



Edvance Annual Gathering

# Specialist Conferences



Friday, October 27, 2023



## About Friday Specialist Conferences

Research reveals that the best professional learning opportunities are active, collaborative, role-specific, and build in time for ongoing support during implementation. With this aim, day two of the Edvance Annual Gathering provides interactive, role-specific, full-day workshops led by experts in a variety of topics. Browse through this catalogue for the 2023 Specialist Conference offerings.

### 2023 Conference Offerings

		Kindergarten	Primary	Junior	Intermediate	Secondary
<a href="#"><u>SC.01</u></a>	Reflective Communities: Strengthening our Reflective Practice	*	*	*	*	*
<a href="#"><u>SC.02</u></a>	Self Care and Mental Health	*	*	*	*	*
<a href="#"><u>SC.03</u></a>	Formational Learning Experiences (FLEx) and Project Based Learning	*	*	*	*	*
<a href="#"><u>SC.04</u></a>	Teaching Social Emotional Learning: Personal Examination and Practical Application	*	*	*	*	*
<a href="#"><u>SC.05</u></a>	A Two-Eyed Approach to Indigenous Education	*	*	*	*	*
<a href="#"><u>SC.06</u></a>	Teaching with Excellence and Evidence	*	*	*	*	*
<a href="#"><u>SC.07</u></a>	People of God's story exploring Christian Deeper Learning	*	*	*	*	*
<a href="#"><u>SC.08</u></a>	Inclusive School Leadership	*	*	*	*	*
<a href="#"><u>SC.09</u></a>	Spiritual Formation in Christlike Character	*	*	*	*	*
<a href="#"><u>SC.10</u></a>	STICK to the SHIFT - Gearing up with Science of Reading!	*	*	*	*	
<a href="#"><u>SC.11</u></a>	Introduction to Responsive Classroom	*	*	*	*	
<a href="#"><u>SC.12</u></a>	EQUIP: Teaching Apologetics in the Elementary Classroom	*	*	*	*	
<a href="#"><u>SC.13</u></a>	Equipping Students to Create Beautiful Work	*	*	*	*	
<a href="#"><u>SC.14</u></a>	Exploring Coding Tools			*	*	*
<a href="#"><u>SC.15</u></a>	SKL'd at School: Helping Every Student to be Seen, Known, and Loved			*	*	*
<a href="#"><u>SC.16</u></a>	Outdoor Early Learning: Where the Wild Things Are	*	*			



## Schedule

### Friday, October 27, 2023

Each Specialist Conference listed below is a FULL DAY session. You'll stay with your presenter and group to explore a topic across three time blocks as listed below:

9:00 am – 10:15 am	<b>Block 1</b>
10:15 am – 10:30 am	Break
10:30 am – 11:45 am	<b>Block 2</b>
11:45 am – 12:30 pm	Lunch
12:30 pm – 1:45 pm	<b>Block 3</b>
1:45 pm – 2:00 pm	Closing Circle/Reflection

## CONFERENCE DESCRIPTIONS

### SC.01 Reflective Communities: Strengthening our Reflective Practice

**Audience:** All educators

**Presented by:** Anneke Gretton, TDChristian High School

Great teachers are great learners. And our best learning happens when we are vulnerable enough to invite our colleagues to walk alongside us on our journeys as learning teachers. In this workshop, we will use Reflective Practice to grow as educators. And because Reflective Practice is a practice not a performance, we will learn about it by practicing it!

If weather permits, we will do some of our reflection in God's beautiful creation on an easy hike after lunch. Please dress in layers and bring running shoes. There will also be a non-hiking option available.

#### Learning Goals:

We can use the tools of Reflective Practice to grow as educators together.

#### Speaker bio:

Anneke Gretton serves alongside a wonderful team at Toronto District Christian High School as Vice Principal of Learning. After completing her M.Sc. in Physics Education Research at Queen's University, Anneke taught Math, Physics, and Chemistry at Chatham Christian School and King's Christian Collegiate and won the John Rozema Teacher Excellence Award. In her free time, Anneke loves making music and hiking the Bruce trail with her family.



