



DIGGING DEEPER INTO CURRICULUM FROM GOOD TO OUTSTANDING

9:00 a.m. to 3:15 p.m.
(with 1.15 hour lunch break, catered by Bertini's)

Please indicate your session selection on the Learning Opportunities Registration Form (last page).
FMC and FMP teachers please hand in your completed registration form to your school contact.
All other districts may fax to (780) 444-0894 or mail their completed registration forms with payment.

REGISTRATION DEADLINE: FRIDAY, DECEMBER 18, 2009 at 10:00 a.m.
(No transfers will be allowed after January 13, 2010)

The Edmonton Regional Learning Consortium's focus continues to be "*Partners in adult learning for students' sake*", and we value the opportunity to collaborate with Ft. McMurray Catholic and Public districts to provide these learning opportunities. Session costs have been subsidized as a result of grants from Alberta Education to support curriculum implementation.

SESSION DESCRIPTIONS AND PRESENTER BIOGRAPHIES

SESSIONS BEGIN AT 9:00 A.M. AND END AT 3:30 P.M.

ABORIGINAL STUDENT SUCCESS

Our Words, Our Ways

with **Pauline Auger**

WHO SHOULD ATTEND: Teachers of First Nations, Métis and Inuit students, liaison workers, counsellors, administrators and school staff and anyone who desires to expand their understanding.

ABOUT THIS LEARNING OPPORTUNITY:

This session examines the resource which was created to assist educators in building their understanding, knowledge and skills to “infuse” First Nations, Métis and Inuit culture into instructional programming.

Participants will be introduced to:

- The “how to” for practical skill development in the delivery of teaching ideas based on the FNMI cultures in the resource
- Seven chapters containing shared wisdom from Aboriginal scholars and Elders
- Interactive learning and sample strategies
- Explore the role of Elders
- Circle Sessions
- Understanding protocol
- Cultivate a better understanding of the diversity of students in the classroom
- Create a classroom that benefits all learners
- Build a strong teacher – student relationship to enhance student success
- Learn helpful techniques “how to” classroom strategies

ABOUT THE FACILITATOR:

Pauline Auger (Sakaw Cree, member of the Bigstone Cree Nation) is a Curriculum Manager, FNMI, Curriculum Sector, Program Development and Standards Division. Pauline’s role is to support the infusion of FNMI perspectives into newly developed program of studies and liaise between community, inter-branch and other sectors within the ministry.

Pauline began her career with Alberta Education as a secondee to complete work on the Cree Language and Culture programs of study (Sept 08-June 09). Upon completion of her secondment Pauline stayed on with Alberta Education in her new role as Curriculum Manager in FNMI/LDC unit to support authentic infusion of FNMI perspectives into programs of study and success for FNMI students. Pauline looks forward to meeting the participants in her session.

CAREER AND TECHNOLOGY STUDIES

CTS Implementation and PD Strategies

with **Joseph Clark**

WHO SHOULD ATTEND: CTS Teachers, School Administrators

ABOUT THIS LEARNING OPPORTUNITY:

CTS have been undergoing some big changes, new programs, new courses new chances for professional development. If you have questions, and are looking for information on implementing the CTS program in your school or at distance this is the session for you.

ABOUT THE FACILITATOR:

Joseph Clark is a twenty five year veteran of CTS and has worked with Alberta Education as a curriculum developer and resource builder and is currently an Assistant Principal doing CTS at distance in outreaches and he brings a unique perspective to implementation, assessment and completion of CTS.

FINE ARTS

The Space Between the Subject: Exploration in the Fine Arts, Grades 7-12 with Robert Dmytruk and Assessment in Fine Arts, Grades 7-12 with Tim Paetkau

WHO SHOULD ATTEND: Fine Arts Teachers Grades 7-12

ABOUT THESE LEARNING OPPORTUNITIES:

I. The Space Between the Subject: Exploration in the Fine Arts, Grades 7-12

Emphasis on the negative space, the space between and around the central figure in a composition, leads to a more dynamic whole. Join other Fine Arts teachers in a discussion and planning as we examine the creative process and how it can lead to powerful learning and extension of student's knowledge.

