

ELSA Net PD Conference

OCTOBER 17, 2011

CONFERENCE
INFORMATION
PACKAGE



ELSA Net

Lifelong Learning:

Research,
Reflection
and Evolving
Practice



Date: Oct. 17, 2011

Place: Vancouver

Convention Centre

English
Language
Services for
Adults
Network



ELSA Net PD Conference October 17, 2011

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Location:

Vancouver

Convention Centre




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CONTENT:

Schedule of the Day	3
Keynote	4
Instructors and Coordinators	5
Support Staff	19
Childcare Workers	22
Publishers and Non-Profits Displays	24

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Schedule of the Day

Instructors and Coordinators

8:00 am - 8:30 am	Registration & Publishers' Displays
8:30 am - 9:10 am	Conference Opening and Welcome
9:15 am - 10:15 am	Keynote Speaker: Marcia Tate
10:15 am - 10:30 am	Break & Publishers' Displays (Light Refreshments provided)
10:30 am - 12:00 pm	Morning Workshops
12:15 pm - 1:15 pm	Lunch & Publishers' Displays
1:15 pm - 1:45 pm	Speed Networking & Publishers' Displays
2:00 pm - 3:00 pm	Afternoon Workshops (1 h)
3:10 pm - 4:10 pm	Afternoon Workshops (1 h)

OR
Afternoon Workshops (2 h)

Support Staff

8:00 am - 8:30 am	Registration/Publishers
8:30 am - 8:50 am	Conference Opening
9:00 am - 11:00 am	Morning Workshop A
11:15 am - 12:00 am	Morning Workshop B
12:15 am - 1:15 pm	Lunch & Publishers
1:15 pm - 1:45 pm	Networking & Publishers
2:00 pm - 3:45 pm	Keynote & Workshop: Sam Louie
3:45 pm - 4:00 pm	Q&A

Child Care Workers

8:00 am - 8:30 am	Registration/Publishers
8:30 am - 8:50 am	Conference Opening
9:00 am - 10:00 am	Keynote Speaker: Julie Dotsch
10:00 am - 10:30 am	Publishers & Networking
10:30 am - 12:00 pm	Morning Workshop
12:15 am - 1:15 pm	Lunch & Publishers
1:15 pm - 1:45 pm	Networking & Publishers
2:00 pm - 3:00 pm	Afternoon Workshops (A)
3:10 pm - 4:10 pm	Afternoon Workshops (B)

9:15 am - 10:15 am Keynote Speaker

Keynote address:

ROOM WEST BALLROOM A

Professional Learning Strategies That Engage the Adult Brain

Dr. Marcia L. Tate



Marcia L. Tate, Ed. D. is the former Executive Director of Professional Development for the DeKalb County School System, Decatur, Georgia. During her 30-year career with the district, she has been a classroom teacher, reading specialist, language arts coordinator, and staff development director. She received the 2001 Distinguished Staff Developer Award for the State of Georgia and her department was chosen to receive the Exemplary Program Award for the state. Marcia received her bachelor's degree from Spelman College; Master's degree from the University of Michigan; specialist degree in educational leadership from Georgia State University; and her doctorate in education from Clark Atlanta University.

Marcia is currently an educational consultant and has taught over 350,000 administrators, teachers, parents, and business and community leaders throughout the world. She is the author of the following five best-sellers: (1) *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain*, (2) *Sit & Get Won't Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain*, (3) *Reading and Language Arts Worksheets Don't Grow Dendrites: 20 Literacy Strategies That Engage the Brain*; and (4) *Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-compatible Classroom*; and (5) *Mathematics Worksheets Don't Grow Dendrites - 20 Numeracy Strategies That Engage the Brain*; and her latest books, *Science Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* and *Preparing Children for Success in School and Life: 20 Ways to Increase Your Child's Brain Power*. Participants in her workshops refer to them as *the best ones they have ever experienced* since Marcia uses the 20 strategies outlined in her books to actively engage her audiences.

