

BCTELA Provincial Conference in collaboration with CCTELA and the
Surrey English Teachers' Association present

Teachers and Students Together: Leading Literate Lives

BC TEACHERS OF ENGLISH LANGUAGE ARTS—AN AFFILIATE OF THE BC TEACHERS' FEDERATION
AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

October 20–22,
2011

Johnston Heights
Secondary
15350 99th Avenue,
Surrey, BC



BCTELA's annual conference brings together educators who are committed to teaching practices that respect and engage diverse learners. This year we feature sessions focusing on indigenous literature and learning, new literacies practices, culturally responsive teaching, oral language, writing instruction, and multiple ways of knowing.

Featuring:

Faye Brownlie, Sara Kajder, Sharon Jeroski,
Susan Crichton, June James, Leyton Schnellert,
Joan Jung, Matt Rosati, Krista Vokey, Venessa
McDowell, Starleigh Grass

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THURSDAY EVENING WINE AND CHEESE 7:00 PM–9:00 PM TEACHERS AND STUDENTS TOGETHER: LEADING LITERATE LIVES

Faye Brownlie

A literate life...What is a literate life? Can we lead one in the 21st century of personalized learning? How do we work within our collaborative communities of teachers and students to develop and enhance literate lives? With wine in hand, come and join the fun as we examine scenarios of teachers and students

who are leading literate lives.

Faye Brownlie has worked in staff development with teachers, schools, and districts across Canada, the United States, and internationally. She recently completed multi-year projects in British Columbia: the Leadership for Learning Academy, the DART (District Assessment of Learning Team) Consortium,

and the Early Primary Reading Assessment Consortium; and in Latvia: the Reading and Writing for Critical Thinking Project. Faye continues to teach one day a week in the Richmond school district in BC. She has co-authored many books for teachers.

FRIDAY MORNING OPENER 8:30 AM–9:30 AM START TO FINISH: TEACHING AND LEARNING WITH NEW LITERACY PRACTICES

Sara Kajder

The shifts in how we define literacy and the toolset we use in our work as readers and writers, makes this an incredibly exciting (and sometimes daunting) time to teach. What does it mean to teach and learn in a classroom that values new literacies?

Where are our students learning to read and write? What can we do with technology to engage, empower, and evoke our students' thinking, insights and knowledge—and how does that differ from what we have done before? As much as our talk will pose critical questions, the bigger goal is

to explore practice. We'll examine methods for co-constructing literacy practices alongside our students, and think deeply about what learning means within those examples and contexts.

FRIDAY MORNING SESSIONS 10:00 AM–12:00 PM

A1 Oral language: It's critical!

Sharon Jeroski

Grades 8–12

In this interactive session, participants will explore the central role of oral language in inquiry and critical literacy. Activities will incorporate literary, information, and media texts, and focus on the power of spoken words

Sharon is a researcher, writer, and speaker with special interest in assessment, English language arts, technology integration, and action research. She has collaborated on a range of curriculum and assessment resources including the *BC Performance Standards, Literacy in Action*, and *LiveInk*.

A2 Fostering the writer's identity through conferring and book making

Joan Jung

Grades 4–7

Learn strategies and ideas for how to shape your writing conference into purposeful conversations with

the writers in your class. Also learn basic book making techniques that can be used for publishing student work. Conferring and publishing books are strong ways to establish author identity, even for your most struggling writers.

Joan has been a teacher with the Vancouver School Board (VSB) for 20 years and was a literacy mentor for two years. She completed her graduate diploma in Leadership and Literacy from SFU in 2009, and her Masters of Educational Practice from SFU in 2011.

A3 Real reasons to write: Working with authentic tools, tasks, and audiences

Sara Kajder

Grades K–12

It is an exhilarating (and daunting) time to work with student writers as the toolset is ever changing and continually creating new opportunities and audiences for students. This session will be a bit of a disruption, arguing that

the "core" of what we do as writing teachers remains largely stable amidst the explosion of new tools and spaces for writers. We will explore student work in learning to write by writing, exploring writing as a process (through Wikis, jing, etc.), using writing to think (multimodal compositions), engaging with authentic audiences and purposes, connecting writing and reading, and writing to see themselves (digital narratives).

