

ENCOMPASSING KIDS

INCLUSIVE • APPROPRIATE • SPECIAL



INFINITE EXPECTATIONS, INFINITE POSSIBILITIES

The MTS Growing Minds Conference

April 20 & 21, 2011 – Victoria Inn and Conference Centre, Winnipeg

Please check our website for program updates: www.mbteach.org

WEDNESDAY APRIL 20th, 2011

8:00-9:00 **Registration**

8:50-9:00 **Opening Remarks**

9:00-10:00 **Opening Keynote: Dr. Pat Miranda**

Inclusive Education: Teaching Everyone, All the Time, Everywhere

This session will focus on inclusive education as a school reform issue rather than a special education issue, and will argue that all students can participate in grade-level curricula when teachers plan units and lessons that have a place in them for everyone. Examples of differentiated instruction for students with significant cognitive, motor, and/or communication disabilities will be provided as illustrations.

10:00-10:15 **Health Break, and Displays/Exhibits**

10:15-11:30 **Breakout Sessions - Series A**

Breakout Sessions - Series A	
A1	<p>Same Activities, Different Goals: Including Students with Developmental Disabilities in Regular Classrooms – Dr. Pat Miranda</p> <p>In this session, we will examine an inclusive unit and lesson planning process using the principles of Universal Design for Learning (UDL). Videotaped examples of accommodations that can apply to students with significant academic challenges will be presented.</p>
A2	<p>University Inclusion: The Campus Life program at the University of Manitoba – Trevi Freeze</p> <p>This presentation will provide information on the Campus Life program at the University of Manitoba. Campus Life is a program that creates the supports necessary for students with intellectual disabilities to audit courses at the University of Manitoba. The following topics will be covered in this presentation:</p> <ul style="list-style-type: none"> • Rationale • Who the program is for • How the program works • Information Dissemination • Process • Role of Program Coordinator • Role of Educational Assistants • Funding • Outcomes for the University • Outcomes for Campus Life Students • Problems and Opportunities

A3	<p>The Social & Emotional Development of Gifted Learners – Dr. Jennifer Katz</p> <p>Students who are gifted have traditionally been ignored in the inclusive education movement because of the myth that they are bright and capable, and therefore not in need of support services. However, research and clinical experience indicate that many students who are gifted struggle with significant mental health and social issues, including externalizing behavior disorders, depression and suicidal expressions that make them an “at risk” population. In this workshop, new definitions and processes for identifying students who are gifted, assessing their social and emotional development, and intervening to prevent emotional pathology will be shared.</p>
A4	<p>“Building a Supportive School and Classroom Climate” – Spencer Clements</p> <p>This session will focus on ways to create a school where children and their families feel welcome and accepted and a place where staff members feel valued and empowered. Building an effective school team, developing effective supports and resources, creating a school climate that is supportive as well as safe for all and using appropriate teaching and assessment strategies are topics that will be discussed in this session.</p> <p>Participants will leave the session with a better understanding of how to assess where their school is on a continuum of effectiveness and to know what next steps need to take place in their classroom and/or school.</p> <p>This session will be 90 minutes in length and will be an interactive presentation that combines discussion and small group work.</p> <p>A small information package will be available on the conference website for download on the website with a limited number of copies available at the workshop.</p>
A5	<p>A Long Way Home – Tony Tavares</p> <p>Children from immigrant and refugee families are an increasingly significant part of schools throughout Manitoba and Canada. The journey these children and families experience in making Manitoba and Canada their home, is all too often long, difficult, and overwhelming. I remember vividly the former refugee that in desperation once said, “I am sorry for the day I left the refugee camp to come to Canada”.</p> <p>Schools can play an important role in helping children and their families adapt, develop a sense of belonging, and facilitate their successful integration into their new land and society. This requires that the school be prepared to welcome and adapt their practices and programming for these learners from diverse lands, cultures, faiths and linguistic backgrounds. This too can be equally difficult and overwhelming challenge for many schools and educators.</p> <p>This session through a combination of sharing of information and dialogue will explore strategies that may shorten and ease the way for newcomer children and families to build a new home in Canada and for all in the school community to feel they belong and are welcomed.</p>
A6	<p>The Other Adult(s) in the Classroom: Working Effectively with Educational Assistants – Stephen Jaddock</p> <p>The number of educational assistants in schools is growing. Principals are finding themselves in the position of being responsible for an increasing number of EA’s in their schools. Resource Teachers are often held responsible for assisting with hiring, scheduling, and evaluating educational assistants. Classroom teachers are asked to plan for and direct the work of other adults in the classroom. This session is designed to provide practical tools and strategies to clearly establish appropriate relationships with the educational assistant in the classroom. Both principals and classroom teachers will find this a useful session as we canvass some of the more difficult issues around this topic and offer practical advice on dealing with educational assistants in a manner that is consistent with legislation and uses EA services appropriately to the best advantage of students.</p>