II. Assessment in Fine Arts, Grades 7-12

This session will examine general assessment approaches and connect them to the fine arts. Connection to the curriculum, practical assessment tools, peer and self- assessment strategies will be discussed. You are encouraged to bring assessment tools and ideas that work for you to contribute to the dialogue.

ABOUT THE FACILITATORS:

Robert Dmytruk has taught art in the classroom for over twenty five years. He is currently the Art Consultant for the Edmonton Public School District. He studied art at the University of Alberta with an emphasis on painting and secondary art education. Bob is a practicing artist, painting with oils and using the landscape as a motif, who exhibits regularly in Western Canada. Some of the various topics that he presents regularly as an art consultant are: arts/core integration, art materials and techniques, use of the art curriculum in the classroom, planning, assessment, networking and best practices.

Tim Paetkau, (BMus, MEd) a former music and classroom teacher, is currently a consultant with Edmonton Public Schools, and has 14 years of experience in three Alberta school districts. He is fascinated with making connections between music and the new Social Studies program and has spent the past year collaborating with other consultants in introducing teachers to the new Social Studies curriculum.

FRENCH

AIM (Wendy Maxwell's Gesture Approach) and the Alberta Curriculum Two-Day Series with Laurie Faber

January 29, 2010 (Day 1) and March 10, 2010 (Day 2)

from 9:00 a.m. to 3:30 p.m.

WHO SHOULD ATTEND: Current and future teachers of FSL grades 4 to 6 and French Immersion teachers Jr. K to 1

ABOUT THIS LEARNING OPPORTUNITY:

Come ready to learn an approach that will engage your students learn French in learning.

This two-day workshop is participatory and "hands-on". In it you will:

- learn how to start a beginner level program using the AIM accelerated integrated approach
- learn how to dramatically increase fluency in second language learners
- learn gestures from Wendy's "Gesture Approach"
- act out plays designed for small group work

- sing songs written by well-known performer Matt Maxwell and learn related actions and dances
- learn how much of the AIM program can be reasonably covered during one year
- study some suggested year plans that integrate the AIM and the new Alberta FSL curriculum
- learn how and when to integrate thematic vocabulary using the AIM methodology

ABOUT THE FACILITATOR:

Laurie Faber has taught in French as a Second Language programs for the past 20 years. She has taught using the audio-lingual, communicative and thematic approaches. Laurie learned about the *Accelerated Integrated Method* while working on her Master's of Education degree and studying Multiple Intelligence theory. The AIM has revolutionized the way she teaches FSL; she has found that this methodology is theoretically sound and dramatically improves student L2 development in all language domains. Laurie is a certified AIM facilitator.

LEADERSHIP

Differentiation for Leaders – Tackling the Tough Questions

with **David Harvey**

WHO SHOULD ATTEND: Principals and School Leaders, AISI Leaders and District Leaders

ABOUT THIS LEARNING OPPORTUNITY:

Differentiation is starting to emerge in classrooms around the province as some teachers skillfully launch into what will possibly be the most complex professional challenge of their careers. The challenge for many leaders, particularly as the next cycle of AISI begins to take shape, is to determine how differentiation could become widespread common practice. Carol Ann Tomlinson said that differentiation defines good teaching. Do we believe this? Leaders are noting that, while student differences are at the heart of differentiation, teacher differences are also critical factors. Can there be different entry points into differentiation for different teachers? How would we hire teachers with differentiation in mind? How would we know when teachers are practicing differentiation? Is differentiation supposed to make kids more the same or more different? How important is it for kids to be well-rounded? What do we believe about maximizing the learning of all students, including gifted students? Where is the cross-over between classroom differentiation and special education? Can we really differentiate content, when it is defined by the program of studies? What is the interplay between assessment and differentiation? Fair might not always be equal, but what might it be? Through listening, talking and reading, participants in this forum-style session will tackle these and other questions critical to the implementation and support of classroom differentiation.

