in Canada and abroad.

SECOND PRESENTATION:

L’Inclusion en langue seconde: Actions concrètes pour soutenir la langue orale et écrite

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


INTENDED FOR: French/General

Wendy Burch Jones & Heather Kuipers

Thursday & Friday

Fostering Resilience & Growth Mindset with Thoughtful Read/Think Alouds

Thurs.: 2:30 pm - 3:45 pm • Simcoe Dufferin (max. 100)
Fri.: 2:30 pm - 3:45 pm • Birchwood (max. 220)

DESCRIPTION: Help your students build a strong growth mindset and foster a confident resilience through an array of cultivated picture books. Discover how well-planned questions can help to frame your lesson and allow the text to deliver an intended message. We will walk through questions to ask before reading, strategies to use during reading, and will offer a great selection of questions to offer after-reading - all of which are specifically designed to help our youngest students learn how to build a strong sense of resilience and perseverance - everything they need to encourage a positive growth mindset.

INTENDED FOR: Primary 1-3

SPEAKER PROFILES: Wendy Burch Jones is an elementary teacher-librarian with the Toronto District School Board with a passion for creating welcoming, safe, and student-centered spaces. She has worked as a lead within her school and Learning Network to promote Mental Health & Wellbeing in classrooms using Mindfulness and Growth Mindset as teaching tools. She is passionate about helping students find a positive growth mindset and loves hunting for the perfect picture book to fit every lesson.

Heather Kuipers is the owner of Ella Minnow Children's Bookstore on Kingston Rd. and Bingham which serves the east end of Toronto and numerous schools across the GTA. Heather is passionate about children's books and loves to make links between the curriculum, character education priorities, school board initiatives and available books, newly published and classic. She has a profound respect for children and their capacity to grow academically, socially and emotionally through access to just the right book at just the right time. In addition to running the store, Heather is involved as a board member for several child focused organizations including the Canadian Children's Book Centre.

Dina Burkett & Anna Presta

Thursday & Friday

Provoking Curiosity and Wonder: The Underpinning Literacy Skills

Thurs.: 12:45 pm - 2:00 pm • Carlton (max. 45)
Fri.: 2:30 pm - 3:45 pm • Cedar (max. 65)

DESCRIPTION: Student curiosity is foundational to rich, authentic learning that connects to the world outside the four walls of the classroom. The inquiry process allows educators to support student wonder with the literacy skills required to effectively ask questions, gather,
organize, analyze and evaluate information through the gradual release of responsibility. Participants will gain a deeper understanding of the link between the inquiry process and literacy skills while engaging students in authentic student-driven inquiry focused on developing critical thinking.

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILES:** Dina Burkett and Anna Presta have been educators for almost 30 years with the Peel District School Board. They co-plan and co-teach with educators facilitating change in teacher practice and student achievement. They are both passionate and committed to teaching literacy through inquiry. They have organized workshops and professional learning for networks of schools focused on engaging in inquiry while developing literacy skills. They have participated in a variety of writing projects focused on teaching through inquiry, literacy development and assessment. Both Dina and Anna have facilitated sessions with a variety of provincial and North American associations providing opportunities for educators to reflect and develop their practice.

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**Jan Burkins & Kim Yaris**

**Thursday & Friday**

**Jumpstarting Readers When They Plateau: Maximizing Connections Between Shared and Guided Reading**

**Thurs.:** 12:45 pm - 2:00 pm • Dominion North (max. 230)

**Fri.:** 12:45 pm - 2:00 pm • Dominion North (max. 230)

**DESCRIPTION:** Why do readers plateau? In this session, we will examine some of the reasons for these inexplicable pauses on the learning continuum. We present shared reading and guided reading strategies, reimagined to optimize the connections between the two and that engage students in constructing meaning from text without creating teacher dependency. Participants will gain practical solutions to common instructional challenges and begin to see that by better connecting the work across the gradual release, we can help children negotiate increasingly complex text.

**INTENDED FOR:** Primary 1-3

Both titles provide practical ideas for teaching students to become increasingly independent and proficient in an age where heavy teacher talk is the status quo. In addition to these two titles, Jan and Kim have also co-authored the recently released *Who’s Doing the Work? Lesson sets for K-2* (Stenhouse, 2018) and are working on the *Who’s Doing the Work? Lesson sets for 3-5*. Jan and Kim are also the writers and thinkers behind Burkins and Yaris—*Think Tank for 21st Century Literacy*, where their blog and their instructional resources have attracted an international audience and made them thought leaders in the field of literacy instruction. Drawing on their more than 50 combined years of experience in education, they are passionate about helping teachers navigate, understand, and implement standards-based instruction without sacrificing their inner teacher. In their current role as staff developers, they work closely with schools and districts, facilitating professional learning, conducting in-class demonstrations, and developing curriculum. You can connect with them on Twitter (@burkinsandyaris) and on their website (BurkinsandYaris.com), or contact them at info@burkinsandyaris.com.

**SECOND PRESENTATION:**

**Who’s Doing the Work? How to Say Less So Students Can Do More**

**Thurs.:** 2:30 pm - 3:45 pm • Room (max. 70)

**Fri.:** 2:30 pm - 3:45 pm • VIP Room (max. 230)

**DESCRIPTION:** Considering the ways we read, aloud, shared reading, guided reading, and independent reading are connected, participants will learn about “next generation” thinking for each instructional context. Through interactive protocols, presentation, and discussion, participants will make connections to mindset, student engagement, text level, and teacher language, considering when they do (and do not) help students develop efficient reading processes and enthusiasm for reading. They will learn simple adjustments to instruction that can lead to powerful shifts in student engagement and empower students to do the work of becoming better readers.

**INTENDED FOR:** Primary 1-3

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**Wai-Kin Chan**

**Thursday & Friday**

**BFF Books for Friends: Multilingual eBooks for students, by students. Amplifying Student Voice & Promoting Equity through Technology and Culturally Responsive and Relevant Pedagogy**

**Thurs.:** 12:45 pm - 2:00 pm • Wentworth (max. 50)

**Fri.:** 2:30 pm - 3:45 pm • Linden (max. 60)

**DESCRIPTION:** Why are diverse books important? Whose voices are often missing in children’s literature? What stories emerge when students are challenged to write in ways that better mirror their values, intersectional social identities and experiences? Culturally responsive pedagogy, coupled with the purposeful use of technology, has the potential to foster an equitable and deep learning environment, build school community, increase engagement and remove barriers for marginalized students and communities. This session examines how these were achieved through the Books for Friends (BFF), eBooks created using Google Apps by students for other students. The BFF books provide a window into the lives of students. Translated into multiple home languages by a larger school board community, these stories reflect student passions and preoccupations, breaking down gender-stereotypes, and including messages entrenched in anti-oppression and environmental protection. Join this session to be inspired about how you can also embark on this collective enterprise and amplify student voice with BFF.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Wai-Kin Chan is a citizen of the world and an educator with 22 years professional experience. A former management and technology consultant, and Vice President of a multinational financial institution, he has served international organizations in strategy and leadership development, change management, and technology innovation. As a four-time immigrant and a member of marginalized groups, he knows first hand the transformative power of education to overcome the challenges many of our students face. He is currently a K-12 Learning Coach at the Toronto District School Board and aspires to be a senior system leader to advocate for the voices of underserved groups and to champion the needs of each and every student. He believes that technology along with anti-oppressive pedagogy, can serve to create an inclusive environment in which learners can thrive as contributing and compassionate global citizens. He has taught all grades except FDK and served two school boards as a French Immersion teacher, Core French a-la-carte and a Special Education Resource Teacher. A nature lover who enjoys travel, he is also a father of two busy little children who help remind him each day of the urgency of working towards creating a more equitable world. Wai-Kin believes that education is a means to achieve this.

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**Colinda Clyne**

**Friday Only**

**Take Action for Reconciliation: Responding to Calls to Action in the Elementary Classroom**

**Fri.:** 12:45 pm - 2:00 pm • Wentworth (max. 50)

**Fri.:** 2:30 pm - 3:45 pm • Pine East & West (max. 70)

**DESCRIPTION:** As a response to the Truth and Reconciliation Calls to Action, this workshop looks at how educators can effectively embed First Nation, Métis, and Inuit histories, traditions and contemporary realities into their classes and schools. Participants will be provided...
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with inquiry starting points across divisions, build an understanding of Indigenous worldviews, and examine resources that support this work in their classes, including the implementation of the social studies and history curriculum enhancements.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Colinda is Anishinaabe kwe (Kitigan Zibi First Nation). She is a seeker of traditional teachings and shkaabewis (Elder’s helper). Colinda is passionate about teaching the truths about Indigenous histories of this land, and ensuring that Indigenous voices lead the work. She has been an educator for 25 years in a variety of capacities, most recently as the curriculum lead for First Nations, Métis, and Inuit education, Upper Grand District School Board.

Rachel Cooke

Thursday & Friday

Come Together – Coordinating the Strands of the English/Language Curriculum

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: Are you struggling to fit all of the strands of the English/Language curriculum into your classes in an effective and purposeful way? Do you find that you are favouring some strands over others and not fully addressing the expectations?

A strong literacy program coordinates all of the curriculum strands, bringing them together so they are interlocking and mutually supportive. A strong literacy program provides opportunities for students to speak, listen, read, write and interpret media in every class. In this workshop, you will learn how to integrate all of the strands into daily and weekly programming. You will also learn how to structure your English/Language lesson planning and teaching in a multidimensional way so that speaking, listening, reading, writing and media interpretation do not stand alone but support each other. You will walk away from this interactive session with “fresh” use-it-tomorrow, cross-curricular activities and resources that will enhance your teaching and your students’ learning.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Rachel Cooke is a hybrid – teacher/coach and Assistant Curriculum Leader of English/Literacy in the Toronto District School Board. During her thirty-three-year teaching career she was also an Instructional Leader of English/Literacy for the Toronto District School Board for ten years and taught additional qualification courses at OISE/UT for fifteen years. She is the Senior Author of iSkills- Constructing Meaning: Skills for Understanding Contemporary Texts (McGraw-Hill Ryerson 2013) and Author for iLit- Remix: A Revolution of Text Forms.
for more than twenty-five years. Damian served as consultant. He has specialized in student assessment, teacher, a department head, a librarian, and a school secondary English, Special Education, and Drama assessment skills. In his varied career, Damian has been internationally, to improve their instructional and school districts across Canada, the United States, education consultant who specializes in helping schools

SPEAKER PROFILE:

INTENDED FOR:

General

Damian Cooper

Thursday & Friday

Triangulation: the why's and how's of balanced assessment

Thurs.: 2:30 pm - 3:45 pm • Dominion North (max. 230)
Fri.: 2:30 pm - 3:45 pm • Grand Centre (max. 400)

DESCRIPTION: Assessment beliefs and practices are slow to change. Yet the complex skills and competencies that characterize today’s curriculum demand that students demonstrate their learning by doing, and conversing, as well as in writing. Unfortunately, many teachers have received little or no training in the design and use of assessment tasks that involve student performance and conversation.

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 across Canada, the United States, and internationally, to 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, and a school consultant. He has specialized in student assessment for more than twenty-five years. Damian served as assessment consultant to the School Division of Nelson Education. Prior to that, he was Co-ordinator of Assessment and Evaluation for the Halton District School Board in Burlington, Ontario. Damian is past president of The Canadian Assessment for Learning Network (CAfLN). Damian’s international reputation rests on his wide-ranging experience as an educator, his deep understanding of assessment, and his no-nonsense, common sense approach to what works in schools. Damian’s publications Talk About Assessment: Strategies and Tools to Improve Learning (2007), Talk About Assessment: High School Strategies and Tools (2010), and Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms (2011), are all best sellers. His latest project is VOCAL: Validating Observation and Conversation when Assessing Learning, an online professional learning course for educators.

