

BCTELA 2026 Conference

In The Current: A Convergence of Learning & Unlearning

Workshop Schedule

Friday October 23, 2026 PSA Day
Burnaby South Secondary School

BCTELA Lunch Book Club
Renewal: Indigenous Perspectives on Land-Based Education In and Beyond the Classroom, by Christine M’Lot and Katya Adamov Ferguson

Indicate your participation when you register.
Join us for a lunchtime exploration of ***Renewal***, a practical and reflective collection that brings Indigenous perspectives, land-based learning, and relational approaches to education into conversation with classroom practice. The book offers educators opportunities to consider how learning can be meaningfully connected to land, community, culture, and relationships—both inside and beyond the classroom. It's the follow-up to their excellent first book, *Resurgence*.

Participants who register will receive a copy of the book at the lunchtime book club meeting at our conference. Reading the book in advance is not required to participate. Instead, we will gather in round-table discussion groups and explore selected passages and teaching concepts from the book. Groups will have time to read, discuss, and consider connections to their own teaching practice before sharing key ideas, questions, or reflections with the larger group at the end of the session.

MORNING SESSIONS			
#	Title & Presenter	Details	Grades
1A Full day	Threads of Identity: Wrapped in Story Through Story Blankets Shishona Austin, Jillian Cummings, & Darlene Wilson	<i>Full day session</i> This workshop invites teacher learners to explore ideas of identity & belonging through story blankets, using loose parts, materials, and elements of the land. Through story workshop practices—play, reflection, and sharing—students are supported in expressing their connections to self, family, community, and place. Grounded in the First Peoples Principles of Learning—where learning is relational, rooted in place, and embedded in story—this experience honours each child’s voice while fostering respect, connection, and a sense of belonging. <i>Shishona, Jillian and Darlene - Burnaby School District. We acknowledge the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), səlilwətal (Tsleil-Waututh), and kʷikʷəłəm (Kwikwetlem) Nations as the keepers of this land, which has never been surrendered or ceded.</i>	K-7
2A Full day	Mystery over Mastery Tanguy Exume	<i>Full day session</i> What if mystery, not mastery, is your most powerful teaching tool? This workshop invites educators to trust that they already have all it takes; they are masters. The offering is to embrace mystery as a teacher. Through honest conversation/discussion, inner reflection, we explore ideas of community care, and how being anchored in who we are prepares us to hold space for the conversations our students need: the ones we've told ourselves are too controversial, too difficult, or too complicated. <i>Tanguy Exumé is an educator, coach, and poet who teaches on the traditional territories of the Matsqui, Kwantlen, and Semiahmoo First Peoples, and host of the Teach Reach Podcast. Raised in Haiti, where mystery and resistance shaped his understanding of the world, Tanguy brings that inheritance into his professional development work. Rooted in story, spoken word, and a deep belief in the power of human connection, he believes teachers already carry the wisdom they seek. Embracing the unknown is where real learning begins.</i>	K-12
3A Full day	Weaving Indigenous Pedagogies into Practice Tracy Healy & Stacey McEachern	<i>Full day session</i> This session will encourage educators to explore their positionality in relation to Susan Dion's concept of The Perfect Stranger. It will promote discussion and self-reflection as participants build confidence to address any discomfort when incorporating Indigeneity into their practice. We will also explore some local Coast Salish weaving teachings and support participants in creating their own quarter bags, into which they will place an intention as they deepen their engagement in this work with an open heart and mind.	K-12

