

COTA AND ZONE FEBRUARY 18TH, 2022 VIRTUAL CONFERENCE

“SUPPORTING DIVERSITY”

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KEYNOTES 8:30-10

The ADHD Inside Out Framework Dan Duncan

Roots of Empathy Mary Gordon

Emotional Health in Our Schools Hannah Beach

ALL DAY 10-3

Basics of block printing Rena Warren (attendees to pick up materials at Lake Country Art Gallery)

Engaging with Reconciliation in a Meaningful Way SD23 Early Learning Team, SD23 Indigenous Education, and Okanagan Nation Alliance

SESSION 1 10:30-12

Infuser.. autochtones BCTF Vicky Grenier/Marie-Helene Gauthier

CI - French and Spanish Brenda Gallagher SD23 and Chelsea Krause

SOGI Inclusive Schools Jay Marees and Adam Kern SD23

The ADHD Inside Out Framework (follow up of keynote) Dan Duncan

Emotional Health in Our Schools (follow up of keynote) Hannah Beach

Primary Math Games K-3 Nancy Paulson

Quantifying the world UBC Engineering Outreach **CANCELED**

Emotional Intelligence Celine Calfa

What animals can teach us: animal concepts in student learning SPCA

iSTAND STEM UBC

Structuring Scientific Inquiry (K-7) Science World

Physical Literacy for ALL (K-5) Tracy Lockwood

viaSport Jennifer Brown Movement in the Classroom

Pacific Sport Shaunna Taylor Adapting and Including: Lessons from Sport and Performance Psychology

Outdoor and Community Education (K-6) The Balsam School Jill Coles

Making Sense of Pensions and Group Benefits BCRTA

Music Matters - Advocacy for Music education in our schools Kimberly Gorman and Carmen McDowell SD23

Empowering Students Through Holistic Climate Education Maureen Jack-Lacroix
Development Language Disorder (DLD): What is it and how do I support children with DLD? Candice Boden, Lindsay Skelton SD23
Thinking about Assessment in a Problem-Solving Math Classroom? These numbers add up! Kevin Dent SD23
Promoting Mental Well-Being: Creating Healthy School Communities Dara Demarce DASH BC
Communicating Student Learning with SeeSaw Jenny Cartwright and Stephani Oakes
<u>SESSION 2 1-2:30</u>
Professional Boundary Issues BCTF Shelley Balfour
Vive les cultures (Volet FSL) BCTF Vicky Grenier and Antonella Garcia
Play on Words Jane Felling
Fun Math Learning Experiences Gr 4-7 Nancy Paulson
Supporting Ourselves, Supporting Each Other: CONNECTION is Key Lori Hazel SD23
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The differences between boys' and girls' brain Sherry Bezanson
Be an Influencer - Be Inspired Celine Calfa
Solving (Math) Problems with Computational Thinking (grades 6-9) Science World
<u>Energy Revealed</u> : A Program for Inclusive Education Sidney Howlett
Exploring UBUNTU Lady Dia and Trophy Ewila CANCELED
Autism and Girls Nola Hedstrom-Beblow
Walk a Mile in My Shoes Jenn Fane Learning Disabilities Society
Teaching Anatomy and body systems without dissection Elisabeth Ormandy
One Size Does Not Fit All: Taking Diet Culture Out of Our Classrooms Gwen Kostal, Dieticians4Teachers
Tapping Into Resilience — Introduction to EFT Tapping for Stress Management Carla Dawes
Community Building in the Classroom Chelsea Lake
How to Say No Julianne Harvey
What did you say? Supporting Speech Sound Development in the Classroom Candice Boden SD23

* The Provincial Outreach Program for the Early Years is offering a workshop February 18th
<https://popey.ca/sites/default/files/2021-Dec-POPEY-Workshop-Catalogue.pdf>

DESCRIPTIONS:

KEYNOTES 8:30-10

Dan Duncan (*follow up session 10:30-12) ADHD looks like something it isn't, so people most often respond to ADHD based on what it looks like, rather than what it actually is. This "how-to" session will provide participants with a simple Framework to UNDERSTAND and RESPOND to ADHD properly, ensuring more consistent, purposeful, and helpful responses. The Framework begins by contrasting the Outside In perspective (what ADHD looks like) and the Inside Out perspective (what ADHD actually is). Then, templates for designing tools and strategies will be provided to help guide responses toward any ADHD challenge. These templates will ensure that responses are based on the Inside Out perspective. The Framework is easy to understand, easy to remember, and easy to use in real time. The ADHD Inside Out Framework was developed by the presenter, Dan Duncan, and is used by many ADHD Coaches.