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)

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 literacy 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. He 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.

SECOND PRESENTATION:

Now That’s a Hook: Pop Music in the English Classroom

Fri.: 9:00 am - 10:15 am • Huron (max. 50)

DESCRIPTION: Nothing hooks young minds quite like -- well, a musical hook. Drawing from his extensive experience as a performer and music teacher, Eric will provide a number of ways to infuse music literacy into your syllabus.

INTENDED FOR: Intermediate/Senior
**Debbie Donsky, Nada Aoudeh & Mandy Lau**

**Thursday & Friday**

**Our Students, Ourselves: Engaging in Multiliteracies, Deconstructing Intersecting Social Identities**

**Thurs.:** 2:30 pm - 3:45 pm • Linden (max. 60)

**Fri.:** 10:45 am - 12:00 noon • Linden (max. 60)

**DESCRIPTION:** Engaging in new literacies is the responsibility of educators as we come to know ourselves and our students in the context of intersecting social identities, lived experiences and our own stories. This session will look at the role of literature, film, social media and podcasts that help us, as educators, act as witnesses, accomplices and advocates as we actively engage in knowing ourselves to better serve our students through their stories.

**INTENDED FOR:** Intermediate/Senior (ELL)

**SPEAKER PROFILE:** Dr Debbie Donsky is an Elementary Principal in the Peel District School Board. Throughout her 25 years in education, she has worked in boards throughout the GTA. Debbie is a mother of two amazing teenagers and loves to read, blog and draw in her free time. Debbie has made a career focused on creating spaces of possibility–whether as an advocate, leader, writer and artist. She believes that stories are what connects us. If you want to learn more, check out her website at www.debbiedonsky.com or follow her on Twitter @DebbieDonsky.

Nada Aoudeh is currently a vice principal in a public school board in the greater Toronto area (Ontario). She has been an educator for 18 years. She is particularly interested in the interaction of multiple forms of systemic oppression and the impact on minoritized women’s leadership. Prior to becoming an educator, Nada worked as an international consultant in public health in a number of countries in the Middle East and North Africa. She was also the guest editor of special issues of the journal of Violence Against Women which focused on centering the voices of women in the research methodologies used to study gender based violence. Nada is a provincial equity facilitator for CIECYR (Community Equity and Inclusivity Council- York Region), training senior leaders in the human services fields to enable coherence in strategies across sectors (e.g. education, mental health, child welfare, justice, etc.). Nada’s TEDx Education talk ‘Loud Silences and Quiet Voices’ invites educators to not only create space for diverse student voices but to get uncomfortable and listen to those voices that challenge the dominant ways of knowing and being in the world. She has completed two Masters degrees (in public health and in education) and is working toward a doctorate in education. Her research explores connections of race, ethnicity, and gender in the areas of education and health. Nada is committed to a vision of education that centers the experiences and voices of marginalized identities thereby promoting schools as a site of social transformation. Nada is a mama of two. When she doesn’t have her face buried in a book, she can be found eating and laughing with loved ones.

Mandy is an educator, with a particular interest in the languaging practices of multilingual students in public school spaces. She is a vice-principal, and was also an ESL/ELD teacher, curriculum consultant, and newcomer reception centre assessor and liaison in York Region. Her ‘reading for the love of it’ has taken her on many divergent learning journeys. Current curiosities include fermenting wild yeast to explore the relationship between lactobacillus and gut health and wellbeing, translanguaging pedagogy and Indigenous languages revitalization, the impact of racism and sexism on wellbeing, and self-sustaining ecological agriculture. For current food explorations, check out Mandy’s Instagram: msmandycooks

**Glen Downey**

**Thursday & Friday**

**The Top 10 Comics for Teaching Social Justice and Global Awareness**

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

**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 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:** 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 has served 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.

SECOND PRESENTATION:

Comics and Mental Health in the K-12 Classroom
Fri.: 10:45 am - 12:00 noon • Maple East & West (max. 90)

DESCRIPTION: This session explores the role that comics can play in looking at issues related to mental health and wellness in the K-12 classroom. From comics and picture books for very young readers that explore this topic in an age-appropriate way to graphic novels that look at very serious and complicated health and wellness issues confronting young adults, this presentation examines how powerful visual narrative can be for fostering discussion and changing perspectives. Mental health has become a topic of earnest conversation among comics professionals in recent years, and what is clear from these discussions is that comics can be incredibly helpful both for students dealing with these issues and for those who are in a position to support them.

INTENDED FOR: General

Anne Elliott & Mary Lynch
Thursday & Friday

Cultivating the Will to Read
Thurs.: 10:45 am - 12:00 noon • Huron (max. 50)

DESCRIPTION: It is every reading teacher’s aim to cultivate and grow complete readers, those who have the skill and the will to read. Our session promotes the intentional creation of a classroom community where students develop the will to read. In this environment students understand the value of reading; intimately know who they are as readers; receive joy and pleasure from text; are motivated to engage in this worthwhile activity; and, benefit from belonging to a community that connects over books. Participants who attend this session will be compelled to reflect on the way in which they currently teach the love of reading, and be inspired and motivated to incorporate new ideas and strategies into their practice.

INTENDED FOR: Junior

SPEAKER PROFILES: With over 15 years teaching experience in grades from Kindergarten to Eight, Anne Elliott has a proven dedication to literacy. She has shared her commitment to effective and intentional literacy instruction professionally as a literacy learning coordinator, literacy coach, and librarian. A consultant, presenter and co-author of Cultivating Readers released by Pembroke Publishers, Anne shares her passion and enthusiasm for teaching reading and writing at conferences locally, nationally, and internationally.

For more than 30 years Mary Lynch has been a classroom teacher of students in grades Kindergarten to Grade 6, and served as a reading support teacher, literacy teacher, literacy coach and a lecturer at the University of Western Ontario. She is an effective speaker on literacy and the content areas, presenting workshops at the district, provincial and international levels. A steadfast supporter of ongoing professional development, Mary currently writes and devotes her energy to helping teachers experience more fulfillment and joy in their classrooms. She is the co-author of Cultivating Readers recently released by Pembroke Publishers.

SECOND PRESENTATION:

Cultivating the Will to Read
Fri.: 9:00 am - 10:15 am • Wentworth (max. 50)

DESCRIPTION: It is every reading teachers aim to cultivate and grow complete readers, those who have the skill and the will to read. Our session promotes the intentional creation of a classroom community where students develop the will to read. In this environment students understand the value of reading; intimately know who they are as readers; receive joy and pleasure from text; are motivated to engage in this worthwhile activity; and, benefit from belonging to a community that connects over books. Participants who attend this session will be compelled to reflect on the way in which they currently teach the love of reading, and be inspired and motivated to incorporate new ideas and strategies into their practice.

INTENDED FOR: Intermediate

Roy Fernandes & Barb Stoner
Thursday & Friday

Beyond the Classroom - Experiential Education at Its Best
Thurs.: 10:45 am - 12:00 noon • VIP Room (max. 70)
Fri.: 10:45 am - 12:00 noon • VIP Room (max. 70)

DESCRIPTION: If you’re looking for a way to get your students enthused and engaged in authentic learning outside the classroom, this presentation is for you. We are in our third year of the Beyond the Classroom program - an experiential education program that takes students to locations like The Globe and Mail, Google Canada, Pan Am Sports Centre among other locations for 3-4 days of learning. We continue to learn alongside our students. Our goal is to help you understand the steps needed to set up an experiential education program that gets both
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**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILES:** Roy Fernandes is the Principal of St. Sylvester School, TCDSB. He considers himself to be a life long learner and K-8 teacher and for that reason can rarely be found in his office. Life is much more enjoyable to his mind when you’re learning alongside people who are excited by what’s going on around them. He is unsure how to properly express that he believes failure is key to learning and that he is...uh...a failure! Nevertheless, he would also like to assure you that the Beyond the Classroom presentation will be an engaging and worthwhile use of your time so come and learn excitedly with us!

Barb Stoner has been a teacher in the Junior, Intermediate and Special Needs classroom for many years and is very excited to share with you her Beyond the Classroom experiences from the past few years. 'Eager, excited, energized, and engaged' in their learning are just a few words to describe this program. Barb's dream? For every class in the province to be able to fully immerse themselves in at least one Beyond the Classroom experience every year!

**Carolyn Filice & Roseann Harris**

**Thursday & Friday**

**Supporting and Engaging Struggling Readers in the Primary Classroom**

**Thurs.:** 10:45 am - 12:00 noon • City Hall (max. 110)

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

**DESCRIPTION:** This workshop will provide insight into why some children have gaps in literacy learning and highlight effective instructional practices for supporting those children in developing foundational literacy skills that are critical for reading proficiency. The presenters will examine profiles of students based on assessment and demonstrate ways to engage learners in acquiring skills and strategies to become independent, fluent and motivated readers.

**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. Roseann recently presented on early literacy instruction in Beijing, China.

**Kelly Gallagher**

**Thursday & Friday**

**The Art of Teaching: Creating Responsive Classrooms**

**Thurs.:** 2:30 pm - 3:45 pm • Grand Centre (max. 400)

**Fri.:** 10:45 am - 12:00 noon • Grand Centre (max. 400)

**DESCRIPTION:** Compliant reading and writing is not the same thing as engaged reading and writing. So how do we engage adolescent readers and writers? By creating experiences that are responsive to their interests and needs. This session will explore ways teachers can create more responsive classrooms.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILE:** Kelly Gallagher teaches at Magnolia High School in Anaheim, California, where he is in his 34th year. He is the former co-director of the South Basin Writing Project at California State University, Long Beach and the former president of the Secondary Reading Group for the International Literacy Association. Kelly is the author of several books on adolescent literacy, most notably *Readicide: How Schools Are Killing Reading and What You Can Do About It* and *Write Like This*. Kelly’s latest book, co-written with Penny Kittle, is *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents*. Follow Kelly on Twitter @KellyGToGo, and visit him at www.kellygallagher.org.

**Donna-Lynn Galloway & Sandy Giles**

**Thursday & Friday**

**Inquiry-Based Play...A Path to Writing for Young Children**

**Thurs.:** 12:45 pm - 2:00 pm • City Hall (max. 110)

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

**DESCRIPTION:** Deep meaningful learning engages children in wondering, imagining, exploring and...writing! Come and learn how to motivate even your most reluctant writers to communicate their new ideas, experiences and working theories through written communication. This session will demonstrate the links between inquiry-based play and literacy through a focus on writing in the Early Years.
Sandy Giles started her teaching career in Junior Kindergarten and continues her love of early years as the co-ordinator for the Council Associated Primary Educator (CAPE). She has completed her Masters of Education in Language and Learning, as well as a Graduate Diploma in Early Childhood Education with special interest in studying the relationship between families and school. Sandy is a past president and continuing member of the Council Associated Primary Educator (CAPE). Sandy has been a classroom teacher, Early Years/Early Literacy consultant, coordinator, and University-faculty member. She has her Masters of Education in Language and Learning, as well as a Graduate Diploma in Early Childhood Education with special interest in studying the relationship between families and school. Sandy is a past president and continuing member of the Council Associated Primary Educator (CAPE).