		<i>Oki, my name is Tracy Healy, my Blackfoot traditional name is Matoomistsiksiina [Ma-doo-miss-tsik-seena]. I am a band member from the Kainai Reserve in Treaty 7 territory. I have resided on the Musqueam reserve for 26 years with my family. I currently work as a District Resource Teacher with the Indigenous Education Department in the Vancouver School District and now as an adjunct professor with UBC. My work and presentations focus on honouring the local Nations of xʷməθkʷəy̓əm, Skwxwú7mesh Úxwumixw & səlilwətaʔ.</i> <i>Boozhoo, my name is Stacey McEachern [Anishinaabekwe, Fort William First Nation/Scottish/English]. My maternal grandfather, Neil McCoy, was born into the FWFN, and our people are signatories to the Robinson-Superior Treaty of 1850. I was born and raised in Thunder Bay, Ontario. I am now honoured to live, learn, unlearn, and raise my daughter on the ancestral and unceded territories of the xʷməθkʷəy̓əm, Skwxwú7mesh Úxwumixw, and səlilwətaʔ. I am currently the Indigenous Education Consultant for the Vancouver School Board.</i>	
4	Story Studio: Celebrating Story, Getting Messy, Lifting Learning Claire D'Aoust	Story Studio is a learning framework, a place for story, and a method of individual and systems transformation. Join Claire to learn with and through story in this hands-on playful workshop to deepen your understanding of the power of story and all of the forms of receiving and sharing story to inspire, empower, and guide students to deepen their love of story through listening, reading, creating, speaking and writing. <i>Claire D'Aoust is a story-lover. A white settler living in two worlds with her chosen and created family from the Wei Wai Kum First Nation, Claire lives, learns, loves, plays and works on the traditional territory of the Tsawwassen, Musqueam and Hwlitsum First Nations. When she is not sharing stories as a teacher librarian at Brooke Elementary in North Delta you'll find her reading at the beach and creating new stories with her friends and family.</i>	K-12
5	Reading Portfolios: Reading, Responding & Reflecting Bryan Gidinski	Learn how to engage students in responding to self-selected novels, resulting in Reading Portfolios. Students have diverse options to select from when drafting their responses, submitting entries every two weeks. Bryan will provide insight as to how he provides descriptive feedback to build their capacity to respond with depth, elaboration, and voice. He will demonstrate how he builds student understandings about what makes powerful, effective responses, and will illustrate how students engage in self-evaluation, and reflect on Core Competencies, particularly Creative and Critical Thinking. <i>Bryan Gidinski (www.lostboysconsulting.ca) is an educator, advocate, consultant, and speaker with more than 30 years of teaching experience. He develops curriculum in creative and innovative ways that are engaging for students. This also includes leadership in enhancing 2SLGBTQIA+ representation in curriculum, and providing practical ways for educators to integrate understandings about Sexual Orientation and Gender Identity into classrooms and communities. Bryan has lead workshops, presented webinars, and facilitated inquiry projects.</i>	4-9
6	Putting the K-4 Foundational ELA Learning Progressions Into Action Amy Higgins	This workshop will unpack and explore the K–4 ELA Learning Progressions across the three areas of oral language (vocabulary, syntax, and oral storytelling); reading (phonemic awareness and phonics; morphology and spelling; fluency; and comprehension); and writing (printing and composition). Participants will consider practical ideas and concrete examples of instructional routines that can be embedded throughout the school day to support students’ development as literacy learners. <i>Amy Higgins lives on the unceded territory of the Musqueam, Squamish, and Tsleil-Waututh Nations, and teaches on the unceded territories of the hən̓q̓əmin̓əm' language group. She has worked as a Primary Classroom Teacher in independent and public schools in the lower mainland for twelve years. Amy holds a BA in English & Psychology and a BEd in Primary-Junior Education, both from Western University, and an MFA in Creative Writing from UBC.</i>	K-7
7	Connecting for Success: Designing Accessible & Engaging Lessons with EAs	This is about supporting teachers in building effective partnerships with Education Assistants to enhance student learning. Participants will explore ways to center student interests, create meaningful access points, and design clear lesson structures that promote inclusion and engagement. Through collaborative strategies, educators will strengthen teamwork and better support diverse learners in the classroom.	K-7

