

Flourishing Students, Beautiful Work



Edvance Annual Gathering 2023



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GENERAL

B.01 Developing Christlike Character Throughout the School Day

Audience: Any level

Presented by: Joanna Levy, New Covenant School

We all hope and pray that our students will become life-long disciples of Christ, but how much of our school day is intentionally focused on fostering that character? This session will look at the importance of intentionality in Christian character development in every academic subject and project. What character traits do we engage in as a science student? As an actor in a play? As the writer of an elderly person's biography? The school day teems with opportunities for our students to grow in the character of Christ. This session will help you develop practices that make the most of those opportunities.

Learning Goals:

1. I can identify opportunities in my school to be more intentional about developing Christian character.
2. I can make a plan to use those opportunities in my class or in my school.

Speaker bio:

Joanna Levy has been a parent, classroom assistant, classroom teacher, instructional coach, and principal of New Covenant School, in Arlington, Massachusetts, where she continues to serve as spiritual director. In her work beyond New Covenant School, she supports teachers in designing engaging curriculum that serves an authentic audience, meets academic standards, and fosters discipleship in the students. Her passion is to inspire and equip educators to create an intentional culture that develops practices in their schools in which both students and teachers desire to become more like Christ.

B.02 From Worldview to Love: Re-thinking the Task of Christian Education

Audience: K-6 Educators

Presented by: Neal DeRoo, Institute for Christian Studies

This workshop will suggest that the goal of Christian education is not primarily to change what students think, but to change what they want. Such a shift helps educators move beyond a "Christian perspective" that is taught alongside the 'regular' material and towards more "transformative" models of education. This workshop will explain these ideas, and then help participants apply this shift in thinking about the nature of Christian Education to their actual practices in the classroom.

Learning Goals:

1. Create goals for how we want our students to grow spiritually.
2. Be more intentional in how we teach "Christianly".

Speaker bio:



Neal DeRoo is Professor of Philosophy at the Institute for Christian Studies. He has previously taught at The King's University (Edmonton) and Dordt University, where he was also the Director of the Andreas Center for Reformed Scholarship and Service. He lectures worldwide on Christian philosophy and is the author or co-editor of nine books and dozens of articles and book chapters. He currently lives outside Edmonton, where he is active helping teachers develop their understanding of what it means to "teach Christianly."

B.03 Planning for Retirement

Audience: Any level

Presented by: Jonathan Bilodeau, Christian Education Benefit Solutions

This workshop will be providing information on sources of income in retirement and strategies to afford a sustainable lifestyle in retirement.

Learning Goals:

1. Identify different sources of income for retirement.
2. Learn about retirement needs and costs.
3. Learn strategies to prepare for a sustainable lifestyle in retirement.

Speaker bio:

Graduating from Wilfrid Laurier University with dual MBA and MFin degrees, Jonathan brings financial expertise and a service-oriented mindset. His robust skills in leadership, finance, strategic planning, and stakeholder relations help him serve as Canada Managing Director for Christian Education Benefits Solutions.

B.04 Reading and Visual Skills: Why We Need to Go Way Beyond "20/20"

Audience: K-6 Educators

Presented by: Dr. Patrick Quaid, VUE Cubed Vision Therapy Clinics

This workshop will go into detail on how dynamic visual skills such as eye teaming, eye focussing, tracking skills, and visual memory skills, are vital for academic success. Dr. Quaid will go into detail on current research on the link between vision and learning, in addition to what symptoms and signs to look for in children with these visual issues (i.e. reading, spelling, written output issues) and simple screening methods any educator can use to determine risk level.

We will also cover how to interact with eyecare professionals and parents on the topic—in addition to how "The Right to Read" (Ontario Human Rights Commission) document itself points out that these types of issues must be properly detected and treated before labelling a child as "learning disabled". Dr. Quaid will, through demonstrations, allow attendees to "feel first hand" how eye teaming issues can affect their ability to read and attend. Real life cases will be shown to connect the theory to reality in Ontario classrooms.

Attendees will receive a free copy of Patrick's book: *Learning to See, Seeing to Learn*.

Learning Goals:

1. I will understand why eyesight of "20/20" does not necessarily mean good vision.



2. I can identify a child who is at high risk of dynamic visual skills issues.
3. I will understand how visual skills and reading/spelling skills are connected.

