

VSB LANGUAGES CONFERENCE

February 24th, 2017

Jules Quesnel Elementary/Lord Byng Secondary
3050 Crown Street/3939 West 16th Avenue

To Register on VSB Website: click on Staff, Pro-D opportunities, then VSB Languages Conference under Modern Languages

Fee: Vancouver Staff - \$20; Student Teachers - \$10; Out of District Teachers - \$50 (Fee includes Lunch)

8:15 – 9:00	Registration
9:00 – 9:15	Opening Announcements
9:15 – 10:15	Keynote – Shane Pointe and Don Fiddler (in English)

10:15 – 10:45 Nutrition Break

Session 1 10:45 – 12:15

Please choose one workshop only:

<input type="checkbox"/> 1.1 Creativity is Praxis: Using Bullet Journals...	Nancy Griffith-Zahner
<input type="checkbox"/> 1.2 Taking TPRS to the Next Level: Novels, Music and Culture...	Michelle Metcalfe
<input type="checkbox"/> 1.3 Developing Assessment and Instructions for Today's Language Learners	Ping Li
<input type="checkbox"/> 1.4 90% for the 99%: Increasing Meaningful Student Engagement...	Anna Gilcher/Rachelle Adams
<input type="checkbox"/> 1.5 When and How: A Hands-on Look at IT Tools and Resources	Mami Saito
<input type="checkbox"/> 1.6 Assessment with the Redesigned Curriculum	Kindra Harte
<input type="checkbox"/> 1.7 Inspiring Confidence in Core French Learners	Cynthia Clerc
<input type="checkbox"/> 1.8 BCTF: Le «succès» vient en parlant	Vincent Tourvieille
<input type="checkbox"/> 1.9 BCTF: La pauvreté: un problème dans la salle de classe	Suzanne Wernli-Roy
<input type="checkbox"/> 1.10 Parlez. On vous écoute ! Outils et stratégies d'évaluation...	Monica Tang
<input type="checkbox"/> 1.11 Teachers Sharing Their Expertise in the FI K Classroom	Jessica Campbell
<input type="checkbox"/> 1.12 L'évaluation de la lecture	Nona Montgomery
<input type="checkbox"/> 1.13 Résultats d'un projet d'enquête sur la participation active des élèves...	Claire Létourneau/Marc Gurumeta
<input type="checkbox"/> 1.14 Albums en français: nouveautés et coups de cœur	Evelyne Neijens
<input type="checkbox"/> 1.15 Assessment and Communicating Students' process!	Team of JQ FI Teachers
<input type="checkbox"/> 1.16 Book Creator	Annie Simard

12:15 -- 1:15 Lunch/Visit Exhibitors/Connect with Colleagues

Session 2 1:15 – 2:45

Please choose one workshop only:

<input type="checkbox"/> 2.1 Other Languages Curriculum Update	Kindra Harte
<input type="checkbox"/> 2.2 Teaching TPRS Novels	Michelle Metcalfe
<input type="checkbox"/> 2.3 A Stranger on Indigenous Lands: Teaching a Language of Colonization...	Nancy Griffith-Zahner
<input type="checkbox"/> 2.4 Kinesthetic and Visual Engagement in the Mandarin Classroom	Ping Li
<input type="checkbox"/> 2.5 Vocabulary Building Through Gamification	Trish Kolber
<input type="checkbox"/> 2.6 Langue, Culture et Education : Construire des Ponts à travers les Beaux-Arts	Hilary Spicer
<input type="checkbox"/> 2.7 Intensive French Methodologies in the Core French Classroom	Kate Gumley/Christina Waker
<input type="checkbox"/> 2.8 AIM: Rap it Up!	Wendy Maxwell
<input type="checkbox"/> 2.9 BCTF: Éducation au service de la Terre	Suzanne Wernli-Roy
<input type="checkbox"/> 2.10 Ludification et Programme d'étude: passez au niveau supérieur	Jean-Michel Oblette
<input type="checkbox"/> 2.11 Reaching Gifted and Highly Able Learners...	Christina Barber
<input type="checkbox"/> 2.12 L'écriture interactive à la maternelle et première année	Christine Gagnon
<input type="checkbox"/> 2.13 Qui suis-je? Une question d'identité bilingue : le prof et l'élève	Monica Tang
<input type="checkbox"/> 2.14 La musique pour tous !	Emily Villavicencio/Christina Custer
<input type="checkbox"/> 2.15 Assessment and Communicating Students' process	Team of JQ FI Teachers
<input type="checkbox"/> 2.16 Showbie	Annie Simard



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Session 1: 10:45 – 12:15

1.1 Creativity as Praxis: Using Bullet Journals to Support Teaching and Learning in the Second Language Classroom

All Languages with French examples (8-12) Nancy Griffith-Zahner (Prince Rupert)

