



British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create Play Imagine Wonder Explore



BCPTA Primary Leadership Conference – October 21, 2016

Vancouver Island Conference Centre – 101 Gordon Street – Nanaimo BC

“Inspiring Stories”

Keynote Speaker Faye Brownlie

Faye Brownlie, one of B.C., most sought after literacy and learning experts, believes that all educators must be leaders of learning ... classroom teachers, specialist teachers, administrators, district staff. She believes that it is our common goal to work together to support the best learning possible for all learners. In Faye’s Keynote Address she will inspire you as ‘Leaders of Learning’

“Leaders of Learning: BC stories of inspiration, change, and challenge”

These are exciting professional times!

As teachers, we have been honing our craft of leading learning by keeping our eyes and ears attached to our children, our colleagues, research on learning and now our redesigned curriculum.

We have learned that we are better together and that together we can make a significant difference in the lives of

all our children. I am in a position of privilege as I travel the province and witness learning at work.

As professionals, we continue to examine our teaching through the lens of ‘What’s working? What’s not? What’s next?’

In this keynote, I am thrilled to share BC stories of teachers who have taken up the challenge, reflected collaboratively on their practice, taken risks with new strategies and structures, and seen increased growth in their children.

Making Changes • Meeting Challenges • Assessing Outcomes

The 2016 BCPTA Primary Leadership Conference is your opportunity as ‘Leaders of Learning’ to increase your understanding of the redesigned curriculum in support of

how to teach content through the competencies in integrated, meaningful and connected ways

Join us in Nanaimo on October 21 for the 2016 BC Professional Development Day!



BCPTA CONFERENCE SCHEDULE – OCTOBER 21, 2016

Friday October 21, 2016

Scheduled Activities Throughout the Day

Between 7:00 am – 8:15 am:	Buffet Breakfast & Seating in Ballroom
1 hour 30 Minutes:	Keynote Address in Ballroom
90 Minutes:	Breakout Sessions S1, S2, S3 – Session Rooms
30 Minutes:	AM Nutrition Break
45 Minutes:	Lunch Break: Buffet Service & Seating in Ballrooms
15 Minutes:	PM Cold Beverage Break & Move to Session S3

7:00 am – 8:15 am	Registration Opens Exhibits Open : Remain Open until 4:30 pm Breakfast Buffet and Seating in Ballroom Entertainment: Student Work Photo Loop
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Remain Seated in Ballroom for Conference Opening and Keynote

8:15 am – 8:30 am	Conference Opening	(15 minutes)
8:30 am – 10:00 am	Keynote Address	(1 hour 30 minutes)
10:00 am – 10:30 am	AM Nutrition Break	(30 minutes)
10:30 am – 12:00 N	Breakout Session S1	(90 minutes)
12:00 N – 12:45 pm	Lunch Break	(45 minutes)

Lunch Buffet Service & Seating located in Ballrooms

- Menu items are suitable for vegetarians and most dietary concerns
- Servers will assist with **Special Dietary Requests received in advance**

12:45 – 2:15 pm	Breakout Session S2	(90 minutes)
2:15 pm – 2:30 pm	PM Cold Beverages Move to Next Session	(15 minutes)
2:30 pm – 4:00 pm	Breakout Session S3	(90 minutes)
4:00 pm – 4:30 pm	Exhibits Close / Move Out	
4:30 pm – 6:00 pm	AGM of the BCPTA – Attendance Welcome	

PRESENTATION CHOICES: S1/ S2 / S3

S1: 10:30 am – 12:00 pm

Michelle Hikada

Inquiry in the Primary Classroom

(Inquiry - based Approaches to Teaching are a Focal Part of the Redesigned Curriculum to Guide Big Thinking and Learning in Primary – Gr. 1-3)

S2: 12:45 pm – 2:15 pm

Michelle Hikada

Repeating Session S1

S3: 2:30 pm – 4:00 pm

Louesa Byrne

Playful Math

(Approach to K Math Using Reggio Inspired Math Centers, Playful Routines, Exploration)

Colleen Politano

Teaching Kids About Self Regulation Anxiety, What is it? What Can We Do? What Can They Do?

