

ANNUAL
CONFERENCE
2018



The Leadership Committee
for English Education in Quebec

February 12 and 13, 2018
Sheraton Laval Hotel and Convention Centre

Sponsored by:
The Leadership Committee for
English Education in Quebec



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Welcome from
Geoffrey Higgs

It is our pleasure to extend a warm welcome to all of our colleagues in the Quebec English educational community, and heartfelt greetings to our special guests.

On behalf of the **Leadership Committee for English Education** in Quebec (LCEEQ), I am honored to present the 2018 annual conference; an opportunity for education professionals in our community to come together and nurture what we do best: Collaborate. Whether this is the first time you have attended, or this has become an annual event for you, the LCEEQ conference is one of the many professional development opportunities that we offer to contribute to the success of our English education system.

This year you are attending **The Thinking Classroom**, an event focused on the promotion of educational settings that afford students rich opportunities to experience deep learning. The global reality of today has moved us to create learning spaces where thinking is constructed both individually and collectively, where students actively develop informed opinions and where they communicate their learning to multiple audiences. Today's thinking classroom is an exciting place, a place that prepares our students for the evolving world we live in.

The objective of this conference is to provide you with a forum where you can explore your understanding of deeper thinking, effective feedback, ongoing assessment and timely instruction – some of the many ideas that inhabit the realm of critical thinking. Our keynote speakers, Garfield Ginny Newman and Barrie Bennett have both been involved with developing powerful learning environments for students, ones that can bring about systemic change. In addition, our many breakout sessions, brought to you by your colleagues throughout Quebec, offer a variety of experiences for you to discover.

As you experience this year's conference, we hope you consider the many venues of professional development that LCEEQ has to offer. Please visit our website (www.lceeq.com) to find out how you can become more involved in the Quebec educational community. Our combined efforts help us take action and celebrate the many positive events the English education system has to offer.

As you know, these events are not constructed overnight and do require a number of organizers that provide their time and experience. I would like to extend a great appreciation for all of their efforts in making this a meaningful event.

As always, you will be asked to complete an electronic evaluation of the sessions you have attended, as well as the overall organization of this year's conference. Your valuable input is a contribution to help us better shape events that meet your needs. Please take a moment and share your thoughts with us.

May our 2018 conference bring you an opportunity to learn, to share, and to enjoy!

Geoffrey Hipps
President, LCEEQ

Il m'est agréable de souhaiter une chaleureuse bienvenue à tous nos collègues de la communauté éducative anglophone du Québec ainsi que d'offrir de sincères salutations à nos invités spéciaux.

Au nom du *Leadership Committee for English Education in Quebec* (LCEEQ), j'ai l'honneur de présenter la conférence annuelle 2018; l'occasion pour les professionnels de l'éducation dans notre communauté de se rencontrer et de nourrir ce que nous faisons de mieux: la collaboration. Qu'il s'agisse de la première conférence à laquelle vous assistez ou que ce soit devenu un événement annuel pour vous, le congrès LCEEQ représente une des nombreuses occasions de perfectionnement professionnel que nous offrons afin de contribuer au succès de notre système d'éducation en anglais.

Cette année, vous participez à un congrès intitulé **La pensée critique dans la salle de classe**, un colloque visant à promouvoir des cadres pédagogiques qui offrent aux élèves des occasions concrètes d'apprentissage approfondi. La réalité globale d'aujourd'hui nous a incité à créer des espaces d'apprentissage où la pensée est construite autant individuellement que collectivement, où les élèves développent des opinions éclairées et où ils communiquent leurs apprentissages à différents publics- cibles. Cette classe "pensante" d'aujourd'hui est un endroit passionnant, un endroit qui prépare nos élèves à vivre dans un monde en constante évolution.

L'objectif de ce colloque est de vous offrir un forum au sein duquel vous pourrez explorer la compréhension de la pensée critique, une rétroaction efficace, une évaluation continue et une instruction donnée en temps opportun- quelques-unes des nombreuses idées qui meublent le domaine de la pensée critique. Nos conférencières et conférenciers principaux, Garfield Ginny Newman et Barrie Bennett ont tous deux développé des milieux d'apprentissage puissants pour les élèves, des idées qui peuvent engendrer des changements systémiques. De plus, nos nombreuses sessions parallèles, menées par vos collègues de partout au Québec, vous offriront une variété d'expériences à découvrir.

