

# PROFESSIONAL DEVELOPMENT WEEK WORKSHOP OFFERINGS

For several years Anglophone North School District has been offering workshops for our colleagues in Canada's North during professional development week.

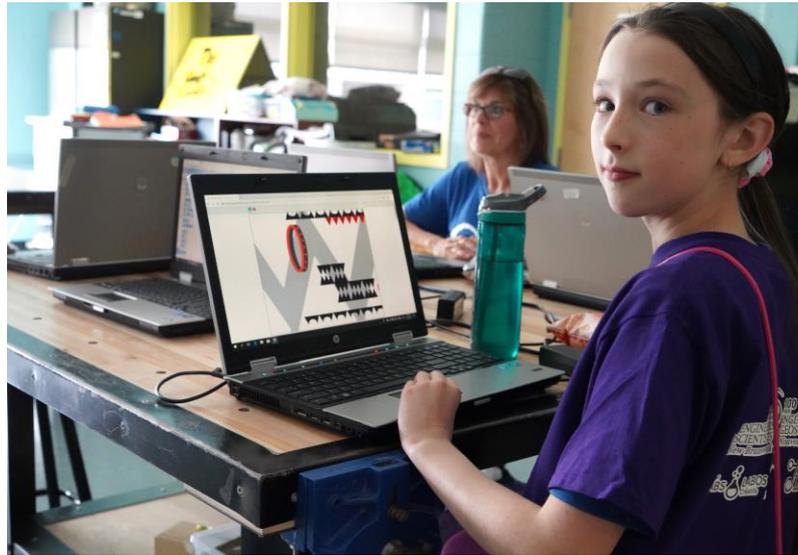
These workshops have included: Engaging Students with Interactive White Boards, Guided Reading, Project Based Learning, and Hands-On Learning with STEAM (Science, Technology, Engineering, Art and Math)

Enclosed you will find our offerings for the 2020 Professional Development Week in Nunavut.

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## FEBRUARY 18-22 2020

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# STEAM

(Science, Technology, Engineering, Arts and Math)



## Bringing STEAM into Your School

Kelly Russell; STEAM Lead & Haley Doucette; STEAM Lead

This professional development will offer cross-curricular sessions. Teachers will receive Professional development on school-wide STEAM League challenges (including cardboard catapults, cardboard arcades, building robots from recycled material, and the list goes on!), Stop Motion Videos, Circuitry, Coding and Learning with LEGO using task cards. These sessions offer advice on how to target multiple outcomes in different subject areas through project-based learning.



## STEAM in the Classroom

Katherine Halas-Moulton; Teacher

My PD would be about implementing STEAM teaching in the classroom; from light-up cubes to aquaponics and vertical gardens. The backbone of my PD would include the five steps to becoming a maker: 1) Identifying as a maker; 2) Building confidence in creative expression; 3) Building technical tool literacy; 4) Raising awareness of STEAM concepts; and 5) Collaborating and networking.



I would model a variety of lessons that could be adapted to any subject area or level. Participants would then be given time to work with materials and design lessons to take back to their classrooms. Depending on their interests and access to technology, I can also help them to explore video, photo and audio editing. I could also provide lessons on coding, using mini-robots, Micro:bits, 3D printing, vinyl cutting or SMART boards. We could also explore very practical projects like my students' projects with building a greenhouse, aquaponics and interior vertical gardening if some teachers have an interest in those applications of STEAM. We can go very high tech or low tech depending on the group. This workshop would not be about technology, but instead about how technology can be used as a tool to achieve hands-on, constructivist learning. Make/STEAM projects can be made with cardboard and tape while students learn about the engineering process. I taught a session for our teachers in August and if you have SMART Notebook you can see the lesson I prepared for them here: <http://bonarlaw.nbed.nb.ca/ms-halas-moulton/note/making-pl-august-2018>



# STEAM

(Science, Technology, Engineering, Arts and Math)

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## PowerPlay Young Entrepreneurs

Charles Austin; Teacher & Certified PowerPlay Ambassador

Stuart Murray; PowerPlay Young Entrepreneurs Coordinator – Province of NB

Experiential learning is highly engaging for students. This presentation features PowerPlay Young Entrepreneurs, a real-world project that helps grades 4-8 students become design thinkers by creating their own business ventures. Students conceptualize product ideas, complete market research, make prototypes and finalize their products to sell at a school-based sales event. They also learn about social responsibility by donating a portion of their profits to charity.