Adrienne Gear

Thursday & Friday

**Powerful Understanding - Critical Thinking and Social Emotional Learning**

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

**DESCRIPTION:** Adrienne's new book, Powerful Understanding, explores effective ways to build social-emotional skills as well as promoting critical thinking. In this workshop, she will share her “Powerful Thinking” model and how it can be used to help students read, connect and reflect to deepen their understanding of themselves, others and the world. For those familiar with the Adrienne's Reading Power strategies, you will see how she has integrated them into this model to extend and deepen learning. Adrienne will share lessons and student samples and, as always, you will come away with a list of great new anchor books! Come to this session and leave inspired and ready to teach your students to think critically and reflectively AND be confident, compassionate and caring citizens!

**INTENDED FOR:** Junior

**SPEAKER PROFILE:** Adrienne Gear is well known as a dynamic speaker whose practical workshops on Reading Power and Writing Power have inspired many teachers across Canada. She is the author of 5 books on Reading and Writing Power (Pembroke Publishers) and has presented throughout British Columbia, across Canada and internationally in the US, UK and Sweden. Passionate about literacy and learning, Adrienne continues to stay grounded in classroom practice, teaching two days a week in an elementary school where she works as a collaborative literacy support teacher. Adrienne lives in Vancouver with her husband and their two teenage sons.

**SECOND PRESENTATION:**

*We Are All Connected: Integrating Indigenous Culture and Beliefs into your Reading and Writing Program*

**Fri.:** 2:30 pm - 3:45 pm • Civic (max. 430)

**DESCRIPTION:** In this session, Vancouver teacher and author Adrienne Gear will share different ways she has been integrating Indigenous stories, culture and beliefs into her writing program. Adrienne will share a variety of writing lessons, both fiction and nonfiction, which integrate Indigenous story, knowledge and beliefs. She will share a story writing unit, based on traditional indigenous tales, as well as different forms of nonfiction writing including Comparison, Description and Instruction. As always, Adrienne will share mini lessons, great anchor books, student samples. Come to this workshop and leave with ideas you can use in your classroom on Monday!

**INTENDED FOR:** Primary 1-3

Garfield Gini-Newman

Friday Only

**Teaching for Tenacity**

**Fri.:** 9:00 am - 10:15 am • City Hall (max. 110)

**DESCRIPTION:** Even the most engaging classroom can fail to achieve the depth of learning desired if students lack the perseverance and tenacity required for deep understanding to develop. Academic tenacity refers to the mindsets and competences that allow students to look beyond short-term concerns to longer-term or higher-order goals, and to withstand challenges and setbacks to persevere toward these goals. During this session, Garfield will explore eight facets of teaching for tenacity in practical ways that will provide strategies that can be employed in classrooms immediately. Among the eight facets to be explored will be the use of learning launches; encouraging ongoing process of reflecting forward through the use of Thoughtbooks; the use of gradeless learning rubrics to promote perseverance; and, how to assess for sound answers rather than correct answers.

**INTENDED FOR:** Intermediate

**SPEAKER PROFILE:** Garfield Gini-Newman explores how to teach through wonder-based learning while nurturing deep conceptual understanding and genuine
competence. As an associate professor at OISE/University of Toronto and the 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. 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:
**Inspiring wonder and deep learning through authentic inquiry**

**Fri.:** 12:45 pm - 2:00 pm • Dominion South (max. 180)

**DESCRIPTION:** Research shows the longer children are in school the less they want to be there. How can teachers help to reverse this trend? By creating learning environments that inspire wonder and build students' intellectual capacity to explore issues and ideas in a manner that leads to deep understanding. During this session Garfield will explore practical ways for teachers to create wonder-based learning environments and practical ways to use authentic learning. The session will also explore the teaching of key intellectual tools that can help to close achievement gaps while deepening the learning for all students.

**INTENDED FOR:** General

**Michael Grandsoult**

**Thursday & Friday**

**Spoken Wordshop**

**Thurs.:** 12:45 pm - 2:00 pm • Kent (max. 50)

**Fri.:** 10:45 am - 12:00 noon • Huron (max. 50)

**DESCRIPTION:** Exploration of how writing and reciting spoken word poetry affects students' creativity, confidence and self-expression.

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILE:** Michael “MikeAll” Grandsoult is a Scarborough, Ontario native and Hip Hop educator. He began writing poems in the primary years of elementary school and started rapping in the junior grades. He has released three solo albums; Mike Check (2008), Mike Support (2015) and Mike All (2018). In 2012, Michael became a published author for the first time via the anthology, Basodee.

Michael is currently an elementary school teacher with the Toronto Catholic District School Board. He uses rap/poetry as a bridge for learning and strives to promote passion for literacy. He credits his love of literature to his Guyanese-born parents, Cheryl and David Grandsoult, who read to him as a child and encouraged him to read and write. MikeAll’s goal is to put the poet back into Rhythm And Poetry.

**Joyce Grant**

**Thursday & Friday**

**How to Avoid Fake News (And Find the Real Stuff)**

**Thurs.:** 12:45 pm - 2:00 pm • Linden (max. 60)

**DESCRIPTION:** Young people are drinking from a fire hose of information online. It’s overwhelming and it’s no wonder kids can’t figure it out—even adults have trouble. But studies show that children are particularly open to accepting fake news, hoaxes and advertising as credible sources of information. With the tools to think more critically, they can become safer and more confident online users, a vital lifelong skill. This session includes practical information and tips on how to help students develop these key critical-thinking skills—and avoid fake news. This presentation is similar to Joyce’s ‘Fake News’ session last year, so if you attended that one, we suggest you attend Joyce’s Friday session (9:00 am), “Teach Kids about the News”, which features all-new content about how to teach critical thinking and difficult news.

**INTENDED FOR:** Junior

**SPEAKER PROFILE:** Joyce Grant is a freelance journalist and co-founder of TeachingKidsNews.com, which provides free, kid-friendly news with curriculum material to students, teachers and parents.

**SECOND PRESENTATION:**

**Teach Kids about the News**

**Fri.:** 9:00 am - 10:15 am • VIP Room (max. 70)

**DESCRIPTION:** This session will offer practical suggestions for teaching students about the news, using many different sources (including Joyce Grant’s free, kid-friendly news website TeachingKidsNews.com). Attendees will take away practical strategies for dealing with difficult news, and will cover the importance of helping students think critically about the news, whatever the source. There will also be ideas for fun in-class activities that take the learning to a deeper level. This presentation builds on Joyce’s other session: “How to Avoid Fake News” (Thursday at 12:45pm, and last year’s session). If you enjoyed that presentation, then this one is a must-attend!

**INTENDED FOR:** Junior
Theresa Hanrahan
Thursday & Friday

Art in the Heart of Literacy

Thurs.: 2:30 pm - 3:45 pm • Wentworth (max. 50)
Fri.: 10:45 am - 12:00 noon • Simcoe Dufferin (max. 100)

DESCRIPTION: Connecting art to reading, writing and
media literacy in the primary grades is a rewarding
way to enrich student comprehension, creativity, and
critical thinking skills. This session will provide effective
strategies that use visual arts activities to help children
communicate and analyze messages; build persuasive
writing pieces; design story maps; express feelings
through and about poetry; enhance vocabulary skills; and,
promote environmental concerns. Ten inspiring mixed-
media visual arts projects and their cross-curricular links
will be showcased throughout this presentation. Samples
of students’ artistic and written creations, learning goals
and success criteria will be shared. In addition, a collection
of picture books guaranteed to stimulate creative
responses in the classroom will be highlighted.

INTENDED FOR: Primary 1-3

SPEAKER PROFILE: As an educator with the TCDSB for
over 25 years, Theresa Hanrahan has provided support
to children and colleagues as a classroom and reading
intervention teacher, and as a literacy mentor. In an
additional role of Professional Learning Network teacher,
Theresa developed and delivered primary and junior
grade in-services on reading, writing, and assessment
strategies. Theresa has created virtue education
resources for teachers and students through a Ministry
of Education Teacher Learning and Leadership Program.
For this TLLP project, Theresa wrote short stories and
poems for children; collaborated with artists; and,
created lesson plans which she shares online. Theresa is
a former recipient of the East York-Scarborough Reading
Association Reading Award. Currently, Theresa shares her
love of literacy and art in a primary classroom.

Linda Hoyt
Friday Only

Conventions and Craft

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

DESCRIPTION: Conventions such as grammar and
mechanics do not have to be boring! The trick is to recast
conventions as tools for lifting writing quality, rather
than seeing them as rote-level functions of correctness.
With meaning as the focus, conventions take on new life
as writers utilize introductory elements followed by a
comma, or insert onomatopoeic words combined with
exclamation marks to bring life and voice to writing.
When teachers use fabulous literary selections, as mentors
in combination with modeled writing, that explicitly
demonstrates how conventions can be used as craft
elements, students speak and write with increased power
and communicative competence.

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: When Linda Hoyt is asked what
people should know about her professional career, she is
often heard to say—“I’m a teacher. That will always be the
heart of my professional work.” Though she spent many
years as a classroom teacher, reading specialist, curriculum
developer, staff developer, and Title I District Coordinator,
Linda’s passion will always center around vigorous and
engaging classrooms where teachers and children learn
together. This passion for vigorous and engaged learning
has led Linda to create thirty professional books plus
video programs and a variety of instructional resources
for children. A few titles from her multi-dimensional list of
publications include: Conventions and Craft; Revisit, Reflect,
Retell; Make It Real; Interactive Read-Alouds; Solutions for
Reading Comprehension; Explorations in Nonfiction Writing;
and, Crafting Nonfiction. Linda is a full time author,
consultant, and highly-requested speaker at conferences
throughout the US, Canada, and in Australia. Linda
and her husband, Steve, live in the mountains of central
Oregon where they enjoy outdoor activities and the high
desert climate.

SECOND PRESENTATION:

Wild About Words: Elevating Language and
Vocabulary

Fri.: 12:45 pm - 2:00 pm • City Hall (max. 110)

DESCRIPTION: The relationship between vocabulary
and comprehension is unparalleled in importance. This
session will provide a wide array of vocabulary enhancing
experiences and strategies that you can apply across the
curriculum. Buckle up for a session that is loaded with
hands-on, ready-to-use strategies.

INTENDED FOR: Primary/Junior

Sue Jackson
Thursday & Friday

Finding Our Stories: Connecting Play, Language,
and the Arts

Thurs.: 10:45 am - 12:00 noon • Maple East & West (max. 90)
Fri.: 9:00 am - 10:15 am • Chestnut East & West (max. 150)

DESCRIPTION: Stories – whether told through picture
books, dance, images, math equations, songs or oral
retellings – are one of the most fundamental ways
in which we communicate. We all have stories to tell
and in telling our stories we make sense of our world;
connect with others; and, look at things with fresh eyes.
In this session, participants will explore techniques and
approaches that promote the power of storytelling in
a primary classroom. The first part of the session will
provide an overview of the framework of Story Workshop
and its power to support all children in seeing themselves
as storytellers, readers and writers. Then we will examine how to assist children in using their imagination and creativity combined with open-ended materials to create and/or retell stories from their real and imaginary lives. Educators will leave with possibilities for provisioning the environment for playful literacy experiences along with examples of literature that encourages storytelling.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Sue Jackson is an enthusiastic and inspirational speaker, author, consultant, and educator; who has extensive experience working in literacy education, inquiry-based learning, and early years' pedagogy. Throughout her extensive career in education, Sue was a K–8 classroom teacher, a division leader, and a learning coordinator for the Thames Valley DSB, specializing in early years and literacy. Additionally, Sue was an AQ instructor for the University of Western Ontario and she has written many educational publications such as the teaching resources for Scholastic Education’s Literacy Place for the Early Years, Moving Up with Literacy Place, Stepping Up with Literacy Place, Info Tales, and most recently Take Action. Presently, as Scholastic Education’s National Literacy Consultant, Sue provides professional development for teachers, administrators, and school districts across Canada. Sue is a passionate advocate for empowering teachers and students and is able to ground pedagogy in authentic and practical classroom applications.