Louesa Byrne

Story Workshop:

(Capturing Language Through Storytelling and Support Development in the Core Competencies)

Colleen Politano

Helping Students Deal with Stress, Manage Anger and Build Confidence

Jennifer Barker & Lisa Schwartz

Using Picture Books to Engage Students In Literacy & Math Activities

(Integrating Curricular Areas)

Sandra Ball

How Do We Know What Our Students Understand?

(Practices of Formative Assessment, Weaving the Elements of Learning and Content Together, Blending Curricular Competencies & Content to Create Learning Standards)

Sandra Ball

Repeating Session S2

Margaret Cavin & Raegan Sawka

Weaving Traditional Knowledge with the New Curriculum

The Presenters will share new learning experiences that resulted from weaving together Aboriginal Content and the New Curriculum)

Margaret Cavin & Margaret Sawka

Repeating Session S1

Jillian Wilson

Let's Make Learning Come Alive! (PE)

(Movement and Games to Enhance Learning Across the Curriculum)

Jillian Wilson

Repeating Session S1

Karen Lirenman

S2: Coding in a K-3 Classroom

Karen Lirenman

Repeating Session S2

Jocelyn Reeves

a+b+c = Children's Well-being

(Ways of Enhancing Teacher-Student and Student-Student Relationships will be explored Including Practical Suggestions to Support Teachers)

Jocelyn Reeves

Repeating Session S1

Lisa Schwartz

Picture Books, Oral Language & Creative Thinking Competencies

David Perun & Sarah Fitzgibbon

Exciting Art Techniques for the Artist and Non Artist Instructor: Jumping Off Points for Creating Art

David Perun & Sarah Fitzgibbon

Repeating Session S1

Lisa Watson & Sasha Zekulin

Balanced Literacy Program K-3

(Connecting Oral Language, Word Work, Reading and Writing)

Lisa Watson & Sasha Zekulin

Supporting a Balanced Writing Program K-3

(Incorporate a Variety of Writing Activities in your Literacy Block)

Lisa Watson & Sasha Zekulin

Comprehensive Literacy

(An Overview of the Redesigned Curriculum Through the Lense of Literacy)

Brian Herrin

Make Primary Science = Four Years of Excitement - Repeating Session S1

Brian Herrin

Trevor Calkins

Setting the Stage for Early Learning Using the Redesigned BC Curriculum

(Trevor will include issues of Aboriginal Education and Struggling Students and Build A Way to Teach Math in an Integrated Way)

Trevor Calkins

Strategies for Learning Basic Facts and Developing Number Sense

Susan Crichton

How Do I Teach the New ADST Curriculum? (Double Session – See p. 4) Part 1

Susan Crichton

Part 2

Details for the Double Session by Susan Crichton

“Applied Design, Skills and Technology Curriculum” replaces the previous “Applied Skills”

The ADST curriculum builds on Students’ natural curiosity, inventiveness and desire to create and work in practical ways harnessing the power of ‘learning by doing.’ Students will grow in their ability to use design thinking to gain an understanding of how to apply their skills to problem finding and solving using appropriate technologies.

- Opportunities to develop the new curricular competencies will be provided
- Student learning will be communicated in the context of existing curricular areas
- K-3 Students will develop foundational skills through exploratory and purposeful play

*** S2: (12:45 pm – 2:15 pm) - will be presented in Session S2**

*** S3: (2:30 pm – 4:00 pm) - Part 2 will be presented in Session S3**

*** For an Introduction to the New ADST Curriculum and Participation in the Hands On Activities you are advised to preregister for this presentation in Session S2 and in S3**

How Do I Teach the New ADST Curriculum? Design Thinking, Making and Tinkering

Part 1

S2 – 12:45 pm – 2:15 pm

***Hands on Experience with Design
Thinking and Making***

Part 2

S3 – 2:30 pm – 4:00 pm

***Creating Design Challenges & ADST
Activities Appropriate for Primary
Education***

SUSAN CRICHTON

Bio: Susan Crichton is the Director of the Faculty of Education at the University of British Columbia’s Okanagan Campus and the founding director of the Innovative Learning Centre.