Tout au long de la conférence de cette année, nous vous encourageons à considérer les diverses opportunités de perfectionnement professionnel offertes par LCEEQ. Visitez notre site web (www.lcee.q.com) afin de découvrir comment vous pouvez vous impliquer davantage dans la communauté éducative québécoise. Nos efforts conjugués nous aident à prendre action et à célébrer les nombreux événements positifs qui distinguent le système d'éducation anglophone.

Comme vous le savez, des congrès comme celui-ci ne sont pas mis sur pied du jour au lendemain et requièrent que nombre d'organiseurs donnent de leur temps et de leur expérience. J'aimerais remercier très vivement tous ceux et celles qui ont contribué au succès de cet événement.

Comme à l'habitude, on vous demandera de compléter une évaluation électronique des sessions auxquelles vous avez assisté ainsi que l'organisation générale du colloque. Votre apport précieux nous aide à mieux servir vos besoins dans les événements que nous présentons. Merci de prendre le temps de nous faire part de vos opinions.

J'espère que notre conférence annuelle 2018 vous donnera l'occasion d'apprendre, de partager et d'apprécier!

Geoffrey Hipps
Président, LCEEQ



Welcome from
Christian Rousseau

It is my great pleasure to welcome you to the annual conference organized by the Leadership Committee for English Education in Québec (LCEEQ). The annual conference is an exceptional professional learning opportunity for the English-speaking community because of the stimulating program offered by the organizing committee and the possibility for sharing between educators from across the province.

This year's theme, The Thinking Classroom, is designed to provide participants with a rich professional learning experience that will support leaders at all levels. The thinking classroom concept is multifaceted. It is not only a classroom that is conducive to thinking, but also one that provides opportunities to think. It is a space where students and teachers are engaged in the thinking process, collectively developing understanding and constructing knowledge through activities and discussions.

A thinking classroom must have something to think about. We therefore begin by looking at what issues or problems students could be asked to examine so they can engage in the thinking process. This approach highlights the fact that teaching practices and pedagogical activities that the students will be experiencing in our classrooms are at the core of the thinking classroom concept. In addition, as an educational community, we also have to recognize what roles the administrators and the educational consultants must take on in order to support teachers in developing these practices.

It is important to note that the concept of a thinking classroom does not apply to core content areas only, as students should have opportunities to become critical thinkers in all aspects of school life. Also, a thinking classroom does not disregard the various inclusive practices that other conferences have addressed. The diversity of students in our classrooms is key to rich discussions involving different perspectives that are taken into account in developing a common understanding.

The conference, as always, will provide an excellent opportunity to exchange with peers. On behalf of the Ministère de l'Éducation et de l'Enseignement supérieur, I wish to thank the members of the conference organizing committee, the keynote speakers and all workshop presenters for this year's conference.

Have an excellent conference!

Christian Rousseau

Interim Assistant Deputy Minister

Secteur des services aux anglophones, aux autochtones et à la diversité culturelle

Ministère de l'Éducation et de l'Enseignement supérieur

C'est avec grand plaisir que je vous souhaite la bienvenue à la conférence annuelle organisée par le Comité d'orientation pédagogique du réseau scolaire anglophone du Québec (COPRSAQ). La conférence annuelle est un forum exceptionnel d'apprentissage professionnel pour la communauté anglophone en raison de la programmation stimulante offerte par le comité organisateur et des possibilités de partage entre les collègues des quatre coins de la province.

La thématique de cette année, *The Thinking Classroom*, est conçue pour offrir aux participants une riche expérience d'apprentissage professionnel qui soutiendra les acteurs clés à tous les niveaux. Le concept d'une classe réflexive comporte plusieurs aspects. Le concept présente plus qu'une salle de classe propice à la réflexion, mais une salle qui donne l'opportunité pour raisonner. C'est un espace où les élèves et les enseignants sont engagés dans un processus de réflexion critique, en développant une compréhension et en construisant des savoirs ensemble à travers des activités et des discussions. Il va sans dire qu'une classe réflexive doit avoir quelque chose à penser. Par conséquent, nous commençons par considérer quels enjeux ou problèmes pourraient être posés aux élèves afin qu'ils puissent s'engager dans un processus de questionnement, de raisonnement et de réflexion critique. Considérer les pratiques d'enseignement et les activités que les élèves vont vivre dans nos salles de classe est au cœur du concept de classe réflexive. Cependant, en tant que communauté scolaire, nous devons également examiner les rôles que les administrateurs et les conseillers pédagogiques doivent assumer afin de soutenir et d'accompagner les enseignants à développer ces pratiques.