SECOND PRESENTATION:

Let’s Talk and Listen: Promoting Oral Language Skills

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

DESCRIPTION: How can we help our students to develop oral proficiency? What do we need to do as teachers to facilitate that development? This dynamic workshop will focus on methods to support young learners’ skills using carefully planned and purposeful oral language experiences. The session will highlight powerful classroom-based strategies and engaging materials that: promote oral participation, conversations, and discussions; develop storytelling and retelling skills; enhance vocabulary acquisition; and, expand questioning techniques to extend critical thinking and inquiry. Attend this session to receive practical suggestions and tips for home-school connections.

INTENDED FOR: JK/SK

Diane Kashin

Thursday & Friday

Storytelling and Bookmaking to support the Image of the Child as Capable and Competent

Thurs.: 2:30 pm - 3:45 pm • Dominion South (max. 180)

DESCRIPTION: Children are capable and competent of being storytellers and authors. In this interactive session, participants will explore children’s books as invitations for children to tell and write their own stories and books. Book provocations, story baskets, bags and tables support playful literacy and a strong image of the child.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Diane is a registered early childhood educator, workshop presenter and author. Her doctoral thesis on emergent curriculum was published in 2009 and she has written three textbooks co-authored with Dr. Beverlie Dietze; Outdoor and Nature Play in Early Childhood Education (2018), Playing and Learning in Early Childhood Education 2nd edition (2018); and, Empowering Pedagogy in Early Childhood Education (2016). Diane writes a blog to support professional learning in early childhood education: http://tecribresearch.wordpress.com and loves to engage in continuous professional learning face to face and through social media platforms like Facebook and Twitter.

SECOND PRESENTATION:

As Inspired by the Reggio Emilia Approach: Using Children’s Books to Invite Multiple Perspectives

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

DESCRIPTION: Books can be an invitation to think deeply, opening children’s minds and eyes to the complexities of their world. The Reggio Emilia Approach to early childhood education inspires educators to think differently and see different perspectives. Through the magic of books, children too can be encouraged to make meaning from multiple perspectives. In this interactive session, participants will be invited to explore perspectives and possibilities as inspired by the Reggio Emilia Approach and children’s books.

INTENDED FOR: JK/SK

Penny Kittle

Thursday & Friday

Digital Composition: From Storytelling to Poetry and Argument

Thurs.: 12:45 pm - 2:00 pm • Grand Centre (max. 400)

Fri.: 12:45 pm - 2:00 pm • Grand Centre (max. 400)

DESCRIPTION: Learning lasts when we launch into discoveries in writing; pursuing interests, seeking understanding, and learning from the process of other writers. We will explore a balance between leading students as writers and following them in the tradition of Donald Graves. Composition in video, image, text, and sound can lead students to understand the writing process in greater depth. I’ll show you how digital storytelling and commentary engage even my most reluctant learners with the process of writing. This work leads to products on the screen and on the page that are organized better; communicate with power; and, increase the skills of my writers.

INTENDED FOR: Intermediate/Senior
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Students’ stamina, fluency and “writerly” habits of mind.

Understanding of tone, genre, and structure, building our willingness to take risks. Daily writing deepens an understanding of deadlines and outcome, or in the words of Rock and Roll Hall of Famer, Bob Seger, to carefully consider our “deadlines and commitments—what to leave in, what to leave out.”

Our democracy demands engaged writers who craft voices that are heard and valued. The conditions we create in classrooms build trust in young writers, thus increasing their willingness to take risks. Most importantly, we seek to increase the likelihood that our students become lifelong writers. How do we decide what and what not to teach? With increased expectations and so little time to meet them, the time is right for artful teaching.

Recent research indicates that students are reading less as demands for literacy increase across all professions. Now is the time for the artful teaching of reading: to motivate all students to read independently; to create classrooms that inspire engaged, lifelong reading; and, to teach the strategies necessary to make sense of difficult texts. When it comes to teaching young writers, how do we move students beyond the “flat and stagnant” writing that has become common in many schools? Our democracy demands engaged writers who craft voices that are heard and valued. The conditions we create in classrooms build trust in young writers, thus increasing their willingness to take risks. Daily writing deepens an understanding of tone, genre, and structure, building our students’ stamina, fluency and “writerly” habits of mind. Most importantly, we seek to increase the likelihood that our students become lifelong writers. How do we decide what and what not to teach? With increased expectations and so little time to meet them, the time is right for teachers to reflect professionally on the balance between process and outcome, or in the words of Rock and Roll Hall of Famer, Bob Seger, to carefully consider our “deadlines and commitments—what to leave in, what to leave out.” Positioning our students closer to reading and writing excellence begins with decisions we make before, during, and after today’s lesson. This session will explore those decisions, and how planning a volume of practice is the basis of artful teaching.

**Penny Kittle & Kelly Gallagher**

**Thursday & Friday**

**180 Days: Planning to Engage and Empower Adolescents**

**Thurs.:** 10:45 am - 12:00 noon • Grand Centre (max. 400)

**Fri.:** 9:00 am - 10:15 am • Grand Centre (max. 400)

**DESCRIPTION:** Recent research indicates that students are reading less as demands for literacy increase across all professions. Now is the time for the artful teaching of reading: to motivate all students to read independently; to create classrooms that inspire engaged, lifelong reading; and, to teach the strategies necessary to make sense of difficult texts. When it comes to teaching young writers, how do we move students beyond the “flat and stagnant” writing that has become common in many schools? Our democracy demands engaged writers who craft voices that are heard and valued. The conditions we create in classrooms build trust in young writers, thus increasing their willingness to take risks. Daily writing deepens an understanding of tone, genre, and structure, building our students’ stamina, fluency and “writerly” habits of mind. Most importantly, we seek to increase the likelihood that our students become lifelong writers. How do we decide what and what not to teach? With increased expectations and so little time to meet them, the time is right for teachers to reflect professionally on the balance between process and outcome, or in the words of Rock and Roll Hall of Famer, Bob Seger, to carefully consider our “deadlines and commitments—what to leave in, what to leave out.” Positioning our students closer to reading and writing excellence begins with decisions we make before, during, and after today’s lesson. This session will explore those decisions, and how planning a volume of practice is the basis of artful teaching.

**Maria Luisa Lebar**

**Thursday & Friday**

**Critical Literacy and the Culturally Responsive Mindset**

**Thurs.:** 2:30 pm - 3:45 pm • Chestnut East & West (max. 150)

**Fri.:** 2:30 pm - 3:45 pm • Chestnut East & West (max. 150)

**DESCRIPTION:** Integrating culturally responsive texts centres students and lets them know that their interests, experiences and identities matter. At the core of culturally responsive practice is engaging in critical literacy skills that enable students to understand, appreciate, and evaluate what they read and view as they reflect on critical questions such as: Whose stories are told? Who benefits from the telling of these stories? Whose stories are missing? Whose stories need to be told? With which stories, do I identify? This session will focus on exploring a variety of culturally responsive texts that prepare students for global citizenship by leveraging the knowledges and multiple perspectives that they bring to promote critical consciousness and build cross-cultural understanding in diverse learning spaces.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILE:** Maria Luisa Lebar is a curriculum and instructional leader with the Peel District School Board. She works with educators to explore collaborative and innovative ways to improve student achievement. Maria Luisa Lebar has worked in classrooms, with school boards, and the Ministry of Education for almost 30 years. A passionate advocate for integrated, cross-curricular literacy development, Maria Luisa organizes professional learning and inquiries that support curriculum, instruction, assessment, and engagement. She is the co-
author of two resources - *The Four Roles of the Numerate Learner*; and, *Moving Math*. Maria Luisa’s open-minded approach is popular among educators in Canada and in parts of the United States.

**Léo-James Lévesque**
**Thursday & Friday**

*La lecture autonome: donner le goût de lire*

**Thurs.:** 2:30 pm - 3:45 pm • Spruce (max. 45)

**DESCRIPTION:** Comment faire en sorte que la période de lecture autonome serve aux élèves pour pratiquer efficacement les nombreuses stratégies enseignées antérieurement par le biais d’autres aspects du programme de littératie équilibré? Comment faire pour guider l’apprentissage des élèves même si ceux-ci lisent tous des livres ou des textes différents? Comment mesurer leur compréhension et leur acquisition du langage durant la lecture autonome? Comment garder l’attention des élèves sur la lecture, et en même temps assurer les inestimables occasions d’apprentissage? Cet atelier tentera de répondre à ces questions et de fournir aux enseignants et aux enseignantes des stratégies efficaces d’enseignement qui leur permettront de profiter pleinement des séances de lecture autonome au sein d’un programme de littératie équilibré.

**INTENDED FOR:** French/French Immersion (Junior/Intermediate/Senior)


**SECOND PRESENTATION:**

*Des stratégies efficaces pour l’enseignement de la littératie à l’élémentaire*

**Fri.:** 2:30 pm - 3:45 pm • Kent (max. 50)

**DESCRIPTION:** Chaque jour, les enseignants doivent décider des stratégies d’enseignement qu’ils emploieront pour répondre aux besoins variés des élèves. Ils doivent également déterminer l’approche qu’ils favoriseront pour susciter l’engagement des élèves dans leurs apprentissages. L’objectif de cet atelier est de présenter des stratégies d’enseignement qui découlent des recherches sur l’efficacité de l’enseignement dans un contexte immersif menées au cours des 50 dernières années. Sachant que l’enseignante ou l’enseignant est le facteur ayant le plus d’impact sur la réussite des élèves, nous allons présenter des stratégies d’enseignement gagnantes qui favoriseront l’apprentissage de la communication orale, de la lecture et de l’écriture.

**INTENDED FOR:** French/French Immersion (K-6)

**Kathy Lundy**
**Thursday & Friday**

**Stand Up and Teach**

**Thurs.:** 12:45 pm - 2:00 pm • Pine East & West (max. 70)

**Fri.:** 2:30 pm - 3:45 pm • Maple East & West (max. 90)

**DESCRIPTION:** In this workshop, Kathy will introduce teaching strategies that promote speaking, listening, reading and writing connected to images and literature. Participants will be excited to return to their classrooms armed with new ideas that will encourage them to not only stand up and teach but stand up for teaching!

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILE:** Kathy Lundy is a teacher, author and inspirational speaker who has developed many teaching
strategies that arrest the attention of learners and keep them engaged and interested in the material being taught. She teaches preschool teacher candidates both at York and at OISE and often works with new teachers, supporting them as they develop confidence and skill in their teaching practice. Her new book, *Stand Up and Teach*, highlights simple but effective ways that teachers can teach in innovative, imaginative and effective ways.

**Cathy Marks Krpan**  
**Thursday & Friday**  
**Reading, Writing and Think-Alouds in a Junior Mathematics Classroom**  
**Thurs.:** 2:30 pm - 3:45 pm • Maple East & West (max. 90)  
**Fri.:** 9:00 am - 10:15 am • Maple East & West (max. 90)  
**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 to foster language skills in mathematics. Attendees will leave with practical ideas they can use on Monday with their students!  
**INTENDED FOR:** Junior  
**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 Martella & Jim Martella**  
**Thursday & Friday**  
**If You Read it They Will Come**  
**Thurs.:** 10:45 am - 12:00 noon • Linden (max. 60)  
**Fri.:** 9:00 am - 10:15 am • Linden (max. 60)  
**DESCRIPTION:** Maria and Jim will present the best books to help address the many visions teachers have for their students. Need a book that engages your class? A book that addresses mental health, diversity, social justice? These books are the answer to many of your questions and needs. Real books that engage today's students.  
**INTENDED FOR:** Primary/Junior  
**SPEAKER PROFILES:** Maria Martella is the owner of Tinlids, a Toronto wholesaler of children's books for schools and public libraries across Canada. She is also the Ontario Chair of the Canadian Children's Book Centre Review Committee for the "Best Books for Kids and Teens" catalogue, and was a juror for the TD Canadian Children's Literature Award for best Canadian book of the year. Maria provides workshops and booktalks to school boards across Canada, and helps teachers and librarians select books on a daily basis.