Speaker bio:

Dr. Quaid founded VUE Cubed Vision Therapy Clinics out of his passion for visual rehabilitation, having suffered the consequences of a severe traumatic brain injury at age 8, so he knows first-hand what concussion can do to the academic potential of a child. Dr. Quaid attained his PhD in Vision Science in 2006 along with his post-doctoral year in 2007 from the University of Waterloo and subsequently received his USA Neuro-Visual Rehabilitation Board Certification (FCOVD) Fellowship designation in 2011. In mid-2020, he wrote a book directed at educating parents and teachers of children with learning difficulties on the importance of visual skills “beyond 20/20” (titled *Learning to See is Seeing to Learn*) with 100% of all proceeds going to fund families who cannot access care. Dr. Quaid makes a point of showing videos of real cases in his lectures to illustrate how we can often make immediate and significant gains by realizing how powerful dynamic visual skills are when functioning appropriately.

B.05 Beautiful Work: The Power of Models to Spark our Imagination

Audience: K-6 Educators

Presented by: Steven Levy, Center for the Advancement of Christian Education

“By their fruits you will know them.”

If you haven’t seen the gallery of student work, you might be interested in this session. If you have seen it, you might want to see it again. If you are interested in project-based learning or Tft, you will be inspired by the kind of work students have created. If you already do projects with your students, you will be encouraged to take them to a deeper level. We will explore how to teach content and skills in the context of meaningful projects, and how to assess the characteristics of beautiful work. If you are a school leader, you might learn how to promote beautiful work across grades and disciplines, in both projects and everyday assignments.

Learning Goals:

- I can explain how to engage students in beautiful work without the motivation of grades!
- I can describe how content and skills can be taught in the context of creating beautiful work.
- I can define the characteristics of beautiful work in any subject, at any grade level.
- I can analyze student work and imagine how I might reshape it in God’s story for my own classroom.

Speaker bio:

After 28 years teaching in classrooms K-12, and 16 years as a school designer for EL Education, Steven is now an independent consultant. He has written various articles for educational journals, blogs, and his book, *Starting From Scratch*, details some of the projects he designed in his elementary classrooms. He has helped develop the network of schools who gather to explore Christian Deeper Learning (CDL) through annual conferences, professional development, and a summer institute he and his wife run on Deeper Learning in Christian schools. Outside of school work, you might find Steven in the garden, at his cello, on the golf course, or, on the best of days, with some of his nine grandchildren.



B.06 Mental Health 101

Audience: Any level

Presented by: Tricia Schinkel, Calvin Christian School

Mental health is a topic of great importance and conversation in our world, but how do we actually support a mentally healthy life for our students that is grounded in faith? Join this workshop to gain knowledge about mental health, apply it to your own life, and then apply it to your classroom.

Learning Goals:

1. What is mental health and why is it so important?
2. Common mental health concerns for students & how to respond.
3. Practical strategies for incorporating mental health literacy into the classroom.

Speaker bio:

Tricia Schinkel works part time as a school counsellor at Calvin Christian School in Hamilton and part time as a clinical trauma therapist at Thrive Child and Youth Trauma Services in Hamilton. She has a Masters degree in Counselling, specializing in Art Therapy. She is a Registered Psychotherapist and Art Therapist. She has been working in the field of children's mental health for 12+ years. Over the years her career, and especially in her work outside of the school for the last 7 years with child trauma and sexual abuse, she has been learning more about the impact of early childhood trauma and, specifically, the harmful impact of early access to porn on peer-on-peer abuse, on harmful sexual behaviour, and on unhealthy relationships. Unfortunately, pornography is a silent, yet global issue, but by engaging in conversation and learning more, it can be a start to responding to this crisis.

B.07 Practicing Hospitality through Books

Audience: K-6 Educators

Presented by: Harriette Mostert, Laurentian Hills Christian School

A key Christian practice of showing hospitality can be applied to the texts our students read, listen to and view, and that we include in our classrooms. Practical strategies will be shared for using texts to introduce our students to Indigenous neighbours and for using texts that reflect the diversity of our classroom, school, and local community. Connections will be made to the updated Ontario ELA curriculum, especially Strands A & C.

Learning Goals:

1. I can increase the diversity of book offerings in my classroom and school.
2. I can enable my students to practice hospitality through books.

Speaker bio:

Harriette Mostert is a lifelong learner with experience teaching elementary students of all age. From 2008 to the present, she has been serving at Laurentian Hills Christian School in Kitchener. Since 2020, she has been on a reading journey to better understand neighbours typically underrepresented in Canadian Christian schools, including disabled persons and those of non-European culture/heritage.