Il est important de noter que le concept de classe réflexive ne s'applique pas seulement aux contenus de base parce que les élèves devraient avoir des opportunités de devenir des penseurs critiques dans tous les aspects de la vie scolaire. De plus, une classe réflexive ne fait pas abstraction des diverses pratiques inclusives, un sujet que d'autres conférences ont abordé. La diversité des élèves dans nos écoles est la clé pour créer des discussions riches et pour soulever des perspectives différentes dans le but de développer une compréhension commune.

La conférence, comme toutes les fois, offrira une excellente occasion d'échanger avec les pairs. Au nom du Ministère de l'Éducation et de l'Enseignement supérieur, je tiens à remercier les membres du comité organisateur, les conférenciers pléniers et tous les présentateurs des ateliers de la conférence de cette année.

Une excellente conférence à toutes et à tous!

Christian Rousseau

Sous-ministre adjoint par intérim

Secteur des services aux anglophones, aux autochtones et à la diversité culturelle
Ministère de l'Éducation et de l'Enseignement supérieur

Garfield Gini-Newman

February 12, 2018 at 9:00 a.m.

Garfield Gini-Newman explores how to teach through wonder-based learning while nurturing deep conceptual understanding and genuine competence. As an associate professor at OISE/University of Toronto and the senior national consultant with The Critical Thinking Consortium, Garfield has worked with thousands of teachers across grades and subjects, helping them to frame learning around engaging and provocative activities and authentic assessments.



Requests for Garfield's services have taken him from Asia to the Middle East, Europe, the Caribbean and across North America. His interest in effective teaching and learning has led him to actively explore the challenges and opportunities presented by teaching and learning in the digital age. In addition to his work at the University of Toronto and delivering workshops, Garfield has also authored several articles, chapters in books and seven textbooks and has taught in the faculties of education at York University and the University of British Columbia. His most recent book co-authored with Roland Case, *Creating Thinking Classrooms*, has received widespread praise from leading educators across Canada and internationally.

Barrie Bennett

February 13, 2018 at 9:00 a.m.



Barrie Bennett is professor emeritus at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). His research work focuses primarily on the design of powerful learning environments for students and teachers through the process of systemic change. He is currently working in districts in three countries on long-term projects related to instructional intelligence and systemic change (Australia, Ireland and Canada). Barrie has taught at the

elementary and secondary levels, as well as having worked in group homes, prisons, and security units for juvenile offenders. He has written six books, his latest two books, being published in 2018, are *Effective Group Work: Beyond Cooperative Learning* and *Instructional Expertise: Conversations With Myself and Others*.



Featured
Speakers

Laura Gini-Newman

February 12, 2018 at 11:00 a.m. & 1 p.m.

Laura Gini-Newman is a consultant, facilitator and Math Coordinator with The Critical Thinking Consortium. She has worked with teachers of all subject areas in Ontario, Alberta, British Columbia, the USA, the Caribbean, the Middle East, China, Europe. She has helped to develop many resources in support of critical thinking in mathematics, social studies and curriculum planning and assessment in support of effective instruction at elementary, secondary and post-secondary levels. In support of excellence in learning for all, Laura also does volunteer consulting for other charitable institutions including Alma to support learning in remote villages in Central and Latin America.



Laura has taught at the Faculties of Education at both the University of Toronto and York University for almost a decade. Recently retired from the Peel District School Board, she served in various capacities including Mathematical Literacy Resource Teacher and Math Coach, Literacy Resource Teacher, and Instructional Coordinator for the area of Assessment Literacy. Laura has enjoyed being a classroom teacher of economics, mathematics, history, geography, philosophy, civics and politics for over 20 years. She has co-authored a high school philosophy textbook and has contributed to and authored several additional publications on classroom pedagogy for primary, secondary and post-secondary education. Previous to her career as an educator, Laura practiced as an economist, an accountant and taught Economics, Statistics and Accounting at the University of Toronto and York University.



Jessica Ross

February 13, 2018 at 10:30 a.m.

February 13, 2018 at 1:00 p.m.

Jessica Ross is a Project Manager and researcher on the Agency by Design initiative at Project Zero, a research center at the Harvard Graduate School of Education. Agency by Design is a multiyear research project investigating the promises, practices, and pedagogies of maker-centered learning experiences. Prior to this role, Jessica taught grades 5-8 humanities for over a decade. Working with teachers, schools,

and districts, Jessica has facilitated professional learning opportunities, both internationally and throughout the U.S., sharing Project Zero frameworks like Visible and Artful Thinking in addition to interdisciplinary-focused content courses in the Humanities. Along with these professional facilitation opportunities, her interest in working with educators has been fulfilled through her roles as education coordinator of the Project Zero Classroom Institute and as teaching fellow at the Harvard Graduate School of Education.