ABOUT THE FACILITATOR:

David Harvey is a graduate of the University of Alberta, with a bachelor's degree in special education. He dove into differentiation with his first assignment as the teacher of a district pull-out program for exceptionally high ability students. He received his master's degree in this field, and has also published on gifted programming in the regular classroom. His current interest is in developing a conceptual framework for differentiation that would help to rationalize the planning, implementation and supervision of differentiated classroom practices for a variety of students, teachers and settings. David is currently a principal with Elk Island Public Schools.

LITERACY / LANGUAGE ARTS

Scaffolding Literacy Development – A Guided Learning Approach, Grades Pre K-1

with **Mary Sullivan**

WHO SHOULD ATTEND: Pre K – 1 Language Arts Teachers

ABOUT THIS LEARNING OPPORTUNITY:

This workshop deals with the mystery and wonder of language as we learn it. It looks at how we bring the world to children through language, and how we draw *their* voices into the world of language. There are a myriad of ways to encourage and support speaking, reading, writing, and thinking in young learners, and there are common barriers to literacy development.

This workshop reminds us of these supports and barriers and provides an opportunity for dialogue and the sharing of successful strategies for encouraging literacy development. The focus of the day will be on the principles of a guided learning approach as well as practical ideas for implementing this approach in the primary context. (For teachers who attended an earlier primary session of mine there will be some unavoidable repetition.)

ABOUT THE FACILITATOR:

Mary Sullivan has worked with writers (and *non-writers*) from grades 1-12, with illiterate adults and university students. Her recent book, *Lessons for Guided Writing* (Scholastic Inc., NY), which will be launched at this session, outlines her approach to teaching writing and provides rich strategies for motivating and supporting students through the writing process. The book also demonstrates the *dialogue of revision* she enters with writers to take them from the seeds of ideas for writing to the finished publishable piece. Much of the material in the book was used in highly successful AISI projects that Mary led and participated in, in several Alberta schools.

Assessing and Teaching Reading Comprehension in Grades 2-6: Practical and Proven Strategies and Mini Lessons that Work

with **Miriam Trehearne**

WHO SHOULD ATTEND: Grades 2 – 6 Language Arts Teachers

ABOUT THIS LEARNING OPPORTUNITY:

How can teachers help all students to better comprehend what they read? What about those students who can decode but struggle with comprehension?

This **practical workshop** will clarify the most effective research based strategies used for both assessing and teaching reading comprehension across the day. Teachers can find hundreds of strategies listed in books to support comprehension. But, only a small number have proven to really make a difference over time.

ABOUT THE FACILITATOR:

Miriam Trehearne has been a classroom teacher, resource teacher, program specialist coach, Literacy Specialist and University Associate. She presently devotes much of her time to researching literacy best practices, presenting to teachers, literacy coaches and school administrators at conferences and writing books and journal articles. She is the author of the Language Arts Kindergarten Teacher's Resource Book (Nelson Learning Ltd), the 2006 AEP award winning Language Arts Grades 1-2 Teacher's Resource Book and The Comprehensive Literacy Resource for Preschool Teachers. Miriam has been honoured as a Canada Post 2001 Literacy Educator Finalist.

Best Practice in Language Arts Instruction and Differentiated Instruction, Grades 7-12

with **Graham Foster**

WHO SHOULD ATTEND: Grades 7 – 12 Language Arts Teachers and Literacy Leaders

ABOUT THIS LEARNING OPPORTUNITY:

This session will highlight how best practice in language arts instruction naturally integrates differentiation to benefit student learning. The session will focus on specific, practical instructional approaches with an emphasis on reading and writing, consistent with Alberta's Program of Studies. Specific topics include:

- key points from professional literature on differentiation;
- key points from professional literature on best practice in reading and writing instruction;
- practical and motivational differentiation approaches related to reading and writing outcomes, resources, methodology and assessment.

Teachers who consciously plan effective language arts instruction will implicitly differentiate instruction. The session will stress this point through showing more than telling.