B.08 Nature Journaling

Audience: K-6 Educators

Presented by: Sandra Zuidema, Oak Hill Academy

Keeping a Nature Journal is a lifelong habit that we teach to our students and practice ourselves. In this session we will spend some time on how and what to teach in Nature Study, and also some time creating an entry using dry brush painting. In the words of naturalist John Muir Laws, "nature journaling will enrich your experiences and develop observation, curiosity, gratitude, reverence, memory, and the skills of a naturalist."

Learning Goals:

1. We are learning to direct our thoughts along three lines: "I notice, I wonder, It reminds me of..."
2. We are learning the act of stepping back and allowing the student to discover.
3. We are learning the technique of dry brush painting.

Speaker bio:

Sandra graduated from Redeemer University College with her Art and Education degrees and with enough love for both to continue using them to this day. She taught at Providence Christian School (Dundas) for nine years and then homeschooled her own children Charlotte Mason-style for the next ten. She is currently teaching Grade 5-8 art at Oak Hill Academy. On her non-teaching days Sandra runs her own pottery business – aSpire Pottery – from home and teaches individual and group pottery lessons. She is the mom of four, wife of one, teacher of many who finds great joy in noticing the small and living in the full.

B.09 Decolonizing Assessment: Using the Story of Residential Schooling to Rethink Learning and Assessment

Audience: Any level

Presented by: Edith van der Boom, Institute for Christian Studies

In 2015, Canada's Truth and Reconciliation Report shared 94 calls to action. One call was for educators to consider how indigenous perspectives and pedagogy can be integrated into the curriculum across all subject areas. In this workshop, I will share my journey of how I considered using the Indigenous medicine wheel as a structure to consider learning and assessment. Unlike a traditional rubric, a wheel represents learning as a cyclical process rather than a linear one. I suggest a learning wheel as a form of assessment that considers stages in students' learning process rather than a level of achievement.

Learning Goals:

1. We are learning to consider the importance of the history of residential schooling in the context of the classroom.
2. We are learning to consider ways in which Indigenous perspectives and pedagogy can be integrated into the curriculum across all subject areas.
3. We are learning to consider the use of a wheel as a structure to consider learning and assessment.

Speaker bio:



Edith van der Boom currently works with K-12 educators at the Institute for Christian Studies (ICS) MA in Educational Leadership (MA-EL) program. This program encourages educators to design innovative classrooms that provide opportunities to develop skills through active learning and connecting skills to real-life contexts. The MA-EL program allows educators to develop their thinking and pedagogy through Biblically-based teaching within the context of their practice.

With over 35 years of experience as an educator in K-8 schools, she has taught in both the public and Christian school systems in Ontario. Her experience in education has focused on supporting the implementation of differentiated instruction to create inclusive learning environments, inquiry-based learning, and professional development. Edith is now the Assistant Professor of the Philosophy of Education and the Practice of Pedagogy and the Director of the MA-EL program at ICS.

B.10 Teaching Social Emotional Learning through a Christian Perspective

Audience: K-6 Educators

Presented by: Jane Sinden, Redeemer University

While the Ontario Curriculum has taken important steps in its emphasis on teaching social emotional learning and mental health, needed is more comprehensive education for teachers to equip them to teach their students. To begin, it can be difficult to teach our students about social emotional learning and mental health if we do not understand our own emotions. God calls us to examine ourselves and understand what our emotions are telling us (through experience, scripture, and the Holy Spirit). When we understand our own emotions, we are better equipped to teach others in more humble, authentic, and perhaps more vulnerable ways. More theoretical understanding and support is needed to help teachers in their personal journeys toward understanding their own emotions and to provide practical ways to connect their personal knowledge and experience with curriculum expectations for their students, especially through a Christian framework.

NOTE: This session is meant as an introduction and overview to prepare for the full day workshop. More in-depth examination and practical tools will be offered in the full day specialist workshop on Friday.

Learning Goals:

1. Understand what emotions are and what they may be telling us.
2. Break down negative emotion norms, address unhealthy/maladaptive processes or responses, mortifying fear, and inordinate affections.
3. Suggestions for practice for teachers in grades 7-12.