	Tanner Hinksman-Hotomanie		
8	Weaving Ways of Knowing: Expanding Perspectives, Empowering Learners Mary Hotomanie & Ditta Cross	In this session, participants will engage with Indigenous knowledge and perspectives with courage and humility. Through collaborative discussion and guided self-reflection, participants will explore key aspects of Indigenous pedagogies and consider how Indigenous ways of knowing are currently integrated into their teaching practices, including the challenges encountered. A hands-on weaving experience will support participants in deepening their understanding of Indigenous pedagogy and its relationship to contemporary educational contexts. <i>Ditta Cross and Mary Hotomanie are Indigenous Educators with the Burnaby School District and have been for approx. 20 years. Mary Hotomanie is from the Zagime Anishinaabe First Nation in Southern Saskatchewan on her mother’s side and the Cega'kin Nakoda Oyadebi on her father’s side. Ditta Cross is Kanien'keha:ka, Mohawk from Kahan:wake Quebec. We both currently live on the unceded lands and waterways of the Coast Salish Nations and are grateful everyday for the opportunity to live and learn here.</i>	K-12
9	Playing with Language: Engaging students with poetry Wendy Johnston	As a classroom teacher, I was always disappointed when students were reluctant to engage with poetry. I created a collaborative activity to engage with language and the forms of writing - Poetry Battles. It became a favourite in my grade 8 and 9 classrooms and helped shift students’ willingness to engage in poetry writing. The framework of the activity is decentralized but utilizes the structures (poetic devices and forms) of traditional Western teaching. It includes assessment opportunities, cross curricular ideas and student engagement. <i>I currently work at Simon Fraser University which has campuses throughout the province. The campuses that I work on most frequently are on Tsawwassen, Semiahmoo, Kwantlen, Katzie, Qayqayt, Tsleil-Waututh, Kwikwetlem, Squamish, and Musqueam Nations. I am a Surrey Secondary English teacher and a PDP Program Coordinator at SFU. I live in Semiahmoo and Tsawwassen territory.</i>	8-12
10	Young Digital Citizens and Future-Focused Journalism Deirdre Kelly & Cam Cleary	This workshop will share our research project that introduced a group of high school students to future-focused journalism (FFJ), in collaboration with an independent news organization known for its FFJ. The project resulted in a new, tested unit comprising 6 modules on using future-focused journalism to teach democratic citizenship. The online unit is open-access and available to teachers. This workshop will introduce the unit, explore the key ideas of FFJ, examine student work and strategies for teaching journalism, and discuss how students think about journalism and their roles as citizens in a digitally mediated world. <i>Deirdre M. Kelly (Ph.D., Stanford University) is Professor in the Department of Educational Studies at the University of British Columbia, on the traditional, ancestral, and unceded territories of the xwməθkwəy̓əm people. She is the author of numerous books, including, most recently, Pop Culture and Power: Teaching Critical Media Literacy for Social Justice (University of Toronto Press, 2024, with Dawn Currie). Kelly’s research interests include teaching for social justice and democracy, critical social literacy, and news and entertainment media as public policy pedagogy.</i> <i>Cam Cleary is a K–12 educator and Master of Arts student in the Society, Culture, and Politics in Education program at the University of British Columbia. Her research interests include news literacy, journalism education, youth mental health, and arts-based pedagogy. She lives and works on the traditional, ancestral, and unceded territories of the xwməθkwəy̓əm people.</i>	8-12
11	Book ChatGPT: AI in the ELA Classroom Phong Kuoch	It seems the impact of AI on education is felt most prominently and disproportionately in the Language Arts, where its presence feels like an existential threat, without hyperbole? The path of least resistance is to go back to a “pen and paper” surveillance state, which seems easier than to confront our own pedagogy and assessment practices. This session shares classroom examples of how AI can be a powerful tool for helping our students develop critical literacy skills. <i>I teach at École Salish Secondary, on the unceded, and traditional territory of the q’w’a:n̓’ən’ (Kwantlen), q̓ič̓əy’ (Katzie), semi’a:mu: (Semiahmoo), qiqéyt (Qayqayt) and other Coast Salish Nations. Here I am an English Department teacher and leader. Some of my professional experiences include assessment and literacy initiatives with the District and Ministry. At the post secondary level, my thesis and dissertation focused on the Language Arts Curriculum and Instruction. I have also</i>	8-12