Bullet journals are all the rage at the moment, and nowhere are they more vital than in the second language classroom! Imagine a resource which is easy and fun for students to use, keeps them organized, and encourages them to study and keep on top of their notes. A bullet journal is the answer to problems due to student disorganization. A bullet journal is an agenda which has already been organized in such a way that it's simple for the user to keep track of upcoming events on a daily, weekly, and monthly basis, have an area for goals, general notes, and other important information. Plus, it's organized in a graphic format which makes it a pleasure to look at and maintain. My students use bullet journals which I have custom-made for them, and not only have they been able to keep track of their assignments and due dates, but marks and engagement have increased. I also use a bullet journal to organize my day, and I will never go back to my previous style of agenda. In this workshop, we will create bullet journals using the template which I put together, incorporating input from the workshop participants. We will also go over the research which supports the use of graphic elements for both teacher and student organization. Come on and let's journal!

BIO: I am a settler from Toronto and moved to Prince Rupert on Ts'msyen territory with my husband and son 25 years ago. I have been teaching high school core French for the past 15 years, and served for seven years as the provincial French specialist for the BC Association of Teachers of Modern Languages. I was a member of the curriculum writing team for our new core French curriculum, and am an ERAC evaluator for French materials with Indigenous content. I have a Master's Degree in Inclusive Education from Simon Fraser University and am a doctoral candidate for the Culturally Inclusive, Place-Based EdD from SFU. My area of focus is the decolonizing of the second language classroom through co-operative use of indigenous and non-indigenous teaching methodologies.

1.2 Taking TPRS to the Next Level: Novels, Music and Culture in the TPRS Classroom

All Languages (8-12) Michelle Metcalfe (West Vancouver)

This workshop is for teachers who are familiar with the basic strategies of TPRS (Teaching Proficiency through Reading and Storytelling) and want to enrich their classes through music, novels and cultural exploration – while staying in the target language! Participants will learn how the principles of teaching with Comprehensible Input and TPRS can be used to design engaging lessons that allow learners to acquire their new language while developing and deepening their inter-cultural understanding. We will explore some powerful strategies for teaching with TPRS novels, how to make music more meaningful to our learners and how to create our own stories around cultural topics and themes.

BIO: Michelle is a passionate and experienced facilitator and presenter of TPRS/Comprehensible Input Methodology. She is currently the Modern Languages Department Head at West Vancouver Secondary School where she teaches Spanish 9 – 12 IB Secondary School using the TPRS methodology exclusively and with tremendous success. During her career she has taught both French and Spanish in the West Vancouver School District. In addition to being a pioneer of TPRS in Canada, Michelle has worked on numerous Ministry of Education committees and projects, most recently as a member of the writing team for the new Core French Curriculum. She is excited to see how well the redesigned curriculum can be supported by innovative approaches such as TPRS.

1.3 Developing Assessment and Instruction for Today's Language Learners

All Languages (8-12) Ping Li (Crofton House)

British Columbia's redesigned curriculum creates a roadmap to guide educators to develop best practice in assessment and instruction for our 21st century learners. As educators, how do we integrate the core competencies with learning standards to meet the demands of 21st century skills? What should we practice in the classroom to help our language learners communicate and interact effectively with world-readiness and global competency? How do we design assessment that connects to learning and improves performance? This workshop will explore what rubrics and assessment tools as well as instruction and practice can inspire learners, motivate them to express themselves in the target language, foster their curiosity for other cultures, and develop their critical thinking skills. The presenter will also share a unit designed with IPA tasks. Attendees will participate in the discussion of the implementations of curriculum design and walk away with rubrics, lesson/unit templates, and other resources.

BIO: Ping Li has had over 26 years of experience teaching Mandarin and English at Crofton House School, and she is a regular presenter at various Pro-D events. Currently, she is serving as Mandarin representative for BCATML, chair of Student Programs and Activities for the Canadian TCSL Association and vice chair for GV K-12 Mandarin Teachers' Association. Her expertise includes test design, curriculum design, curriculum development, teacher training, workshop facilitation, and educational technology. A passionate language teacher, she devotes her spare time to researching and promoting Mandarin education.

1.4 90% for the other 99%: Increasing Meaningful Student Engagement with Comprehensible Input

All Languages (5-12) Anna Gilcher and Rachelle Adams (Maryland, USA)

Wondering how to achieve 90% use of the target language from day 1 of instruction? Concerned about the students that get left behind? Comprehensible Input (CI) enables target-language instruction for more than 90% of the time while reaching the other 99% of your students—not just the 1%. You CAN create meaningful experiences in the target language for all students in every one of your classes. This workshop will introduce teachers to some foundations in the brain research in Second Language Acquisition that supports the use of CI in the classroom. Teachers will leave with concrete, easy-to-implement strategies that will ensure real acquisition and create an empowering class culture.