Speaker bio:

Dr. Jane Sinden is a wife, a mother, and a new grandmother. She has also been a professor at Redeemer University for 18 years. Her research is in the area of emotions in sport and exercise, however her research and experience extends beyond sport and exercise into teacher education and therapeutic settings. Jane's passion for understanding emotion started over 20 years ago when she was training as a national team rower. She pursued a PhD to better understand why she (and other athletes) developed unhealthy methods of dealing with their stressful emotions and trained irrespective of these unhealthy methods. She openly shares her experience battling an eating disorder and other self destructive behaviours and disregarding her health for the purpose of achieving high performance in sport. In addition, she regularly shares her testimony to others about her difficult



upbringing and how she was led to surrender her life to Jesus. Jane hopes her story can bring others to know the healing power and love of Christ.

SUBJECT SPECIFIC SESSIONS

B.11 Hands-on Science for the Elementary Classroom

Audience: K-6 Educators

Presented by: Jocelyn Paas, Timothy Christian School Alumni

Engage your learners with hands-on science activities that are easy to do. Science is about discovery. We will do experiments that can be used in your classroom as demos or hands on activities that address the newly adopted MOE science curriculum. We will integrate art and science to see concepts such as hydrophobic and hydrophilic come to life. We will explore chemistry concepts in a fun way with easily accessible materials. Let's have fun with science!

Learning Goals:

1. We are learning to explore biology and chemistry topics through hands-on activities.
2. We are learning to have fun with science!

Speaker bio:

Jocelyn has been passionate about science education throughout her career. She has taught science at all grade levels from Kindergarten through University. She is a past president of the Science Teachers Association of Ontario. She recently retired from Timothy Christian School in Etobicoke.

B.12 Elementary Art Ideas

Audience: K-6 Educators

Presented by: Leanne Bulthuis, Trinity Christian School

Needing some inspiration for your art lessons? Interested in exploring how you could structure them to meet multiple expectations? In this workshop, I will walk you through how I structure my visual art lessons to ensure I meet the expectations while integrating artists, art history and the creative process. We will have fun exploring printmaking and watercolour paint so if you have no or little experience with these mediums you can walk away feeling ready to teach with these yourself. In addition to all of this come ready to design an art lesson that you can use in your classroom next week.

Learning Goals:

1. Participants will learn about a possible way to approach visual art lesson planning.
2. Participants will explore the mediums of printmaking and watercolour.
3. Participants will design a lesson that they can use in their classroom.

Speaker bio:



I have been blessed to be a teacher at Christian schools for the past 17 years. Most of those years have been at Trinity Christian School in Burlington and two years were at a Christian, British International school in Prague, Czech Republic. I have taught grade 5 for many years and say it is my sweet spot but have also enjoyed teaching JK, and all classes from 3-8. It is my true passion to be the Lord's hands and feet to my students, instructing them to the best of my ability, to be His servants in all that they do.

B.13 Phys. Ed. with CIRA: Teaching Games for Understanding

Audience: K-6 Educators

Presented by: Kirstin Schwass, CIRA Ontario

In keeping with CIRA's philosophy, this physically active workshop will teach games that are intended to be engaging and fun for ALL participants. The "Teaching Games for Understanding" approach will help your students develop an understanding and competency of the skills and tactics associated with playing Invasion/Territory and Target Sports and will give them the confidence to pursue activities in these categories.

Learning Goals:

1. To leave with some fun and inclusive lead up games that will help your students develop the confidence and competence to engage in Invasion/Territory and Target games and sports.
2. To develop an understanding and competency of the skills and tactics associated with playing sports in these two categories.

Speaker Bio:

Kirstin taught Physical Education (Grades 1 – 8) in the Peel District School Board for over 25 years and was an alpine ski racing coach (Canadian Ski Coaches Federation) for 4 decades. She has been on the CIRA Ontario executive, "promoting fun, active participation for all" for the past 20 years and has co-authored several CIRA Ontario books. Kirstin also co-authored the elementary Functional Fitness Charts with Thompson Educational Publishing. She holds a Master's degree in Psychology of Sport and an undergraduate degree in Physical Education. Although recently retired, Kirstin continues to promote healthy, active living. She competes in marathons (road and trail) as well as 100 km multisport races (kayaking, mountain biking and trail running).

B.14 Entering the Story of Joseph: Integrating Curriculum and Emotional Literacy in Bible and Language Arts

Audience: K-6 Educators

Presented by: Margaret Boersma, Creative Education in Action

Are your students anxious, aggressive, or withdrawn? Experience the holistic integration of biblical principles for transformative results. Join our lively, interactive session and discover practical strategies to create an emotionally safe environment, calm someone down, and reconcile with others.

