

# Session 1: Workshop Descriptions

Thursday, October 26, 10:45 am – 12:15 pm

**(CCS)** Redeemer Centre for  
Christian Scholarship

**(BW)** Beautiful Work

**(C&C)** Culture & Character

**(MKS)** Mastery-of-  
Knowledge & Skills

**(LEAD)** Leadership

**(JK/SK)** Kindergarten

**(HL)** Healthy Living

**(W/CPC)** Workplace/CPC

**(RES)** Resource

## **JK-3 JK/SK Movement in Mind: A Look at Sensory Integration and Neuro-motor Development in Children - Jenny Elahi**

This workshop demonstrates how teaching through rhythm, movement, and the senses leads to engage learners, academic achievement and joy in the primary classroom. The session will focus on how teaching through the senses makes biological sense, and how we are "biologically designed" to learn. We will take a brief look at brain development, and how movement and the senses build a framework for cognition and brain development. Session 2.01 with Jenny builds practically on the focus of this session.

## **1.02 3-6 BW Adventures in PBL - Margaret Kamping (45 minutes) PBL – Practical Sharing - Angier Bonvanie (45 minutes)**

### **Margaret Kamping**

What began as a project to inspire our town to fix an aging fountain became an incredible journey that will culminate with a rededication of the fountain. Students partnered with local service clubs, met a famous Canadian Artist, and raised \$2500.00. This workshop will share our journey and provide tips about project based learning.

### **Angie Bonvanie**

Sharing a collection of projects done at Halton Hills Christian School involving grades 4-7 during our first attempt at Project Based Learning. This process was both exciting and unnerving as we tried new things, stepped away from regular routine and collaborated as colleagues to engage students in current community issues: the use of public transit, the expansion of a major road and the pros and cons of quarries. Come and hear the vision behind our collaborative planning and how it adapted and evolved as we got underway. Get ready for a transparent sharing of the celebrations and set-backs as we journeyed through the process of project based learning. Our students are on a learning journey...and so are we!

## **1.01 K-3 BW Primary PBLers Share More Stories - Cara Barwell, Lisa Vanderkuip, Krista Taekema (30 minutes for each presenter)**

### **Cara Barwell**

This workshop will provide inspiration for primary teachers interested in, or currently exploring, project based learning (PBL). We will share some of our experiences with projects, including the planning and design process and highlighting how projects change and develop over time. Stories will be told of the successes and struggles of projects completed with our students. As well, there will also be an opportunity for participants to share their experiences with PBL, and hopefully, you will leave inspired with new ideas for your next project.

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## **Lisa Vanderkuip**

This workshop will provide inspiration for primary teachers interested in, or currently exploring, project based learning (PBL). We will share some of our experiences with projects, including the planning and design process and highlighting how projects change and develop over time. Stories will be told of the successes and struggles of projects completed with our students. As well, there will also be an opportunity for participants to share their experiences with PBL, and hopefully, you will leave inspired with new ideas for your next project.

**(Lisa's presentation will be repeat of last year)**

## **Krista Taekema**

This past year the primary division was challenged to develop a PBL project based on the theme of the swamp (which was also the theme of the primary musical). Every class designed a unit on a particular theme. Some themes included habitat, animals, life cycles, story writing and art. I will be sharing some of these ideas and explaining a bit more of the process for developing PBL units in the classroom.

## **1.04 K-12 HL The Porn Project – Brett Ullman**

The Porn Project in 1 sentence: Stop Looking At Pornography. But how do you actually do that?

This talk will challenge our beliefs (what is porn?, history, theology), our behaviours (addiction, accountability, triggers, lifestyle, environment etc.), and look beyond ourselves at how porn might be hurting others around us (spouse, children, dating relationships, people involved in the pornography industry etc.).

The goal is to be less of a presentation and more of training. Training to equip and empower individuals (men and women), parents and leaders on how to navigate this conversation no matter if you dabble, struggle, or are addicted to pornography in any of its forms. Moving towards wholeness from the brokenness.

Looking towards freedom from pornography

## **1.05 K-12 MKS Leaders of Their Own Learning- Edith van der Boom**

Providing students with learning goals and using checking-for-understanding strategies can build confidence and empower student ownership over learning and growth such that they become leaders of their own learning.

This workshop is designed to help teachers develop skills and confidence in creating learning goals and checking-for-understanding strategies. Specifically, participants will learn:

- To clarify criteria for writing effective learning goals that unpack the curriculum expectations and lead to improved learning for students.
- To learn checking-for-understanding strategies that clarify students' understanding of learning goals.
- To understand the importance of the relationship between learning goals and checking-for-understanding.

## **1.06 K-6 MKS Digital Portfolios and Blogging with Seesaw - Sylvia Duckworth**

[Seesaw](#) is a free, web-based, multi-device, digital portfolio and blogging platform that is designed for students from K – 8. Students can upload files, videos, photos, text, URLs and drawings, and then share them with their teacher, classmates and parents, while learning about the importance of digital citizenship. Come and find out why teachers around the world are falling in love with Seesaw!

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**1.07      1-12      MKS      Warmed Up and Ready to Go – John Byl**

Warming up for activity prepares body and mind for engagement. Active, fun, and engaging games can both warm players up and mentally prepare them for play. Come prepared to participate. Equipment used in workshop will be given away to participants so they are ready to go when they meet their next group of students.

