

Summit 20 VANCOUVER

Jan 26-27, 2018

PINNACLE HOTEL
VANCOUVER HARBOURFRONT

Inviting K-5
Teachers
and Leaders
K/1 • 2/3 • 4/5
Workshops

New BC
Teachers
Welcome

6 Keynotes
25 Workshops
12 International
Authors and
Researchers

Our International Authors and Researchers

KEYNOTE INSPIRATIONS

- ★ **Dr. Tim Rasinski** *NEW!*
Fluency: Centre Stage of Reading Instruction
- ★ **Dr. Richard Allington**
Cutting Through the Research Jargon to
Intervention in the Classroom
- ★ Juno Award-winning
Charlotte Diamond *NEW!*
They Need More than 4 Hugs a Day!
- ★ **Dr. Anne Cunningham**
Powerful Research: Five Factors that Predict
Future Literacy Success (NELP)
- ★ **Dr. Janet Mort**
90% Reading Success: HOW?
- ★ **Mike McKay**
Creating Social-Emotional Conditions
so Kids Can Learn: The Self-Regulation Story

WORKSHOP INSPIRATIONS

- ★ **Dr. Ruth Culham**
The Writing Traits and Mentor Texts
- ★ **Dr. Maria Walther** *NEW!*
Poetry: A Powerful Tool for Motivation
and Fluency
- ★ **Libby Jachles** *NEW!*
The Writing Traits
- ★ **Lori Jamison**
Integrating Play and Learning
- ★ **Margo Southall**
Differentiating Instruction in the Classroom
- ★ **Miriam Trehearne**
Multiple Paths to Literacy (New Book)

Registrations Details

Please see page 6

THE REDESIGNED BC CURRICULUM:

92% OF **ALL**
STUDENTS **CAN AND**
ARE ACHIEVING
GRADE LEVEL SUCCESS
IN MULTICULTURAL CLASSROOMS

HOW? Join Us to Explore the Success
Stories and Possibilities

OUR BC SPECIAL FOCUS: KEYNOTES AND WORKSHOPS

LITERACY

- Big Ideas and Themes and Learning Excitement
- Reggio Inspired Learning and its place in the BC Curriculum
- Playful Inquiry and Motivation
- Social Competence and Learning
- Mentor Texts and Explorations
- Songs, Joy And Literacy
- Poems, Fun and Fluency
- Outdoor Investigations and Literacy
- Foundational Skills Embedded in the Day

An Indigenous Education Summit-within-a Summit SUCCESS FOR ABORIGINAL LEARNERS

Limit:
100 Participants

Equity, Responsibility, and Reconciliation

Our Indigenous Learners: 92% Success is On Its Way!

This is a special mini-Summit for all educators interested in a focus on Indigenous Education.

See page 6 for details but sign up quickly as this Mini-Summit is expected to be popular and is space-restricted to 100 participants.

Attend in teams to build a
dynamic classroom and
school intervention program.

A First Class Beginning:
eL Early
Learning INC.
(Janet Mort PhD)

remembering
**Dr. Clyde
Hertzman**

Supporting BC Educators and the Redesigned BC Curriculum

Our expert speakers have been specially selected to address the Redesigned BC Curriculum.

There will be a series of workshops that highlight classrooms, school and school district who have – through innovative practices – developed exemplars for the big ideas and concepts (K to 5) in the BC Curriculum. Specific to the BC Curriculum we will also feature workshops on:

- Outdoor Explorations K to 5
- Inquiry: Reggio-inspired
- Other Classroom and School-based Inquiry Projects
- Big Ideas: Thematic Approaches
- First Peoples Principles of Learning
- Interdisciplinary Projects



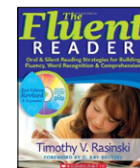
Mike McKay (Summit Chair and Presenter Self-regulation)

