

Welcome to the “Tomorrow’s Classroom 2015” Program

Hosted annually by The Faculty of Education and organized by a committee of teacher candidates, this year’s annual Teaching Symposium will encompass relevant educational presentations, tools and strategies that will prepare you for tomorrow’s classrooms.

Wednesday, February 18 , 2015

8h – 9h Registration (LMX Lobby)

9h – 10h15 Keynote Speakers

10h30 – 11h45 Session B

13h – 14h15 Session C

14h30 – 15h45 Session D

Thursday, February 19, 2015

9h00 – 10h15 Principal Panel / Session E

10h30 – 11h45 Principal Panel / Session F

13h – 14h15 Session G

14h30 – 15h45 Session H

Mixed-Media Art Gallery (LMX 105)

Wednesday, February 18, 2015

Session A: 9:00-10:15 am

Inspiring Youth Eco-Civic Engagement in our students (Keynote)

Nicholas Ng-A-Fook, Ph.D., Director Teacher Education, University of Ottawa

MNT 203

As we understand the finiteness of the planet & our irrevocable & interdependent relationship with it, we need an education system that rethinks its purpose & processes in order to mobilize today's youth in building more sustainable & democratic communities. This presentation will examine how teachers can more effectively engage students in becoming democratic participants and change-makers. This keynote is sponsored by the interdisciplinary research of Developing a Global Perspective for Educators (DGPE), University of Ottawa.

Bullying in Canadian Schools (Keynote)

David Smith, Ph.D., Professor of Educational Counselling at the Faculty of Education, University of Ottawa.

MNT 202

What's a teacher to do? In this presentation, I will discuss the problem of bullying and how it is affecting students in our schools. I will also speak to the roles that teachers can take in schools and provide online resources for bullying prevention and intervention.

Equity + Culture = Hope for First Nations Children (Keynote)

Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada

Marion AUD

A member of the Gitksan Nation, she has worked in the field of child and family services for over 20 years. An author of over 50 publications, her key interests include exploring, and addressing, the causes of disadvantage for Aboriginal children and families by promoting equitable and culturally based interventions. Current professional interests include holding fellowships with the Ashoka Foundation and the J.W. McConnell Family Foundation. This keynote is sponsored by the interdisciplinary research of Developing a Global Perspective for Educators (DGPE), University of Ottawa.

Session B: 10:30-11:45 am

The neurobiology of peer victimization: Why teachers must stand-up and never stand-by (Keynote)

Dr. Tracy Vaillancourt, Professor and Canada Research Chair in Children's Mental Health and Violence Prevention, University of Ottawa

Marion AUD

Bullying, defined as a systematic abuse of power, is pervasive with 30% of Canadian children reporting being bullied occasionally and 10% reporting being bullied on a daily basis. Longitudinal studies point to a causal relation between being bullied and subsequent mental and physical health problems. For example, there is strong evidence that bullying causes depression. Researchers have begun to examine genetics to better understand why some bullied children get sick. Researchers are also exploring how the experience of being bullied may change the expression of certain genes making someone more vulnerable to poorer health. These studies suggest that bullying does get under the skin exposure to peer abuse affects the expression of genes placing children at greater risk for poor health. Nevertheless, there is a lot of variability in children's response to bullying, some become depressed for example, while others do not. This suggests that some children may have a specific genetic vulnerability that places them at greater risk. In this keynote, I will present information that helps explain why some bullied children fare better or worse than others. I will also present information on how pre-service teachers can help reduce bullying and why they must always stand-up and never stand-by.

Create a Positive Classroom Culture through Restorative Practices

Vivian Petrie (Elementary School Principal) and Ives Bolt (High School Teacher), Ottawa Carleton District School Board

MRT 211

Our discussion will attempt to integrate some of the foundational concepts of restorative practices with the existing school discipline programs. This presentation will demonstrate how education professionals can move from a basic framework of restorative justice/discipline to a deeper awareness of the subject.

Third World Canada

Tracy Crowe, University of Ottawa

MNT 203

This workshop will explore the documentary ""Third World Canada"" and the resources in addressing issues of First Nations education.

Kairos Blanket Exercise

Carol Windmill, LST, Stittsville PS, OCDSB & Katy Quinn (Kairos Canada)

LMX 405

This is an interactive participatory workshop that has been created to help students understand how colonization of the land we now know as Canada (Turtle Island) has impacted the peoples who lived here long before settlers arrived.