Sara Kajder, Ph.D. is an assistant professor at the University of Pittsburgh. Her teaching across Grades 6—graduate has been anchored in assisting students to connect out of school literacies within school literacies—including helping students read and create multimodal texts, and engage in collaborative Web 2.0 learning spaces. Kajder focuses on the uses of new literacies to affirm the literacies students bring into our classrooms, to produce knowledge, and to put students' knowledge to work.

Recipient of the National Technology Leadership Fellowship, she is the author of *Adolescents' Digital Literacies: Learning Alongside Our Students* (NCTE, 2010), and *The Tech Savvy English Classroom* (Stenhouse, 2004).

A4 Digitally speaking: Engaging intermediate and secondary students with inquiry and multi-modal literacies

Carly Hollander and Tracy Sullivan
Grades 9–12

This session will focus on how digital technologies can be integrated into the English language arts classroom. Participants are encouraged to bring a laptop to engage with the materials. Unit plans and rubrics will be available to attendees.

Carly Hollander is a secondary English teacher and literacy leader in Richmond, BC.

Tracy Sullivan is a secondary English teacher, and former literacy leader in Richmond, BC.

A5 21st century storytelling: Creating a virtual writer's community

Matt Rosati
Grades K–12

How can I use technology to create new and exciting places for my students to read, write, and share stories? This session will focus on digital spaces where learners can create and communicate their ideas and stories. Bring your laptop!

Matt Rosati is an English teacher in SD 42 (Maple Ridge–Pitt Meadows). He is also a co-editor of the BCTELA journal, *English Practice*. He's passionate about new technologies and their capacity to enrich literacy possibilities in the classroom.

A6 Ignite a passion for poetry through reflective recitation

Liisa House
Grades 9–12

Poetry in Voice is a recitation contest that inspires high school students to develop lifelong relationships to poetry while improving their public speaking skills. Explore resources including: lesson plans for teaching

poetry, information for organizing and judging an in-school contest, and an expanding online poetry anthology.

Liisa House oversees Poetry In Voice for Western Canada. She has been a high school English and French immersion teacher for over 10 years. Liisa has worked as a literacy mentor for the VSB, and as an editor for BCTELA's student writing journal *Voices Visible*. Poetry is her passion.

A7 Practices in mindful awareness for a compassionate classroom

Deborah Roos and Peggy Bochun
Grades K–12

Teachers will explore a variety of modalities: mindful awareness and breathing with the use of sound, journaling, poetry, and mindful movement. These activities have been proven useful for promoting trust and for building community.

Peggy has been a fine arts events co-ordinator for the VSB for 20 years. She is a registered clinical counselor in private practice, and has been engaged in promoting Mindfulness and the Arts in the Vancouver school district.

Deborah is a teacher with the VSB, and a certified yoga instructor with over 14 years of yoga teaching experience. Deborah has taught conflict resolution, and teaches mindfulness in the classroom to elementary-aged children and adults.

A8 Teaching Shakespeare online—Using differentiated instruction to meet the needs of a variety of learners

Kelli O'Malley
Grades 9–12

Presentation of a web-based resource for teaching Shakespeare: The workshop would show how a web-based Macbeth unit was used in an English 11 classroom, and how the delivery of the material enhanced student engagement with a difficult subject, and how the learning outcomes were met using strategies for differentiating content, process and product.

Kelli O'Malley has been a teacher in the Surrey school district for 12 years. She has a post-baccalaureate

in technology and uses technology to differentiate instruction in her English 10 and 11 classes.

A9 Testing our limits

Krista Vokey
Grades 9–12

This session will describe the process of a senior high school's journey during 2011 to integrate collaborative problem solving. It will identify the various stages of the journey and offer reflections and learnings garnered from the experience.

Krista has been an assistant principal at a high school in St. John's, NL since January 2010. Prior to that, she was a senior high department head of English, a district level program specialist for literacy and fine arts, and the provincial English language arts consultant.

