

7:30 - 8:30	Registration, Breakfast, Exhibitor Displays	
8:30 - 9:20	<p><b>Opening with Keynote Speaker - Michael J. Fox Theatre</b></p> <p><b>"Tlayu'la gaxans gwi'gwala'yu – Making Collective Change for All Children"</b></p> <p>This presentation will overview the emerging themes and the developing understandings of how educators can lead, transform, and continue to grow their relationships to indigenous cultures and communities as they support learning for all students. Participants will have the opportunity to engage professionally with each other and discuss the implementation of the 'Aboriginal Worldviews and Perspectives in the Classroom' resource document that is now available.</p> <p><i>Kaleb Child (Musgam'dzi) is a member of the Kwakiutl (Kwa-Gulth) First Nation on northern Vancouver Island and is Director of Instruction First Nations, for School District #85. He is currently on secondment to the Ministry of Education working along with the Aboriginal Education Team on supporting the vision forward for learning in BC. In his role across communities he works to enhance program development committed to a Kwakwaka'wakw vision for pedagogy, language and culture revitalization and Aboriginal worldviews and perspectives.</i></p>	Kaleb Child, Musgam'dzi - Director of Instruction, SD 85 Vancouver Island North, currently seconded to the Ministry of Education as Field Liaison, Aboriginal Education
9:20 - 10:00	BCATML Annual General Meeting & Prize Givaways	
<b>Session 1 (10:15 - 11:30)</b>	<p><b>A1- The Punjab Digital Library &amp; language preservation project</b></p> <p>(Session description unavailable at print deadline)</p>	Anu Bal, BCATML Punjabi Rep
	<p><b>A2 - Ideas and Materials for Beginning Core French Teachers (Elementary French)</b></p> <p>The Saanich District currently uses Wendy Maxwell's AIM Method, with gestures. (drama, etc.), but previously used "The French Idea Box" and various communicative curriculums that Primary Immersion teachers would borrow from us, because the language level was more suitable than what the district would receive from Quebec.</p> <p>Since a lot of participants like materials they can use right away, I will share fun word search sheets/short skits we'd use with Matt Maxwell's "C'est l'Halloween." to start, along with many other useful activities!</p> <p><i>Leslie has taught Core French/covered French Immersion prep/worked part-time as a Teacher-Librarian since 1985, mostly in the Saanich district. I have a lot of free materials to give away to help Elementary Teachers who teach French in their classrooms!</i></p>	Leslie Watts (Saanich)
	<p><b>A3 - Genius Hour 20% Passion Projects - How to let your students choose their own learning (All Languages)</b></p> <p>Wondering how to implement Project Based Learning in your classroom? Need help setting up a classroom for individualized learning? Come learn the principles around Genius Hour and how to set it up. Students choose their own learning objectives, the teacher acts as a guide, letting students lead the way. It's easier than you think! The principles of Genius Hour, also known as Passion Projects or 20% Projects at Google. Come to learn why and how to set up your own Genius Hour. Resources will be provided to get you started.</p> <p><i>Nicole has experience of 4 years of Genius Hour, and is currently the technology helping teacher at North Surrey Secondary. She is willing to share her online course of resources, and feels passionate about supporting Elementary and Highschool teachers as they try new things! She has presented for a number of years at Conferences. There will be handouts that are applicable to both elementary and high school to help teachers with Genius Hour and doing individual projects with students.</i></p>	Nicole Painchaud (Surrey)

	<p><b>A4 - Constructing Knowledge Collaboratively: I help you learn Spanish, you help me learn Spanish</b></p> <p>This workshop presents the UBC-Crofton House School Spanish Community Project as an example of innovation for the teaching and learning of an additional language. The workshop is divided in two parts:</p> <p>Part one: Presentation of the UBC-Crofton House School Spanish Community Project, its objectives and methodology. Report of quantitative and qualitative data collected in 2015 that demonstrate learner success through participation in the project.</p> <p>Part two: The audience will be invited to work in groups to: (1) brainstorm an experiential learning project for their own classes; (2) assess its impact on students' linguistic and cultural development; (3) outline all major activities of the project justifying the rationale for their implementation; (4) report the project to the general assembly.</p> <p>Participants will receive a copy of the Power Point presentation which will include an extensive list of bibliographical references regarding experiential language learning, Cognitive Linguistics as applied to language learning, as well as increasing students' willingness to speak the additional language beyond the classroom.</p> <p><i>This workshop is a collaboration between Samuel Navarro Ortega (UBC) and Nicole Newman-Page (Crofton House School). 2. Navarro Ortega and Newman-Page will share evidence from their own collaborative research project. Dr. Samuel A. Navarro Ortega is an Applied Linguist in Hispanic studies in the department of French, Hispanic &amp; Italian Studies at The University of British Columbia. He teaches classes at the undergraduate and graduate levels. He also studies the effect of experiential learning for the teaching and learning of an additional language.</i></p>	<p>Samuel A. Navarro Ortega &amp; Nicole Newman-Page, Dept. of French, Hispanic &amp; Italian Studies, The University of British Columbia</p>
	<p><b>A5 - Meet Ministry guidelines with 21st Century approaches to student leadership in sustainability (All languages)</b></p> <p>Investigate leading edge curricular and pedagogical tools to engage student inquiry, both in and outside your French classroom, on environmental sustainability. SLS offers cross-curricular materials in French, English, and distance formats that meet new Ministry guidelines and keep current with sustainability science research. Our SLS classroom resources include recent additions that correspond to Science 7 and 9 Ministry updates as well as highlighting Indigenous ways of knowing. The program is well laid-out, easily customizable and has been brought into a wide variety of grade 6-12 classrooms and courses including Social Justice, Socials, Geography, Science, Foods, Family, Planning, Leadership, and English. Educators in over 30 BC schools have used our leading edge curricular and pedagogical tools to inspire 4,000+ students to connect and respond to environmental sustainability and social justice topics.</p> <p><i>Be The Change Earth Alliance, a BC based charitable organization, co-developed the SLS curriculum materials in unique collaboration with BC educators and is endorsed by the BCTF's Committee for Action on Social Justice and supported by BC Healthy School Network. Progressive educators in over 30 BC schools used SLS in 2014/15, providing integrated learning that has inspired 4,000 students to connect, understand, and respond to the environmental and social challenges facing our planet. You can also learn more about our materials at <a href="http://www.bethechangeearthalliance.org">www.bethechangeearthalliance.org</a></i></p>	<p>Megan Eadie, Be The Change Earth Alliance</p>
	<p><b>A6 - iPad = iCan ... Technology in the language classroom</b></p> <p>Ever wondered how to meaningfully use an iPad in a language classroom? Want something other than games for your language students? Is there a way to blend creativity with authentic spoken interaction? Join us for some fun ideas to promote language learning, document student achievement, and give each student a voice...all while using the technology of iPads! We will explore apps such as <i>FreshGrade</i>, <i>Explain Everything</i>, <i>ChatterPix Kids</i>, <i>iMovie</i>, as well as it would be best if the apps listed are pre-downloaded while at home to speed up the learning process within the workshop itself. and other functionalities already built into the iPad itself. If possible, bring your own iPad pre-loaded with the apps listed here as this will speed up our learning process in the workshop itself! All levels of technology welcome - you don't have to be an expert, you just have to be willing to explore the possibilities. Come and investigate iPad use in the language classroom!</p> <p><i>***Important: Workshop Participants are invited to bring their own iPad. It would be best if the apps listed are pre-downloaded to speed up the learning process within the workshop itself: <i>FreshGrade</i>, <i>Explain Everything</i>, <i>ChatterPix Kids</i>, <i>iMovie</i>, <i>Voice memo</i>.</i></p>	<p>Jessica Birch</p>