MONDAY, FEBRUARY 12, 2018

8:00 a.m.	Registration/Coffee	Hotel Lobby/Foyer Laval
8:40 a.m.	Words of Welcome	Laval 1-2-3
9:00 - 10:30 a.m.	Plenary 1 <i>Keynote Address:</i> Garfield Gini-Newman	Laval 1-2-3
10:30 a.m.	Health Break	Foyer Laval/Terrebonne
11:00 a.m.	Workshops – Block A Garfield Gini-Newman Laura Gini-Newman	Designated Rooms
12:30 p.m.	Boxed Lunch	Foyer Laval/La Piazza/ Terrebonne
1:30 p.m.	Workshops – Block B Laura Gini-Newman	Designated Rooms
3:00 p.m.	Adjournment	Laval 1-2-3
3:00 - 4:30 p.m.	AAESQ Session	LINK

TUESDAY, FEBRUARY 13, 2018

8:00 a.m.	Coffee	Foyer Laval
8:45 a.m.	Words of Welcome	Laval 1-2-3
9:00 - 10:00 a.m.	Plenary 2 <i>Keynote Address:</i> Barrie Bennett	Laval 1-2-3
10:00 a.m.	Health Break	Foyer Laval/Terrebonne
10:30 a.m.	Workshops – Block C Barrie Bennet Jessica Ross	Designated Rooms
12:00 p.m.	Boxed Lunch	Foyer Laval/La Piazza/ Terrebonne
1:00 p.m.	Closing Plenary: Jessica Ross	Laval 1-2-3
1:30 p.m.	Adjournment	Laval 1-2-3

LIST OF WORKSHOPS

MONDAY, FEBRUARY 12, 2018

PLENARY 1 (9:00 - 10:30 a.m.)

Session # P1

All Levels

**Garfield
Gini-Newman**
The Critical
Thinking
Consortium,
Vancouver, BC

Creating a Thinking Classroom for the 21st Century

Education is at a crossroads. Digital technology offers both new opportunities and new challenges that schools need to embrace if they are to remain relevant in the 21st century. During Garfield's keynote address he will explore ways to re-think curriculum design to put critical, creative and collaborative thinking at the heart of learning. Through powerful yet manageable tweaks, teachers can refine their practices to increase the depth and relevance of student learning through the creation of a "thinking classroom". Participants will consider classroom applications of six ways to frame activities that invite critical inquiry and the use of 5 intellectual tools for quality thought.

WORKSHOPS, BLOCK A (11:00 a.m. - 12:30 p.m.)

Session # A1

All Levels

**Garfield
Gini-Newman**
The Critical
Thinking
Consortium,
Vancouver, BC

Sustained Inquiry for Deep Learning

As a follow-up to the keynote, the Sustained Inquiry for Deep Learning session will explore how to frame learning around a cascading model in which the learning flows from a rich, provocative question and task. Cascading from the central questions, students explore related lines of inquiry as they build their understanding, revise their thinking and uncover the big ideas. Participants will also consider the possible uses of a variety of practical structures that support iterative learning. The use of structures such as dashboards, ranking ladders and Venn diagrams can serve as effective learning launches and encourage risk taking, open-mindedness and persistence.

Session # A2

Secondary
College
Adult/Voc.

**Elana
Cooperberg**
Vanier College

Creative Thinking in the Classroom

This workshop focuses on developing creative thinking skills in students. The goal of the workshop is to provide educators with tools and resources that will increase student engagement and build deep cognitive thinking. Creative thinking can help students make thoughtful, informed decisions, and increase motivation and engagement in the classroom setting. Join us for an exciting workshop that can improve your classroom environment, and lead to greater student success.

Session # A3

Elementary
Secondary

**Stephanie McCully
Jodi Coleman
Sigal Hirshfeld
Wendy King**
Eastern
Townships
School Board

Critical Thinking, Mindset, and Feedback - Strategies for Student Success

Growth Mindset is the key to student success. Research shows that a student's ability to receive and use feedback effectively is heavily influenced by their mindset. Growth mindset, a term coined by Carol Dweck, is the belief that you can grow your intelligence, much like a muscle that can be trained through effort and hard work. Many students with a "fixed mindset" attribute their successes or failures to talent and fixed abilities, and they fear failure.