With 35 years' experience as a school and district educational leader, Mike McKay retired at the end of 2013 from his position as Superintendent/CEO of Surrey School District, a diverse and dynamic school system in one of Canada's fastest growing cities. His experiences led him to encourage schools to engage in value-added improvement processes, through which school communities commit to capacity building in a positive, appreciative enquiry environment. Mike's leadership and vision on giving "every child, every chance, every day," have focused on increasing student success rates at all levels. Passionate about the difference that can be made through quality public education, Mike's current work has resulted in the establishment of a national self-regulation initiative (see www.self-regulation.ca). In addition to learning and sharing in developments in the space where neuroscience intersects with education, Mike is also active nationally and internationally as a resource person on system improvement, helping to build capacity through a focus on innovative leadership, accountability, ethics, school culture and professional learning communities.

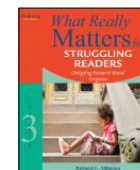
International Researchers and Authors



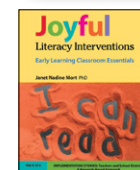
Dr. Tim Rasinski is a professor of literacy education at Kent State University. His scholarly interests include reading fluency and word study, readers who struggle, and parental involvement. His research on reading has been cited by the National Reading Panel and has been published in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Reading Psychology*, *The Handbook of Reading Research*, and the *Journal of Educational Research*. Tim served on the Board of Directors of the International Reading Association. He has also served as co-editor of *The Reading Teacher* and the *Journal of Literacy Research*. In 2010 Tim was elected to the International Reading Hall of Fame. Prior to coming to Kent State Tim taught literacy education at the University of Georgia. He taught for several years as a classroom and Title I reading interventionist in Omaha Nebraska.



Dr. Richard Allington is a well-known author and co-author of: *What Really Matters for Struggling Readers*; *What Really Matters for Response to Intervention*; *Learning to Read: Lessons from exemplary first- grade classrooms*; *Classrooms that Work: They can all read and write*; and *Schools That Work: Where All Children Read and Write*; as well as over 100 other articles and publications. He serves on numerous editorial boards for research journals. Past President of the International Reading Association and the National Reading Panel he has been an outspoken critic of failed government initiatives and a powerful advocate for the rights of children who struggle with reading.



Dr. Janet Mort has created a powerful intervention system for primary grades. Instead of retiring she returned to university to determine how to help struggling young learners achieve literacy success. She systematically analyzed the prevailing Early Learning research; designed a strategy to apply the research in primary classrooms; and created an innovative assessment and tracking tool. Since then she has worked with over 100 teachers to apply the system in their classrooms. She has documented the research and her system in a new book – *Joyful Literacy Interventions*. The results have been outstanding: The goal was to begin applying the system in kindergarten with the goal of ensuring that vulnerable children reach grade level in literacy by the end of grade three. Hard data demonstrates that teachers are succeeding in achieving that goal in very vulnerable multi-racial classrooms where success rates had been historically low. Janet's system features a play-based environment where skills are embedded in practice activities in centers and each child's progress is tracked skill by skill. joyfulliteracy.com



Charlotte Diamond (Educator) The Seven Intelligences Through Music: Primary educators know that struggling learners experience joyful learning through music but often are not trained to instruct through song. Juno Award winning Charlotte Diamond has always had a special interest in children with learning challenges. As well as being an internationally renowned singer, composer, and performer of family and children's music, Charlotte is also known as an educator, and has participated in many educational conferences as a keynote speaker and workshop leader throughout North America. Charlotte's music is part of many classroom curricula, as the songs are easily "singable", teachable, and relevant to literacy... one more way to close the gap and open joyful learning possibilities for young children.

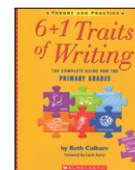


Dr. Anne Cunningham (Researcher and Author) has a PhD in Developmental Psychology and is known for her research on literacy, child development and special education (conducted at the University of Berkeley, CA). She examines the cognitive and motivational processes underlying reading ability and the interplay of context, development, and literacy instruction. Dr. Cunningham has been awarded several prestigious research fellowships. She currently serves as principal investigator of Teacher Quality: The Role of Teacher Study Groups as a Model of Professional Development in Early Literacy. She is a member of multiple journal editorial boards. She has served on several expert panels for literacy initiatives, which included the National Early Literacy Panel (NELP). Anne elegantly balances public school reading experience with rigorous scientific research work and university level teacher training.