KEYNOTE SPEAKER

10:30am–12:00pm Morning Sessions

FUN GAMES AND EXTENSION ACTIVITIES USING CARDS IN THE CLASSROOM

ROOM 101 & 102

Bradley McKeage

Playing memory and fish are great card games, but there is so much more you can do with a labour of love such as a well-designed vocabulary card set. Participants will get hands on experience playing games, and explore teaching possibilities using word and picture card sets.

Bradley Mckeage has been teaching English to immigrants for twenty years. He has developed and authored an aids ESL curriculum , published in 1997 and has presented numerous small professional development workshops for ELSA instructors. He has also participated in several panels and focus groups over the past twenty years.



Level 1-3

Task-Based Learning: Designing Projects for Higher Level Classes

ROOM 103 & 104

Claire Pinkett

This workshop will focus on how to go about designing a task-based project for higher level classes. Attention will be given to ensuring that appropriate CLB outcomes can be met while allowing for formative assessment along the way. Participants will have the opportunity to brainstorm project ideas, create project outlines and receive peer feedback.

Claire Pinkett is an Instructional Coordinator with the ELSA Program at ISSofBC in the Tri-Cities. She has been an ESL instructor for 25 years. Most of her teaching experience has been with ELSA (and formerly LINC). Claire's passion is working with higher level students helping them to achieve both their personal and workplace goals.



EFW and 3+

10:30am–12:00pm Morning Sessions

Raising Awareness of Cultural Diversity in the Classroom: Ideas for Lesson Plans

ROOM 105 & 106

Roz Hart and Gayane Petrosyan

This presentation will focus on goals and objectives to teach culture for understanding. Participants will engage in activities and share ideas on some cultural diversity issues in accordance with the English Language Services for Adults Logic Model. A variety of lesson plan ideas will be suggested with plenty of opportunity for feedback to help us all improve the quality of our lessons and help our students develop an increased level of comfort for interaction with others from different cultures.

Roz Hart is an ISSofBC ELSA instructor with experience teaching Literacy to Level 3.

Gayane Petrosyan is an ISSofBC ELSA instructor with experience teaching Levels 4-5.



All levels

Instructors and Coordinators

Socio-cultural Competencies and the Intermediate-Advanced EAL Learner

ROOM 107 & 108

Ivelina (Eva) Tchizmarova and Seonaigh MacPherson

This session will consider the findings from a P.O.D. (Practice-Oriented Discovery) research study of critical incidents experienced by advanced ELLs in the workplace and post-secondary context after they exit intermediate and upper intermediate ESL programs. We focus in particular on issues related to socio-cultural competencies, intercultural communication, soft skills, and group work to consider how these skills and abilities might be taught more effectively in intermediate and upper intermediate EAL classrooms.

Ivelina Tchizmarova, Ph.D., teaches Linguistics at Simon Fraser University and ESL (EAP) with the International Student Entry Program at BCIT. She completed her doctorate in Applied Linguistics in the USA before moving to Vancouver.

Seonaigh MacPherson, Ph.D., is Instructional Resource Coordinator for ELSA 4-7 with ELSA Net. With a doctorate in TESL and Curriculum and Instruction from UBC, Seonaigh has served as an Associate Professor of TESL/SLE at the University of Manitoba and has researched and published widely.



Level 4-7

10:30am–12:00pm Morning Sessions

Teacher Research 101 - Some Fundamental Considerations

ROOM 111 & 112

Michael Burri, Karen Densky and Chris Campbell

What are some fundamental considerations involved in engaging in teacher research to investigate our classes and practices? How can engaging in such systematic enquiry benefit teachers? What are some factors hindering teacher research? Using examples and experiences from presenters, this presentation will address such questions, and seeks to promote research in English language teaching.

Mike Burri is the Program Coordinator of the International Student Entry Program at BCIT, and his research interests include pronunciation pedagogy and curriculum design.