Through this workshop, participants explore the nation-to-nation relationship between Indigenous and non-Indigenous peoples of Canada, how this relationship has been damaged over the years, and how Indigenous and non-Indigenous people can work together toward reconciliation.

The workshop begins with blankets arranged on the floor to represent Turtle Island (Canada) before the arrival of Europeans. Participants representing Indigenous peoples move around the blankets. The script used by the narrator(s) traces the history of the relationship between Europeans and Indigenous peoples in Canada from before contact to recent events. Participants are asked to respond to various cues and read prepared scrolls.

There is a sharing circle after the workshop for the narrator(s) and participants to impart their ideas, concerns, and feelings about the learning that has taken place.

Jer's Vision

Jeremy Dias, Jer's Vision

VNR 2095

Utilizing Jer's Vision's experience with agencies and school boards across Canada, as well as lived experiences as LGBTQ youth. This presentation will examine gender-conforming inclusion policies.

Engaging the 21st Century Learner

Kristin Riddell & Tracy Shapiro, Vice Principals, Glebe Collegiate Institute, OCDSB

MRT 212

This workshop will focus on creating accessible lessons with an emphasis on high yield instructional strategies such as: designing rich tasks, establishing forums for visible learning, facilitating accountable-talk among students, fostering critical thinking and inquiry, and assessment and evaluation for learning. In doing so, this workshop will provide teachers with meaningful strategies to support and engage all learners.

Session C: 1:00-2:15

Addressing Poverty Issues in Elementary Schools (DOUBLE SESSION)

Jim Gilles, ETFO

FSS 2005

This workshop will feature, practical strategies from ETFO's new publication Possibilities : Addressing Poverty Issues in Elementary Schools. Participants will receive a complimentary copy of the book and learn how elementary educators in ETFO's Poverty and Education project addressed academic and non-academic needs of students and their families experiencing poverty. The workshop will highlight assumptions, biases around poverty; creative educational approaches to address poverty issues; literature links for classroom learning; professional development for staff; and community resources.

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Oil Sands in the Classroom

Beckie Granatstein, Green Learning Canada

MNT 201

Oil sands in the classroom: Too controversial for the classroom? In the polarized public debate it is difficult to engage students as learners, critical thinkers and problem solvers. Participants in this collaborative inquiry workshop will explore approaches to teaching and learning about a complex and contentious issue like oil sands. Be part of Green Learning's current work to develop a Sustainable Oil Sands Education Dialogue program for high school.

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I Don't Want to Go Back, Exploring Humanitarian Law

Svetlana Ageeva, Red Cross Canada, Advisor, IHL

MRT 211

Working with photos, a world map, a video, readings and case studies from the Exploring Humanitarian Law (EHL) curriculum, educators explore options for working with students to come to understand the scope of suffering and other problems caused by the use of children as soldiers. They learn that the use of children by States or organised armed groups violates International Humanitarian Law, and learn the available means for dealing with this dilemma along with challenges. This workshop closes with a brief exploration of the NEW Canadian Red Cross EHL companion-Canada and Conflict, which provides educators tools for guiding students in their explorations of Canadian's experiences in armed conflict, whether they be the direct experiences of combatants and civilians affected by war or the indirect experiences of bystanders on the global stage

Mathematizing the World: Seeing Math Everywhere

Susan Davidson, Elementary Numeracy Consultant, Ottawa Catholic School Board

VNR 1095

For too many people, mathematics is a boring school subject unconnected to daily life when in reality, from architecture to modern art, from Twitter to social justice, math has a vibrant, living presence in our world, if we would only see it. Come join a conversation about how to support your students into seeing math everywhere!

Jer's Vision

Jeremy Dias, Jer's Vision

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Utilizing Jer's Vision's experience with agencies and school boards across Canada, as well as lived experiences as LGBTQ youth. This presentation will examine gender-conforming inclusion policies.

Puppetry as a Creative Communication Tool

Kira Malchy, Occasional Teacher, OCDSB & Carol Malchy, retired teacher

LMX 422

In this hands-on workshop, teachers will learn how to use puppetry in their classroom in order to promote learning and enhance their teaching in any subject area. You will create a simple puppet, learn techniques to manipulate puppets, and take part in storytelling activities. Teachers will also learn helpful ways to incorporate puppetry into a lesson.