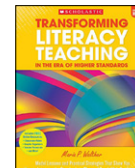




Dr. Ruth Culham (Author) is a featured speaker nationally on traits of the writing and effective writing instruction. Ruth is a recognized expert in the traits of writing and author of over 40 Scholastic resources including *6+1 Traits of Writing: The Complete Guide, Grades 3 and Up*; *6+1 Traits of Writing: The Complete Guide for the Primary Grades*; and *Traits of Writing: The Complete Guide for Middle School*, winner of the 2011 Teacher's Choice award. She launched a writing revolution with a culmination of 40 years of educational experience, research, practice, and passion. She has two new books: *What Principals Need to Know About Teaching and Learning Writing* (2014) and *The Writing Thief: Using Mentor Texts to Teach the Craft of Writing* (2014) from IRA. Ruth is the president of the Culham Writing Company and former Unit Manager of the Assessment Program at Education Northwest in Portland, Oregon.



Dr. Maria Walther (Teacher and Author) earned a doctorate in elementary education at Northern Illinois University and has taught first grade since 1986. Maria inspires other professionals by sharing her knowledge and expertise through offering insightful, customized professional development presentations and through teaching a number of courses in the Master's of Literacy (MLIT) program at Judson University. She is committed to research, teaching, and writing. She has co-authored five professional books with Scholastic, including the highly regarded *Next Step Guided Reading Assessment*. Dr. Walther was honored as the Illinois Reading Educator of the Year, earned the ICARE for Reading Award for fostering the love of reading in young learners, and was named the Outstanding Literacy Alumni by the Dept. of Literacy Education at Northern Illinois University. Learn more about Dr. Walther at mariawalther.com and follow her on Twitter @mariapwalther.



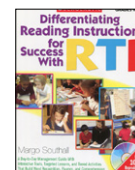
Libby Jachles is a former classroom teacher and coach currently specializing in training and coaching classroom teachers on teaching writing using the *Writing Traits*. She has collaborated for years with well-known author Ruth Culham. The videos in Ruth's program were filmed at Libby's school. Throughout the past 17 years, she's trained and presented to teachers, both nationally and internationally. Libby enjoys helping teachers become more comfortable with assessment, as well as providing a hands-on experience with writing lessons that are engaging and meaningful in helping students become writers. She knows books, she knows kids, she knows teachers, and she likes to put her knowledge of all three together in her workshops and presentations...with voice and enthusiasm always sprinkled in.



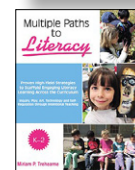
Lori Jamison is a teacher, consultant and author whose work on best practices in literacy instruction has been recognized across North America. Lori believes that we need to think of our most vulnerable learners as "with promise" instead of "at risk." In this way, we can focus on meeting every student where he or she is and scaffolding each one of them to higher levels. A former K-12 Language Arts Consultant and past board member of the International Literacy Association, Lori has written several books for teachers, including *Reading, Writing, Learning: Finding the "Sweet Spots" in Kindergarten Literacy Instruction*; *Marvelous Minilessons for Teaching Beginning Nonfiction Writing*; *Guiding Readers: Making the Most of the 18-Minute Guided Reading Lesson*, and *Struggling Readers: Why Band-aids Don't Stick and Worksheets Don't Work*. In her sessions, Lori will discuss new ways of thinking about literacy structures to help all our students reach their promise. lorijamison.com



Margo Southall (Author) will demonstrate how to make standards achievable for struggling readers with lesson sequences and hands-on learning activities that apply current brain research on how children learn. She has designed a doable framework for differentiating both classroom and intervention programming that targets specific profiles of reading difficulties and addresses the underlying cognitive factors behind a slow rate of progress. Margo enjoys working collaboratively with teachers in professional learning contexts across Canada and the U.S., and has authored five books on differentiated practice, including a best-seller. margosouthall.com