	<p><b>A7 - How to Cross The Gap of Language Barriers Using Emotional Intelligence Tools &amp; Techniques (Offered Twice - Mandarin and French)</b></p> <p>This workshops covers how to build effective rapport through understanding the various elements present in communication. We will first hear a vulnerability piece that will assert the need to take responsibility for the communication we give and the communication we receive. We will then explore the various elements of effective communication and provide tools and techniques to minimize what is 'lost in translation'.</p> <p><i>Anne is an internationally accredited Emotional Intelligence Coach &amp; Inspirational Speaker, fluent in French, English, and Chinese Mandarin. She uses the power of vulnerability and the power of compassion to deliver workshops that are compelling, educational, and much fun to attend.</i></p>	Anne Beaulieu
	<p><b>A8 - Managing and customizing online resources for active classroom (Japanese) オンラインリソースを授業に生かすための情報管理とカスタマイズ</b></p> <p>This session will cover a model for managing online resources, while proposing customization methods for educators to use effectively in their daily lessons and activities. While the IT infrastructure of educational establishments is advancing quickly, teachers may find themselves unable to keep up with the required level of IT literacy, causing them to experience considerable trouble. The Internet is overflowing with a wide variety of information, and students are able to acquire large amounts of knowledge and information without setting foot into a school or classroom. Even for language learning, many e-learning tools are currently being developed, putting into question the role that teachers can be expected to play going forward. Within the educational field, in order to use Internet resources more effectively, educators need to sort through information to find out what they actually need, determining who will be using this information when, where, how, and for what purpose. This session does not simply cover how to gather a list of resource links and names, but also analyzes methods for sorting through concrete information and managing it to achieve a specific purpose.</p> <p>このセッションでは、インターネットリソースの情報管理についてモデルを提示し、各自が日々の授業・活動に有効に生かせるようなカスタマイズの方法について提案する。教育現場におけるIT化が急速に進む中、教師のITリテラシーがなかなか追いつかず苦勞している状況をよく耳にする。インターネット上には多種多様な情報があふれており、学校や教室の中にいなくても学習者は多くの情報や知識に接することができる。言語学習においても、多くのE-learningツールが開発されている中で、教師はどのような役割を果たせるのだろうか。自身の教育現場で、より有効にインターネット上のリソースを活用するためには、自分に必要な情報を整理し、いつ、どこで、だれが、なんのために、どのように利用できるのかということ把握していなければならない。リソースのリンク先や、名前だけをあつめるのではなく具体的な情報を整理し、目的に合わせて活用できるように情報を管理する方法について検証する。</p>	Mami Saito, Gov. Alberta
	<p><b>A9 - Better Cooperation, Better Teaching (Mandarin) 与学生共建课堂</b></p> <p>The teaching process is actually a process of cooperation between students and teacher. In this process, a sustainable and effective incentive mechanism will make the cooperation smoother and more constructive, hence, the teaching outcome will be better. In addition, appropriate topics and time for knowledge extension will keep optimizing such cooperation.</p> <p>教学的过程是老师与学生合作的过程。长期、有效的激励措施能够保证这种合作更有序，教学结果更有效。合适的话题、有拓展性地知识延伸让这种合作升华</p> <p><i>Wei Li is certified in foreign language teacher education with Chinese and has experience in teaching Chinese. Wei is now working for E&amp;E education center. "I enjoy the time with my students. I love to help my students learn Chinese."</i></p>	Wei Li
	A10 - Cancelled	
	<p><b>A11 - Learning through doing: Skill based assessment in a language classroom (All languages)</b></p> <p>Personalized learning is at the heart of the redesigned curriculum. Following the Know-Do-Understand model presented in the redesigned curriculum, we will share our experiences in implementing skill based assessment strategies through the use of learning maps. Through our work with the redesigned curriculum, we have developed a skill based assessment practice with a focus on students' applying their learning in a variety of settings rather than focusing on content. We are promoting self-advocacy and personal accountability in our students as they are becoming active players' in their assessment. Our goal is to have learning maps used by all stake-holders in a students learning process to better understand the journey.</p>	Jennifer Spain & Meghann Kenkel (Surrey)