## SC.02 Self Care and Mental Health

**Audience:** Any level

**Presented by:** Tricia Schinkel, Calvin Christian School

Do you often feel overwhelmed and underappreciated in your work? How do you work as if working for the Lord but feel the pressures of the systems and people around you? How can you find rest and refill your cup? How can you manage a healthy work-life balance? Find some of these answers in this engaging workshop...through learning, discussion, art & reflective activities.

**Block 1:** Background on mental health, stress, and burnout

**Block 2:** What is self care and why is it important

**Block 3:** Practical ways to implement self care in your life and classroom

### Speaker bio:

Tricia Schinkel works part time as a school counsellor at Calvin Christian School, in Hamilton and has 8 years experience as a clinical trauma therapist for children and youth. 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. She has worked in a variety of settings: hospitals, schools, non-profit mental health agencies, ASD treatment centers, correctional facilities, cancer support centers, palliative care, and group homes. All of these experiences have informed and impacted her work significantly. Tricia has worked with people of all ages providing individual, group therapy, and parenting workshops.

She is a passionate advocate for understanding the impact of media on mental health and for ending sexual exploitation, abuse, assault, and violence against women and children and youth. She is also passionate about social justice and advocating for and supporting marginalized communities. Tricia is a member of the Canadian Art Therapy Association (CATA), is registered with the College of Registered Psychotherapists of Ontario (CRPO), and is a certified dog therapy handler.

Tricia feels that life is full of constant learning and strives to learn new things all the time. She values her connection to others and is always humbled to hear others' perspectives and life journeys. She enjoys hiking, biking, camping, SUPing, gardening, yoga, art (painting, drawing, creating), reading, cooking (and eating good food!) and snowboarding with her husband and 2 boys.

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## SC.03 Formational Learning Experiences (FLEx) and Project Based Learning

**Audience:** Any level

**Presented by:** Harry Blyleven (Hamilton District Christian High School), Cara Palmer (Timothy Christian School, Owen Sound)

Spend some time sharing and listening with other educators to refine and reimagine your FLEx and Project Based Learning ideas: gather new ideas, consider authentic audience possibilities, get feedback on your thoughts, think about assessment, and have some time to work. Please bring photos, exemplars, and ideas.

### Learning Goals:

1. I can listen and share ideas for Projects and FLEx.



2. I can reimagine and refine my Project and FLEx ideas.
3. I can offer and receive feedback to help improve Project and FLEx ideas.

**Speaker bio:**

Harry Blyleven is Computer Science and Technology teacher and Technology Coordinator at Hamilton District Christian High. He is excited about providing a learning context and having students engage in real work that goes beyond their classroom.

Cara Palmer is a Primary teacher at Timothy Christian School in Owen Sound. She loves to integrate various subjects to create meaningful learning experiences and engage in the community with her primary students.

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## SC.04 Teaching Social Emotional Learning through a Christian Perspective: Personal Examination and Practical Application

**Audience:** Any level

**Presented by:** Dr. 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. For example, when the curriculum content requires that a teacher teaches students about negative stigmas and healthy ways to express emotions, it is imperative for teachers to first reflect on their own habits and beliefs about emotion.

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.

This session is a more personal and practical examination of Thursday's overview session for both K-6 (B.10) and 7-12 (G.08). In this full day workshop, we will go through the information more thoroughly. I will guide you through your personal exploration of emotion as well as provide important time in small groups to discuss questions, share experiences, insights, and stories, to express areas of concerns or difficulties, and discuss practical suggestions with your peers in small groups.

**Learning Goals:**

A more thorough understanding of emotions and social emotional learning with respect to...

- 1) yourself and your students
- 2) the curriculum
- 3) how to teach others and curriculum expectations.