She teaches in both the Bachelor of Education and graduate programs, focusing on Trades and Technology, new media, the Maker Movement, and appropriate technologies.

Her research explores the thoughtful design and development of learning environments to enable quality teaching and learning, especially those in challenging contexts.

She is an early adopter of simple digital approaches for qualitative research to honour and enable participant voice

IMPORTANT INFORMATION RE ONLINE PREREGISTRATION

1. Confirmation of Preregistration and Receipt for Payment

- * You will receive confirmation online when you preregister for sessions
- * Print your receipt and bring it to the conference as your Preregistration ID

2. Online Session Changes – A Fee is charged to the BCPTA for Session Changes

- * Please avoid the cost of session changes to the BCPTA which are not budgeted for or included in your conference fees
- * The BCPTA discourages requests for session changes after you preregister
- * Sessions are listed as FULL once preregistration is at the total capacity attendance accepted and prepared for by the presenters

3. Onsite Requests for Session Changes

- * Name Tags will have a personal list of sessions each registrant is preregistered for
- * Onsite requests for session changes cannot be guaranteed

4. BCPTA Policy re Cancellation and Refund Requests

- * Requests must be received by the registrar prior to Monday October 17, 2016
- By Email: Trish Hands: trish-hands@hotmail.com or
- By Mail: Trish Hands, 6885 Vedder Road, Chilliwack BC, V2R 4E1

5. Approved Cancellations / Amount of Refund

- * If received before October 17 and approved
- A \$30 Administration Fee will be withheld
- The BCPTA Membership or Subscription will not be reimbursed
- * Refund Total Calculation:
- Preregistration Fee paid minus \$30 / Minus the BCPTA Membership or Subscription

6. Refunds Do Not Apply in the Following Circumstances

- * For requests received after the October 17 deadline
- * Absentees and No Shows
- * Requests due to unforeseen circumstances beyond the control of the BCPTA

SESSION S1 – 10:30 AM – 12:00 NOON

JENNIFER BARKER & LISA SCHWARTZ

S1: Using Picture Books to Engage Students in Literacy and Math Activities

The redesigned curriculum has teachers wanting to work smarter, not harder. Many teachers are asking themselves how they might be able to integrate different curricular areas such as math and literacy. In this session, Lisa and Jen will share numerous strategies that will allow teachers to use a single picture book for multiple lessons that support the development of numeracy and literacy knowledge in engaging and hands-on ways.

Bio: Jennifer Barker - This will be Jennifer Barker's second year as an Early Numeracy Teacher and the Changing Results for Young Mathematicians Advocate in the Surrey School District. Prior to this, she taught Grades K – 5 in the Richmond School District for sixteen years. She is a passionate educator who believes mathematics should be engaging, meaningful and promote deep conceptual thinking!

Bio: Lisa Schwartz has been teacher consultant with the Richmond School District (SD 38) for four years. Prior to taking on the role as consultant, she taught Grade K-5 for fifteen years. Lisa is passionate about early literacy, reading instruction and success for all students. In the past three years, Lisa has presented her ideas and experiences in workshops throughout British Columbia.

MARGARET CAVIN & RAEGAN SAWKA

S1: Weaving Traditional Knowledge with the New Curriculum (Repeated in Session S2)

This interactive workshop mirrors the cross-curricular learning that took place in our grade 3 classroom. The classroom teacher and Aboriginal Education Helping Teacher wove together Aboriginal content and the new curriculum creating a number of learning experiences that recognize and reflect the traditional knowledge and place in which we live. This was done through story-telling, drama, and poetry based on the traditional local teaching stories and a number of activities centered around local cultural artifacts and seasonal activities. The goal is to have participants leave with ideas for how they can adapt this unit to be used with their own students.