Mary Gordon (*redo of October 22nd keynote) Mary Gordon is an award-winning social entrepreneur, educator, best-selling author, parenting expert, and child advocate who has created an international children's charity, Roots of Empathy (ROE). She will be speaking on empathy and its role in recovering from the pandemic. The one and a half hour session will include a live Q&A. What is Roots of Empathy? Watch: [Who we are](#) and [BBC On Roots of Empathy](#) Education Innovator - selected four years in a row: [HundrED](#) Covid-19 Resources for Parents and Teachers (available in 19 languages, including seven Indigenous languages): <https://rootsofempathy.org/covid-19-resources/> Understanding Children's Behaviour Through the Lens of Temperament Video Series: <https://rootsofempathy.org/through-the-lens-of-temperament/>

Hannah Beach (*follow up session 10:30-12) Children are more anxious, aggressive, and shut down than ever. We were seeing this epidemic of emotional health crises and behavioral problems before COVID 19 and are now watching as these behaviours only intensify during this turbulent time. Teachers are asking themselves what has happened. More importantly, what can we do to support our students and create shifts in our classrooms and schools? Based on the book *Reclaiming Our Students: Why Children Are More Anxious, Aggressive, and Shut-Down than Ever—and What We Can Do About It* – this workshop will support educators with relationship-based strategies for creating change. This workshop will examine and offer strategies for: How to build, feed, and protect the student-teacher relationship, even for the students we find the most challenging to reach. Why children are displaying more challenging behaviours than ever, and what we can do to address these issues at their root. Based on the developmental insights of Dr. Gordon Neufeld, we will explore some of what is behind the challenging behaviours that we see in our students. What's the emotion behind aggression? What are some ways we can reduce outbursts of aggression in our classrooms? How we can help our students and classes to shift their identity as the "problem student" or "bad class".

ALL DAY 10am-3pm Rena Warren Basics of Block Printing

***Attendees will be instructed to pick up necessary materials at the Lake Country Art Gallery** This one-day course will guide the participant through the basics of block printing using single-colour and colour blend printing methods. Participants will also learn about low-cost methods of relief printing using recycled materials, perfect for the classroom. This process is suitable and adaptable for all ages. No experience necessary. Target Audience: Art teachers, K-12

ALL DAY 10am-3pm SD23 Early Learning Team, SD23 Indigenous Education, and Okanagan Nation Alliance Engaging with Reconciliation in a Meaningful Way

Target audience is Educators, Indigenous Advocates, and Early Childhood Educators from the community.

Our team consists of: Deanna Negan and Reanna Lamb from Indigenous Education ; District Elders and Blanket Exercise Committee members to help support anyone who might need it as we process the truth aspect of Truth and Reconciliation; Michelle Hunt and Nicole Hoodicoff from Childhood Connections; Rachel Marchand, Syilx Early Years Coordinator for Okanagan Nation Alliance; Wendy Kenward, Suxkenxitelx kl cecamala Community Coordinator and Andrea Strang (Early Learning Team, 0-5 Years).

Morning: Meaningful discussion around reconciliation led by Rachel Marchand, Syilx Early Years Coordinator for Okanagan Nation Alliance (with supports in place for anyone who might need it). Educators, ECE's, and advocates will be given the time and space to reflect on the morning as they create a personal commitment toward reconciliation.

Afternoon: Now what? How does this impact you and your children/families as an educator? What does this look like in your classroom? We will offer the Critically Reflective Questions from the Pathways for Engaging with Well-Being and Belonging under the Indigenous Voices and Perspectives section in the Early Learning Framework as a guide to inspire engaging dialogue. Educators will then be offered access to local and Canadian Indigenous books and resources to help them with this important work.