		<i>served as an SA, FA, and Sessional Lecturer and Instructor at SFU and UBC.</i>	
12	How English Works: Word Study For Secondary Classrooms - Spelling, vocabulary, and comprehension Christopher Lee	You know them. The Grade 9 student who reads haltingly and refuses to read aloud. The Grade 10 writer whose sentences still look like elementary work. The student who can decode every word but remembers nothing. The ones who have spent years perfecting the art of looking busy. By secondary school, struggling readers have learned to hide. But the gaps remain — in spelling, vocabulary, fluency, and comprehension. The good news? It's not too late. In this practical workshop, Chris Lee, MEd — a teacher with over two decades of experience spanning kindergarten through university — translates the latest research into age respectful, classroom ready strategies for word level instruction that doesn't feel babyish. Chris shows secondary teachers how English actually works and how to teach it to students who've fallen through the cracks. ===== What You'll Learn: • How English actually works: Spelling rules, syllable patterns, and morphology that explain 90% of academic language • Morphology → Fluency → Comprehension: Why automatic word part recognition is the bridge to fluent reading and deep understanding • Vocabulary that sticks: A simple 5 step routine for deep word learning (4–12 exposures to fluency) • Roots and morphemes: Unlocking academic vocabulary through Latin and Greek word parts • Spelling rules that matter for secondary: The "no i,u,v,j" rule, adding -ES, hard and soft G, and the Ti/Ci/Si pattern • Comprehension strategies: Sentence work and active approaches (like Tableau) that deepen understanding • Diagnostic tools: Quick ways to identify where readers are breaking down — without formal assessment ===== You'll Leave With: • Ready-to-use spelling rules and syllable charts for secondary vocabulary • Prefix, suffix, and root word lists for academic language • A 5 step vocabulary routine template • Sentence frames and comprehension strategies • The Tight Word Chain framework for intervention • Diagnostic quick checks for identifying breakdowns • A clear understanding of how morphology builds the fluency that unlocks comprehension <i>Chris is an MEd-qualified teacher with Surrey Schools (SD36), specializing in special education. With over two decades of classroom experience—spanning kindergarten to adult learners, including an 82-year-old student—he has encountered the full spectrum of literacy challenges:</i> • <i>A Grade 4 student reading a full grade above level but unable to spell simple words</i> • <i>Learners who struggle to distinguish vowel phonemes in CVC words</i> • <i>Strong decoders with poor reading comprehension</i> <i>Drawing on his experience as an adult education English teacher, K-12 English tutor (including high-level IB), learning support teacher (LST), and certified dyslexia tutor, Chris continuously deepens his expertise through professional development led by reading neuroscientists and professors. His mission: to eradicate illiteracy—or minimize its effects—one learner at a time. Chris looks forward to sharing what he's learned with workshop participants.</i>	8-12
13	Reimagining Literary Studies: Thematic Approaches to Course Design Sarah Miller	Theme-based literary studies courses offer a powerful way to align Big Ideas with authentic student interest. Through case studies of two course options ("Sports Lit 11" and "Social Justice Lit 12") this session examines how thematic design supports inquiry, identity exploration, and interdisciplinary thinking. Participants will explore adaptable models for developing their own courses grounded in meaningful, student-centered themes.	10-12