ABOUT THE FACILITATOR:

A retired language arts supervisor, **Graham Foster** now works as a private consultant and writer. He has contributed a section on differentiation in language arts to the Alberta Education publication MAKING A DIFFERENCE. In addition, he has presented numerous workshops for schools, conventions, and consortia. He is the author or co-author of more than a dozen books. His recent publications

include 12 SIDES TO YOUR STORY(2009); WORKING TOGETHER TO IMPROVE LITERACY(2008); and EXEMPLARS-YOUR BEST RESOURCE TO IMPROVE STUDENT WRITING(2007).

MATHEMATICS

Manipulatives – What are They and How Can I Use Them?, Grades 1-3

with Carla Kozak

WHO SHOULD ATTEND: Grades 1 – 3 Math Teachers

ABOUT THIS LEARNING OPPORTUNITY:

The Alberta Program of Studies states that concepts should be introduced using manipulatives and be developed concretely, pictorially and symbolically. Come and deepen your understanding of how to create these opportunities for your students.

ABOUT THE FACILITATOR:

Carla Kozak works with Edmonton Public Schools, Consulting Services in the area of elementary mathematics as well as being a member of the ERLC Regional Math Team. She provides peer coaching to teachers and facilitates regular professional development activities, within Edmonton Public Schools and around the province. Carla is committed to the philosophy that “every child can learn” and her classroom experience includes working with a wide range of elementary students, including students with learning disabilities. Carla knows that differentiating instruction can make a real difference in student achievement. She is also a strong believer in the power of collaborative planning and enjoys the challenge of cross-disciplinary and cross-grade planning.

Manipulatives – What are They and How Can I Use Them?, Grades 4-6

with Debbie Windwick-Petkau

WHO SHOULD ATTEND: Grades 4 – 6 Math Teachers

ABOUT THIS LEARNING OPPORTUNITY:

The Alberta Program of Studies states that concepts should be introduced using manipulatives and be developed concretely, pictorially and symbolically. Come and deepen your understanding of how to create these opportunities for your students.

ABOUT THE FACILITATOR:

Debbie Windwick-Petkau has worked with Edmonton Public Schools for 22 years and her experiences range from working with K - 9 with the majority of her work being elementary. She has taught at a wide range of schools, all with unique and differing needs. She is also a member of the ERLC Regional Math Team. She is a strong believer that all students can and are capable of learning. Debbie is passionate about mathematical literacy for children. She is a trained Power of Ten instructor and has worked with a variety of teacher groups using these strategies to improve math learning and achievement for students.

Manipulatives – What are They and How Can I Use Them?, Grades 7-9

with Cathy Campbell

WHO SHOULD ATTEND: Grades 7 – 12 Math Teachers

ABOUT THIS LEARNING OPPORTUNITY:

The Alberta Program of Studies states that concepts should be introduced using manipulatives and be developed concretely, pictorially and symbolically. Come and deepen your understanding of how to create these opportunities for your students.

ABOUT THE FACILITATOR:

Cathy Campbell has worked with Edmonton Public Schools for the past 17 years with students in division 2 and 3 with the majority of her work being junior high math. She currently works in Consulting Services with the school district and she works around the Edmonton area as a member of the math team for the Edmonton Regional Learning Consortium. Cathy is passionate about mathematics and is committed to the belief that every student can be successful in this area. She provides assistance and guidance with the implementation of the revised math program of studies along with instructional strategies, student programming and assessment. Incorporating the use of technology is strength a of hers as well.

Orchestrate the Experiences in the Revised Mathematics Curriculum, Grades 10-12

with John Scammell

WHO SHOULD ATTEND: Grades 10 – 12 Math Teachers

ABOUT THIS LEARNING OPPORTUNITY:

This session will focus on the revised curriculum and the pedagogical shift it requires. You will deepen their understanding of the front matter and its implications in the classroom. Emphasis will be placed on Problem Solving, Personal Strategies, and Mental Math and Estimation. The Alberta Program of Studies states that multiple complex and concrete experiences are essential for meaningful learning and teaching. The learner is constantly searching for connections on many levels so educators need to *orchestrate the experiences* from which learners extract understanding. You will emerge with a much clearer picture of what the new curriculum will look like in action, with an emphasis on the Common 10 course.