A10 Moving your students forward through goal setting and reflection

Camila Bhandari (Arscott)
Grades K–7

How can we support young learners to be active participants in their learning as well as to feel engaged to make decisions in the direction they would like to go? Join this session to discover strategies to help your students to understand and use performance standards to move forward.

Camila Bhandari has been working in the Cowichan Valley school district for seven years as a teacher. She is currently doing her graduate diploma in Advanced Professional Studies in Education through Simon Fraser University.

A11 Engaging Grade 7–10 students with 21st century literacy resources

Venessa McDowell
Grades 9–12

Keeping Grade 7–10 students focused and engaged in the classroom is quite a challenge amidst all of the complex changes—physical, intellectual, emotional, and social—that they experience during this phase of their lives. Add to those dynamics the increasingly “plugged-

in” world the students live in, and educators have an imposing set of forces to consider when designing strategies to effectively reach middle school students. This session will provide an overview of resources that

offer a “blended literacy solution”—bringing together print, multi-media and online texts to support engagement and differentiated instruction. High-interest, 21st century topics focus students, and

achievement is scaffolded through a model of explicit literacy instruction.

Venessa is the K–12 literacy coordinator in the Cowichan Valley school district.

FRIDAY AFTERNOON SESSIONS 1:15–3:15

B1 Middle mosaic

Faye Brownlie, Susan Crichton, Leyton Schnellert and other presenters

Grades 4–10

This year’s conference once again includes the Middle Mosaic! This session follows a popular model used at NCTE’s annual conferences. It combines the traditional general and breakout models. Participants will hear three featured speakers for 15 minutes each and attend two round tables where presenters share classroom idea examples.

Faye is known for her practicality and passion. She is a fervent supporter of inclusive classrooms and finds joy enhancing the literate lives of kids and teachers. She has co-authored many books, the most recent being, *It’s All about Thinking—in English, Social Studies and Humanities and It’s All about Thinking—in Math and Science* and the 2nd edition of *Learning in Safe Schools*.

Susan is a professor at UBC–Okanagan, researching new media and issues of equity and access in challenging context. She has taught in New Denver, in the West Kootenays prior to starting a career in higher education.

Leyton is an assistant professor at the UBC–Okanagan. His research and teaching focus on teacher inquiry, literacy and language learning, and inclusive education. He has been a middle, junior high, and secondary school classroom teacher, and a learning resource teacher K–12. He continues to collaboratively plan, teach, and reflect with colleagues and students through research and consulting activities. Most Fridays he can be found co-teaching in a BC or Yukon Grade 4–12 classroom, exploring responsive instruction and meaningful and

engaging learning experiences for diverse groups of students.

B2 Nurturing thoughtful, reflective writers

Lorraine Minosky and Mari-Jane Medenwaldt

Grades 4–7

How do we nurture thoughtful, reflective student writers? Using picture books as mentor texts, Lorraine and Mari-Jane will show you how they engage their students in the writing process, focusing on the memoir genre.

Lorraine Minosky has been an elementary teacher in the Richmond school district for over 20 years. She has a passion for literacy and working collaboratively with colleagues. She is currently working as a teacher consultant in elementary literacy and is a mentor with an SFU graduate diploma cohort.

Mari-Jane Medenwaldt has been an elementary classroom teacher and learning assistance/ESL teacher in the Richmond school district for the past 10 years. She has a passion for literacy and teaching to support diversity. She is currently teaching Grade 4/5 at General Currie Elementary and is a mentor with an SFU graduate diploma cohort.

B3 How can we collaborate on the Internet

Celia Brownrigg

Grade: K–12

Web 2.0 is the collaborative Internet. Tools such as Wikis and Google docs are making it easier and easier for teachers and students to gather information and co-construct knowledge. Let’s beat the learning curve these tools present and explore them in a social setting. *Please bring a laptop.

Celia is a teacher-librarian

at Laura Secord Elementary in Vancouver. She enjoys exploring collaborative possibilities and new visions of education.