Karen Densky teaches at Thompson Rivers University in Kamloops, and is a doctoral candidate at Simon Fraser University.

Chris Campbell is an instructor at BCIT and doctoral student at UBC. He has a dual background in Engineering/Science and ESL and focused his research on linguistically diverse learners in higher education.



All levels

Using Song to Teach Literacy

ROOM 114 & 115

Fleurette Sweeney, PhD

The primary symbolic activity of the *sound-to symbol methodology* ---my principal work, is creating many opportunities for experiencing a strong aural/oral experience of the sound of language. Certain songs are exquisitely designed to hold intact the acoustic properties of the natural flow of oral English. Those properties are enhanced when the word patterns are sung. Singing engages more breath energy, the rhythm of the song adds clarity to the articulation, and the melody enhances the expressive contour of speech. In addition, when a song is used to govern the movement of play as in folk song-games, the playful game situations ensure that the sound of words is associated with their meaning and also that the process will be repeated willingly time and again.

Fleurette Sweeney, PhD (UBC) has been a familiar figure among educators in North America since the early 1970's. She co-directed Richards Institute of Music Education and Research and taught courses in Education Through Music (ETM) throughout Canada, United States, and Japan. She founded Living Language Institute Foundation in 1987. After earning a PhD in education in 2002, Singing English has been her focus with teachers in multilingual classrooms and most recently with non-verbal children on the autistic spectrum.



Pre-lit-1

10:30am–12:00pm Morning Sessions

Persistence and Vocabulary Acquisition: Using Word by Word to Encourage Student Engagement Beyond the Classroom

ROOM 202

Zinta Williams

The Word by Word Picture Dictionary has been designed to support and encourage student persistence in the classroom and beyond. This workshop looks at key elements in the dictionary that can positively affect adult learners' motivation: a focus on student-centered learning, the development of meaningful lesson planning, the promotion of language mastery, a providing of frequent practice and assessment so students can see progress, and the extension of learning outside the classroom so students can see the value of their lessons. Participants will brainstorm activities and will leave with a complete multi-level lesson plan including photocopiables and teacher resources.



All levels

Instructors and Coordinators

"Sit & Get" Won't Grow Dendrites: 20 Professional Development Strategies that Engage the Adult Brain

ROOM 116 & 117

Marcia L. Tate, Ed. D.

Visualize the worst presentation that you have ever been a part of as an adult learner. Now, visualize the best one. No doubt, there is a considerable difference between the two professional development opportunities. This workshop is designed for administrators, staff developers, teacher leaders, instructional coaches and coordinators, college and university professors, business and community leaders, and anyone else who teaches the adult brain. In fact, many presenters to adult audiences do not realize that having participants sit and get information is not the most effective way to ensure that the information sticks to their brains. Adults don't retain information simply by sitting and viewing multiple PowerPoint slides and being read to what is contained on them. Participants in this workshop are engaged the entire time while they learn the answers to the following three basic questions: (1) What are 20 strategies that I can use to make my professional development experience unforgettable? (2) What are techniques that appear to result in sustained adult behavior change? and as a bonus, (3) What are 10 things that keep adults living well beyond the age of 80?



Level 4-7

10:30am–12:00pm Morning Sessions

Hands on Learning

ROOM 203

Caroline Pendleton

Be prepared to move, make and create ! “Hands on learning” is based on the premise that we learn best when we are physically involved with what we are learning. Also referred to as “Kinesthetic Learning”, it follows the well known Chinese proverb: “I hear and I forget. I see and I remember. I do and I understand.”

In this workshop, we’ll go through several examples of hands-on-activities for the ELSA classroom-with some examples for levels 1-3. We’ll look at how to focus on language, incorporate the 4 skill areas into the lesson and look at an effective teaching progression. Oh...and have a bit of fun too !

