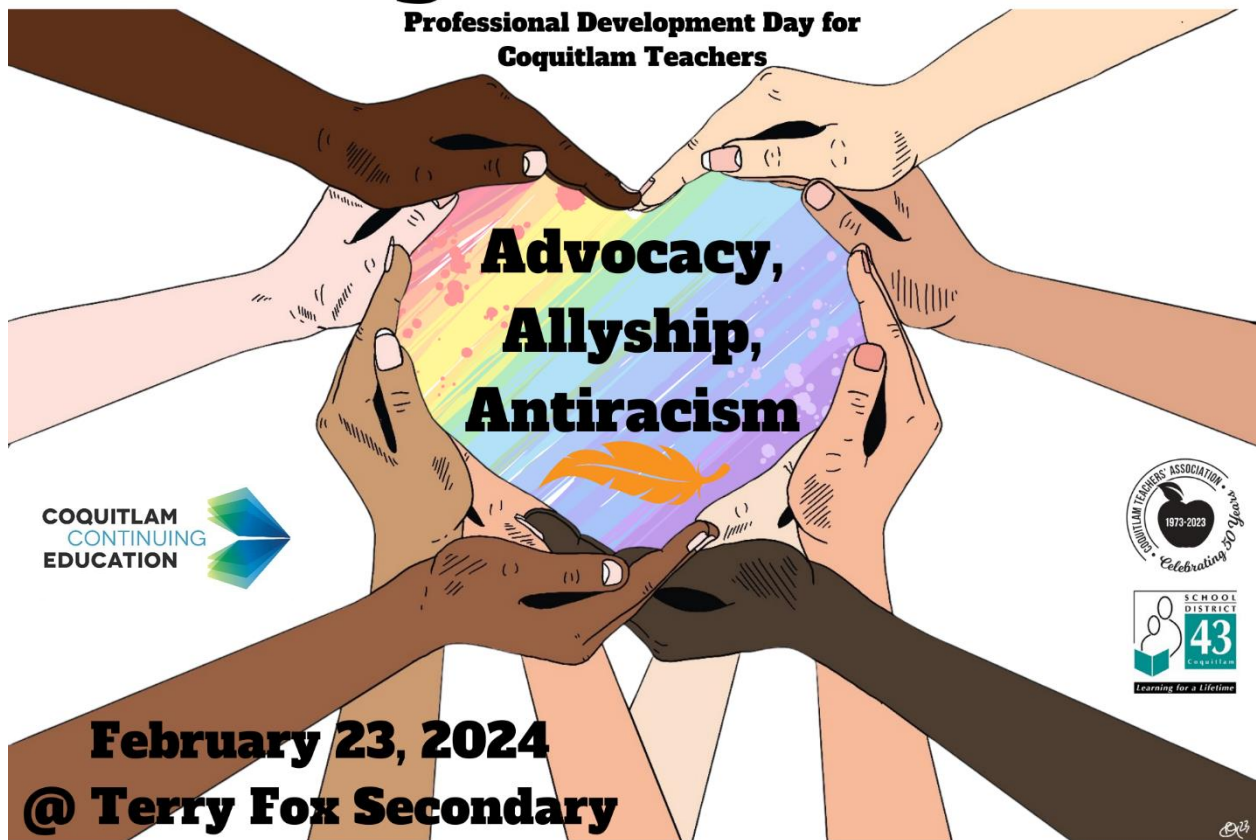
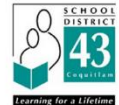


Professional Development Workshop Booklet Together 2024

Professional Development Day for
Coquitlam Teachers



COQUITLAM
CONTINUING
EDUCATION



February 23, 2024
@ Terry Fox Secondary

Click below for:

Day's
Schedule

Important
Information

We acknowledge that we work on the traditional, unceded lands of the k^wik^wə́łəm (Kwikwetlem) (Kwee-kwet-lem) First Nation within the shared traditional territories of the Tseil-Waututh (Slay-wa-tuth), Katzie (Kate-zee), x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish), Quay Quayt (Key-Kite) First Nation and Sto:lo Nation. We recognize the people of these Nations who continue to live on these lands and care for them, along with the waters and all that is above and below.

- Day's Schedule -

8:30 a.m.

Morning Coffee – Publishers - Vendors

9:00 a.m.

Session A or Session C (Full Day)

10:30 a.m.

Break

11:00 a.m.

Welcome - Opening Remarks - Keynote Speaker

12:15 p.m.

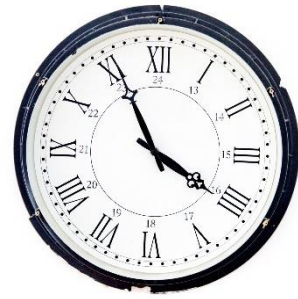
Break

1:00 p.m.

Session B or Session C (Full Day)

2:30 p.m.

Collegial Conversations



*** Locations * and * Schedules * may vary - please check your information carefully**

Coffee/Tea sponsored by



COQUITLAM
CONTINUING
EDUCATION



Coffee and tea will be provided at

Terry Fox Secondary- *Please bring your own lunch*

We suggest bringing your own water bottle and a mug to cut down on waste and make refills easier



- Workshops by Grade Level -

Levels as identified by workshop facilitators/presenters

Not Grade Specific

- [A- Bee School: Inspiring the Next Generation](#)
- [A- Breakout Workshop - Indigenous Trauma & Equity Informed Practice](#)
- [A- Bringing the Northern Spotted Owl Conservation Story to the Classroom](#)
- [A- Bringing Positive Behaviour Support Into the Classroom](#)
- [A- Creating Capacity for BIPOC Teachers](#)
- [A- Cultural Agility Over Competency](#)
- [A- Games Jam](#)
- [A- How to be an Anti-Racist in our Schools, Unions and Communities](#)
- [A- How to Teach Your Kids About Money](#)
- [A- Learn the Basic Techniques of Needle Felting](#)
- [A- Mindfulness Techniques for Resilience](#)
- [A- Rooted Here: Woven From the Land](#)
- [A- Soapstone Carving](#)
- [A- The Well Teacher – Abridged Version](#)
- [A- Trauma Informed Yoga and Mindfulness for Children and Youth](#)
- [A- Tropical Terrarium](#)
- [A- Unlearning the Colonial: Anti-Oppression 101](#)
- [A- Unpacking Talking Circles](#)
- [A- Watercolour Wonder: Embracing Imperfection in Creativity](#)
- [A- Young Performers Acting/Improv](#)
- [B- ARC-BC Designing for Inclusion](#)
- [B- Bee School: Inspiring the Next Generation](#)
- [B- Breakout Workshop - Indigenous Cultural Appreciation vs. Appropriation](#)
- [B- Bringing Fibre Arts Into Your Classroom](#)
- [B- CUE43 Lending Library Show & Tell](#)
- [B- Educators Leading Access & Inclusion](#)
- [B- How Indigeneity & SOGI Intersect: Building Comfortability & Learning](#)
- [B- LGBTQ2SQ+ 101: An Introduction for Educators](#)

- [B- Sanctuary Schools](#)
- [B- Soapstone Carving](#)
- [B- Succulent Terrarium](#)
- [B- Survivors Testimony](#)
- [B- Unpacking Talking Circles](#)
- [C- Equipping Your Tool Box for Advocacy Work: Tools & Strategies to Support You and Your Students](#)
- [C- The Importance of Regulation in Supporting the Mental Health of Neurodivergent Students](#)

Kindergarten

- [A- Ableism in Education](#)
- [A- FASD 101: Approach Focus](#)
- [A- Fostering Authorship in the Early Years](#)
- [A- Introduction to hən'qəmin'əm'](#)
- [A- SOGI is More Than a Rainbow Sticker](#)
- [A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)
- [A- Une boîte à outils d'inclusion pour les enseignants FRIM \(K-8\)](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Equity Scan in Action](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- Learning in the Forest](#)
- [B- Printing Like a Pro & Fine Motor in the Classroom](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)
- [B- UDL and Classroom Management](#)
- [B- Yoga Tools for Teachers](#)
- [C- Teacher Librarian Community Collaboration Day](#)

Primary

- [A- Ableism in Education](#)
- [A- FASD 101: Approach Focus](#)
- [A- Gifted Identification/CCAT Screening](#)
- [A- Introduction to hən'qəmin'əm'](#)

- [A- Please Teach Me How to Play](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- SOGI is More Than a Rainbow Sticker](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Trashion Fashion](#)
- [A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)
- [A- Une boîte à outils d'inclusion pour les enseignants FRIM \(K-8\)](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Equity Scan in Action](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- Learning in the Forest](#)
- [B- Needle Felt Workshop](#)
- [B- Printing Like a Pro & Fine Motor in the Classroom](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)
- [B- UDL and Classroom Management](#)
- [B- Yoga Tools for Teachers](#)
- [C- Elementary Honour Choir](#)
- [C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)
- [C- SNAP for Schools Facilitator Training](#)
- [C- Teacher Librarian Community Collaboration Day](#)

Intermediate

- [A- Ableism in Education](#)
- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- A Virtual Visit to TRIUMF & CERN](#)
- [A- Books and Literature Circles](#)
- [A- Bridging the Gap: Cognitive and Neuroscience Tools to Navigate Conflict](#)
- [A- Critical \(De\)Construction – A Strategy for Effectively Teaching for Social Justice](#)
- [A- Digital Literacy and A.I.](#)
- [A- FASD 101: Approach Focus](#)
- [A- Gifted Identification/CCAT Screening](#)
- [A- Introduction to hən'qəmin'əm'](#)
- [A- Please Teach Me How to Play](#)

- [A- RAC \(Real Acts of Caring\)](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- SOGI is More Than a Rainbow Sticker](#)
- [A- Teaching for Tomorrow: Unpack AI for Teaching and Learning](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Trashion Fashion](#)
- [A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)
- [A- Une boîte à outils d'inclusion pour les enseignants FRIM \(K-8\)](#)
- [A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Cultivating Critical Thinking: Empowering Students for Global Citizenship](#)
- [B- Equity Scan in Action](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Inclusive, Expansive Shakespeare](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- Learning in the Forest](#)
- [B- Minecraft, AI & Advocacy: Crafting an Inclusive Future](#)
- [B- Needle Felt Workshop](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)
- [B- Shift Happens! Exploring sustainability in class & beyond](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)
- [B- Teaching Proficiency Through Reading & Storytelling \(TPRS\) 2.0: Beyond Circling](#)
- [B- UDL and Classroom Management](#)
- [C- Best Practices for Exploring Real-World Issues](#)
- [C- Elementary Honour Choir](#)
- [C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)
- [C- Teacher Librarian Community Collaboration Day](#)

Middle

- [A- Ableism in Education](#)
- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)

- [A- A Virtual Visit to TRIUMF & CERN](#)
- [A- Books and Literature Circles](#)
- [A- Bridging the Gap: Cognitive and Neuroscience Tools to Navigate Conflict](#)
- [A- Creative Coding with ChatGPT](#)
- [A- Critical \(De\)Construction – A Strategy for Effectively Teaching for Social Justice](#)
- [A- Cybersafe from Exploitation](#)
- [A- Digital Literacy and A.I.](#)
- [A- Games in the Comprehensible Input and TPRS Language Classroom](#)
- [A- Gifted Identification/CCAT Screening](#)
- [A- Habits That Get Things Done on Time Lead to Success](#)
- [A- Indigenizing Numeracy Through Story-Linear Relationships](#)
- [A- Introduction to hən'qəmin'əm'](#)
- [A- Please Teach Me How to Play](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- SOGI is More Than a Rainbow Sticker](#)
- [A- Teaching for Tomorrow: Unpack AI for Teaching and Learning](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Trashion Fashion](#)
- [A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)
- [A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Cultivating Critical Thinking: Empowering Students for Global Citizenship](#)
- [B- Disability Awareness \(includes section on Neurodivergence\)](#)
- [B- Equity Scan in Action](#)
- [B. FASD Instructional Strategies](#)
- [B- Film Acting for the Classroom](#)
- [B- How Can You Get Students to Complete Tasks in Less Time?](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Inclusive, Expansive Shakespeare](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- Lesson Planning with ChatGPT](#)
- [B- Math at Middle/Secondary with a UDL Lens](#)

- [B- Minecraft, AI & Advocacy: Crafting an Inclusive Future](#)
- [B- Needle Felt Workshop](#)
- [B- Patriarchy, Feminism & Men : In Search of a Positive 21st Century Masculinity](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)
- [B- Shift Happens! Exploring sustainability in class & beyond!](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)
- [B- Teaching Proficiency Through Reading & Storytelling \(TPRS\) 2.0: Beyond Circling](#)
- [B- UDL and Classroom Management](#)
- [B- Using Diverse Mentor Text Sets to Develop Skills in Writing](#)
- [C- Best Practices for Exploring Real-World Issues](#)
- [C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)
- [C- Teacher Librarian Community Collaboration Day](#)
- [C- Tech Ed Share & Collaboration](#)

Secondary

- [A- Ableism in Education](#)
- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- A Virtual Visit to TRIUMF & CERN](#)
- [A- Books and Literature Circles](#)
- [A- Bridging the Gap: Cognitive and Neuroscience Tools to Navigate Conflict](#)
- [A- Climate Change for Teenagers and Teachers](#)
- [A- Creative Coding with ChatGPT](#)
- [A- Critical \(De\)Construction – A Strategy for Effectively Teaching for Social Justice](#)
- [A- Cybersafe from Exploitation](#)
- [A- Games in the Comprehensible Input and TPRS Language Classroom](#)
- [A- Habits That Get Things Done on Time Lead to Success](#)
- [A- Indigenizing Numeracy Through Story-Linear Relationships](#)
- [A- Introduction to hən'qəmin'əm'](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- Resources for Inquiry: The Stories of Working Peoples in the History of British Columbia](#)
- [A- Rethinking the Cumulative Gradebook: Redesigning Assessment for 2024](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- Secondary Assessment With a UDL Lens](#)
- [A- SOGI is More Than a Rainbow Sticker](#)