Bio: Margaret Cavin has been teaching for over 25 years in Prince Rupert at the K-5 level both in the classroom and as part of an oral language development program. She has enjoyed working with many teachers in many subject areas in the past to create cross-curricular units. Her latest project has been to work with the Aboriginal Education Helping Teacher in her district to create a new unit that combines local Aboriginal culture with the new curriculum.

Bio: Raegan Sawka is an experienced secondary science teacher from Prince Rupert, BC, with a background in special education and curriculum design. She has been involved with the LUCID research partnership for the past 10 years. Raegan is currently a resource teacher in SD#52 Aboriginal Education Department. Her area of interest is *First Peoples Principles of Learning* - weaving traditional and contemporary perspectives into the curriculum. Margaret and Raegan will co-present this workshop. Thank you to the educators in Prince Rupert who spent many hours this past year collaborating and working with students to prepare this 'new workshop' for presentation at the 2016 BCPTA conference.

MICHELLE HIKADA

S1: Inquiry in the Primary Classroom (Repeated in Session S2)

Inquiry-based approaches to teaching and learning are a focal part of the redesigned curriculum. Are you wondering what inquiry looks like in the primary class? Come and see examples of ways to use student and teacher generated inquiry questions to guide big thinking and learning with children in grades 1-3.

Bio: Michelle Hikada is a primary teacher who is passionate about fostering a love of learning and big thinking. She has taught in Richmond for 18 years and is currently teaching a grade 2/3 class.

COLLEEN POLITANO

S1: Teaching Kids About Self Regulation:

What is it? What Can We Do? What Can They Do?

Colleen will show you quick, engaging activities to help your students understand what self regulation is. She will share basic and new possibilities for making our classrooms more 'self regulation friendly.' She will demonstrate a wealth of ideas you can show all students so they can use what they have learned to be calm, alert, focussed and engaged. Come ready to participate, laugh, learn and leave with ideas you can use right away.

Bio: Colleen Politano is known for sharing a wealth of ideas that are PRACTICAL and POSSIBLE. Participants appreciate her sense of humor and sensible, realistic approach. She is an experienced teacher and presenter. The co-author of 15 professional books for teachers, her enthusiastic approach to teaching is contagious and you will leave with a multitude of easy to use ideas to make your life easier and help your students do and be their best.

JILLIAN WILSON

S1: Let's Make Learning Come Alive! (Repeated in Session S2)

Learning is doing. What better place to learn than in the gym or outside! Movement can help our students' synthesize and solidify the information being presented in the classroom. [Come join Jill and discover fun, engaging ways to incorporate math, science and language arts into your physical education plan.](#) This session will focus on how to use cooperative games and dynamic movement to enhance learning across all subjects. Bring comfortable shoes, water and a positive attitude!

Bio: Jill Wilson believes in teaching to the whole child and using a variety of teaching methods to make learning accessible for all students. Jill strives to foster a growth mindset in her teaching practices to promote a community of life-long learners. Jillian Wilson graduated with the Dean of Education Award from the University of British Columbia in 2015. She has a strong commitment to living and promoting a healthy active lifestyle. Jill coaches marathon clinics for LadySport Athletic and is a Schwinn certified spin instructor. Before becoming a teacher Jill worked for 3 years as a behavior interventionist and was the volunteer coordinator for the Kelowna Therapeutic Riding Association. She is currently employed as a TTOC in the Richmond School District.

JOCELYN REEVES

S1: a + b + c = Children's Well-being (Repeated in Session S2)

This interactive workshop focuses on relational pedagogy; a way of teaching that emphasizes the importance of relationships in developing a sense of autonomy, belonging and competence in children so as to support their healthy social, emotional and academic development. Theoretical underpinnings of relational pedagogy and ways of enhancing teacher-student and student-student relationships are explored, including practical suggestions to support teachers in creating classroom contexts where autonomy, belonging and competence can grow and thrive.