Jim has worked in education for many years, as a Teacher-Librarian, Drama teacher, Special Ed teacher and Literacy Coach and Vice-Principal. In his role as a Literacy coach for Toronto District School Board, Jim provided guidance and many book talks to his Family of Schools for professional development. He is currently a principal for Toronto District School Board. He is passionate about the power of a good story. He has 5 sisters. And his favourite sister is presenting with him today.

**Yvonne Messenger & Leslie Vande Kemp**  
**Thursday & Friday**  
**Great Beginnings in Grade 1**  
**Thurs.:** 2:30 pm - 3:45 pm • Kendra (max. 50)  
**Fri.:** 9:00 am - 10:15 am • Kendra (max. 50)  
**DESCRIPTION:** Are you a Grade 1 teacher? How are you supporting young kindergarten learners as they transition to Grade 1? Come and hear how the Halton District School Board has been encouraging Grade 1 teachers to create classrooms that are infused with inquiry, set up for exploration, and that use a workshop framework and the comprehensive literacy model to engage their new entrants. During this session, we will share possible classroom set up suggestions, along with planning templates, and opportunities for teachers to reflect on their own practice. We will highlight Grade 1 classrooms where innovative approaches are happening and discuss how these approaches are making a difference for students. Our learning is grounded in the work of Marie Clay, Stuart Shanker, the Early Development Instrument, and the Reggio Emilia approach.

**INTENDED FOR:** Primary 1-3  
**SPEAKER PROFILES:** Yvonne Messenger has taught both in Nova Scotia and Ontario. She brings classroom experience, along with skills and knowledge gained through the opportunity to train and work as a Reading Recovery teacher and a Literacy Coach. She is currently working with the Halton District School Board as an Instructional Program Leader, where she is privileged to work alongside Kindergarten and Grade 1 teachers as they strive to provide engaging, challenging and developmentally appropriate programs.
Leslie Vande Kemp is an Instructional Program Leader with the Halton District School Board. She brings extensive experience with the youngest learners, as well as the coaching and mentoring of educators. Leslie also brings a wealth of understanding and experience in the area of outdoor experiential learning.

Sandra Mirabelli & Lionel Sandner
Thursday & Friday

**Literacy, Science & Math Together: Oh My! Helping Students Detect Bias in the Media**

**Thurs.** 10:45 am - 12:00 noon • Pine East & West (max. 70)

**Fri.** 10:45 am - 12:00 noon • Pine East & West (max. 70)

**DESCRIPTION:** This practical, hands-on workshop will engage participants in a variety of ready-to-use activities inspired by science topics reported in the media. Help your students identify different types of bias in what they hear, see and read so that they can think critically about what to believe or do. We will model and share guiding questions, texts and activities that use our literary, scientific and mathematical habits of mind to actively question claims being made in the world around us.

**INTENDED FOR:** Intermediate/Senior

**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, Universal Design for Learning (UDL)/Differentiated Instruction (DI) 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 facilitate 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.

Diane Montreuil & Laryssa Gorecki
Thursday & Friday

**Art, Narrative, & Métis Culture**

**Thurs.** 2:30 pm - 3:45 pm • Carlton (max. 45)

**Fri.** 9:00 am - 10:15 am • Spruce (max. 45)

**DESCRIPTION:** In this workshop, participants will have the opportunity to explore how art can be used as a vehicle for personal narrative; an amulet for healing; a celebration of identity; and, a symbol of journey. Diane Montreuil, a celebrated Métis artist and storyteller, will share how her ancestry and upbringing have shaped her worldview and how she celebrates her cultural identity through her craft. Through a series of paintings and textiles, Diane tells the story of what she's learned from her Grandmother as it pertains to her Indigenous oral teachings. She shares her story with people of diverse cultures, so that they could have a better understanding of the meaning of the expression of her Artworks. These stories can inspire students of all ages to appreciate the Gift of the Indigenous cultures of Canada, shared from the point of view of an Indigenous artist herself. Paintings convey valuable lessons from Métis history and traditional teachings which can be handed down to the one who is willing to learn and be impacted by this shared knowledge. This workshop explores how an individual's history, traditions, spirituality, and relationships work together to construct an engaging narrative. Participants will be invited to share in the processes of storytelling, reflection, and re-storying of experience through a hands-on stone-painting & sketching exercise.

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILES:** Diane Montreuil was born and raised in Montréal, Québec. Diane has spent many years as an apprentice of her Grandmother of the Cherokee nation to re-kindle her indigenous heritage, and to find inner peace within herself to stand stronger as a representative of the Métis culture of Eastern Canada. Diane is a board member of the Council of the first Métis people of Canada in the role of Education Director and a member of the Council of the First Métis People of Canada. In 2017 Diane was invited by the Royal Ontario Museum to be a representative of French Indigenous-docent artists during the Exhibition called Anishinaabeg Art & Power, and she speaks regularly at cultural events with intermediate-level students about Métis culture. Since 2017 Diane has been repeatedly invited by the Toronto Catholic District school Board (TCDSB) to present to various middle- and high-school students. She is a part of TCDSB’s “Indigenous Advisory Committee” and the Indigenous representative on their “Special Education Advisory Committee” (SEAC).

Laryssa Gorecki is a secondary English teacher at TCDSB, and has spent the last several years developing and teaching the Understanding Contemporary First Nations, Métis, and Inuit Studies Voices (NBE) courses. She is an active teacher-researcher with a drive for innovative learning opportunities that celebrate student diversity. She also regularly works with colleagues on collaborative inquiry and resource development related to equitable, inclusive and culturally responsive pedagogy. Laryssa has been working on arts-based initiatives connected to the TRC Calls to Action. She is committed to continuing to learn from and build relationships with Indigenous artists to inform and enrich her practice, and to build more unified and respectful classroom communities.
Kristi Mraz

Thursday & Friday

*Writers Workshop Is For Everyone*

**Thurs.:** 10:45 am - 12:00 noon • Birchwood (max. 220)
**Fri.:** 9:00 am - 10:15 am • Birchwood (max. 220)

**DESCRIPTION:** “How do you spell...?” “What should I write about?”, “I don’t know what to do!”

In this workshop, teachers will learn the latest in cutting edge research to support all types of writers. Accessible and easy to implement strategies will be shared to overcome the multitude of challenges writing workshop can present in an early elementary classroom. Teachers will get to the core of the problems that arise and see how individualized schedules, tools, and adaptations can support each learner. The importance of components like interactive writing, storytelling, and play workshop will be covered to support each learner’s growth. Participants will leave with a toolkit of possibilities to refuel their writing workshop with joy, play, and rigour for every writer.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** Kristine Mraz is a teacher, writer, punner and consultant. She is coauthor—with Christine Hertz—of the Kids First from Day One, which provides a practical blueprint for increasing the child-centeredness of your teaching practice. She and Christine previously teamed up for the bestselling *A Mindset for Learning*, which provides practical and powerful strategies for cultivating optimism, flexibility, and empathy alongside traditional academic skills.

Kristi has also coauthored—with Alison Porceli and Cheryl Tyler—*Purposeful Play*, the book that helps you make play a powerful part of your teaching. She and Marjorie Martinelli wrote *Smarter Charts for Math, Science, and Social Studies* to get the most out of this classroom staple.

Kristi works in a New York City Public School as an instructional coach. In addition to writing and teaching, she consults in schools across the country and as far away as Taiwan. She primarily supports teachers in early literacy, play, and inquiry based learning. On the off chance she has free time, you'll find Kristi reading on a couch in Brooklyn with her dog, her husband, and baby Harry.

**SECOND PRESENTATION:**

*Kid’s First: Crafting classrooms with a culture of empathy, joy, and impact*

**Thurs.:** 2:30 pm - 3:45 pm • Birchwood (max. 220)
**Fri.:** 10:45 am - 12:00 noon • Birchwood (max. 220)

**DESCRIPTION:** This workshop is often divided into four parts. Participants will first learn the research based mindsets that can help them become the most effective and impactful teacher they can be. We will take a look at integrating play, empathy, growth mindset, belief systems and reflection into our daily practice as teachers and humans. We will then use these mindsets to study how physical environments can impact learning and community. Moving from a study of classroom design to the learners that inhabit them, teachers will learn the latest research on teaching socials skills, building community, helping children with trauma, and supporting children with emotional needs. Finally we will turn our lens to teaching structures and responsive planning to ensure our classrooms center on children. Participants will gain practical step by step strategies appropriate for a range of learners.

**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 • Birchwood (max. 220)
**Fri.:** 9:00 am - 10:15 am • Dominion North (max. 230)

**DESCRIPTION:** Award-winning children’s author and humorist, 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 demonstration. Strategies to hold attention as well as to help them learn to love reading are explained with his typical humor and zaniness. You’ll walk away with a better understanding of why “ADD” is such a misnomer and you'll take away specific ideas to maximize learning and make your classroom a more fun and educational place for all.

Before attending, please read his East York-Scarborough Reading Association article, *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](http://www.ReadingForTheLoveOfIt.com/newsletters-fall2015.html)

**INTENDED FOR:** General

**SPEAKER PROFILE:** Boston’s Jeff Nathan is a multi-award-winning author of children’s humorous 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. Jeff also founded Children’s Literacy Innovations, a non-profit empowering children to love reading and learning through innovations in education and literature.

His books include the *Sherlock and Me* personalized...
George O'Connor
Thursday Only – Luncheon Keynote – Ticketed Event

**Graphic Language**

**Thurs.: 12:15 pm - 2:00 pm • Grand West (max. 400)**

**DESCRIPTION:** One of the most interesting and dynamic trends in publishing has been the ascent of graphic novels. Formerly disregarded as disposable pulp fiction, comics have risen to a new prominence. George will examine the incredible versatility of this exciting medium with an examination of his own works and those of other cartoonists, all conducted with tongue planted firmly in cheek.

**INTENDED FOR:** General

**SPEAKER PROFILE:** George O'Connor is an author, illustrator and cartoonist. His first graphic novel, *Journey Into Mohawk Country*, used as its sole text the actual historical journal of the seventeenth-century Dutch trader Harmen Meyndertsz van den Bogaert, and told the true story of how New York almost wasn’t. He followed that up with *Ball Peen Hammer*, the first graphic novel written by playwright Adam Rapp, a dark, dystopian view of a society’s collapse.

Now he has brought his attention to *Olympians*, an ongoing series retelling the classic Greek myths in comics form. *Olympians* is currently 11 volumes, with the twelfth and final volume expected to be published next year. His most recent volume, *Hephaistos: God of Fire* was published in January.

In addition to his graphic novel career, O’Connor has published several children’s picture books, including the New York Times best-selling *Kapow!, Sally and the Something*, and *If I Had a Triceratops*.