BIO: [Anna Gilcher](http://www.annagilcher.com) is an independent French teacher, teacher trainer, and coach in the Washington, DC area. She is a presenter and coaching team member at the National TPR Storytelling conference and regularly presents workshops around the country on teaching with comprehensible input and creating diversity-responsive classrooms. Since 2014 Anna has been a College Board AP Reader. She is also Academic Director for the Aumazo, Inc. tutoring program in Bankondji, Cameroon. Anna holds a PhD in 19th-century French literature from Duke University.

Rachelle Adams is Founder and CEO of Elevate Education Consulting. She loves teaching Spanish to youth and adults alike, which is necessary to build the capacity of future world citizens and opens doors to the kinds of cross-cultural dialogues our global community requires. Rachelle writes curriculum for organizations specializing in student travel, trains and supports teachers in developing their Comprehensible Input practice, and presents nationally and internationally on creating culturally and diversity responsive teaching practice. www.elevateeducationconsulting.com

1.5 When and How: A Hands-on Look at IT Tools and Resources

Japanese (9-12)

Mami Saito (Japanese Foundation, Alberta)

In this workshop we will look at bringing together all the different teaching materials, online resources, and devices that we use to see how they overlap and how we can bring them together to create infinite possibilities for language learning. In particular, we will look at various internet resources and teaching materials and think as a group about how they can connect. We will go through resources previously introduced at past workshops, and categorize them based on their use. We will also chose resources from the list to compare their contents with textbooks and think about utilizing them in our own classrooms.

1.6 Assessment with the Redesigned Curriculum

Core French (5-9)

Kindra Harte (Saanich)

With curriculum changes what will assessment look like for classroom teachers? What challenges do we face in grading and reporting? Let's align grading and reporting practices to best assess student learning as we work with the new curriculum! Hands-on session, Hands-outs provided.

BIO: Kindra has taught in School District #63 since 1991 and is an instructor at UVic. She has also worked at the Ministry of Education over the years as Marking Chair and a Curriculum Writer. She is a member of the BCATML Executive.

1.7 Inspiring Confidence in Core French Learners

Core French (5-9)

Cynthia Clerc (SFU)

Workshop participants will learn a variety of ways to encourage confidence and motivate Core French learners, develop classroom community and facilitate student-student interactions in language rich classrooms. Although content is particularly aimed at elementary levels, strategies could be adapted to any level of language learning.

BIO: Cynthia is currently a Faculty Associate in the French Module at SFU. She has also worked as an FA and Adjunct Teaching Professor at UBC and has taught French Immersion (elementary/secondary) and Core French (elementary/middle).

1.8 BCTF: Le «succès» vient en parlant

Immersion (K-12)

Vincent Tourvieille

Stratégies et activités pour animer les classes d'immersion et pour amener les élèves à utiliser le français le plus souvent possible à l'école et entre eux.

BIO: Ayant grandi en France et arrivé à Vancouver à 24 ans, voilà 18 ans que Vincent Tourvieille apprécie l'ouest canadien.

Après une première carrière en informatique, Vincent a fait le PDP à SFU en 2012 et enseigne depuis en 6^e/ 7^e année à l'école des Navigateurs à Richmond. Vincent tente de relever avec passion les défis de l'enseignement en français en milieu minoritaire !

1.9 BCTF: La pauvreté : un problème dans la salle de classe

Immersion (K-12)

Suzanne Wernli-Roy

La C.-B. est la seule province au Canada sans un plan de réduction de la pauvreté et 20% de tous nos enfants vivent dans la pauvreté. Cet atelier aide les enseignants à développer une prise de conscience concernant les questions de la pauvreté et ses implications pour nos élèves. Il fournit des défis aux enseignants concernant les hypothèses que nous formulons sur les enfants vivant dans la pauvreté et il fournit des stratégies pour les enseignants sur la façon de soutenir les enfants qui peuvent être victimes de discrimination à l'école en raison de leur statut socio-économique.

BIO: Bachelière en Études françaises de Laval et diplômée spécialisée en immersion française de Simon Fraser, Suzanne Wernli-Roy enseigne depuis trente ans sur la réserve de Gitanmaax pour la CS de Coast Mountains. Elle a enseigné à l'élémentaire à tous les niveaux. Les sciences et tout ce qui concerne les êtres humains, les rapports qu'ils ont entre eux et leur influence sur l'environnement naturel, la passionne

1.10 Parlez. On vous écoute! Outils et stratégies d'évaluation de la composante orale

Immersion secondaire (8-12)

Monica Tang (SFU)

Cet atelier propose de présenter et discuter différentes stratégies pour mieux évaluer la composante orale des étudiants de la 6^{ième} à la 12^{ième} année dans le programme d'immersion française ou le français de base. Au-delà du concours d'art oratoire et des présentations de projet, comment évaluer l'oral dans des situations de communications plus authentiques? Depuis deux ans, nous avons expérimenté des stratégies pratiques inspirées du référentiel de compétences orales de l'ACPI, du Diplôme d'études en langue française (DELF), du Baccalauréat international (BI) et de l'examen provincial du ministère de l'éducation de la Colombie-Britannique. Ce qui a le plus transformé notre évaluation des compétences orales est l'utilisation d'outils pratiques tels que l'enregistrement des oraux sur fichier MP3 pour aider les étudiants à mieux se corriger. L'utilisation de sites web tels qu'Edmodo a également été propice à des échanges oraux entre étudiants. Les stratégies proposées dans cet atelier peuvent également être très utiles pour l'évaluation en sciences et en sciences humaines. Alors, si vous voulez en savoir plus sur l'évaluation des compétences orales à travers des stratégies spécifiques, joignez-vous à nous pour cet atelier!