B4 Living language through perspectives in drama education

Natalie Mah

Grades K–7

In this workshop, participants will have the opportunity to use their sense of imagination to bring alive language learning through the drama process of role-play. Participants will be invited to use and observe various techniques encouraging us to think and express ourselves through arts-based learning. Kinesthetic, verbal-linguistic, musical, and visual forms of language learning will all be explored within this workshop. Oral discussion and writing in the forms of letters and journals will be included.

Natalie has been teaching for over 10 years and worked in theatre and journalism before becoming an educator. She was a radio news announcer and reporter for the CBC and has performed on stage in Vancouver and Edmonton.

B5 Transformations in the classroom: The power of teacher inquiry

June James and Tina Gordon

Grades 5–12

Teacher inquiry is powerful professional development that can become a part of classroom practice rather than something apart from classroom practice. This session will begin with an overview of the inquiry process and will continue with specific presentations from teachers who are conducting inquiries in their classrooms.

June James teaches at Guildford Park Secondary in Surrey. She is a facilitator in the STA/Surrey school district joint inquiry project and she is a mentor in the SFU Field Programs Surrey Diverse Learners Graduate Diploma cohort. She is also the past president of the Canadian Council of Teachers of English Language Arts.

Tina Gordon has taught secondary ELA for 17 years. She currently works in student services and is a team leader at Springfield Collegiate in Sunrise School Division. Tina is working on a graduate degree in inclusive special education at the University of Manitoba, and is the current president of the Canadian Council of Teachers of English Language Arts.

B6 Assistive technology to support struggling readers and writers

Myriam Dostert
Grades K–12

Tremendous improvements in assistive technology (AT) alongside increased affordability have put AT within the reach of your classroom. This workshop will explore two widely available yet underutilized software programs – *Kurzweil* and *Inspiration*.

Besides its text-to-speech reader, *Kurzweil* includes a word prediction function, and tools to create two-column reading notes, embed “sticky notes” as comprehension checks, and use graphics to scaffold writing.

Inspiration has multiple features to support written output, including diagrams and templates, tools to embed voice, video and Internet links, and presentation platforms to promote oral language.

Built-in readers and other assistive tools and software available for desktop and laptop computers, iPads, and other digital devices will also be discussed, as well as how to access digital texts.

Myriam Dostert is a Learner Support Teacher at Ray Shepherd Elementary in Surrey. She works with students in grades 4-7 and supports them in becoming independent with the use of assistive technology.

B7 Finding our voices: Ways to help students become mindful and find their voices in all that they do

Pamela Smith, Belinda Chi and Don Blazevich
Grade K–12

This presentation will explore how three teachers of primary, elementary, and secondary grades look at helping kids to find their voices in language arts and literature.

Pamela Smith is an English teacher at the secondary level. She has taught special needs students and transitional students in Alberta and BC. She currently teaches in the Burnaby school district in Burnaby, BC.

Don Blazevich is a primary teacher who currently teaches a Grade 2 class with the Burnaby school district. He has a passion for working alongside his students helping to develop their voices as writers in the classroom.

Belinda Chi is an intermediate teacher who teaches in the Burnaby school district.

B8 Uncovering biases: Culturally inclusive practitioners

Sara Raouf
Grade K–12

This workshop is intended to invite teachers to look more closely at their own cultures, and the cultures of their students. By examining their own cultures, teachers will be able to uncover some of the hidden biases that may be present in their practices.

Sara is a learning resource and ESL teacher in Richmond. She is editor of the newsletter of the ESL PSA. She is currently working on her Masters in the area of culturally responsive teaching and diversity studies.

B9 Building readers, role models, and relationships

Jenifer Barsky
Grades 9–12

Presentation of a program model to support struggling Grade 8/9 readers/writers, involving senior (Grade 11/12) mentor students, and explicit teaching of reading strategies and writing skills. Assessment tools,

classroom activities, evaluation methods, and overall findings will be shared.