**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.

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## SC.05 A Two-Eyed Approach to Indigenous Education

**Audience:** Any level

**Presented by:** Melody Crowe, First Nation Educator

**\*\*\*PLEASE NOTE - Location:** Alderville First Nation Reserve

The Northumberland Christian School staff invite you to hear from Anishinaabe Knowledge-Keeper, Melody Crowe, as she shares teachings from an Indigenous worldview. Melody works as a consultant with the Kawartha Pine Ridge District School Board and is an expert at guiding educators. We are honoured that she is willing to make time for us! Participants will have an opportunity to discuss the concept of *Etuaptmumk*, or two-eyed seeing, where curriculum is presented from both a Western worldview and an Indigenous worldview. This is an excellent opportunity for Christian educators to have their questions answered and their hearts aligned with the important work of Truth and Reconciliation in the classroom.

This session will be held at Alderville First Nation Reserve near Cobourg, Ontario.

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## SC.06 Teaching with Excellence and Evidence

**Audience:** Any level

**Presented by:** Sonia Thompson, St. Matthews Primary Research and Support School

Professor Becky Francis states, 'Evidence does not provide easy solutions, but evidence-informed improvement is a process that has integrity and holds greater promise than any alternative'. In this workshop, Sonia will explain her school's role, as an Education Endowment Foundation (EEF) Research School. She will examine the evidence-informed school improvement journey within her own setting, offering practical ideas and resources. She will also examine the successes and challenges to making good implementation central to any evidence-informed improvement process.

### Learning Goals:

1. We are learning to familiarise ourselves with 'the tiered approach' to school improvement and the Education Endowment Foundation (EEF) materials.
2. We are learning to delve deeper into 'High Quality Teaching' as the first response – what does it really mean and at what level of complexity should we understand it?
3. We are learning to look at the teaching of metacognition (inc. Independent Learning), as an example of High Quality Teaching.



**Speaker bio:**

Sonia Thompson is the Headteacher at St Matthew's C.E. Primary School and the Director of St Matthew's EEF (Education Endowment Foundation) Research School, in Nechells Birmingham, UK. St Matthew's is a Talk for Writing Training Centre and previously held DfE Teaching School status. Her school regularly hosts visits for teachers, Headteachers, and MATs who want to see evidence-informed practice across the curriculum.

Sonia recently published a book called *An Ethic of Excellence in Action*; has had articles published and regularly reviews blogs for *Schools Week*. She has a chapter in the *researchED Guide to the Curriculum* and is a contributor to the new *WALKTHRU3* book. Sonia is a board member of the UKLA National Council and the Birmingham Diocese. She is also a trustee for the Church of England National Society, Classics for All, and the Education Endowment Foundation (EEF). She is also a Secondary School Academy Chair. Sonia is regularly asked to deliver keynotes and training at various conferences and events, across the country.

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## SC.07 People of God's Story Exploring Christian Deeper Learning

**Audience:** Any level

**Presented by:** Darryl DeBoer, Center for the Advancement of Christian Education

Christian Deeper Learning has been defined as "People of God's story engaged in real work that forms self and shapes the world." This day long series of workshops will provide a deep dive into the three big ideas (People of God's story, engaged in real work, forms self and shapes the world) embodied in the beautiful work of Deeper Learning. Through this exploration, educators will deepen their understanding of Christian Deeper Learning, reflect on their current teaching practices, and deepen their desire to design learning experiences that invite, nurture, and empower learners to play their part in God's story.

**Learning Goals:**

1. We can explore the beautiful ideas embodied in Christian Deeper Learning.
2. We can reflect on our current teaching practices that invite learners to play their part in God's story.
3. We can begin to imagine new ways for learning to empower flourishing within God's story.