To learn more about the program, please visit:

<https://www.powerplay4success.com/>

This is a practical In-Service for educators that plan to use the program in their classrooms. Teachers will learn how to:

- Engage students of varying abilities with project-based learning techniques.
- Align learning curriculum and integrate into different subjects.
- Make school more meaningful and relevant.
- Help students develop a growth mindset.
- Support students in self-directing & assessing learning.
- Inspire learners to actively develop global competencies (i.e. creativity, critical thinking, communication) in order to achieve their goals.



**NOTE: Traditionally the PowerPlay Young Entrepreneurs teacher manual and student resources cost approximately \$500 per classroom, but funding has been secured for up to twelve teachers in Nunavut to implement this program in their classroom for free!** Stuart and Charles are two of the first Certified PowerPlay Teacher Ambassadors and will be able to offer ongoing support for teachers as they implement the program. Teachers will also learn how they can connect their classes with PowerPlay Students Ambassadors in New Brunswick. The Ambassadors will be available to offer tips and suggestions to participating students. Teachers would need to commit to implementing the program over six to eight weeks. They must also plan to spend a minimum of three to four hours of class time each week.



**POWER PLAY** **YOUNG**  
**ENTREPRENEURS®**

# Mental Health



## Empowering Students & Educators through Mental Health Resilience

John Fletcher; Mental Health Mentor

### Professional Session # 1: Mental Health Literacy

This is a two-day PD that focuses on increasing mental health literacy among educators, students and the community. Mental Health Literacy is best understood as the following:

- (1) knowing how to obtain and maintain good mental health
- (2) reducing stigma around mental illness
- (3) understanding mental illnesses and treatment options
- (4) increasing help-seeking behaviors (knowing when, who and where to go to for help).

Teachers will be equipped with the skills to teach the Mental Health Curriculum in the middle and high school levels. This is the only evidenced-based mental health curriculum in Canada. For more information, please check out the following website: [www.teenmentalhealth.org](http://www.teenmentalhealth.org) Also, check out a promotional video with one of the schools in ASD-N who used the mental health curriculum as part of their health class:

<https://www.youtube.com/watch?v=fDEgNWcT8Ms>

### Session # 2: Integrative Youth Development Phase 1 Training

This two-day PD focuses on increasing knowledge and practical skills in the area of resilience. Educators will embark on a deep dive on the topic of resilience through the lens of ecological development. This training will empower educators to not only better understand the phenomenon of resilience but help build and amplify it in themselves and their students. This training will also review the Student Support Card (SSC) assessment tool. The SSC assesses how resilient and connected a student is in various ecosystems: home, school and community. It provides the educator a “snapshot” of the student’s web of support (developmental ecology) which shows the educator how connected the youth is to key adults (known as Anchors) in and out of the school and also highlights the unique strengths, passions, learning styles and skills of the individual. Participants will be shown how to collect and use the data to help increase school connectedness and resilience.

# Mental Health

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## **Learning to Fail Through Adventure Education**

Robert Woodburn; Teacher

I will be introducing teachers to activities that they can use with their students that focus on life skills such as teamwork, trust, effective communication & cooperation. I would be following the Adventure Education methods of facilitating teachers through the activities and then debriefing to discuss the topics mentioned earlier and how students can use these methods in other aspects of their lives. The emphasis of this professional learning will be showing students that failure is not a bad thing and how one can learn from mistakes and continue to grow in a positive manner



## **Mindfulness in Schools**

Shelly Ward-Cain; Guidance Lead

As a Guidance Counsellor I have extensive experience in many areas, such as Mental Health and Wellness and Crisis Response. I am particularly interested in the use of Mindfulness in schools, as well as the development of resilience and growth mindset in children and youth. As well, I am able to deliver PD concerning grief and youth, self-injury, anxiety and stress, and Social-Emotional learning. I also have experience assisting students with personal development topics such as time management, organizational and study skills, as career and post-secondary planning.

# Literacy



## **The Next Step Forward in Guided Reading**

Barb Brown; Literacy Lead

I am very interested in providing some professional learning to teachers in Nunavut. I taught in Rankin Inlet and Kugluktuk, NU from 2003-2007 and I understand that these professional development opportunities are so important for Nunavut teachers. In my current position as a Literacy Lead, I have presented several professional learning sessions on Guided Reading and Writing. Furthermore, during my 5 years as a Literacy Lead I've worked in many different schools within our school district and understand how to present information to colleagues. In our district, we are currently using Jan Richardson's *The Next Step Forward in Guided Reading*. This resource has proved to be invaluable as it supports reading with students from K-8. This resource aids a teacher to work with students in their class at all reading levels. This text introduces how to use Reading Recovery strategies in a classroom. Furthermore, I attended many Daily 5 professional learning sessions and implemented those practices within various classrooms around the district. In addition, I have been working on some writing PD for K-2 writing booklets. Another writing PD would be using Adrienne Gear's fiction and non-fiction writing power books which have wonderful lessons and mentor texts to use in the classroom. These writing resources have produced some great writing pieces in our classrooms.

