

Morning Plenary: 9:00 - 10:00

P1 - Keynote Title:

Good at Learning, Good at Life

Speaker:

Jean Clinton, Clinical Professor McMaster University, Department of Psychiatry and Behavioural Neurosciences

Keynote Description:

We are living in volatile, uncertain, complex, ambiguous (VUCA) world and need to deeply think about what the education our young people need to survive and to thrive today and for the future. This presentation will invite reflection on what our core WHY must be and how leadership is as always a crucial and determine factor.

Workshops A : 10:30 - 11:45

A1 Workshop Title:

Reinventing Education: Learning from the Powerful Lessons of the Pandemic

Speaker:

Paul W. Bennett, Ed.D., Director, Schoolhouse Institute, and Adjunct Professor of Education, Saint Mary's University, Halifax, Nova Scotia

Workshop Description:

School systems were turned upside down by the COVID-19 pandemic and that experience provides many lessons for policy-makers, education leaders, teachers and engaged parents. One of the first to identify the extent of the emerging crisis, provide analysis of the default to 'emergency home learning', and forecast the impact on student learning and well-being was prolific author and education system analyst Paul W. Bennett, @Educhatter, author of the 2020 book, *The State of The System: A Reality Check on Canada's Schools*. Much of his analysis was featured in interviews on national television and radio, regular education columns, conference presentations, and on Educhatter Blog, ranked as the top Canadian education blog from 2018 to 2022.

School systems everywhere were caught off-guard by the global COVID-19 disruption, but some responded better than others. Schools scrambled to toggle back-and-forth to online learning and struggled to keep kids engaged for weeks on end. We weren't ready to be that nimble. Three years after the onslaught – what have we learned? Our featured speaker, founder of the Schoolhouse Institute and Adjunct Professor of Education at Saint Mary's University, will identify the cracks and vulnerabilities exposed by the Pandemic and confront squarely the challenges of learning recovery and resilience. In so doing, Dr Bennett will draw upon his own analysis of the Canadian K-12 system with specific reference to Quebec education. In his wide-ranging presentation, he will touch upon bureaucratic centralization and managerialism, systems thinking, learnification, one-size-fits-all education, achievement gaps, and the state of local education governance. Drawing upon his own extensive educational experiences in

Ontario, Quebec and Nova Scotia, he sees an opportunity to move Canada's provincial systems closer to communities, teachers, and parents.

A2 Workshop Title:

3, 2, 1 Action! Let's teach science in a creative way by using performing arts! Elem-Sec

Speaker:

Magy Dimitry - English Montreal School Board

Workshop Description:

Who said that art and science couldn't work hand in hand to teach an abstract concept? You will discover that teaching science can truly be creative by incorporating techniques from the arts. I will focus predominantly on using performing arts to teach all sorts of topics. From miming to storytelling, communicating science this way targets all types of learners. How steamy is your science class? It's time to put the oomph back into it!

A3 Workshop Title:

Street Data: Climbing Out of Equity Traps and Tropes

Speaker:

Jamila Dugan - leadership coach & researcher

Workshop Description: (from website)

Participants will discuss hopes for equity-centered work and explore 10 equity traps and tropes that can subvert efforts to align intention with action and impact. Participants will be introduced to the Street Data model as a means of climbing out of traps and tropes and leave with a tool to begin disrupting them in day-to-day work.

Session Outcomes

- Open our imagination to what is possible - conjure up a vision if equity centered transformation
 - Create dissonance between our intentions for equity work and our actions/impact
 - Introduce 10 common traps and tropes that hinder our efforts to work toward equity and anti-racism
 - Lead with action - explore ways to disrupt traps and tropes
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A4 Workshop Title:

A LBPSB Student's Success Story - The Importance of Technology, Inclusion, & Good Leadership

Speaker:

Brad & Dan, All Access Life

Workshop Description:

Bradley Heaven, born with nonverbal spastic quadriplegic cerebral palsy never lets anything hold him back! He was a student at John Rennie High School from 2010-2015. Brad's journey through John Rennie High School exemplifies what can be achieved when we're committed to

equity, diversity, dignity, and inclusion. His integration aide Dan started working with Brad when he was in grade 7. Now, 12 years later, they are best friends and run a nonprofit business together. They've decided to use their experience and knowledge of assistive technology and adaptive products to empower others with disabilities to live their best life.