**1.08      3-8      C&C      Nii’kinaaganaa: All My Relations – Indigenous Teaching  
- Alison Young**

This workshop is aimed at providing attendees with hands-on learning and introduction to Indigenous Studies. Delegates will be given an overview of Indigenous worldview teachings and how to incorporate Christian teachings together. Resources, ideas and field trip ideas, curriculum prep will be shared.

**1.09      4-6      HL      Power to Explore - Rashmi Rakheja, RD**

This workshop introduces you to Power to Explore! a cross-curricular healthy-living program that gives students the power to explore their personal food and activity choices. Students build awareness and develop skills to improve health. Each teacher will receive a free Power to Explore! program kit with all the tools to teach the lessons, including a detailed Teacher Guide, USB containing videos, printable activity sheets and evaluation rubrics, posters, and more. In addition to the HPE expectations, lessons also touch on Language, Social Science, Media Literacy and Science & Technology.

**1.10      GEN      C&C      The “Narcissism of Minor Differences”, or are CSI Christian schools  
really so unique? – Richard Vanderkloet**

Naturally, Christian school teachers, parents, supporters, and even students often get asked what makes our Christian schools unique or different from or better than public schools, Catholic schools, ACSI schools, private schools and so on. To answer that question, and justify our independent existence, we easily exaggerate the difference between us and them to make us look better and them worse. When we do so we are guilty of what Freud called “the narcissism of minor differences”, a posture that always serves as a prelude to or pretext for arrogant assertions of superiority. Such assertions are always inherently contrary to the Christian faith, and undermine the Christian witness we claim our schools bear. In this workshop we will ask how we can faithfully articulate our *raison d’etre* without falling into a posture that proclaims a very un-Christian arrogance.

**1.11      9-12      C&C/MKS      Program Planning and Integration for ELLs – Jessica Alkema &  
Matthew Hazenberg**

**WORKSHOP GEARED TO HIGH SCHOOL ESL TEACHERS AND ENGLISH LANGUAGE LEARNERS  
COORDINATORS/SUPPORT STAFF**

How can we help English language learners experience academic success and a sense of belonging in a new learning and living environment? Program planning for ELLs and ideas for fostering hospitality in our learning communities will be the focus of this workshop. Program planning will focus on academic pathway and course selection for ELLs that prioritizes English language acquisition.

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**1.12**      **JK-8**      **BW**      **Elementary Art Ideas - Leanne Bulthuis, Mary Abma, Ruth Giffin**  
**(30 minutes each)**

## **Leanne Bulthuis**

In this workshop you will learn about a variety of exciting art projects, opportunities and ideas that you can try in your classroom, school and community. You will hear from the elementary teacher nominees of the John Rozema Teacher of Excellence in the Arts award and learn about some of the things they have been doing with the hope to give you some ideas to take home and try yourself in your own school.

## **Mary Abma**

This project-based learning activity integrated science, language arts and visual art. The project began with a problem: How do we create a meaningful artwork for the new addition to our school using natural history objects that had been donated to the school? For two months, our classroom became a laboratory and art studio as students went through the process of researching the effects of plastics on our marine environments, experimenting with the objects we would use, and trying to determine how to put everything together in a professional manner so that it could have pride of place in our school for years to come. The students used critical thinking, creative thinking, collaboration, and community engagement in this artwork which was then presented to an authentic audience.

## **Ruth Giffin**

Artistic expression can be a vehicle that motivates students to do their best work, and helps them relate what they are learning to their community, their future, and their faith. This workshop will present visual art projects that integrate art into other areas of the curriculum, and encourage students to collaborate with each other and invest in their community.

**1.13**      **7-12**      **C&C**      **Tips and Tricks for Getting More Out of myBlueprint**  
**- Damian Matheson**

Several OACS schools have now had the opportunity to use myBlueprint to support career and life planning initiatives with their students in recent years. This provides an excellent opportunity to now dive deeper into what the program can do from an administrative end to encourage more informed decisions, and where it can begin to support your students beyond a GLC20 type of course.

After a quick refresher, this session will explore real world examples and provide tips and tricks that will showcase how schools across the province have utilized myBlueprint to engage students across 7-12 throughout many curricular areas, well beyond the walls of career education, and the takeaways you need to make this happen at your school.

**1.14**      **7-12**      **MKS**      **Model United Nations - Practicing through Simulation to Seek**  
**Creative Solutions to the World's Most Pressing Issues**  
**- Peter Oussoren**

Student leaders of Model UN Club (MUN) will run a tutorial debate which will introduce participants to MUN and will lead the participants into debate.

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**1.15      11-12      MKS/C&C      Co Op Program: Resources and Best Practices  
- Richard Van Egmond**

By providing students with the opportunity to "test drive" a career with a community employer for a semester, Cooperative Education provides a unique opportunity for secondary level students to gain valuable work experience and explore potential career options. Students benefit from healthy co-op programs that help them link a robust exploration of work and vocation, strong preparation and planning, and a positive off campus placement experience. With the new Ontario Cooperative Education/Experiential curriculum expected in 2018, now is a good time to assess your present program and plan for implementation of some of the new initiatives expected. How can you expand available opportunities for your students and ensure your co-op program is valuable for your students? Whether you are new to leading your school's co-op program or a seasoned co-op teacher, this workshop will provide a chance to share resources and best practices with other co-op teachers.