		<i>I currently teach English and Social Studies at Guildford Park Secondary School, which is located on the traditional, ancestral, unceded territories of the Katzie, Kwantlen, Semiahmoo, and other Coast Salish peoples.</i>	
14	Video Games as Literature Leo Panasyuk	Arguably one of the most popular entertainment mediums of the 21st century, video games have exploded in popularity since the turn of the millennium, cementing their place within the contemporary cultural zeitgeist. Entertaining and engaging in equal measure, it may surprise some to hear that video games can also be... educational? Video Games as Literature aims to address and access the educational potential of video games. This session will help demonstrate how video games, taught through a literature-centric lens, can convey literary aspects like characterization, worldbuilding, visual storytelling and aesthetics, and more. Educators do not need to be familiar with video games before attending this session, as its purpose will be for them to gain a greater understanding of and appreciation for how video games can tell compelling stories, feature rich characters, and transport players into distinctive worlds—worlds not read about or seen, but experienced. No equipment is required for the session. <i>Teaching on the Semiahmoo and Kwantlen lands, I am an English teacher (occasional Social Studies teacher) who's worked in the Surrey School District since 2018 - I taught in England for a year before that. During my time with the district, I've primarily been interested in implementing video games into my lessons. As a lifelong gamer, I find that video games help bridge students' personal interests with the demands of curricular pedagogy in an interesting, interactive way.</i>	5-12
15	Perspectives on the Ethical Landscape of AI: Tools for Critical Exploration in Class Greg Sutherland & Robyn Ilten-Gee	Conversations about the ethics of GenAI in the classroom tend to focus narrowly on what constitutes plagiarism or cheating. Indigenous scholarly protocols offer a much richer ethical landscape—one that emphasizes relational accountability, self-location, and understanding when and how permissions are granted. In this workshop, participants will explore guiding questions and practical teaching approaches that bring Indigenous perspectives on ethicality into the classroom. <i>Dr. Greg Sutherland is a Métis scholar and a continuing lecturer in the Faculty of Education at SFU. He is a frequent presenter at district and PSA professional development events.</i> <i>Dr. Robyn Ilten-Gee is a Chinese American settler scholar and Assistant Professor in the Faculty of Education at SFU. She is interested in critical digital literacies and new media pedagogy. They both teach on unceded Traditional Coast Salish Lands including the Tsleil-Waututh (səl̓ilwətaɣ̓), Kwikwetlem (kʷikʷəɣ̓əm), Squamish (Sk̓wx̓wú7mesh Úxwumixw) and Musqueam (xʷməθkʷəy̓əm) Nations.</i>	4-12
Lunch			
Two options: • Lunch with new and old friends in the common area • Join the Book Club in the library to discuss <i>Renewal</i> (free copy for those who register for Book Club!)			
AFTERNOON SESSIONS			
#	Title & Presenter	Details	Grades
1B Full day	Threads of Identity: Wrapped in Story Through Story Blankets Shishona Austin, Jillian Cummings, Darlene Wilson	<i>Full day session. See 1A above.</i>	K-7
2B Full day	Mystery over Mastery Tanguy Exume	<i>Full day session. See 2A above.</i>	K-12
3B Full day	Weaving Indigenous Pedagogies into Practice	<i>Full day session. See 3A above.</i>	K-12