Caroline has taught adult ESL for the last 20 years. After completing her CTESL program at Carleton University, she has taught mostly in “settlement language programs” in Ottawa and Vancouver (SLP, Manpower, LINC and ELSA). She has taught most levels, has had practicum students since 1999 and has taught the TESOL Methodology course at ISS since 2008. Recently she enjoyed developing listening materials and video for the ELSA program at ISS but still loves the dynamics of the classroom.



Lit -3

National and Provincial Settlement Language Landscape

ROOM 204

Moderator: Timothy Welsh

Yves Saint-Germain, CIC, Daphne Blouin Carbonneau, CCLB, and Barb Binczyk, IIB

Panel Presentation:

Federal and provincial representatives will guide us through a perspective on the current landscape of immigration in Canada. Our panel of three includes Citizenship and Immigration Canada NHQ, Centre for Canadian Language Benchmarks, and the Ministry of Jobs, Tourism and Innovation, Policy Division of the Immigrant Integration Branch in B.C. We will be provided with a brief overview of immigration statistics and trends, along with policy/program developments and project priorities related to settlement language at both the national (LINC/CCLB) and provincial (WelcomeBC-ELSA) levels. There will be time provided for Q and A.

Moderator: With a background in political science and intercultural communications, Timothy Welsh has worked in a variety of immigrant settlement capacities including the delivery of employment preparation programs and the management of BC’s refugee reception housing facility. Tim has also been involved in academic research about immigrant settlement through Metropolis BC. With AMSSA since 2001, Tim’s primary focus is the delivery of collaborative programs and projects for BC’s immigrant settlement sector.

Yves Saint-Germain, Director, Information, Language and Community Policy | NHQ - Integration | Citizenship and Immigration Canada

Daphne Blouin Carbonneau is a project manager at the Centre for Canadian Language Benchmarks. She studied second language teaching at the University of Ottawa and the University of Saskatchewan and has worked as a teacher and CLB assessor. She is currently managing the CLB validation project and is also involved in the development of a CLB support kit for practitioners.

Barbara Binczyk joined the Immigrant Integration Branch in September as acting Senior Policy Advisor, ESL for Louis Chen. Barb has undertaken a number of auxiliary and consulting contracts with the BC Government, largely related to Developmental Programs (including ESL) in the public post-secondary sector. She has worked with the adult branch of the Calgary Board of Education; first as an instructor and student advisor, then as manager of all the federally-funded LINC programs administered by the board.



Coordinators/Managers

ROOM WEST BALLROOM BC

12:15 pm - 1:15 pm***Lunch & Publishers' Displays***

ROOM WEST BALLROOM A

1:15 pm - 1:45 pm**Speed Networking & Publishers' Displays****Facilitated by Colleen Rogan and Endrene Shepherd**

Join us in West Ballroom A for a high-energy session designed to help you network with people from ELSA programs around BC. We will keep you moving and talking for 30 minutes as you meet new people and make interesting connections. You will have an opportunity to exchange contact information and learn about your ELSA Net colleagues.

Participants should bring 5-10 business cards or contact information cards, but don't worry if you forget! We will provide blank cards and pens for those participants who do not have cards.



All Participants

2:00pm–4:00pm Afternoon Sessions

Teaching Listening: From Research to Practice

ROOM 101 & 102

Shelley MacDonald-Lin

This workshop will explore research into the listening processes used by expert listeners and highlight areas of weakness in L2 listeners. We will discuss the strengths and weaknesses of current teaching approaches and practice teaching techniques to help learners improve their listening skills.

Shelley MacDonald-Lin has been teaching English as a Second Language for over sixteen years, including 9 years teaching ELSA. Currently she is an ELSA instructor and Curriculum Coordinator at Burnaby English Language Centre. She received her Master's of Science from Texas A&M University, where she studied Adult Education with an emphasis on Teaching English as a Second Language.



All levels

Are You Willing to Gamble that the Lesson IS in the Song?