A7	<p>Appropriate Education in Manitoba: Past, Present and Future – John VanWalleghem and Zana Maria Lutfiyya</p> <p>The presenters will review the history of education in Manitoba for students with special needs from the 1950s to today, consider the current commitment to appropriate education for all students, and speculate on future directions for our schools and profession. The session considers social justice and professional competence as key and sometimes competing factors in progress. How we recognize, define and pursue them dictates whether we educators achieve our social mandate and help all students to realize their potential. The session will be partly presentation and partly interactive.</p>
A8	<p>L’exploration-recherche à l’appui de la diversité des apprenants – Michelle Larose-Kuzenko and Shelley Warkentin</p> <p>L’exploration-recherche est une approche philosophique de l’enseignement et l’apprentissage qui exploite le sens d’émerveillement et de curiosité chez l’apprenant. Cette approche incite les élèves à poser des questions et à participer dans des échanges réfléchis pour réaliser leurs savoirs. La diversité devient un atout et une ressource qui promeut l’apprentissage pour tous.</p> <p>Cette session présentera des stratégies différenciées qui visent à impliquer une diversité d’apprenants et qui traitent du rôle de l’enseignant en tant qu’animateur et guide-accompagnateur.</p>

11:30-12:45

Lunch – Centennial Ballroom

12:45-14:00

Breakout Sessions – Series B	
B1	<p>Including Students with Autism Spectrum Disorders: Challenges and Solutions – Dr. Pat Mirenda</p> <p>This session will examine the specific challenges that teachers face in including students with autism spectrum disorders in regular classrooms. The session will focus on strategies for capitalizing on the strengths and abilities of these students in order to achieve meaningful inclusion.</p>
B2	<p>Teaching to Diversity: Universal Design, Essential Understandings, and Differentiating Instruction for Inclusive Education – Dr. Jennifer Katz (continues into session C2)</p> <p>Today’s classrooms reflect the diversity of a global world. This diversity means that students vary in what they already know, what they are ready to learn, the pace at which they are able to proceed through curriculum, and the level of adult support they require for success. Universal Design for Learning is an effective approach to planning, instruction, and assessment that allows for different learning styles and strengths to be valued, developed, and integrated in an inclusive classroom.</p> <p>This workshop will focus on the practical “how to,” of planning units in a way that facilitates differentiated instruction, inquiry, and multi-modal/outcomes based assessment. Sample units, lessons, video, and student work will be shared!</p>
B3	<p>Working with Aboriginal Students; Best Practices – Frank Deer</p> <ol style="list-style-type: none"> 1. Making assumptions about students: <ul style="list-style-type: none"> • About cultural involvement • About cultural knowledge • About language • Trying to be culturally sensitive and inclusive • Expectations of teachers being knowledgeable of all nations 2. Socio-economic diversity in Aboriginal students 3. Unique parenting situations, grandparent involvement, foster care