BIO: Monica Tang a enseigné dans le programme d'immersion française depuis plusieurs années en Colombie-Britannique, dans les niveaux élémentaire, intermédiaire et secondaire. Elle enseigne également un cours de didactique des mathématiques en français à l'Université Simon Fraser. Tout récemment, elle a commencé un poste dans les *Field Programs* à SFU où elle travaille avec les enseignants. Sa recherche de maîtrise a focalisé sur l'apprentissage des mathématiques en français et elle travaille présentement sur sa thèse de doctorat sur l'identité bilingue des enseignants de français.

1.11 Teachers Sharing Their Expertise in the French Immersion Kindergarten Classroom

Immersion (K)

Jessica Campbell (VSB)

This workshop will be a collaborative one where all participants are invited to share their teaching expertise, facilitated by Jessica Campbell. Please come prepared to share three things:

1. something that works well in your class (ex. a song, lesson, behaviour management technique, strategy for transitions...)
2. a broad question you have about teaching French Immersion Kindergarten in 2017

3. a lesson or unit to share that corresponds with the new curriculum

BIO: Jessica has been teaching French Immersion Kindergarten since 2004. She is passionate about bringing social justice issues into the Kindergarten classroom. The foundational elements for her work with Kindergarten students include: developing a sense of joy in learning, building independence and resilience, and cultivating compassion for self and others.

1.12 L'évaluation de la lecture

Immersion (1-3)

Nona Montgomery (VSB)

L'apprentissage de la lecture fluide avec compréhension est un des buts principaux du programme primaire. C'est essentiel que les enseignants évaluent à quel point leurs élèves lisent avec indépendance. C'est atelier sert comme une introduction et une mise à jour sur l'administration des fiches d'observation (Running Records) pour des enseignant(e)s de salle de classe et des orthopédagogues. L'information sera présentée avec les trousseaux d'évaluation oranges et bleues de GB+ et en plus comment faire des fiches d'observation sur une feuille blanche avec n'importe quel texte de la salle de classe. Une fiche d'observation (Running Record) saisit ce qu'un jeune lecteur dit et fait pendant sa lecture d'un texte. C'est par rapport à plus qu'un taux de précision, des mots corrects et des erreurs. Une fiche d'observation évalue comment un lecteur met en œuvre ce qu'il connaît des lettres, des sons, des mots, et des stratégies de lecture pour découvrir le message du texte. Une évaluation de la lecture montre aussi si l'élève lit des livres à un niveau approprié. Des enseignants devraient apprendre comment administrer des évaluations dans une façon constante et cohérente si on aimerait que les résultats soient justes. Les procédures sont simples, mais ce qu'on apprend à noter stimule une analyse claire sur le progrès des lecteurs émergents et en développement.

BIO: Nona enseigne en immersion française depuis 26 ans ; les derniers 10 ans en orthopédagogie et pendant 6 de ces ans en IPLÉ (Reading Recovery). Elle est passionnée de l'enseignement de la lecture et l'écriture aux élèves avec des troubles d'apprentissage. Elle est convaincue qu'il faut s'informer des habilités des élèves (ce que l'enfant sait et ne sait pas) par rapport à la lecture et l'écriture afin de leur aider à faire du progrès. La fiche d'observation (Running Records) est une façon idéale pour observer et analyser des habitudes de lecture

1.13 Résultats d'un projet d'enquête sur la participation active des élèves dans l'identification de buts de lecture personnalisés.

Immersion (M-3)

Claire Létourneau, Marc Gurumeta (VSB)

Lors d'un projet d'enquête, 12 enseignants du primaire se sont questionnés sur des façons plus efficaces de mener les leçons de lecture guidée. À partir d'un carnet de progressions en lecture, ils/elles ont travaillé à la mise en place d'un système d'auto-évaluation et d'identification de buts personnels de lecture appropriés au niveau scolaire de leurs élèves. Nous espérons donc vous présenter des exemples concrets des résultats et du travail de ces enseignants.

BIO: Claire Létourneau - enseignante en intervention en lecture et écriture et orthopédagogue à l'École Bilingue.
Marc Gurumeta - enseignant en Français Immersion première année à l'École Trafalgar.

