

# Flourishing Students, Beautiful Work



Edvance Annual Gathering 2023



## BREAKOUT SESSIONS

### GREEN SCHEDULE

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- [G.03](#) Planning for Retirement
- [G.04](#) The Impact of Christian Schools
- [G.05](#) Beautiful Work: The Power of Models to Spark our Imagination
- [G.06](#) Call and Path: Next Steps in Vocational Wayfinding
- [G.07](#) Decolonizing Assessment: Using the Story of Residential Schooling to Rethink Learning and Assessment
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## GENERAL

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

**Audience:** Any level

**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 College, 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."

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### G.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.



## G.04 The Impact of Christian Schools

**Audience:** Any level

**Presented by:** David Hunt, Cardus

Why do parents send their kids to Christian schools in Ontario? Do their motivations match outcomes? What is the evidence on "fit" between student and school? And what are the ramifications for society? Do Christian schools weaken or strengthen civic formation and social cohesion? As a Christian school educator or administrator, who do your students become as adults? In other words, what are the fruits of your labour? Looking at evidence from the largest reliable, representative data sets, this interactive session will explore these questions and more, as we explore the impact Ontario Christian schools have on students and society.

### Speaker bio:

David Hunt is the Education Director at Cardus. He leads original research initiatives with academics from around the globe on educational pluralism, excellence in education, and graduate outcomes. In addition to presenting regularly to audiences across Canada, David's work has been presented to various levels of government, appeared in Canada's major media, and used as evidence in court. He holds a Master of Public Policy from Simon Fraser University and Bachelor of Business Administration (with distinction) from Kwantlen Polytechnic University, where he was the Dean's Medal recipient and is now a faculty member.

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

**Audience:** Any level

**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 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.

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## G.06 Call and Path: Next Steps in Vocational Wayfinding

**Audience:** Secondary Educators

**Presented by:** Gideon Strauss, Institute for Christian Studies

How do I decide what to do next in my life? And how do I counsel students about how to make important life choices in their near futures? In this workshop Gideon Strauss will present a handful of tried and tested approaches to answering these questions. We will be learning to discern which of the courses of action available to us align with what we care about. Such discernment includes articulating what we have come to love in our lives so far. Such discernment also includes coming to terms with the communities and traditions within which we want to live our lives.

### Learning Goals:

We are learning to discern which of the courses of action available to us align with what we care about. Such discernment includes articulating what we have come to love in our lives so far. Such discernment also includes coming to terms with the communities and traditions within which we want to live our lives.

### Speaker bio:

Gideon Strauss has been studying and teaching vocational wayfinding for about a quarter of a century. He is Academic Dean and Associate Professor of Leadership and Worldview Studies at the Institute for Christian Studies, an interdisciplinary graduate school where the gospel's message of renewal shapes the pursuit of wisdom. Most of his current students are teachers and administrators in Christian schools.

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## G.07 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.

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## G.08 Teaching Social Emotional Learning through a Christian Perspective

**Audience:** 7-12 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.

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## G.09 Reading and Visual Skills: Why We Need to Go Way Beyond “20/20”

**Audience:** 7-12 Educators, Student Support Services

**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. [Learn more.](#)

Attendees will receive a free copy of Patricks' 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.

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## G.10 Reflective Communities: Strengthening our Reflective Practice



**Audience:** 7-12 Educators

**Presented by:** Anneke Gretton, Toronto District Christian 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 discuss specific tools that we can use to do Reflective Practice, with an emphasis on inviting our teaching community to support us in Reflective Practice.

This workshop is intended to be an introduction to our longer Friday workshop with the same title. However, if you are only able to attend one of the two, that's okay; I'll strive to make each a standalone workshop.

**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.

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## G.11 Positive Mental Health Outcomes through Community-based Outreach Initiatives.

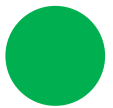
**Audience:** 7-12 Educators

**Presented by:** Kevin Baker, Quinte Christian High School

This seminar offers an information, discussion, and evidence/testimony-based forum that addresses the growing challenge and need for positive student and staff mental health/well being using student-lead, community-based stewardship outreach initiatives as the vehicle for God's healing change in our society. Specific and targeted strategies and solutions for the classroom (right through to school-wide initiatives) will be discussed. Through God's guidance and wisdom, these authentic, purposeful, and traditional community-focused activities can be "reframed" and understood as positive "protective" factors that promote resilience, positive emotional health, and self awareness in the lives of our students, staff, and ultimately people in the greater communities in which our schools call home. At the same time, Stewardship and Service initiatives offer a creative and expressive activity for individuals and larger groups. These God-centered activities carry the potential for healing far beyond the individual and classroom and have the power to affect the greater community when applied thoughtfully and with prayerful consideration.