**1.16      9-12      BW      Stories from Canada: Working Collaboratively, Across the  
Curriculum and with the Community - Kim Furtney & Jeff Weening**

Based on a project – Stories from Canada – that we completed with our Gr. 10 English & History students, this workshop will focus on ways to collaborate as teachers across the curriculum as well as engaging the community. We will briefly share our experience and look forward to brainstorming project ideas with other teachers.

**1.17      GEN      HL      Opening the Door to Conversations on Mental Health  
-Christy Hiemstra & Anita Plat-Kuiken**

Participants will be given opportunity for discussions about mental health and dealing with tragedy in a school community. Christy will share her teenage son Jordan's struggle with depression and mental health which resulted in suicide and Anita will share the pivotal role of the Tragic Events Response Team (TERT) at the school and the wisdom the school acquired through God's grace in the midst of this tragedy. This workshop will build awareness of mental health issues, share resources to build a TERT at your school, and equip you with proactive resources in order to build confidence to open the door on this important topic.

**1.18      GEN      C&C      Integration: Loving God with Our Whole Mind - Curt Thompson**

If learning is about the life of the mind, what is the mind in the first place? Moreover, how does greater awareness of that enable us to love God more fully? This breakout session will explore the notion of *integration* from the perspective of the intersection of interpersonal neurobiology and Christian spiritual formation. We will engage how learning more about the mind can helpfully inform and energize our calling as educators, and to discover that to *learn*, is to love God with *all* of our mind, which calls us not primarily to power, but to justice.

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## **1.19      GEN      MKS      Hosting an author Visit - Advice from a Pro – Marsha Skrypunch**

How do you find an author to invite to your school or library? And once you've found them, how do you know that they're any good? What kinds of authors should you avoid, and why? What grants and subsidies are out there to help pay for the visit, and what should an author visit cost? How should students and the venue prepare for the visit, and what should be in place on the day of? The session includes a brief background of how Authors' Booking Service began and why educators find it such a valuable resource. Lots of opportunity for discussion and questions.

## **1.20      GEN      HL      Safe Spaces, LGBTQ+ and Mental Health – Jennifer Bowen & Karen Cornies**

Our workshop will offer a safe forum to explore the challenges faced by students questioning orientation or gender, impacting their mental health and overall wellbeing. It will include some statistics about this group of students, information about some programming at Christian North American schools, and an opportunity to talk with other educators on how best to care for this group of students, making their academic experience a forum where they can thrive.

## **1.21                      GEN                      MKS                      Making Things – Harry Blyleven**

What is the Maker Movement, how do we make things, and why should learners of all ages should be making things?

# LUNCH SESSIONS

Thursday, October 26, 12:15–1:30 pm

## **LUNCH A**      **General lunch for all registered participants**

Lunch will be served in the gymnasium for all registered participants.

## **LUNCH B**      **High school curriculum and program administrators meeting (*Marj Sutherland*)**

Calling all high school curriculum and program vice principals and directors! You are cordially invited to our annual Edifide Convention round-table session. Come and meet a fantastic group of directors and administrators who share your passion for all things program-related. We are a collegial, collaborative, and highly supportive group. This session provides an opportunity for us to ask questions and share best-practice ideas from our schools. If you have any questions, or would like to add something to the agenda, please contact Marj Sutherland prior to the meeting. Looking forward to catching up with old friends and bringing new ones on to the team.

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**2.01 JK-3 JK/SK Movement in Mind: A Look at Sensory Integration and Neuro-motor Development in Children - Jenny Elahi**

This session building on session 1.01 provides practical, hands-on and interactive ways to put learning through the senses to work right away in the classroom setting. We will use song, movement, and storytelling in ways that compliment instruction, provide transitions, and engage the brain to create efficient pathways to learning, and most importantly, brings joy and a sense of belonging to the children.

**2.02 K-8 MKS FSL Teachers Unite! – Annette Regnerus & Carolyn Van Zwol**

This workshop is a time for French as a Second Language teachers to talk strategy, share ideas and glean information from other FSL teachers. The presenters will share some of their strategies and resources that have been used across grade levels. Each workshop attendee is asked to bring one teaching tool that they are willing to share with their colleagues. As FSL teachers are often an island within their own school, this is an excellent way to support each other and better our practice. Allons-y!

**2.03 K-4 C&C Responsive Classroom – Stories of Implementation - Jacquie DeRaaf**

On a continued learning journey after implementing Responsive Classroom in Grade 4 and now adapting for Grade 2, Jacquie will share her experiences, successes and challenges – incorporating anecdotes from her Trinity Christian School colleagues across K-4. Facilitated discussion will allow participants to share their own experiences and learn from each other as they move forward in their own implementation of RC.

**2.04 K-8 C&C Understanding the Uncooperative Child in your Classroom - Jasper Hoogendam & Katie Hoogendam**

This workshop is based on the premise that every classroom teacher has students in their classroom that are hard to serve. They might come across as uncooperative; they might show inconsistent behaviour patterns, just to name two noticeable traits. Often what is being manifest is behaviour that is consistent with children who are neurologically atypical. Children who experience significant trauma in their early years will exhibit neurologically atypical behaviour, often not diagnosed. The workshop will be structured to give teachers insight into the challenges that these students face and how often the traditional classroom routines, procedures and incentive set these children up for failure. We will explore some easy-to-use tools for teachers to be intentional about creating an inclusive classroom. The workshop will focus on giving teachers some introductory insight, hopefully giving a starting point to helping a student whose participation in class has puzzled you.