Jenifer Barsky has been teaching secondary level English for 11 years, the last seven at Cariboo Hill in Burnaby. She has just completed a Masters of Education in Educational Practices with a focus on the engagement of reluctant learners through mentorship.

B10 Critical approaches to cultural practices and identity formation in literature

Sara Abdolall
Grades 9–12

Examine how critical and literary practices within the classroom can be used to explore the prevalence of hybridity and the dual cultural identity’s intersection with hyper-masculinized patriarchal structures and the influential concepts of selfhood and identity, particularly for females in both literature and the post-modern world.

Sara Abdolall has been teaching English at the high school level in the Delta school district for four years. She is currently in her fifth year of teaching while completing her Master’s in English Literature at UBC. Her particular areas of interest include examining the duality of cultural influences and hybridity on the female identity, as well as interrogating why patriarchal structures continue to exist in a post-modern world. Using critical and literary theories and practice, Sara hopes to encourage the exploration of these current issues prevalence in society, as well as the literature that is studied within the classroom setting.

B11 Crossing over: Building literacy skills in science

Jessica Avery, Susan Mayner and Andrea Hart
Grades 5–9

In this session you will experience a learning rounds model while learning how to build reading, writing and speaking skills into lessons that cover science content. Links will be made to backward design, Assessment for Learning, and SMART learning strategies.

Susan Mayner is a middle school math/science teacher from Cowichan. She is committed to improving her students' abilities to read for information and to effectively communicate their thinking and understanding in both math and science.

Andrea Hart is a teacher in School District 61. Faced with the diversity of today's classrooms, she has spent the last few years working on building literacy skills into her science classrooms to increase success for all students.

Jessica Avery is a middle school teacher in the Victoria school district. She explicitly teaches literacy

skills, tools and strategies in math, science, and French where students are coached to explore, question and communicate ideas through a variety of mediums

B12 Re-engaging the disengaged

Jennifer Aulukh, Dave Ellison, Ravi Gill and Jonathan Rempel

Grades 9–12

How do we engage the disengaged? How do we ignite a love of reading in the reluctant reader? How do we inspire and nurture the divergent learners in our classrooms?

This workshop will share various approaches used by ELA teachers

at the Surrey Learning Centres, a network of five alternate high schools for Grade 10-12 students. Examples will include using art in journaling, a cross-curricular issues-based discussion series, one-day conferences, special projects supported by the District Aboriginal Education department, and our latest endeavour – Adventure Learning, an outdoor, authentic approach to teaching ELA, which explores taking risks, creative/critical thinking, and collaboration.

Jennifer, Dave, Ravi and Jonathan all are passionate about working with diverse learners.

SATURDAY INSTITUTE 8:45 AM–3:00 PM

SAT1 Multiple pathways to leading literate lives

Leyton Schnellert, Linda Watson, Nicole Widdess and Shelley Moore

Grades 4–12

Come explore a variety of ways to help students better understand themselves and the world. Linda, Nicole, Shelley and Leyton will model and share practices that will help you to help students to find and delve into texts and big ideas over the course of a unit and school year. This session is not just about strategies and activities, it's about the interactions and intentions of teachers and students who lead literate lives.

Leyton is an assistant professor at UBC – Okanagan. See B1 for full bio.

Linda Watson is currently teaching in the Richmond school district. She has been a secondary theatre arts/English teacher for 29 years. Her current role is as a humanities teacher with an emphasis on strategic teaching in the diverse classroom. Linda is also the literacy leader for her school for the current school year.

Nicole Widdess currently works in the Richmond school district. She has been working for 10 years in both an elementary and high school setting. Multiple roles, such as ESL teacher and resource teacher, have benefited her in understanding individual student needs.

Shelley Moore is a resource teacher in the Richmond school district. She works with students with significant learning challenges in the secondary school setting. She is currently completing her Master of Education in Educational Practice and is a mentor in the Supporting Diverse Learners Graduate Diploma Programs in Vancouver and Surrey.

SAT2 Students and Teachers becoming culturally literate

In this institute presenters will support you to explore and develop your understanding and practice related to multiculturalism, the impact of and importance of exploring residential schools, and creating cultural connectedness. Come delve into practices and issues that lie at the heart of critical literacy, diversity and language arts.