- [A- Teaching for Tomorrow: Unpack AI for Teaching and Learning](#)
- [A- Teaching Programming Using Mob Programming](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Tips and Tricks for the High School English Teacher](#)
- [A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Climate Change for Teenagers and Teachers](#)
- [B- Cultivating Critical Thinking: Empowering Students for Global Citizenship](#)
- [B- Decolonizing the Workplace: A Trauma-Informed Approach to Allyship, Advocacy, and Anti-Racism](#)
- [B- Disability Awareness \(includes section on Neurodivergence\)](#)
- [B- Equity Scan in Action](#)
- [B. FASD Instructional Strategies](#)
- [B- Film Acting for the Classroom](#)
- [B- From Idea to Impact: The Short Story Teachers' Toolkit](#)
- [B- How Can You Get Students to Complete Tasks in Less Time?](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Inclusive, Expansive Shakespeare](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- International Students' Needs, Struggles & Experiences in Canada](#)
- [B- Lesson Planning with ChatGPT](#)
- [B- Math at Middle/Secondary with a UDL Lens](#)
- [B- Needle Felt Workshop](#)
- [B- Patriarchy, Feminism & Men : In Search of a Positive 21st Century Masculinity](#)
- [B- Programming Teachers Roundtable - Preparing Students for Post-Secondary](#)
- [B- Resources for Inquiry: The Stories of Working Peoples in the History of British Columbia](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)
- [B- Shift Happens! Exploring sustainability in class & beyond!](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)
- [B- Teaching Proficiency Through Reading & Storytelling \(TPRS\) 2.0: Beyond Circling](#)
- [C- Best Practices for Exploring Real-World Issues](#)
- [C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)

- [C- Teacher Librarian Community Collaboration Day](#)
- [C- Tech Ed Share & Collaboration](#)

Adult

- [A- A Virtual Visit to TRIUMF & CERN](#)
- [A- Bridging the Gap: Cognitive and Neuroscience Tools to Navigate Conflict](#)
- [A- Climate Change for Teenagers and Teachers](#)
- [A- Cybersafe from Exploitation](#)
- [A- Habits That Get Things Done on Time Lead to Success](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- Rethinking the Cumulative Gradebook: Redesigning Assessment for 2024](#)
- [A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)
- [B- Climate Change for Teenagers and Teachers](#)
- [B- Cultivating Critical Thinking: Empowering Students for Global Citizenship](#)
- [B- Decolonizing the Workplace: A Trauma-Informed Approach to Allyship, Advocacy, and Anti-Racism](#)
- [B- Disability Awareness \(includes section on Neurodivergence\)](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Needle Felt Workshop](#)
- [B- Patriarchy, Feminism & Men : In Search of a Positive 21st Century Masculinity](#)
- [C- Equipping Your Tool Box for Advocacy Work: Tools & Strategies to Support You and Your Students](#)
- [C- Tech Ed Share & Collaboration](#)

- Workshops by Subject -

Subjects as identified by workshop facilitators/presenters

Cross-Curricular (i.e. All/General Subjects)

- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- Breakout Workshop - Indigenous Trauma & Equity Informed Practice](#)
- [A- Gifted Identification/CCAT Screening](#)
- [A- Habits That Get Things Done on Time Lead to Success](#)
- [A- Secondary Assessment With a UDL Lens](#)
- [A- SOGI is More Than a Rainbow Sticker](#)
- [A- Teaching for Tomorrow: Unpack AI for Teaching and Learning](#)
- [A- The Well Teacher – Abridged Version](#)
- [A- Unlearning the Colonial: Anti-Oppression 101](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- Breakout Workshop - Indigenous Cultural Appreciation vs. Appropriation](#)
- [B- Disability Awareness \(includes section on Neurodivergence\)](#)
- [B- Educators Leading Access & Inclusion](#)
- [B- Equity Scan in Action](#)
- [B- How Can You Get Students to Complete Tasks in Less Time?](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- International Students' Needs, Struggles & Experiences in Canada](#)
- [B- Lesson Planning with ChatGPT](#)
- [B- Printing Like a Pro & Fine Motor in the Classroom](#)
- [B- Shift Happens! Exploring sustainability in class & beyond!](#)
- [C- Best Practices for Exploring Real-World Issues](#)
- [C- SNAP for Schools Facilitator Training](#)
- [C- Teacher Librarian Community Collaboration Day](#)

Applied Design, Skills & Technologies (ADST)

- [A- Climate Change for Teenagers and Teachers](#)
- [A- Creative Coding with ChatGPT](#)
- [A- Cybersafe from Exploitation](#)
- [A- Digital Literacy and A.I.](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- Teaching Programming Using Mob Programming](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Trashion Fashion](#)
- [B- Climate Change for Teenagers and Teachers](#)
- [B- CUE43 Lending Library Show & Tell](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Lesson Planning with ChatGPT](#)
- [B- Minecraft, AI & Advocacy: Crafting an Inclusive Future](#)
- [B- Programming Teachers Roundtable - Preparing Students for Post-Secondary](#)
- [C- Tech Ed Share & Collaboration](#)

Arts (Visual & Performing)

- [A- Learn the Basic Techniques of Needle Felting](#)
- [A- Games Jam](#)
- [A- Rooted Here: Woven From the Land](#)
- [A- Soapstone Carving](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Trashion Fashion](#)
- [A- Watercolour Wonder: Embracing Imperfection in Creativity](#)
- [A- Young Performers Acting/Improv](#)
- [B- Bringing Fibre Arts Into Your Classroom](#)
- [B- Film Acting for the Classroom](#)
- [B- Inclusive, Expansive Shakespeare](#)
- [B- Learning in the Forest](#)
- [B- Needle Felt Workshop](#)
- [B- Soapstone Carving](#)

Assessment

- [A- Gifted Identification/CCAT Screening](#)
- [A- Rethinking the Cumulative Gradebook: Redesigning Assessment for 2024](#)
- [A- Secondary Assessment With a UDL Lens](#)

BIPOC

- [A- Creating Capacity for BIPOC Teachers](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)

Careers

- [A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)
- [C- Best Practices for Exploring Real-World Issues](#)

Core Competencies

- [A- How to Teach Your Kids About Money](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Printing Like a Pro & Fine Motor in the Classroom](#)
- [C- SNAP for Schools Facilitator Training](#)

Counselling

- [B- Decolonizing the Workplace: A Trauma-Informed Approach to Allyship, Advocacy, and Anti-Racism](#)

Early Career Teachers

- [B- Lesson Planning with ChatGPT](#)
- [C- SNAP for Schools Facilitator Training](#)

Economics

- [A- Climate Change for Teenagers and Teachers](#)
- [A- How to Teach Your Kids About Money](#)
- [A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)
- [B- Climate Change for Teenagers and Teachers](#)

English Language Arts

- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- Books and Literature Circles](#)
- [A- Fostering Authorship in the Early Years](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- Rethinking the Cumulative Gradebook: Redesigning Assessment for 2024](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Tips and Tricks for the High School English Teacher](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- From Idea to Impact: The Short Story Teachers' Toolkit](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Inclusive, Expansive Shakespeare](#)
- [B- Using Diverse Mentor Text Sets to Develop Skills in Writing](#)

Inclusive Education

- [A- Ableism in Education](#)
- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- Bringing Positive Behaviour Support Into the Classroom](#)
- [A- FASD 101: Approach Focus](#)
- [A- Gifted Identification/CCAT Screening](#)
- [A- Learn the Basic Techniques of Needle Felting](#)
- [A- Please Teach Me How to Play](#)
- [A- Trauma Informed Yoga and Mindfulness for Children and Youth](#)
- [A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)
- [A- Une boîte à outils d'inclusion pour les enseignants FRIM \(K-8\)](#)
- [A- Unpacking Talking Circles](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- ARC-BC Designing for Inclusion](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Bringing Fibre Arts Into Your Classroom](#)
- [B- Decolonizing the Workplace: A Trauma-Informed Approach to Allyship, Advocacy, and Anti-Racism](#)
- [B- Disability Awareness \(includes section on Neurodivergence\)](#)
- [B- FASD Instructional Strategies](#)
- [B- How Indigeneity & SOGI Intersect: Building Comfortability & Learning](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- Learning in the Forest](#)
- [B- LGBTQ2SQ+ 101: An Introduction for Educators](#)
- [B- UDL and Classroom Management](#)
- [B- Unpacking Talking Circles](#)
- [C- Equipping Your Tool Box for Advocacy Work: Tools & Strategies to Support You and Your Students](#)
- [C- SNAP for Schools Facilitator Training](#)
- [C- The Importance of Regulation in Supporting the Mental Health of Neurodivergent Students](#)

Indigenous Education

- [A- Cultural Agility Over Competency](#)
- [A- Introduction to hən'qəmin'əm'](#)
- [A- Rooted Here: Woven From the Land](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [A- Unpacking Talking Circles](#)
- [B- How Indigeneity & SOGI Intersect: Building Comfortability & Learning](#)
- [B- Infusing Aboriginal Content and Perspectives](#)
- [B- Survivors Testimony](#)
- [B- Unpacking Talking Circles](#)

International Education

- [B- International Students' Needs, Struggles & Experiences in Canada](#)

Languages

- [A- Games in the Comprehensible Input and TPRS Language Classroom](#)
- [A- Introduction to hən'qəmin'əm'](#)
- [A- Une boîte à outils d'inclusion pour les enseignants FRIM \(K-8\)](#)
- [B- Teaching Proficiency Through Reading & Storytelling \(TPRS\) 2.0: Beyond Circling](#)

Learning Support Services

- [A- Bringing Positive Behaviour Support Into the Classroom](#)
- [A- Please Teach Me How to Play](#)
- [B- Incorporating Choice in the Classroom](#)
- [B- International Students' Needs, Struggles & Experiences in Canada](#)
- [B- Math at Middle/Secondary with a UDL Lens](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)

- [C- SNAP for Schools Facilitator Training](#)
- [C- The Importance of Regulation in Supporting the Mental Health of Neurodivergent Students](#)

Library

- [C- Teacher Librarian Community Collaboration Day](#)

Literacy

- [A- Books and Literature Circles](#)
- [A- Fostering Authorship in the Early Years](#)
- [A- Games in the Comprehensible Input and TPRS Language Classroom](#)

Mathematics

- [A- Indigenizing Numeracy Through Story-Linear Relationships](#)
- [B- Math at Middle/Secondary with a UDL Lens](#)
- [B- Support Students in Math Using the FoNSI \(Foundational Numeracy Assessment\)](#)

Media

- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)
- [B- Film Acting for the Classroom](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)

Music

- [C- Elementary Honour Choir](#)

Outdoor Education

- [A- Bee School: Inspiring the Next Generation](#)
- [A- Bringing the Northern Spotted Owl Conservation Story to the Classroom](#)
- [A- Tropical Terrarium](#)
- [B- Bee School: Inspiring the Next Generation](#)
- [B- Shift Happens! Exploring sustainability in class & beyond!](#)
- [B- Succulent Terrarium](#)

Physical & Health Education

- [A- Cybersafe from Exploitation](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- The Well Teacher – Abridged Version](#)
- [A- Trauma Informed Yoga and Mindfulness for Children and Youth](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)
- [B- Yoga Tools for Teachers](#)
- [C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)
- [C- The Importance of Regulation in Supporting the Mental Health of Neurodivergent Students](#)

Science

- [A- A Virtual Visit to TRIUMF & CERN](#)
- [A- Bee School: Inspiring the Next Generation](#)

- [A- Bringing the Northern Spotted Owl Conservation Story to the Classroom](#)
- [A- Climate Change for Teenagers and Teachers](#)
- [A- Tropical Terrarium](#)
- [B- Bee School: Inspiring the Next Generation](#)
- [B- Climate Change for Teenagers and Teachers](#)
- [B- Learning in the Forest](#)
- [B- Shift Happens! Exploring sustainability in class & beyond!](#)
- [B- Succulent Terrarium](#)
- [C- Best Practices for Exploring Real-World Issues](#)

Social Emotional-Learning

- [A- Bridging the Gap: Cognitive and Neuroscience Tools to Navigate Conflict](#)
- [A- Bringing Positive Behaviour Support Into the Classroom](#)
- [A- Cultural Agility Over Competency](#)
- [A- Cybersafe from Exploitation](#)
- [A- Mindfulness Techniques for Resilience](#)
- [A- RAC \(Real Acts of Caring\)](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- SOGI is More Than a Rainbow Sticker](#)
- [A- The Well Teacher – Abridged Version](#)
- [A- Tropical Terrarium](#)
- [A- Trauma Informed Yoga and Mindfulness for Children and Youth](#)
- [A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)
- [A- Unpacking Talking Circles](#)
- [A- Watercolour Wonder: Embracing Imperfection in Creativity](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Decolonizing the Workplace: A Trauma-Informed Approach to Allyship, Advocacy, and Anti-Racism](#)
- [B- How Indigeneity & SOGI Intersect: Building Comfortability & Learning](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Inclusive, Expansive Shakespeare](#)
- [B- Incorporating Choice in the Classroom](#)

- [B- International Students' Needs, Struggles & Experiences in Canada](#)
- [B- Patriarchy, Feminism & Men : In Search of a Positive 21st Century Masculinity](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)
- [B- Succulent Terrarium](#)
- [B- Survivors Testimony](#)
- [B- UDL and Classroom Management](#)
- [B- Unpacking Talking Circles](#)
- [B- Yoga Tools for Teachers](#)
- [C- Best Practices for Exploring Real-World Issues](#)
- [C- Equipping Your Tool Box for Advocacy Work: Tools & Strategies to Support You and Your Students](#)
- [C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)
- [C- SNAP for Schools Facilitator Training](#)
- [C- The Importance of Regulation in Supporting the Mental Health of Neurodivergent Students](#)

Social Justice

- [A- Creating Capacity for BIPOC Teachers](#)
- [A- Critical \(De\)Construction – A Strategy for Effectively Teaching for Social Justice](#)
- [A- How to be an Anti-Racist in our Schools, Unions and Communities](#)
- [B- Becoming Visible - BIPOC Visibility & Representation](#)
- [B- Equity Scan in Action](#)
- [B- Patriarchy, Feminism & Men: In Search of a Positive 21st Century Masculinity](#)
- [B- Sanctuary Schools](#)

Social Studies

- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- Climate Change for Teenagers and Teachers](#)
- [A- Cultural Agility Over Competency](#)
- [A- Introduction to hən'dəmin'əm'](#)
- [A- RAC \(Real Acts of Caring\)](#)

- [A- Resources for Inquiry: The Stories of Working Peoples in the History of British Columbia](#)
- [A- Rethinking the Cumulative Gradebook: Redesigning Assessment for 2024](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- Climate Change for Teenagers and Teachers](#)
- [B- Cultivating Critical Thinking: Empowering Students for Global Citizenship](#)
- [B- International Students' Needs, Struggles & Experiences in Canada](#)
- [B- Patriarchy, Feminism & Men : In Search of a Positive 21st Century Masculinity](#)
- [B- Resources for Inquiry: The Stories of Working Peoples in the History of British Columbia](#)
- [B- Shift Happens! Exploring sustainability in class & beyond!](#)
- [B- Survivors Testimony](#)
- [C- Best Practices for Exploring Real-World Issues](#)

STEM/STEAM

- [A- Creative Coding with ChatGPT](#)
- [A- Trashion Fashion](#)
- [B- Lesson Planning with ChatGPT](#)
- [B- Minecraft, AI & Advocacy: Crafting an Inclusive Future](#)

Technology

- [A. Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [A- Climate Change for Teenagers and Teachers](#)
- [A- Creative Coding with ChatGPT](#)
- [A- Cybersafe from Exploitation](#)
- [A- Digital Literacy and A.I.](#)
- [A- Screenagers: Growing Up in the Digital Age](#)
- [A- Teaching Programming Using Mob Programming](#)
- [B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)
- [B- Climate Change for Teenagers and Teachers](#)
- [B- How MS Teams Can Help You and Your Students](#)
- [B- Lesson Planning with ChatGPT](#)

- [B- Programming Teachers Roundtable - Preparing Students for Post-Secondary](#)
- [B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)
- [C- Tech Ed Share & Collaboration](#)

Session A Workshops – 9 a.m.