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## **2.05      K-12      HL                      The Walking Wounded – Brett Ullman**

Life is good ... until it's not. Dark clouds come in all shapes and sizes and leave us asking where do we turn? Some of us struggle with mental health: anxiety, depression etc. Some of our struggles come from coping with tough situations in life by self-injuring: eating disorders, suicide, self-harm and drug and alcohol use. When we are surrounded by these heightened emotions and feelings life becomes isolated from others and we begin to be full of questions instead of answers and we do not know what will work, or where to turn. How do we begin our journey towards hope, healing, redemption, rescue, and a restoration to wholeness? Where and when does our journey back to life begin again? As a Follower of the Way (A Christian) what about our faith? How does our faith fit into our healing journey? This talk has no clichés, no Christianese and does not put forward promises of false hope. Brett Ullman in *The Walking Wounded* begins to address how to walk back towards healing and away from our emotions, feelings and thoughts and that are keeping us paralyzed in life. No shame, fear, or hiding is required as we are safe to journey towards healing together. There is Hope for the Walking Wounded.

## **2.06      1-12      MKS                      Counting on Sum Fun – John Byl**

Learning Math through Physical Activity and Learning Physical Activity through Math. Participate in active games that involve both mathematics and physical activity, working your mind as we work the body, learning to be more mathematically and physically literate.

## **2.07      3-8      MKS                      Instruments in the Classroom - Fran Huberts**

The teaching of music should include a variety of activities, one of which is instrumental performance. Since recorders are fairly inexpensive and small enough for children's hands, many schools introduce them to students in the elementary classroom. What do you do, however, if your school does not have a band, or you wish to give children an opportunity to play music on a variety of instruments, as well as the recorder? This workshop will introduce specific recorder skills and demonstrate how Orff instruments, ukuleles and keyboards can be used together to make beautiful ensemble music.

## **2.08                      3-8                      MKS                      Using MAP Data - Lisa Eelkema**

Many OACS schools are now beginning to implement the Measures of Academic Progress (MAP) assessments. We are impressed with the amount of data it generates, but how can we use it effectively in our instruction? This workshop will explore the information gathered through MAP testing, focusing on how data can drive instruction and improve student engagement and learning.

## **2.09      4+      MKS                      'Is This for REAL'? Students become Fake News Sleuths! - Audrey Benjamins**

Identifying what is 'real' and what is 'fake' is a challenge. The issue of 'fake news' was brought to the forefront during the 2016 Presidential Election in the United States. 'Fake news' is generated with the intent to mislead and misinform. Our students need to know how to research information that is accurate and reliable. Students must be confident in their ability to discern and select information. In this workshop, teachers will be given a variety of strategies to teach students how to better evaluate the reliability and accuracy of information derived from various sources.



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**2.14      7-8      HL      Power 2B Me - Rashmi Rakheja, RD**

This workshop introduces teachers to Power 2B Me, a unique cross-curricular program that encourages intermediate students to explore healthy eating barriers and solutions, challenges them to get hands-on with food and encourages peer-to-peer learning. It engages students through in-class activities, food challenge videos, and a personal online profile (including photo-journaling, polls, and food factoids). Teachers will each receive a Power 2B ME program kit, which includes a Teacher Guide with grade-specific lesson plans, USB with videos and electronic copies of student handouts and activity sheets, a class set of nutrient graphs and access code to register for the online student profile. The program meets various curriculum expectations for HPE, Math and Language.

**2.15      7-8      BW      Project Based Learning - Exciting Grade 7 and 8 Students by Getting out of the Ordinary - Barbara Ubbens & Hannah VanderWier**

Have you ever wondered how to carry out a PBL project from start to finish? We are here to give you a few examples of projects with authentic audiences that will hopefully inspire you to gather ideas for your own classrooms. Projects include sustainable fashion, protecting the atmosphere, and sustainable living within our communities.

**2.16      9-12      BW/MKS      High School Tech Shop; a Round Table Discussion - Paul French**

A group discussion of various topics including;  
Why do we do what we do? Does it really make a difference?  
Safety, best projects, worst projects, challenges, successes, etc.

**2.17      GEN      W/CPC      Planning For Adequate Retirement Income – Howard Van Mersbergen**

In this session the amount of retirement income provided by the CSI Pension Plan and government plans will be presented. Time will also be spent discussing the benefits and features of the CSI Pension Plan as well as what must be considered in planning for adequate retirement income.

**2.18      GEN      BW      International Project Partnership – Diane Stronks & Elco Vandergrift**

The “Walking Together” program is one of the many ministries of EduDeo, a Canadian, Christian, mission organization serving children in developing countries with quality education rooted in a Biblical worldview. The “Walking Together” program enlists educators and leaders from Canada to help work with our partners in the developing world. The goal is to work “with” our colleagues, leaders, boards and organizations that are providing Christian education in various countries in Latin America and Africa. Come hear the challenge of how you and your school organization could give back and work with indigenous Christian men and women to build healthy Christian schools that affect transformational change in their communities. EduDeo’s goal is to advance Christ-centered education by investing in leaders and educators in the developing world.

**2.19      GEN      C&C      Faith & Civility - Richard Mouw**

Convicted civility' is needed in a very special way these days in our confused culture. Christian education has a crucial role to play in forming followers of Christ who are firm in their deepest convictions, while also treating those with whom we disagree 'with gentleness and respect' (I Peter 3:15)."