**Speaker bio:**

Darryl DeBoer is a Senior Fellow for the Center of the Advancement of Christian Education (CACE) at Dordt University and the K-12 Director of Learning at Surrey Christian Schools. Darryl is also the co-creator, and Director, of the framework Teaching for Transformation which equips teachers to design learning experiences that invite, nurture, and empower learners to engage "in real work that meets real needs for real people" within God's story. Away from work, Darryl can be found with his wife Jodie walking his dog, listening to Taylor Swift, Johnny Cash and William Prince as he drives his three kids around, and wishing that he was fishing.

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## SC.08 Inclusive School Leadership

**Audience:** School Leaders, Any level

**Presented by:** Kimberly Maich (Memorial University) and Steve Sider (Wilfred Laurier University)

This event will include three 75-minute sessions on inclusive school leadership entitled (1) inclusive school leadership in the global context (research, anecdotes, video vignettes), (2) from cases in inclusive school



leadership to your case: goal setting in resource services for inclusive innovation (case stories, branching scenarios, resources, competencies), and (3) psychoeducational assessments demystified (process, cases, samples, terminology, Q&A).

#### Learning Goals:

1. I can describe a variety of inclusion-based research practices from local, national, and global contexts.
2. I can use case stories to develop and nurture my leadership skills and plans in supporting students and their families, teachers, and school community members.
3. I can understand and navigate the process of obtaining psychoeducational assessments in my school environment to support parents, teachers, and students in the next steps of obtaining school supports.

#### Speaker bio:

Kimberly Maich is a professor at Memorial University's Faculty of Education and a clinical and school psychologist focusing her research, writing, and teaching in the field of autism and other disabilities. Through an Edvance agreement, she provides psychoeducational assessments to Edvance schools along with Carmen Hall, Lead Psychometrist. Steve Sider is an associate dean and professor in Laurier University's Faculty of Education. He is engaged with research on inclusive education and school leadership in Ontario, Canada, and the global context.

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## SC.09 Spiritual Formation in Christlike Character

**Audience:** Any level

**Presented by:** Joanna Levy, New Covenant School

Our students are bombarded daily with messages from our culture that form their desires and their vision for the “good life” by appealing to their imaginations and hearts. This three-part workshop will examine those powerful cultural influences and how we, as Christian educators, can develop practices, traditions, and celebrations that foster a desire to become like Christ and see the good life as Christ spoke of it in the Gospels. We’ll explore many examples of these kinds of practices from my 30 years’ experience of intentional spiritual formation in Christian schools. In the final session you’ll develop a plan to implement some of these ideas in your school with feedback from your workshop colleagues.

**Block 1:** Countering the Powerful Influence of Secular Culture

**Block 2:** Moving your Character Traits from the Chart to the Heart

**Block 3:** Planning and Feedback

#### Learning Goals:

1. I can identify some of the powerful cultural influences that form our students’ vision of the “good life”.
2. I can identify practices to bring to my school that foster spiritual formation.
3. I can be intentional about implementing practices that nurture spiritual formation by developing a plan to take back to my class or 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.

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## SC.10 STICK to the SHIFT - Gearing up with Science of Reading!

**Audience:** K – 8 Educators

**Presented by:** Lisa VanderKuip (Beacon Christian School), Jacquie DeRaaf, Leanne Bulthuis, Doreen Breukelman (Trinity Christian School)

The Science of Reading has renewed traction as educators respond to struggling readers, get emerging readers off to the best start, and help developing readers confidently progress. This workshop offers practical encouragement to “stick to the shift” from Balanced to Structured Literacy, providing resources and collaborative space to gear up application of the research in our classrooms. As the Ontario Ministry of Education rolls out its newest Language curriculum expectations, we are well positioned to engage, align with best practices, and continue the momentum forward to help each reader thrive. Join us!

### Learning Goals:

1. Participants will hone understanding of the "reading brain" and the five pillars for reading success termed the Science of Reading - with a commitment to continue the shift into more comprehensive application.
2. Participants will investigate the key changes in the new OME Language curriculum expectations, and determine/continue concrete steps to further align classroom instruction to the research along with all language teachers in the province.
3. Participants will collaborate together in smaller grade level groups to celebrate the progress we've made, challenge each other to keep the momentum, and encourage each other with resources/curriculum supports/practical ideas we've found helpful so far as we gear up this shift!