In this session, Brad and Dan will recap their journey through the education system. They will focus on how proper inclusion paved the way for Brad's success. They will also talk about the leadership qualities they learned along the way and what it takes to be a good leader.

A5 Workshop Title:

Emotional Intelligence in Turbulent Times

Speaker:

Kathryn Peterson - author, speaker & educator

Workshop Description:

Emotions have a powerful impact on work atmosphere in organizations, and consequently on individual experience and well-being.

Knowing how to recognize and master our emotions is an essential workplace ability, as well as dealing efficiently and diplomatically with the emotions of others. Acquiring these skills makes building solid and mutually profitable professional relationships much easier.

- What are the components of emotional intelligence?
 - How does emotional intelligence contribute to success?
 - What are the most effective strategies for developing emotional intelligence?
 - How can you use emotional intelligence to master all kinds of difficult situations?
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A6 Workshop Title:

The School Success Team Initiative: broadening the scope of reflection and action towards student success - Elem-Sec

Speaker:

Jessica Saada, Karen Rye, & Josie (Giuseppina) Salvatore, Riverside School Board

Workshop Description:

Discussions on student success often bring us back to exam results, marks on report cards, rates and rankings. How do we move beyond this? How can school teams broaden the scope of their reflection and action? How can we include all stakeholders and foster school-wide reflection on questions and topics that matter, towards student success? This presentation will provide an overview of the School Success Team Initiative, from its inception in 2016 to its current, post-pandemic state.

Workshops B: 1:30 - 2:30

B1 Workshop Title:

Teacher Induction and Mentorship: A Learning Journey - All Levels

Speaker:

Stephanie Anna Domes & Tina Morotti

Workshop Description:

Many of us have had the positive experience of being well-accompanied at some point in our teaching careers. What did that look like? What should it look like? What can it look like?

As we rethink approaches to accompaniment at Riverside School Board and share our plan for the Teacher Induction and Mentorship initiative, we will invite you to reflect with us on how to effectively support and promote the professional growth of early career teachers and teacher-mentors. Expertise is found within the system, however creating the conditions and support structures to enable and strengthen this, is a learning journey.

B2 Workshop Title:

Understanding the impacts of educational disruption and approaches to educational recovery and reimagining

Speaker:

Kelly Gallagher-Mackay, Associate Professor & Program Coordinator, Law and Society

Workshop Description:

COVID-19 fundamentally transformed schooling in Canada, in the short and perhaps long-term. There are serious concerns about the short- and long-term impacts of COVID-19-related disruptions on students' academic progress and their well-being. This talk will review what we know about impacts on learning and well being: though most of the data is international, we are beginning to see some Canadian research. Approaches to educational continuity have varied across countries and across provinces. The discussion will highlight evidence-based measures that are being adopted at scale, looking at international models. The final component of the presentation will be interactive: Dr. Gallagher-Mackay wants to hear from participants about whether COVID-19 and related challenges has led to any shifts in the way we think about the purposes of schooling – and what, if anything, is happening at the policy level that impacts your classroom.

B3 Workshop Title:

Cultural Literacy Projects

Speaker:

Michael Hernandez

Workshop Description:

The world has changed dramatically in the last few years, but many schools struggle to develop curriculum that can evolve along with it. In this session, we'll discuss student-led projects that leverage edtech to develop cultural literacy, establish an anti-racist mindset, and highlight underrepresented voices.

*Note: this session will be pre-recorded as Michael will be on an expedition to Antarctica with National Geographic as part of Lindblad Expeditions/National Geographic Grosvenor Teacher Fellowship. He will be on a ship with scientists, passengers and other NatGeo explorers, learning about the wildlife, geology, and climate of the continent in order to develop curriculum for students and other educators. This trip was originally planned for December 2020, but...