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**2.20      GEN      MKS      Using Protocols to Assess– Harry Blyleven**

Discover how structured conversations (Protocols) can be used in Assessment For, Of, and As Learning.

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### **3.01 JK/SK JK/SK The Outdoor Classroom PART 1 - Winnie Wiebenga, Mary Jane Tigchelaar, Katlyn Graham, Jacqueline Brouwer, Josalyn Hagen**

Are you curious about Outdoor Ed? Are you wondering how you could perhaps make it work for you? Katlyn, Mary Jane, Jacqueline, Josalyn, and Winnie are five teachers who are enthusiastic about outdoor education and the opportunities that arise when children are taken outside to learn. We believe that outdoor education plays an important role in learning, providing children with opportunities to experiment and explore, to ask questions and make observations, to solve problems and build theories. Children can be taken outside monthly, weekly, or daily for outdoor education. We will be outside on the Redeemer grounds for this workshop, rain or shine, so please dress according to the weather. "There is no such thing as bad weather, only inappropriate clothing." 😊

### **3.02 JK-2 C&C Abundant Life in Our Primary Classrooms PART 1 - Steven Levy**

We will explore the fundamental characteristics of the primary age learner and how they can guide teachers in designing imaginative lessons, the classroom environment, and the rhythm of the day. Particular emphasis on the role of movement as a foundation for success in school and in life, and of story in developing a culture of wonder, reverence and joy.

### **3.03 5-12 C&C The Class Trip as an Inter-Disciplinary Unit - Matthew Mann**

Every year, teachers at SPH in Jakarta collaborate in inter-disciplinary units that get students out of the classroom. When applying inter-disciplinary methodology to field trips or extended class trips, teachers can leverage what would otherwise be a single-subject project or a sight-seeing adventure into a powerful learning experience. SPH's multi-day class trip model will be inspiring for teachers who value inter-disciplinary collaboration with other teachers. This workshop will also appeal to teachers who are interested in understanding how the International Baccalaureate can provide a useful framework for organizing teaching-and-learning.

### **3.04 4-6 MKS French Sounds: How to Teach Phonics in the Junior French Classroom – Jenny Gray**

Come and learn how to use French sounds in the classroom as part of the daily routine in order to build a solid foundation in French language to create proficient learners in French reading, writing, and speaking. This session is geared to Jr. French (grades 4-6) with hands on play with new learning materials.

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**3.05**      **6-12**      **C&C**      **Education as Emancipation: Helping International Students Thrive  
PART 1 - Joonyong Um**

Could our Christian education be emancipation rather than binding students to other sets of worldly bondages such as competition and success? Do you experience cultural misunderstanding undermining the relationship between international students and their hosting Christian schools? How may Christian schools lead international students to Christian ways of learning without imposition or indoctrination? Could there be any possibilities that international students, not as passive recipients but as ones with ownership and initiative, contribute to their hosting schools with their own cultural assets? We will collaboratively seek answers to these questions.

**3.06**      **6-12**      **C&C**      **Popular Music: Helping Students Understand Choices PART 1  
- Micah van Dijk**

Popular Music affects thoughts, feelings, and behaviours of students, yet often students are unaware of these positive and negative effects. Students can develop helpful discernment tools and make choices around the popular music in which they engage. Educators often find themselves either formally or informally facilitating conversations around discernment and this presentation seeks to give all attendees the skills (discernment tools), practice, and confidence to engage their students regarding current and future popular music.

**3.07**      **7-9**      **MKS**      **Let's Solve Some Harder Problems! PART 1 - Ian VanderBurgh**

For many teachers, it is a rare time to be able to sit down to just solve some problems. It is also important to get the chance to stretch our brains by working on some problems that are harder, but still accessible. In this session, we will work through a handful of problems, aiming to talk through approaches to some harder, but still accessible, problems that could be interesting for use as enrichment and discussion in the classroom.

**3.08**      **9-12**      **MKS**      **Creating an Improv Program in Your School PART 1  
(Gr. 9-12, but grades 7 & 8 would also benefit) Richard Peters &  
students from his Improv Team**

With unprecedented changes predicted for future job markets, advantage will go to those who can adapt quickly, connect meaningfully, and communicate effectively. While our students may learn these skills indirectly in any course, Improv is the only discipline whose sole aim is to teach these skills directly. To *not* teach improv to our students in this day and age is not just unwise, it is negligent.

But aside from the essential need for improv training, what teacher wouldn't want to have a class where even the most recalcitrant students are challenged, engaged and on task... with the sole aim of entertaining you and their peers? It's possible, but for something that's supposed to be made up on the spot, it sure is hard to teach! Richard is happy to share everything he's learned over the last five years re-hauling his drama program to focus on improvisation.

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**3.09      9-12      MKS      Systems Thinking For 21<sup>st</sup> Century Chemistry Education PART 1  
- Darren Brouwer**

In a recent 2016 article in *Nature Chemistry*, Stephen Matlin and co-authors made the bold assertion that “the practice and overarching mission of chemistry need a major overhaul in order to be fit for purpose in the 21<sup>st</sup> century and beyond.” They argue that for the discipline of chemistry to thrive in the 21<sup>st</sup> century and to truly be of benefit to society, chemistry educators and practitioners need to begin to tackle some of the world’s most pressing and complex “grand challenges”, many of which have significant chemistry aspects to them (climate change and other “planetary boundaries”; emerging antibiotic resistance and the threat to global health; UN Sustainable Development goals such as access to sufficient food and clean water). One of the key elements to achieving this aspect is to incorporate “systems thinking” into the discipline of chemistry – that the ideas, products, and applications of chemistry are embedded in all sorts of contexts and are in relationship with many interconnected systems (e.g. Earth systems). This workshop will build upon workshops led by Peter Mahaffy in previous years, exploring ways in which we can incorporate some of this systems thinking into our teaching of chemistry.