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## SC.11 Introduction to Responsive Classroom

**Audience:** K-8 Educators

**Presented by:** Allison Hendriks, Halton Hills Christian School

This conference will provide an overview of Responsive Classroom and how to implement it in your classroom.

**Block 1:** Supporting students post-COVID: intro to Responsive Classroom and social/emotional learning.

**Block 2:** Deep dive into morning meetings and responsive advisory meetings (RAMs).

**Block 3:** Teacher Language that honours and engages students.

### Learning Goals:

- We are learning more about Responsive Classroom practices and principles.
- We are learning how to incorporate morning meetings and RAMs in our daily routine.
- We are learning how “teacher language” honours and engages students.



**Speaker bio:**

Allison has been teaching for over 25 years in a variety of settings including adult education. She has been teaching grade 7 & 8 at Halton Hills Christian School for the last 15 years. Responsive Classroom has been a passion for Allison; it has completely transformed her teaching practices and classroom culture.

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## SC.12 EQUIP: Teaching Apologetics in the Elementary Classroom

**Audience:** K-8 Educators

**Presented by:** Daniel Wilcox and Erin Mensinga (Timothy Christian School, Barrie)

Culture is changing rapidly. How do we prepare our students to face the challenges being imposed against their Christian beliefs? There is a growing need to equip students with Biblical Worldview training that will help them to understand their faith, the gospel, and why it is reasonable and worth living for in our current culture. In this workshop, you will discover ways to teach and implement Worldview/Apologetics within the elementary classroom. We will examine a JK-Gr8 scope and sequence and review curriculum documents. We will explore ways to engage your whole school community toward a shared vision of the need for Apologetics training.

**Block 1:** Why Apologetics? What it is, what it isn't, and why we need to know and teach it.

**Block 2:** Apologetics Curriculum and Implementation

**Block 3:** Taking it to the next level: planning an apologetics event.

**Learning Goals:**

1. We are learning to create a framework to understand the need for Apologetics training.
2. We are learning to implement Worldview Training in our classroom.
3. We are learning to work with our entire school community to support students.

**Speaker Bio:**

Daniel and Erin are classroom teachers at Timothy Christian School in Barrie, Ontario. Together they have worked to design a school-wide scope and sequence that draws on various Apologetics resources and curriculum. They have both implemented Apologetics curriculum in their own classrooms over the past 4 years. Most recently Erin and Daniel Coordinated the EQUIP Worldview Conference for both Youth and Adults with approximately 1000 people in attendance. They have seen the positive impact of students that have moved from gr. 8 to high school with confidence after being immersed in Biblical Worldview training. They both have a passion to see their students seek Truth, encounter God, and engage their culture with grace and truth!

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## SC.13 Equipping Students to Create Beautiful Work

**Audience:** K – 8 Educators

**Presented by:** Steven Levy, Centre for Advancement of Christian Education

“Whatever you do, work at it with all your heart, as working for the Lord.” These sessions offer a variety of question prompts and instructional practices that develop a classroom culture of excellence, and support individual students to independently pursue it in all the work they do. You will learn how to engage them in establishing criteria for excellence and inspire them to create multiple drafts. You will analyze the sequence of

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support from the time an assignment is given to the finished product. You will learn how to use assessment to help students learn and improve rather than to judge their performance.

**Block 1:** A Culture of Models: involving students in identifying characteristics of beautiful work

**Block 2:** DO Sweat the Small Stuff: "Whoever can be trusted with little can be trusted with much."

**Block 3:** Assessment FOR Learning: What can you measure?

#### Learning Goals:

1. I can create a classroom culture that inspires a commitment to quality and provides structures to help students achieve it.
2. I can use assessment for learning strategies to motivate students to care about their work.
3. I can inspire my students to work for God and not for grades.