B4	<p>Using Assessment to Foster Learning for All Kids – Linda Thorlakson</p> <p>The principles of assessment for, as and of learning apply to all students. Clarity about learning goals and criteria, plenty of descriptive feedback, ongoing instructional adjustments and transparent evaluation practices increase engagement and achievement for all students. This session will also make reference to the role of specialized assessment and differentiated instructional strategies.</p>
B5	<p>Being Ready for the Kids That Come Here—Teaching EAL Learners with Limited Educational Experience – Diana Turner</p> <p>Within the diversity of EAL learners in Manitoba schools are a number of students who bring the potential for learning, but with limited or disrupted schooling. Overwhelmed by the challenge of fitting into the age-appropriate classrooms, they often slide away from the educational system, or are seen as non-learners. With intensive, specialized and accelerated programming and supports to develop literacy, language and academic foundations, they can “learn the game” of schooling and transition into regular programming. At the same time, they need hope, relationships and relevance. This session will discuss some essentials for educational success for EAL literacy students</p>
B6	<p>Resourcing Resource Teachers: how <i>Literacy with ICT</i> supports all students, including the learning-challenged, and their teachers – Michelle Larose-Kuzenko and Rosalind Robb</p> <p>The <i>Literacy with ICT Across the Curriculum</i> initiative of Manitoba Education was created in 2004 and has since been implemented across the province. The Continuum for LwICT represents all students and what they CAN do as they learn across the curriculum with the support of Information and Communication Technology.</p> <p>Teachers can use the continuum as a guide to identify the specific learning needs of all students, address those needs and assess the learning.</p> <p>All LwICT WIKIs can be accessed at: https://lwict.wikispaces.com/</p> <p>LwICT for Resource Teachers: http://lwictforresourceteachers.wikispaces.com/</p> <p>While this session is presented in a lecture format, participants are encouraged to bring their own technology and access the resources presented.</p>
B7	<p>Appropriate Education Legislation, A Work in Progress – Panel</p> <p>Participants will have the opportunity to engage in discussion with four panelists each of whom brings a different perspective to the discussion of the progress we are making. The panelists include: Hon. Peter Bjornson, Minister of Entrepreneurship, Training and Trade, and former Minister of Education; Jerome Cranston, Professor, Faculty of Education, University of Manitoba; Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society; and Eddie Calisto-Tavares, President, HR Consultant of Options for Success Inc.</p> <p>The panel will be moderated by Ken Pearce, General Secretary of MTS.</p>
B8	<p>Combattre l’homophobie dans la salle de classe – Gérard Cormier</p> <p>Savez-vous que la cause la plus fréquente du taxage dans les écoles est l’homophobie? Lors de l’atelier « Combattre l’homophobie dans la salle de classe », M. Gérard Cormier se penchera sur les mythes populaires et les méconceptions à l’égard de l’homophobie, partagera ses expériences personnelles et aidera les participantes et les participants à identifier les différentes formes que prend l’homophobie dans les écoles. L’atelier commencera par une activité brise-glace qui explore les expériences des participantes et des participants. Par la suite, les participantes et les participants examineront comment l’utilisation du langage, des stéréotypes, et des privilèges hétérosexuels a un impact sur l’école et sur le climat en salle de classe. Les participantes et les participants quitteront l’atelier ayant une compréhension exhaustive du problème et des ressources, des idées et des activités pour non seulement combattre l’homophobie, mais pour le vaincre en salle de classe.</p>

14:00-14:15

Health Break, and Displays/Exhibits

14:15-15:30

Models That Work – Voices from the Field

Melissa Delaronde and Gillian Prout (Elwick School – Seven Oaks) will present a co-teaching model that supports the school's diverse appropriate education needs. The resource teacher participates actively in classrooms co-teaching with the classroom teacher and bringing her special education training to the students in need.

Jennifer Doyle (VP of MART and resource teacher at St. James Collegiate) will focus on a highly successful process of transitioning special needs students from high school to work including internships, job placements with coaching and job-site assistance.

Alan Schroeder (Chairperson of COSL, rural Principal) brings to life a small rural elementary school's way of using resource teachers and EAs to meet the needs of the students.

Andrew Mead (Principal of George Water Middle School, St. James-Assiniboia) describes how his school incorporates an integrated program and a parallel special education program.