B4 Workshop Title:

Setting up a Nurturing Support Centre in your school: An essential solution to helping students adapt, bounce back & thrive

Speaker:

Catherine Korah, psychotherapist Co-coordinator of CEBM and Behaviour Consultant at RSB

Workshop Description:

Our understanding of the factors that affect student behaviour has improved significantly with the explosion of information from neuroscientific research. Coupled with the theoretical framework provided by the attachment-based developmental paradigm, it became apparent that alternative and innovative approaches needed to be developed for accompanying students who experience difficulties in adapting, bouncing back and thriving in a school environment. Some students require additional supportive measures, more than what the classroom teacher can provide alone, to manage their emotions, to answer to their sensory overwhelm, and to guide their resulting behaviours. The Nurturing Support Centre (NSC) is one of the resources of the Pyramid of Intervention that could be offered by a school in order to meet the specific needs of certain targeted students, who could not function within a regular school setting otherwise. What distinguishes the NSC from other types of rooms is the overarching principle that deep and caring attachments with significant adults, and intervention plans that emphasize flexible but coherent structure will, in time, provide the conditions for natural emotional development to occur. The NSC strongly believes in incorporating an academic component in order to provide a comprehensive model of support to students. On-going Professional Development is essential to maintain the integrity of the NSC and for the staff to have a common vision and philosophy. Their intervention strategies are carefully selected and coherent with the guiding principles arising from the concepts of maturation, vulnerability and attachment. An NSC functions best with clearly delineated areas; the space is set up in such a way as to provide support for students as soon as they enter the room and in such a way as to make it easy for them to participate in the interventions that are created. How the NSC is used with each student is based on their unique needs and circumstances. To best serve the students, there needs to be on-going evaluation of the intervention plans for the students. The Nurturing Support Centres are used effectively in primary and secondary schools.

B5 Workshop Title:

Change is a Process not an Event

Speaker:

Ainsley B. Rose, Thistle Educational Development Inc.

Workshop Description:

The PDSA Cycle has long been accepted as a model for change and more importantly as a model to verify that change has indeed been implemented. Plan-Do-Study-Act are the four

steps in this change cycle that clearly support the theme of this annual conference. In his session, Ainsley Rose will focus on this model, as well as the “Innovation Triangle” as two possible tools schools can use to reflect on whether their change initiative has created the necessary impact the initiative was designed to help improve.

Afternoon Plenary: 2:45 - 3:45

P2 - Keynote Title:

Learning From Our Experience To Guide Us Going Forward

Speaker:

Margaret Wheatley

Keynote Description:

Every living being learns from their experience in order to survive and adapt to changes in its environment—although humans are the frequent exception to this! All professionals, but especially educators (and healthcare professionals) increasingly are battered by the volume of events, policy shifts, budget constraints, and this culture of anxious people quick to blame and condemn.

Although these pressures continue to intensify, we’re still here! Our continued commitment to serve and persevere is testimony to our “evolutionary fitness.” We’ve responded to changes in our environment beyond our control and we’ve adapted. We’ve learned how to make things work as educators, leaders, good people. Now that we’ve spent a year as “reflective practitioners, Dr. Wheatley is eager to guide us to explore what we’ve learned about leadership, education, and perseverance. Engaged in making visible our hard won learnings and new skills can give us both guidance and energy for moving forward.

Tuesday February 8, 2021

Morning Plenary: 9:00 - 10:00

P3 - Keynote Title:

Are we preparing students for 2019 or 2030?

Speaker:

Dwayne Matthews, a “future of education” strategist and innovation evangelist

Keynote Description:

The exponential digitization and convergence of numerous technological fields has started the 4th Industrial Revolution. This digital transformation will bring paradigmatic changes at increasingly exponential rates, as digital platforms are used to create new economic realities. Innovation in education is the key component linked to the productivity of a country and the quality of life experienced by its citizens in a digitally transforming world. Preparing students to thrive in the 4th Industrial Revolution requires urgency, creativity, investment and an appreciation that the future of education is not technology led. The future of education is human led, purpose driven and technology augmented. Dwayne Matthews will take us on a journey back in time to show us where we were, how we got here and why he is radically optimistic about the future possibilities. Are we preparing students for 2019 and before or are we preparing students for 2030 and beyond?

Workshops C : 10:30 - 11:45

C1 Workshop Title:

Jean Clinton - Relationships: How a reflective practise on connection and belonging creates vibrant learning communities

Speaker:

Jean Clinton, Clinical Professor McMaster University, Department of Psychiatry and Behavioural Neurosciences

Workshop Description:

This session will focus on the neuroscience of development, connection and belonging and how we are learning “I feel therefore I learn”, not only for the students but also for the adults in the system. Participants will be encouraged to reflect on their “Why” and how they can be recharged to bring their best self’s forward once again to create joyful learning environments..