In this workshop, we will use the story of Joseph to learn how to integrate emotional literacy seamlessly into your bible lessons and language arts curricula. Teach your students step by step, proactive skills to ground themselves in practical biblical principles so they can cultivate meaningful relationships, work well in groups, and reach their learning potential at school. Set the foundations so your students can lead empowered lives and



shine their light in the world.

Join us and learn to integrate bible, language arts, and educational drama. Thrive as a leader and empower your students. Teaching Joseph unit is included.

Speaker Bio:

Margaret Boersma, OCT is "The Teachers' Coach." As a speaker, trainer, instructional coach, and consultant, she also facilitates her Social-Emotional Learning (SEL) Wisdom and Train the Trainer Mastermind programs for teachers and principals. After more than 30 years of teaching, she founded Creative Education in Action to impact more students by training educators.

Margaret focuses on heart-based strategies that has students thrive while lessening teacher workload as she assimilates SEL with academic curriculum goals. Having struggled as a student, Margaret's life goal is to support all students in reaching their learning potential. Evidence-based teaching and authentic human connection is supported by her training in brain-compatible pedagogy with Dr. Eric Jensen and in her extensive training in the arts.

B.15 Scarcity and Flourishing: Implications for Teaching & Learning Mathematics

Audience: Grade 1-6 Educators

Presented by: Dr. Steve Khan, Brock University

We will explore the relevance of the concepts of scarcity and flourishing for mathematics teaching and learning today through examples and stories. The cognitive and behavioural effects of acute and prolonged periods of scarcity on individuals can limit individuals' ability to learn (temporarily). Focusing on flourishing and developing strategies to promote flourishing at the individual and collective level can work to counter some of the negative effects of scarcity on learning.

Learning Goals:

1. We will learn how scarcity affects decision making and learning in mathematics.
2. We will identify elements that are flourishing-promoting for learning mathematics.
3. We will derive implications for mathematical practices in classrooms today.

Speaker bio:

Dr. Steven Khan is a former Math, Biology, Writing & Religion Secondary School teacher from Trinidad. He is currently an Associate Professor, Mathematics Education and Assistant Director of the Teacher Education program at Brock University. Currently thinking about what it means to be a good ancestor and how our work in mathematics education might contribute or limit this goal.

B.16 Coding: Scratch Educators Gobo Edition

Audience: K-6 Educators

Presented by: Canada Learning Code



In this workshop, you'll explore a variety of coding concepts and practices, while experiencing example Scratch lessons and becoming more familiar with the tool. We'll also cover topics like assessment, lesson planning, and going "unplugged" - in addition to sharing some awesome (free!) resources to help you get started with using Scratch in the classroom.

*****Please bring your own laptop to the session.**

Learning Goals:

1. Build simple digital artworks using code that includes:
 - a. Loops – that makes things happen more than once
 - b. Events – that control when things happened in our projects
 - c. Variables- to track and store information
2. Share ways to connect Scratch activities to curriculum across Canada.
3. Discuss recommended assessment practices.

Speaker bio:

Canada Learning Code brings accessible computer science to communities across Canada so everyone can create with technology. We do this by partnering with educators, designing resources, and delivering learning experiences.

B.17 Science of Reading – Beginning “The Shift”

Audience: K-6 Educators

Presented by: Doreen Breukelman and Jacquie DeRaaf, Trinity Christian School

The Science of Reading is a multi-disciplinary body of research explaining how the brain learns to read. It all happens between the ears! September will launch the MOE's commitment to literacy instruction aligning with the research - that's exciting! All educators will be propelled to shift from Balanced to Structured Literacy - systematic and explicit phonetic instruction to support decoding fluency...with the goal of strong comprehension and engagement of text. If you are just starting your SOR learning journey, we'll share an overview of the components and core terminology and provide a safe place to ask initial questions. Come join us!

Learning Goals:

1. Participants will better understand the "reading brain" and the five key pillars for reading success, as determined by the body of research called Science of Reading.
2. Participants will review the key highlights of the Right to Read report (OHRC) and how that has informed the Ontario Ministry of Education's (MOE) Language curriculum expectations for this fall and moving forward.
3. Participants will be invited to lean into this learning journey by investigating helpful resources and engaging a safe discussion space for initial 'I Notice/I Wonder'.