In this session, teachers will understand the difference between a growth and a fixed mindset, discuss growth mindset as one of the key influences on a student's reception of feedback, and learn how to give formative feedback in order to foster and support a growth mindset. Participants will gain practical knowledge and ready to use tools that will leave them better equipped to improve student motivation, attitudes towards learning, approach to challenges, and overall success.

Session # A4

Secondary

Alissa Sklar
Risk-Within-Reason,
Montreal,
Quebec

More Than Just Hormones: A Teachers' Classroom Guide to the Thinking, Learning, and Growing Teenage Brain

The current research on adolescent brain biology has a lot to teach us about the teenagers we think we know. This workshop focuses on key physiological, neurochemical and hormonal changes that occur during the teen years, offering practical guidelines to help educators understand what's happening inside the heads and bodies of their students, in order to better manage teaching techniques and classroom design.

You will learn:

- How changes in the brain impact the development of good judgment, problem-solving, decision-making and impulse control, affecting their ability to engage with classroom materials, grasp new concepts and process complex problems
- How normal changes in sleep patterns change the way adolescents engage with school
- How the typical overdevelopment of brain structures responsible for handling emotions affects the way teens think about their world
- How stress, anxiety, depression and mental health problems may be experienced during adolescence, what this means for how they learn, and how to identify teens at risk
- Why teens are more vulnerable to addictive behaviours than adults, and how to spot teens at risk
- How to teach resilience so students are more successful at learning and everyday life
- Why we can't blame hormones for everything

Session # A5

Elementary

**Laura
Gini-Newman**
The Critical
Thinking
Consortium,
Vancouver, BC

Thinking for Conceptual Understanding in Mathematics (Elementary)

By its very nature, the learning of mathematics is built on an understanding of mathematical concepts, many that are highly interrelated. Every symbol used to communicate an idea in mathematics represents an important concept that needs to be deeply understood in order for the symbol to be used effectively to solve problems and communicate. But how do we teach for conceptual understanding? The ability to empower all of our students with the capacity to think conceptually not only allows our students to understand such important concepts as addition, multiplication and fractions, it teaches them how to do so independently so that they can construct meaning of any mathematical idea and understand how these ideas are related. Whether these ideas take the form of word problems, numeric expressions, mathematical models, or a real-life experience, teaching all children to think conceptually will ensure their success in learning mathematics. In this session, come to explore the important thinking strategies and tools students need to learn in order to become highly effective conceptual thinkers in mathematics.

Session # A6

Elementary
Secondary

Diane Alain
Helene Daigle
Ministère de
l'Éducation
et de
l'Enseignement
supérieur
(MEES)

Transfer of Language Learning between ELA and FSL: A Path to the Thinking Classroom! / Le transfert des apprentissages langagiers, une voie vers la réflexion en classe! BILINGUAL

During this bilingual workshop, we will explore the concept of transfer of language learning and examine effective teaching practices that foster transfer and that are easily adaptable to any classroom. This innovative pedagogical approach fosters students' metacognitive abilities and develops and enriches their language competencies. Reflecting on languages to build bridges between ELA and FSL is a winning strategy!

Cet atelier bilingue propose d'explorer la notion de transfert des apprentissages langagiers et d'examiner des pratiques enseignantes propices au transfert, et facilement adaptables en classe. Au terme de l'atelier, vous saurez comment favoriser le transfert des apprentissages et enrichir les compétences langagières de vos élèves en adoptant une démarche pédagogique innovatrice

(Repeat of Session B2 in Block B)

Session # A7

Elementary
Secondary

Anne Nicholson
Tania Marchitello
Bessie Tsatoumas
Sir Wilfrid
Laurier School
Board

Restorative Practices for Critical Thinking

A Thinking Classroom makes invisible thoughts visible by talking about and listening out for the thoughts and feelings of the members of the community. Circle Talk is an essential component of building Restorative Practices in classrooms. In Circle, students learn to listen to one another and think about events from one another's perspectives. This thought process leads to greater empathy and responsibility from students and staff in the school. This approach can be used in almost any classroom to build community and develop social and emotional skills, while achieving academic competencies. This workshop will share how two schools in Sir Wilfrid Laurier School Board have brought these practices into the school. Participants will be introduced to restorative language and learn some practices and activities that can be used to animate circles.

WORKSHOPS, BLOCK B (1:30 - 3:00 p.m.)

Session # B1

Secondary
College
Adult/Voc.

Caroline Dupuis
Sandra Bebbington
Julian Taylor
Ministère de
l'Éducation
et de
l'Enseignement
supérieur
(MEES)

Fake News? Real News? Who Knows ...