#### 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 developed 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.

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## SC.14 Exploring Coding Tools

**Audience:** Grade 4-12 Educators

**Presented by:** Canada Learning Code

This all-day workshop will introduce three coding tools for educators to use in their classrooms:

### Block 1: Scratch for Educators - Math and Science Edition

Teach students how to build a self-driving car prototype/simulator in Scratch, while applying key coding concepts like conditional statements, loops, and events. We'll explore cross-curricular connections and assessment strategies, in addition to sharing some awesome (free!) resources to help educators get started using Scratch in the classroom.

### Block 2: Creating and Coding with CoSpaces

Explore how your students can use CoSpaces to build and explore 3D creations, creating a virtual space that solves an issue they are passionate about. We'll then use block-based coding to animate 3D CoSpaces creations and bring them to life in virtual reality.

### Block 3: Code Words with Python

We'll show you how your students can use Python to build a secure password generator in Replit. We'll cover key coding concepts such as algorithms, sequence, output, variables, and lists/arrays.

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



**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.

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## SC.15 SKL'd at School: Helping Every Student to be Seen, Known, and Loved

**Audience:** Grade 6-12 Educators

**Presented by:** Jim McKenzie, Author of *One Generation to the Next*

What would it look like if every student at your school felt seen, known, and loved? How might that kind of school culture impact a student's formation? Together, we'll explore practical ways to be more intentional in this work, wrestling with topics such as power dynamics, physical space, curriculum design, relationships, and more.

**Learning Goals:**

1. I can identify specific ways to help students feel seen at my school.
2. I can identify specific ways to help students be known at my school.
3. I can identify specific ways to help students feel loved at my school.

**Speaker Bio:**

Jim McKenzie has worked in K-12 education for 25+ years, including more than 20 years in leadership at a Christian school. He holds an M.Ed. from the University of Florida.

Jim is the author of *One Generation to the Next: A Guide to Forming Your Faith and Finding Your Way*. He is passionate about Christian discipleship and helping the next generation to become followers of Jesus.

Jim and his wife, Hannah, have five children and live in Gainesville, Florida. When he's not writing, speaking, or attending school events, Jim enjoys playing pickleball with his friends. Learn more at [jcmckenzie.com](http://jcmckenzie.com).

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## SC.16 Outdoor Early Learning: Where the Wild Things Are

**Audience:** Kindergarten and Early Primary Educators

**Presented by:** Nancy Thompson, Think Outside

This full day experiential workshop will explore many different ways that the kinders can learn outside. We will be exploring through Sensory Activities and Elements of Forest School that will enrich learning and connect children to the land and each other. By spending most of the day outside you will experience all the activities first hand and have an opportunity to share in the learning that your students will experience. Please be prepared for the weather and a whole lot of fun!

**Block 1:** Engaging Your Senses and the Wonder Wagon

**Block 2:** Forest School and resources to support outdoor learning and teaching

**Block 3:** Literacy and Outdoor Learning

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**Learning Goals:**

1. We are learning to engage children in meaningful outdoor learning and exploration.
2. We are learning how to manage that learning outdoors (tips and tricks for safety and program flow)

**Speaker bio:**

Nancy Thomson, otherwise known as Nature Nancy, is an engaging outdoor educator that has been teaching in the outdoor classroom for the last 25 years. Her sense of fun and genuine connection with the children creates a positive learning atmosphere. She values inquiry and exploration of our natural world through experiential learning and hands on activities. As a certified teacher, she has had incredible teaching opportunities in the past which have included Outdoor Education at Fleming College, teaching at several different Outdoor Centres, directing Summer Camps and teaching at KPRDSB and with ALIVE Outdoors. Her vast programming experience coupled with her sense of fun and exploration allows children to connect with their natural world and each other in a playful yet meaningful way.

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