Jacob's Story (DOUBLE SESSION)

FASD Coalition & University of Ottawa

Tabaret Hall – Room 112

“Jacob's Story” is a play about a boy named Jacob who has FASD. The play highlights the struggles Jacob has throughout his life at home, at school, and with the judicial system. This play represents an innovative Knowledge Translation (KT) tool, since it aims to use the arts to communicate what science is telling us. After the play, the audience participates in a discussion and question period, which is led by subject matter expert and NeuroDevNet FASD Discovery Project Lead Dr. James Reynolds. PERFORMANCE STARTS AT 2 PM

The Shape of a Girl (DOUBLE SESSION)

Joan McLeod, Writer & Session Facilitated by Trista Hollweck, Graduate Student, University of Ottawa

MNT 203

This production and workshop by the Cart before the Horse Theatre, The Shape of a Girl is a one-woman show supported by a six person chorus that explores the harsh, unexpected, dark side of high school hierarchies and one girl's grief as she realizes being a bystander is sometimes as bad as being a perpetrator. Fifteen year-old Braidie bears witness to the worsening abuse, torment, and ostracism inflicted on one of her childhood friends named Sofie. A horrific incident causes Braidie to isolate herself, reminisce about her childhood, and reflect upon the treatment of her bullied friend. She

discovers how detrimental bullying is to the victim and examines her own actions and the actions of others who participate in the cycles of violence.

The play invites audiences to consider ways in which events can build from seemingly innocuous conflicts to violent encounters. Silence and the status quo become intolerable for Braidie. Giving voice to what she feels and knows allows Braidie to act.

Autism and Relationship Development Intervention

Luke Van Schaik, B.Ed. Teacher Candidate

LMX 403

We plan on presenting on Autism and the use of the Relationship Development Intervention in the classroom. Our presentation will include a brief introduction about the key characteristics of Autism as well as a demonstration that will attempt to help B.Ed students empathize with what it might feel like to have a sensory overload with an interactive activity. At the end of this introduction we will discuss current strategies that are in use in the classroom. We will discuss Intensive Behavioural Intervention and its theoretical underpinnings. After discussing IBI/ABA as it relates to the classroom we will move on to discuss Relationship Development Intervention and how it tries to provide skills for both the individuals with Autism as well as the parent/teachers that they interact with.

In sum, the presentation will provide an overview of ASD, how IBI/ABA approaches Autism and the learning theory behind the approach and will discuss the difference between RDI and IBI and the theoretical approach behind the therapy and some take away skills that teachers could use in their future practice.

Session D: 2:30-3:45

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Session E: 9:00-10:15

Principal Panel (PJ)

Marion AUD

This session is for PJ Teacher Candidates. Educators from area schools are invited to come and speak with teacher candidates about the teaching profession. In addition, presenters will focus on the qualities, skills and attributes that employers seek when openings for teaching positions arise. Knowing that every day in school is like an interview, it is beneficial to know what supervisory officers and principals look for when they observe teacher candidates in their schools. (facilitated by Margaret Dempsey, Faculty of Education, University of Ottawa)

Principal Panel (JI/IS)

FSS 2005

This session is for JI & IS Teacher Candidates. Educators from area schools have been invited to come and speak with teacher candidates about the teaching profession. In addition, presenters will focus on the qualities, skills and attributes that employers seek when openings for teaching positions arise. Knowing that every day in school is like an interview, it is beneficial to know what supervisory officers and principals look for when they observe teacher candidates in their schools.

(facilitated by Tracy Crowe, Faculty of Education, University of Ottawa)

Teaching Students with Disabilities

John Wolfraim- Teacher, Sir Winston Churchill, Autism program, Martha Brown - Teacher, Crystal Bay Centre for Special Education & Jennifer Lisowski - Teacher, Crystal Bay

LMX 405

Working with Students in Specialized programs, focus on Developmental disabilities and autism programs. Focus on alternative curriculum expectations, variety of specialized teaching strategies, and teaching students with special needs. There will also be information on how to integrate students with special needs into the ""mainstream"" schools and community.

Graduate Studies: University of Ottawa

Richard Barwell, Director of Graduate Studies (anglophone sector), Faculty of Education, University of Ottawa

MRT 212

This presentation provides information about graduate programs in education at the Faculty of Education. These programs include the M.Ed., MA and PhD programs. The presentation mainly covers the organisation and requirements of the different programs, admission requirements and financial support offered.