	Tracy Healy & Stacey McEachern		
16	The Classroom Is A Metaphor: Teacher-Poets in Conversation Dominique Bernier-Cormier, Selina Boan, Aidan Chafe, & Kyle McKillop	Join us for a conversation between three celebrated teacher-poets, who will share how their writing and teaching lives intersect and create joyful opportunities for student growth. With host Kyle McKillop, Dominique Bernier-Cormier (<i>Correspondent & Entre Rive and Shore</i>), Selina Boan (<i>Undoing Hours</i>), and Aidan Chafe (<i>Short Histories of Light & Gospel Drunk</i>) will also read from their published works and share some writing prompts to get you writing too—because we are all teacher-poets in the end! <i>Dominique Bernier-Cormier is a Québécois/Acadian poet. His poems have won The Fiddlehead’s Ralph Gustafson Prize (2017) and Arc Magazine’s Poem of the Year Award (2023). They have also been selected as finalists for the National Magazine Award, CV2’s Young Buck Poetry Prize, and the Montreal International Poetry Prize. His first book, Correspondent, was longlisted for the Raymond Souster Award. His second book, Entre Rive and Shore, a multilingual collection of poems, essays and translations that explore bilingualism and Acadian identity, won the Fred Cogswell Award for Poetry. Bernier-Cormier teaches high school English in Vancouver, on the traditional and unceded territories of the xʷməθkʷəy̓əm, Skwxwú7mesh, and səlilwətaʔ.</i> <i>Selina Boan is a white-nehiyaw (Cree) writer, beadwork artist and educator living on the unceded traditional territories of the xʷməθkʷəy̓əm (Musqueam Indian Band), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətaʔ (Tsleil-Waututh Nation). Her debut poetry collection, Undoing Hours, won the 2022 Pat Lowther Memorial Award and the Indigenous Voices Award for Published Poetry in English. Her work has been published widely, including The Best Canadian Poetry 2018 and 2020. She is a poetry editor for CV2 Magazine and is currently working on a fantasy novel.</i> <i>Aidan Chafe is the author of the poetry collections Gospel Drunk (University of Alberta Press) and Short Histories of Light (McGill-Queen’s University Press), that was longlisted for the 2019 Gerald Lampert Memorial Award. He has also published two chapbooks Right Hand Hymns (Frog Hollow Press) and Sharpest Tooth (Anstruther Press). He is the recipient of the ONLY POEMS’ 2025 “Poet of the Year” prize. He lives and works on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh peoples (Vancouver, BC).</i> <i>Kyle McKillop is a poet and teacher who lives on the traditional and unceded territory of the Katzie, Kwantlen, and other First Nations. He realized an MFA in creative writing at UBC, and his poems have appeared in places like CV2 and Dusie tuesday poem as well as in his chapbooks, Breathtaking and What I Will Do for Attention. His poems have been shortlisted for the Far Horizons Award for Poetry and the Vera Manuel Award for Poetry.</i>	8-12
17	From Book Clubs to Inquiry: How to Build Bridges Between Reading and Real-World Applications Maureen Duteau & Ashley Bayles	English class should provide space for students to critically engage with complex societal issues and develop the confidence to take informed, meaningful action. At this session, you will learn how Book Clubs can provide a natural pathway to research since an interesting book will incite conversations about a wide range of topics. In this workshop, we will demonstrate how we use book clubs as a catalyst for provoking curiosity, leading students to question the world around them. Working through the inquiry process, we will explore how students can engage with a text on a deeper level, build research skills, and come away with the confidence to make their own leaps towards understanding. We will share practical strategies for fostering inquiry, purposeful research, and student agency in the English classroom. Where will one book take you? Join us to see how a single story can move a student beyond the classroom and into the role of an active, informed investigator of the world. <i>Maureen Duteau is a secondary English teacher with a passion for making literature meaningful to students. She has an MA in Children’s Literature with a focus on creative writing, and she is an alumnus of SFU’s Writer’s Studio, where she began to discover her own writing voice. Maureen is currently the acting Head of Department at Crofton House School, where she teaches Composition 11, AP Lang, and English First Peoples 12.</i> <i>Ashley Bayles is a secondary English teacher with 15 years of classroom experience working with diverse learners across the BC curriculum, as well as teaching experience in the IB and AP programs. Holding a</i>	10-12