Between news, billboards, friends and social media, we are bombarded with information. What is true? What is fake? What is an opinion? Being able to connect, curate and critically evaluate information is essential. Developing information literacy and critical thinking skills in our students is vital to their lifelong success. Join us to explore strategies, tools and best practices that we can use to engage students and facilitate the development of the necessary skills to deepen their understanding of information. Please bring a laptop or tablet.

(Repeat of Session A7 in Block A)

Session # B2

Elementary
Secondary

Anne Nicholson
Tania Marchitello
Bessie Tsatoumas
Sir Wilfrid
Laurier School
Board

Restorative Practices for Critical Thinking

A Thinking Classroom makes invisible thoughts visible by talking about and listening out for the thoughts and feelings of the members of the community. Circle Talk is an essential component of building Restorative Practices in classrooms. In Circle, students learn to listen to one another and think about events from one another's perspectives. This thought process leads to greater empathy and responsibility from students and staff in the school. This approach can be used in almost any classroom to build community and develop social and emotional skills, while achieving academic competencies. This workshop will share how two schools in Sir Wilfrid Laurier School Board have brought these practices into the school. Participants will be introduced to restorative language and learn some practices and activities that can be used to animate circles.

Session # B3

Secondary

Matt Russell

Western
Quebec School
Board

Paul Rombough
LEARN Quebec

The Historical Thinking Classroom

Historical thinking is a framework that allows students to explore the nature of history and historical events at a deeper level. Historical thinking makes students active investigators into the past, rather than passive recipients of information. It allows for opportunities for formative and self-assessment that allow students to think critically about their own learning and understanding of history. This session will allow participants to work with documents and objects, both virtual and real, embedded in teaching and assessment strategies that promote historical thinking.

Session # B4

Elementary

Gail MacDonald
Richard Drapeau
Sylvie Dumouchel
Chris Fairhurst
Julie Latreille

New Frontiers
School Board

The Thinking Classroom: Reconstructing the Teaching and Learning Process / La classe réflexive: Reconstruire le processus d'enseignement et d'apprentissage (BILINGUAL)

This interactive workshop will explore how elementary school teachers from the New Frontiers School Board are transforming their teaching practices to include a greater emphasis on strategies and tactics that help develop critical thinking, collaboration, and communication skills. What has been the effect on student engagement and critical thinking? This workshop will examine the impact these changes in practice are making on both teaching and learning in the classroom.

Cet atelier interactif explorera comment les enseignants de la commission scolaire New Frontiers transforment leurs pratiques d'enseignement. Nous y apprendrons comment ils incorporent les stratégies et les tactiques qui aident les élèves à développer leur pensée critique, leur collaboration et leur compétence en communication. Quel a été l'effet sur l'engagement des élèves et sur leur pensée critique? Cet atelier examinera l'impact que ces changements ont créé sur l'enseignement et l'apprentissage en classe.

Session # B5

Elementary
Secondary

Anne Beamish
Kathryn Byrne

Ministère de
l'Éducation
et de
l'Enseignement
supérieur
(MEES)

Critical Literacy for Life-Creating Critical Readers

In this workshop, we will discuss the importance of critical literacy for our students and explore the role educators play in helping students navigate the many forms of media, literary and information-based texts they encounter in school and life. We will provide strategies and examine texts that teachers can use to help their students grow as critical readers. The Quebec Reading Connection team will also give participants a chance to work with texts from the collection and model ways to foster critical literacy.

Session # B6

Secondary
College
Adult/Voc.

Laura
Gini-Newman
The Critical
Thinking
Consortium,
Vancouver, BC

Thinking for Conceptual Understanding in Mathematics (Secondary)

By its very nature, the learning of mathematics is built on an understanding of mathematical concepts, many that are highly interrelated. Every symbol used to communicate an idea in mathematics represents an important concept that needs to be deeply understood in order for the symbol to be used effectively to solve problems, create proofs and communicate. But how do we teach for conceptual understanding? The ability to empower all of our students with the capacity to reason conceptually not only allows our students to understand such important concepts as exponents, functions and differentiation, it teaches them how to do this independently so that they can construct meaning of any mathematical idea and understand how these ideas are related. Whether these ideas take the form of word problems, abstract representations, mathematical models, or real-life experiences, teaching all students to think conceptually will ensure their success in learning mathematics. Come to explore the important thinking strategies and tools students need to learn in order to become highly effective conceptual thinkers in mathematics.