	<p><b>A12 - Integrating Music into your Language Class (French / All languages) <span style="color: red;">SESSION IS FULL!</span></b></p> <p>Music has long been looked at as a nice 'extra' in the language class. In this workshop, we'll explore ways that using music in your language class can support the 'meat' of your curriculum, help you achieve your class learning objectives, and motivate your students. Using specific examples, we will examine ways music can help teach vocabulary and grammar, can aid in listening and reading comprehension, and enrich your class with cultural content. We will also look at how music can spark discussions about personal self-awareness, social and political issues, and cultural differences leading to deeper intercultural understanding. Examples will mostly be in French, but will be applicable to all languages.</p> <p><i>Nina Parr coordinates language programs for adults at UBC Continuing Studies and taught Core French in high school in Surrey, Vancouver and Delta. She also studied music and was a private music instructor. Her MA research was on the relationship between musical symbolism and bilingual identity in the French work of Canadian author, Nancy Huston.</i></p>	Nina Parr, UBC
	<p><b>A13 - Making the KDU model a "KanDU" for Core French! (Core French 5-12)</b></p> <p>With all schools implementing the redesigned Core French curriculum this fall for grades 5-9 (grades 10-12 optional), many teachers still have questions about what the KDU model is, how it is organized and how it is supposed to work. Come learn how the Content, Curricular Competencies and Big Ideas for Core French are all interconnected. In this hands-on workshop, participants will be given a brief explanation of the KDU framework using simple analogies and then work in (grade) groups to understand how the Know, Do and Understand descriptors are organized to support not only one another but also the Core Competencies. Participants will leave this workshop with a better understanding of the KDU model, link varying Content and Curricular Competency pieces to different Big Ideas and realize the flexibility that is afforded in the redesigned curriculum for not only multiple units of studies in French but also co-planning with other disciplines. Participants will be able to confidently say they "KanDU" the KDU. This workshop will be offered in English and is open to all language teachers, not just Core French.</p>	Rome Lavrencic - BCATML President and Core French Curriculum Team Writer
	<p><b>A14 - Promoting German elective programs - Werbung für Deutsch</b></p> <p>This is a 70 minute presentation combined with a workshop on preserving strong language elective programs. Marketing and promotion are concepts that will be examined, as well as possible advertising material and activities to examine and promote the brand "German". Specific examples of promotion and advertising are explored while taking into account concepts presented by the Goethe Insititut Munich. This will form the basis for attendees developing their own ideas and putting together initial steps for possible promotion of programs at their own school, school districts or for their program.</p> <p>Werbung für Deutsch Es handelt sich um eine Präsentation mit Workshop von insgesamt ungefähr 70 Minuten im Rahmen der Aufrechterhaltung starker Sprachprogramme als Wahlfächer. Marketing und Werbung als Konzepte werden untersucht sowie mögliche Werbemittel und -aktivitäten für die Marke "Deutsch" erkundet und spezifische Beispiele von Werbemaßnahmen und aus einem Seminar des Goethe Instituts München vorgestellt. Auf dieser Basis werden im Anschluss daran eigene Ideen und erste Schritte für mögliche Werbemaßnahmen entwickelt, die man, gegebenenfalls mit Partnerinstitutionen, für die eigene Schule, für den Schulbezirk und/oder für das Programm ins Auge fassen kann.</p>	Karin James, sponsored by the GOETHE-INSTITUT
	<p><b>A15 - Inspiring and Understanding Students of Latin Descent Learning Spanish</b></p> <p>Topics in this session will include: Exploring different ways of teaching Spanish and motivating students, Projects and group activities, Barriers faced by students of Latin American decent trying to learn Spanish, Ways to introduce Latin American culture and history, Recognizing Cultural identity and Diversity among Latin American countries.</p> <p><i>Stephanie Angel-Garay works for the Britannia Community Services Centre.</i></p>	Stephanie Angel-Garay, Latin American Youth Vancouver
	<p><b>A16 - TPRS in Action -A Live Class with Brand New Students- (Spanish/All Languages - Suggested with B16, C16) *Will be filmed*</b></p> <p>If you always wondered how this amazing method works, this is your chance to see it in action. Adriana will be teaching a beginner's TPRS lesson to a group of students who have never learned Spanish. You will see how to start using TPRS right from the beginning, how to tell a story, how to circle, and how to add parallel characters.</p>	Adriana Ramirez (Surrey)