Kathryn Otoshi
Thursday & Friday

**THE BIG PICTURE: Developing Strong Character Assets through Life-Changing Picture Books**

**Thurs.: 2:30 pm - 3:45 pm • Cedar (max. 65)**

**DESCRIPTION:** How do we get kids to become upstanders vs bystanders? How do we develop empathy and compassion in the classroom and beyond? Can we do this all in a fun, engaging and rewarding way? Acclaimed author/illustrator, Kathryn Otoshi, will share her go-to
list of key character-building books, read from her own stories, and show how books, personal stories, metaphor and reading can play an important role in inspiring a greater vision.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Kathryn Otoshi is a multi-award winning author/illustrator and national/international speaker best known for her character-building book series, *Zero, One,* and *Two.* She goes to schools across the country to encourage kids to develop strong character assets, and helps teachers find customized, creative methods to engage students through art, reading and the power of literature. Her books, *Beautiful Hands* and *Draw the Line* (*Roaring Brook*) make important statements about connecting, reaching out and building community.

**SECOND PRESENTATION:**

*Using Picture Books Art & Illustrations to Inspire Positive Change*

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

**DESCRIPTION:** We know it truly works to read and inspire kids through the power of kids lit!

Now it's time to take action and turn that fired-up inspiration into meaningful acts of kindness! Acclaimed author/illustrator, Kathryn Otoshi, will share how creative activities from her picture book illustrations (given to her from wonderful educators like yourselves from across the country) – can inspire positive, heartfelt, and meaningful change in classrooms and communities.

**INTENDED FOR:** Primary/Junior

**Evi Pachis**

**Thursday & Friday**

*Peaufiner l’enseignement des stratégies de lecture / Tweaking Reading Strategy Instruction in French Class*

**Thurs.:** 12:45 pm - 2:00 pm • Spruce (max. 45)

**Fri.:** 10:45 am - 12:00 noon • Kent (max. 50)

**DESCRIPTION:** En écoutant un élève lire pendant une minute, savez-vous ce que vous devriez enseigner ensuite? En prenant part à cet atelier, vous découvrirez comment cibler les indices vers un enseignement stratégique plus efficace. Plusieurs enseignants ont obtenu peu ou pas de formation afin de comprendre les cadres théoriques qui soutiennent le processus de lecture. Cet atelier présentera des concepts bien sélectionnés par une praticienne expérimentée. En apprenant comment évaluer un échantillon de lecture et intervenir de manière plus efficace en utilisant des stratégies soutenues par la recherche, les enseignants pourront réfléchir à travers de nouvelles lunettes sur leur pratique et choisir eux-mêmes quels petits changements mèneront vers un impact plus significatif.

Just by listening to a student read for one minute, do you know what to teach next? By attending this workshop, you will discover how to find the many clues towards more efficient teaching strategies. Many teachers have received little or no training in understanding theoretical frameworks underpinning the reading process. This workshop presents carefully selected concepts through the eyes of an experienced practitioner. By learning how to assess a reading sample and intervene more efficiently by using teaching strategies backed-up by research, teachers can reflect through a new lense on their practice and choose themselves which small changes in their classroom will have a more meaningful impact.

**INTENDED FOR:** French/Primary/Junior

**SPEAKER PROFILE:** Evi Pachis enseigne le français depuis plus de 15 ans à Selwyn House School, une école privée pour garçons à Montréal. Elle a enseigné en 2e, 4e, 5e et 6e année et a travaillé individuellement avec des élèves du primaire de tous les âges. Récemment, elle a développé un grand intérêt pour le processus de lecture et a pris une année sabbatique afin d’enrichir ses connaissances sur le sujet à l’Université du Québec à Montréal. Aider les enseignants et les parents à mieux comprendre le processus de lecture ainsi que transformer les lecteurs en difficulté en jeunes personnes qui aiment lire est une passion d’Evi.

Evi Pachis has been teaching French for over 15 years at Selwyn House School, a private all-boys school in Montreal. She has taught in Grades 2, 4, 5, and 6 and has worked individually with Elementary students of all ages. Recently, she developed an acute interest for the reading process and took a sabbatical to further her knowledge on the topic at l’Université du Québec à Montréal. Evi is passionate about helping teachers and parents understand the reading process to transform struggling students into young people who enjoy reading.

**Candy Palmater & The Wexford Gleeks**

**Thursday Only – Opening Presentation – Ticketed Event**

*The Road Less Traveled*

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

**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 a brief stint on CBC radio where Canadians fell in love with her. Harper Collins is about to publish her first book, a memoir of her wild and wonderful life. This orateur, writer and humorist will, through words that illuminate and inspire, show us how to challenge our own experiences and draw meaning from them.

This orateur, writer and humorist will, through words that illuminate and inspire, show us how to challenge our own experiences and draw meaning from them. Prepare to laugh, cry, and be up-lifted!
executive produced three films on Mi'kmaw culture. She is an award-winning TV and radio personality, and has feminist comic. She is an actor, writer, columnist, and a recovered lawyer turned SPEAKER PROFILE:

INTENDED FOR: General

Kit Pearson

Thursday & Friday

GROWING A THICK SKIN IN THIN-SKINNED TIMES

Thurs.: 2:30 pm - 3:45 pm • Kent (max. 50)
Fri.: 12:45 pm – 2:00 pm • Huron (max. 50)

DESCRIPTION: Kit Pearson's brand new book, BE MY LOVE (suitable for grades six and up) is her first depiction of lesbian love. While writing the novel, which is based on her own early awareness of feeling different, she was amazed at how vulnerable she felt and how sensitive to our times she needed to be. In this session, Kit shares how she plans to discuss her new novel with students and how teachers can present this and other books with sensitive topics.

INTENDED FOR: Intermediate

SPEAKER PROFILE: Kit Pearson was born in Edmonton, Alberta in 1947 and grew up there and in Vancouver, British Columbia. She worked for ten years as a children's librarian in Ontario and in British Columbia and is now a full-time writer living in Victoria. Her books have been published in many languages and she has won seventeen awards for her writing. Her newest book, Be My Love, is a companion novel to The Whole Truth and And Nothing but the Truth. These, and a A Day of Signs and Wonders are all published by HarperTrophy Canada.

Ken Pettigrew & Justin Hui

Thursday & Friday

“MATHING” FOR THE LOVE OF IT!

Thurs.: 10:45 am - 12:00 noon • Kendra (max. 50)
Fri.: 10:45 am - 12:00 noon • Kendra (max. 50)

DESCRIPTION: Just as we want our students to be reading, for the love of it, we want them to be mathing for the love of it, too. Yes, that's right. You heard us correctly - mathing! Just like reading, math is an active and lively practice - it is not an event. And, similar to reading, math is a dynamic and engaging process of meaning making. So, mathing just seems to be the best way to describe what is going on in the mind of the learner. As teachers and leaders, we can draw upon all that we know about effective reading instruction, and bring that into the mathing classroom.

In this session, participants will go on a journey through the pages of some of their favourite picture books, to uncover ways in which to bring mathematical ideas alive for their students. We will engage participants in rich and meaningful mathing conversations and tasks that link the concepts on the page to the relevance and beauty of mathematics in students' lives. We will explore opportunities for asking deep and meaningful questions that inspire, build, and extend mathematical learning for teachers and students alike.

You can hear Candy’s voice as the Narrator of CBC TV series True North Calling, and was a Panelist on Canada Reads 2017. Candy has written and hosted many broadcasts including Ab Day Live, the Indspire Awards, and the imagineNATIVE Film Fest Awards Show. Candy was valedictorian of her class at Dalhousie Law School and 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 spends most of her time in airports and airplanes as she travels the globe speaking to audiences, large and small, about the power of love, kindness and self-acceptance. Candy believes we are more alike than different and that you can NEVER have too much Candy. Candy has just signed a deal with Harper Collins. They will be publishing her first book in the spring of 2019. Candy is currently taping Season One of her Podcast, Sweet Talk with Candy Palmerst. It is available on iTunes and on TheCandyShow.com website. Be sure to subscribe to the website to not miss out on the first episode.

The award winning Wexford Gleeks are a nationally recognized ensemble formed from the auditioned Wexford Collegiate Performing Arts program. They have recently been the subject of the award winning TVO documentary ‘ Unsung — Behind the Glee’ and ‘ The Real Glee’ by Global television’s 16 by 9. In the last year they have performed for George W. Bush, Bill Clinton, Goldie Hawn, and perform regularly at events all over the province. Graduates of the program work all over the world with former students working at Shaw, Stratford, and on Broadway.
Picture books serve as an anchor for learners, and provide a pathway for exploration and discovery. The story may be the hook, but the mathematics will be the pay off. Join us on this journey, for the love of mathing!

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILES:** Justin Hui is an elementary teacher in York Region, where he is currently supports students for whom English is a Second Language, and he is also a Special Education Resource Teacher. Justin has experience across the primary, junior, and intermediate divisions, and serves as a Regional Mathematics Leader for YRDSB.

Ken Pettigrew is a Principal in Leadership Development with the York Region District School Board, with responsibilities for Mathematics across the system. He has experience teaching in the primary, junior, and intermediate divisions, and has served as a Literacy Consultant, and elementary school administrator.

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**Dr. Bob Phillips & Kathleen Tanel**

**Thursday & Friday**

**KAIROS Blanket Exercise**

**Thurs.:** 10:45 am - 12:00 noon • Civic (max. 430)

**Fri.:** 9:00 am - 10:15 am • Civic (max. 430)

**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. Experienced Kairos facilitators, passionate to share the history of Canada that was never taught in schools, will guide this workshop.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILE:** Dr. Bob Phillips (Great Bear) is a non-Status Urban Mi’kmaq. Although a traditional Pipe Carrier, Bob is very contemporary and holds a PhD in Indigenous Studies from Trent University. He also has an MA in Fine Art History from York University. Bob Phillips 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.

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. She is honoured to work with teachers to help everyone gain a deeper understanding of Indigenous history in Canada.

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**Barbara Reid**

**Thursday & Friday**

**The Art of Plasticine: A Playful Process**

**Thurs.:** 2:30 pm - 3:45 pm • City Hall (max. 110)

**Fri.:** 9:00 am - 10:15 am • Simcoe Dufferin (max. 100)

**DESCRIPTION:** Irresistible to all ages and abilities, Plasticine modelling clay is a limitless material for expression. Fine motor skills and problem solving are encouraged in a fun and kid-friendly way through the process of blending colours, modelling shapes, layering and adding textures. Plasticine projects spark connections with art, science, language and storytelling. In this session Barbara will share the step-by-step process, techniques and tips, illustrated with inspiring artwork collected from hundreds of classrooms, as well as behind the scenes samples from some of her latest books.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Barbara Reid has been playing with plasticine 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 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 playing with plasticine, Barbara enjoys meeting young artists, writers and readers in classrooms across Canada.

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**Aisha & Joe Restoule General**

**Thursday & Friday**

**Indigenous Stories: Perspective Matters**

**Thurs.:** 12:45 pm - 2:00 pm • VIP Room (max. 70)

**Fri.:** 2:30 pm - 3:45 pm • City Hall (max. 110)

**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: Junior

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 and Professionally Speaking. Joe’s short story Occupied was published in Initiations: A Selection of Young Native Writings.

Heather Ryan

Thursday & Friday

Counting on Rich Read-Alouds to Spark Math Imaginations

Thurs.: 2:30 pm - 3:45 pm • Huron (max. 50)
Fri.: 9:00 am - 10:15 am • Pine East & West (max. 70)

DESCRIPTION: During this session, Heather will explore her favourite picture books related to a variety of mathematical concepts, skills and vocabulary. Using these picture books, she will discuss effective ways to use them as sparks for thinking, questioning and learning in the early years classroom. Heather will also share how to design invitations for learning around these mathematical picture books. A variety of inviting, engaging materials will be highlighted to help educators create opportunities for students to engage in mathematical behaviours. You will leave the session with a comprehensive book list of the math-related picture books Heather uses in her classroom.