Session # B7

All Levels

Ainsley Rose

Thistle
Educational
Development
Inc.

Helping Students See Themselves as Learners by Developing Their Learner Qualities in the Thinking Classroom

In all the years I was a principal, I watched as teachers identified the rules of the class in the first days of school. Common to all those sets of rules, regardless of the grade level, were descriptions of compliance and rarely descriptions of the qualities that teachers wanted students to demonstrate as learners and thinkers.

This ninety minute interactive session will help participants understand the importance of the concept of learner qualities, strategies for developing those qualities and the means to help students become aware of their progress toward those learner qualities in a thinking classroom.

(Repeat of Session C2 in Block C)

Session # B8

All Levels

Jessica Ross

Harvard
Graduate
School of
Education,
Cambridge, MA,
USA

Deeper Thinking, Active Learning: An introduction to Visible Thinking

Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters.

During this interactive session, participants will have an opportunity to: a) try out several thinking routines with a variety of curricular materials; b) hear an introduction to the research background of the framework to learn about the concept of dispositions fostered through routines; c) discuss the design of thinking routines and consider how they may be woven into classroom discourse and embedded in curriculum design.

LIST OF WORKSHOPS

TUESDAY, FEBRUARY 13, 2018

PLENARY 2 (9:00 - 10:00 a.m.)

Session # P2

All Levels

Barrie Bennett

Ontario
Institute for
Studies in
Education,
University of
Toronto

The Missing 'think' in Thinking

We think all the time. We think when we talk, think when we read, and we even think while we sleep. This keynote is designed to simply make explicit, what we all do 'tacitly'. As part of this, you will not only sense the delightful complexity of thinking . . . we will also explore an insight that I did not see until I'd taught for just over 40 years . . . an insight that connects directly to classroom assessment.

WORKSHOPS, BLOCK C (10:30 a.m. - 12:00 p.m.)

Session # C1

All Levels

Barrie Bennett

Ontario
Institute for
Studies in
Education,
University of
Toronto

Merging Four Key Factors in the Design of the 'Thinking Level: Classroom'

This practical session will have participants experiencing how the concepts of 'safety' and 'meaning', 'collaborative skills', structuring groups effectively, and key components of thinking must play out simultaneously in the designing of the thinking classroom. One thing we have found is that teachers will struggle to structure groups effectively in the absence of pushing critical thinking; and teachers will also struggle to engage students in critical thinking in the absence of structuring group work effectively.

(Repeat of Session B8 in Block B)

Session # C2

All Levels

Jessica Ross

Harvard
Graduate
School of
Education,
Cambridge, MA,
USA

Deeper Thinking, Active Learning: An introduction to Visible Thinking

Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters. During this interactive session, participants will have an opportunity to: a) try out several thinking routines with a variety of curricular materials; b) hear an introduction to the research background of the framework to learn about the concept of dispositions fostered through routines; c) discuss the design of thinking routines and consider how they may be woven into classroom discourse and embedded in curriculum design.

Session # C3

All Levels

Lindsay Harrar

Farideh Raygani

Riverside
School Board

Differentiation to Support Critical Thinking

As teachers, we are responsible for increasing student success by providing meaningful and engaging learning experiences. However, that's not always an easy task. In this interactive workshop, participants will get to experience the station rotation model and how it can be used effectively to differentiate instruction based on interest, ability and learning needs in any classroom and with all students. In addition, we will discuss the importance of sharing learning intentions and success criteria with students in a way that will teach them to think critically about their own learning. Participants will also have the opportunity to put into practice the skills they learned and create a differentiated stations lesson to be used in their own classroom with their own students.

Session # C4

Elementary
Secondary

Jill Goldberg

Josiane Asselin

Ministère de
l'Éducation
et de
l'Enseignement
supérieur
(MEES)

Education for Reconciliation: Thinking Critically, Acting through Classroom Practices / Éducation pour la réconciliation : De la pensée critique aux pratiques éducatives en salle de classe (BILINGUAL)

An important shift is underway in the dominant social and educational discourse with respect to indigenous education in general and education for reconciliation in particular. In this workshop, we will take the opportunity to explore and think about the meanings of indigenization, decolonization and education for reconciliation. These terms, among others, are increasingly used in the field of education and we acknowledge that there isn't a clear consensus in their understanding and use. However, this shift in the discourse does push teachers and leaders to think more critically about their choice of approach, of pedagogical activities, resources, etc. In the second part of the workshop, participants will examine examples of classroom practices and pedagogical approaches that will engage teachers and students to think more critically about the contents of our curriculum. Thinking about how Indigenous and non-Indigenous perspectives could be presented in a harmonious way in the classroom is a significant step forward in education for reconciliation.