	<p><b>A17 - „Erzähl mir keine Märchen! Oder vielleicht doch...?“ - Fairy Tales in German as Foreign Language Education</b></p> <p>Even if children and adolescents today have very little contact with fairy tales because they mostly fall into romantic clichés, Disney World or scary classics, this form of literature is still met with fascination in almost every culture. As such, fairy tales offer an array of possibilities for the modern German as a Foreign Language classroom. By way of numerous concrete examples and exercises, this 60-minute workshop will illustrate various ways in which fairy tales can be creatively used at all levels of German competency.</p> <p><i>Märchen im DaF-Unterricht Auch wenn Kinder und Jugendliche heutzutage immer weniger mit traditionellen Märchen in Berührung kommen und sie gerne zwischen romantischen Klischees, Disney-World und angestaubten Grusel-Klassikern eingeordnet werden, hat diese in nahezu allen Kulturräumen verbreitete Textart bis heute im Grunde nichts von ihrer Faszination verloren. So bieten Märchen auch eine Vielfalt von Anknüpfungsmöglichkeiten im modernen Unterricht für Deutsch als Fremdsprache. Anhand zahlreicher konkreter Beispiele und Übungen soll dieser 60-minütige Workshop exemplarische Anregungen dafür bieten, auf welche vielfältige Weise Märchen auf unterschiedlichen Niveaus des DaF-Unterrichts produktiv und kreativ eingesetzt werden können.</i></p>	<p>Andreas Meckes, presenting on behalf of ZfA (Central Agency for Schools Abroad, Germany)</p>
	<p><b>A18 - Creating a Gender Inclusive Culture (All languages)</b></p> <p>This workshop will help develop an understanding of the risks facing trans* students. We will discuss the protective factors, gain familiarity with terminology used by the trans* communities and develop an increased awareness of gender identity and gender expression. Best practices for supporting a student through gender transition within the school system will also be covered. Although the focus is on trans* students, gender inclusive schools help all students to feel safe.</p>	<p>Amy Patterson, BCTF Facilitator</p>
	<p><b>A19 - Aboriginal Worldviews and Perspectives in the Classroom – Moving Forward</b></p> <p>This workshop session will focus on the ‘Aboriginal Worldviews and Perspectives in the Classroom – Moving Forward’ Resource and the emerging themes. Participants will explore the responsibilities we have professionally as allies in Aboriginal Education. With a focus on key resources, participants will deepen their understandings of transformational change and how we collectively create respectful, inclusive cultures in our schools, districts and networks.</p> <p><i>Kaleb Child (Musgam’dzi) is a member of the Kwakiutl (Kwa-Gulth) First Nation on northern Vancouver Island and is Director of Instruction First Nations, for School District #85. He is currently on secondment to the Ministry of Education working along with the Aboriginal Education Team on supporting the vision forward for learning in BC. In his role across communities he works to enhance program development committed to a Kwakwaka’wakw vision for pedagogy, language and culture revitalization and Aboriginal worldviews and perspectives.</i></p>	<p>Kaleb Child, Musgamdzi - Director of Instruction, SD 85 Vancouver Island North, currently seconded to the Ministry of Education as Field Liaison, Aboriginal Education</p>
<p><b>Session 2 (12:15 - 1:30)</b></p>	<p><b>B1 - Differentiated instructions in Punjabi classrooms</b></p> <p>This workshop will focus on how to differentiate content, process, products, or learning preferences based on learning styles, environment, gender, culture &amp; multiple intelligences. We will highlight the use of ongoing assessment and flexible grouping in classrooms to engage students by providing examples based on different themes and different grade levels. Possible themes discussed would be Alphabet sounds, Family values/relationships, Cultural values and Community involvement. Practical resources &amp; ideas will be shared and discussed.</p>	<p>Amandeep Chhina (Surrey)</p>
	<p><b>B2 - iPad Core French Projects for the "old" and "fearful" non specialist teacher (Elementary French)</b></p> <p>Come and see how to incorporate iPad technology with your Core French classroom ideas. This workshop will show how easily your students can use iPads to enhance their French language learning while incorporating creativity and fun!! Examples from a Gr. 5/6 Core French class project on the cultural topic of Carnaval will be presented. This workshop is for elementary level Core French teachers looking to try iPads. Take it from an "oldie"...if I can do it....so can you!</p> <p><i>Kathy has been teaching Elementary Core French in Richmond, B.C. for over 15 years. She is passionate about teaching the language and has been to the UBC French Institute in Quebec City twice, most recently last summer, as well as attending a number of other summer French programmes. She loves integrating all facets of learning: communication, thinking and creativity in her students' French projects.</i></p>	<p>Kathy Yamasaki (Richmond)</p>



	<p><b>B3 - Flipped Classroom and Language Learning (All languages) **Offered twice - this is the English Session**</b></p> <p>The basic idea behind the flipped-classroom-concept is very simple: Stop wasting time at school for delivering course-content that can be obtained outside the classroom. Replace lectures and pure instructions with pre-class assignments in the form of videos that learners can watch anywhere and anytime. As a result, you will gain precious time at school for various forms of active learning, problem solving, knowledge application, discussions etc. This workshop will provide a short introduction to the flipped-classroom-concept after which we will discuss the potential of this model for the PRACTICE of language teaching and learning.</p> <p><i>Axel Krommer works at the University of Erlangen-Nuremberg in Germany.</i></p>	<p>Axel Krommer, University of Erlangen-Nuremberg</p>
	<p><b>B4 - How to Cross The Gap of Language Barriers Using Emotional Intelligence Tools &amp; Techniques (Offered Twice - Mandarin and French)</b></p> <p>This workshops covers how to build effective rapport through understanding the various elements present in communication. We will first hear a vulnerability piece that will assert the need to take responsibility for the communication we give and the communication we receive. We will then explore the various elements of effective communication and provide tools and techniques to minimize what is 'lost in translation'.</p> <p>Anne is an internationally accredited Emotional Intelligence Coach &amp; Inspirational Speaker, fluent in French, English, and Chinese Mandarin. She uses the power of vulnerability and the power of compassion to deliver workshops that are compelling, educational, and much fun to attend.</p> <p>Provide tools and techniques to minimize what is 'lost in translation'.</p> <p>Anne is an internationally accredited Emotional Intelligence Coach &amp; Inspirational Speaker. She speaks French, English, and Chinese Mandarin fluently. She uses the power of vulnerability and the power of compassion to deliver workshops that are compelling, educational, and much fun to attend. Anne has a B.A. (Translation), M.A. (Economics), and is a CFA. <a href="http://www.walkinginside.com">www.walkinginside.com</a> Her blog, WalkingInside, is followed by tens of thousands of people worldwide.</p>	<p>Anne Beaulieu</p>
	<p><b>B5 - NITEP - Indigenous Teacher Education Program (All Languages)</b></p> <p>Participants will have the opportunity to learn about NITEP the UBC Indigenous Bachelor of Education Program. We will explain how NITEP builds upon Aboriginal identity and cultural heritage while preparing and challenging Aboriginal people to be effective educators for independent First Nations or public schools. A current NITEP student or recent alumni will also share their experience in the program and their understanding of incorporating Indigenous ways of knowledges and pedagogies into the classroom.</p> <p><i>Jessica La Rochelle shares her traditional name, Lhkwemiya, with her mother. Her great-grandfather gave her mother the name and it was passed on to Jessica by her maternal grandparents. There is a set of mountains known as the three sisters near her home territory; her name refers to the third sister. "My name grounds me and relates me to my land, to my mother, and to my family. I am Stó:lō, Okanagan, and also have Trinidadian ancestry on my father's side. My grandmother is a NITEP graduate and I have been the NITEP assistant director for six years. I am also currently a graduate student in the Faculty of Education at UBC. At NITEP, I continue to be motivated by the future teachers and leaders in our program to provide an engaging and positive learning experience and evoke positive change in Indigenous education."</i></p>	<p>Jessica LaRochelle (UBC)</p>