Teaching Students with Autism Spectrum Disorder

Sandra O'Doherty, ASD Consultant, CHEO

LMX 121

Teachers in our schools face the challenge of planning and implementing effective education programs for all students, including students with autism spectrum disorder (ASD). This workshop presents an overview of the key characteristics of Autism Spectrum Disorder (ASD) and the potential impact that the characteristics may have on a student's daily educational experience. Participants will gain an understanding of the strengths and needs associated with ASD, and explore strategies to promote inclusion within the school and classroom settings.

Meeting the Needs of Diverse Learners: Planning for the inclusion of students with exceptionalities

Suzanne Gooderham, Michael Fairbrother, Carol Windmill & Steven McKibbin, Graduate Students, University of Ottawa

LMX 445

Using active approaches to learning, participants will explore practical approaches to planning for and teaching diverse classes. These include Universal Design for Learning and Differentiated Instruction. Participants will be encouraged to share their background knowledge and experience to discussion and group inquiry.

EQAO Assessments of Reading, Writing and Mathematics: Large-Scale Assessment with Learning in Mind

Mike Young, EQAO

LMX 122

Become familiar with the EQAO assessments and their value in the classroom. Understand your professional responsibilities with respect to the assessments. and the relationship between classroom and EQAO assessments. Explore the importance of evidence-based decision-making in improving student learning. Examine EQAO resources that support teaching, learning and assessment.

Financial Literacy: A Classroom Economic System

Cecile Kuntz, Teacher, OCSB

VNR 1075

Students participate in a classroom economy in order to simulate real world economic activity. Students apply for classroom jobs, run businesses, pay taxes, buy rental properties, and make investments. Cross-curricular connections are made with English, Human Geography, and Science. The goal of this presentation is to enable teachers to set up their own classroom mini-economic system. The process of how to do this will be discussed and participants will be provided with all the necessary documentation for immediate classroom implementation. Participants will become familiar with how this system can teach students skills necessary to function in the real world, allow for higher order thinking in gifted students, while also helping with classroom management.

Session F: 10:30-11:45

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Ryan's Well Foundation

Elisabeth Rubli, Education Coordinator, Ryan's Well Foundation

VNR 1095

This workshop aims to tell Ryan's story and it also aims to raise awareness on global issues and problems surrounding water, sanitation and hygiene. We hope to empower youth and show how one person can make a difference, no matter how young.

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Learning About the World through Food

Katie Breen and Elodie Mantha, USC Canada

VNR 3035

USC Canada is a non-profit organization that works with farmers around the world to promote vibrant family farms, strong rural communities and healthy ecosystems. A key component of our work is public education _ making sure the Canadian public understands the critical role played by family farmers in feeding the planet, and providing science-based information about how ecological agriculture can meet humanity's needs for food without compromising the planet's biodiversity. This workshop will give participants an overview of food justice and seed issues and how they can be used to support the curriculum at each educational level. We will also share fun and dynamic teaching tools that teachers can use in their own classrooms to engage students on these issues. Lastly, we will share our experience so far with Sow and Save- USC Canada's first elementary educational program deployed in 40 classrooms this year.

Resources: Library of Parliament

Grantly Franklin, Library of Parliament

VNR 2095

An overview of the Library of Parliament's educational resources including interactive activities, teachers kits, online and print materials and lesson plans in addition to an introduction to the Teachers Institute on Parliamentary Democracy, an intensive professional development opportunity that brings 85 outstanding educators from across Canada together in Ottawa for an insider's view on how Parliament works.

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Session G: 1:00-2:15

Cooperative Learning 101: Say NO to Group Work

Sarah Parke, OCT

MNT 201

This session is perfect for those who understand the importance of having students work together and want practical tips and tools for how to do so. Participants will learn: How “cooperative learning” is different than group work, How to form cooperative learning groups, The importance of teambuilding and class-building activities, and How to use cooperative learning to assess student work. Participants will receive handouts that they can use immediately in their own teaching (grades 9-12), including a summary of some of the most effective instructional strategies (applicable to all grades).