ROOM 103 & 104

Janet FUNGER

Interactive, fun, energizing music-based lesson (NO! You don't have to sing!) with a copy-ready package of handouts. Come to experience, and then explore how you might incorporate music into YOUR classroom and leave the workshop with a ready-made lesson, as well as ideas for how to create your own music-based lessons.

Janet FUNGER has taught almost all levels of ESL for over 20 years, including LINC, ELSA, ELD and High School Completion with various organizations including school boards, prisons, colleges, supermarket chains and private language schools. She currently works for the Burnaby School District #41. She is an amateur musician and has used music extensively in her lessons and taught an elective at VCC in their TESL programme for years. She has presented at numerous conferences over the years, including TESOL, Inter-district, ABE, ELSA and LINC, and enjoys exploring the teaching/learning possibilities through song.



Levels 2–6

2:00pm–4:00pm Afternoon Sessions

Exploring the Perception Gap Between Listening and Understanding

ROOM 105 & 106

Christina Stechishin

ELSA teachers are often better able to anecdotally predict the abilities of their students on tests in speaking, reading and writing, but often have difficulty predicting listening levels. Using level descriptors from the Canadian Language Benchmarks 2000 document, the presenter will show how this misreading of true listening proficiency levels can often lead teachers to overestimate the abilities of students, with unhappy results. Participants will then work with a variety of task-based listening activities designed to produce explicit evidence so that teachers can get a better idea of whether or not comprehension has actually taken place. The presenter will examine possible reasons for this phenomenon, and participants will work with task-based listening activities designed to overcome this problem.

Christina Stechishin taught in the ELSA program at Vancouver Community College for 6 years before she retired from active teaching, and is the current Vice-Chair of the CCLB Board of Directors. She also consults and does training for the CCLB as a member of their Registry of Experts.



Levels 1–4

Instructors and Coordinators

Adventures in Digital Storytelling with ELSA Learners

ROOM 107 & 108

Sara Yuen

This presentation will highlight the potential uses of digital storytelling with ESL learners. The first hour of the workshop will report on the successes and challenges of a recent digital storytelling project with ELSA 3 learners in Vancouver. Over a one-month period, learners created individual digital stories using process writing, peer feedback, oral narration and recording, and iMovie/MovieMaker software. The second hour of the workshop will guide workshop participants through one or more stages of the digital storytelling process. *Workshop participants are asked to bring a personal photograph that they would like to use as a writing trigger for story development, and a Mac or PC laptop if they wish to explore iMovie or MovieMaker. Bring your laptop if you'd like to experience some hands on practice!*

Sara Yuen has taught literacy and ESL/EFL since 1991, and has taught in ELSA programs at Collingwood Neighbourhood House and Vancouver Community College since 1999. Currently, she is an ESL/ TESOL instructor at Vancouver Community College. Her special areas of interest are community based language learning, critical/participatory approaches to adult education, and integrating technology and language learning. She is a recent graduate from the Masters of Education program at the University of Calgary.



All levels

2:00pm–4:00pm Afternoon Sessions

Demystifying Research: Potential for Professional Development

ROOM 111 & 112

Marina Niks

Action Research, Participatory Research, Community Based Research. Are you confused by all these terms? Do you want to get a clearer picture of what they are all about? More importantly, do you want to know why you should care? In this hands-on workshop Marina will help clarify the terms, describe research projects carried out by BC practitioners and discuss the professional development potential of engaging in research. Participants will also have an opportunity to start thinking about what research questions they would like to pursue.

Since 1999 Marina has played the role of Research Friend in BC, facilitating workshops, supporting literacy practitioners to engage in research, and coordinating research projects. Marina also works as Evaluation and Research consultant. Her focus is community based research, supporting community organizations to carry out their own evaluations and research.