Bio: Jocelyn Reeves - I have had the privilege of being an educator for more than 30 years with teaching and counselling experience in general and special education in public, private and alternate school settings as well as university settings. I have a master's degree in Counselling Psychology from UBC, and a PhD in Educational Psychology from SFU.

I have worked in a number of school districts including Toronto, Langley, Burnaby and most recently Coquitlam, where in 2007 I helped establish an alternate school for youth with internalizing mental health issues before assuming a faculty associate position in SFU's Professional Development Program.

Presently I am working in a student services capacity with the Coquitlam School District. As well, I am a Registered Clinical Counsellor and teach an early childhood education course in the Faculty of Education at SFU. My professional interests are in the area of social-emotional development and mental health of children and professional development of pre-service and in-service teachers that supports the social emotional well-being of children in the educational system.

DAVID PERUN & SARAH FITZGIBBON

S1: Exciting Art Techniques for the Artist and Non Artist Instructor **“Jumping Off Points for Creating Art” (Repeated in Session S2)**

- Paint and gravity
Pour Painting with Acrylics on various surfaces Canvas, wood, rocks... even Pumpkins.
- Paper & liquid Tension
Ink and food colour both wet and dry on Watercolour Paper.
Explosions of colour
- Fresco on the Fly
Drywall Plaster, acrylic and watercolour on plywood
Capturing the stroke of the brush and creating a variety of tones just like the Masters.
- Photo Portrait Paintings
Put the artist in the painting.
The art of the story and creating fantasy dream worlds.
- Abstract landscape Collages
Cut and paste on Watercolour Paper
Create Rich, colourful, intricate and unique textures, all in the same painting.

The Goal is to excite and inspire the artist in all of us through the use of unconventional art materials using simple techniques.

Bio: David Perun's involvement in the arts began over 35 years ago in Toronto, when he worked creating props for the live operatic production of “Ra” by Canadian composer Murray Schaeffer. David’s art training includes a BFA from the University of Quebec in Montreal, with a major in sculpture. David continues to work as a Property Master in film production in Vancouver where he has helped to design and provide props for over 40 feature film and television productions.

David with his wife Audrey and daughter Sophia moved to Powell River and opened Skylight Art Studio in 2009. Skylight offers art instruction to both children and adults in a variety of mediums including paint, clay, mixed media and digital art. Skylight has and continues to provide both in studio and in school art programs to all of the public and private schools in the Powell River area.

Bio: Sarah Fitzgibbon has been with Skylight from its start and is currently the lead instructor and program manager for Skylight. Sarah has a BFA from the University of ACAD Alberta College of Art And Design with a focus on glass blowing and mixed media.

LISA WATSON & SASHA ZEKULIN

S1: Balanced Literacy Program K-3

This session will provide educators with an overview of how to build a strong, comprehensive literacy program that provides flexible support for literacy learners. We will share examples of language and literacy activities that foster language development for all primary literacy learners in the classroom setting. **Woven throughout the session will be suggestions to explicitly connect oral language, word work, reading and writing.**

Bio: Lisa Watson was a classroom teacher with the Vancouver School Board for 10 years, before becoming an Assistive Technology Consultant for SET-BC. In January 2014, Lisa teamed up with her current consulting partner, Sasha, to launch POPEI (Provincial Outreach Program for Early Intervention). Since then, Lisa has enjoyed partnering with BC school districts to help provide literacy instruction and intervention resources to K-3 educators across the province.

Bio: Sasha Zekulin began her teaching career over 15 years ago as a primary classroom teacher and then as an Education Technology Consultant in Calgary, Alberta and throughout Western Canada. Sasha has been a Consultant with BC's newest Provincial Outreach Program (POPEI) since its inception in January, 2014; along with her partner in collaboration, Lisa Watson. Through the program's model of capacity building for educators, Sasha is able to share her passion for effective literacy instruction, and helping K-3 teachers with early literacy intervention.