[A- Ableism in Education](#)

- Erin Reid & Yvette Hong

Kindergarten – Secondary
Inclusive Education

Yvette is a district SLP who specializes in AAC and complex communicators. Erin is a district mentor support teacher with a passion for inclusion.

Ableism in Education -the forgotten 'ism'- is discrimination and social prejudice against people with disabilities. Join Yvette Hong and Erin Reid to learn about ableism, and some ways that we recognize and challenge ableism in our schools.



[A- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)

Laurie Cassie & Maria Romanelli

Intermediate - Secondary
Technology, literacy skills, UDL



This is a hands-on workshop - laptops provided.

Maria has been part of the [SET-BC](#) team for four years now. Before that, she was a classroom teacher for 21 years, mostly at the intermediate level. She is excited to work with school teams, and share ways to make learning more accessible to all students, with the help of technology.

Laurie came to SET-BC 4 years ago from classroom teaching at the intermediate level for 28 years. She often wishes she knew then what she has learned from her time at SET BC. Laurie is passionate about Universal Design for Learning and is grateful that technology can help level the playing field, allowing more students to actively participate in the full circle of learning.

Do you have students who have difficulty writing, or who struggle with reading? Do literacy skills impact the completion of assignments? If so, this workshop is for you!

You will explore built-in free reading and writing tools to support literacy. When working on a laptop, these built-in tools allow students to access information, make annotations, create, and edit their own writing. Some supports include: dictation, predictive text, text-to-speech online and in Word, annotation of PDFs for assignment completion, and the reduction of visual distractions from websites. These tools align with the principles of UDL as they will benefit all students. Come explore them with us.

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[A- A Virtual Visit to TRIUMF & CERN](#)

- John Biehler



Intermediate – Adult

Science, Physics

VR headsets will be provided & used for a small part of the session.

TRIUMF is Canada's particle accelerator centre. From the hunt for the smallest particles in the universe to the development of new technologies, including next-generation batteries and medical isotopes, TRIUMF is pushing the frontiers in research to advance science, medicine, and industry.

Virtual and augmented reality experiences to take you to [CERN](#) and "behind the fence" at [TRIUMF](#). Experience what a researcher does at the CERN-based [ATLAS](#) experiment, one of the world's largest particle detectors and at TRIUMF, the world's largest cyclotron located near UBC.

[A- Bee School: Inspiring the Next Generation](#)

- Cassie Gibeau- [Honeybee Centre](#)



All ages

Science

This workshop will be \$10/person, invoices will be sent out and must be paid before the CTA PD day. Yellow forms cannot be used for reimbursement.

Wear clothing you don't mind getting wax on.

Born and raised in Burnaby with a teacher as a mother, an outdoor loving father, and a life-long love of bugs, Cassie pursued a career in Early Childhood until she married into a beekeeping family. Cassie is passionate about leaving a healthy world behind for generations to come. She wants to educate and share this passion with others and believe the bugs (and bees) play a role in achieving this.

Food security, civic duty, and environmental activism all start by loving our planet and all its creatures. Following a short mock Bee School lesson and Q&A, we will make reusable beeswax wraps so you can ditch plastic wrap at home and in your classroom!

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[A- Books and Literature Circles](#)

- **Andrea Coupe & Jenn Moody**

Intermediate - Middle
English, Language Arts

Andrea and Jenn have been at middle school WAY TOO LONG! They've taught together for the past 10 years. They are both passionate about books, reading, and getting kids to read.

Through literature circles, teachers and students can have engaging and thoughtful conversations that lead to advocacy, allyship, and anti-racism. Kids love to talk about issues! We have suggestions for picture books, novels, graphic novels, and short stories you can use to navigate these conversations. Join us for ideas that help you have these discussions and get new titles in the hands of your kids. You'll walk away with a literature circle unit designed for middle but can be used with upper elementary to high school.

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[A- Breakout Workshop - Indigenous Trauma & Equity Informed Practice](#)

- Len Pierre KEYNOTE SPEAKER

All ages

Cross-curricular

**Professor | Consultant | TEDx Speaker | Social Activist | Change Agent |
Traditional Knowledge Keeper**

Len Pierre is Coast Salish from Katzie (kate-zee) First Nation.

Len is a professor, consultant, TEDx Speaker, social activist, change agent, & traditional knowledge keeper. He has a Master's degree in Education from Simon Fraser University focusing on Indigenous curriculum and instructional design. His experience includes Indigenous education and program leadership from various organizations across colonial Canada.

He specializes in the development of educational programs and services with decolonization and reconciliation as their core values. He comes to us with an open heart and open mind and hopes to be received in the same way.

This session aims at expanding our social perceptions on the missing context not usually covered in other 'trauma-informed' workshops. This session will centre Indigenous perspectives on the change needed and required to go beyond being "informed" and lead towards culturally safer and equity-oriented organizations and services.

Main learning ideas:

- Explore the relationship between colonialism, state violence against Indigenous peoples, and Indigenous-specific trauma today
- Identifying common trauma-responses in the workplace environment
- Assembling list of strategies to respond to trauma in a culturally safe way
- Embedding equity-oriented approaches to working with Indigenous people



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[A- Bridging the Gap: Cognitive and Neuroscience Tools to Navigate Conflict](#)

LAUREL AASEN COUNSELLING AND CONSULTING

- Laurel Aasen- [Laurel Aasen Counselling and Consulting](#)

Intermediate – Adult

SEL

Participants should bring a notebook and wear comfortable clothing (gentle movement to support the nervous system will be explored).

Laurel Aasen is a Registered Clinical Counsellor devoted to promoting community literacy on Trauma-Informed practice and emotional regulation. Her passion is translating clinical literature and interventions from neuropsychology to empower clientele with modulating their nervous system and co-regulating with others. She has been facilitating programs and workshops for over a decade in her field.

Although it is an opportunity to grow and connect, conflict can diminish our ability to relate, articulate, empathize, and problem-solve. This offering is designed to support participants in learning to utilize curiosity as a relational tool, redefine boundaries as an inclusive process, explore established models of communication and scripting, and maintain the ability to stay grounded and regulated during difficult conversations.

[A- Bringing the Northern Spotted Owl Conservation Story to the Classroom](#)



BRITISH COLUMBIA
CONSERVATION FOUNDATION

- Jasmine McCulligh

All ages

Science

In 2013, [Jasmine](#) joined the [NSOBP](#) after earning her BSc. in Wildlife Biology from the University of Guelph. Her lifelong dream was to raise baby animals to release into the wild. After over a decade of dedication, her dream came true in 2022, when the first NSOBP-born northern spotted owls were released. Jasmine manages daily operations at the breeding centre and coordinates outreach events.

This presentation offers an inside look into the life cycles of spotted owls, their role in the ecosystem, and our conservation efforts. They include an audio/visual component, activities tailored to participants, and an owl meet and greet.

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[A- Bringing Positive Behaviour Support Into the Classroom](#)

- April Quinto & Leah Mumford



All ages

Inclusive Education, SEL

April Quinto began as an Education Assistant and private Behaviour Interventionist. She taught Skill Development in SD43, was on the SD 43 Inclusion Support Team, and is now the Zone Coordinator for the North Zone in SD43. Leah Mumford is the SD43 and Private Board-Certified Behaviour Analyst. Leah's work with SD43 is focused on helping support students with autism and their school team to achieve a meaningful and fulfilling school experience, through collaboration, training and consultation.

Imagine if our colleagues felt confident and empowered to support their students with challenging behaviour in the classroom, working towards positive outcomes? Join us to discover how.

[A- Climate Change for Teenagers and Teachers](#)

- Dr. Tim Cooper

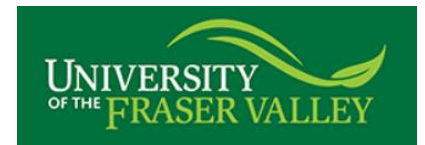
Secondary – Adult

Science, Technology, Social Studies, Economics

Pen and paper an asset, but not required.

[Dr. Tim Cooper](#) (aka Edward Cooper) has given well over 200 presentations on climate change over the last 25 years. He holds a PhD in Nuclear Physics, but his concern shifted to climate science.

This workshop is a review of the basic science and history of climate, with projections for the future climate. There will be a discussion of technology that can be used to reduce greenhouse gasses (GHG), as well as discussions about economic levers and politics.



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[A- Creating Capacity for BIPOC Teachers](#)

- **Melissa Illing**



All ages

BIPOC, Social Justice

Please note this session is only open to BCTF members who identify as BIPOC.

Participants do not need to read the book in advance of the workshop.

Melissa is a Japanese and Canadian settler working in Coquitlam, teaching Math and Japanese at Centennial Secondary. They are currently on the CTA Executive and the Chair for [CASJ](#). Melissa is passionate about equity and diversity, striving for a better working environment for colleagues and students.

This workshop is based on the book [Creating a Home in Schools](#) by Francisco Rios and A. Longoria. We will be discussing key ideas from the text that aim to help sustain Black, Indigenous, and Teachers of Colour through this profession.

[A- Creative Coding with ChatGPT](#)

- **Geering Up Professional Development Team**



Middle – Secondary

Coding, AI

[UBC Geering Up](#) is dedicated to promoting Science, Technology, Engineering, and Math to the children and youth of British Columbia through fun, innovative, and hands-on experiments and activities.

Join us in this immersive workshop as we unravel the creative potential of coding and artificial intelligence (AI). You will discover how to wield the power of ChatGPT to extend your abilities by writing code and designing interactive, multi-media computer simulations and artwork. Learn how to craft effective prompts, conduct research, improve your technical computer skills, and more. Applicable to STEM teachers and beyond - come learn how to transform your teaching with new technology. No previous coding experience is required.

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[A- Critical \(De\)Construction – A Strategy for Effectively Teaching for Social Justice](#)

- **Carnell Turton**

Intermediate – Secondary

Social Justice

Participants should bring a device.

Carnell is a cis-gendered, heterosexual, white male, and a former student and current teacher in SD43. He has recently completed a GDE in Teaching for Social Justice from SFU and is currently working on his Master's of Education at SFU. As a student, he was quick to dismiss the experiences of minoritized peoples before education opened him to others' experiences.

Engaging, convincing, and educating students (especially those of dominant groups) of the need for Social Justice can be daunting. This workshop references Carnell's post-graduate inquiries into effectively engaging students in Social Justice education. He uses personal experience, academic research, and in-class examples to explore this, and provide a strategy (Critical (De)Construction) for more engaging Social Justice education.

[A- Cultural Agility Over Competency](#)

- [Indian Residential School Survivors Society](#)



- **Kristen Bob**

All ages

Indigenous Education, SEL, Social Studies

The Indian Residential School Survivors Society (IRSS) is a provincial organization that provides essential services to residential school survivors and families experiencing intergenerational trauma. We have been supporting Indigenous people since 1994.

What is Cultural Agility? We will define cultural agility and discuss why this terminology is important. We will also consider how as a diverse community we cannot be competent in other peoples' cultures. This workshop also briefly reviews some of our history with Residential School, trauma, and how it affects us today.

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[A- Cybersafe from Exploitation](#)

-Tiana Sharifi

Middle – Adult

Digital Literacy



[Tiana](#) is the CEO of the [Exploitation Education Institute](#), formerly known as Sexual Exploitation Education (SEE). Both as a seasoned professional with 10 years of experience directly in this field, and as a mother, Tiana has devoted her life to the fight against child and youth sexual exploitation. Her prevention programs are backed by [ERASE B.C.](#)

With an interactive approach including games and activities, educators will learn about current trends with student online sexual exploitation alongside specific and practical strategies that make a difference in prevention. Topics covered include: sextortion, non-consensual image sharing, online grooming, defining predatory people, online gaming and key platforms, as well as digital sugar babies and digital prostitution.

Sponsored by

Government of Canada,
Amazon, Mastercard, CIRA

[A- Digital Literacy and A.I.](#)

- Nicole Vieira

Intermediate – Middle

ADST

Participants should bring a device that can connect to the internet.



[Nicole Vieira](#) has been exploring her passion for education for as long as she can remember. With a BSc., BEd., and post grad certificate, she has taught in high schools and held many positions at [Science World](#) over the past 5 years. In the dome she manages the student programs and Tinkering gallery, but outside the dome you'll find her as a Disney princess at birthday parties and sipping iced coffee.

What is digital literacy? It is a means by which we filter and analyze information around us. Participants will explore digital literacy by reflecting on how technology and media can colour our understanding of the world. Learn how to teach students to find effective, safe, and inclusive methods to search for information in the digital age today.

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[A- FASD 101: Approach Focus](#)

- **Trina Chivilo & Lael Sleep**

Kindergarten-Intermediate
Inclusive Education

FASD is a complex neurodevelopmental brain and body disability that Canadian prevalence suggests impacts about 4% of the population. In this 90-minute morning session we will define FASD, explain the spectrum, and dispel myths. We will share how to support and address the primary disabilities of FASD with universally designed school-based interventions.

Sponsored by

Ministry of Education



[A- Fostering Authorship in the Early Years](#)

- **Deb Vanderwood & Alexa Charles**

Kindergarten
Literacy

Deb Vanderwood and Alexa Charles are teachers in the Learning Services Department. They both hold a vision of all children being writers with important messages to share. They are excited to share their experiences and learning in Kindergarten writing instruction and how these can be used to help develop a positive writing identity in all our Kindergarten learners.