SAT2a Multiculturalism: An awkward adolescent?

Starleigh Grass and Chelsea Prince

Grades K–12

Multiculturalism remains a value that many Canadians believe in. How can we, as teachers, bring it to fruition in classrooms in ways that are meaningful and transformative to the present and future lives of students?

Chelsea is a Mohawk of the Bay of Quinte, and curriculum activist. She teaches English—with a

multicultural bent—in Salmon Arm.

Starleigh Grass is a Tsilhqot'in teacher who works in St'at'imc Territory as an English teacher. Teaching social studies to a multicultural community transformed her perspective on the need to help students ask critical questions about the society they live in and the future they wish to see.

SAT 2b Untold history: Understanding the impact of Indian residential school on Canada Aboriginal peoples—A teacher resource for Grade 7

Ilona Weiss

Grades 5–9

In elementary school, students learn about Aboriginal culture, customs, and art, yet they learn nothing about colonization, assimilation, and the history of Indian residential schools. *Untold History: Understanding the Impact of Indian Residential School on Canada's Aboriginal People* is a resource created to complete the missing link in teaching children about Aboriginal history and culture. This teacher-developed resource allows students to use literature circle discussions, engaging lessons, and a variety of multimedia to learn about this vital part of Canadian history. Teachers have been amazed at the level of student engagement and the

far reaching, transformative learning which has not only affected students, but families as well. This resource is an excellent tool for teaching about Aboriginal history, dispelling myths, starting informative discussions, teaching empathy, and addressing racism. **Resource will be available to purchase for \$25.**

As the district teacher for Aboriginal Culture and Curriculum Development in School District 54 (Bulkley Valley), Ilona Weiss has 17 years of experience working with Aboriginal learners, and with the Aboriginal community. Ilona has worked hard to develop resources that build bridges and allow both Aboriginal and non-Aboriginal learners to understand and appreciate Aboriginal culture and history

SAT 2c Kloshe'nem: Honoring traditional stories with new retellings, creating cultural connectedness, inspiring literate lives

Lori Sherritt-Fleming and Anastasia Hendry
Grades K–2

Literature makes a much stronger impact when the stories mean something to the reader, when they take ownership of the authorship. In this interactive session the Kloshe'nem team shares their success working with First Nations and other diversified students using drama (oral/physical storytelling), visual art (mask making) and elements of cultural protocol to encourage students to “write their future.”

Lori Sherritt-Fleming, author, playwright and actor, has presented at the NCTE convention four times, has been a keynote speaker at the STA convention and presents nationally at literacy and arts conferences. A renowned artist educator, Lori has worked in classrooms, fusing art and curriculum for over 14 years. She founded the Tickle Trunk Players, and produces shows across Canada.

Anastasia Hendry, member of the Haida Nation from Haida Gwaii, has been an art educator for 15 years, working at schools to increase and elaborate on First

Nations knowledge. Anastasia is on the roster of ArtStarts, the VSB, Coquitlam, Surrey and Chilliwack school districts, and manages the Aboriginal programs for the Royal Conservatory's Learning Through the Arts program. Her work as a textile artist is showcased in galleries across the Lower Mainland.

SAT3 How new literacies can help students and teachers lead more literate lives

In this institute, presenters will engage you and explore ways that video, media and Web 2.0 can deepen and enrich your teaching and students' engagement in English language arts. Come build your knowledge and skills with colleagues in a fun and interactive day.

SAT 3a A few new things: Noticing, unpacking and sharing 2.0 tools and practices

Sara Kajder
Grades K–12

The landscape of Web 2.0 tools is constantly growing, presenting us with great opportunities—if we know where to look, when, and who to rely on as we learn how to teach (and to learn) in new and creative ways. This hands-on workshop is meant to provide us with a space to examine new tools, but to also think about how best to navigate all of the continual “newness.” We'll work together across grade levels and even content areas to explore a set of newly emerging tools (and sources), continually asking the hard questions that emerge whenever we re-think and open up our pedagogy. Our list will include but not be limited to: jing, ipadio, myna, evernote, Nings, voicethread, and a variety of tools for digital storytelling.