To connect with Heather, visit her on Twitter: @HeatherRyanTDSB

INTENDED FOR: K-1

SPEAKER PROFILE: Heather Ryan has been an educator both at a private school and with the Toronto District School Board for 15 years. Although she has taught in the primary and junior divisions, she has found her passion teaching in the early years. Her main areas of interest include culturally responsive practice, meeting the needs of English Language Learners, and an obsession with picture books. Heather has been a presenter at Reading for the Love of It, various TDSB workshops and for OISE and York University AQ participants. She has also worked as a mentor teacher, hosting a demonstration classroom focused on effective practice in the early years. Following seven years in kindergarten, Heather currently teaches Grade One at Cornell Junior Public School.

Mr. (John) Schu

Thursday & Friday

The Reading Life: Connecting Classrooms, Libraries, and Communities through Story

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

DESCRIPTION: John Schu (AKA Mr. Schu) is known for his expertise in children’s literature and for igniting a passion to read. He will share his experiences in promoting a culture of reading among students, staff, and parents. Participants will discuss the importance of telling a school’s story and walk away inspired to implement heart-growing literacy practices that will make the world better and brighter for their students and colleagues.

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: John Schumacher (AKA Mr. Schu) is a blogger, a part-time lecturer at Rutgers University, and the Ambassador of School Libraries for Scholastic Book Fairs. Every day is a giant book party for this teacher-librarian! In fact, Library Journal named him “The Xtreme Librarian” for the high level of exertion – along with some gears and stunts – he uses to get kids reading, and Instructor Magazine named him a Cool Teacher for redefining what it means to be a teacher-librarian.

John is a contributor to The Creativity Project and blogs at MrSchuReads.com.

SECOND PRESENTATION:

John Schu’s Review of Books for You and Your Readers, Too!

Fri.: 12:45 pm - 2:00 pm • Pine East & West (max. 70)

DESCRIPTION: Join in a conversation with John Schu as he presents some of the best new books. In typical John fashion, he will share book trailers, websites, activities, and interviews you can easily incorporate into book talks and programs to get everyone in your library hurrying to your bookshelves to find the perfect book.

INTENDED FOR: Primary/Junior

Melissa Seco

Thursday & Friday

Getting from A to Z: Scaffolding Coding Experiences in Kindergarten using Picture Books

Thurs.: 10:45 am - 12:00 noon • Simcoe Dufferin (max. 100)
Fri.: 10:45 am - 12:00 noon • Dominion South (max. 180)

DESCRIPTION: Coding has been a topic in education
most recently with lots of attention given to its link in supporting children in establishing 21st Century skills and its link to mathematics. Where does coding start? With us in the Early Years! In this session, participants will explore a variety of read alouds that allow young learners to engage in coding experiences in the Kindergarten classroom. Educators will have the opportunity to explore a variety of ways coding can unfold through retells, games, giving or taking directions, and more! Educators will walk away with ideas to use in their classrooms immediately.

**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 & 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, Science Technology Engineering and Mathematics (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). She was also one of the member on the STAO writing team for the Science & Innovation in the Kindergarten Classroom resource: https://stao.ca/cms/resources/kindergarten. Currently she is a teacher and an AQ & Additional Basic Qualifications (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: melissamsec0, Email: melissamsec0@gmail.com

**Jennifer Serravallo**

**Thursday & Friday**

**Complete Comprehension**

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

**Fri.:** 9:00 am - 10:15 am • Dominion South (max. 180)

**DESCRIPTION:** You may have heard the adage that up to third grade, students learn to read, but from then on they read to learn. I believe all students—of any age, of any level of proficiency—still need to learn to read. It’s based on the conviction that with explicit teaching, and ample time spent reading, every student can be taught to read more thoughtfully, meaningfully, and insightfully. In this workshop, Jen will explore assessment and strategies that support comprehension goals, and the ways in which comprehension intersects with levels of text complexity.

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILE:** Jennifer Serravallo is a literacy consultant, speaker, and the author of several popular titles including the NY Times bestselling *The Reading Strategies Book*, the bestselling *The Writing Strategies Book*, and the two-time award-winning *Independent Reading Assessment Series* which has been revised and re-released under the titles *Complete Comprehension: Fiction* and *Complete Comprehension: Nonfiction* (Heinemann, 2019). Her recently-published books are *Understanding Texts and Readers* and *A Teacher’s Guide to Reading Conferences*. Her previous books about differentiated instruction and formative assessment are: *The Literacy Teacher’s Playbooks*; *Teaching Reading in Small Groups*; and, *Conferencing with Readers*. She was a Senior Staff Developer at the Teachers College Reading and Writing Project and taught in Title I schools in NYC. Tweet her @jserravallo.

**SECOND PRESENTATION:**

**Bringing Strategies to Life: Conferring with Individuals and Groups**

**Thurs.:** 2:30 pm - 3:45 pm • Civic (max. 430)

**Fri.:** 12:45 pm - 2:00 pm • Civic (max. 430)

**DESCRIPTION:** Consider the power of matching methods to purposes. Serravallo will discuss a variety of other methods to make independent reading and writing time instructional including: compliment conferences, coaching conferences, research decide teach conferences, and small group strategy lessons. This workshop will be filled with video examples and opportunities for participants to practice these methods.

**INTENDED FOR:** Primary/Junior

**David Shannon**

**Friday Only – Luncheon Keynote – Ticketed Event**

"It Was An Accident!"

**Fri.:** 12:15 pm - 2:00 pm • Grand West (max. 400)

**DESCRIPTION:** David will discuss how he became involved in children's books and his strategies for making reading fun.

**INTENDED FOR:** General

**SPEAKER PROFILE:** David Shannon grew up in Spokane, WA and graduated with a BFA in illustration from ArtCenter College of Design in Pasadena. In 1983 he moved to New York City and worked as a free-lance editorial illustrator. David’s work appeared in many publications, including Time, Newsweek, Rolling Stone, and The New York Times, as well as numerous book jackets and posters. In 1988 he began illustrating children's books and has since written and/or illustrated over 35 picture books, including the bestsellers *A Bad Case Of Stripes*, *Duck On A Bike*, *Alice The Fairy* and the semi-autobiographical, *No, David!* which received a Caldecott Honour in 1999. His latest book is *Grow Up, David!* (Scholastic, Aug. 2018)
Jill Snider
Thursday & Friday

**Nurturing Student’s Inquisitive Minds Through STEM**

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

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

**DESCRIPTION:** Participate in hands-on/minds-on strategies that develop students’ skills and competencies through STEM-related inquiry and problem solving. This session will draw upon Let’s Talk Science resources, including a newly-released book about insects, that support children’s skill development while building on their natural curiosity about the world around them.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** Jill Snider is an Education Program Consultant working with Let's Talk Science's IdeaPark program. With a B.A. (Music), a B.Ed (Primary Specialist) and an M.Ed (Curriculum Design and Implementation) from the University of Windsor, Jill brings over 30 years experience working in education both as a classroom educator and consultant. She was also an Education Officer with the Ontario Ministry of Education (revisions to The Ontario Curriculum, Grades 1-8: Science and Technology) and writing and implementing the full-day Kindergarten program.

Pam Strong
Thursday & Friday

**Queer Books and Straight Talk**

**Thurs.:** 12:45 pm - 2:00 pm • Elgin (max. 40)

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

**DESCRIPTION:** Are you looking for supports and resources to begin or expand your LGBTQ2S+ instructional practices? From beginner to experienced, this workshop will empower you to infuse your classroom with conversation, and learning that includes and celebrates LGBTQ2S+ people, families and their realities. Join us as we explore pages of picture books and novels that share stories of diverse families, sexualities, gender identities, expressions and love. From Kindergarten to grade 12, 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 challenge the ways the world teaches about identity, difference and inclusion.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Pam Strong has extensive experience supporting 2SLGBTQ+ Inclusion in schools from Kindergarten to Grade 12. As an Equity Resource Teacher for the Peel District School Board, Pam works with educators, students, family and community members to build human literacy skills that support meaningful inclusion of Queer and Trans identities into curriculum, and school culture. Pam believes in empowering teachers with knowledge and resources to disrupt the single story in classrooms of all ages, and to build bridges to safe, supportive and engaging spaces, where students can make meaningful connections to themselves and others.

Karl Subban
Thursday Only – Banquet Keynote – Ticketed Event

**Discovering The Reader In Me**

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

**DESCRIPTION:** “I became a reader when I wanted to read not when my teachers taught me how to read.” Karl Subban. Can you imagine not seeing yourself as a reader at 12 years of age? I did and believed it. “Teacher, please don’t ask me to read,” ruminated in my mind as I sat in classrooms collecting dust or checkmarks for disruptive behaviour. I was ready for school but school wasn't ready for me. I certainly knew what I wasn't good at and did what most of us do, ignored it, avoided it and pretended it wasn't so. On the other hand, I knew what I was good at and working on to be better at mostly outside of classrooms - playing sports. It was through playing sports and working to be better at it, I discovered something special about me, the reader in me. Frankly, it gave me a new world to live and learn in. I became a reader when I wanted to read not when my teachers taught me how to read. Guess which one I remember most! Reading became part of my plan to play better. It was my love for playing that connected me to my love for reading. Playing and reading are powerful tools for unlocking the potential in all children. I will be using the Team Subban story as written about in my book, How We Did It, to connect the dots between playing sports and developing a positive mindset around reading. When you believe in your potential, you will believe in the reader in you too. I have lived it!

**INTENDED FOR:** General

**SPEAKER PROFILE:** Karl Subban is a former school principal in one of Toronto’s toughest neighbourhoods and has dedicated his life to helping others reach their potential- to be better at their careers, and as people. In his thirty years of coaching, teaching, parenting and leading, Karl has learned how to inspire people. “Your greatest gift is your potential,” he often says, “and your greatest gift to the world is the development of that potential.” Hailing from the Caribbean where they never played hockey, Karl and wife Maria have nonetheless raised three NHL players, including Nashville Predators defenceman P.K. Subban—one of the league’s brightest stars and an Olympic Gold Medal winner. His second son, Malcolm, is a goalie with Vegas Golden Knights and Jordan, son number three, is a minor league prospect. His two daughters, Nastassia and Natasha are educators in the
Come discuss and explore a day in Kindergarten. This workshop will highlight recent children's literature to help participants consider strategies for building students' word power by collecting and inspecting words. Practical suggestions for promoting vocabulary growth, enriching spelling practice and considering author style and use of language, will be highlighted in this session. Handout provided.

INTENDED FOR: Junior

SPEAKER PROFILE: Larry is a literacy and drama instructor at the Ontario Institute for Studies in Education (OISE), University of Toronto. Larry has been a classroom teacher, consultant, workshop presenter and keynote speaker for four decades. Larry's work is centred on the use of children's literature to promote oral, written and artistic responses. He is particularly interested in helping teachers Create Caring Classrooms where students are encouraged to communicate, collaborate and be compassionate of others. He is the recipient of the Scholastic Reading Champion award as well as the Heart Award of Recognition from Reading for the Love of It, 2017. Larry's publications with Pembroke Publishers include Dramathemes (4th edition), Creating Caring Classrooms and Take Me to Your Readers. Children's literature recommendations are posted monthly on Larry's website: larryswartz.ca

Larry Swartz
Thursday & Friday

BECOMING WORD INSPECTORS, WORD COLLECTORS

Thurs.: 2:30 pm - 3:45 pm • Pine East & West (max. 70)
Fri.: 12:45 pm - 2:00 pm • Maple East & West (max. 90)

DESCRIPTION: This workshop will highlight recent children's literature to help participants consider strategies for building students' word power by collecting and inspecting words. Practical suggestions for promoting vocabulary growth, enriching spelling practice and considering author style and use of language, will be highlighted in this session. Handout provided.