All levels/Coordinators/Managers

ROOM 114 & 115

Positive Teacher Observations

Karen Densky

This workshop will cover a variety of topics related to planning and conducting teacher observations including the purpose of the observation (formative vs. summative), types of observation/evaluation tools, strategies for pre and post conferencing with teacher, and possibilities for teacher-observer co-construction throughout the observation process. There will be time to share experiences and participate in discussions. One of the goals of this workshop is to work towards creating a climate of growth and professional development around a potentially tension-filled process.

Karen Densky teaches at Thompson Rivers University in Kamloops, and is a doctoral candidate at Simon Fraser University. She has been teaching EAL for 20 years and been involved in Teacher Education for 12 years.



Coordinators/Managers

2:00pm–3:00pm Afternoon Sessions

Essential Skills in the ELSA classroom

ROOM 116 & 117

Frances Clarke

This workshop will include a brief overview of the 9 Essential Skills and CLB and Essential Skills alignment. As well, there will be personal examples of activities that incorporate the Essential Skills into the ELSA classroom. Participants will have the opportunity to view some sample tasks as well as brainstorm some ways for bringing the Essential Skills into the classroom.

Frances Clarke has taught ESL for 8 years. For the past three, she has been an ELSA instructor and has experience teaching all ELSA levels, including EFW. In the past year she has worked on a series of curriculum development projects including incorporating Essential Skills into the ELSA classroom and has been part of a team working on curriculum guidelines for CLB levels 6 and 7.



All levels & EFW

Instructors and Coordinators

Enhancing Professional Learning through Collaborative Reflective Practice

ROOM 202

Paula Mannington and Rossana Chisholm

Integrating research and theory into practice is rarely a straight forward affair. How do we move from lofty theoretical perspectives into the contexts of our instructional settings which may present a very different reality from the ideals championed by researchers and academics? The presenters will describe how they have developed and incorporated collaborative reflective practice into their work as an intentional response to gaps between theory and practice. They will use examples from their work with refugee and immigrant families in a community-based setting to illustrate how building shared knowledge from evolving practice can impact professional learning needs.

Paula Mannington & Rossana Chisholm co-coordinate and team-teach in a Blended ELSA and Settlement Support Family Program. Each began their journey into the ESL profession in the ELSA program at Abbotsford Community Services- Paula in 2003 & Rossana in 1993. Paula is completing her M.Ad.Ed. at St. FX & Rossana her M.Ed. TESL at UBC. In addition, both are Sessional Instructors at UFV.



Literacy/refugee

2:00pm–3:00pm Afternoon Sessions

Teaching Against a Culture of Sameness

ROOM 203

Joel Rhein

This workshop provides participants with insight into the ways diversity education in ESL can actually reinforce a culture of sameness. Through critically analyzing methodological approaches to diversity education, this workshop aims to uncover how certain methodologies, while appearing to be inclusive, can actually further marginalize groups of people it is meant to include. Furthermore, this workshop explores possible approaches that can be implemented to avoid creating a culture of sameness.

Joel Rhein is currently an ELSA instructor for SUCCESS, where he teaches ELSA 1 and 4. His interests and graduate research are in anti-racism and anti-homophobia education. Additionally, working collaboratively with a team and ELSA Net, he has contributed to developing the curriculum for ELSA 6 and 7.



Levels 4–6

Teaching Dialogic Strategies to Adult English Language Learners

ROOM 204

Winnie Pang and Christopher Gradin

Group problem solving activities with our English students often resemble a debate rather than a discussion. For students to be constructive members of group discussions, they must be given the language and the sociocultural tools necessary to negotiate the dialogic task. Drawing on Edward de Bono's Six Thinking Hats approach, participants will engage in and practice collaborative speaking strategies. Time for questions and answers will be provided.

Winnie has a MATESOL from TWU and over 20 years of teaching experience. She was the first LINC Coordinator at SUCCESS and presently teaches international students at BCIT with Christopher.

Christopher studied Linguistics at the University of British Columbia and is currently completing his master's degree in education. His interests include Systemic Functional Linguistics and EAP.