1.14 Albums en français : nouveautés et coups de cœur

Immersion

Evelyne Neijens (Chouette Books)

Evelyne présentera des albums sur les thèmes suivants :

- Justice sociale (différences, monde autour de soi,...)
- Mathématiques et mesures
- Livres sans texte, promouvant la lecture et le langage
- Autochtones et livres dont l'action se déroule en Colombie-Britannique

Les participants à l'atelier pourront consulter les livres présentés.

BIO: After a first career in technology, Evelyne has been active for 15 years in French Immersion literature. Since 2013, her company Chouette Books is a privileged partner of the VSB. She has provided numerous resources to teachers and teachers-librarians in the Lower Mainland and beyond.

1.15 Assessment and Communicating Students' progress with a new look and process! (repeated in Session 2)

Immersion (K-7)

D. Rondeau, G. Chong, E. Sones, L. Zaremba, C. Létourneau, E. Gagnon, N. Morissette (VSB)

"When you start looking at things differently, things begin to change!"

Everyone is at a different place on their own journey. Each Story is unique. A team of FI teachers from JQ are wanting to share their journeys in transforming the "report card". Each teacher is going to tell their individual story. Examples will include Digital Portfolio, Digital images, Fresh Grade and anecdotal comments linked to the Redesigned Curriculum. The team is planning a "forum" format for the session as well as some hands-on activities using technology. We hope to inspire and be inspired through our session together.

BIO: A team of FI teachers from grade K to 7. The team is participating in a District Inquiry on Communicating Student Learning

1.16 Book Creator

All Languages (K-12)

Annie Simard (VSB)

This is one of my favourite go-to apps. Book Creator is an open-ended app that allows students to showcase their learning in writing and by using audio and video recordings. Projects can be turned into ebooks, PDF files or videos. This will be a hands-on workshop. If you have an iPad with Book Creator installed please bring it with you. Good for all grade levels. All expertise levels are welcome.

BIO: Annie teaches grade 4/5 French Immersion and enjoys using technology to encourage and help students improve their French reading, listening and speaking skills. She has seen firsthand the benefits of integrating technology with her own students and takes great pleasure in passing her discoveries on to other teachers

Session 2: 1:15 – 2:45

2.1 Other Languages Curriculum Update

Spanish, Mandarin, Japanese (5-12)

Kindra Harte (Saanich)

Let's explore "hot off the press" revised curriculum documents for second languages grades 5-12. Be prepared to roll up your sleeves and get to know the revised curriculum well. Hands-on interactive workshop. Hand-outs provided.

BIO: Kindra has taught in School District #63 since 1991 and is an instructor at UVic. She has also worked at the Ministry of Education over the years as Marking Chair and a Curriculum Writer. She is a member of the BCATML Executive.

2.2 Teaching TPRS Novels

All Languages (8-12)

Michelle Metcalfe (West Vancouver)

Using TPRS novels in the second language classroom is a powerful way to provide compelling comprehensible input to students. Novels can also provide opportunities for students to deepen their inter-cultural understanding and make personal connections to the target culture as they read about day to day life of characters – all while using the target language. This workshop will demonstrate how to plan and teach effectively with TPRS novels in order to engage students in the reading process. Various reading and assessment strategies will be presented including planning for cultural understanding, increasing personal connections through the use of personal questions and answers and Reader's Theatre.

BIO: Michelle is a passionate and experienced facilitator and presenter of TPRS/Comprehensible Input Methodology. She is currently the Modern Languages Department Head at West Vancouver Secondary School where she teaches Spanish 9 – 12 IB Secondary School using the TPRS methodology exclusively and with tremendous success. During her career she has taught both French and Spanish in the West Vancouver School District. In addition to being a pioneer of TPRS in Canada, Michelle has worked on numerous Ministry of Education committees and projects, most recently as a member of the writing team for the new Core French Curriculum. She is excited to see how well the redesigned curriculum can be supported by innovative approaches such as TPRS.

2.3 A Stranger on Indigenous Land: Teaching a Language of Colonization on Indigenous Territory

All Languages with French examples (8-12)

Nancy Griffith-Zahner (Prince Rupert)

In this era of reconciliation, one might question the colonial concept of teaching Canada's "official" languages on Indigenous land. How can one support and promote French language and culture in an area where native language is in danger of discontinuation? This workshop will tell the story of my journey from an enthusiastic French language supporter to a settler who promotes and values Indigenous content and ways of knowing in the second language classroom, and will include on-the-ground examples of imbuing Indigenous content in to the French classroom as well as adherence to the *First Peoples' Principles of Learning* and ways to recognize the dangers of tokenism and appropriation.

BIO: I am a settler from Toronto and moved to Prince Rupert on Ts'msyen territory with my husband and son 25 years ago. I have been teaching high school core French for the past 15 years, and served for seven years as the provincial French specialist for the BC Association of Teachers of Modern Languages. I was a member of the curriculum writing team for our new core French curriculum, and am an ERAC evaluator for French materials with Indigenous content. I have a Master's Degree in Inclusive Education from Simon Fraser University and am a doctoral candidate for the Culturally Inclusive, Place-Based EdD from SFU. My area of focus is the decolonizing of the second language classroom through co-operative use of indigenous and non-indigenous teaching methodologies.