*** The 7 process skills will be part of this session.

ABOUT THE FACILITATOR:

John Scammell has been a high school math teacher for 18 years. During that time, he has taught most of the High School courses with Edmonton Public Schools, including IB, AP and the non-academic streams. Most recently, John was Department Head of math at Harry Ainlay. He has served on numerous Alberta Education committees like item writing, diploma marking and resource review. John is looking forward to supporting high schools in the implementation of the new math curriculum.

PHYSICAL EDUCATION

Lessons and Links - Teaching the B & D Outcomes in Physical Education, Grades K-9

with Shannon Horricks

WHO SHOULD ATTEND: Kindergarten – Grade 9 Physical Education Teachers

ABOUT THIS LEARNING OPPORTUNITY:

You will leave this workshop better prepared to teach the B (Benefits Health) & D (Do it Daily...For Life) outcomes of the Physical Education curriculum. Two quality resources that have been developed by Alberta Physical Education specialists will be highlighted throughout this session: the Ever Active Schools Recipe Card Lesson Plans and the new Heart Health resource. You will learn practical, easy-to-use activities and assessment ideas that can be implemented in their classes the very next day. Be prepared to motivate your students to set goals and lead healthy active lifestyles! Visit www.everactive.org to order these must-have resources.

ABOUT THE FACILITATOR:

Shannon Horricks obtained her Bachelor of Education degree from the University of Alberta in 2000 and taught Grades 1-6 for six years. In her evenings, Shannon can be found teaching group fitness classes or training for an upcoming race. Her latest challenges include the Death Race in Grande Cache and the Goofy Challenge in Disneyworld. Not only did she run a half marathon on one day and a full marathon the next, she raised over \$5000 for the Canadian Diabetes Association. Shannon loves being active and helping others reach their potential. Her current position involves working with the staff and students in the Battle River School Division and as the Communications Coordinator with EverActive Schools.

RELIGION

Spiritual and Faith Development, Grades 7-12

with Charles Weckend

WHO SHOULD ATTEND: Grades 7 – 12 Religion Teachers

ABOUT THIS LEARNING OPPORTUNITY:

This session is about spiritual and faith development of high school students in the context of the millennial generation described by Bibby and the Catholic philosophy of education elaborated by Groome.

ABOUT THE FACILITATOR:

Charles Weckend D.Min, M. Pcf, Lic. Theol., B. Ph. has been the Religious Education Coordinator with Ft. McMurray Catholic Schools for the past ten years. He has a background of teaching philosophy and theology, with a focus on the role of narrative in faith development. His recent concern has been the integral growth of identity and faith in adolescents.

SCIENCE

Using Your ACTIV Board in Science, Grades 7-12

with **Karla Holt**

WHO SHOULD ATTEND: Grades 7-12 Science Teachers and Administrators new to the use of Promethean boards and ActivInspire Software

ABOUT THIS LEARNING OPPORTUNITY:

Eager to put your Promethean Interactive White Board to use engaging your students in Science? In this practical hands-on session, suitable for those new to Promethean boards and/or ActivInspire software, explore the wide variety of ways you and your students can use this exciting tool to – literally – grasp learning in new ways! You'll be introduced to:

- The Promethean board interface
- Using online interactive resources on your promethean board focusing on Science Gizmos, Virtual Experiments and simulations as well as Google Earth
- An introduction to ActivInspire Software:
 - Using the toolbox
 - The Resource Library
- An introduction to Promethean Planet and other resource sites and how educators worldwide are using Promethean boards in creative ways
- Create a "flipchart" in ActivInspire to use in class
- How to use your Promethean Board with Word, Excel and PowerPoint.

The *FOR, OF, and AS* of Assessment in High School Science, Grades 10-12

with **Dan Leskiw**

WHO SHOULD ATTEND: High school science teachers (biology 20-30, chemistry 20-30, physics 20-30, science 10-20-30, general Science 14-24)

ABOUT THIS LEARNING OPPORTUNITY:

Phrases such as "*assessment for learning*" and "*assessment of learning*", are common to most teachers, but what about "*assessment AS learning*"?