The panel will be moderated by Stephen Jaddock, COSL Director and experienced Manitoba Principal/Vice-Principal.

15:30

Wrap-up

THURSDAY APRIL 21st, 2011

8:00-9:00

Registration & Displays

8:50-9:00

Opening Remarks and Introduction – Paul Olson, Conference Chair

9:00-10:00

Keynote: *Alvin Law*

Drawing on 25 years experience as a speaker, but more importantly 45 years experience living life without arms, Alvin presents what he calls Alvin's Laws of Life. Using vivid imagery in telling his life story, Alvin's exploration on Attitude, Learning, Value, Imagination and a Never Give Up Approach shows not how he overcame the immense challenges brought on through being born without arms, but how everyone can overcome their own challenges in life.

When Alvin Law was born without arms, medical and rehabilitation experts predicted a life of constant care that might be best provided by institutionalization. Desperately hurt and feeling helpless, his family gave him up for adoption. The only people willing to take a chance were elderly foster-parents without even a day spent in high school. Society would come to know children like Alvin as "Thalidomide Babies" and treat them with a mixture of sympathy and disgust. The odds were not in Alvin's favor.

Today, Alvin Law is married; is a father; is an accomplished musician, broadcaster, and fundraiser and owns his own communications business. Since 1988 he has spoken to over one million people in Canada, the U.S. and Australia. He is completely independent and his abilities far outweigh his so-called "disability". How is it possible for someone to succeed in the face of so much opposition?

That question provides the foundation for a presentation that will make you laugh, cry and most of all, think about the power each of us possesses. A power that we cannot only use for our own benefit, but a power that can transform those we deal with everyday.

Many describe Alvin's use of his feet (he plays the piano and snare drum in the program) as amazing. But, as you will see, this is more than just another motivational speech about human achievement. It challenges our perceptions of the status quo and perhaps most important, it's real. As Alvin would stress, this program isn't just about what he has done, but what is truly possible for everyone. It's about life, something we all have in common.

10:00-10:15

Health Break, and Displays/Exhibits

Breakout Sessions - Series C	
C1	<p>Conversation with Alvin Law</p> <p>This session will allow participants to ask questions of our guest speaker. You will be able to hear in a more in-depth way the impact that teachers and school had on Alvin and the strategies used that helped him succeed in a world that was not accessible. Alvin's perspective will enable participants to examine their own practice and to do a self analysis.</p>
C2	<p>Teaching to Diversity: Universal Design, Essential Understandings, and Differentiating Instruction for Inclusive Education – Dr. Jennifer Katz (continuation of session B2)</p> <p>Today's classrooms reflect the diversity of a global world. This diversity means that students vary in what they already know, what they are ready to learn, the pace at which they are able to proceed through curriculum, and the level of adult support they require for success. Universal Design for Learning is an effective approach to planning, instruction, and assessment that allows for different learning styles and strengths to be valued, developed, and integrated in an inclusive classroom.</p> <p>This workshop will focus on the practical "how to," of planning units in a way that facilitates differentiated instruction, inquiry, and multi-modal/outcomes based assessment. Sample units, lessons, video, and student work will be shared!</p>
C3	<p>Battling Homophobia in the Classroom – Gérard Cormier</p> <p>Did you know that one of the most frequent instances of school bullying relates to homophobia? In his "Battling Homophobia in the Classroom" workshop, Gérard Cormier addresses popular myths and misconceptions regarding homosexuality, shares personal experiences and helps participants identify the different ways in which homophobia manifests itself in schools. The workshop begins with an ice-breaking activity that explores the experiences of the attendees. This is followed by participants examining how language use, stereotypes, and heterosexual privilege have an impact on school and classroom climate. Participants leave the workshop with a comprehensive understanding of the problem, and armed with resources, ideas and activities to not only battle, but conquer homophobia in the classroom.</p>
C4	<p>Teaching the children of soldiers during times of war – Cathy-Jane Green and Maureen Thompson</p> <p>1) Attendees will learn:</p> <ol style="list-style-type: none"> 1. What we have - setting the context of our students/families and school which is located at CFB Shilo. 2. What we know – Will include "what it's like to be a military kid", a description of the emotional cycle associated with deployment and the effects on school-age children and their families. 3. What we do/have done <ol style="list-style-type: none"> a. how to support students, families and staff during times of deployment including the death of a soldier parent/friend (includes the preparation of a support handbook for staff) b. anxiety and stress reduction, compassion fatigue 4. Applying and connecting our work to non-military school settings – involving the audience in this, sharing stories and strategies from their situations including how our work can be applied elsewhere, and what they have done in response to support students and families, and how they handle "compassion fatigue".
C5	<p>Inquiry Learning for Diverse Learners – Michelle Larose-Kuzenko and Shelley Warkentin</p> <p>Inquiry is a philosophical approach to teaching and learning that builds from learners' sense of wonder and curiosity. This approach engages all learners in thoughtful questioning and discussion in order to construct their knowledge. Diversity can be seen as an asset and resource that promotes learning for all.</p> <p>This session will present differentiated strategies to engage diverse learners and address the role of the teacher as a facilitator and guide.</p>