SAT 3b Digital voices: Speaking and listening in virtual spaces

Matt Rosati
Grades K–12

How can I bring rich oral language experiences into my learning environment? This session will provide Internet resources and rich examples for using oral language.

Both accessing and creating stories will be discussed along with technology basics. Bring your laptop!

Matt Rosati is an English teacher in SD42 (Maple Ridge – Pitt Meadows). See A5 for full bio.

SAT 3c Consciousness in consumer society

Liz Schulze and Mitchell Stookey
Grades 9–12

Discover techniques to engage your students in critical explorations of the hyper-consumer environment we all inhabit. What part does the media play in influencing our perceptions of the world around us? Join us as we re-examine routine responses to media saturation with experiments, screenings, and interactive activities.

Liz Schulze is the education manager of Vancouver's Pacific Cinémathèque, a non-profit film society dedicated to the understanding of film and moving images. She has facilitated media production programs, film education seminars, media literacy workshops, and professional development events across Canada.

Mitchell Stookey is the education co-ordinator at Pacific Cinémathèque. He studied at the University of Saskatchewan and Emily Carr University of Art + Design, is a filmmaker and photographer, and has been involved with media production for over a decade.

SAT 3d When I grow up, I want to be a content architect

Susan Crichton
Grades K–12

New technologies require new skills and new literacies...so, what's an educator to do? This presentation will discuss the potential, promise and emerging good practices with new media, drawing on global experiences traversing Bhutan, Pakistan, East Africa and Canada.

Susan is a professor at UBC – Okanagan. See B1 for full bio.

Conference at a glance

Thursday,
October 20, 2011
7:00-9:00 pm
Wine & cheese at the
Compass Point Inn
Surrey with featured
speaker—Faye Brownlie

Friday,
October 21, 2011
8:30 am–3:00 pm
Opening morning
speaker—Sara Kajder
Choice of 12 two-hour
sessions
Buffet lunch

Engaging two-hour sessions
with presenters from British
Columbia and beyond.

Saturday,
October 22, 2011
9:00 am–3:00 pm
Choice of three full-day
themed institutes
Buffet lunch

This is your opportunity
to immerse yourself
in a specific topic and
come away with a deeper
understanding of English
language arts education.



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Teachers and Students Together: Leading Literate Lives

BCTELA Provincial Conference October 20–22, 2011

	THURSDAY	FRIDAY	SATURDAY
Morning		Opening speaker Two-hour breakout sessions	Three themed institutes
Lunch		Buffet	Buffet
Afternoon		Two-hour breakout sessions	Institutes continue
Evening	Wine and cheese with featured speaker Faye Brownlie	BCTELA Annual General Meeting	

Fee schedule

THURSDAY EVENING Wine & Cheese* at the Compass Point Inn	FRIDAY Breakout Sessions	SATURDAY Full-Day Institutes
\$150		
	\$225	
		\$100

Reduced rate for pre-service teachers and TTOCs:

\$95		
	\$125	
		\$50

**Limited time offer discount for Surrey teachers (STA members only). See www.bctela.ca for details.

*Thursday evening wine and cheese with Faye Brownlie is included with Friday registration. Seating is limited so register early to take advantage of this special event!

Conference fee includes a one-year membership to BCTELA.

Our cancellation policy

Cancellations may be made until Thursday, October 13, 2011 at 11:00 pm. After that date, a \$60 non-refundable cancellation fee will be levied. The fee will be applied against a membership in BCTELA for 2011–12.

Compass Point Inn, 9850 King George Boulevard, Surrey V3T 4Y3
For reservations, please call 604 588-9511 and request the BCTELA room rate of \$89.99.

To register, go to www.bctela.ca. **Registration closes Monday, October 17, 2011 at 4:30 pm.**

October 20–22, 2011
Johnston Heights Secondary, 15350 99 Avenue, Surrey, BC