INTENDED FOR: Junior

SPEAKER PROFILE: Larry is a literacy and drama instructor at the Ontario Institute for Studies in Education (OISE), University of Toronto. Larry has been a classroom teacher, consultant, workshop presenter and keynote speaker for four decades. Larry's work is centred on the use of children's literature to promote oral, written and artistic responses. He is particularly interested in helping teachers Create Caring Classrooms where students are encouraged to communicate, collaborate and be compassionate of others. He is the recipient of the Scholastic Reading Champion award as well as the Heart Award of Recognition from Reading for the Love of It, 2017. Larry's publications with Pembroke Publishers include Dramathemes (4th edition), Creating Caring Classrooms and Take Me to Your Readers. Children's literature recommendations are posted monthly on Larry's website: larryswartz.ca

Sarah Tercer Fernandes & Anthonia Ikemeh
Thursday & Friday

A Day in Kindergarten

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

DESCRIPTION: New to kindergarten? Stuck on ideas? Come discuss and explore a day in Kindergarten. This presentation will highlight literacy centres that can be re-created and easily implemented into your very own classroom. We will also discuss the importance of play-based learning and inquiry, as well as share some valuable resources and strategies that have been very useful in our classroom, using videos and photographs.

INTENDED FOR: JK/SK

SPEAKER PROFILES: Sarah has been teaching for 15 years with the TCDSB. She has spent the majority of those years teaching primary grades and is entering her 5th year in full day kindergarten. Sarah is dedicated to promoting literacy and math in all areas of the classroom and strives to create an environment which promotes children's independence and well-being. Sarah sees herself as a lifelong learner and is always willing to try new things. She has taken on many leadership roles within her school and is dedicated to the overall success of her students.

Anthonia has an education in early childhood and previously worked in daycare before joining the TCDSB in 2014. She also has an education in professional theater from Dawson College in Montreal. Anthonia has been co-teaching with Sarah for the past 5 years. She is currently working on receiving her B.A in Child Development so she can soon apply to teacher’s college. Anthonia is very dedicated to her students and has taken on an active role in activities outside the class, especially school musicals and other art related experiences.

Helen Tomassini & Denise White
Thursday & Friday

Help! My students Love Inquiry But...... I’m Finding it Challenging to Manage the Time for Inquiry and Teaching Reading

Thurs.: 12:45pm - 2:00 pm • Cedar (max. 65)
Fri.: 12:45pm - 2:00 pm • Linden (max. 60)

DESCRIPTION: Tapping into our young learners' natural curiosity as they become engaged in rich inquiry activities is an easy fit into a teacher's day. The challenge is to also find the time to address the needs of our young readers as they face the challenges of gathering information during the inquiry process. How do we integrate these two critical pieces of learning? Practical strategies for supporting children in developing foundational literacy skills that are critical for reading success will be shared.

INTENDED FOR: K-1

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

Although Denise retired from the TDSB after teaching for more than 35 years, she still enjoys working with students in the elementary panel. Teaching is definitely her passion and she always strives to instill this love of reading and teaching in others. Since 2001, she has been teaching reading A.Q. courses. She has presented workshops (D.R.A., Kindergarten Literacy, First Steps) around the province for various publishers and also sessions at Reading for the Love of It conferences. As a writer she has created material and teacher resources for Scholastic’s Literacy Place for the Early Years, Nelson’s Literacy (K and grade 1) and Teacher Note Cards for Nelson’s Circle of Life K-6.

Helen and Denise are excited to delve into the inquiry process as well as addressing the needs of young children as they learn to read.

Nancy Tucciarone

Thursday & Friday

“Making Space” for Literacy

Thurs.: 2:30 pm - 3:45 pm • Elgin (max. 40)
Fri.: 12:45 pm - 2:00 pm • Kent (max. 50)

DESCRIPTION: A MakerSpace philosophy is a mindset, a way of approaching literacy through cross-curricular inquiry in an environment where students create, collaborate, communicate and problem solve using various resources, tools and models of design. This session will focus on making explicit curricular connections between literacy skills and the creative and critical analysis process in the Arts, as well as, the technological building process in Science. Authentic examples of literacy strategies will be shared through the Maker process. Participants will discover how to provide differentiated learning experiences to drive student passions and inquiry while becoming literate learners.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Nancy Tucciarone is a French Immersion Teacher-Librarian with the Peel District School Board. She has taught several French Immersion primary/junior grades. In her current role, she co-plans and co-teaches with grade level teams to support the teaching of cross-curricular literacy through various inquiry processes. She is passionate about students and teachers exploring literacy through a hands-on Maker mindset. She has worked on several curriculum and instruction projects at the board level that support literacy across the curriculum. Most recently, she was a presenter at the Peel District School Board’s Annual Science Technology Engineering Arts and Math (STEAM) Conference.

Jeanette Voaden

Thursday & Friday

Using Google Slides to Teach Across the Curriculum

Thurs.: 12:45 pm - 2:00 pm • Huron (max. 50)
Fri.: 9:00 am - 10:15 am • Cedar (max. 65)

DESCRIPTION: Come and see how Jeanette uses Google Slides to teach literacy across the curriculum. The ideas can be adapted for any grade, any level, any location (“Thanks, Google!”) and translated into many languages. She will “share” her presentation so you can follow the step-by-step process she uses to create slideshows that can be taken to the next level and printed as posters or books. Learn how to search for “copyright friendly” resources and enjoy an in-depth look at the multi-lingual books Jeanette’s students have created. Soon you will be creating shared curriculum resources for your students and colleagues and/or creating your own reading texts that reflect your school and community. Walk away with a “shared” Google slideshow of ideas that you can use at any level whenever you are ready to begin!

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Jeanette Voaden has been an elementary teacher with the Waterloo Region District School Board for 26 years. She has been a technology teacher for K-8 and a junior/intermediate classroom teacher. She has spent the last 12 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. She is excited about the Google platform and how it allows her to work with students whether they are in her classroom, across the hall or across the globe!

Debbie Watters & Joan Reimer

Thursday & Friday

What’s lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten

Thurs.: 12:45 pm - 2:00 pm • Simcoe Dufferin (max. 100)
Fri.: 2:30 pm - 3:45 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: Have you ever wondered…. How can we support inquiry dispositions in Kindergarten? What is the relationship between play and inquiry? How can I nurture wonder in my classroom? How does inquiry fit into the flow of the Kindergarten day? How do I “uncover” curriculum expectations through inquiry? These are some of the questions that will be explored in this session on Inquiry Based Learning. Using authentic classroom experiences and educator and student voices, we will look at what lies at the heart of inquiry in Kindergarten and reflect on our role as co-learners. This includes ideas to foster the development of an inquiry stance, creating
experiences and environments that provoke wonder and curiosity and how to negotiate curriculum so that inquiry learning and Kindergarten expectations are complimentary. Deb and Joan will be drawing from their recent book *THINQ KINDERGARTEN- Inquiry-Based Learning in the Kindergarten Classroom*, which supports and celebrates the journey of educators and learners through Inquiry Based Learning.

**INTENDED FOR:** JK/SK

**SPEAKER PROFILES:** Deb Watters has been in working in education for 29 years. She is currently a Program Coordinator with the Wellington Catholic District School Board where she wears many hats. She supports new and experienced classroom educators with a particular focus in Collaborative Inquiries, K-8 Literacy, Math, English Language Learners and her passion; Early Learning and Kindergarten. Deb has taught AQ Kindergarten courses for OECTA, facilitated OECTA Summer Institutes and presented at a variety workshops and conferences throughout Ontario. She has written and revised curriculum materials for both her board and OECTA. She is recently the co-author of *THINQ KINDERGARTEN- Inquiry Based Learning in the Kindergarten Classroom*, which is based on her work with Kindergarten educators in Ontario, and the ongoing implementation of Full Day Kindergarten and Inquiry and Play- Based Learning in Ontario. She is also the co-author with her sons of the children’s book, *Where’s Mom’s Hair-A Family’s Journey through Cancer*.

Joan Reimer is a recently retired educator who began her career as a kindergarten teacher in Ontario. Her most recent role was Education Officer at the Ontario Ministry of Education. During her career she taught from kindergarten to grade 12 and was an administrator in both the elementary and secondary panels. She also taught courses and supervised student teachers at Brandon University and Arctic College. She has written curriculum materials, prepared courses for principals, and collaborated on ministry documents. Most of her career was in Ontario but she also taught in Manitoba, the Northwest Territories and Malawi, Africa. She co-authored *THINQ KINDERGARTEN- Inquiry Based Learning in the Kindergarten Classroom*, with Deb Watters.

**Anthony Zomparelli**

**Thursday & Friday**

**Content (lights), Connections (camera), Character (action): When Reading Shapes the Soul**

**Thurs.:** 12:45 pm - 2:00 pm • Kendra (max. 50)

**Fri.:** 12:45 pm - 2:00 pm • Kendra (max. 50)

**DESCRIPTION:** In addition to the joy and many benefits of reading or being read to, children are greatly impacted by stories and fictional characters in profound ways. As educators, we have huge responsibilities and exciting opportunities to explore meaningful material that directly supports character education. Reading has an infinite power to both trigger and shape consciousness within our youngest readers. This session, through the use of a variety of rich children’s literature, will support and showcase the idea that reading can often be a life-changing experience that is instrumental in forming and nurturing character. Therefore, rather than reading on ‘speed dial’, we will work toward understanding how to create and deliver engaging, purposeful experiences that provoke an awareness of “self” among our students. While the nature of the selected text is a key element, we will also consider dynamic approaches and strategies to awaken both the soul and spirit of our students. In addition, we will delve into other curriculum areas including writing workshop, oral communication, inquiry, social studies, and drama as a means of guiding our students as they build character through reading.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** Anthony Zomparelli has been in education for over 15 years and currently teaches grade 1/2 at St. Paul School in Toronto. As a member of the TCDSB community, he has been active in the area of literacy within several elementary schools and at the board level. As a literacy lead representative in many schools, he fostered a love of reading among students through planning interactive literacy nights, divisional read aloud sessions, and public speaking platforms for students of all ages. Creatively fine tuning the Reading Workshop so that it is both relevant and memorable for students has been a major focus for Anthony. He has served as a member of the TCDSB literacy team, where he developed and implemented several workshops to support rich and dynamic literacy instruction within schools. He is the author of two children’s books, *No Fangs Fillmore* and *Benvolio’s Heart*. Through literacy instruction, Anthony hopes to make even the youngest readers aware of their social responsibilities and to create ambassadors of kindness.
The Exhibitors’ Display
(Booth Assignments as at December 13, 2018)
East York-Scarborough Reading Association

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Mike Francone
Marisa Liscio
Teresa Paoli
Brenda Stewart

TORONTO DISTRICT SCHOOL BOARD
Liz Blake
Marguerite Campbell
Lise Hawkins
Vangie Kalanderopoulos
Kathy Lazarovits

This is the slate of Directors presented to serve you in the 2018-2019 year. Any other nominations will be taken from the floor at the Annual General Meeting. Nominated individuals must be members of the Association, must agree to serve and must be present at the AGM.

Reading Council Executive and Committee Members, 2018-2019

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Marguerite Campbell

AWARDS CHAIR
Marguerite Campbell

The committees are comprised of members from the TCDSB and TDSB.

Next year’s conference will be held in downtown Toronto at the Sheraton Centre, February 20th and 21st, 2020. Registration information will be mailed to all Ontario schools. Delegates who attend in 2019 will receive information directly. Registration on our website readingfortheloveofit.com will begin in September, 2019. Plan to register early since space is limited.

Visit us online and see what people are saying about Reading for the Love of It.

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