Alexa and Deb will share how to use mentor text and developmentally appropriate practices to help our young learners explore identity and diversity while developing their skills as emergent writers. They will share how honouring children's approximations with print and their strengths can be used to develop a community of kindergarten writers and bookmakers.

Sponsored by

Learning Services



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[A- Games in the Comprehensible Input and TPRS Language Classroom](#)

- **Michelle Metcalfe**

Middle – Secondary
Languages, ELL

Michelle is a well known and highly regarded TPRS teacher, presenter, trainer, and coach. She has presented, coached, and trained teachers in TPRS and Comprehensible Input-based methodologies throughout BC, as well as in the US, and elsewhere in Canada. She teaches Spanish 9 to 12 IB at West Vancouver Secondary School and has been teaching exclusively with TPRS and Comprehensible Input (CI) since 2010.

Playing games in the CI classroom is a fantastic way to boost engagement, create community and provide even more comprehensible input for our students. In this workshop, Michelle will share some of her favourite games that are guaranteed to bring joy and playfulness to your language classes while they promote language acquisition. In addition to learning a variety of games, Michelle will share tips on how to successfully create a gaming atmosphere that promotes cooperation and comprehension in your classroom.

[A- Games Jam](#)

Nicole Roberge

All ages
Drama, Performing Arts

Nicole "Coco" Roberge is passionate about community building, collaboration, and curricular progress in Theatre in Education; she is currently at Riverside Secondary. Coco trained formally at UVic and at NYU and is always in pursuit of learning (or a dance party). She ran [SHIFT theatre](#) company for a decade, produces an annual conference for BC's Drama teachers, and continues to be most inspired by the Performing Arts as an inclusive tool for human development.

Purposeful play is the foundation of theatre in education, reinforcing collaboration, communication, and more. Register for this session to get to hang out with drama teachers of all levels and people who use drama in their classrooms. We will be, playing a bunch of creative games and talking through practices of welcome. All welcome!



Sponsored by

Drama Teachers of SD43 LSA



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[A- Gifted Identification/CCAT Screening](#)

-Jeanette Murphy

Primary – Middle
Gifted Education

Jeanette Murphy is SD43's Coordinator for Students with Diverse Abilities. She supports schools and teachers in planning and programming for high ability learners.

This workshop will review the steps of SD43's Gifted Identification process for Elementary and Middle School students. Screening processes and evidence collection will be discussed. Elementary and Middle School Gifted Learning Support Teachers and interested classroom teachers are welcome to attend.

[A- Habits That Get Things Done on Time Lead to Success](#)

- John Sarte

Middle – Adult
Cross-curricular

Participants should bring a pen or pencil.

John Sarte has been a teacher in SD43 since 1999. After three years pursuing a doctorate in Curriculum Studies, he returned to the classroom to teach at Inquiry Hub in 2012. He now teaches science, math, marketing, and film. Along with the students, he studies live action role play, graphic design, and videography.

The benefits of consistently getting things done include belonging to a culture of making things, learning time management skills for better work-life balance, and reliable implementation of instructional strategies. If students need to always get things done on time and with limited resources, what changes must you make? John will share his experiences trying to answer this question at Inquiry Hub and you will have opportunities to apply this thinking to your own work.

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[A- How to be an Anti-Racist in our Schools, Unions and Communities](#)



- **Marcus Tse** - BCTF

All ages

Anti-Racism, Social Justice

This skills-based workshop is a powerful, practical way to promote awareness and empathy, and to develop the skills to effectively respond to discriminatory remarks and incidents of racism. Although it is often easy to identify an incident of personal racism, responding effectively is often challenging. This workshop has been updated to provide participants with opportunities to practise strategies to intervene effectively.

[A- How to Teach Your Kids About Money](#)



- **Roland Mitchell**

All ages

Financial Literacy

Roland Mitchell is a retired chartered accountant and has been a member of [CPABC](#) for over 40 years. He was born and raised in the TriCities and has lived here for most of his career until his retirement. Since that time, he has devoted his time to the non-profit sector, serving as a volunteer and on numerous charitable and social-impact boards and civic committees. He has delivered a number of financial literacy sessions in TriCity high schools and his main goal is to hopefully help kids develop some of the basic skills and habits that will stand them in good stead as they embark on their financial future.

The financial literacy program of the Chartered Professional Accountants of BC (CPABC) has goals similar to any literacy program: to teach basic understanding and skills that will enable an individual to navigate life's financial minefield with comfort and confidence. The courses are tailored to the specific age group targeted. This course is an adult-oriented sessions whose learning objectives are: to give you information and tips to help you raise kids who are financially independent and responsible; to better understand the challenges of raising money-smart kids; and to learn how to address age appropriate money-related topics with children and young adults of various ages.

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[A- Indigenizing Numeracy Through Story-Linear Relationships](#)

- Rob Cowie & Ailie Fewer

Middle – Secondary
Mathematics

All materials will be supplied.

Ailie Fewer is the Mathematics Department Head for Dr. Charles Best. Rob Cowie is the District Indigenous Education Resource Teacher for the East Zone.

Participants will explore the concept of linear relationships through the use of story, art, and games.



Sponsored by

Indigenous Education

District Principal: Stephanie Maki

1432 Brunette Ave., Coquitlam B.C. V3K 1G5

Phone: 604-945-7386 or E-mail: abedinfo@sd43.bc.ca

[A- Introduction to hən̓q̓əmin̓əm̓](#)

- Kelsey Keller

Kindergarten – Secondary
Language, Social Studies, Indigenous Studies

Kelsey is a long time Coquitlam teacher and Montessori Learning Support Teacher. She is a PhD Candidate at SFU, a chronic bibliophile, and coffee enthusiast. Her passions all revolve around place-based learning, imaginative education, and testing the 'status-quo'.

This workshop will give participants an opportunity to learn more about the hən̓q̓əmin̓əm̓ language- the traditional language of the kwikwə'łəm nation. We will explore a brief history of the area and language, explore some basic language, and consider the ethical responsibilities of learning the language.

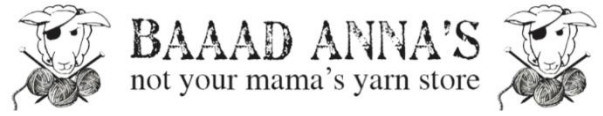


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[A- Learn the Basic Techniques of Needle Felting](#)

- Mel Broome, Baaad Anna's Yarn Store



All ages

Arts, Inclusive Education

All materials will be included, this workshop will be \$20/person for supplies, invoices will be sent out and must be paid before the PD day. Yellow forms cannot be used for reimbursement.

[Paula Lindner](#) is the owner of [Baaad Anna's Yarn Store](#) in East Vancouver, and [Baaad Rabbit's Fibre Arts](#) in New West. Braiding a small business with community development, Paula aims to create a space where people come together and learn from each other, and have a sense of community while crafting, creating, and conspiring! Mel Broome is a skilled needle felter who enjoys sharing her craft and inspiring others to try a new skill.

Learn the basics of needle felting to empower artistic exploration using a unique medium. Hands-on learning of needle felting basics will allow attendees to take away enough skills to host their own basic in-class workshop or create a needle felting station in their classroom. Find out how to bring an affordable and accessible tool to your tactile endeavours.

[A- Mindfulness Techniques for Resilience](#)

-Dawn Slykhuis

RVN Wellness

All ages

SEL

[Dawn Slykhuis](#), MSW, RSW, ERYT-500 is a therapist/yoga instructor and founder of [RVN Wellness](#) and the [Resilient Kids](#) program in Port Moody.

This workshop introduces the concept of mindfulness to youth to build resilience for mental health.

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[A- Please Teach Me How to Play](#)

- **Angie Di Fonzo & Melissa Mobilio**

Primary – Intermediate

Inclusive Education

Participants should have student(s) in mind who would benefit from learning play/social skills.

Angie is celebrating 14 years with SD43 and has also taught in the private system. As a result of those 20 years of teaching, she has experience in kindergarten to grade 8 in a variety of roles from classroom teaching to non-enrolling positions in EAL, Library, and Learning Support. Currently, she is an Inclusion Support Teacher supporting primarily at the elementary/middle level. Angie looks forward to sharing the bucket-filling world of social skills and play with you.

Melissa Mobilio is currently an Inclusion Support Teacher supporting learners at the elementary/middle school level. Melissa has experience teaching in the classroom and working as a non-enrolling teacher supporting a variety of learners. She is passionate about meaningful inclusion and finding ways for increased engagement while keeping the diversity of learners in mind.

Social skills and play are essential life skills that have great implications for student success across their lifespan. These need to be explicitly taught. Come learn the developmental phases of play to support your planning and implementation. We will share some strategies on how to create meaningful groups or taking advantage of already established routines to teach the skills required. We will share resources to get you started.

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[A- RAC \(Real Acts of Caring\)](#)

- Harriette Chang & Student Presenters

Primary – Secondary

English, PHE, SEL, Social Studies

Harriette Chang is a school counsellor in SD43. She is passionate about leadership and empowering students to make positive change in their own lives and those of others. In 2005, she began the [Real Acts of Caring \(RAC\) Program](#) with her students and has been successful in encouraging students to promote caring and kindness in schools and communities in BC and beyond.

In this workshop you will learn how you can promote caring and kindness in the classroom, school, and greater community. You will review lessons which are user friendly, inclusive, and support the BC Curriculum; can be adjusted for younger or older students; provide students with exciting opportunities to contribute in meaningful ways; develop an increased sense of pride and interest in their community; build self-esteem and leadership skills; and create lasting and positive connections.

Sponsored by

Real Acts of Caring



[A- Resources for Inquiry: The Stories of Working Peoples in the History of British Columbia](#)

- Wayne Axford

Secondary

Social Studies

A laptop or tablet is an asset to the session.

Wayne is the past-president of the [BCSSTA](#) and a retired teacher from the Burnaby School District. He has served as a Department Head and has been involved in a number of provincial curriculum and assessment projects. He is the education consultant for the [B.C. Labour Heritage Centre](#).

The session looks at the prominent figures of BC's history who led the struggles to improve the working conditions and lives of everyday people. The selections will be drawn from the history that is reflected in the Social Studies curriculum. These stories will be supported with resources and activities that will provide an overview of classroom and on-line learning resources in French and English that will help the teacher guide their students through key moments in the development of BC.

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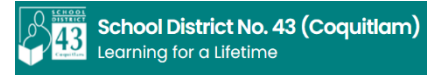


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[A- Rethinking the Cumulative Gradebook: Redesigning Assessment for 2024](#)

-Ryan Cho



Secondary – Adult

Assessment, English, Social Studies

Ryan Cho teaches Social Studies, English, and Music at Terry Fox Secondary in Port Coquitlam. He's received recognition and awards for his classroom teaching and resources related to social justice, and is currently working on his Master's degree in Indigenous Education from Queens University.

The advice from the Ministry of Education is that courses be assessed on proficiency rather than content and that teachers base grades (including percentage grades) on snapshots of skill level rather than cumulative gradebooks. But how the heck do you do that? Moving towards qualitative-based assessment is one way (at least try) to decolonize assessment practices, and participants will explore how to do that while still generating an end of term percentage grade that makes sense.

[A- Rooted Here: Woven From the Land](#)

- Vancouver Art Gallery Tour Guide



All ages

Art, History, Indigenous Education, Weaving

Please note this Tour is offsite at the [Vancouver Art Gallery](#) (750 Hornby Street, Vancouver) and runs from 10:00am-11:00am. Participants are responsible for getting themselves to and from the gallery

This workshop will be \$31/person, invoices will be sent out and must be paid before the CTA PD day. Yellow forms cannot be used to cover this cost

[Rooted Here: Woven from the Land](#) celebrates the work of four prominent local Salish weavers from the Gallery's three host nations: q^wənat, Angela George; Chepximiya Siyam' Chief Janice George; Skwetsimeltxw Willard "Buddy" Joseph; and Qwasen, Debra Sparrow. Students will be introduced to important contexts for understanding each artist's career, including the long history of Salish weaving, the rootedness of these traditions in the land and its resources, the interruption of Salish weaving by colonialism and the artists' significant roles in its contemporary revival and renewal. We will also create an opportunity for students to better understand the crucial role these artists have played in designing the Vancouver Art Gallery's new building and the rich significance of its woven facade.

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[A- Screenagers: Growing Up in the Digital Age](#)

- Carol Todd & Shaunna Martin

Intermediate – Secondary

Mental Health, Well-being, Digital, and PHE

Carol Todd is the Coordinator of Supportive Technologies and Digital Literacy/Citizenship with SD43. Carol is a strong advocate of Digital Citizenship and Online Safety with children, youth, and families. Her vast knowledge in this area allows her to share information and resources that create increased awareness and education in classrooms and in the community. Shaunna Martin is a former teacher/counsellor and is now the Coordinator for Well-Being and Positive Mental Health in SD 43.

This workshop will include a screening of [Screenagers: Growing Up in the Digital Age](#). The average kid spends many hours a day looking at screens for entertainment. Filmmaker and physician [Delaney Ruston](#) wondered about the impact of all this screen time on kids and the friction from it in homes and schools. Delaney probes into the vulnerable corners of family life, including their own, to explore struggles over social media, video games, academics, and internet addiction.

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[A- Secondary Assessment With a UDL Lens](#)

- Laura Epp & Lynda Lewis



Secondary
Assessment, UDL

Participants are encouraged to bring examples of assessment to share.

Laura Epp is an award-winning math teacher who works as a Numeracy Mentor Support Teacher in the Coquitlam School District. In 30 years of teaching, she has taught K-12 in both public and private schools. She recognizes the challenges of teaching today and wants to support teachers in meeting the diverse needs of their students.

Lynda is grateful to work as a Mentor Support Teacher in SD43, living and working on the traditional, ancestral and unceded territory of the k^wik^wə^łə^m (Kwikwetlem First Nation). Lynda has twenty five plus years of experience working in varied roles at elementary, middle, and secondary and has worked with teacher-learners in GDE programs, giving Lynda the opportunity to discover and reflect on how our systems can support all learners to be successful. She believes classrooms using a framework of Universal Design can support all we hope for our students - independence, confidence, and learning success. Lynda aims to utilize her role as a conduit to bring folks together for collaboration and problem solving.

Join us for the WHAT, WHY and HOW of secondary assessment with a UDL lens. Over the last year, Laura & Lynda have worked alongside colleagues at secondary to unpack [the K-12 Student Reporting Policy](#). We have also been learning more about Universal Design for Learning. Through this session, we hope to weave together UDL structures with the framework of this policy.