SESSION 1 10:30-12

BCTF: Infuser du contenu et des perspectives autochtones dans votre enseignement Vicky Grenier/Marie-Helene Gauthier

Bien que les enseignants manifestent leur intérêt à intégrer plus de contenu autochtone dans leurs classes, ils ne sont pas toujours sûrs de par où commencer et de comment trouver des matériaux authentiques. Cet atelier est conçu pour sensibiliser à l'intégration de perspectives et ressources autochtones de qualité dans la salle de classe à travers des activités et la discussion.

CI - French and Spanish Brenda Gallagher and Chelsea Krause

Are you interested in learning more about Comprehensible Input (CI) and Teaching Proficiency Through Reading and Storytelling (TPRS) language instruction methods? Nous espérons que vous nous joindrez à nous/ vamos a explorar juntos! Let us show you some tools that have worked well. Together we will explore the CI virtual world of ideas and some great resources we have used to make this an engaging method of instruction. CI instruction allows us to teach in a natural progression of acquiring a language: through stories and conversation structured carefully to allow for more student input. We will share examples of how we implement movies, drawings, music and student movement and engagement in our language classroom.

SOGI Inclusive Schools Jay Marees and Adam Kern SD23

This workshop is aimed at anyone interested in SOGI, from active allies to those who are still early in their SOGI knowledge journey. Our aim with this workshop is to first situate SOGI 123 in our schools and region. We will be focusing on the how and why SOGI 123 was enacted and its importance and relevance in our classrooms and learning environments. We also aim to address teacher concerns and questions regarding embedding SOGI into the curriculum. Additionally, we will be providing real-life samples, lesson plans, and strategies of SOGI content in the classroom. In addition, educators can learn more about SD 23's SOGI Toolkit Project, and how we are working together to create SOGI inclusive classrooms, schools and communities.

ADHD Inside Out Framework (follow up of keynote) Dan Duncan

Emotional Health in Our Schools (follow up of keynote) Hannah Beach

Primary Math Games K-3 Nancy Paulson

Come prepared to play our favorite primary math games that incorporate the use of cards, and regular spotted dice. The games are easy to differentiate and use in whole class, small group instruction or math centers/rotations. Concepts covered will include: games for developing operational fluency including doubles, make 10, commutative and associative properties, subitizing for count on and back, subtraction basic facts, place value and more. The handout will contain gameboards ready to use Monday! Come prepared to play. Target Audience: K-3

Emotional Intelligence Celine Calfa

Emotional Intelligence (EI) is one of the most sought-after skills for the work environment. All 5 competencies & 15 subscales of EI will be covered. We will discuss how trust is built/broken, how emotions influence decision making, stress and everyday conversations. Participants will learn how to engage & connect so others feel heard and understood. Target Audience: all grades

What animals can teach us: animal concepts in student learning SPCA

BC SPCA programs educate youth on animal welfare issues and help them develop empathy, compassion, and critical thinking skills. The cross-curricular lessons developed by the BCSPCA incorporate fun, interactive lessons where students learn about animals by understanding their needs and similarities to humans, thus creating more respect for the environment in which they live. Information on how to receive free lesson plans and resources will be provided as well as information on our new virtual presentations.

Target Audience: middle school

iSTAND STEM UBC

iSTAND team is to share hands-on science, technology, engineering and mathematics (STEM) activities that align with BC Education curriculum. Members of iSTAND will present potential lessons to be brought (and tailored) to your classroom. The time will allow us to share elementary based examples/overviews, as well as extensions for middle/high school level learning. Our goal is to provide schools/teachers with options for one day/block, or multi-session series, hands-on STEM activities and demonstrations.

The examples shared will provide a sense of iSTAND program activities and structure that can be built to suit your classroom goals, and programming needs. Lesson plans/handouts will be provided to participants.

Structuring Scientific Inquiry (K-7) Science World

The BC curriculum has a strong focus on the Core Competencies, inquiry-based learning and classroom assessment. But what does this look like in the science curriculum? In this workshop we will explore some tried-and-tested Science World activities through the lens of inquiry. We'll consider the use of effective questions, ways to scaffold students' learning and how to meaningfully assess their work.