	<p><b>B6 - Afro-Cuban Percussion &amp; Vocal (Spanish / Culture Workshop)</b></p> <p>Israel (Toto) Berriel will teaching an Afro-cuban Percussion &amp; Vocals Workshop. The students can learn how to play as a team using different instruments of the afro-cuban music.</p> <p><i>Toto is a traditional Afro-Cuban percussionist and vocalist from Matanzas, Cuba. Toto began his professional music career at the young age of 16 in Los Yumurinos, a group formed by the children of the famous groups Los Muñequitos de Matanzas and AfroCuba de Matanzas, two well recognized traditional AfroCuban groups.</i></p> <p><i>In 1988 he joined AfroCuba de Matanzas. He worked with AfroCuba de Matanzas for two years until he was invited to join the world's best-known Rumba group, Los Muñequitos de Matanzas. Toto worked with the Los Muñequitos for twelve years learning the entire AfroCuban repertoire.</i></p> <p><i>A naturally gifted vocalist with a distinctive sound, his easy charm, charisma and his Cuban warmth, make Toto an exceptional and approachable music teacher. His classes are both comfortable and challenging; and the combination makes for a productive working environment. Although Toto is deeply rooted in the AfroCuban traditions, he is also comfortable in different musical environment such as jazz, modern music, soul and funk amongst others.</i></p> <p><i>Toto has toured worldwide in countries such as, Canada, United States, Mexico, Colombia, Costa Rica, Brazil, Spain, Germany, Italy, Switzerland, France and Korea, singing, playing and teaching in various workshops. We are thrilled to welcome him to the BCATML conference and encourage you to book his workshops for your students! <a href="http://www.totoberriel.com/">http://www.totoberriel.com/</a></i></p>	Israel Berriel
	<p><b>B7 - "Game night in a German classroom: Popular card and board games from Saxony" „Spieleabend ohne Handy? Populäre Brett- und Kar</b></p> <p>Young people in Germany have been growing up with smartphones and touchscreens. Yet, playing card and board games is still popular with youngsters and families. In this workshop, teachers from Saxony will share their favorite games and ideas and how they can be used in a classroom setting. Presenters will share what language material can facilitate a basic conversation around playing cards or a board game in a German class. Teachers could apply the activities easily in class which will enhance students' motivation for learning German.</p> <p>„Spieleabend ohne Handy? Populäre Brett- und Kartenspiele in Sachsen.“ Junge Menschen sind auch in Deutschland an ihre Handys und Touchscreens gewöhnt. Trotzdem hat sich die Tradition von Karten- und Brettspielen in vielen Familien erhalten. In diesem Workshop stellen Lehrerinnen und Lehrer aus Sachsen ihre beliebtesten Gesellschaftsspiele vor. Sie zeigen, wie die Spiele im Sprachunterricht genutzt und welche Sprechfertigkeiten dabei geübt werden können. Mit diesen authentischen Aktivitäten können Schüler weiter für das Deutschlernen motiviert werden.</p>	Andreas Meckes - ZfA (Central Agency for Schools Abroad, Germany) - with visiting language teachers from Saxony
	<p><b>B8 - Traditional Mexican food demonstration (Part 1) ***DOUBLE LENGTH - CHOOSE C8***</b></p> <p>This workshop would be to give Spanish teachers an idea of a cultural field trip for their students. In this demonstration, teachers will learn to make quesadillas and some salsas and there may even be a little surprise in store!</p>	Victor De Anda, Mexican Baker