Teaching Social Justice in a Climate of Entitlement (DOUBLE SESSION)

Mary Enns, Teacher, Ottawa Carleton District School Board

LMX 221

Experience fantastic and free teaching resources from www.cultivatingpeace.ca that can be used in many different intermediate / senior courses, especially gr.10 Civics. Encourage reluctant activists to become agents of change. Have fun with an old NFB animation and a game that stimulates thoughtful discussion about peace and conflict. Examine entitlement and its possible causes, juxtaposed with social justice and its cause: activism! "

Inquiry in Action: DILA Youth Program

Ian Bingeman, Program Coordinator for DILA Youth Program

LMX 124

The DILA Youth Program works to help youth engage discover and explore their power through meaningful projects meant to have a positive impact on their communities. We practice inquiry-based learning and take a hands-on approach - learning by doing. Our workshop will cover the experiences we have had to date, the lessons we have learned, and the challenges we have faced as well as providing an opportunity to practice the skills and tools needed to help youth to feel comfortable enough to assert what they want to see changed and to achieve their goals.

Kirpans and Peanut Butter: Why and How We Teach Critical Thinking for Social Justice

April Julian, Deputy Director of Education, Canadian Civil Liberties Education Trust

FSS 2005

Making difficult decisions about justice and fairness in a democracy requires a careful balancing of conflicting rights. Under time and resource constraints, educators sometimes resort to an indiscriminate application of rules as a way of dealing with their classroom dilemmas. CCLET maintains that there are no easy answers to issues of fairness in classrooms. This session will provide an opportunity for pre-service students to discuss and explore historical controversies, some of the conflicts they may have already experienced in their classrooms, as well as the kinds of controversial situations they may expect to see in the future. Participants will learn a structural approach for working with conflicting rights and freedoms, and how to think critically about what it means to be fair in a democracy.

Food Security Education

Alishia Valeri, Graduate Student, University of Ottawa

VNR 1075

What does it mean to be food secure? What is the relationship between one's access to safe, healthy and nutritious food and one's well-being? How does the state of our food system affect the food we have access to on a daily basis? These questions will shape an interactive workshop aimed at fostering a cohesive understanding of food security by providing

background information on food security, as well as providing resources for educators to implement at the classroom level. Come join the conversation about how we, as educators have a vital role to play in working towards a food secure world for all.

The New Humanities: Technology as the Fulcrum of Art and Science

Marc Bergeron and Ian Morris, Upper Canada District School Board

LMX 121

This seminar allows teacher candidates to experience examples of student work highlighting the range and the capacity of open source software, Ministry licensed software, webware, and alternative uses of older favourites such as PowerPoint and Prezi. These technologies can help foster inclusivity, tap various modalities of intelligence, and allow for great synergy between various curricula and subject matter. Each technological medium is featured because of its intuitiveness, its accessibility, its low initial cost, its cross-curricular value, its pedagogic value, and its ability to maximize the aesthetic experience of learning.

Dealing with Differences with a Restorative Approach

Dave Farthing, YOUCAN

LMX 422

This workshop is designed for those interested in restorative practices and conflict management programs in schools. It will give participants an opportunity to explore their own beliefs and practices about discipline and is an introduction and orientation to the restorative philosophy and practice.

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It's Easy Being Green: Teaching Resources for the Eco-conscious Educator

Laura Leet & Diana Brushey, SEED Educators

LMX 241

This workshop will provide accessible teaching resources for all grades (k-12) to help integrate environmental education across the curriculum. During the workshop you will have an opportunity to acquire essential pedagogical skills needed for the changing educational climate.

Making A Difference: A Journey in Caring

Ryan Hreljac, Ryan's Well Foundation

LMX 122

Ryan has been active in international development for 17 years, starting in grade one when he first began raising money for people in Africa who had no access to clean water or proper sanitation. Ryan continued that effort throughout his school years with public speaking and appearances, including on Oprah when he was 9 years old, and with fundraising activities. Now 23, Ryan is a graduate of University of King's College in Halifax, with majors in international development and political science. Ryan has remained involved with the foundation as a speaker and board member. He has spoken around the world on water issues and on the importance of making a difference no matter who you are or how old you are.

SmartBoard Essentials & On-Line Resources

Nathali Pare & Rachel Scherzer, University of Ottawa, Educational Centre of the Faculty of Education

LMX 243

The workshop will cover how to find resources (lessons) online to use with SMART Boards (using OERB, SMART Exchange or others) and then we would spend some time showing teacher how to edit or create elements of a lesson.

CACHA Medical Missions aren't just about medicine!