Physical Literacy for ALL (K-5) Tracy Lockwood

Physical Literacy (PL) impacts the whole child. In fact, physical literacy IS the gateway to physical activity! In a sedentary world where many of our students are afraid to take risks and are up against barriers to being physically active, we have the tools to support them in their physical literacy journey. We were born to move and movement itself cultivates joy, boosts self-esteem, fosters social skills, and builds a better brain, heart, muscles, bones and more. Just as a child must learn the ABCs before spelling words and learn 1,2,3s before understanding fractions, a child must learn fundamental movement and sport skills to build confidence, develop competence, increase motivation for lifelong active participation. Through a three-part series, participants will experience the what, why and how of physical literacy and hop, skip and jump away with many practical ideas, tools and strategies to implement Physical Literacy into their school community.

viaSport Jennifer Brown Movement in the Classroom K-6

In this interactive workshop, teachers are introduced to various activities and strategies in the classroom, focusing on movement boosts, cross-curricular activities and self-regulation. Teachers walk away with tangible resources and strategies that will work for their specific classrooms and how they can connect them to the BC Core Competencies.

Adapting and Including: Lessons from Sport and Performance Psychology

Shaunna Taylor shaunna.taylor@gmail.com 2508082491

This workshop is designed for educators in all disciplines (not just sports and performing arts) to share the global lessons learned over the past few years in how to include and engage with youth in more holistic and meaningful ways. The session will cover such tools as creating enhanced motivational environments, encouraging the development of mental skills and self-regulation, and allowing for uniqueness in personality / ability and ethnocultural individuality.

Target Audience: Teachers, coaches, performing arts instructors

Outdoor and Community Education (K-6) The Balsam School

Jill Coles Balsam's approach to the BC curriculum mixes high quality indoor learning time with learning in nature and in the community. We partner with Regional Parks (RDCO), the Kelowna Art Gallery, Museums, the Rotary Centre for the Arts, Chef Scott Nystrom of 'The Nourished Chef' and Alchemy Bread, and many others.

At Balsam we strive to integrate curriculum within our outdoor and community based experiences. Students gain a deep understanding that learning can happen anywhere - and a classroom doesn't need to have walls!

<http://www.thebalsamschool.ca/>

Making Sense of Pensions & Group Benefits BCRTA

What is covered? —Your Pension, CPP, OAS & Group Benefit Options In Retirement • Teachers' Pension Plan—very brief summary • Government Pension Benefits: Canada Pension, Old Age Security, Guaranteed Income Supplement • Government Health Benefits: BC Medical, Fair Pharmacare • Non-Government Group Benefits: life insurance, dental plans, extended health benefits, travel insurance Assessing your insurance needs-- knowing the benefit rules-- finding alternatives Premium costs of benefits vs no financial surprises vs catastrophic financial risk Options for health care benefits Q&A if time allows Email address for those who have questions not answered

Target Audience: Members of the Teachers' Pension Plan with less than 10 years to their anticipated retirement

Music Matters - Advocacy for Music education in our schools **Kimberly Gorman and Carmen McDowell SD23**

Anyone who teaches music knows how powerful music education can be to our students. However, when difficult decisions within schools need to be made, it can be hard to prove to others the value that music holds in the education system, even though we inherently know this value. This session will share with you the latest research on music education through the lenses of cognitive development, social emotional learning, and mental health. We will be sharing with everyone the key points and amazing results of current research in an easy-to-digest format so that you will be prepared to educate the people around you about the importance of music education for all students, and how it should be implemented for use as a cognitive, emotional, and social intervention within schools.

Target audience: K-12 music teachers

Empowering Students Through Holistic Climate Education

Maureen Jack-Lacroix (George Radner contact)

This interactive workshop aims to help teachers gain confidence and competence teaching climate change. Participants will be guided in a process of Climate Curriculum Mapping, where they collaborate to identify areas where climate change can connect to the BC curriculum (beyond where it's explicitly mentioned). Participants will then be introduced to Student Leadership for Change (SLC), a library of classroom-tested learning resources for holistic climate education, which empowers students to explore their values and develop agency. Participants will be invited to join an emergent Action Network to connect with other engaged teachers and receive additional mentorship, resources and support.