BRIAN HERRIN

S1: Make Primary Science = Four Years of Excitement (Repeated in Session S2)

In this session Brian will present some activities and ways that you can develop and deliver a strong science program that will be fun for all - especially you! Come ready to explore some phenomena that really catch students' imaginations and interests. Send them home with things to do, experiences to talk about and, best of all, the beginnings of a love affair with all things natural. There will be a Primer of Elementary Science handout and lots of suggestions for things you can do to create a comfortable setting for students of all abilities. You might be amazed at what your charges will show you when they are loosed upon the world with understandings and passion. Questions anyone?

Bio: Brian Herrin is a retired elementary teacher who began as a secondary Biology teacher and finished his career in a preschool. He has co-authored two text books in elementary science and spoken at many conferences in BC, some in Alberta and one in Saskatchewan. He is a passionate environmental educator who brought the outdoors into his classroom as well as ensuring that his students were often outdoors. He still supervises student teachers in their final practica for SFU and loves to volunteer in primary classrooms because it's really pleasant to work with students who think he knows something.

TREVOR CALKINS

S1: Setting the Stage for Early Learning Using the New B.C. Curriculum

This session will focus on several of the big ideas in the new B.C. Curriculum and how they pertain to Kindergarten and Grade 1 learners as they get ready to learn their facts. Composing and decomposing numbers visually are a key strategy and help set the stage so that students learn to identify patterns that help them make generalizations that transfer later to multidigit operations. Learn how decomposing 7 will help students use strategies to do $62 - 27$. 'Games' and the 'How Many Ways' activity will be presented as two tools for meeting the diversity needs in a 21st century classroom. This will be a hands on active workshop.

Trevor will include the issues of aboriginal education and struggling students plus build a way to continue teaching math in an integrated way.

Bio: Trevor Calkins has taught at the high school, primary, intermediate and university level. He has written or co-written twenty manuals/textbooks in his career. Twenty years ago he created the Power of Ten cards and the Power of Ten Teachable Moment/Mastering the Basics System. Trevor has been consulting at the school and district level on their use ever since. He has been a keynote or workshop speaker at primary or early education conferences in all four western provinces.

SESSION S2: 12:45 PM – 2:15 PM

SANDRA BALL

S2: How Do We Know What Our Students Understand? (Repeated in Session S3)

As teachers work with the revised curriculum, students' understanding will emerge from good instructional practices -- guided by the sound principles of formative assessment and on-going communication. Deeper, more transferable learning happens when curricular competencies and content blend together to create Learning Standards. By using developmental continuums, rubrics and performance standards we are able to identify where the students are, where they need to go and how they are going to get there. The six practices of formative assessment will be unpacked to show how our learners are engaged and take ownership of their learning. Communicating Student Learning is an on-going process that enables the students, teachers and parents to make the learning visible. Come and learn how to easily weave the elements of learning together.

Bio: Sandra Ball has taught in the Surrey School District for over 30 years with her major focus on Primary Education, and is currently working as the Inner-City Early Learning Helping Teacher. She believes that all children are capable learners whose strengths, interests and passions need to be nurtured. Over the past five years, she has worked alongside teachers to support 'at promise' students. Along with the classroom experience, she has worked with curriculum and assessment teams to develop the revised curriculum.

MICHELLE HIKADA

S2: Inquiry in the Primary Classroom (Repeating Session S1)

LOUESA BYRNE

S2: Story Workshop

What stories can be found when children are given time to play and explore with engaging materials? How might oral language be captured and honoured?

How might oral story telling support development in the core competencies?

Join Louesa as she shares her experience with "Story Workshop" in the early primary classroom.

Bio: Louesa Byrne is in her eleventh year of teaching in the Richmond School District and has spent the last 7 years in early primary (K, K/1) where she has discovered a passion for early learning. Louesa has a strong image of the child, believing that all children are capable, creative and curious. Louesa has been very inspired by the practices of the preschools in Reggio Emilia, Italy, and seeks to create a learning environment which acts as a "third teacher", creating a space where children feel safe, valued and inspired. Over the last few years Louesa has been focused on incorporating more of the "100 languages" of children into her practice, allowing her students to share their ideas and demonstrate understanding through oral language, loose parts, dramatic play and the fine arts.