C2 Workshop Title:

Teachers Digital Toolkit: Get Your Game On!

Speaker:

Chris Colley & Carolyn Buteau, LEARN

Workshop Description:

The digital tools we use to connect and engage with our students are constantly evolving, especially as the world adjusts to a new reality of distance learning and technology at our fingertips. As a teacher, the array of tools available can feel overwhelming. This session will focus on building a digital teacher toolkit that is responsive to our times, and in line with our Digital Competency framework. This will be a highly interactive session in which we will experiment with platforms such as Kahoot, Twitter, Padlet, and more...

C3 Workshop Title:

La compétence numérique illustrée - A Visual Representation of the Digital Competency- Elem - Sec

Speaker:

Caroline Dupuis & Kish Gué, English Montreal School Board

Workshop Description:

« Une image vaut mille mots ». Combien de fois avons-nous entendu cette phrase? Dans l’atelier que nous vous proposons, nous tenterons de démontrer que cet adage vaut son pesant d’or. Depuis la parution du Cadre de référence de la compétence numérique et du nouveau Référentiel de compétences professionnelles - Profession enseignante, plusieurs pédagogues tentent de se l’approprier afin de mettre ses principes en pratique. Le but de cet atelier est de partager des infographies qui illustrent les dimensions de cette compétence afin de les rendre plus accessibles. Nous espérons ainsi amener les élèves et leurs enseignants à une réflexion sur leur développement de la compétence numérique.

"A picture is worth a thousand words". How many times have we heard this saying? In this workshop, we will try to demonstrate that this adage is worth its weight in gold. Since the publication of the Digital Competency Framework and the new Reference Framework for Professional Competencies - For Teachers, many pedagogues have tried to put its principles into practice. The purpose of this workshop is to share infographics that illustrate the dimensions of this competency in order to make them more accessible. We hope that this will lead students and their teachers to reflect on their development of digital competency.

C4 Workshop Title:

A Restorative Approach to Education

Speaker:

Kristina Llewellyn, Renison University College, University of Waterloo &
Jennifer Llewellyn, Dalhousie University

Workshop Description:

This workshop will introduce participants to a restorative approach to education. It will explore the implications and applications of this principle-based whole school approach from the classroom to the community and from pedagogy to conflict resolution. Participants will learn about the theory and practices underlying a restorative approach through examples drawn from experiences in Canada and around the world.

One example will be a learning resource from the project Digital Oral Histories for Reconciliation: The Nova Scotia Home for Colored Children History Education Initiative (DOHR). The workshop will support participants to consider the potential to take a restorative approach in their own work and how to create the conditions for successful implementation.

C5 Workshop Title:

Reflecting on How We Assess Talk - All Levels

Speakers:

Kathleen Murray & Melinda Clifford, Ministry of Education Quebec

Workshop Description:

This interactive workshop will provide teachers with the opportunity to reflect on how they are currently assessing talk in the classroom. We will explore why assessing talk is essential and how it differs from evaluation (formative vs. summative). Participants will leave the workshop with concrete strategies and tools that are not only doable and manageable, but that should increase student engagement, leading to increased success well beyond the ELA classroom.

C6 Workshop Title:

Two Steps to Support School Inclusion

Speaker:

Dr. Gordon L. Porter, C.M., O.N.B., LL.D.

Workshop Description:

Supporting classroom teachers is the critical challenge school leaders meet. What do they need to do? What strategies can be implemented using existing personnel and resources? What school-level strategies will make a difference?

This session will focus on two strategies that do just that. Both have been used successfully in schools in Canada and beyond. They focus on using the knowledge and skills of teachers and facilitating the collaboration needed to deal with the unique needs of both students and their teachers.

Strategy One: A School-based Support Team (SBST):

Administrator(s); Resource/support teacher(s); guidance counsellor(s); other professionals; district staff; others as appropriate.