Target Audience: Grade 5-12 Teachers

Maureen Jack-LaCroix is an inspiring environmental educator with 18 years of professional experience, philosophical study and praxis. She has a Masters in Eco-Psychology through Naropa U., is a senior facilitator of Joanna Macy's work, a PhD candidate at SFU/Education and the founder of non-profit Be the Change Earth Alliance.

Development Language Disorder (DLD): What is it and how do I support children with DLD? Candice Boden, Lindsay Skelton

Developmental Language Disorder (DLD) is a hidden disability that affects approximately two children in every classroom, affecting literacy, friendships and emotional well-being (RADLD.org). DLD is when a child has difficulty expressing themselves or understanding language. By the end of this session, attendees will better understand the nature of DLD and the signs of children who may possibly have DLD. Two district speech-language pathologists will provide an overview of tier 1 and 2 evidence-based strategies to support children's oral language comprehension and expression. Let's work together to help all children be successful with the curricular core competency of communication. Target Audience: All

Thinking about Assessment in a Problem-Solving Math Classroom? These numbers add up! Kevin Dent SD23

Come join us in creating a community of educators who are seeking to engage in deep conversations about numeracy. Our time together will be focused on assessing and creating a culture of thinking in problem-solving math classrooms. Possible sparks including open rich tasks, vertical non-permanent surfaces, 3 act tasks, and more. The conversations started here may lead to ongoing collaborative opportunities! This session is targeted toward the Middle and High School Levels, but everyone is welcome!

Target Audience: Middle and High School Math Teachers

Kevin will be facilitating the conversation with support from SD23 educators. He works alongside classroom teachers to support strong numeracy instruction. Kevin is a member of the SD23 Instructional Leadership team.

Promoting Mental Well-Being: Creating Healthy School Communities Dara Demarce DASH BC

In this workshop, the comprehensive school health framework will be used to discuss ways to promote mental well-being in the school community. Specifically, this session will provide teachers with strategies to strengthen their personal well-being, as well as ideas and resources for supporting the mental well-being of their students. The workshop will include opportunities to reflect and complete activities.

Communicating Student Learning with SeeSaw Jenny Cartwright and Stephani Oakes SD23

Interested in using digital portfolios to support the diversity of student learning? Consider joining us to explore how SeeSaw can be used to capture and communicate evidence of student learning. This is an introduction to what is SeeSaw, how to get started, and ways for students to take ownership in documenting their learning and growth.

Target Audience: K-9

[SESSION 2 1-2:30](#)

BCTF: Professional Boundary Issues Shelley Balfour

Sometimes the standards of conduct between students and teachers are ambiguous. Teachers place themselves in jeopardy when boundaries are crossed. This workshop helps school staffs and TTOCs identify the boundaries and provides them with support and resources. Reference will be made to the BCTF Code of Ethics.

BCTF: Vive les cultures (Volet FSL) Vicky Grenier and Antonella Garcia

Venez discuter d'activités pour inclure les cultures francophones du Canada et d'autres pays. Repartez avec des stratégies pour les infuser dans le quotidien de vos élèves.

Play on Words (K-3) Jane Felling

Come prepared to play literacy games that you can use for whole class instruction, in small groups or differentiated literacy centers. Games will cover the following concepts: learning the alphabet and its' sounds, building simple CVC words, rhyming families and word patterns, vocabulary building, word play with all kinds of words, cloze activities and more will be shared. Games integrate the use of literacy dice, letter tiles and word decks. Your handout will contain letter card templates, some word deck cards and gameboards for your centers so that you can participate without supplies. I will share throughout the workshop ideas for using easy to find dollar store items to do the activities. **COME PREPARED TO PLAY - CUT OUT YOUR LETTER CARDS SO YOU CAN PLAY ALONG AND HAVE A COPY OF THE PDF HANDOUT.** If you do have any literacy manipulatives from Box Cars, bring them to the webinar. Target audience: K - 3 Teachers, Special Ed and Resource Room Teachers, ESL Teachers

Fun Math Learning Experiences Gr 4-7 Nancy Paulson

Fun Math Learning Experiences are key to developing lifelong learners Educational, purposeful, math games make mathematics teaching and learning fun for students... and teachers. Learn how to use games as a teaching strategy, making instructional time well spent, when we take a deep dive into FRACTIONS, DECIMALS, AND FLUENCY Math games for grades 4-7. Bring a deck of cards and 8 Regular spotted dice.