MARGARET CAVIN & RAEGAN SAWKA

S2: Weaving Traditional Knowledge with the New Curriculum (Repeating Session S1)

KAREN LIRENMAN

S2: Coding in a K-3 Classroom (Repeated in Session S3)

Coding is the language of today. It teaches perseverance, problem solving, critical thinking, communication and collaboration. What's better yet is that you don't need to be a computer scientist to figure it out. *Come find out how students as young as five are learning to code while exploring BC's core competencies at the same time.* In this session we will explore coding without technology, use apps such as Kodable and Scratch Jr. and play with simple programmable tools for K-3 learners.

Bio: Karen Lirenman is an award winning K-3 teacher who is transforming education by connecting her students with the world using Twitter, blogs, and video conferencing. She has a hands on approach to teaching which includes inquiry, project based, and maker mindset.

Her students have choice in how to learn, show, and share their knowledge.

Karen is an Apple Distinguished Educator and a Google for Education Innovator.

Karen blogs regularly at

www.learningandsharingwithMsL@blogspot.ca <<http://www.learningandsharingwithMsL@blogspot.ca>> .

JOCELYN REEVES

S2: a + b + c = Children's Well-being (Repeating Session S1)

DAVID PERUN & SARAH FITZGIBBON

S2: Exciting Art Techniques for the Artist and Non Artist Instructor "Jumping Off Points for Creating Art" (Repeating Session S1)

LISA WATSON & SASHA ZEKULIN

S2: Supporting a Balanced Writing Program K-3

This session will address the components of a balanced writing program and what it looks like in the classroom, with a focus on providing scaffolded supports for writing to/with/by children. *We will share strategies for how to incorporate a variety of writing activities and genres into your literacy block, and use mentor texts to inspire students' writing.*

BRIAN HERRIN

S2: Make Primary Science = Four Years of Excitement (Repeating Session S1)

TREVOR CALKINS

S2: Strategies for Learning Basic Facts (+, -, x, ÷) and Developing Number Sense

The Big Ideas in the redesigned B.C. curriculum include developing computational fluency but also emphasize understanding how the generalizations that work for learning basic facts transfers to multidigit operations. Problem Posing is a demonstrated way to develop communication skills about 'Strategies' and the 'How Many Ways' activity can be a way to extend students understanding of number.

Trevor will include the issues of aboriginal education and struggling students plus build a way to continue teaching math in an integrated way

SUSAN CRICHTON

How Do I Teach the New ADST Curriculum? DesignThinking, Making and Tinkering?

S2: Part 1: Hands On Experience with Design Thinking and Making

The “Applied Design, Skills and Technology Curriculum” replaces the previous “Applied Skills”

The ADST curriculum builds on Students' natural curiosity, inventiveness and desire to create and work in practical ways harnessing the power of 'learning by doing.'

Students will grow in their ability to use design thinking to gain an understanding of how to apply their skills to problem finding and solving using appropriate technologies.

- Opportunities to develop the new curricular competencies will be provided
- Student learning will be communicated in the context of existing curricular areas
- K-3 Students will develop foundational skills through exploratory and purposeful play

*** This Double Presentation Continues in Session S3**

*** For an Introduction to the New ADST Curriculum and Participation in the Hands On Activities you are advised to preregister for this presentation in Session S2 and in S3**

S3: Part 2 - Creating Design Challenges and ADST Activities Appropriate for Primary Education

Bio: Susan Crichton is the Director of the Faculty of Education at the University of British Columbia's Okanagan Campus and the founding director of the Innovative Learning Centre.

She teaches in both the Bachelor of Education and graduate programs, focusing on Trades and Technology, new media, the Maker Movement, and appropriate technologies. Her research explores the thoughtful design and development of learning environments to enable quality teaching and learning, especially those in challenging contexts. She is an early adopter of simple digital approaches for qualitative research to honour and enable participant voice.