2.4 Kinesthetic and Visual Engagement and Interaction in the Mandarin Classroom

Mandarin (K-12)

Ping Li (Crofton House)

If you are looking for ways to retain and use the attention of today's hands-on, minds-on, and interactive learners to optimize learning experiences, or if you are seeking strategies to transform your classroom into a more engaging, intriguing and inspiring place for learners to communicate in the target language, come to this session to explore and experience advantages of employing physical movements and images for empowering language proficiency and cultural understanding through interpretive, presentational and interpersonal communication. Practical and interactive learner-centered activities in a range of levels and ages will be used to demonstrate how teachers can create, implement, and manage individual, small-group, and whole-class activities to motivate attention, inspire engagement, and reinforce the core competencies. Participants will also have an opportunity to take part in demo activities and take home ideas that can be adapted to their own classrooms.

BIO: Ping Li has had over 26 years of experience teaching Mandarin and English at Crofton House School, and she is a regular presenter at various Pro-D events. Currently, she is serving as Mandarin representative for BCATML, chair of Student Programs and Activities for the Canadian TCSL Association and vice chair for GV K-12 Mandarin Teachers' Association. Her expertise includes test design, curriculum design, curriculum development, teacher training, workshop facilitation, and educational technology. A passionate language teacher, she devotes her spare time to researching and promoting Mandarin education.

2.5 Vocabulary Building Through Gamification

All Languages (8-12)

Trish Kolber (VSB)

Gamification: the concept of applying game design techniques to engage and motivate people to achieve their goals by tapping into the basic desires and needs of the users' impulses which revolve around the idea of Status and Achievement. You will learn how to create your own games using your own thematic target language vocabulary. We will discuss the choice of vocabulary, the games to play, how to create game sets, the equipment needed, how to give instructions, how to reward students for speaking exclusively in the target language and more! Get your students speaking in the target language for 10 to 15 minute blocks on a regular basis!

BIO: Trish is a specialist in teaching second languages including French, Spanish & English, has been making her own classroom games for a decade to build vocabulary and create 10-15 minute blocks of exclusive L2 speaking during grades 8-10. These techniques can be applied to any grade or language.

2.6 Langue, Culture et Education : Construire des Ponts à travers les Beaux-Arts

Core French, Immersion (8-12)

Hilary Spicer (Vancouver)

Langue, Culture et Education : Construire des Ponts à travers les Beaux-Arts est le focus du travail collaboratif avec des collègues à Cuba depuis plusieurs années. Cet atelier projette partager quelques projets et activités qui font maintenant partie des programmes de langues à Cuba et de plus en plus ici. Comme a écrit Gabrielle Roy : « Nous connaîtrions-nous seulement un peu nous-mêmes sans les arts ? » Et comme a été écrit dans un document du ministère : « Les étudiants apprennent une langue d'une façon plus efficace quand ils vivent la langue à travers la musique, les films, les vidéos, la poésie et d'autres formes d'expression créative. »

BIO: Hilary Spicer continue à être passionnée par l'éducation, avec un focus sur l'apprentissage et l'enseignement à travers des Beaux-Arts. Elle espère continuer ses projets à Cuba aussi bien que de maintenir ses relations avec des districts scolaires et les universités en Colombie-Britannique.

2.7 Intensive French Methodologies in the Core French Classroom

Core French (5-9)

Kate Gumley and Christina Walker (VSB)

Our workshop will focus on the fundamentals of Intensive French and how to transfer the methodology of orale-lecture-écriture-orale to any theme in Core French. We will first focus on discussing the fundamental concepts of Intensive French, then we will do a demonstration lesson based on a theme. Next we will have teachers practice delivering a Core French lesson using IF methodology, and finally we will leave time at the end for general questions and to hand out some resources. Please note that this does not qualify as Intensive French training. We will provide information on official IF training at the workshop if you are interested.

BIO: Christina and Kate have been teaching Intensive French for the past five years. They have been working together as the Intensive French team at Sir Sandford Fleming Elementary. Kate is the Intensive French 6 teacher and Christina teachers the grade 7 year.

2.8 AIM: Rap It Up!

French and Spanish (5-10)

Wendy Maxwell (AIM)

Come to this workshop and our facilitator will demonstrate how your students can successfully write and sing short, fun French and Spanish "raps" in front of their peers. Modeling is the key to achieving the correct tempo, rhyming words and music, all of which play a vital role in the final production. Students love singing to their favourite pop-music melodies, and getting them inspired to write their own lyrics is not as difficult as it seems! Integrated throughout the session will be connections to the BC Curriculum, the CEFR (Common European Framework of Reference) and AIM Language Learning. Walk away with some lessons you can use in your classroom immediately and as well as some examples of raps for inspiration!