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[A- Soapstone Carving](#)

- Victoria Eftimova & Jocelyne Dodier

All ages

Art



This workshop will cost \$23/person for supplies, invoices will be sent out and must be paid before the CTA PD day. Yellow forms cannot be used for reimbursement.

Victoria Eftimova is a visual artist who is passionate about education and helping people of all ages and backgrounds unleash their creativity and express themselves artistically.

Jocelyne Dodier has been devoted to the timeless traditions of stone carving since 2010. She teaches people of all ages how to shape stone and continues to exhibit her art.

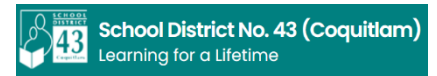
[Studiostone Creative](#) envisions stone carving for everyone aged 5 to 105, making sculpture accessible. Join our soapstone carving workshop for a delightful, creative experience. Carve a beautiful animal sculpture and consider sharing this enriching experience with your students.

[A- SOGI is More Than a Rainbow Sticker](#)

- Megan Leslie

Kindergarten – Secondary

K-12 Classrooms



Participants are required to bring smiles.

Megan Leslie has been teaching for 20 years, mostly as a Social Justice 12 teacher at Dr. Charles Best Secondary. Megan has been an advocate for 2SLGBTQIA+ students for a number of years and recently was able to convince the city of Coquitlam to raise the pride flag for the first time. Megan also has had high impact in MMIWG2S education with an annual red dress display.

This workshop will go over the basics of SOGI inclusion, what it is and the legal precedents that support it. Attendees will be introduced to simple ways to make their classrooms and schools safe and welcoming to 2SLGBTQIA+ individuals as well as a list of resources.

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[A- Teaching for Tomorrow: Unpack AI for Teaching and Learning](#)

- Adi Aharon



Participants are required to bring a computer with access to wifi.

Intermediate – Secondary

Cross-Curricular

Adi is currently a middle school teacher. Prior to joining SD43, Adi worked for 15 years as an Educational Technology Coordinator where she was immersed in the world of effective and ethical use of technology in K-12 classrooms. Adi supported teaching, learning, and parent education in various forms and is an innovator and questioner at heart.

This workshop is intended to help you develop a working understanding of AI, learn how/where to access AI, and generate ideas to use in the classroom tomorrow.

[A- Teaching Programming Using Mob Programming](#)

- Dr. Toby Donaldson

Secondary

Programming

Sponsored by

Hester Greenwood



Participants should preferably bring a laptop.

Dr. Toby Donaldson is a Senior Lecturer and the Associate Director of Academic and Administration at the [School of Computing Science](#) at SFU. He holds a PhD in Computing Science and a Master's in Math from Waterloo.

We will experience first-hand the collaborative teaching technique/ approach of “Mob Programming” while we problem-solve together. Any amount of programming experience (in any language) is welcome!

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[A- The National Film Board Presents: The CTA Inclusive Short Film Festival](#)

- Ross Johnstone



Primary – Secondary

ELA, FLA, Indigenous Studies, Social Studies

As the NFB's [Education Manager for Western Canada](#), Ross' experience and passion are grounded in media-based resource design, and developing programming that promotes diversity, inclusion and global citizenship. Ross has been a strong advocate for developing critical thinking and media-literacy skills, and he believes in film as a powerful tool to engage and inspire the next generation.

The [NFB](#) has been sharing Canadian Stories for more than 80 years, with a focus on education and giving voice to underrepresented communities. Join us for a curated lineup of short films by diverse filmmakers whose stories reflect the diversity of your classroom. Be inspired by tales about basketball, Diwali, residential schools, hockey, and coming out. Witness the power that film has to engage your students in anti-racism, diversity, inclusion, and global citizenship.

[A- The Well Teacher – Abridged Version](#)

- Christy de Bulnes



All ages

Teacher wellness

Participants are required to bring a pen/pencil for notes etc.

Christy is a [rehabilitation consultant](#) at [Humanworks Consulting Group](#). She supports teachers' wellbeing through her work with the BCTF Health and Wellness Program. She is one of the BCTF's "The Well Teacher" virtual workshop facilitators. Her background as a clinical counsellor and former school district employee brings a combination of experience, compassion, and humour to her presentations.

The Well Teacher workshop highlights our wellness wheel and how to work to wellness. This abridged version will make use of the wellness wheel to identify areas where we may be over functioning to assist those areas where we are under functioning to achieve balance.

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[A- Tips and Tricks for the High School English Teacher](#)

- **Glenda Kukulowicz**

Secondary

English

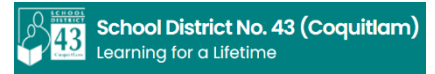
Participants are required to bring paper, and pen.

Glenda has been a teacher for over three decades and has spent the last 23 years of her career teaching at Port Moody Secondary School. She has taught all levels of English and History courses, including MOE and IB. Additionally, she continues to work at UBC as a Faculty Associate in the IB cohort.

This workshop will provide some tips and tricks designed to help the English teacher in two areas. The first area will offer ideas for reducing the heavy marking load of a typical English teacher. The second will explore strategies for supporting reluctant learners to tackle some of the more common tasks assigned in English classes.

Sponsored by

Aliisa Sarte



[A- Trashion Fashion](#)

- **Geering Up Team**

Primary – Middle

ADST, Arts

[UBC Geering Up](#) is dedicated to promoting Science, Technology, Engineering, and Math to the children and youth of British Columbia through fun, innovative, hands-on experiments, and activities.

In this engaging workshop, participants embark on a hands-on journey to transform old clothing into new creations using the engineering design cycle and inquiry-based learning. Through the exploration of materials and textures, participants engineer innovative ways to repurpose and mend garments in a fun and interactive manner. This workshop uniquely integrates art concepts into STEM, providing a holistic approach that combines creative and critical thinking.

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[A- Trauma Informed Yoga and Mindfulness for Children and Youth](#)

- Jennie Abbot



All ages

Inclusive Education, SEL, Self Regulation, Trauma Informed Education

Participants should please wear comfortable clothing and bring a water bottle. Workshop includes an extensive resource guide of hands-on classroom practices for each participant.

Jennie Abbot is the Founder and Director of [Harmony Kids Yoga and Mindfulness Company](#), the creator of [YogaBREAK for Classrooms](#), Harmony at Home kits, various Parenting and Educator workshops, and the My Peaceful Game for Kids. She is a Registered Yoga Teacher (RYT) and Registered Children's Yoga Teacher (CYA-CYT) with the Canadian Yoga Alliance teaching over 75,000 children to date.

Are you an adult who works with or supports children? Overwhelming statistics show that 1 in 3 people will experience trauma in their lifetime, many before the age of 16, negatively affecting physical and mental health for years after the incident. The course will offer ways to teach children present moment awareness and acceptance of challenging emotions in order to support trauma recovery. You will also learn ways to customize trauma sensitive yoga and breathwork routines that fit into daily life.

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[A- Tropical Terrarium](#)

- Jennifer Swann & Rebecca Iwata

All ages

Environmental Science

This workshop will be \$50 per participant, invoices will be sent out and must be paid before the PD day. Yellow forms cannot be used for reimbursement.

Participants may bring garden gloves if desired.

Jennifer and Rebecca extend their passion for creating beauty with plants by curating and leading engaging botanical workshops within [Gardenworks](#). With over 70 years combined experience and presentation skills, they have created a vibrant learning environment within the store.

Empowering attendees with hands-on experiences and valuable insights into plant knowledge, care, design, and environmental sustainability. Their commitment to education echoes their belief that sharing the joy of gardening and cultivating a deeper appreciation for plants and botanical designs.

In this tropical terrarium hands-on workshop, participants will create their own unique terrarium, learn about the basics of terrarium planting and care, and obtain valuable knowledge and tips and techniques to ensure a thriving environment for the plant's success.

[A- Understanding Our Dysregulated Learners Through a Trauma Informed Lens](#)

-Deb Edwards & Sonya Wachowski

Kindergarten – Middle

Inclusive Education, SEL

Participants should bring materials for note-taking.

Deb Edwards has over 20 years experience as a teacher; she has worked at the elementary and middle school levels, and is currently with the Inclusion Support Team. Sonya Wachowski has worked for 12 years as an addictions and mental health counsellor. She has worked as an elementary counsellor for 8 years in SD43. Sonya and Deb both bring a passion for trauma informed schools.

This workshop will cover: creating a safe and welcoming environment; cultivating relationships and connections, developing non-punitive approaches to classroom management, regulatory Tier 1 activities for the classroom, adopting a Function Based Thinking approach to student behaviour, and understanding classroom design to support student regulation.

GARDENWORKS



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[A- Une boîte à outils d'inclusion pour les enseignants FRIM \(K-8\)](#)

- Shauna Beaton-Rae & Bonnie Twohig

Kindergarten – Intermediate
French Immersion, Inclusive Education

Shauna has a career working in FSL and Learning Services, with a focus on language learners. She specializes in language acquisition, intervention, and inclusive practices. Shauna is the SD43 Language and Culture Coordinator and recently certified Orton Gillingham practitioner. Bonnie has many years working as a leader in Learning Services in both private and independent schools. She specializes in executive function and intervention strategies. Bonnie is the SD43 Assessment and Intervention Educator.

Des stratégies et des outils pour soutenir l'inclusion dans la classe d'immersion. Un partage des outils et stratégies pour soutenir l'inclusion dans la classe d'immersion. Les aides et les stratégies suggérées convenaient aux besoins particuliers des apprenants d'immersion en tenant compte des besoins particuliers des apprenants de langue.

[A- Unlearning the Colonial: Anti-Oppression 101](#)

- Paul Falardeau & Ronak Pahlevanlu

All ages
Cross-curricular

Paul Falardeau is an educator, writer, union activist, and organiser of French and German Mennonite ancestry. He lives and works on the ancestral lands of the x^wməθk^wəy'əm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations. He is grateful for his life on these unceded, stolen, and occupied territories and uses his privilege to work towards justice, equity, and liberation.

Ronak is a queer, non-binary settler and child of political refugees. They live and work on the stolen lands of the k^wik^wəłəm (Kwkwetlem) First Nation. Currently, they're working at the CTA office as Acting Labour Relations Officer. After years of self-reflection, taking a deep dive into their internalized racism and how to bring anti-oppressive principles into their personal life and community, they are excited to bring these ideas into the classroom and help teachers find their voice.

This workshop explores how and why an anti-oppression analysis is crucial for educators. We will delve into concepts such as positionality, intersectionality, and power, investigating how each operates in systems of oppression which are rooted in colonial ways of being, doing, and thinking. Participants will have deep and meaningful conversations with colleagues to discuss different types of oppression and how it shows up in our education system, classrooms, and workspaces.

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School District 43



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[A- Unpacking Talking Circles](#)

-Dawn Brown

All ages

Allyship, Inclusive Education, Indigenous Education

Dawn Brown has been retired from SD43 for the past 4 years. Dawn is a mother and grandmother and is recognized as an elder. She has held hundreds of talking circles in and out of classroom settings, both with children and adults.

This workshop will aid in lessening uncertainty and unease in a talking circle setting for everyone who attends. We will be holding space for everyone who takes part so they can relax in an inclusive and welcoming setting. Talking circles encourage people to speak their truth and, in turn, lessen anxiety.

[A- Watercolour Wonder: Embracing Imperfection in Creativity](#)

- Julie Epp

All ages

Art, Creativity, SEL

Julie is a visual artist who works in painting, sculpture, and mixed media to explore themes of beauty, nature, and the human experience. Julie is an award-winning artist from Abbotsford, BC, and holds a BFA from the University of the Fraser Valley. She has exhibited throughout BC and teaches art to children and adults throughout the lower mainland. Julie teaches art workshops at the [Evergreen Cultural Centre](#).

Join artist educator Julie for an introduction to watercolour techniques and styles you can take right into your classroom. Use paint, ink, and your imagination to learn how to bring images to life with watercolour and drawing. This workshop focuses on embracing the imperfect, tapping into your creativity no matter what your experience level is, and encouraging your students to do the same. The painting will be inspired by Van Gogh's 'Sunflowers'.

All materials will be provided. Feel free to take notes on techniques and skills presented.



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[A- Who Wants to be a Millionaire: Insights From a Small Business Owner](#)



AKA: 'What I Wish I Knew as a Kid About the Pros and Cons of Running a Small Business':

-Paula Lindner

Intermediate – Adult

Career Education, Planning, Life Skills

Paula is the owner of [Baaad Anna's Yarn Store](#) in Easy Vancouver, and [Baaad Rabbit's Fibre Arts](#) in New Westminster. Braiding small business with community development, Paula aims to create a space where people come together and learn from each other, and have a sense of community while crafting, creating, and conspiring!

This will include a 45-minute session aimed at a Grade 6-12 audience on the realities and considerations when going (or falling) into running a local business within the context of teaching entrepreneurial content to youth. Includes a post-presentation discussion on whether business should hold social responsibility to their community, and whether youth can have a hand in the evolution of local small business and the community they create.

[A- Young Performers Acting/Improv](#)

-David Pavane

All ages

Theatre games

Participants are required to bring their creativity!

David Pavane has been teaching the [Young Performers Workshop](#) for 20 years in SD43 and other venues. He is an actor/voice artist, as well as a songwriter, singer and multi-instrument musician. He has always felt that his workshop experience can have a lifelong effect on a child's developing confidence. He is married with 4 kids of his own.

The workshop is a series of traditional and original acting/improv exercises designed to build focus and confidence in performing, as well as in life. The exercises ask the participants to work together as a team and to confidently take creative risks without judgement.

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Session B Workshops – 1 p.m.

[B- Accessibility Tools Starter Kit- A Look at Microsoft 365](#)

Laurie Cassie & Maria Romanelli



Intermediate - Secondary

Technology, literacy skills, UDL

This is a hands-on workshop - laptops provided.

Maria has been part of the [SET-BC](#) team for four years now. Before that, she was a classroom teacher for 21 years, mostly at the intermediate level. She is excited to work with school teams, sharing ways to make learning more accessible to all students with the help of technology.

Laurie came to SET-BC 4 years ago from classroom teaching at the intermediate level for 28 years. She often wishes she knew then what she has learned from her time at SET BC. Laurie is passionate about Universal Design for Learning and is grateful that technology can help level the playing field, allowing more students to actively participate in the full circle of learning.

Do you have students who have difficulty writing, or who struggle with reading? Do literacy skills impact the completion of assignments? If so, this workshop is for you!

