

## Morning Plenary: 9:00 - 10:00

### **P1 - Keynote Title:**

*The (Progressive) Schools Our Students Deserve*

### **Speaker:**

Alfie Kohn - Author, Human Behaviour, Education and Parenting

### **Keynote Description:**

Our knowledge of how students learn – and how schools can help – has come a long way in the last few decades. Unfortunately, most schools have not: They're still more about memorizing facts and practicing isolated skills than understanding ideas from the inside out; they still exclude students from any meaningful decision-making role; and they still rely on grades, tests, homework, lectures, worksheets, competition, punishments, and rewards. Alfie Kohn explores the alternatives to each of these conventional practices, explaining why progressive education isn't just a realistic alternative but one that's far more likely to help kids become critical thinkers and lifelong learners.

## Workshops A : 10:30 - 11:45

### **A1 Workshop Title:**

*A Culture Change Through ICT - Adult/Voc*

### **Speaker:**

Sammar Abboud, LBPSB  
with Sadie Haque & Claudine Turnbull, LBPSB

### **Workshop Description:**

Since March 2019, Gordon Robertson Beauty Academy (GRBA) teachers have embarked on a project integrating technology in their preparation, delivery, and assessment of learning. This ICT Project has changed the teachers' pedagogical beliefs and approaches towards integrating information and communications technologies (ICT) in their classrooms.

The ICT project team has developed and shared over 150 competency-based digital materials (interactive and non-interactive) for learning and assessment such as instructional point of view videos, interactive assessments, student workbooks, and much more. They have also created "master" Google Classrooms for sharing.

Optimizing technology at GRBA has promoted equity, inclusion, and a sense of belonging especially during the pandemic.

Come and join us to find out how this project was planned and is being implemented. Learn how this project has transformed the Centre's culture into that of support, collaboration, contribution, and growth mindset.

You will also be presented with a brief showcase of the teachers' productions to date.

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**A2 Workshop Title:**

*Growth Mindset as the Foundation for Re-inventing Education OR (and Equity in Education)*

**Speaker:**

Lisa Blackwell - co-founder & president of Mindset Works

**Workshop Description:**

Historical views of intelligence as an innate and fixed attribute have contributed to inequities in education, where traditional structures and practices have systematically limited access and opportunity for many students. This session will discuss how a growth mindset-based approach to teaching and learning can help educators correct the fundamental misunderstandings and misguided approaches that have held many students back from achieving their potential, and clarify the relation between mindsets and social and emotional learning and health. In this interactive session, you will explore how these patterns have influenced both you and your students, and learn effective strategies and techniques for developing an equitable, SEL-based, growth mindset culture in schools and classrooms at the leadership, instructional, and community levels.

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**A3 Workshop Title:**

*Creating, Fostering, and Sustaining Intentional Spaces of Belonging in our Schools*

**Speaker:**

Dr. Andrew B. Campbell - Ontario Institute for Studies in Education, University of Toronto

**Workshop Description: (from website)**

“Belonging is a manifestation of deep connection.” (Biss, 2019).

What are the barriers in our institutions that affect belonging?

How do we move from surviving to thriving in a virtual world?

How do we ensure our school’s culture and climate is one where our students feel a genuine sense of belonging?

What are those inclusionary practices that can ensure we create and foster belonging within our institutions?

In this workshop, we will examine these questions and provide additional tools to create a deeper sense of inclusion and belonging in our schools so that our students, staff and colleagues can truly see themselves reflected in how we offer education and schooling.

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**A4 Workshop Title:**

*When Adversity Becomes Opportunity: Embracing Distance Education During the Covid-19 Pandemic and Beyond*

**Speaker:**

Gloria Longo - Sir Wilfrid Laurier School Board

**Workshop Description:**

The Covid-19 pandemic propelled schools into the uncharted waters of distance education. In a blink of an eye, teachers, school teams, and school boards had to quickly transition to an online world. But what began as a temporary solution in a time of crisis morphed into

something greater. This online experiment led to out-of-the-box thinking and creative solutions. It caused us to re-examine and re-evaluate the status quo to better serve our students and communities. Amidst adversity, opportunities for 21st-century teaching and learning emerged. Education experienced a transformation, one we need to embrace as we look towards the future.