Supporting Ourselves, Supporting Each Other: CONNECTION is Key Lori Hazel SD23

As humans, we are hard-wired for connection. Now, more than ever, we must be deliberate about those connections. This starts with connecting to Ourselves. We are no good to anyone else if we don't put our own oxygen masks on first. What does this actually look like? It looks like self-care, it looks like conscious practices, it looks like presence, and intention.

Micro:bits & Indigenous Trail Trees UBC Engineering Outreach

This activity explores Indigenous ways of knowing, specifically "Trail Trees", which were used to navigate long before GPS's were invented. Trail Trees are created by bending young trees to point towards key landmarks. In this activity, teachers will create their own navigation system using micro:bits (small micro-controllers) to code a compass. Only a computer is needed! Target Audience: Teachers 3-7

The differences between boys' and girls' brains Sherry Bezanson

There is much discussion about the differences, and similarities, in boys' and girls' brains. How much is gender and how much is socialization? Genes and hormones set the stage, but they do not fully account for sex differences in children's brains. Do boys actually perform better in spatial activities? And why do girls gravitate to games that further support her verbal and social skills. The differences between boys and girls isn't about advantage or disadvantage, it's simply a difference. We will explore this discussion and help educators find ways to understand the way their brain's work in learning environments and in life. www.youpower.ca Sherry Bezanson is the program

developer of Girl Power, 2BBoys, and Fempower. She has a BSW and a M. Ed in Counseling Psychology from the University of Victoria; she is a Registered Clinical Counselor. Sherry has worked in counseling with youth and adults for over 25 years and has had a private practice for years.

Be an Influencer - Be Inspired Celine Calfa

An extraordinary teacher is a person who has learned how to be inspired and then having the ability to inspire & influence others. Participants will explore what captivates them, what makes them bounce out of bed excited to start their teaching day, what grabs at their heart strings and why.

Target Audience: all grades

Solving (Math) Problems with Computational Thinking (grades 6-9) Science World

As a problem-solving strategy, computational thinking is an effective method for solving math equations and math problems. Participants will have the opportunity to plan open-ended math problems as we explore ways to make mathematics more relevant to students' lived experiences.

Energy Revealed: A Program for Inclusive Education Sidney Howlett

GreenLearning is making energy education visible and accessible for all students. Throughout this session we will explore the dynamic lessons, activities and challenges from the [Energy Revealed](#) Program, designed to turn students of all levels and backgrounds into energy managers. Our newest video series, in collaboration with Know Energy, provides up to four levels of engagement for each activity. By the end of this session educators will understand how to apply these activities and levels into their classrooms for differentiated learning and have a toolbox of free energy resources, activities and digital tools ready to implement in their classrooms.

Target Audience: 4-12

Autism and Girls Nola Hedstrom-Beblow

Girls with ASD have traditionally been an under-identified population. Nola will review diagnostic criteria and discuss the differing presentation of girls on the spectrum. The presentation will be full of concrete examples, stories, and some suggested interventions.

Walk a Mile in My Shoes Jenn Fane

This is an experiential workshop that uses simulations and exercises to raise awareness about learning differences. Trained facilitators help participants to explore learning differences such as: Dysgraphia, Dyslexia, Dyscalculia, ADHD, and Visual-Perception difficulties. Through this workshop, participants will gain knowledge about current research and knowledge in the field of learning differences and a practical understanding of how it may affect a person's everyday life at home, work and school.

The goals of this workshop are to help participants: Understand the emotional, social, and behavioural impact of learning differences. Experience

the challenges of having a learning disability. Understand the overall impact of learning differences. Identify effective strategies and approaches. Understand terminology used to describe different learning disabilities.

Teaching anatomy and body systems without dissection: humane science education is the innovative future Elisabeth Ormandy

Participants will learn about non-animal approaches to teaching about body systems and anatomy. Together we'll explore virtual anatomy tools, virtual reality and augmented reality experiences, paper dissection, plastic models and more. We'll also explore the many benefits of switching to humane science education, and participants will learn about recent empirical data that demonstrates the superior educational merit of non-animal teaching methods versus dissection. This fun, interactive session will leave you eager to implement non-animal methods in your own classroom!