Jimmy Sebulime and Karen Buckshi, CACHA

LMX 407

The Canada Africa Community Health Alliance (CACHA) is a non-governmental humanitarian organization. It was founded in 2001 by Dr. Don Kilby, Director of the University of Ottawa Health Services. One of CACHA's main objectives is the provision of primary health care to rural and neglected communities in Bénin, Tanzania and Uganda. CACHA's areas of focus are on HIV/AIDS care, and support of children orphaned by HIV through the establishment of vocational. CACHA has treated over 200,000 patients, supported more than 900 orphans and vulnerable children, and has donated over \$7.5 million in medical and other supplies. CACHA seeks to ensure sustainability through working with trusted local

partners and through working towards ensuring women's rights, income security, housing and food security, as well as childhood education, and access to clean water and sanitation. CACHA has been sending volunteers on 2 week long medical missions for the last 14 years consisting of a team of approximately 15-25 Canadian volunteers that include surgeons, physicians, nurses, pharmacists, dentists, ophthalmologists, other health workers and logisticians (non-medical volunteers). We are currently planning 10 missions for the upcoming year. Our missions aren't just for medical professionals. We need people just like you – good at organizing, good with people, resilient, and good teachers. We have projects that are ongoing in the communities we work in that are desperate for volunteers to help them with setting up proper infrastructure so that they can manage on their own and with teaching of the children in their programs. This spirit of volunteering – and dedication - has been a vital part of carrying out CACHA's medical missions and projects. What is particularly remarkable is that each volunteer raises the funds for their own airfare and accommodation for their participation in the mission.

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Getting Unstuck

Alyse Schacter, University of Ottawa Student, Mental Health Advocate

MRT 212

Alyse is a student in the Health Sciences program at the University of Ottawa. She is a youth advocate who has been in the public eye since 2002 discussing de-stigmatization of mental illness. Alyse has ""severe-treatment-resistant-obsessive-compulsive disorder"". From the age of 12, when she was hit with this disease, she believed that she had a responsibility to talk about it so that people wouldn't misunderstand her symptoms, or worse, miss the clues that might

allow them to help others who were suffering from mental health problems. She has used her personal experiences in the mental health system as a spring board to discuss the challenges facing the mentally ill.

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Ian Bingeman, Program Coordinator for DILA Youth Program

LMX 124

The DILA Youth Program works to help youth engage discover and explore their power through meaningful projects meant to have a positive impact on their communities. We practice inquiry-based learning and take a hands-on approach - learning by doing. Our workshop will cover the experiences we have had to date, the lessons we have learned, and the challenges we have faced as well as providing an opportunity to practice the skills and tools needed to help youth to feel comfortable enough to assert what they want to see changed and to achieve their goals.

Ryan's Well Foundation

Elisabeth Rubli, Education Coordinator, Ryan's Well Foundation

VNR 1095

This workshop aims to tell Ryan's story and it also aims to raise awareness on global issues and problems surrounding water, sanitation and hygiene. We hope to empower youth and show how one person can make a difference, no matter how young.

Kirpans and Peanut Butter: Why and How We Teach Critical Thinking for Social Justice

April Julian, Deputy Director of Education, Canadian Civil Liberties Education Trust

FSS 2005

Making difficult decisions about justice and fairness in a democracy requires a careful balancing of conflicting rights. Under time and resource constraints, educators sometimes resort to an indiscriminate application of rules as a way of dealing with their classroom dilemmas. CCLET maintains that there are no easy answers to issues of fairness in classrooms. This session will provide an opportunity for pre-service students to discuss and explore historical controversies, some of the conflicts they may have already experienced in their classrooms, as well as the kinds of controversial situations they may expect to see in the future. Participants will learn a structural approach for working with conflicting rights and freedoms, and how to think critically about what it means to be fair in a democracy.

Supporting the Needs of LGBTQ Students

Taryn McKenna & Erin Martins Santolupo, B.Ed. Teacher Candidates, University of Ottawa

LMX 445

We will be discussing the importance of implementing mental health awareness and resources for students within schools, specifically in regards to the needs of LGBTQ students. We will provide information about various psychological disorders, such as anxiety and depression, and specifically for teachers, the type of student behaviours that can be exhibited within the classroom and methods of support. Our workshop will also discuss ways for teachers to effectively support LGBTQ students and will highlight their particular vulnerability to anxiety and depression.