In this candid and engaging workshop, I will provide personal reflections on my experience as a Virtual Campus, junior high school, Social Science teacher. Participants will receive a first-hand account of the challenges, lessons, and successes of my virtual teaching experience. They will leave with ideas and strategies they could implement in their practices as they continue to navigate these new digital times.

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**A5 Workshop Title:**

*Making the Important Measurable, Not the Measurable Important*

**Speaker:**

Joanne McEachen - CEO/Founder of The Learner First

**Workshop Description:**

What really matters to you and your students? Chances are, a lot of what you value about your students and their well-being doesn't feel center stage at all times in their learning. Since school systems prioritize the measured outcomes of learning, a great way to prioritize well-being is to measure it. In this workshop, participants will work with a range of measures designed to prioritize students' well-being, and leave with the capacity to improve learning for all.

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**A6 Workshop Title:**

*Revisiting The Fifth Discipline: The art and practice of the learning organization*

**Speaker:**

Ainsley B. Rose - Thistle Educational Development Inc.

**Workshop Description:**

In 1990 Peter Senge, a first-time author wrote the first of several bestselling books dedicated to understanding our world of education within the context of a learning organization. He proposes there are five essential aspects of a learning organization: Systems Thinking; Mental Models; Shared Vision; Team Learning; and Personal Mastery. The purpose of this presentation will be to focus on Personal Mastery and the relationship to Reflective Practice as the key ingredient leaders need to develop to build an effective learning organization. Ainsley will also introduce his current work on Leadership Influence as the first step in Reflective Practice as part of this interactive session.

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**A7 Workshop Title:**

*Reflecting on practice through interdisciplinary PBL and student-directed STEM inquiry - Secondary*

**Speaker:**

Dawn Wiseman - Bishops University

with Limin Jao - McGill University, Amy Allison, Christianne Loupelle, Laura Quilty, & Adriana Ruffini - Trafalgar School

**Workshop Description:**

We are a team of teacher and university researchers who have come together over the last 5 years through exploration of problem-based learning and student directed STEM inquiry in Secondary Cycle 1. In this presentation we will provide an overview of how the work began and has developed, the challenges we have faced, and the outcomes we are seeing for students and teachers. We will focus on how we have leveraged interdisciplinarity to create partnerships across Cycle 1 subject areas, and how the project has led to deep reflection and change in practice for participants. Finally, we will demonstrate how such projects-even in very open-ended formats-map to the QEP in terms of its requirements. Break out conversations and hands-on/minds-on thinking will be included.

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<b>Workshops B: 1:30 - 2:30</b>
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**B1 Workshop Title:**

*Disrupting Deficit Thinking in Schools*

**Speaker:**

Dr. Andrew B. Campbell - Ontario Institute for Studies in Education, University of Toronto

**Workshop Description:**

There is a persistence of low expectation and deficit mentality that is evidenced in many classrooms. These deficit ideologies, attitude, and practices not only impacts student identify and sense of belonging but influence how educators engage with them in the school. It affects what they are offered and the opportunities they are afforded. The face of Ontario the classrooms have changed in many parts, but many educators are still lagging beyond in their quest to be truly inclusive. Many laments they do not have the tools, some have the tools but refused to engage in inclusivity practices and pedagogy, and others continue to demonstrate an attitude of bias and prejudice that place them at the lower end of the cultural competence continuum. This presentation seeks to challenge educational leaders to engage in authentic reflection, that allows them to examine who they are, unpack their power and privilege, articulate how they should be using that power and privilege to disrupt and dismantle the increasing deficit mentality that is seen in so many of our schools. Weiner (2006) notes that as educators we must examine deficit explanation critically, which will then illuminate possibilities and strategies that will focus on students strengths.