**3.10      9-12      HL/LEAD      Your Next Five Years: Mapping the Adventure PART 1 - Gideon Strauss**

Participants in this workshop will learn to use a powerful paradigm and a number of tools for life and career planning that they can use in their own lives and with their student. The paradigm is informed by Christian approaches to viewing the world and the tools have been tried and tested in many settings (for example, by Dave Evans at the Stanford Design School, as shown in the book *Designing Your Life*, and by Gideon in workshops in Ontario and Quebec, South Africa and the USA).

**3.11      9-12      MKS      Teaching Poetry - Ben Faber**

After identifying some of the challenges we face when teaching poetry in high school, we will develop ideas, strategies, and activities that will turn the learning of poetry into an integral part of literacy education at the secondary level. *Keywords:* poetic attentiveness, cultural literacy, affective domain, Christian aesthetics. (Note: While this workshop is primarily about *reading* rather than *writing* poetry, we strongly encourage those who teach Creative Writing to attend.)

**3.12      1-12      MKS      A Round of Circle Games – Andy Raithby**

It’s inevitable that when we ‘gather up’ to teach we create circles!! Now let’s play and be physically active. Tis session will provide countless games and challenges, all fun!! Come explore your passion for play in a circle!

**3.13      GEN      RES/LEAD      Communities of Belonging: Special Needs and Christian Schools PART 1  
- Sara Pot**

Let’s talk about welcoming children with special needs into the Christian school classroom. Are school communities simply providing a service to those they can help – or are they working to embrace a worldview that promotes belonging?

**PART 1** will serve as a primer for understanding the needs and realities of parenting children with special needs. **PART 2** will focus on insight and advice on networking, admissions and the philosophy of belonging vs. inclusion.

# Session 4: Workshop Descriptions

Friday, October 27, 10:45 – 11:45 am

**3.14      GEN      RES      Children Are Like Pickles (they are ALL different) PART 1  
- Brenda tenOever Boks**

In the children's novel, Niagara Falls, or Does It? by Henry Winkler (aka The Fonz), the main character Hank Zipzer says, "But I'm different" and Papa Pete, who owns a deli and loves pickles says, "We're all different [like pickles]. That's what makes us great." This workshop will be an introduction to exceptionalities in the classroom. Different exceptionalities will be reviewed, the structure of IEPs (Individualized Education Plans) and profiles will be examined, and classroom accommodations, strategies, and modifications will be discussed.

**3.15      GEN      C&C      Tending the Teacher's Soul Part 1 - Syd Hielema**

**INVITING THE HOLY SPIRIT INTO YOUR CLASSROOM.** The Holy Spirit is usually a gentle guest whose presence flourishes especially when warm invitations are given. And there are dozens of ways to issue such invitations – enough to choose from so that every teacher can issue the kinds of invitations that best suit both the teacher's walk with God and the faith journeys of the students. This workshop will explore many of these ways, and encourage participants to discern which of these ways suit them and their context best.

**3.16      GEN      LEAD      What's Up at the Ontario College of Teachers? - Shannon Marcus**

Who is the Ontario College of Teachers? What do they do? Why should I be a member? What is your role as a member of Council? This workshop will answer all these questions and more. Come learn about ways that you can have your voice heard as a professional, and what it means to hold a professional designation as an Ontario teacher. There will be time for questions and answers.

**3.17      GEN      C&C      Healing Shame: Vocational Creativity - Curt Thompson**

**THIS WORKSHOP IS 90 MINUTES IN LENGTH**

Who knew that shame plays such a prominent role in our lives as followers of Jesus? Not only this, who knew that evil uses it just as forcefully to disintegrate the educational vision we seek to steward? But the good news is this: the Gospel not only spells the death of shame, but even more so heals and commissions us for even greater works of curiosity, healing, and creativity. This workshop will address how the healing of shame leads to greater vocational creativity for all of us who are working so hard to see God's Kingdom come in the domain of education that we occupy.

**3.18      K-12      RES      Dealing with Challenging Behaviour: Perspectives, Behaviour  
Assessments, and Taking a Different Lens PART 1 - Carmen Hall and  
Kimberly Maich**

Workshop leaders will share information about challenging behaviours that are facing educators today, providing perspectives on the rates and types of challenging behaviours including classroom management techniques that have proven effective and ineffective for the current generation. They will present a brief overview of the functional behavioural assessments as well as information and resources to collect, analyze, and develop intervention plans for approach and will learn tools to assist in their individual and classroom management interventions. In particular, the new IISCA (Interview-Informed Synthesized Contingency Analysis) will be explored on how to determine behaviour functions through interviews and brief conditions to determine the root of behaviours more quickly and determine intervention approaches. An overview of the OACS agreement with Special Education Apps & Consulting & Exceptionally Yours Educational Services will be provided.