Target audience: 6-12

One Size Does Not Fit All: Taking Diet Culture Out of Our Classrooms Gwen Kostal, Dieticians4Teachers

Gwen is a dietitian with diverse experience working on different teams and with many different clients and families over the years and with expertise and training in quality improvement, change, and engagement. Nutrition allowed Gwen to find that the most impactful work we can do is listen to understand and move forward together. Gwen is a parent, who has experienced true partnerships with educators throughout her family's school experiences. Change and improvement science are often the missing pieces in great ideas. Gwen is driven towards shared understanding, and problem-solving, and remains a research enthusiast at heart.

Tapping Into Resilience — Introduction to EFT Tapping for Stress Management Carla Dawes

This interactive session will give participants an opportunity to learn and practice several nervous system regulation and somatic stress management techniques, with a focus on energy psychology and EFT Tapping (Emotional Freedom Technique/tapping). Carla will provide valuable psycho-education on nervous system states and stress management, an introduction to acupressure tapping, and an opportunity to experience the relief that tapping can provide. Participants can expect to gain some new somatic (body-based/energy psychology) tools to help manage their own stress, calm nervous system activation/dysregulation and grow their emotional resilience. It also provides a fun body-based practice that they can consider bringing into the classroom to help students with self- and co-regulation (good for the staff room too!)

Additional Information: This is an experiential workshop; participants should be prepared for a small amount of body movement.

Educators/support staff interested in scientifically proven self-regulation tools for their stress management toolbox (EFT Tapping) that is literally RIGHT at their fingertips; folks interested in polyvagal theory, somatic practices, energy psychology, stress management and nervous system regulation

Community Building in the Classroom Chelsea Lake

Focused on sharing universal supports and tools for community building in the classroom, this workshop will cover themes related to relational leadership, social emotional learning, and positive culture building in your school or classroom. Educators will leave the workshop with a clear understanding of ways they can support the social and emotional needs of their students, classroom management, their personal approach to classroom leadership, and activities they can use with their students to enhance their classroom culture. BC's Core Competencies will also be addressed throughout the workshop to give educators meaningful ways to integrate these competencies through classroom activities and personal assessments throughout the school year. Target Audience: focus on middle/high

Chelsea Lake is the Executive Director of the Youth Excellence Society (YES). She holds a Masters of Education in Leadership Studies from the University of Victoria. Chelsea has worked as a presenter and facilitator in over 40 schools across BC. She's been working with 14-18 year olds for over 2 decades, and is passionate about building strong communities of care and respect in BC Schools.

How to Say No Julianne Harvey

Teachers give a lot of themselves, so preserving energy is an important skill. With increased demands on our time and resources, decisions must be made to manage stress and avoid burning out. In this session, we'll examine why it can be so hard to say no. We'll cover handling the disappointment of others, strategies for setting and maintaining stronger relationship boundaries, and creating more space to enjoy life instead of feeling "crazy busy." Prioritize your own mental health by learning how to say no with kindness and without guilt so your students can see how it's done. Target Audience: K-12

Julianne Harvey is an author, speaker and nurturer from South Surrey, BC. She has four self-published books and her short fiction has appeared in several literary magazines. Julianne holds a BA in Creative Writing, along with a certificate in Counseling Skills, and is working towards an MFA at UBC. For more information, please see julianneharvey.com.

What did you say? Supporting Speech Sound Development in the Classroom Candice Boden

Between 2.3-24.6% of children have speech sound disorders. Preschoolers with difficulty pronouncing words are 2.5x more likely to develop a learning disability in reading. Early intervention helps to mitigate these risks. If you would like to help students develop clearer speech, then this session with a speech-language pathologist is for you. Attendees will come away with resources and tips for teaching commonly mispronounced sounds to support students' ability to share their thoughts, feelings, and knowledge with others.

Target Audience: Elementary Staff, Inclusive Education Teachers, ELL Teachers, LATs

Candice Boden has an undergraduate degree in education and a masters degree in speech-language pathology. She works within the Rutland Family of schools as well as E School.