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**B2 Workshop Title:**

*What Working with Students Struggling with Addiction Taught Me About Teaching & Reaching All Students - Secondary/Post-Sec*

**Speaker:**

James Gore - Sir Wilfrid Laurier School Board

**Workshop Description:**

It's surprisingly easy for a student to fall through the cracks. During my time as a teacher at a drug treatment facility, I worked with students with a wide range of issues who were down to their final chance. Even though therapy came first, we still needed to get our students ready for their ministry exams. Throughout this workshop, I'll share some of my experiences and discuss strategies and techniques that we used to help you support your struggling and invisible students. We'll explore ideas on how to motivate your students to find meaning in their education and feel welcome in a school environment. We'll also look at how to get students who seem lost, involved in courses like Math, Science, and History, even when they feel that they weren't made for school.

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**B3 Workshop Title:**

*Accompaniment and Creating a Culture of Collective Efficacy : An interview with Dr. Trista Hollweck*

**Speaker:**

Jason Ferris - Lester B. Pearson School Board  
with Dr. Trista Hollweck - LCEEQ

**Workshop Description:**

Hosted by a secondary principal, Jason Ferris (Beurling Academy, LBPSB), lead educator and researcher, Dr. Trista Hollweck, will discuss the context for collaborative professionalism and collective efficacy. The discussion will take into consideration current research on improving English language education in Quebec and research data on professional development and school cultures. In this innovative workshop, the audience will be invited to participate in the panel discussion with questions and comments through the host.

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**B4 Workshop Title:**

*Establishing a Culture of Feedback in a Hybrid Teaching Model, Elementary*

**Speaker:**

Stephanie MacKinnon, QAIS  
with Caroline Bouchard, QAIS

**Workshop Description:**

Feedback is one of the most powerful teaching tools, but it is not always applied effectively because teachers lack an understanding of how to implement quality feedback. Establishing a classroom culture of feedback, in which teachers and students participate in a feedback loop to enhance their learning and teaching, is essential for successful implementation. Providing quality feedback is even more important in an online teaching environment because face-to-face interaction is limited. For this reason, teachers must choose their digital tools with a clear intention to promote and enhance the delivery of feedback in their online learning environment. We will share our experiences teaching online, in-person, and in a hybrid model. The tools and strategies selected for this session aim to be easy-to-use while remaining flexible to a variety of elementary level learning environments (i.e. regular classroom, one-on-one instruction, synchronous and asynchronous online teaching).

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**B5 Workshop Title:**

*Authentic Mixed Method Assessment*

**Speaker:**

Joanne McEachen - CEO/Founder of The Learner First

**Workshop Description:**

How do you know whether students' learning is positively impacting their well-being? The answer is in the *evidence*. Authentic mixed-method assessment (AMMA) is the process of gathering the full range of evidence, both qualitative and quantitative, required to understand levels of progress or development. Through a deep dive into evidence of learning and well-being, participants will learn how to gather, every day, information that will help make their students' lives better.

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**B6 Workshop Title:**

*A Next Generation Model of Equity, Pedagogy and School Transformation*

**Speaker:**

Shane Safir - Author, Educator & Innovator

**Workshop Description:**

Street data is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. Street data is asset based, building on culturally responsive education by focusing on what's right in our students, schools, and communities instead of seeking out what's wrong. Street data embodies an ethos and a change methodology that will transform how we analyze, diagnose, and assess everything from student learning to district improvement to policy. In this session, author Shane Safir will lay out this transformational model, which will help you shift your focus from satellite-level data (test scores and other metrics) to real-time, on-the-ground stories, experiences, and artifacts.

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**Afternoon Plenary: 2:45 - 3:45**

**P2 - Keynote Title:**

*Meeting the Moment with Fearless Inquiry: Using Questions to Design a Relevant, Just, and Sustainable Path Forward*

**Speaker:**

Will Richardson & Homa Tavangar - Big Questions Institute

**Keynote Description:**

Educators face an epic design challenge. Amidst a global pandemic, worldwide racial and social reckoning, an infodemic, and impending climate catastrophe, we must confront the truth that schools have contributed to the dysfunctions and also have the potential to be part of the solution.