BIO: Wendy Maxwell is an educator and keynote speaker who created the AIM methodology that is now popular in countries around the world

2.9 BCTF: Éducation au service de la Terre

Immersion (M-12)

Suzanne Wernli-Roy

Cet atelier interactif propose des stratégies afin d'intégrer l'éducation environnementale dans la plupart des composantes des programmes d'études. L'objectif de l'atelier est de rendre l'éducation environnementale accessible à tous les enseignants et de mettre en évidence les liens entre ces domaines d'études et nos communautés locales. Grâce à l'intégration de l'éducation environnementale dans toutes les salles de classe, éducateurs et apprenants sont encouragés à réfléchir de manière critique sur leur consommation et sur les moyens de vivre de façon plus responsable, en réduisant l'impact global des êtres humains sur l'environnement.

BIO: Bachelière en Études françaises de Laval et diplômée spécialisée en immersion française de Simon Fraser, Suzanne Wernli-Roy enseigne depuis trente ans sur la réserve de Gitanmaax pour la CS de Coast Mountains. Elle a enseigné à l'élémentaire à tous les niveaux. Les sciences et tout ce qui concerne les êtres humains, les rapports qu'ils ont entre eux et leur influence sur l'environnement naturel, la passionne

2.10 Ludification et Programme d'Étude : passez au niveau supérieur!

Immersion (M-12)

Jean-Michel Oblette (VSB)

Embarquez pour une quête épique dans un monde rempli d'aventures, de dangers, de magie et de créatures mystérieuses : votre salle de classe! Apprenez de nouveaux sorts, découvrez des outils et faites évoluer votre personnage à travers une approche narrative basée sur le projet. Cet atelier démontrera certains préjugés liés à l'approche ludifiée et en exposera les principes centraux (apprentissage expérientiel, intentionnalité, résilience, flow). Nous explorerons ensemble les riches possibilités de la ludification dans le nouveau Programme d'Étude, notamment pour l'enseignement des *Conception, compétences pratiques et technologies*. Attendez-vous à parler et jouer, ceci est un atelier pratique! Et apportez une clé USB!

BIO: J'enseigne la deuxième année en Immersion francophone depuis 5 ans à Vancouver, après 6 ans passés dans le secondaire en Grande-Bretagne. Je m'intéresse au potentiel de l'approche ludifiée (*Gamification*) dans le cadre du nouveau Programme d'Étude en Colombie-Britannique, sur lequel je prépare une Maîtrise.

2.11 Reaching Gifted and Highly Able Learners, In and Out of the Classroom

Immersion (K-12)

Christina Barber (VSB)

The primary focus in this workshop will be to provide information about current programs being offered at the board level to address the needs of gifted and highly able students, as well as discussing procedures for applying to the different levels of programming (Challenge Centres, Seminar, Mentorship and MACC). We will also demonstrate and provide information around providing in-house programs (school and class based), many of which would be suitable to the needs of a diversified class. In this workshop we will also review different levels of identification of giftedness and board procedures for identifying and servicing gifted children.

BIO: Christina Barber is a FI teacher at Kerrisdale Elementary, in the MACC (program for gifted and high-ability learners) This is her third year teaching the MACC, she has also worked within the district to provide district FI Challenge Centre as well as in-house programs at her home school. She has been with the VSB for 11 years, working primarily with intermediate level students.

2.12 L'écriture interactive à la maternelle et première année

Immersion (M-1)

Christine Gagnon (VSB)

Découvrez c'est quoi l'écriture interactive et comment l'utiliser dans vos classes d'immersion. Vous allez aussi explorer les ressources créées pour cette méthode et visionner un film qui démontre comment introduire les ressources aux élèves et les utiliser en classe. Les participants de cet atelier partiront avec ces ressources en mains.

Winona va vous présenter une courte évaluation pour découvrir ce que les élèves ont appris des concepts reliés à l'écrit.

BIO: Christine has been a French Immersion teacher for 10 years. She has traveled to New Zealand twice to learn more about the Interactive Writing method. She is eager to show you how she uses this method in her French Immersion kindergarten classroom.