**Learning Goals:**

1. I will learn how to create a meaningful community service activity that creates long-lasting positive mental health change for the students in my classroom/school.
2. We all know how to organize field trips to serve our community. But now, we will learn and understand how these initiatives affect each participant as well as the recipient of the service!
3. I will learn that God is always at the centre of this activity and that God wants us to feel peace in our



hearts as we do Gods work.

**Speaker bio:**

Mr. Baker is a music and drama teacher as well as a professional musician, singer, and entertainer. To this point, he has served various elementary, middle, and high schools in both Saskatchewan and Ontario as an arts educator since 1994. He currently serves a family of independent Christian Schools in the Belleville, Kingston, and Trenton area of Ontario. Kevin recently completed his Masters Degree in Education (UNB) where the later part of his research an study focused on Learning Exceptionalities and Human Development Theory. Positive mental health practices through fine arts-based therapy is a passion for Mr. Baker and a focus for future post-graduate work.

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## G.12 Assessing Group Conversations

**Audience:** 7-12 Educators

**Presented by:** David Grills and James Harskamp, Hamilton District Christian High School

Conversations and observations are important parts of triangulated assessment. In this workshop we will describe ways to assess group conversations in a few course areas and provide a flexible model for meaningful assessment that is enjoyable and efficient.

**Learning Goals:**

1. We will learn how to develop assessed conversations.
2. We will learn how to assess group conversations.
3. We will explore ways to adapt the round table conversation to different situations.

**Speaker Bio:**

David is a long time Bible teacher and Bible instruction mentor. He also teaches ancient history. David recently completed a master's in education leadership, but he continues to learn and develop his craft.

James is a high school Science teacher who loves to connect big ideas of ethics, philosophy, and Christian living into his classrooms. He lives in Brantford with his wife and six children and enjoys maintaining their garden and (too many) animals.

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## G.13 Shared Agency and Classroom Culture

**Audience:** 7-12 Educators

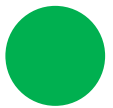
**Presented by:** Karin Boonstra, Hamilton District Christian High School

How do educators teach empathy? This workshop will give practical strategies to help educators create a classroom culture in which students are given the vocabulary and the opportunity to speak into their classmates' learning as well as their own.

**Learning Goals:**

We are learning to structure our classrooms and curriculum in a design that fosters community and student





empowerment.

**Speaker Bio:**

Karin has been teaching for over 30 years. She is currently employed at HDCH. Her passion for cultivating positive classroom culture has been ongoing but was recently inspired by her work in the MA-EL program at the Institute for Christian Studies.

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## SUBJECT-SPECIFIC SESSIONS

### G.14 Scarcity and Flourishing - Implications for Teaching Mathematics

**Audience:** 7-12 Educators, Student Support Services

**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 flourishin-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.

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### G.15 Heads-Up with Mircobits

**Audience:** 7-12 Educators

**Presented by:** Canada Learning Code

Looking for a way to put those micro:bits to use while connecting to course content? Challenge your learners to program a simple, yet fun game to learn the fundamentals of coding and improve their understanding of content you've been exploring in class!

In this session for educators, we will explore applications in computer science concepts, including variables, arrays, and generating random numbers. With a focus on effective pedagogical practice, participants will learn how to program a micro:bit to create a Heads-Up game that can be customized for various subject areas, including science, social science, mathematics, French, literacy and physical education. While participants will be



primarily working with the MakeCode block-based editor, for those who would like an added challenge, a Python editor option will be provided. Additional challenges and extension ideas will be shared. Participants will leave with links to activities that can be incorporated into both online and onsite classroom environments.

*\*\*\*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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## G.16 Expanding Learning Opportunities For All Students Through Co-op

**Audience:** Secondary Educators

**Presented by:** Richard Van Egmond, Edvance

Is your school looking for ways to expand learning opportunities for students in all pathways? By providing students with the opportunity to "test drive " a career with a community partner while earning OSSD credits, Cooperative Education provides a unique opportunity for secondary level students to gain valuable work experience and explore potential career options in all four pathways from university to apprenticeships. The workspaces of your community partners become an extension of your school's classroom without the capital expense. Whether you are a Guidance teacher or a Co op teacher leading your school's co op program, this workshop will provide a range of resources and best practices as well as an opportunity to network with other Co op school leaders.

**Learning Goals:**

1. Gain new ideas for assessing, building, and strengthening your school's co op program.
2. Gather resources for student assessment and teaching activities in both Ministry co op options.
3. Develop ideas and best practices for effectively managing student learning while at placement.

**Speaker bio:**

Richard Van Egmond is the Project Leader for Edvance Christian Schools with the Ontario Youth Apprenticeship Program, which provides cooperative education opportunities for students in over 140 different skilled trades. He also teaches in the co-op program at Hamilton District Christian High School. He is passionate about helping to design learning experiences that will allow secondary students to gain valuable employability skills, partner with community employers, and better discern their post secondary pathway and calling. He holds the OTC and the Cooperative Education Specialist's certification.