Un important changement en ce qui concerne l'éducation autochtone ainsi que l'éducation au service de la réconciliation est présentement en cours dans le discours social et éducationnel dominant. Dans le cadre de cet atelier, nous saisisons l'occasion d'explorer et réfléchir sur ce que signifient l'autochtonisation, la décolonisation et l'éducation au service de la réconciliation. Ces termes font partie d'un éventail lexical de plus en plus utilisé dans le cadre de la visée de l'éducation au service de la réconciliation, et nous reconnaissons qu'ils ne font pas l'unanimité. Toutefois, ce changement dans le discours exige des acteurs du milieu de l'éducation à penser de façon critique dans le choix d'une approche, d'activités pédagogiques, de ressources, etc.

Dans cette perspective, la deuxième partie de l'atelier servira à examiner des exemples de pratiques et approches pédagogiques qui amèneront les élèves et les professeurs à penser de façon critique aux contenus des programmes pédagogiques. Réfléchir à la façon dont les perspectives autochtones et non-autochtones peuvent être présentées en salle de classe de façon harmonieuse : voilà un grand pas en faveur de l'éducation au service de la réconciliation.

Session # C5

All Levels

Ainsley Rose
Thistle
Educational
Development
Inc.

The Learning Pit: Helping Students Learn from “Productive Failure” in the Thinking classroom

The Learning Pit is a construct first devised by James Nottingham as a metaphor for helping teachers convey to their students in the thinking classroom that error and failure are natural consequences when struggling with new concepts.

In fact, research by Manu Kapur among others, has shown that, “Productive Failure” is more beneficial for learners than if they never had to struggle to learn a new concept. Without struggle the problem was probably not challenging enough.

This session will explore the concept of the Learning Pit to depict the struggle that students experience when learning a new concept in a thinking classroom. It is intended to change the mindset of student who often experience failure and see it as something bad. It confirms their belief that they are poor learners. Error and failure should be embraced as a natural consequence of learning particularly when students are exposed to challenging work.

Session # C6

Secondary

Julie Pare
LEARN Quebec

Annick Charron
Nathalie Potier
Sir Wilfrid
Laurier School
Board

Interagir en FLS - Conversation réfléchie (FRANÇAIS)

Des conseillers pédagogiques et des enseignants de CSSWL vous proposent des plans de leçon basés sur le modèle de l'enseignement explicite pour développer 5 habiletés inspirées d'Academic Conversation qui amèneront les élèves à mieux interagir lors de tâches complexes. Chaque plan de leçon présente une mise en situation, un modelage fait à partir de vidéos réalisées avec des élèves du secondaire ainsi que des activités relatives à l'habileté ciblée.

Session # C7

Elementary

Caroline Dupuis
Sandra Bebbington
Julian Taylor
Ministère de
l'Éducation
et de
l'Enseignement
supérieur
(MEES)

Knowledge Quest: Breaking Out Those Information Literacy and Critical Thinking Skills

Ahoy mateys! A band of pirates has stolen the Emerald of Knowledge and they have buried it! Join us on a knowledge quest to find it before it is destroyed by the Monster of The Sea. Using a spyglass and other critical thinking tools to navigate the open seas of the Internet and explore the Islands of Information. With the help of fellow lads and lassies, we will parley to decide if these islands are safe to dock at or if they are just mirages. Don yer critical thinkin' hats 'n join us fer a Breakout Adventure on th' High Seas! Savvy?

Breakouts are a great way to have students collaborate and put those critical thinking skills to work. They provide students with many opportunities to think outside the box and play with information. Join us as we go through a Breakout, followed by a time for explanations, discussion and questions. Please bring a mobile device to do some basic Internet searching.

CLOSING PLENARY (13:00 - 13:30)

Session # CP

All Levels

Jessica Ross

Harvard
Graduate
School of
Education,
Cambridge, MA,
USA

Visible Thinking in New Realms: Roots and Offshoots of Thinking Dispositions Research & Practice

Visible Thinking began as an initiative to develop a research-based approach to teaching thinking dispositions. The approach emphasized three core practices: thinking routines, the documentation of student thinking, and reflective professional practice. Today, that research serves as a foundation for frameworks that support thinking through the arts, thinking about complex global issues, and thinking in maker-centered learning environments. In this session, we will explore how the language of thinking can help young people to examine their world and help educators to support thinking across contexts.



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