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Friday, October 27, 10:45 – 11:45 am

## ABBREVIATIONS OF STRANDS

**(CCS)** Redeemer Centre for  
Christian Scholarship  
**(BW)** Beautiful Work  
**(C&C)** Culture & Character

**(M)**  
**(MKS)** Mastery-of-  
Knowledge & Skills  
**(LEAD)** Leadership  
**(JK/SK)** Kindergarten

**(HL)** Healthy Living  
**(W/CPC)** Workplace/CPC  
**(RES)** Resource

### **4.01 JK/SK JK/SK The Outdoor Classroom PART 2 - Winnie Wiebenga, Mary Jane Tigchelaar, Katlyn Graham, Jacqueline Brouwer, Josalyn Hagen**

Are you curious about Outdoor Ed? Are you wondering how you could perhaps make it work for you? Katlyn, Mary Jane, Jacqueline, Josalyn, and Winnie are five teachers who are enthusiastic about outdoor education and the opportunities that arise when children are taken outside to learn. We believe that outdoor education plays an important role in learning, providing children with opportunities to experiment and explore, to ask questions and make observations, to solve problems and build theories. Children can be taken outside monthly, weekly, or daily for outdoor education. We will be outside on the Redeemer grounds for this workshop, rain or shine, so please dress according to the weather. "There is no such thing as bad weather, only inappropriate clothing." ☺

### **4.02 JK-2 C&C Abundant Life in Our Primary Classrooms PART 2 - Steven Levy**

We will explore the fundamental characteristics of the primary age learner and how they can guide teachers in designing imaginative lessons, the classroom environment, and the rhythm of the day. Particular emphasis on the role of movement as a foundation for success in school and in life, and of story in developing a culture of wonder, reverence and joy.

### **4.03 K-12 BW Celebrations of Learning in Action - Richard Van Egmond & Will Lammers**

There are few experiences that motivate students like the opportunity to share their learning with an authentic, public audience. They are also excellent opportunities for the wider community to see first-hand the kinds of projects and products students are doing at your school. School wide "Celebration of Learning" events are one way these exhibitions of learning can happen. This workshop will share ideas for how to plan, organize and host a successful Celebration of Learning event at your school, bearing in mind that each school will bring its own unique culture to creating a COL experience. What could Celebrations of Learning look like where you teach?

### **4.04 JK-3 MKS French Sounds: How to Teach Phonics in the Primary French Classroom - Jenny Gray**

Come and learn how to use French sounds in the classroom as part of the daily routine in order to build a solid foundation in French language to create proficient learners in French reading, writing, and speaking. This session is geared to JK-3 with hands on play with new learning materials.

# Session 4: Workshop Descriptions

Friday, October 27, 10:45 – 11:45 am

**4.05      6-12      C&C      Education as Emancipation: Helping International Students Thrive  
PART 2- Joonyong Um**

Could our Christian education be emancipation rather than binding students to other sets of worldly bondages such as competition and success? Do you experience cultural misunderstanding undermining the relationship between international students and their hosting Christian schools? How may Christian schools lead international students to Christian ways of learning without imposition or indoctrination? Could there be any possibilities that international students, not as passive recipients but as ones with ownership and initiative, contribute to their hosting schools with their own cultural assets? We will collaboratively seek answers to these questions.

**4.06      6-12      C&C      Popular Music: Helping Students Understand Choices PART 2  
- Micah van Dijk**

Popular Music affects thoughts, feelings, and behaviours of students, yet often students are unaware of these positive and negative effects. Students can develop helpful discernment tools and make choices around the popular music in which they engage. Educators often find themselves either formally or informally facilitating conversations around discernment and this presentation seeks to give all attendees the skills (discernment tools), practice, and confidence to engage their students regarding current and future popular music.

**4.07      7-9      MKS      Let's Solve Some Harder Problems! PART 2 - Ian VanderBurgh**

For many teachers, it is a rare time to be able to sit down to just solve some problems. It is also important to get the chance to stretch our brains by working on some problems that are harder, but still accessible. In this session, we will work through a handful of problems, aiming to talk through approaches to some harder, but still accessible, problems that could be interesting for use as enrichment and discussion in the classroom.

**4.08      9-12      MKS      Creating an improv program in your school PART 2  
(Gr. 9-12, but grades 7 & 8 would also benefit) Richard Peters  
& students from his Improv Team**

With unprecedented changes predicted for future job markets, advantage will go to those who can adapt quickly, connect meaningfully, and communicate effectively. While our students may learn these skills indirectly in any course, Improv is the only discipline whose sole aim is to teach these skills directly. To *not* teach improv to our students in this day and age is not just unwise, it is negligent.

But aside from the essential need for improv training, what teacher wouldn't want to have a class where even the most recalcitrant students are challenged, engaged and on task... with the sole aim of entertaining you and their peers? It's possible, but for something that's supposed to be made up on the spot, it sure is hard to teach! Richard is happy to share everything he's learned over the last five years re-hauling his drama program to focus on improvisation.