You will explore built-in free reading and writing tools to support literacy. When working on a laptop, these built-in tools allow students to access information, make annotations, create and edit their own writing. Some supports include: dictation, predictive text. text-to-speech online and in Word, annotation of PDFs for assignment completion, and the reduction of visual distractions from websites. These tools align with the principles of UDL as they will benefit all students. Come explore them with us.

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[B- ARC-BC Designing for Inclusion](#)

- Victoria Woelders

All ages

Inclusive Education

Participants are recommended to bring a device.

Victoria Woelders has been teaching for over 22 years and currently works as the [Accessible Resource Centre](#) of British Columbia's Outreach Coordinator. Her background spans Microsoft Educator training, Google Educator training, and Apple Teacher certification. She is inspired to bring accessibility into our digital materials and help others join her in creating an accessible digital world.

With the groundbreaking [Accessible B.C. Act](#) leading the way, we're starting a journey to make all digital materials accessible. Learn about the Accessible Resource Centre of British Columbia and the latest best digital practices when creating accessible digital materials. This session will be a hands-on workshop (so bringing any device is highly recommended) and is perfect for anyone working with students and digital materials.

Sponsored by



[B- Becoming Visible: BIPOC Visibility & Representation](#)

- Chanel Stanley

Kindergarten – Secondary

Anti-Racism, Anti-Oppression, Inclusive Education, SEL

Participants are required to bring a device or something to take notes with

Chanel Stanley is a high school Social Justice 12 and Inclusive Education teacher in North Vancouver. She is an active member of the NVTAs Social Justice committee and has written for the Journal of Early Childhood Education.

‘Becoming Visible’ is an open invitation for educators to engage in an open discussion on the importance of BIPOC visibility and representation in educational spaces. Participants will begin with an understanding of their positionality and leave with valuable insights and ready-to-use resources.



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[B- Bee School: Inspiring the Next Generation](#)

- Cassie Gibeau- [Honeybee Centre](#)



All ages

Science

This workshop will be \$10/person, invoices will be sent out and must be paid before the PD day. Yellow forms cannot be used for reimbursement.

Wear clothing you don't mind getting wax on.

Born and raised in Burnaby with a teacher as a mother, an outdoor loving father, and a life-long love of bugs, Cassie pursued a career in Early Childhood education until she married into a beekeeping family. Cassie is passionate about leaving a healthy world behind for generations to come. She wants to educate and share this passion with others and believe the bugs (and bees) play a role in achieving this.

Food security, civic duty, environmental activism all start by loving our planet and all its creatures. Following a short mock Bee School lesson and Q&A, we will make reusable beeswax wraps so you can ditch plastic wrap at home and in your classroom!

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[B- Breakout Workshop - Indigenous Cultural Appreciation vs. Appropriation](#)

- Len Pierre

All ages

Cross-curricular

Professor | Consultant | TEDx Speaker | Social Activist | Change Agent | Traditional Knowledge Keeper

Len Pierre is Coast Salish from Katzie (kate-zee) First Nation.



Len is a professor, consultant, TEDx Speaker, social activist, change agent, and traditional knowledge keeper. He has a Master's degree in Education from Simon Fraser University focusing on Indigenous curriculum and instructional design. His experience includes Indigenous education and program leadership from various organizations across colonial Canada.

He specializes in the development of educational programs and services with decolonization and reconciliation as its core values. He comes to us with an open heart and open mind and hopes to be received in the same way.

In this session, participants will discuss and identify the parameters to navigate Indigenous cultural appropriation. Topics covered in this workshop include using Indigenous resources in a culturally safe way, bringing Indigenous culture into the school, and how to appropriately share Indigenous knowledge when it is shared with you. This workshop will focus on interactive group discussion and asking the experts.

Main learning ideas:

- Define cultural appropriation, appreciation, and amplification
- List essential guidelines for evading the appropriation of Indigenous culture and content
- Share Indigenous cultural resources and ways of bringing culture into the classroom

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[B- Bringing Fibre Arts Into Your Classroom](#)

- Paula Lindner



All ages

Arts, Inclusive Education, Tactile Hands-on Learning

***This workshop will be \$15 per participant, invoices will be sent out and must be paid before the day. All fibre arts materials will be included. Yellow forms cannot be used for reimbursement.**

Paula is the owner of [Baaad Anna's Yarn Store](#) in East Vancouver, and [Baaad Rabbit's Fibre Arts](#) in New West. Braiding small business with community development, Paula aims to create a space where people come together and learn from each other, and have a sense of community while crafting, creating and conspiring!

With the paradigm of hands-on tactile learning, Paula describes a variety of ways fibre arts can successfully be brought into a classroom with little prior skillset and at an accessible price. Teachers will learn how to find projects and online resources, how to source free and low-cost material, and strategies to build skills into learning tools, whilst also enjoying a hands-on craft time during the session.

[B- Climate Change for Teenagers and Teachers](#)

- Dr. Tim Cooper



Secondary – Adult

Science, Technology, Social Studies, Economics

Bringing pens and paper is an asset, but not required.

Dr. Tim Cooper has given well over 200 presentations on climate change over the last 25 years. He holds a PhD in and has carried out research in Nuclear Physics, but his concern shifted to climate science.

This workshop will be a review of the basic science and history of climate change, including projections for the future climate, a discussion of the technology that can be used to reduce greenhouse gasses (GHG), and a discussion of the economic levers and politics of climate change.

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[B- CUE43 Lending Library Show & Tell](#)

-Camy Ng & Elaan Bauder

All ages

ADST

Sponsored by

CUE43



[CUE43](#) is a Local Specialists' Association of the Coquitlam Teachers' Association. We are a committee of teacher volunteers who are interested in integrating educational technology into our practice and supporting our colleagues to do the same.

CUE43 welcomes you to a show and tell of our [lending library](#). We will show you items we offer for FREE to support you and your learners and explain the easy lending process. You will then see and try out library items which include: ADST picture books; Osmo and Arduino kits; Sphero Ramps; Stikbot Movie Sets; Oculus Merge VR goggles 10-set; Solar Robot Kit; and Makey Makey.

[B- Cultivating Critical Thinking: Empowering Students for Global Citizenship](#)

- Eugene Melnik

Intermediate – Adult

Humanities, Social Studies

Eugene Melnik teaches Social Studies at Pinetree Secondary. He earned his undergrad in History and Geography at UBC and his Master's of Education degree at SFU. Eugene takes an interest in philosophy and history of ideas, educational theory, educational psychology, teacher education, and social contexts of education.

Ever wondered what truly constitutes good thinking? Explore how teachers can guide students not just in 'what' to think but, more crucially, 'how' to think. Through immersive activities, learn to nurture judgement, reasoning, and logical skills that will empower students to confidently navigate personal, societal, and global decision-making.



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[B- Decolonizing the Workplace: A Trauma-Informed Approach to Allyship, Advocacy, and Anti-Racism](#)

- **Natashia Pellatt- Kwantlen Polytechnic University**

Secondary – Adult

Counselling, Education, Inclusive Education

Natashia is a Registered Clinical Counsellor with a [private practice](#), also a full-time faculty member with Kwantlen Polytechnic University. Previously, she spent 11 years working with SD43 in an Alternate Ed. setting, Natashia contracted with the First Nations Interior Crisis Team and is currently employed with the Work Safe Crisis Response Team. She has a Master's degree in Education, as well as a Master's of School Counselling from City University of Seattle. Natashia is a member of the Stswecem'c Xget'tem First Nation band and believes fervently in the empowerment of First Nations culture. It is her passion to implement client-centered and trauma-informed approaches to education and to showcase the critical importance of engagement and empowerment through a holistic methodology toward wellness. Her cultural history and passion for counselling is what motivates her to contribute to the wellbeing of others.

Using the techniques of the Medicine Wheel, we will learn about Trauma Informed Practice, Indigeneity, and the critical importance of engagement through an inclusive and anti-racist lens.

PELLATT
COUNSELLING
SERVICES

[B- Disability Awareness \(includes section on Neurodivergence\)](#)

-**Heather McCain**

Middle – Adult

Disability Awareness (Equitable Education)

Participants should bring their curiosity.

[Heather McCain](#) is the Founder-Executive Director of [Live Educate Transform Society](#). Heather's experiences as a disabled, neurodivergent, queer, trans person led them to become a respected advocate, speaker, and educator. Heather is proudest to be called a Crip Doula, the Disability Justice term for someone who helps disabled people navigate our complex systems, create resources, and build community.

People with disabilities are the world's largest minority and yet they still experience barriers, prejudice, and bias on a daily basis. Our workshop challenges all to address ableist notions of how we think about, and label, our bodies, minds, and senses. We provide you with the tools to understand what disability is, the types of disability, the current language, what ableism is, and how you can actively be anti-ableist.



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[B- Educators Leading Access & Inclusion](#)

- Teri Thorson

All ages

Cross-curricular



Teri Thorson is the Manager of the [Rick Hansen Foundation](#) School Program. In 1996, she was involved in a motor vehicle crash while travelling in Australia, sustaining a spinal cord injury and becoming a permanent wheelchair user. She competed in the 2004 Athens Paralympic Games in the 400m track event and is a former provincial team wheelchair rugby athlete. Currently, Teri lives in North Vancouver with her partner and 13-year-old son Lucian. She is a dedicated volunteer and coach in wheelchair sport.

Disability knows no boundaries between race, culture, religion, gender, or economic status. Even though individuals with disabilities are the largest minority group in the world, accessibility and Inclusion are often left out of today's DEI conversations.

The Rick Hansen Foundation School Programs professional development workshop engages educators to help them better understand disability and the importance of increasing their knowledge to become Access and Inclusion Leaders. Classroom environments that focus on inclusion and accessibility support better student success. Educators who expand their perspectives on disability are able to establish a more holistic approach to creating inclusive classrooms, schools, and communities.

[B- Equity Scan in Action](#)

- Anna Razzell

Kindergarten – Secondary

Anti-Oppression, Anti-Racism, Equity, Social Justice

Anna is a Social Studies teacher and School Leader for Equity and Inclusion at Centennial Secondary. She has been focusing on school-wide equity at her school site to create a more equitable space for students and staff. She has her M.Ed. in Equity Studies in Education, and focused her studies on the efficacy of equity initiatives at a school-level, which has largely informed her work.

This workshop will review the process of an equity scan, its impact on activities and planning, and barriers to the work. We will engage in activities that can be brought back to your school site and altered to fit your goals. BC's Vision for Student Success involves promoting equity throughout our schools and working towards an anti-oppression system and, as teachers, the most accessible point of entry is within our schools.



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[B- FASD Instructional Strategies](#)

- Trina Chivilo & Lael Sleep

Middle – Secondary
Inclusive Education

FASD is a complex neurodevelopmental brain and body disability that Canadian prevalence studies suggest impacts about 4% of the population. In this 90-minute afternoon session we will offer universal and targeted instructional strategies more appropriate for middle and high school settings to support communication, instruction, environmental design, and executive functioning.

Sponsored by

Ministry of Education



[B- Film Acting for the Classroom](#)

- Shanda Walters

Middle – Secondary
Drama, Film, Performing Arts

Shanda Walters has been creating vibrant, thriving theater programs and shows in Coquitlam School District for 33 years. She is also a commercial actor who trains and auditions in voiceover, film and TV. Her personal training and experience keep her classroom lessons in step with the industry. Shanda is currently teaching and directing at Heritage Woods Secondary.

The local film and TV industry is thriving, and you and your students can be a part of it. This workshop will cover a practice on camera skills, sharing and learning from each other, and getting some takeaways on bringing it to your classroom. No experience or preparation necessary.

Sponsored by

Drama Teachers of SD43 LSA



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[B- From Idea to Impact: The Short Story Teachers' Toolkit](#)

- **Ace Baker (Chuck Baker)**



Secondary

English

Participants should bring themselves, their curiosity, and their questions.

Ace Baker (Chuck Baker) is the author of a short story collection, [How to Make a Killing Jar](#), a collection of 12+1 short stories. He is the current department head of English at Dr. Charles Best Secondary, where he enjoys teaching creative writing for a majority of his day. Whether you make it to the workshop or not, e-mail him for a free 100+-page workbook of ideas at

cbaker@sd43.bc.ca

Tired of analyzing the usual story elements or plotting another Freytag's pyramid (that ski slope)? Join Ace Baker (Chuck Baker), author of [How to Make a Killing Jar](#), a collection of 12 + 1 short stories, for fresh ideas on what is possible when teaching short fiction. Free 100+-page workbook!

[B- How Can You Get Students to Complete Tasks in Less Time?](#)

- **John Sarte**



Middle – Secondary

Cross-curricular

Participants are required to bring a pen/pencil.

John Sarte has been a teacher in SD43 since 1999. After three years pursuing a doctorate in Curriculum Studies, he returned to the classroom to teach at Inquiry Hub in 2012. He now teaches science, math, marketing, and film. Along with the students, he studies live action role play, graphic design, and videography.

The benefits of consistently getting things done include belonging to a culture of making things; learning time management skills for better work-life balance; and reliable implementation of instructional strategies. If students need to always get things done on time and with limited resources, what changes must you make? I will share my experiences trying to answer this question at Inquiry Hub and you will have opportunities to apply this thinking to your own work.

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[B- How Indigeneity & SOGI Intersect: Building Comfortability & Learning](#)

- Maxine Jackson



All ages

Inclusive Education, Indigenous Education, SOGI

Participants should bring a notebook and/or a laptop to take notes.

Maxine Jackson (she/her) is a Queer Red River Métis from Treaty 1 territory. As a District Indigenous Resource Teacher in SD43, she supports the whole district with embedding Indigenous ways of knowing and being into the curriculum and school communities.

Navigating teaching while important issues such as Indigenous and SOGI rights come up is a daunting task for many teachers when they are on their own. This presentation will help inform educators on how to build comfort and confidence in conversing on these topics in the classroom, among staff, and in their community. Knowing how Indigeneity and SOGI intersect is an imperative step for inclusivity both in the classroom and out in our communities.

[B- How MS Teams Can Help You and Your Students](#)

- Shane Kennedy



Intermediate – Adult

Literacy, SEL, Planning & Organization for both teachers and students

Participants should bring a laptop with Microsoft Teams installed and a very basic knowledge of Microsoft Teams.

Shane has been teaching in SD 43 for 17 years, all at a variety of middle schools. He has been using [Microsoft Teams](#) extensively the last 4 years and has found neat ways to use it to reduce his workload and allow his students to take ownership of their own learning.