	<p><b>B9 - Developing Assessment and Instruction for Today's Language Learners (Mandarin / Relevant to all languages)</b></p> <p>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 Integrated Performance Assessment (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.</p> <p><i>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.</i></p>	Ping Li - BCATML Mandarin Rep
	<p><b>B10 - Adventures and Aardvarks - game-based language learning (French / Relevant to all languages)</b> <b>SESSION IS FULL!</b></p> <p>"In my first year of teaching, I wanted to try a game-based approach to teaching my Grades 6-12 Core French students. Based on the popular tabletop roleplaying game "Dungeons and Dragons", I created a game that practiced reading, writing and speaking skills in French. This approach was immensely successful, and if you are looking for an engaging way to teach language skills, I would love to share my approach with you!"</p>	Tristan Powell
	<p><b>B11 - Core French: Redesigned (offered twice)</b></p>	Beverly Bunker
	<p><b>B12 - Digital Storytelling in the Language Classroom (Part 1) ***Double Session - Pick C12 ** (All languages)</b></p> <p>In this workshop, participants will explore ways to use digital storytelling to support student second language acquisition. Motivate your students through this creative process, while enabling them to develop their own narratives. These interactive, multimedia texts can be created using basic technologies available at most schools. Participants should bring a laptop in order to create a sample story. Participants will leave with unit/lesson plans and sample projects.</p>	Dr. Candace K. Galla and Keeley Ryan (UBC)
	<p><b>B14 - The Power of Mask Making (Japanese, French / All Languages)</b></p> <p>This workshop will explore using masks to align the core competencies, to understand cultural significance worldwide, embed Aboriginal ways, and to motivate language learners. Energize the second-language experience in the classroom with this very hands-on project. Students will have the opportunity to expand their cultural awareness and get messy making masks. Samples will be provided and participants will be given classroom ready materials to take with them to use in their own classrooms. The vibrant masks really bring the classroom to life and provide a very rich, cross-curricular activity.</p>	Kindra Harte (BCTATML Executive), Emma Robertson, Stephanie Nelson & Stacia Johnson (BCATML Japanese Rep)
	<p><b>B15 - Explore and Discover Microsoft Office 365 for education (offered twice)</b></p> <p>Come and let us show you how to take productivity to the next level with Microsoft Office 365. Whether you're working in your office, in your classroom, or on the go, you will have a familiar, top-of-the-line set of productivity tools at your fingertips. In this session, we will explore how to fully leverage the latest and greatest O365 tools for the classroom. Applications like OneDrive, OneNote, Word, Excel, Powerpoint, Outlook, Yammer, and Skype, let you create, edit, and share from any device in real time. New add-ons allow for quick and easy collaboration and communication, bridging possible language barriers.</p>	Mario Asta, Microsoft



	<p><b>B16 - Taking TPRS to the Next Level: Novels, Music and Culture in the TPRS Classroom **Suggested with A16, C16**</b></p> <p>This workshop is for language 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.</p> <p><i>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.</i></p> <p><i>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 new curriculum can be supported by innovative approaches such as TPRS.</i></p>	Michelle Metcalfe
	<p><b>B17 - Engaging students in intercultural learning in the Additional Language Classroom: A CEFR-Guided Approach (All languages, all levels)</b></p> <p>This workshop will provide participants with an opportunity to explore a CEFR-based approach to intercultural learning in the additional language classroom. A brief overview of CEFR principles will be presented and then collaboratively workshopped in terms of classroom strategies. This will be followed up with a final activity that proposes cultural learning through authentic texts. Participants will be asked to share their own ideas and perspectives through group work and large group discussion.</p>	Meike Wernicke
<b>11:30 - 12:15</b>	<b>Lunch Break (Bagged lunches will be provided)</b>	
<b>Session 3 (1:45-3:00)</b>	<b>C1 - Punjabi Teachers' Forum</b>	Anu Bal - BCATML Punjabi Rep
	<p><b>C2 - Redesigned Curriculum and Core French Methods for K-7 (Elementary French)</b></p> <p>Learn about the redesigned Core French Curriculum and how to implement and plan lessons using this model. Teachers will leave with ideas on formative, summative and self-assessments. You will learn how to motivate your students to remember what they learn from year to year so they have the language learning strategies, knowledge and confidence for high school French.</p> <p><i>Lily Kamarn has been teaching Elementary Core French for 11 years for Surrey School District. Currently she is on the BC Curriculum Development Team for Core French. She facilitated the last two curriculum implementation days for SD#36 and hosts monthly collaboration meetings for Elementary Core French teachers. Her session will briefly refer to the Club Mystère program.</i></p>	Lily Kamarn
	<p><b>C3 - Educational Travel in the 21st Century (All Languages)</b></p> <p>Adding educational travel into your languages curriculum is always an exciting and immersive way to introduce a new language to your students but you may have questions on how to begin. We understand. With Explorica, the leader in educational travel for teachers, learn the easy steps to creating a custom international educational tour to destinations that fit within your curriculum plans. Our helpful workshop will also answer any questions that you may have on travelling abroad with youth, on safety and security, or on preparing the perfect tour.</p> <p><i>Explorica is an educational travel provider with more than 15 years of experience in sending teachers and students to destinations around the world. Our workshop will explain the process of travelling abroad with youth, how to approach community members about educational travel, and answer any questions about planning an educational tour abroad.</i></p>	Meaghan Taylor (Explorica)