# Session 4: Workshop Descriptions

Friday, October 27, 10:45 – 11:45 am

**4.09      9-12      MKS      Systems Thinking For 21<sup>st</sup> Century Chemistry Education PART 2  
- Darren Brouwer**

In a recent 2016 article in *Nature Chemistry*, Stephen Matlin and co-authors made the bold assertion that “the practice and overarching mission of chemistry need a major overhaul in order to be fit for purpose in the 21<sup>st</sup> century and beyond.” They argue that for the discipline of chemistry to thrive in the 21<sup>st</sup> century and to truly be of benefit to society, chemistry educators and practitioners need to begin to tackle some of the world’s most pressing and complex “grand challenges”, many of which have significant chemistry aspects to them (climate change and other “planetary boundaries”; emerging antibiotic resistance and the threat to global health; UN Sustainable Development goals such as access to sufficient food and clean water). One of the key elements to achieving this aspect is to incorporate “systems thinking” into the discipline of chemistry – that the ideas, products, and applications of chemistry are embedded in all sorts of contexts and are in relationship with many interconnected systems (e.g. Earth systems). This workshop will build upon workshops led by Peter Mahaffy in previous years, exploring ways in which we can incorporate some of this systems thinking into our teaching of chemistry.

**4.10      9-12      HL/LEAD      Your Next Five Years: Mapping the Adventure PART 2 - Gideon Strauss**

Participants in this workshop will learn to use a powerful paradigm and a number of tools for life and career planning that they can use in their own lives and with their student. The paradigm is informed by Christian approaches to viewing the world and the tools have been tried and tested in many settings (for example, by Dave Evans at the Stanford Design School, as shown in the book *Designing Your Life*, and by Gideon in workshops in Ontario and Quebec, South Africa and the USA).

**4.11      9-12      MKS      Teaching Western Civ. as Critical Engagement - Ben Faber**

The new core curriculum at Redeemer includes 2 first-year humanities courses that examine the Western cultural heritage through the perspectives of history, English, art, and music. This workshop provides the rationale for teaching history as “humanities” and demonstrates how an interdisciplinary approach to Western culture and tradition opens a space for dynamic dialogue about the past and present, across subject areas, among colleagues and students. This workshop will help teachers recalibrate the teaching of Western Civ. as critical engagement with culture in a way that ignites the heart, soul, and mind of their students.

**4.12      1-12      MKS      Why Paper and Scissors Rock – Andy Raithby**

Rock, Paper, Scissors is an amazing tool to help arbitrate conflict and build activity. Active games like Stand Alone, RPS Baseball, Ha,Ha,Ha and the Amazing Race are fun to play, easy to implement and require little equipment. This session, as all the CIRA workshops, is guaranteed fun.

# Session 4: Workshop Descriptions

Friday, October 27, 10:45 – 11:45 am

**4.13      GEN      RES/LEAD      Communities of Belonging: Special Needs and Christian Schools  
PART 2 - Sara Pot**

Let's talk about welcoming children with special needs into the Christian School classroom. Are school communities simply providing a service to those they can help – or are they working to embrace a worldview that promotes belonging?

PART 1 will serve as a primer for understanding the needs and realities of parenting children with special needs. **PART 2** will focus on insight and advice on networking, admissions and the philosophy of belonging vs. inclusion.

**4.14      GEN      RES      Children Are Like Pickles (they are ALL different) PART 2  
- Brenda tenOever Boks**

In the children's novel, Niagara Falls, or Does It? by Henry Winkler (aka The Fonz), the main character Hank Zipzer says, "But I'm different" and Papa Pete, who owns a deli and loves pickles says, "We're all different [like pickles]. That's what makes us great." This workshop will be an introduction to exceptionalities in the classroom. Different exceptionalities will be reviewed, the structure of IEPs (Individualized Education Plans) and profiles will be examined, and classroom accommodations, strategies, and modifications will be discussed.

**4.15      GEN      HL      Tending the Teacher's Soul Part 2 - Syd Hielema**

Teaching is a privilege, a rich calling that, at times, can beat up the teacher's soul. This slow-motion workshop will gently tend to the teacher's soul by spending some time in moments of rest and restoration.

**4.16      9-12      C&C      Transforming the Traditional Parent-Teacher Interview - Laura Swan**

How can parent-teacher interviews at the high school level be meaningful, purposeful, intentional and student-centred? Hear how Chatham Christian High School has transformed their traditional parent-teacher interviews to be more student-centred. Collaborate with other HS teachers to explore how your school might transform their own traditional meeting nights to better reflect student, family and school vision, growth and goals.

**4.17      7-12      HL      Technology, Mental Health, and the Classroom – Hennie Schoon**

How is mental health impacting your classroom? How is personal technology use impacting your classroom? In what ways are you seeing your classroom change? This workshop is being offered as a space for education professionals to share their experience with navigating these issues. You are invited to conversational space to hear about resources, share where you are experiencing success, and discuss where you might benefit from additional support.

# Session 4: Workshop Descriptions

Friday, October 27, 10:45 – 11:45 am

**4.18      K-12      RES      Dealing with Challenging Behaviour: Perspectives, Behaviour Assessments, and Taking a Different Lens PART 2 - Carmen Hall and Kimberly Maich**

Workshop leaders will share information about challenging behaviours that are facing educators today, providing perspectives on the rates and types of challenging behaviours including classroom management techniques that have proven effective and ineffective for the current generation. They will present a brief overview of the functional behavioural assessments as well as information and resources to collect, analyze, and develop intervention plans for approach and will learn tools to assist in their individual and classroom management interventions. In particular, the new IISCA (Interview-Informed Synthesized Contingency Analysis) will be explored on how to determine behaviour functions through interviews and brief conditions to determine the root of behaviours more quickly and determine intervention approaches. An overview of the OACS agreement with Special Education Apps & Consulting & Exceptionally Yours Educational Services will be provided.