		<i>Master’s degree in Educational Technology, she is passionate about literacy, inquiry, and student-centred learning, believing that meaningful engagement with texts can spark curiosity and empower students to explore complex questions about themselves and the world.</i>	
18	Buddies & Books: The magic of buddying up high school and primary students Karen Hedquist	Combining Grade 10s and kindergarten students makes for a magical unit. Big and little buddies form fast connections, playing, reading and working together weekly for 6 weeks. Big buddies learn about children's literature: illustrations, themes, writing tips. The final assessment is a (secret) gift, from buddy to buddy, of an original book. This presentation is a practical guide to organizing and running your own buddy unit, with each attendee encouraged to share ideas and experiences, troubleshoot complications, and gather resources needed to try out this unit themselves. <i>I'm a high school English, English First Peoples and ELL teacher and houseparent who loves working within community and building connections. I live and work at Brentwood College School, on the unceded traditional territory of the Coast Salish People. I'm grateful to the Malahat Nation and Cowichan Tribes for their stewardship of this beautiful land and coast.</i>	K-12 (K-3 & 10-12)
19	Bead It! Facing Fear: Threading Courage Towards Indigenous Education Mary Hotomanie & Juliet Brown	Geared towards elementary teachers, this reflective dialogue workshop uses the metaphor of beading to find innovative ways to build inner strength and professional courage. Through an experiential learning opportunity, participants are invited to a beading circle where we discuss and reflect on challenges many of us face navigating Indigenous education as non-Indigenous teachers. Through this discussion we aim to move from a place of fear to engagement with the joy of personal growth and excitement in the learning journey. <i>Mary's (she/her) traditional territories are Zagime Anishinabek First Nation and Cega’kin Nakoda First Nation in southern Saskatchewan. I live and work on the traditional territories of the Coast Salish Nations, where I am grateful to continue my learning journey. I have been with Burnaby School District Indigenous Education for over 20 years and currently serve as a Program Consultant. Above all, I am a mother, grandmother, and great-grandmother, roles that I hold closest to my heart that continue to guide and ground my work.</i> <i>Juliet (She/They) is a Queer white settler who has taught k-12 but is happiest in an English classroom doing thematic teaching and rabbleroxing. She is on the executive of BCTELA and is passionate about anti-oppressive education and building relationships with colleagues and students that strengthen our humanity. Taught by Mary Hotomanie, Juliet is a beading student and is very honoured to share this workshop with their mentor.</i>	K-12
20	Creativity Project: How to engage reluctant readers with personalized access points Nazli Izmirli	Ever wondered how you can engage ALL students in reading? By providing students opportunities to express their engagement with a text in their own individual creative output you can support students in growing in their appreciation for literature. From nail art to baking to paper mache, allowing students to express themselves and the books they read in individual creative ways will activate the love of reading in even the most reluctant readers. <i>Nazli Izmirli is an educator with the Richmond School District; having started her career teaching in the Kootenays. She has a passion for life-long learning, and for igniting the love of reading and overall wonder in her students. She recognizes the inherent creativity of every student; and always looks for ways to foster more of it in her classroom. Nazli teaches on the Indigenous/Traditional lands of the Cayuse, Umatilla and Walla Walla, S’ólh Téméxw (Stó:lō), Semiahmoo, Hul’qumi’num Treaty Group, Kwantlen, sc̓waθenaʔl təməxʷ (Tsawwassen), šxʷməθkʷəy̓məʔl təməxʷ (Musqueam), Stz’uminus Nations.</i>	4-12
21	From Climate Anxiety to Action: Project-Based Learning for Grades 5-12 Vanessa Leibel	Climate education can feel challenging as students bring concerns about climate change, uncertainty, and their futures into the classroom. This workshop equips educators with practical, curriculum-aligned strategies to confidently facilitate these conversations through project-based, inquiry-to-action learning. Explore ready-to-use lessons, adaptable project pathways, and tools that support critical thinking, student well-being, and meaningful climate action through an eco-social justice lens. Participants will gain access to our Curriculum for Change resource, featuring 40+ free lesson plans, student workbooks, and flexible classroom resources! <i>Vanessa grew up in Calgary, Alberta on the traditional ancestral territories of the Tsuut’ina Nation. Her family’s farming background sparked her passion for sustainable food systems and resource</i>	5-12