As unsettling as these contexts are, the crises also present an opportunity -- to decide what is worth carrying through the post-pandemic portal, and what we will leave behind. Students deserve adults who will confront the present and future with radical honesty, radical empathy, and fearless inquiry -- a willingness to interrogate the core of current systems and practices. As educators we need to develop new structures and skill sets that center individual and community well-being, equity, and the new literacies for addressing the confounding problems of our time. This keynote will develop your abilities to make sense of what has changed and help you take concrete steps to begin a process for reinvention - using questions as a guide forward.

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**Tuesday February 8, 2021**

**Morning Plenary: 9:00 - 10:00**

**P3 - Keynote Title:**

*Teach Boldly: A New Approach for the Future of Education*

**Speaker:**

Dr. Jennifer Williams - Educator, Author & Activist

**Keynote Description:**

“At the heart of innovation and social good are purpose, empathy, and a strong desire to make a positive difference in the lives of people.” Join education activist, global educator, and author Dr. Jennifer Williams for this session offered for classrooms ready to activate positive change through innovative practices, meaningful use of technology, and social action. Together, we will examine ways to incorporate social good projects in classrooms and will dive into topics of asset-based community development and designing inclusive and responsive classrooms, both online and in-person. Participants will leave with ready-to-go action plans to teach boldly and with questions to consider in preparing for multiple futures and new shifts in education.

## Workshops C : 10:30 - 11:45

**C1 Workshop Title:**

*Why Classroom-Based Activity is Critical in the Post-Pandemic Era*

**Speaker:**

Michael Kuczala - Author, Innovative Professional Developer

**Workshop Description:**

The Covid-19 pandemic has had a negative impact on physical activity. This decrease in physical activity has also been associated with poorer perceived physical and mental health, weight gain and decreased sleep. The research also remains clear regarding the numerous benefits of physical activity in classrooms as part of the teaching and learning process. This combination of factors means it has never been more important to maintain and/or implement physical activity as part of the classroom experience which can both reduce stress and improve motivation in students. Not only will this session explore the relationship between classroom-based physical activity and academic achievement but also provide a framework for using physical activity thoughtfully and purposefully to prepare the brain to learn, provide brain breaks, support exercise and fitness, create class cohesion, review content and teach content.

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**C2 Workshop Title:**

*The Future of Work*

**Speaker:**

Rachael Mann - Author, Educator & Futurist Thinker

**Workshop Description:**

Forecasters predict that over the next decade, waves of exponential technology advances will eclipse decades of breakthroughs in both scale and impact. This breakout session will explore some of the Metatrends that will revolutionize industries that we are young people to enter. AI-aided education, digitized goods and services, demonetized tech, the smart economy and more will continue to transform the way we live. Attend this breakout session to explore how we can ensure that we stay ahead of these trends instead of catching up.

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**C3 Workshop Title:**

*Designing for the Future*

**Speaker:**

Laura McBain - co-director of the K12 lab at the Stanford d.school

**Workshop Description:**

What might the world look like in a few years? How could those changes permeate our education system? How do we shape the education system to ensure a more equitable future for each child? These questions, among others, are part of an ongoing exploration the K12 Lab

is navigating that explore questions at the intersection of design and futures thinking.

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**C4 Workshop Title:**

*In support of cross-disciplinary peer partnerships to foster reflection, professional development and support - Sec/Post-sec/Adult*

**Speaker:**

Andrea Nouvet, Champlain College  
with Stefanie Dunn, Champlain College

**Workshop Description:**

We are two colleagues who teach in the Social Science program at the college level who have come together to share our reflections on what it means to assess student learning. The global pandemic pushed us online for over a year and despite the chaos it created for many teachers and students, we found an opportunity to think deeply about our profession and the role of college education in society. Diving into pedagogical ideas around formative and summative assessment, unlearning, and equitable evaluation and expectations, provided us with a rich environment in which to exchange and support each other's reflection and pedagogical expansion. What we will present is a chronicle of how we developed a peer-mentoring lifeline via our professional training, interests and experiences to stimulate reflection and provide support to each other while teaching in different disciplinary domains and departments