You will examine and develop strategies to further diversify assessment strategies with students. The focus will be on how to engage students in reflection about their learning, and balance assessment practices for the benefit of learners.

You will consider how high school aged students can be encouraged to be more reflective about their work in addition to being asked to consider how tasks could be designed to allow opportunity for reflection, both during and after its completion. Consideration will also be given to how a record of students' reflections can be used to monitor progress and guide further assessment and instruction.

Outcome statements identify (or are examples of) different ways students may demonstrate competence, and level of confidence in meeting curricular outcomes. Participants will discuss how to use items, sample responses, and scoring guides to coach students towards better performance.

ABOUT THE FACILITATOR:

Dan Leskiw is currently seconded by Alberta Education as an instructional designer for distributed learning resources. His past work has primarily focused on Science 20, 30 and Chemistry 20 and 30.

SOCIAL STUDIES

Weaving Fine Arts into Social Studies Curriculum, Grades 4-6

with Tim Paetkau and Robert Dmytruk

WHO SHOULD ATTEND: Grades 4 to 6 Social Studies Teachers

ABOUT THIS LEARNING OPPORTUNITY:

The Social Studies curriculum offers rich opportunities for the use of music, art and drama. The arts connections can help bring the communities alive for students as they learn about the cultures. Curricular links to Social Studies and the Arts will be examined and music, art projects, and drama ideas will be shared so that you can take it back into your classroom and bring the curriculum alive!

ABOUT THE FACILITATORS:

Tim Paetkau, (BMus, MEd) a former music and classroom teacher, is currently a consultant with Edmonton Public Schools, and has 14 years of experience in three Alberta school districts. He is fascinated with making connections between music and the new Social Studies program and has spent the past year collaborating with other consultants in introducing teachers to the new Social Studies curriculum.

Robert Dmytruk has taught art in the classroom for over twenty five years. He is currently the Art Consultant with Edmonton Public Schools. He studied art at the University of Alberta with an emphasis on painting and secondary art education. Bob is a practicing artist, painting with oils and using the landscape as a motif, who exhibits regularly in Western Canada. Some of the various topics that he presents regularly as an art consultant are: arts/core integration, art materials and techniques, use of the art curriculum in the classroom, planning, assessment, networking and best practices.

Differentiation in Social Studies, Grades 7-9

with David Evans

WHO SHOULD ATTEND: Grades 7 to 9 Social Studies Teachers

ABOUT THIS LEARNING OPPORTUNITY:

This interactive session will provide you with easy-to-implement ideas that will help to meet the needs of a wide range of learners. You will explore some foundational principles of differentiated instruction and what the benefits are of using it in the new Social Studies program of studies. You will be shown practical strategies and examples of how to differentiate using the inquiry process and critical thinking. Please bring materials from a unit or topic that you plan to teach, and learn a variety of ways to adapt lessons to help all students succeed.

ABOUT THE FACILITATOR:

David Evans, a consultant with Edmonton Public Schools, formerly a Department Head of Humanities/AP Coordinator at Vimy Ridge Academy (7-12) and at Ellerslie Junior High, offers a wealth of teaching experience in junior/senior high as well as innovative ideas in the teaching of social studies. His expertise as a consultant includes differentiated instruction, incorporating technology, critical thinking, literacy strategies, and assessment for learning into the Social Studies curriculum.

Differentiating Instruction in Social Studies for Grades 9-12 – One Size Does Not Fit All

with Pat Shields-Ramsay

WHO SHOULD ATTEND: Grades 9 to 12 Social Studies Teachers

ABOUT THIS LEARNING OPPORTUNITY:

With an emphasis in the new Social Studies program on multiple perspectives, effectively differentiating instruction is essential to a Social Studies classroom that engages *all* students in learning. This full day session will explore what differentiated instruction means and how to implement strategies that differentiate learning and meet diverse student needs, using examples from the grades 10 to 12 Social Studies program. In this session, you will:

- Explore characteristics of a differentiated classroom and the factors that impact student learning
- Understand how key concepts are used to ensure that all learners gain and can transfer understandings
- Use assessment as a teaching tool to extend learning rather than merely measure it

- Develop some planning strategies for differentiating Social Studies instruction
- Explore strategies and tools that emphasize critical thinking and student choice

ABOUT THE FACILITATOR:

Patricia Shields-Ramsay is an independent consultant who has worked on a variety of classroom-centred projects, including multiple components of the Alberta Education project *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Patricia has a Masters degree in Education, a number of years of experience teaching Social Studies in Alberta, is involved with numerous professional development initiatives and has been a Social Studies sessional instructor at the University of Alberta.