Have you ever wondered if there were some cool and awesome features in Microsoft Teams that could help your students to express their Social Emotional Learning, an amazing reading progress feature and reading coach that will help them improve their reading ability, regardless of their current reading level ability, and ways to help both you and your students to stay organized? If so, this workshop is for you!

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[B- Inclusive, Expansive Shakespeare](#)

- **Mary Hartman**

Intermediate – Secondary

Drama, English, Fine & Performing Arts, SEL



[Bard on the Beach Shakespeare Festival](#) is Western Canada’s largest professional Shakespeare Festival. Bard’s Education team provides programming for people of all ages and levels of experience, and is committed to inspiring community through dynamic, engaging experiences of Shakespeare’s language, characters, and plays. We take a person-first approach to this work, celebrating individual identity while nurturing compassion and collaboration through Shakespeare’s language and stories.

A theatre professional with an academic background, Mary Hartman is Director of Education at Bard on the Beach. For 30+ years she has invited countless students and teachers to play, explore, and interpret Shakespeare in their own ways.

The study of Shakespeare is often burdened with outdated traditions and unhelpful assumptions. What if we could take a fresh approach to Shakespeare’s words, free from conventions, inviting instead inquiry-based, student-centred exploration? Bard on the Beach Shakespeare Festival’s Mary Hartman will share foundational activities that empower all students to discover how the language resonates for them and how they can use Shakespeare’s words to express who they are. This session will invite active participation in a warm, friendly context.

[B- Incorporating Choice in the Classroom](#)

-**Jeanette Murphy**

Primary – Secondary

Programming & Design



Jeanette Murphy is SD43's Coordinator for Students with Diverse Abilities. She supports schools in planning and programming for high ability learners.

From Bloom's Taxonomy to Independent Projects, this session will discuss how to provide choice to all learners. Participants will be introduced to practical ways to incorporate choice in order to promote engagement, self-directed learning, and embrace the variability of their students.

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[B- Infusing Aboriginal Content and Perspectives](#)

- Megan Hanna- BCTF

Kindergarten - Secondary

Indigenous Education

Megan (she/her) is from the Métis Nation. She works as an Indigenous Education Enhancement Teacher and BCTF Aboriginal Education Facilitator on the territory of the x^wməθk^wəy'əm, Skwxwú7mesh, and səlilwətał Nations.

While teachers express interest in incorporating more Aboriginal content in their classrooms, they are sometimes unsure of where to start and how to find authentic materials. This workshop is designed to create awareness around integrating Aboriginal perspectives and quality Aboriginal resources in the classroom through hands on activities.



[B- International Students' Needs, Struggles & Experiences in Canada](#)

Paul Zhao

Secondary

Advocacy, Allyship, Anti-Racism

Paul Zhao graduated from an international high school in China and then attended UBC as an international student. He was an international student from 2008-2015 at UBC, gaining a B.A. degree in Sociology major and geography minor, then his B.Ed degree in elementary school teaching. Paul has been a teacher in Coquitlam since February 2016, and is currently teaching Mandarin and Math at Terry Fox Secondary School.

Paul would like to share his own experience as a former international student, how he felt and what his goals were while at UBC. He would also like to share, as an SD43 teacher, what he learned of current international students' needs and struggles. He hopes to help colleagues to better understand international students, so we can be of greater assistance and support.



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[B- Learning in the Forest](#)

- Tricia Edgar- [Fresh Air Learning](#)

Kindergarten – Intermediate
Art, Inclusive Education, Science



Participants should wear outdoor gear appropriate for the weather

Tricia loves to connect people with places. She is a settler of European ancestry who lives in the Lynn Creek watershed in Squamish, Tsleil-Waututh, and Musqueam territory. For 27 years, Tricia has developed programs that explore the stream and forests of the temperate rainforest. She loves watching children fill with enthusiasm and wonder in nature. Tricia is the program director and facilitator at Fresh Air Learning, a local forest school.

Learn about the child-led, emergent philosophy of forest school. Participants will enjoy hands-on, nature-based learning opportunities and consider how to set up an outdoor space for well-supported play and learning.

[B- Lesson Planning with ChatGPT](#)

- Geering Up Professional Development Team

Middle – Secondary
Coding, AI



[UBC Geering Up](#) is dedicated to promoting Science, Technology, Engineering and Math, to the children and youth of British Columbia through fun, innovative and hands-on experiments, and activities.

Join us in a workshop designed to introduce educators to the potential of ChatGPT in lesson planning. In this interactive session, participants will learn the basics of ChatGPT, engage in hands-on exercises to create engaging lesson plans and classroom activities, and explore strategies to customize ChatGPT's AI capabilities to meet diverse educational needs.

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[B- LGBT2SQ+ 101: An Introduction for Educators](#)

-Brett Collins

All ages

Inclusive Education

Participants should bring a pen/pencil

Brett is president of [Tri Cities Pride Society](#). They have run trainings on LGBT2SQ+ issues for Douglas College, Port Moody Library, unions, and political organizations.

Designed to provide a base layer of knowledge, this course should prepare educators for future learning, as well as conversations with students, family, and community members. Topics covered include: terminology, pronouns, sexuality, gender identity, gender presentation, and more.



Sponsored by

Megan Leslie

[B- Math at Middle/Secondary with a UDL Lens](#)

- Laura Epp & Lynda Lewis

Middle – Secondary

Learning Support, Mathematics

Participants should bring a laptop if preferred

Laura Epp is an award-winning math teacher who works as a Numeracy Mentor Support Teacher in the Coquitlam School District. In 30 years of teaching, she has taught K-12 in both public and private schools. She recognizes the challenges of teaching today and wants to support teachers in meeting the diverse needs of their students.

Lynda is grateful to work as a Mentor Support Teacher in SD43, living and working on the traditional, ancestral and unceded territory of the k^wik^wə^lə^m (Kwikwetlem First Nation). 25+ years of experience working in varied roles at elementary, middle, and secondary plus working with teacher-learners in GDE programs, has given Lynda the opportunity to discover and reflect on how our systems can support all learners to be successful. She believes classrooms using a framework of Universal Design can support all we hope for our students - independence, confidence, and learning success. Lynda aims to utilize her role as a conduit to bring folks together for collaboration and problem solving.

Join us for the WHAT, WHY and HOW of teaching middle/secondary math with a UDL lens. You will walk away with activities and structures that will support learning for all students.



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[B- Minecraft, AI & Advocacy: Crafting an Inclusive Future](#)

- Nicole Cruz

Intermediate – Middle

ADST, STEAM

Participants are required to bring laptops and chargers.

Nicole Cruz is a District [STEAM](#) Support Teacher. She is committed to providing creative, innovative, and inclusive learning experiences for all. Her work is centered around fostering design and computational thinking through hands-on projects. These initiatives are aimed at nurturing creative problem solvers and critical thinkers who are well-equipped to address real-world challenges.

Let's explore the potential of Artificial Intelligence (AI) in advocating for inclusivity through Minecraft. We'll learn Minecraft basics and use it as a tool to examine AI. We'll go through ethical considerations, address biases, and promote diversity. We'll understand the impact of AI and go over the principles of responsible AI such as fairness, inclusiveness, reliability, safety, transparency, accountability, privacy, and security. No prior Minecraft experience required.

[B- Needle Felt Workshop](#)

-Yuki Nickolichuk

Primary – Adult

Art

This workshop will cost \$20 per person, invoices will be sent out and must be paid before the day. Yellow forms cannot be used for reimbursement.

Yuki was born and raised in Japan, she moved to Canada in 1999 and started [Honey Canada](#) in 2010 to sell her creations. Honey Canada also offers felt workshops since 2013 at the store, as well as at children's hospitals and schools.

This will be a needle felting workshop; you don't need any prior skill or experience. We will be creating an original design wool felt animal.

honey canada

hand made natural wool crafts

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[B- Patriarchy, Feminism & Men: In Search of a Positive 21st Century Masculinity](#)

- Eric Proulx- [VEAES](#)

Sponsored by

VEAES

Middle – Adult

SEL, Social Justice, Social Studies

Participants should bring a pen and paper for notes.

Eric Proulx is currently working as a Vice President for the Vancouver Elementary and Adult Educators Society (VEAES) local of the BCTF. He is also completing a Master's of Counselling Psychology degree, focussed specifically on relationship counselling. Eric began his teaching career at SD43 at Pitt-River Middle and is an alumni of Dr. Charles Best Secondary.

Feminist movements of the last decade have resulted in a profound social reckoning. Terms like mansplaining, toxic-masculinity and male privilege now widely understood, describe how men should not behave. Yet, in progressive circles, a definition of how men should behave still eludes us. With the rise of far-right misogynist influencers, distressingly appealing to young male students, it is important in this moment for male educators to search for and develop a positive 21st century masculinity.

This Professional-Development session is intended for male-identifying teachers only. This decision is made not with the intention to exclude others, but to allow for the creation of a space where candid discussions and expression of emotion can occur between male-identifying teachers without risk of harming teachers of other gender identities.

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[B- Printing Like a Pro & Fine Motor in the Classroom](#)

Ivonne Montgomery- [Children's and Women's](#)



Kindergarten – Primary

Learning to Print

Participants should bring a laptop, iPad, or cell phone to view and familiarize themselves with online resources: [LINK](#).

Ivonne is an occupational therapist, who is now the Children's and Women's Hospital OT Professional Practice Leader. In the past she worked in the SD43 school district which led to her interest in fine motor & printing difficulties. She completed her Master's degree from UBC in 2017, including completion of two research studies focusing on the free online printing program - Printing Like a Pro!

Printing Like a Pro! is an effective and easy to use program designed to support printing development of primary grade students. It is an extensive printing program, easily accessed through the internet, free of charge, and ready to be implemented. Fine motor strategies as well as the printing program will be thoroughly presented and materials available for individual/small or large classroom use.

[B- Programming Teachers Roundtable - Preparing Students for Post-Secondary](#)

Hester Greenwood, Toby Donaldson & Jake Fidler

Secondary

Programming

Participants are required to bring a laptop.

Hester Greenwood teaches Physics and Programming at PMSS. SFU - Dr. Toby Donaldson, Computer Science SFU - Science Outreach.

This roundtable discussion will consider current practices and resources and, possibly, future collaboration between Programming teachers in SD43. SFU will share possible collaboration as well, and designs for preparing students for futures in Computer Science.



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[B- Resources for Inquiry: The Stories of Working Peoples in the History of British Columbia](#)

- Wayne Axford

Secondary
Social Studies

A laptop or tablet is an asset to the session.

Wayne is the past-president of the [BCSSTA](#) and a retired teacher from the Burnaby School District. He has served as a Department Head and has been involved in a number of provincial curriculum and assessment projects. He is the education consultant for the [B.C. Labour Heritage Centre](#).

The session looks at the prominent figures of BC's history who led the struggles to improve the working conditions and lives of everyday people. The selections will be drawn from the history that is reflected in the Social Studies curriculum. These stories will be supported with resources and activities that will provide an overview of classroom and on-line learning resources in French and English that will help the teacher guide their students through key moments in the development of BC.

Sponsored by



[B- Sanctuary Schools](#)

- Oliver Kollar & Omar Chu

All ages
Social Justice

Participants should bring supplies to take notes.

Omar is a member of [Sanctuary Health](#), a grassroots community group deploying direct action, movement-building, community-engagement, and direct support strategies to advocate for access to services for all regardless of immigration status or documentation. He currently works as a Community Legal Worker with the [Immigration and Refugee Legal Clinic](#). Oliver teaches newcomer youth in the VSB.

All students, regardless of their immigration status, have the right to access public schools in British Columbia. Yet, families in British Columbia with precarious or no immigration status continue to experience barriers to registering their children in schools across the province. This needs to change! Omar and Oliver will share information on this issue and how Sanctuary Schools policies allow access to education for all students, regardless of immigration status.



SANCTUARY HEALTH

VSB Vancouver
School Board

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[B- Screenagers Next Chapter: Addressing Youth Mental Health in the Digital Age](#)

- Carol Todd & Shaunna Martin

Intermediate – Secondary

Digital, Mental Health, PHE, Well-Being

Carol Todd is the Coordinator of Supportive Technologies and Digital Literacy/ Citizenship with SD43. Carol is a strong advocate of Digital Citizenship and Online Safety with children, youth and families. Her vast knowledge in this area allows her to share information and resources that create increased awareness and education in classrooms and in the community.

This workshop includes a screening of [Screenagers Next Chapter](#). Screenagers Next Chapter is a deep dive into teen stress, anxiety, and depression in the digital age. Dr. Delaney Ruston includes her own parenting journey once again, this time searching for ways to help her daughter through depression. The movie weaves together personal stories and pairs them with evidence-based practices from the top researchers, psychologists, psychiatrists, pediatricians and educators. The movie focuses on how to empower teens to overcome mental health challenges and build emotional agility and stress resilience.

[B- Shift Happens! Exploring sustainability in class & beyond](#)

- Educator-Facilitator from Metro Vancouver School & Youth Leadership Programs.

Intermediate – Secondary

Environment, Planning, Science, Social Studies, Social Responsibility

[Metro Vancouver School & Youth Leadership Programs](#) support K-12 teachers and students to know, value, and actively care for their region, including the built and natural systems we depend upon in our region every day!

This fun and interactive session will explore engaging strategies to make learning about sustainability real, local, relevant, and action-oriented. Explore personal and local connections to water, waste, wastewater, air quality, and climate change. Delve into place-based resources to promote CARE, competencies, including environmental and social responsibility. Take away ideas, strategies, tools, and inspiration to engage students in experiential learning - linked to place-based education and the new curriculum.

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metrovancouver

School Programs

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[B- Soapstone Carving](#)

- Victoria Eftimova & Jocelyne Dodier



All ages

Art

This workshop will cost \$23/person for supplies, invoices will be sent out and must be paid before the CTA PD day. Yellow forms cannot be used for reimbursement.

Victoria Eftimova is a visual artist who is passionate about education and helping people of all ages and backgrounds unleash their creativity and express themselves artistically.

Jocelyne Dodier has been devoted to the timeless traditions of stone carving since 2010. She teaches people of all ages how to shape stone and continues to exhibit her art.

[Studiostone Creative](#) envisions stone carving for everyone aged 5 to 105, making sculpture accessible. Join our soapstone carving workshop for a delightful, creative experience. Carve a beautiful animal sculpture and consider sharing this enriching experience with your students.

[B- Succulent Terrarium](#)

- Jennifer Swann & Rebecca Iwata



All ages

(Environmental Science)

***This workshop will be \$50 per participant, invoices will be sent out and must be paid before the day. Yellow forms cannot be used for reimbursement.**

Participants may bring garden gloves if desired.