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**C5 Workshop Title:**

*Deep Dive: Post-Pandemic Strategic Design for Schools*

**Speakers:**

Will Richardson & Homa Tavangar - Big Questions Institute

**Workshop Description:**

Building on the themes of Will and Homa's keynote, as well as insights from honest engagement with education leaders throughout Quebec, this session offers a deeper dive into the process of strategic design for schools in the post-pandemic world. Given the urgent challenges we are now confronted with, we'll look at an effective frame for moving forward with hope and optimism into the future. We'll interrogate three BIG questions:

- Who are we now given the tumult since March 2020?
- What must we decide to shed from our systems and practices in this moment?
- What must we aspire to become as schools and as communities committed to providing a relevant preparation for the children we serve?

Highly interactive and provocative, this session will leave you with specific starting points and tools for the important journey ahead.

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**C6 Workshop Title:**

*Creating Purpose-Driven Edtech Projects in the K-12 Classroom*

**Speaker:**

Dr. Jennifer Williams - Educator, Author & Activist

**Workshop Description:**

Looking for ways to inspire your students to become instruments of positive change as storytellers and global citizens? Join for this inspired session to discover how to fuel the collaborative classroom and empower every student to advocate, innovate, and campaign. Come curate ideas as Dr. Jennifer Williams, author of *Teach Boldly: Using Edtech for Social Good*, shares free programs, tech tools and apps, and technology-infused initiatives that develop global competencies, inquiry, and problem-solving. In developing a plan to support your students to share their stories with the world, you can begin to consider practices that will enable students to act as illustrators of the human experience with connections to literacy, technology, humanities, science, and the arts.

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<b>Workshops D: 1:00 - 2:00</b>
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**D1 Workshop Title:**

*Going the Extra Smile*

**Speaker:**

Allison Holmes, Elmwood Elementary

**Workshop Description:**

When was the last time you thanked someone - or was thanked yourself - for going the extra (s)mile? During an extremely difficult year, it has been hard enough finding reasons to smile, never mind going the extra mile. Yet that is what our students need from us and what we need from them. When tension and worry are reduced, learning engagement and attainment is increased.

Some teachers find it challenging to create authentic connections with their students. Especially following a period of extended on-line learning that's led to fears of emotional, social, and academic regression and loss, students and teachers alike will need to establish quick connections to regain what was lost. Students spend most of their waking hours at school and are most motivated and successful when they feel a genuine connection with their teachers. It doesn't matter what students like; what matters is that students know that they are liked and known by their teachers. My most challenging students have shown their greatest growth when they know I pay attention to who they are as individuals, not just as students.

With fears of an impending youth mental health crisis, I want other teachers to know how they can make a difference without formal counselling training. And with youth mental health predicted to be at its lowest point in generations and a generation of teachers also facing unprecedented challenges, this workshop will target how teachers can support students while also supporting their own mental health. Teachers can do more than refer students to experts. Teachers are often a youth's first point of contact when their lives feel out of control and sending them to speak with a nurse or counsellor they may not know or trust is likely to be met with reluctance. At the same time, most teachers are not counsellors and cannot - nor should they - attempt to counsel children and adolescents. But there is a place in the middle where teachers create safe spaces that encourage the sharing of emotions and concerns and where these experiences and feelings can be supported through relevant activities and practices.

Going the extra (s)mile is both a literal and figurative approach to preventatively reducing tension and worry, which allows a student's brain to remain open to and engaged in learning.

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**D2 Workshop Title:**

*Principal Reconciliation: An Administrators' toolkit to navigate reconciliation activities, indigenous education & awareness*

**Speaker:**

Curran Jacobs - Association of Administrators of English Schools of Quebec (AAESQ) & NFSB

**Workshop Description:**

This session provides an overview of what truth and reconciliation can look like in schools, highlighting the role of administrators and the promotion of inclusive educational practices. Through a discussion based workshop, administrators will begin to build their network and capacities for engaging staff in reconciliation activities, supporting the integration of Indigenous perspectives in all parts of the school or centre.