# First Nations Perspectives



## **Intergenerational Trauma of Residential Schools**

Lorraine Clair; First Nations Lead

My presentation would be on Residential Schools and how they still affect our students. I would like to give a First Nation (FN) perspective of teaching and learning in the classroom. First Nation students do learn differently and are still very much affected by the Residential School System; especially those who are in the Northern isolated areas. If we can teach our teachers how to teach our children then our children will be more successful. I have heard teachers say on Parent-Teacher days that it does not matter as the FN parents won't come in anyway. If the teachers only knew why, then things would change. I want to help make that change by telling and showing the teachers "WHY". If teachers today were able to go back and see the children who suffer they would be able to understand the pain the children of pain still feel.

Intergenerational PTSD and separation anxiety are things that teachers and other professionals need to know effect FN children at a very high rate. If the people who spend most of their time with today children don't know how to spend their time with them then it is a waste of time. Teachers across Canada have to let go of their own comfort in order to bring comfort to these youth.

If I am chosen to do a PD I will bring all I got as a teacher and as a second-generation Residential School Survivor to help those who will be responsible in helping our next 7

Generations. We need to all be on the same page when it comes to teaching our FN children, youth and next leaders.

# Personalized Learning



## Personalized Project-Based Learning

Rachel Bell, Laura Perry & Amy Barrieau; Teachers

As a team, we will offer various workshops based on our experiences facilitating personalized, project-based learning in our school. These will be supplemented by workshops on literacy for K-8 teachers, with strategies to connect project-based learning to evidence-based literacy learning practices.



## Personalized Learning through Student Vote

This session will focus on tried and true practices used to facilitate Student Vote. Lessons, project ideas, and assessment practices will be shared that offer students a great opportunity to explore their own personal interests and understand that those personal preferences help to inform the choices of voters.

## Personalized Learning through Entrepreneurship

Help your students cultivate their entrepreneurial mindset by facilitating a cross-curricular project like "The Market", where students use their strengths, interests, and learning styles to create a product that only they could come up with. Focuses include market research, product development, marketing, and advertising of real student-made products. (With references to *PowerPlay Young Entrepreneur* program handbook and resources.)



## STEM Inspired Inventors' Workshop

Learn how your students can explore the role of inventor and attempt to improve life in some small, but meaningful way. Find out how to facilitate ideation and support the design and creation of prototypes using a STEM engineering model. See your students identify and tweak variables as they perfect their inventions, develop grit, and sharpen their skills in data collection and analysis.

## Personalized learning through community engagement

Learn to facilitate project-based learning that empowers your students to become active citizens. Whether they want to gain real-world experience in a career that interests them, deepen their relationship to their community, or make their voices heard, you can draw on your own expertise in instruction and assessment to connect their interests to your curriculum. Hit outcomes while letting your students' passion drive their learning.

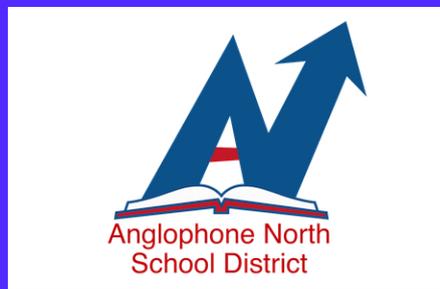


## Early literacies through play-based learning

Using the New Brunswick Curriculum Framework for Early Learning and Childcare, with a focus on the Communication and Literacies document, we will explore multimodal literacies through child-led, play-based learning.

## The Workshop Model in Elementary/Middle School Literacy Classrooms

This session will provide literacy teachers with an overview of how to incorporate Reading and Writing Workshops into their classrooms. By using the workshop model, teachers will help to, "Create a society of readers with teachers focusing on the individual needs of students during conferences." (Towle, 2000).



Anglophone North School District is known nationally and internationally for its innovative practices in education. Should you be looking for a professional learning topic that does not appear in this brochure feel free to reach out to Adam Hayward ([adam.hayward@nbed.nb.ca](mailto:adam.hayward@nbed.nb.ca)) and we are certain we can accommodate almost any request.

Our teachers have presented professional learning opportunities to colleagues throughout Canada and around the world including China, Guyana, and The Netherlands, just to name a few.

Costs of acquiring teachers to fulfill the requirements of the professional learning week can be negotiated.

We look forward to continuing this invaluable partnership with our colleagues in Canada's North.

Thank for considering ASDN to provide your professional development needs.

Sincerely,

Mark Donovan

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Superintendent; Anglophone North School District