	<p><b>C4 - Perfecting the Imparfait and Passé Composé using "SINS" and "I CHEATED" (French 9-12)</b></p> <p>Do your students struggle with mastering the Passé Composé and the Imparfait? Do they constantly mix them up? Do YOU? Getting tired of repeating the rules over and over again to no avail? Then join Rome as he leads an in-service styled workshop that will help you conquer the biggest nemesis for French students and teachers alike! To begin, participants will see how Rome teaches en français the differences of these two tenses using some "old-school" yet successful approaches with modern twists. Prepare to learn how two mnemonics, SINS and I CHEATED, will propel your students out of the dark ages and into the enlightenment era as they master the French past tense. Teachers will review the basic conditions of each tense and participate in tried and tested interactive activities used in the classroom to reinforce students' skill and mastery. Participants will also be able to make links to the redesigned Core French curriculum. Interactive activities, sample resources, games, PowerPoint and student exemplars will be shared. This workshop will be conducted in French for the first half with English in the latter half.</p> <p>This will be an in-service styled workshop teaching teachers grammatical rules for Passé Composé and Imparfait. The second half will be devoted to participating in interactive activities (some old-school) including some with technology including BCATML iPads.</p>	<p>Rome Lavrencic - BCATML President &amp; Core French Curriculum Team Writer</p>
	<p><b>C5 - Second Language Acquisition: Myths, Realities and Best Classroom Practices <span style="color: red;">SESSION IS FULL!</span></b></p> <p>Everyone can speak his or her native language(s) perfectly, yet we often find it difficult to acquire (or teach) a language in a classroom setting. Why is this? It turns out that much of what we thought we knew about acquiring languages needs updating. In this fun and non-technical workshop, participants will explore the basics of how language is acquired. First, we will look at what happens in the brain. Second, we will look at what instructional factors affect language acquisition, and finally we will learn brain-friendly, use-on-Monday, work-for-all-languages strategies. This session will refer to academic research from VanPatten, Keating &amp; Leeser (2012) Kirk (2013) Lyster (2004) Mangubhai (2001) Lightbrown (et al) 2002 Krashen (1981) VanPatten (2003).</p> <p><i>Chris Stolz teaches Spanish, English, Social Justice and Guitar at Tamanawis Secondary in Surrey, B.C. He switched his Spanish program to comprehensible input methods (narrative paraphrase and TPRS) and has never looked back.</i></p>	<p>Chris Stolz</p>
	<p><b>C6 - Educate and Inspire Through the Power of International Film Festivals (All languages)</b></p> <p>Great cinema has the power to educate, inspire and foster empathy across cultures. This workshop will focus on introducing educators to the VIFF High School Program and offering a look at VIFF's year-round offering of some of the world's best foreign language cinema presented in languages ranging from French to Mandarin, Spanish, Japanese and more. The workshop will touch on examples of foreign language films containing particular themes and messages relevant to British Columbia's educators and students and present film as a powerful educational tool that can provide students with an immediate and immersive window to particular languages and subjects studied in the classroom.</p> <p><i>*About the Vancouver International Film Festival and Vancity Theatre: VIFF is among the five largest film festivals in North America, screening films from more than 70 countries over a period of two weeks in September/October annually. Year-round, the Vancity Theatre screens some of the best films from VIFF and other festival-style films from around the world. Films presented at VIFF and Vancity Theatre are unique, relevant and entertaining films that might otherwise go unseen by Vancouver film-lovers.</i></p>	<p>Vancouver International Film Festival (VIFF) High School Program Presenter: Tom Charity, Programmer for the Vancity Theatre</p>
	<p><b>C7 - Explore and Discover Microsoft Office 365 for education (offered twice)</b></p> <p>Come and let us show you how to take productivity to the next level with Microsoft Office 365. Whether you're working in your office, in your classroom, or on the go, you will have a familiar, top-of-the-line set of productivity tools at your fingertips. In this session we will explore how to fully leverage the latest and greatest O365 tools for the classroom. Applications like OneDrive, OneNote, Word, Excel, Powerpoint, Outlook, Yammer, and Skype, let you create, edit, and share from any device in real time. New add-ons allow for quick and easy collaboration and communication, bridging possible language barriers.</p>	<p>Mario Asta, Microsoft</p>
	<p><b>C8 - Traditional Mexican food demonstration (Part 2) ***DOUBLE LENGTH - CHOOSE B8***</b></p> <p>This workshop would be to give Spanish teachers an idea of a cultural field trip for their students. In this demo teachers will learn to make some quesadillas and some salsas and there may even be a little surprise in store!</p>	<p>Victor De Anda, Mexican Baker</p>

	<p><b>C9 - Using Quizlet games to enhance teaching and learning Chinese for Grade 5-12 students (Mandarin / Relevant to all languages)</b></p> <p>Research indicates that students learn more efficiently when they fully engage in learning activities. Online Quizlet provides teachers a variety of games which are loved by students. This workshop presents a hand-on method on how to use Online Quizlet to enhance teaching and learning Chinese for Grade 5-12 students.</p> <p>After attending this workshop, you will be able to</p> <ul style="list-style-type: none"> <li>- set up your Quizlet account;</li> <li>- create your folders and study sets;</li> <li>- use a variety of games (Flashcards, Speller, Test, Scatter, Gravity) in classroom and as homework;</li> <li>- motivate student learning by using their favorite game Quizlet Live;</li> <li>- to explore more fun teaching tools in Quizlet.</li> </ul> <p><i>Born and raised in Beijing, China, Larry taught at a local secondary school after receiving his B. Ed degree. He came to Canada to study a Master program at UBC. After teaching in the BC public school system for years, Larry has been teaching Mandarin 8 to 12 courses at West Point Grey Academy since 2000. Larry have been attending numerous courses, workshops, and conferences related to modern languages learning and teaching. Currently his research interests are in the personalized learning and technology in teaching Chinese.</i></p>	Larry Lei
	<p><b>C10 - Using AIM in primary classes (Mandarin) - Elementary</b></p> <p>In this workshop, the presenter, who started using the AIM method to teach Mandarin for her grade 3 and grade 4 classes this year, will share with participating teachers her AIM experience in her Mandarin classroom and demonstrate that the comprehensible input part and scaffolding involved as well as the kinesthetic component help engage the learners and motivate them to speak Mandarin. The participants will also get a taste of AIM by interacting with the presenter and walk away with some recommended resources.</p> <p>Winnie is a Junior School Mandarin teacher at West Point Grey Academy</p>	Winnie Yang
	<p><b>C11 - Learning from Twitter - The Connected Educator</b></p> <p>Aside from IGNITE and EdCamps, another alternative method for teachers to engage in professional learning in the 21st Century is becoming the connected educator via Twitter. Twitter provides educators with an unlimited supply of expertise, insight, and connectedness. Whether you participate in a weekly edu-chat or post your latest blog, Twitter breaks down the silos virtually and allows teachers to build a professional learning network and learn from their peers. This workshop is designed for beginner or novice Twitter-folks or for those who want to learn more about Twitter and not sure how to use is as a form of professional learning. BYOD to participate in this workshop.</p> <p><i>Christine Younghusband is a mathematics educator, doctoral student, sessional instructor, and school trustee. She is also a member of the Math K-9 Curriculum Development Team, BCAMT Executive Committee, and #BCEdChat Co-Moderator Team on Twitter. Christine is passionate about professional learning and using Twitter as a viable resource to connect and learn from others. She currently resides on the Sunshine Coast in Sechelt, BC.</i></p>	Christine Younghusband
	<p><b>C12 - Digital Storytelling in the Language Classroom (Part 2) ***Double Session - Pick B12*** (All languages)</b></p> <p>In this workshop, participants will explore ways to use digital storytelling to support student second language acquisition. Motivate your students through this creative process, while enabling them to develop their own narratives. These interactive, multimedia texts can be created using basic technologies available at most schools. Participants should bring a laptop in order to create a sample story. Participants will leave with unit/lesson plans and sample projects.</p>	Dr. Candace K. Galla and Keeley Ryan (UBC)