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## G.17 Weaving in Culture in the French Classroom

**Audience:** 7-12 Educators

**Presented by:** Elodie Channa, King's Christian Collegiate

According to the OIF's latest report "La langue française dans le monde," 62% of daily French speakers live on



the continent of Africa. How is this being reflected in the classroom? How are we teaching language not in a vacuum but as a reflection and celebration of God's creation?

In this session, Elodie will be sharing the work she has been doing to weave culture in FSF1D throughout the semester rather than as a stand-alone unit. Come and learn how she's integrated strategies such as picture talks, map talks and a novel study to learn about Francophone culture.

**Learning Goals:**

1. Participants will be able to learn about strategies to incorporate cultural topics while staying in the target language of French.
2. Participants will be able to see tangible lesson examples and resources being scaffolded for a grade 9 through 12 core French audience.
3. Participants will be able to connect with other educators who also want to better integrate culture in their courses.

**Speaker bio:**

Elodie Channa has been teaching Grade 9-12 Core French at King's Christian Collegiate in Oakville, ON since 2010. She is passionate about increasing language acquisition while creating welcoming spaces for students. Her teaching approach revolves around Comprehensible Input and weaving francophone culture.

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## G.18 Engaging Science: Grades 7-8

**Audience:** 7-8 Educators

**Presented by:** Rachael Dykstra, Jarvis Community Christian School

Learning to teach science can be overwhelming but it does not need to be. This workshop will give teachers ready to go units for grade 7 and 8, matching the new Ontario curriculum guidelines. Ideas for inexpensive labs and hands on activities will also be shared. Come ready to learn how to have fun in science.

**Learning Goals:**

1. I can teach science.
2. I can understand the science I am teaching to my students.

**Speaker bio:**

Between 4 kids (grades 4-10) and a husband, Rachael teaches science and technology in grades 1-8. She has taught for 20 years, various homerooms and science rotation. This is her fourth year focusing on teaching science/technology. When she is not busy writing a new unit or trying a new experiment, Rachael enjoys time to read, work in the garden, or woodworking.

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## G.19 Phys. Ed. with CIRA: Teaching Games for Understanding

**Audience:** 7-12 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).

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## STUDENT SUPPORT SERVICES

### G.20 Knowing our Students: An Introduction to Neurotypes

**Audience:** 7-12 Educators, Student Support Services

**Presented by:** Shelby Boekhoven, Strathroy Community Christian School

This introductory workshop is designed to help educators understand different neurotypes, specifically focusing on autistic and ADHD learners, and how we can better support them both in the classroom and in their social relationships. We will discuss the different sensory processing issues affecting neurodivergent learners, executive dysfunction, and how we can help students self-regulate and advocate. This workshop will introduce educators to creating neurodiverse-affirming classrooms and mindsets.

**Learning Goals:**

1. We will learn about the different neurotypes.
2. We will learn how to support neurodivergent students with sensory dysfunction.
3. We will learn how we can create neurodivergent affirming classrooms.

**Speaker bio:**

Shelby Boekhoven has been teaching for 14 years at the secondary, post-secondary, and now elementary levels. As a parent of an autistic child, she has spent years exploring the theory of neurotypes, and the different ways neurodivergent learners experience the world. She is passionate about helping teachers create classrooms that are neurodivergent affirming and making sure all students have a fulfilling educational experience.



## G.21 Science of Reading for Learning Resource Teachers

**Audience:** Student Support Services

**Presented by:** Lisa VanderKuip, Beacon Christian School

The Science of Reading (SoR) is a multi-disciplined body of research explaining how the brain learns to read. Released in September, the new Language Arts OMEs reinforce the traction it is gaining in Ontario, as educators seek to strengthen literacy success in all students. While research shows teaching using evidence-based practices is beneficial for all, it is crucial for some. Supporting all learners using best practices is at the heart of Student Support Services. This session includes an introduction to reading science and considers how it should form our instruction in Student Support Services to promote success for all students.

If you are brand new to SoR, you are encouraged to view the August 2022 Bootcamp workshop - [Science of Reading and the Right to Read: Moving from Right to Reality](#) ahead of the workshop.

### 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 (OME) Language curriculum expectations for this fall and moving forward.
3. Participants will better understand how this applies to instruction in both the classroom and in Student Support Services.

### Speaker bio:

Lisa VanderKuip is a Learning Resource Teacher and Vice Principal at Beacon Christian School in St. Catharines. Over the past two years, Beacon has engaged in an ongoing professional development opportunity. During this time, the staff dug more deeply into what the science says about learning to read and write which resulted in changes to literacy instruction. One of her greatest joys in Student Support Services is watching reading skills emerge and seeing her students "crack the code". Lisa is excited to share about what she's learned and what she hopes yet to learn on this journey.