2.13 Qui suis-je? Une question d'identité bilingue: le prof et l'élève

Immersion secondaire (8-12)

Monica Tang (SFU)

De plus en plus, les enseignants du français à travers le Canada sont des finissants d'immersion. Si tel est votre cas (situation A), votre expérience d'apprentissage est un atout immesurable pour votre travail. Toutefois, la transition entre étudiant et enseignant n'est pas toujours facile. Même après plusieurs années, on peut avoir des moments de doute, où l'on se sent comme un étudiant qui fait encore des fautes ou comme un imposteur qui ne mérite pas de se dire professeur de français. Pourtant, on a travaillé fort pour mériter son poste. **Comment alors, peut-on trouver sa confiance professionnelle et linguistique?**

Si cette situation existe, c'est en partie parce que l'expérience de nos jeunes élèves (situation B) n'a pas toujours su les préparer à s'imaginer une carrière future en L2. Certes, on intègre la culture française dans nos cours à l'aide de films, livres, sorties culturelles, etc. mais c'est tout un autre défi de les aider à se voir comme des vrais bilingues. En fait, plusieurs hésitent même à utiliser le mot "bilingue" croyant qu'il faut maîtriser les deux langues avant de qualifier. **Comment faire alors pour aider nos jeunes à se voir comme des bilingues légitimes?**

Finalement, il est aussi possible que ces défis identitaires s'appliquent mieux à vos collègues qu'à vous (situation C). Est-ce mieux d'éviter le sujet complètement, de peur d'insulter? **Comment agir alors, pour offrir son appui de manière professionnelle et respectueuse mais tout en assurant la qualité du français dans nos programmes?**

Ces questions d'identité bilingue nous touchent tous dans l'enseignement du français en milieu minoritaire. Comment peut-on aborder ces questions sans sursimplifier les défis et sans insulter? Je vous invite à partager vos histoires et à participer à cette discussion dans un environnement sécuritaire et sans jugement.

BIO: Monica Tang a enseigné dans le programme d'immersion française depuis plusieurs années en Colombie-Britannique, dans les niveaux élémentaire, intermédiaire et secondaire. Elle enseigne également un cours de didactique des mathématiques en français à l'Université Simon Fraser. Tout récemment, elle a commencé un poste dans les *Field Programs* à SFU où elle travaille avec les enseignants. Sa recherche de maîtrise a focalisé sur l'apprentissage des mathématiques en français et elle travaille présentement sur sa thèse de doctorat sur l'identité bilingue des enseignants de français.

2.14 La musique pour tous!

Immersion (M-3)

Emily Villavicencio et Christina Custer (VSB)

Cet atelier va vous introduire au nouveau site web «La musique pour tous». Emily a créé ce site web comme projet de graduation pour sa maîtrise. Le site web contient: des «grandes idées» de musique sur lesquelles mettre l'emphase quand vous enseignez la musique (ex. la voix à chanter, la pulsation, tempo) 18 plans de leçons simples mais puissants à essayer, des beaux enregistrements de format mp3 pour apprendre des nouvelles chansons, faire des réchauffements vocales, pratiquer des exercices pour bien chanter, et encourager les élèves à chanter seuls avec des enregistrements instrumentales et plus! On va jouer ensemble avec les leçons, les chansons, et les jeux trouvés dans le site web. Christina va partager avec nous des activités de mouvement, danse et musique pour enrichir les chansons sur le site web. Elle va nous montrer comment utiliser des équipements communs pour nous inspirer à chanter et danser! On va apprendre ensemble en chantant et en dansant – des vêtements confortables sont idéals !

BIO: Emily et Christina enseignent au niveau primaire pendant plus que 10 ans chacune. Elles sont chanteuses et entre elles jouent de la guitare, du piano, de la percussion, de la flûte à bec, et du violon. Christina enseigne la musique un jour par semaine depuis l'an dernier, et Emily vient de finir sa maîtrise en éducation de musique à UBC.

2.15 Assessment and Communicating Students' progress with a new look and process!

(Repeat of session 1)

Immersion (K-7)

D. Rondeau, G. Chong, E. Sones, L. Zaremba, C. Létourneau, E. Gagnon, N. Morissette (VSB)

"When you start looking at things differently, things begin to change!"

Everyone is at a different place on their own journey. Each Story is unique. A team of FI teachers from JQ are wanting to share their journeys in transforming the "report card". Each teacher is going to tell their individual story. Examples will include Digital Portfolio, Digital images, Fresh Grade and anecdotal comments linked to the Redesigned Curriculum. The team is planning a "forum" format for the session as well as some hands-on activities using technology. We hope to inspire and be inspired through our session together.

BIO: A team of FI teachers from grade K to 7. The team is participating in a District Inquiry on Communicating Student Learning

2.16 Showbie

All Languages (2 -12)

Annie Simard (VSB)

I use Showbie on a daily basis with my students. It allows them to export their work easily in the cloud as well as save their projects when sharing devices with other classes. From home (or a coffee shop!) I can then view my students' work without having to carry a pile of iPads with me. I also use Showbie to share reference documents or photos with my students. Showbie is a free app and is compatible with over a 1000 apps such as Book Creator, Explain Everything, iMovie, Pages and Keynote. This will be a hands-on workshop. If you have an iPad with Showbie installed please bring it with you. All expertise levels are welcome.

BIO: Annie teaches grade 4/5 French Immersion and enjoys using technology to encourage and help students improve their French reading, listening and speaking skills. She has seen firsthand the benefits of integrating technology with her own students and takes great pleasure in passing her discoveries on to other teachers

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