Miriam Trehearne (Author) will focus on the best literacy practices teachers can use to build the vulnerable reader's oral language, knowledge of high frequency words, comprehension, and fluency. She will describe many research-based, practical, engaging, and developmentally appropriate strategies, mini-lessons and activities, that are designed both to assess and develop early literacy skills. Miriam has worked as a classroom teacher, resource teacher, special needs coach, literacy specialist and University Associate. [MiriamTrehearne books](http://MiriamTrehearnebooks.com)



POPEI

The **Provincial Outreach Program for Early Intervention** (POPEI) is a BC Ministry of Education Provincial Resource Program with an outreach focus. Our mandate is to build and sustain educators' capacity to support all primary literacy learners, particularly diverse and struggling learners, in the classroom setting. We support BC School Districts and Independent School Organizations through face-to-face workshops and a variety of online resources, where we provide opportunities for educators to explore and share research-based practices in the areas of intervention, assessment and literacy for primary-aged learners. www.popei.ca



Tanya Margerm (Outdoor Kindergarten Teacher – SD 54, Houston BC)

Wearing a Scientist's Eyes! Tanya will share her experiences, success stories, and hurdles in developing an Outdoor Kindergarten Program:

- Imbedding First Nations Principles of Learning, the Core Competencies and creating experience based leveled literature.
- Designing Outdoor Learning Spaces
- Active learning to support challenging students
- Accessing nature for vulnerable students



Sue McLeod (Teaching Principal – SD 75, Dewdney BC)

Place-Based Learning in your School Backyard (K to 5)

Re-connecting kids with nature – how to begin and maintain an outdoor education program in a typical school environment.

K-5 teachers and administrators: This workshop focuses on the implementation of place – based learning in most school environments (urban and rural). Areas to be covered include experiential, inquiry-based outside activities, safety protocols and aboriginal connections. Participants will gain resources, tips and knowledge to start taking kids outside on a regular basis whether it be gardening, hiking, ethno botany or environmental awareness and leave with the ability to "grow their own" classroom program.



The Indigenous Summit-within-a Summit

Dear Participants,

We are delighted to welcome colleagues from around the province and beyond that are interested in success and equity for Indigenous learners. The Indigenous Education Summit-within-a Summit will bring together educators and leaders from the Ministry of Education, First Nations' and Early Learning Inc. for the purpose of reaching and achieving over 90% grade-level literacy success by grade two. Early Learning Inc. is pleased to provide space for this important conversation to take place. Those who attend the Indigenous Education Summit component of the event will also have the opportunity to attend keynote presentations, share and network at nutrition breaks and select from a wide variety of workshops at the main Summit. The Summit-within-a Summit delegates will focus their time on developing the skills and knowledge necessary to lead powerful learning environments where Indigenous learners thrive. Welcome!

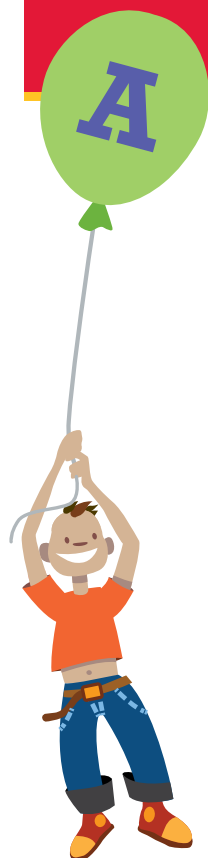
We look forward to seeing you there.

Janet N. Mort PhD

Joyful Literacy Interventions

SUCCESS FOR ABORIGINAL LEARNERS

Equity, Responsibility, and Reconciliation



This program will appeal to teachers, principals and vice-principals, and system leaders who are ready to take responsibility for Reconciliation, Renewal, and Change to ensure equity of opportunity and meaningful learning for Indigenous students.