- The SBST provides support to classroom teachers with instructional issues, strategy development and problem-solving. The team coordinates the utilization of school personnel and other resources to support teachers and students.
- The Resource/Support teacher(s) play a key role as partner, coach, co-teacher and collaborator with classroom teachers to support inclusive strategies. And facilitating sharing among teachers to solve dilemmas and problems is the focus.
- A strategy to deal with the most challenging situations by using a peer problem-solving process that draws on the knowledge and experience of teachers in the school to collaborate intelligently and effectively. Reducing teacher isolation and reliance on experts from outside the school can lead to new ideas and fresh approaches to problems as teachers share ideas for constructive options.
- A process that is centred on utilizing a 30-minute meeting to generate possible strategies for teachers to use in meeting the needs of their students.
- Sharing a how-to video and materials needed to put the Teachers Helping Teachers process in place.

Workshops D: 1:00 - 2:00

D1 Workshop Title:

Preparing Students for Career- and Life-Readiness: Three Creation-Focused Project

Speaker:

Ai Addyson Zhang

Workshop Description:

An increasing number of studies have demonstrated the lack of work-readiness among today's students. Many students struggle with both the hard and soft skills they need to find jobs and navigate successfully in an increasingly uncertain world. Traditional classrooms' focus on memorization and exam-based student assessment are inadequate to equip students with the skills they need to succeed. In this interactive session, Dr. Ai presents three project ideas that can help prepare students for the future workplace. These projects, with a strong emphasis on creation as opposed to memorization, are designed to empower students with career- and work-readiness skills such as communication, collaboration, creativity, creative problem solving, and critical thinking.

D2 Workshop Title:

The Responsive Curriculum: Diverse Texts in Secondary English Language Arts - Secondary

Speaker:

Anne Beamish & Tatjana Chartrand-Biello, English Montreal School Board

Workshop Description:

Five secondary school English teachers, three school librarians and one English consultant embarked on a year-long journey that explored diverse texts for the Secondary English Language Arts classroom. In addition to identifying the texts, they also investigated

pedagogical practices that encourage student engagement in reading as well as attending to the larger goal of ensuring a more equitable outcome for all students. Participants will learn about the texts and the practices used as part of this project will be shared.

D3 Workshop Title:

Storytelling as Design Thinking

Speaker:

Michael Hernandez

Workshop Description:

Designing for an audience. Iteration, testing, and revision. These are the key tenets of the design thinking process, but they're also central to creating stories. In this session, learn how to create digital storytelling projects for every subject area that help students scaffold their learning, and create engaging experiences that help them share their learning with the world. *Note: this session will be pre-recorded as Michael will be on an expedition to Antarctica with National Geographic as part of Lindblad Expeditions/National Geographic Grosvenor Teacher Fellowship. He will be on a ship with scientists, passengers and other NatGeo explorers, learning about the wildlife, geology, and climate of the continent in order to develop curriculum for students and other educators. This trip was originally planned for December 2020, but...

D4 Workshop Title:

To Trust or Not to Trust... That is the Question

Speaker:

Laurie Hillis

Workshop Description:

Trust happens between two people or people and an object (say an institution, a school, a process, etc.). Trust is earned one conversation at a time, inside and outside the classroom. Learn about the four distinctions of trust, map your trust relationships, understand what causes trust to breakdown and what you can do to increase trust, especially in a hybrid workplace. Knowing that change is the only constant, this session will give you an opportunity to reflect on the important dimension of trust in your key relationships – what's working and what's not.

D5 Workshop Title:

Improving school climate: how three schools took concrete actions that led to meaningful change... - Elem - Sec

Speaker:

Roseann Martorana & Kesi Walters, AMI & Nathalie Constant & Mylaine Cardin, LBPSB

Workshop Description:

In this panel, presenters reflect on their three year process of working towards improving their school climate. They describe how they followed a data driven approach to set goals, review and adapt practices and further target their actions. They share how they implemented lessons learned from their journey.

Participants will learn about the processes used by school teams, how they tackled identified problems of practice, overcame common obstacles to change and found solutions that improved the learning environment for staff and students alike.

Closing Plenary: 2:15 - 3:15

P4 - Keynote Title:

The Gifts of the Truth and Reconciliation Commission

Speaker:

Kevin Lamoureux, public speaker, faculty member at the University of Winnipeg

Keynote Description:

Kevin's talks are thought provoking discussions about how the recommendations of the Truth and Reconciliation Commission are gifts to a future path forward. He explores the recommendations with his audiences by sharing personal stories and asking challenging questions. The topic is difficult, but he delivers his message in way that brings hope to his audiences.