C6	<p>Empowered and Engaged Adolescents – Val Noseworthy, Karen Courchene and Rosalind Robb</p> <p>“Students who are more fully engaged in school are more likely to stay in school, attend school regularly, and to discover and reach their full potential.” ~ Engaging Middle Years Students in Learning, 2010.</p> <p>This workshop will look at the recently released resource Engaging Middle Years Students in Learning - Transforming Middle Years Education in Manitoba to explore ways to strengthen student engagement by:</p> <ul style="list-style-type: none"> - being more responsive to adolescents’ developmental needs - building and supporting learning relationships - and increasing student voice and choice <p>with the aim of helping adolescents become more independent and responsible for their own learning. Workshop participants will have “hands-on” learning opportunities to acquire strategies and resources to empower and engage their middle years students.</p>
C7	<p>Inclusion and Appropriate Educational Programming: what is the relationship? – Gerald Farthing and Sandra Herbst</p> <p>The purpose of the workshop is to generate a conversation about what the principle, policy and practice of inclusion might mean and how this may be related to the Appropriate Educational Programming legislation and regulations. A PowerPoint presentation regarding the topic will be followed by an opportunity for questions and discussion. Participants will leave with a better understanding of what being inclusive might mean, the purpose of the Appropriate Educational Programming legislation and regulations, and what the relationship may be between the two.</p>
C8	<p>L'évaluation favorise l'apprentissage de tous les élèves! – Rachel Soufi</p> <p>Les principes de l'évaluation <i>au service de</i> l'apprentissage, <i>en tant qu'</i>apprentissage et <i>de</i> l'apprentissage s'appliquent à tous les élèves. Pour accroître l'engagement des élèves et augmenter leur rendement, il faut préciser les intentions d'apprentissage et les critères de réussite, fournir de la rétroaction descriptive et amener les élèves à s'approprier leur propre apprentissage. Cette session fera également référence au rôle de la régulation et de la différenciation en salle de classe.</p>

11:30-12:45

Lunch & Entertainment

12:45-13:45

Breakout Sessions - Series D

D1	<p>What Educators Need to Know About Fetal Alcohol Spectrum Disorder (FASD) – Dorothy Schwab</p> <p>This session will provide educators with information about FASD, including current diagnostic terminologies and research. The nine brain domains affected by prenatal exposure to alcohol will be presented and discussed in relation to children’s learning styles, behaviours as well as social needs.</p> <p>Dorothy will discuss the stigma associated with FASD as well as best practices in terms of working with families that are affected. Finally, strategies will be presented and discussed in the context of the school setting.</p>
D2	<p>It’s in Your Hands....You Are Worth It! – Libby Powell and Ellen Thompson from The Primary Prevention Team</p> <p>Sometimes we don’t realize how totally immersed we have become until we hit a wall! This workshop will engage participants in understanding the dimensions of wellness and developing strategies to promote the personal wellness that is instrumental in ensuring a sustained, rewarding career. Learn how to meet the ever-increasing challenges of the profession while maintaining the ability to perform at your best.</p>