	<p><b>C13 - Engaging L2 learners in a competency-based classroom (Spanish)</b></p> <p>With the new curriculum looming, many teachers are left unsure of how to fit what we already do into the new framework of competencies. In this sharing session, I will provide several resources (with a focus on cultural &amp; oral production activities) so we can discuss how they align with the different Big Ideas. My goal is to provide Spanish teachers with concrete ideas and tangible resources to apply in their own classrooms.</p> <p><i>Christianne Zurowski has been a Spanish 9-12 teacher at Elgin Park in Surrey for the last 11 years.</i></p>	Christianne Zurowski
	<p><b>C14 - Flipped Classroom und Sprachenlernen (**Offered Twice** This is the German Session)</b></p> <p>Die grundlegenden Ideen, die hinter dem „Flipped-Classroom“-Konzept stehen, sind sehr einfach: Hört auf, in der Schule wertvolle Zeit mit der Vermittlung von Inhalten zu vergeuden, die man sich auch außerhalb des Klassenraums aneignen kann. Ersetzt Phasen frontaler Wissensvermittlung z.B. durch Videos, die sich die Lerner vor Beginn des Unterrichts überall und jederzeit ansehen können. Dadurch gewinnt man im Unterricht wertvolle Zeit, die man für vielfältige Formen des aktiven Lernens, Problemlösens, der Wissensanwendung oder für Diskussionen nutzen kann. Soweit die THEORIE. Im Anschluss an eine kurze Einführung in das Konzept des Flipped-Classrooms soll im Workshop das Potenzial in den Blick genommen werden, das dieses Unterrichtsmodell für die PRAXIS des Sprachenlernens- und lehrens besitzt.</p> <p><i>Axel Krommer works at the University of Erlangen-Nuremberg</i></p>	Axel Krommer, University of Erlangen-Nuremberg
	<p><b>C15 - Core French: Redesigned (offered twice)</b></p> <p>This workshop will explore the redesigned Core French curriculum and help participants understand how they might approach it in an elementary setting. We will discuss the components of the curriculum - Core Competencies, Big Ideas, Curricular Competencies, and Content - and how they are connected. We will then look at ways to use these to design learning intentions that guide teaching, learning, and assessing language development in an elementary Core French setting. I will also model a short demo lesson that emphasizes oral language development and share a few examples of how I am documenting my Grade 6/7 students' learning in digital portfolios. The session is intended to be both informative and practical. A device that connects to the Internet would be helpful.</p> <p><i>Beverley currently teaches Grade 6/7 at Crescent Park Elementary in Surrey, BC and is a part-time Adjunct Teaching Professor at UBC in the Faculty of Education. She is passionate about engaging students through inquiry and communicating student learning in meaningful ways. She is always looking for ways to encourage critical and creative thinking and to design learning spaces that provide students with voice and choice. Currently, she is fascinated by design thinking and how the new ADST curriculum can be integrated across all disciplines to develop thoughtful, reflective learners who are engaged with the world in which they live. Beverley has a background in French as a Second Language and Music. She completed her M.Ed. in Critical, Creative, Collaborative Inquiry at SFU in 2015. When she's not in the classroom, you can find her giving workshops throughout the Lower Mainland, seeking new leadership opportunities, or playing outside in nature (both with and without her students).</i></p>	Beverly Bunker
	<p><b>C16 - TPRS/Comprehensible Input Teachers Round Table Discussion **Suggested with A16, B16**</b></p> <p>This workshop is an invitation to all TPRS/Comprehensible Input teachers, or those considering using TPRS/CI, to come together to ask questions, to network with other TPRS/CI teachers and to discuss current issues and/or challenges in using the TPRS/CI methodology. Some possible topics for discussion could be assessment, enrichment, new curricula, resources, TPRS teaching tips, or other topics that will be determined by the participants. This is an opportunity to meet other TPRS teachers, to share ideas and to support each other as we move forward in our practice.</p>	Michelle Metcalfe & Adriana Ramirez

**C17 - Encouraging Learners' Autonomy / 学習者の自律性を引き出すには**

In this workshop, we will discuss how to promote autonomous learning. What are autonomous learners like? Do you trust your students' autonomy? What can/should we do to encourage them to be autonomous? In this session, through discussing with each other, participants will find out their role as a teacher who inspires students to be autonomous learners.

このワークショップでは、自律学習の促進について考えます。自律的な学習者とはどんな学習者でしょうか。皆さんは学習者の自律性を信用しますか。学習者の自律性を引き出すために私たちができることは何でしょうか。本ワークショップではこれらに対する答えを参加者の皆さんが互いに話し合いながら、学習者に刺激を与える者としての教師の役割を見出していきます。

*Kaori Tanaka taught Japanese as a second language both in and out of Japan for more than 10 years. She is currently working as an education consultant for the Japan Foundation, Toronto and supporting Japanese language teachers throughout Canada.*

Kaori Tanaka (JFTOR)