Food Security Education

Alishia Valeri, Graduate Student, University of Ottawa

VNR 1075

What does it mean to be food secure? What is the relationship between one's access to safe, healthy and nutritious food and one's well-being? How does the state of our food system affect the food we have access to on a daily basis? These questions will shape an interactive workshop aimed at fostering a cohesive understanding of food security by providing background information on food security, as well as providing resources for educators to implement at the classroom level. Come join the conversation about how we, as educators have a vital role to play in working towards a food secure world for all.

The New Humanities: Technology as the Fulcrum of Art and Science

Marc Bergeron and Ian Morris, Upper Canada District School Board

LMX 121

This seminar allows teacher candidates to experience examples of student work highlighting the range and the capacity of open source software, Ministry licensed software, webware, and alternative uses of older favourites such as PowerPoint and Prezi. These technologies can help foster inclusivity, tap various modalities of intelligence, and allow for great synergy between various curricula and subject matter. Each technological medium is featured because of its intuitiveness, its accessibility, its low initial cost, its cross-curricular value, its pedagogic value, and its ability to maximize the aesthetic experience of learning

Dealing with Differences with a Restorative Approach

Dave Farthing, YOUCAN

LMX 422

This workshop is designed for those interested in restorative practices and conflict management programs in schools. It will give participants an opportunity to explore their own beliefs and practices about discipline and is an introduction and orientation to the restorative philosophy and practice.

Teaching at the Intermediate and Secondary Divisions

Bogna Haddad and Karen Dion, Teachers, Adult High School, OCDSB

VNR 5070

Our aim is to provide you with a hands-on opportunity to analyze your own mindset towards teaching and learning, as well as to introduce you to classroom-ready metacognitive strategies aimed at helping you, and your students, succeed.

It's Easy Being Green: Teaching Resources for the Eco-conscious Educator

Laura Leet & Diana Brushey, SEED Educators

LMX 241

This workshop will provide accessible teaching resources for all grades (k-12) to help integrate environmental education across the curriculum. During the workshop you will have an opportunity to acquire essential pedagogical skills needed for the changing educational climate.

You Signed Up to Teach But the Job Description has Changed

Stan Kozak, Curriculum and Policy Consultant, Learning for a Sustainable Future

LMX 339

*The rationale for traditional teaching has been undermined by changes in technology and what we know about learning. Transformative learning calls for teachers to be facilitators and co-learners. How can we bridge that very wide gap? A system approach to learning and seven key learning strategies outlined in *Connecting the Dots* available free online provide a direction for change. Let's explore this path.*

The Muslim Mind: Embracing Inclusion in Today's Classroom

Ghazala Choudhary. Tarbiyah Learning

LMX 122

Inclusion is no longer a philosophy or a buzzword, but a classroom reality. The focus of this session will be to discuss some of the Muslim sensitivities that exist in our diverse classrooms, and how teachers can better prepare themselves to

accommodate the needs of Muslim students by having a proper understanding of the Muslim Mind. How do the core beliefs of Islam affect students? How do you deal with Muslim parents? What can and can't Muslim students do? How can we distinguish between the religion and culture? Chances are that teacher candidates will have Muslim students in their classroom, so time will be allocated for a question and answer period to answer any specific questions about understanding and accommodating Muslim sensitivities!

Reframing Environmental Education: Embedding the Local Community into Elementary Education

Stephen Skoutajan, Teacher OCDSB & Michael Leveille, Environmental Educator & Teacher, St. Laurent Academy

MRT 252

Two elementary school teachers in Ottawa focus their classroom programs on the three E's (environment, economy and equity) to encourage their students to explore their local neighbourhoods as they learn the true meaning of a sustainable community.

Why Menstruation Matters - Breaking the Stigma in East Africa

Sabrina Rubli, Founding Director of Femme International

MRT 211

Femme International was founded to use education and conversation to break down the destructive stigma that surrounds the issue of menstruation, and empower young women to take control over their bodies and stay in school - every day of the month! Femme works in local schools in Kenya and Tanzania to provide interactive health education, as well as the distribution of sustainable menstrual management materials to schoolgirls. Menstruation is the number one reason why girls miss school, so providing them with these tools tackles a root cause of the gender disparity. The workshop will examine taboos around the world and discuss why the issue needs to be talked about - at home and in East Africa.