Jennifer and Rebecca extend their passion for creating beauty with plants by curating and leading engaging botanical workshops within GardenWorks. With over 70 years combined experience, and presentation skills they have created a vibrant learning environment within the store. Empowering attendees with hands-on experiences and valuable insights into plant knowledge, care, design, and environmental sustainability. Their commitment to education echoes their belief in sharing the joy of gardening and cultivating a deeper appreciation for plants and botanical designs.

In this succulent terrarium hands on workshop, participants will create their own unique terrarium, learning about the basics of terrarium planting and care, obtaining valuable knowledge, tips and techniques to ensure a thriving environment for the plant's success.

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B- Support Students in Math Using the FoNSI (Foundational Numeracy Assessment)

- Jen Whiffin

Kindergarten – Secondary

Learning Support, Mathematics

Jen is the SD43 Numeracy Coordinator and is also passionate about supporting all learners--including educators--in their mathematical journeys.

In this session, participants will explore and learn to administer the FoNSI- a tier 2 assessment of number sense and computation. You will also learn about the resources developed to support learning based on FoNSI results, both in classroom and pull-out support environments.

B- Survivors Testimony

-Kristen Bob

All ages

Indigenous Education, SEL, Social Studies

Respected Elder and Culture Support Provider shares personal and intimate details of their own experience in residential school and how it affected them. Often an elder will also describe their own healing journey and how they came to where they are today. A powerful and meaningful workshop that allows you to look into the scope of our history.



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[B- Teaching Proficiency Through Reading & Storytelling \(TPRS\) 2.0:](#)

[Beyond Circling](#)

- Michelle Metcalfe



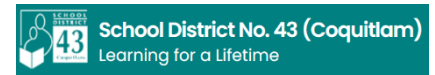
Intermediate – Secondary
Languages

Michelle is a well-known and highly regarded TPRS teacher, presenter, trainer, and coach. She has presented, coached, and trained teachers in TPRS and Comprehensible Input based methodologies throughout BC as well as in the US and elsewhere in Canada. She teaches Spanish 9 to 12 IB at West Vancouver Secondary School and has been teaching exclusively with TPRS and Comprehensible Input since 2010.

In recent years, there have been new developments in the TPRS methodology. In addition to the core skills, TPRS 2.0 incorporates the advanced skills of “Triangling” and “Describe the Situation” (or DTS) which are guaranteed to bring greater engagement and proficiency to your language classes. In this workshop we will review the basic skills of TPRS and learn the new TPRS 2.0 recipe. This workshop is appropriate for experienced TPRS teachers and those who are new to the methodology.

[B- UDL and Classroom Management](#)

- Pali Mann & Sara Peterson



Kindergarten – Middle
Inclusive Education, SEL

Participants should bring an open mind.

Sara and Pali are both intermediate educators and district mentor teachers in SD43. A passion for inclusion and advocacy for at risk learners brought them together to share their knowledge of classroom management and restorative community building.

Join us for tips and tricks on how you can reinvigorate your classroom community with management strategies that provide safety and visibility for diverse learners. Using the 3-block model of UDL we will explore prevention, intervention, and de-escalation techniques that you can try at any level.

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[B- Unpacking Talking Circles](#)

-Dawn Brown

All ages

Allyship, Inclusive Education, Indigenous Education

Dawn Brown has been retired from SD43 for the past 4 years. Dawn is a mother and grandmother and is recognized as an elder. She has held hundreds of talking circles in and out of classroom settings, both with children and adults.

This workshop will aid in lessening uncertainty and unease in a talking circle setting for everyone who attends. We will be holding space for everyone who takes part so they can relax in an inclusive and welcoming setting. Talking circles encourage people to speak their truth and, in turn, lessen anxiety.

[B- Using Diverse Mentor Text Sets to Develop Skills in Writing](#)

- Karla Allan & Alexa Charles

Middle

English Language Arts

Alexa Charles and Karla Allan are both members of the Literacy Team at SD43 Learning Services. With experience in Elementary and Middle Schools they are both passionate about literacy and community building in classrooms. When working together they enjoy building relationships with colleagues and sharing learning with others.

With the Diversity Text Set we will share ideas about using mentor texts to develop writing skills. Through a safe community lens we will share ideas about book choices to promote Identity and Belonging in Middle School learners. We will work to demonstrate how to design learning opportunities that use reading alongside with writing to develop literacy skills with all learners.

Sponsored by

Learning Services



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[B- Yoga Tools for Teachers](#)

- Bryony Ollier

Kindergarten – Primary

SEL

Participants should bring their inner playful child and a yoga mat, if they would like.

Bryony Ollier is passionate about health, creativity, social interaction, nature, and all that allows us to appreciate the preciousness life through a lens of beauty, harmony, and gratitude. Bryony is a Yoga Alliance registered adult and children’s yoga teacher practicing from a trauma-informed perspective, a performing artist and singer, and a Reiki level I and II practitioner.

Bring Yoga to your classroom! Calm, energize, ease transitions, and practice wellness with simple and effective movement, breathing, and mindfulness techniques. When Yoga is used in the classroom, there is more harmony, focus, well-being, and fun in the class. Academic, behavioural, and socio-emotional outcomes are improved.

The Yoga Buggy



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Session C Workshops – 9 a.m. – 2:30 p.m.

[C- Best Practices for Exploring Real-World Issues](#)

- Dayna Margetts

Intermediate – Secondary

Cross-Curricular, Careers, Science, Sel, Social Studies

Dayna Margetts is a mother, settler, educator, and activist who has spent the past 20 years teaching middle and high school science on the ancestral and unceded lands of the syilx peoples in so-called Kelowna, BC. Through her Master's studies in Environmental Practice, she has come to see how important education is in working for a just and sustainable future for all life. Dayna brings her personal experiences exploring and experimenting with transformative teaching practices in the classroom. As Director of Programming and Education at [Be The Change Earth Alliance](#), she is eager to help educators and youth thrive in the face of much instability and uncertainty through dialogue and critical reflection.

Come prepared to actively engage in experiential learning and dialogue – to taste how your students can gain a deeper connection with each other and a meaningful experience learning about today's real-world environmental and social justice issues. Participants will explore Student Leadership for Change (SLC), a free learning resources to see how progressive pedagogical approaches can deliver values-based, eco-social education.

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[C- Elementary Honour Choir](#)

- Deanna Gestrin

Primary – Intermediate
Music

***This workshop will be taking place at Blakeburn
Elementary
1040 Riverside Drive, Port Coquitlam.***

Deanna Gestrin is a vocalist, conductor, clinician, composer, music educator, clinical counsellor, and Faculty Associate at Simon Fraser University. Her family is from the St'at'imc Territory near Lillooet, B.C. Deanna performs in choral, jazz, contemporary, and Indigenous music settings and is a member of the award-winning Vancouver-based vocal ensemble, [musica intima](#). Deanna leads an Indigenous drumming program called VYC Kindred and aims to increase community wellness by building cross-cultural bridges between families, and communities.

This will be a full-day workshop culminating with a mini-performance at the end. Singers will be nominated from each school to sing in the Honour Choir and will have the chance to work with a guest clinician. Music/Choir teachers will be able to attend and learn from observing the clinician work with the Honour Choir throughout the day's rehearsals.

[C- Equipping Your Tool Box for Advocacy Work: Tools & Strategies to Support You and Your Students](#)

- Dr. Laura Klubben & Dr. Lucy Gofton

Adult
Inclusive Education, Mental Health

Drs. [Laura Klubben](#) & [Lucy Gofton](#) both received their PhDs in Counselling Psychology from UBC. They are Registered Psychologists with the College of Psychologists of British Columbia. Clinically, Drs. Gofton and Klubben work with clients dealing with workplace challenges and stressors; trauma, mood, and anxiety disorders; and identity concerns, including socio-cultural, sexual, and gender identity.

Educational professionals play an integral role in providing advocacy and allyship to their students. This workshop focuses on how teachers may be able to identify indicators of challenges their students bring, and steps they can take to support connection with mental health supports. Given the emotional impacts of being an advocate, the workshop then focuses on how educational professionals can care for their own well-being and prevent potential "burnout."

Sponsored by

Coquitlam Music Teachers'
Association



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[C- PHE for Elementary and Middle School Teachers - You Can Do it!](#)

-Bill and Shelley Adair

Primary – Secondary

PHE, Socioemotional learning



Participants should come wearing active wear.

[Bill Adair](#) is author of "[The Emotionally Connected Classroom- wellness and the learning experience](#)". He has 33 years of secondary teaching experience and currently instructs post grad classes at Douglas College specializing in the socio-emotional/motivational component of physical literacy. Bill regularly presents with his wife Shelley at all school levels from primary to university.

I'm not the sporty type! The truth is that skills or complex games have little to do with positive PHE experiences. Teach the skills of fun, positive thinking and sharing good energy in an intentional way. This active workshop puts motivational theory into practice using the unusual game of Tchoukball to bravely throw, catch, run, and connect with others in healthy ways. Learn to make PHE feel amazing for all. That's what great PHE teachers do!

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[C- SNAP for Schools Facilitator Training](#)
- [Michael Masih- Child Development Institute](#)

Sponsored by
Catherine Aoyoma

Primary
Behaviour Management, SEL



Workshop will be held at Como Lake Middle School and will run from 8:30-4:00.

Participants should bring a willingness to engage, participate, and role play - and a pen/pencil!

Mike has been a Child and Youth Worker for the past 19 years with a focus on assisting marginalized youth find their life path. His work with Young Offenders, youth in group homes, fostering his own children, and with the York Region District School Board has given a unique perspective and many opportunities to try and pass on important life lessons. Michael has a passion for making an impact on not only kids, but in adults' lives, and so has an interest in finding ways of connecting with his audience.

SNAP ([Stop Now and Plan \(SNAP\) Program](#)) for Schools is a Tier 1 intervention that has been used for many years in SD43. Teachers will be trained to facilitate the SNAP for Schools program in their classroom to learn about and practice essential skills in emotional regulation, self-control, and pro-social problem-solving. Although the SNAP for Schools program was originally targeted for students in Gr. 2 to 4, middle schools in SD43 have also used this program. Facilitators will learn how to use the SNAP for Schools resources and engage in role play with students to work through common problems that our students face daily. SNAP for Schools also offers the use of a Parent App that will let caregivers learn about the skills students are learning in the classroom so that they may practice and learn along with them.

Facilitators receive a facilitation manual, a set of classroom posters, and access to both the Facilitator and Parent App with this full day training opportunity.

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[C- Teacher Librarian Community Collaboration Day](#)

- Erin Caldwell, Susan Henderson & Vivienne Royle

Kindergarten – Secondary

Teacher Librarians

Sponsored by
Coquitlam Teacher-
Librarian Association



Participants should bring an open heart, any ideas or samples you would like to share, and your laptop. Lunch information will be provided closer to the date, contact details will be in Confirmation Email.

This workshop will be taking place at Riverside Secondary School (Library Learning Commons, 2215 Reeve Street, Port Coquitlam)

Susan, Erin, and Vivienne have all taught in SD43 for many years in various roles at all 3 school levels. Currently all are teacher librarians who are passionate about making lessons meaningful through hands-on learning.

Morning Session - "Teacher Librarian Collaboration Time": Teacher Librarians will work in elementary, middle, and secondary groupings to work on a collaborative project.

Afternoon Session "Inclusion through the Makerspace": Teacher-Librarians will walk away with low-floor, high-ceiling activities to include all students in group activities. We will also discuss how to draw the "outliers" into our library spaces. Lunch information will be shared with participants. Door prizes will be offered!

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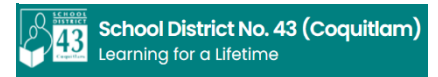
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[C- Tech. Ed. Share & Collaboration](#)

- Peter Orlandi

Sponsored by
Technology Education

This workshop is being held at [Pitt River Middle](#)



Lunch information and contact details will be in the Confirmation Email. Please bring your resources, handouts, safety sheets, and/or projects.

Middle – Adult

Technology Education

Peter Orlandi is a teacher, husband, and father of two, who has been teaching tech ed since 2010. He is a red seal machinist, a graduate of the BCIT Technology Teacher Ed. program (BEd. TTED), and UBC MEd. (2017). Peter taught high school tech ed (wood, metal, drafting, etc.) for about 9 years in Vancouver and is currently teaching woodwork at Pitt River Middle School. He is passionate about tech ed and the hands-on courses we offer. Peter is involved with the Tech Ed LSA, the Tech Ed PSA (Secretary), and BCIT's Program Advisory Committee (PAC) for the TTED program. He enjoys playing badminton, cooking, hiking, some skiing, and keeping busy with my kids. While software can be personally challenging at times, he is passionate about sharing, teaching, and learning about various tools and technologies.

This session is to share projects, teaching techniques, and approaches for Tech Ed workshops. The agenda is flexible. Please contact Peter Orlandi porlandi@sd43.bc.ca to express areas we can focus on or about alternate locations for the session. High school teachers are welcome. You are welcome to complete either a half or full day.

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[C- The Importance of Regulation in Supporting the Mental Health of Neurodivergent Students](#)

- (Fatima) Natascha Lawrence – [FASD Institute](#)



All ages

Inclusive Education, Learning Support, PHE, SEL

(Fatima) Natascha Lawrence (she/her/hers), M.A., RCC, BCRPT is a Registered Clinical Counsellor, BC Registered Play Therapist, Certified Synergetic Play Therapy Supervisor and EMDR practitioner. She is a BIPOC first-generation Canadian settler of mixed Asian ancestry, an ADHDer, Queer and has a mobility disability due to a chronic pain neurological condition. With almost 20 years of experience, Natascha specializes in neurodiversity, particularly with FASD. Natascha has experience working with clients across different modalities and systems, including schools, hospitals, community mental health, and private practice, and has worked with individuals from birth to adulthood, couples, and families. Dedicated to enlightening the world to see through the beauty of a neurodiversity lens, Natascha is the co-founder of the FASD Institute, which provides counselling, supervision, and education to clinicians, individuals, and families. Natascha is the creator of the Empowering Neurodiversity (END) Model™, a framework that guides clinicians on dismantling racism, ableism, oppression, and decolonizing their practices to empower neurodiversity. Most importantly, Natascha is the parent of two incredible neurodivergent children.

Regulation is a buzzword common in education, but what does it mean? In this workshop, educators will learn about regulation, co-regulation, and the nervous system. Educators will also learn how to create environments and strategies that support everyone's regulation and mental health but will be especially helpful for neurodivergent students.

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