Participants will engage in professional reflection and engagement with our systems approach to scanning for equity across our schools, districts, and jurisdictions. The scanning process approaches equity through powerful analysis of practice, structures, attitudes, and beliefs. Participants will gain confidence and key skills that enable relevant and meaningful practice, action and leadership in education.

Through an orientation to the Equity Scanning process, participants will pay close attention to four main areas that, when aligned and working together, create education systems that are calibrated toward equity.

The mini-Summit is divided into four main area:

1. Policy and Governance
2. Learning Environments
3. Pedagogical Core, and
4. Learning Profile.

Sessions will be facilitated by leaders in the field and participants will take away key ideas and strategies for leading equity "back home" in districts, schools, and classrooms.

Our world class education system in British Columbia will be enhanced by a focus on creating equity of opportunity for all learners.

Scott Benwell PhD
Scott.Benwell@gov.bc.ca

Kaleb Child Musgamdzi
Kaleb.Child@gov.bc.ca

Field Liaison, Aboriginal Education
British Columbia Ministry of Education, Learning Division



PROGRAM: A CURRICULUM FOCUS

Keynote and Workshop Topics

Participants will have the opportunity to participate in presentations of numerous topics. Each presentation on the topic will outline the most pertinent research on the topic and multiple strategies for implementing the research in the classroom. The workshops will be targeted to different grade levels (K/1, 2/3, 4/5); however, participants are welcome to attend any of the grade groupings if they wish to listen to other speakers. Some workshop topics may be merged depending on the number of registered participants and rooms available in the facility.

READING AND WRITING

K/1

- **What Factors are Crucial in Later Literacy Achievements: Significant Clues!** – Dr. Janet Mort and Dr. Anne Cunningham
- **Play-Based Literacy Centres for Kindergarten and Grade 1** – Ann George and Shauna Lothrop
- **Fluency: A Critical Key to Proficiency in Reading and Writing; Speaking and Listening (Grades K-5)** – Dr. Tim Rasinski
- **Phonics is Foundational for Reading** – Dr. Tim Rasinski
- **Reading Like a Writer (K-1)** – Libby Jachles
- **Read the Writing: Teach the Writer (K-1)** – Dr. Ruth Culham
- **A 90% Success Rate by Grade 2: They achieved it! – A District Case Study and an Aboriginal School Case Study**
- **What at-risk readers need (K-1): We have the proof here in Alberta!** – Miriam Treheane

Grades 2/3

- **Shared and Guided Reading: The “We-Do” of Reading Instruction** – Lori Jamison
- **Fluency: A Critical Key to Proficiency in Reading and Writing; Speaking and Listening** – Dr. Tim Rasinski
- **Differentiated Fluency and Comprehension Lessons: Make Learning Memorable and Enjoyable for Struggling Readers!** – Margo Southall
- **Reading Like a Writer (2/3)** – Libby Jachles

Grades 4 to 5

- **Word Knowledge is Important!** – Dr. Tim Rasinski
- **Fluency: A Critical Key to Proficiency in Reading and Writing; Speaking and Listening (Grades K-5)** – Dr. Tim Rasinski
- **Just In: No More Worksheets!** – Dr. Ruth Culham
- **The How-to of Closing the Within-Schools and Between-Schools Gaps in Reading and Writing: We Know What We Need to Do!** – Miriam Trehearne

SPEAKING AND LISTENING & RESEARCH AND INQUIRY

K/1

- **Collaborative Conversations in Read-Alouds; Shared Reading and Shared Writing: Differentiated – Instruction in Action!** – Margo Southall
- **What Do You (Want To) Know? Research and Inquiry In K-1: Let’s turn our students’ explorations and questions into investigations** – Lori Jamison
- **Children and teachers as theory-builders: Constructivist Teaching through BIG IDEAS** – Dr. Christine Chaillé
- **Connections Through BIG IDEAS: A Joyful Process** – Dr. Christine Chaillé
- **K/1: Wearing a Scientist’s Eyes!** – Tanya Margerm, Outdoor Kindergarten Teacher