DIGGING DEEPER INTO CURRICULUM FROM GOOD TO OUTSTANDING January 29, 2010, 9:00 a.m. – 3:30 p.m.

Please check the session in which you would like to register for.

CURRICULUM	SESSION CODE	PLS CHECK ONE FOR FAX FORM	SESSION TITLE	PRESENTERS
Aboriginal	10-AB-255		Our Words, Our Ways	Pauline Auger
CTS	10-CT-257		CTS Implementation and PD Strategies	Joseph Clark
Fine Arts	10-OT-256		The Space Between the Subject: Exploration in the Fine Arts / Assessment in the Fine Arts, Grades 7-12	Robert Dmytruk & Tim Paetkau
French	10-FR-241		AIM (Wendy Maxwell's Gesture Approach) and the AB Curriculum Two-Day Series	Laurie Faber
Leadership	10-LE-258		Differentiation for Leaders – Tackling the Tough Questions	David Harvey
Literacy	10-LI-259		Scaffolding Literacy Development – A Guided Learning Approach, Grades Pre K-1	Mary Sullivan
Literacy	10-LI-243		Assessing & Teaching Reading Comprehension in Grades 2-6	Miriam Trehearne
Literacy	10-LI-244		Best Practice in Language Arts Instruction & Differentiated Instruction, Grades 7-12	Graham Foster
Mathematics	10-MA-245		Manipulatives: What are They and How Can I Use Them?, Grades 1-3	Carla Kozak
Mathematics	10-MA-246		Manipulatives: What are They and How Can I Use Them?, Grades 4-6	Debbie Windwick-Petkau
Mathematics	10-MA-247		Manipulatives: What are They and How Can I Use Them?, Grades 7-9	Cathy Campbell
Mathematics	10-MA-248		Orchestrate the Experiences in the Revised Math Curriculum, Grades 10-12	John Scammell
Physical Education	10-PE-249		Lessons & Links – Teaching the B&D Outcomes in Physical Education, Grades K-9	Shannon Horricks
Religion	10-OT-250		Spiritual and Faith Development, Grades 7-12	Charles Weckend
Science (Technology)	10-TI-260		Using Your ACTIV Board in Science, Grades 7-12	Karla Holt
Science (High School)	10-SC-251		The FOR, OF, and AS of Assessment in High School Science, Grades 10-12	Dan Leskiw
Social Studies	10-SO-252		Weaving Fine Arts into Social Studies Curriculum, Grades 4-6	Tim Paetkau & Robert Dmytruk
Social Studies	10-SO-253		Differentiation in Social Studies, Grades 7-9	David Evans
Social Studies	10-SO-254		Differentiating Instruction in Social Studies for Grades 9-12 – One Size Does Not Fit All	Patricia Shields-Ramsay

Registration deadline:
**Friday,
December 18, 2009
at 10:00 a.m.**

Cost: \$55.00
(Due to district partnership, FMC and FMP participants are paid in full.)

Location:
Multiple locations
Ft. McMurray
(to be confirmed
on January 19)

Completed registrations
can be faxed to:
(780) 444-0894

Or mailed to:
Room 20
16325 – 83 Avenue
Edmonton, AB T5R 3V8

QUESTIONS: Call us at
(780) 444-2497

Participant Name	Grade Level
School	Jurisdiction
School Phone ()	School Fax ()
Email	Home Phone ()
METHOD OF PAYMENT: () Visa () Mastercard	
Card #	/ / /
Signature	Expiry Date /