SESSION S3: 2:30 PM – 4:00 PM

SANDRA BALL

S3: How Do We Know What Our Students Understand? (Repeating Session S2)

LOUESA BYRNE

S3: Playful Math

How can a play-based, child-centered classroom support the development and mastery of early numeracy skills and concepts? How can children be encouraged to interact and play with numbers, patterns, shapes and data? Louesa Byrne will share her playful approach to mathematics in the early primary classroom, where she tries to create opportunities for play and “un-covering” of the K and K/1 math curriculum. Louesa will share her approach to planning math in the early learning setting, using a combination of explicit instruction, open ended math explorations, math games and small group teaching.

COLLEEN POLTANO

S3: Possibilities to Help Students Deal With Stress and Anxiety,

Manage Anger and Build Confidence

Colleen will share possibilities to help students deal with ‘tough times’ independently. We know that when kids are highly stressed their learning is jeopardized and 1 or 2 upset people can make it difficult for others to learn. She will show you simple easily incorporated ideas that kids can use to help them deal with stress, anger and anxiety. Colleen will demonstrate ways to help all students build confidence.

JILLIAN WILSON

S3: Let's Make Learning Come Alive! (Repeating Session S1)

KAREN LIRENMAN

S3: Coding in a K-3 Classroom (Repeating Session S2)

LISA ACHWARTZ

S3: Picture Books, Oral Language and Creative Thinking Competency

The core competencies are an essential part of our re-designed BC Curriculum.

Join Lisa to see how picture books can be used to explore the creative thinking competency in your classroom with a focus on the communication competency through oral language. Picture books titles and accompanying activities will be shared along with how they address the facets of the [creative thinking competency](#).

Bio: Lisa Schwartz has been teacher consultant with the Richmond School District (SD 38) for four years. Prior to taking on the role as consultant, she taught Grade K-5 for fifteen years. Lisa is passionate about early literacy, reading instruction and success for all students. In the past three years, Lisa has presented her ideas and experiences in workshops throughout British Columbia.

LISA WATSON & SASHA ZEKULIN

S3: Comprehensive Literacy Instruction & the Redesigned Curriculum K-3

This session will provide an overview of the redesigned curriculum, through the lens of literacy. We will focus on language and literacy activities for primary literacy learners, examine the redesigned Language Arts Curriculum, and explore how it can be integrated into your classroom instruction. We will also look at opportunities for personalized learning, differentiated instruction, and student-centered learning.

SUSAN CRICHTON

How Do I Teach the New ADST Curriculum? Design Thinking, Making and Tinkering?

S3: Part 2 - Creating Design Challenges and ADST Activities Appropriate for Primary Education (Follows Part 1 in Session S2 – See content details in S2)

PLEASE SHARE THIS 2016 BCPTA CONFERENCE PROGRAM WITH YOUR COLLEAGUES

The BCPTA Executive thanks the presenters for their time and expertise in preparing the keynote address and the workshops for the 2016 Primary Leadership Conference Program incorporating the latest developments of the Redesigned Curriculum and Best Practices in Primary Education.

As Leaders of Learning they will share their initial experiences with the Redesigned Curriculum 'Making Changes, Meeting Challenges and Assessing the Outcomes' in relation to 'What's working? What's not? What's next?'

The 2016 BCPTA Conference promises to be an Exemplary Professional Day Experience!
Plan to Preregister Early for this Excellent Opportunity!

BCPTA CONFERENCE REGISTRATION FEES – 2016

Includes a One Year BCPTA Membership or One Year Extension for Current Members

\$165 F/T & P/T - Full time or part time teacher in a public school

\$135 TTOC – TTOC in a public school

\$135 Retiree – Honorary Retiree retired from active BCTF membership

\$135 Student – Student teacher in post - secondary program leading toward BC teacher certification

\$135 Associate Member of the BCTF – Paid \$100 Associate Membership Fee

Includes a One Year BCPTA Subscription or One Year Extension for Current Subscribers

\$195 Teacher Private School – Teacher teaching in a private school

\$195 Other – Anyone else who does not fall into the above categories \$195