Grades 2/3

- **Differentiated Fluency and Comprehension Lessons: Make Learning Memorable and Enjoyable for Struggling Readers!** – Margo Southall
- **Read the Writing: Teach the Writer** – Dr. Ruth Culham
- **Let’s Find Out! Research and Inquiry in Grades 2-3** – Lori Jamison
- **Children and Teachers as Theory-builders: Constructivist Teaching through BIG IDEAS** – Dr. Christine Chaillé
- **Connections through BIG IDEAS: A Joyful Process** – Dr. Christine Chaillé
- **What We Truly Know about Developing Oral Language, the Heart of a Literacy Program!** – Miriam Trehearne

Grades 4 to 5

- **Speaking and Listening: Word Knowledge is Important** – Dr. Tim Rasinski
- **Self-Regulation and Learning** – Mike McKay
- **Using Mentor Texts in Research and Inquiry** – Dr. Ruth Culham
- **Deeper Comprehension with Literature: Make Higher-Order Thinking Skills Accessible for Struggling Readers** – Margo Southall

Grades K to 5

- **K5: Place-Based Learning in Your School Backyard** – Sue McLeod, Teaching Principal
- **K5: Singable, Teachable, and Joyfully Literate!** – Charlotte Diamond
- **K5: Creating Social Emotional Conditions So Kids Can Learn: The Self-regulation Story** – Mike McKay

SUMMIT 20

Jan 26-27, 2018

VANCOUVER

PINNACLE HOTEL VANCOUVER HARBOURFRONT

1133 West Hastings Street
Vancouver BC V6E 3T3

8:30 am to 4:00 pm



A SUMMIT for Early Literacy Leaders: Scholars and Practitioners Working Together | Primary teachers; ATA members; School trustees; Literacy Coordinators; Aboriginal leaders; Special Education Leaders; ECE leaders; College and University leaders; Ministry leaders and others who have opportunities to enhance programs for vulnerable readers

REGISTER NOW!

How to Register

1. Review this page. This is the information that you require.
2. Email joyfulliteracy@shaw.ca for a registration form.
3. You will receive a fill-able registration form.

The form will give you the choice of four options:

- ☐ K/1 Workshops
- ☐ 2/3 Workshops
- ☐ 4/5 Workshops
- ☐ The Indigenous Summit-within-a Summit (Limit 100 participants)

4. Complete the form and return it to the same email address. You are now registered!
5. Our mailing address is: Early Learning, Inc., Raincoast Business Centre,
1027 Pandora Ave, Victoria, BC, Canada V8V 3P6

Payment

Payment is by credit card (Visa or Mastercard) or school district invoice; we guarantee security. The registration fee is \$395 plus GST for Canadians (no GST for Americans). Registrations cannot be cancelled after payment; however you can hold spaces and provide names later if payment is included in the registration. The registration fee includes two nutrition breaks. The program will be offered on Jan 26-27 from 8:30 am to 4:00 pm. To ensure your space please register early. Registrations cannot be cancelled; however substitutions are welcome.

Room Reservations

Limited room rates are available in Vancouver at the following hotels. Other hotels may have available space. Registrants may be eligible for Vancouver teacher rate at the hotel of your choice.

Pinnacle Hotel – Vancouver Harbourfront
1133 West Hastings Street, Vancouver, BC V6E 3T3
For reservations call: 1-888-000-0000
and quote "Summit 20: Vancouver"

Request a
registration form
by emailing:
joyfulliteracy@shaw.ca

For special circumstances contact
Dr. Janet Mort at jnmort@shaw.ca.

(Previous Summits were fully booked weeks before the event. As we turned many away, you may wish to register early.)

Along with selecting one of four options, the following information is required on the registration form you will receive:

Name _____
Job Role _____
School District _____
Email Address _____

Credit Card ☐ Visa ☐ Mastercard

Name on Card _____
Card No. _____ Expires _____

Invoice

School or District Name _____
Address _____
Attention _____