		<i>management, leading her to pursue her B.Sc. in Global Resource Systems from UBC. Vanessa is enthusiastic about fostering climate literacy, food security, and resilient community networks. With a professional background spanning facilitation and youth work, she is excited to work with Be the Change Earth Alliance to foster just and sustainable mindsets amongst future generations.</i>	
22	A Misunderstood Masterpiece: 10 Reasons Why Shakespeare's Romeo & Juliet is a Satire John McGee	This talk will argue that Shakespeare's Romeo & Juliet is a full-fledged satire of the Italian poet Petrarch. When Mercutio says, "Now, as Romeo for the numbers that Petrarch flows in," he suggests that Romeo is a walking, talking parody of the Petrarchan lover. This talk will show that Romeo conforms perfectly to his friend's caricature and that the play is one of several Petrarchan satires that Shakespeare wrote in the 1590s, at the height of the sonneteering vogue in England. <i>John McGee, PhD, is the author of Shakespeare Reconstructed (johnmcgee.substack.com) and a Resource Teacher in English at West Point Grey Academy.</i>	8-12
23	Seeing Story: Art and Film in the English First Peoples Classroom Kelly Payne	This workshop explores strategies for teaching story, voice, identity, history, and cultural expression through Indigenous artistic and visual mediums in EFP 10-12. Participants will examine how art, short films, documentaries, and feature films can serve as powerful entry points into Indigenous storytelling, while also supporting students in developing critical and culturally responsive interpretations with opportunities for personal expression. The session will highlight approaches for pairing films and visual texts with Indigenous literature to enhance thematic understanding and promote multimodal literacy. <i>Kelly Payne is an experienced EFP 10-12 teacher and current Department Head at Burnaby Central Secondary. She teaches on the ancestral territory and unceded homelands of the hən̓q̓əmin̓əm' and Skwxwú7mesh Snichim speaking peoples from the Coast Salish Nations of x̣ʷməθkwaýəm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ilwətaʔ/Selilwitulh (Tsleil-Waututh) who have been stewards of the land since time immemorial.</i>	10-12
24	Searching for the Science in Stories Wendy Simms, Ana Vieira, & Lora Halladay	Come and search children's literature for the science hiding within it. Research shows that integrating science and language arts benefits both science learning and literacy development while fostering positive attitudes towards reading and science. In this practical workshop, participants will examine resources to identify science content, science competencies, and culturally diverse understandings of science embedded within real and imagined stories. Participants will also be introduced to a searchable database of curriculum-aligned picture books and explore how a resource fits within a science inquiry sequence. <i>Wendy Simms is a professor in the Faculty of Education at Vancouver Island University, situated on the traditional and unceded territory of the Snuneymuxw First Nation. Wendy teaches science and sustainability courses in the teacher education programs and research methods in the graduate programs. Her research examines how children's literature can support climate change education and foster hope in a time of climate anxiety.</i> <i>Lora Halladay is a student in the teacher education program at Vancouver Island University, situated on the traditional and unceded territory of the Snuneymuxw First Nation. She is passionate about integrating science, literacy, inquiry, and the arts in elementary classrooms. With a background in French and Japanese studies and teaching experience in Japan, she is especially interested in picture books, meaningful library collections, and place-based learning.</i> <i>Ana Vieira is a professor in the Faculty of Education at Vancouver Island University, situated on the traditional and unceded territory of the Snuneymuxw First Nation. She teaches literacy courses in VIU's teacher education programs and was a co-designer of the Literacy, Language, and Learning graduate program. Her research explores literacy instruction, disciplinary literacy, and teacher education, with a particular interest in evidence-informed literacy practices and the role of children's literature in supporting literacy development, content-area learning, and culturally responsive teaching.</i>	K-5
25	Media Literacy in the Age of AI and Shortform Video Ryan Skardal	This presentation outlines theories, class activities, and assessments to help students develop their media literacy. Teachers will leave with a variety of materials, including resources, rubrics, and exemplars. <i>Ryan Skardal is an English teacher at Brentwood College School, which is located on the traditional territory of the Malahat Nation and the unceded territory of the Cowichan Tribes.</i>	10-12

26	ELA in a Time of Disconnection: Creating Belonging Through Identity, Inquiry, & SEL Kawal Varpaul	Technological progress and rising mental health issues have highlighted the necessity for authentic learning and engagement. This workshop explores how secondary English teachers can support students’ social emotional learning (SEL) through identity-based, inquiry-driven, student-centered writing and instruction. Using examples of a Grade 9 Identity Project and EFP 10 Term Inquiry Project, participants will see how writing grounded in identity and curiosity strengthens self-awareness, learning, and belonging. Practical strategies and diverse cultural texts will be presented to help students build confidence, reflect on their experiences, and engage more deeply with learning through inquiry. <i>Kawal Varpaul is an English and Performing Arts teacher who currently teaches at Salish Secondary School. She has taught K–12, college, adult education, worked extensively with at risk youth in inner-city schools, and brings a global perspective shaped by studying and teaching in Asia, Europe, and North America. Kawal gratefully teaches and learns on the unceded traditional territories of the Semiahmoo, Kwantlen, and Katzie Nations, who have been stewards of the land since time immemorial.</i>	8-12
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