D3	<p>Working with War-Affected Children – Jan Stewart</p> <p>This session will identify the educational needs and challenges that war-affected youth encounter in Canada. Working within an ecologically-based developmental framework, factors that hinder as well as facilitate the adjustment of war affected children will be presented. Practical strategies to assist children who have been affected by war will be presented and discussed.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand the needs of war-affected learners within the school and community contexts. • Gain knowledge of effective instructional strategies and approaches to assist children in post-conflict situations.
D4	<p>Survival Strategies – Coping with Now – Lisa Martin</p> <p>Planning and implementation of appropriate programming for students can be challenging especially when we consider how many different agencies and interests are represented around the table. In this workshop/panel discussion, participants will learn how technology has helped all members of the team stay focussed on meeting the needs of the student. Participants will hear from parents, staff and outside agencies about this process and how it has brought the team together to focus on the "now", celebrate the successes and work together to deal with the challenges.</p>
D5	<p>Literacy for Diverse Learners – Wayne Serebrin</p> <p>Drawing upon case studies of young literacy learners, this workshop will explore the diverse linguistic and cultural resources children bring with them from their family and community lives to the classroom. In small groups and through large group presentation/discussion, the session will then critically examine how the design of literacy education in school can build upon children’s diverse resources and create bridges between the children’s out-of-school literacies and their learning of school literacies. Background reading resources will be identified on the conference web site and case study materials and teacher resources will be provided in the session.</p>
D6	<p>Resiliency – Gary Comack</p> <p>The research makes a simple statement – a positive relationship with a significant adult / role model is the key to resiliency. What strategies / ideas can be used to develop a model for a school? Topics to consider when supporting all learners through life’s journey will be shared in this brief overview. Intent is for you to leave the session with take away ideas to incorporate into your local needs, there are no quick results! What’s your greatest fear?</p>
D7	<p>The Future of Teaching and Learning in Canada – Canadian Teachers’ Federation, Susan Perry and J.C. Couture</p> <p>Over the past two decades there has been an ever-increasing emphasis on test-driven accountability and on the standardization of teaching and learning in general. The degree to which the teaching profession and, therefore, student learning, have been shaped by these external forces is profound. These pressures and trends manifest themselves in teachers’ lives daily - undermining their autonomy, judgement and expertise, and causing them to feel undervalued. The true results – a negative impact on the learning environment for students and a detriment to the moral purpose of education.</p> <p>For teachers and teachers’ organizations, this means focusing on the core values and mission of public education and the teaching profession to promote and foster the well-being and education of all children and youth. Together with our education partners and the beneficiaries of a strong public education system, we need to shift the conversation to genuine student learning and, specifically, the conditions for optimizing teaching and learning for all students.</p> <p>Join representatives of the Canadian Teachers’ Federation Work Group on Quality Teaching as they dig beneath the surface of these trends and expose their implications for the future of teaching and learning in Canada.</p>

D8	<p>Doués et talentueux – Paul Tailleffer et Marie-Claude Morin</p> <p>Cet atelier explore le thème de la douance comme il a été traité lors du Symposium 2009 de langue française de la Fédération canadienne des enseignantes et des enseignants. Cet atelier interactif donnera un aperçu des différences entre talent et douance en vue d'aider les enseignantes et les enseignants à différencier ces deux types d'élèves. Des définitions et exemples aideront à préparer le terrain pour les discussions de groupe sur comment les enseignantes et les enseignants, l'école et les conseils scolaires répondent au défi de la programmation pour les élèves talentueux et doués.</p>
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13:45-14:00

Health Break

14:00-15:00

Closing Plenary – Dr. John Wiens

Encompassing Humanity

In this final session of the conference, Dr. Wiens will challenge participants to consider the importance of humanity, happiness and honour in the course of our professional and personal journeys.

15:00

Closing Remarks