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**D3 Workshop Title:**

*New Literacies for Leaders*

**Speaker:**

Laura McBain - co-director of the K12 lab at the Stanford d.school

**Workshop Description:**

The response to the COVID-19 pandemic has disrupted the way we live, work, and connect. Protests across the country and the devastating loss of more Black lives and those who have suffered from systemic oppression - reminds us that the decisions we make now as leaders in our school systems will have a long-lasting effect. These moments remind us that we need to move beyond feeling prepared for the future but instead be equipped to shape the futures of our communities. This means acting and thinking like futurists who leverage long-term thinking, contextual intelligence and multiple perspectives to envision, prototype and build toward possible and preferable futures.

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**D4 Workshop Title:**

*Personalized Learning Network Project*

**Speaker:**

Gabriel Rshaid - co-founder and Director of The Learnerspace

**Workshop Description:**

Personalized learning, creativity, design thinking, collaboration and project development are considered to be some of the most important trends in education for the present and future. The Personalized Learning Network project hosts a space for students to tap into their interests and passions, explore an advanced curriculum, and channel their learning and awareness into the development of global projects online with their peers from all over the world. The session will explore some of the tenets of personalized learning and project development, as well as a step-by-step sequence on how to develop an online hub that allows

for students to globally interact with each other and apply principles of communities of innovation for a relevant application of technology to global projects.

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**D5 Workshop Title:**

*Teacher-Mentor Program*

**Speaker:**

Claudine Turnbull, Lester B. Pearson School Board  
with Samar Abboud, LBPSB

**Workshop Description:**

As of the 2019-2020 school year, every student registered in a program at GRBA is assigned a teacher-mentor. This initiative supports our Educational Project's objectives of improving graduation and retention rates, as well as increasing students' sense of belonging and connection.

The teacher-mentor is an integral part of each student's teacher-team. The mentor has a global view of the students' academic progress and is the link with the students' multiple teachers. By having the "big picture", a student is less likely to fall through the cracks. The mentor can help the student to determine short and long-term goals and support them with strategies to deal with diverse challenges as they come up.

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**D6 Workshop Title:**

*The Sustainable Classroom: Building for a Better Future with the SDGs.*

**Speaker:**

Dr. Jennifer Williams - Educator, Author & Activist

**Workshop Description:**

In 2015, the world came together to create an ambitious plan to change the future for the planet and its people. The UN Agenda for Sustainable Development with its 17 Sustainable Development Goals (SDGs) provides a roadmap to achieve a more peaceful, healthy, and sustainable world by the year 2030. Today, there is a global movement of educators and schools working to bring these Goals to classrooms--to empower the voices and passions of students, to connect classrooms to each other and to communities, and to inspire positive change through action. Join for this workshop session to discover ways to connect with an international community of teachers, organizations, and changemakers committed to environmental justice, social inclusion, and shared humanity. Topics for exploration will include:

- Building the Sustainable Classroom
- Designing learning experiences for social impact
- Creating opportunity through partnership and community connections

Innovations in teaching and learning will be presented with lines of connection drawn to current trends in education, including education technology, creativity, student voice, maker education, and design-thinking and inquiry. Come ready to organize a plan, and get set to put ideas into practice.

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## Closing Plenary: 2:15 - 3:15

**P4 - Keynote Title:**

*Prepare for Impact*

**Speaker:**

Rachael Mann - Author, Educator & Futurist Thinker

**Keynote Description:**

As the global pandemic reshapes the future, how do we prepare young people for the unknown? We live and work in a rapidly changing world and it's clear that much of what worked in education in the past won't suffice in the future. In addition to making changes to technology, how do we use this newfound momentum to challenge conventional practices and ideas around education? Let's tear down the many outdated ways of educating and replace them with approaches designed for now and beyond.