Levels 3–4

3:10pm–4:10pm Afternoon Sessions

Meeting the Needs of Refugees in the ELSA classroom

ROOM 116 & 117

Eva Touzard

Participants will see a short video and/or photos of different refugee camps in the world followed by a power point presentation about the different challenges refugees face in trying to adapt and settle in Canada. What a teacher should know about refugees. What topics are especially of interest to them. How can a teacher best help refugee students in a classroom setting. Participants are encouraged to share their experience and advice. Open discussion will be encouraged so that we all can learn from each other.

Eva Touzard has been working as ELSA instructor and coordinator for PICS for eight years. She also teaches German in a private school. She has a great affinity for India where she taught her native language, German, in a private school in the Himalayas. Helping immigrants to feel at home in Canada is her biggest joy as teacher.



Refugee

Volunteering in the Community

ROOM 202

Wendy Swalwell

Becoming involved in volunteering is an important part of the ELSA 5 program. This workshop will cover all of the steps required (from filling out and submitting criminal record check forms, to City volunteer orientation, to liaising with seniors/the food bank/local hospices, etc., to volunteering opportunities). It is geared to the higher levels and is something that can be worked into your curriculum all year long. There are **SO** many opportunities!

Wendy has been an ESL teacher for 27 years and has been with Coquitlam Continuing Education for 17 years. She has taught all levels of ELSA (except literacy), Transitions/Foundations, and is the vocational instructor for EASE (English and Skills for Employment) at SD43. She's also taught Traffic Control Person (TCP) course, Workplace Hazardous Materials Information System (WHMIS), Worldhost (Tourism BC Customer Service training) and Serving it Right (SIR).



Levels 4–7

2:00pm–3:00pm Afternoon Sessions

Reflective Instructor, Effective Instruction

ROOM 205

Lisa Herrera

We can always improve our teaching practice, whether a new instructor or one with years of experience. The most effective instructors are constantly reflecting on their choices and techniques to discover strengths and weaknesses and make a conscious effort to improve. This presentation will explore what distinguishes effective ESL instruction from less effective, and how instructors can help themselves improve. Before the presentation, participants should ask themselves: Who were the "best" and "worst" teachers they ever had, and why?

Lisa Herrera taught in the ELSA program at Immigrant Services Society of BC for 15 years and spent a lot of time reflecting on her own teaching, especially when a sponsor teacher for VCC practicum students. In February 2008, Lisa became an ISSofBC ELSA Instructional Coordinator and applied her observation and guidance skills to delivering instructor performance appraisals.



All levels

3:10pm–4:10pm Afternoon Sessions

Mosaic EFW Blended Learning - classroom and online

ROOM 204

Patricia Fahrni, Jason Green, Danuta Pawlak and Nicole Moore

The experience of working within a blended delivery model, wherein learners spend up to 33% of study in an online classroom (Moodle 2.0), has challenged MOSAIC teacher-developers to flex curriculum and teaching towards increased learner autonomy, increased use of authentic tasks, and learner creation of “products” or evidence of relevant language skills. Presenters provide a tour of the online class, examples of issues and successes of the MOSAIC ELSA EFW 4/5 Program, and answer questions about the experience teaching in a blended model.

Patricia Fahrni (Masters DE, Centre for Distance Education, Athabasca U, TESOL VCC) has worked in settlement ESL in the Lower Mainland since the 90's. Long interested in open and participatory learning, Patricia led the blended delivery model development at MOSAIC English Language Centres.

Nicole Moore (BA SFU, TESOL VCC) is part of the team that developed the blended delivery content for MOSAIC's EFW program. Though she has found this new method of teaching challenging, she is determined to integrate new technology into her classroom to help prepare her students for the realities of the 21st century workplace.

Danuta Pawlak (MA in Applied Linguistics, Dept. of English Studies, Lodz University, Poland, TESOL VCC) has taught EFL/ESL in both Poland and Canada. Teaching in the ELSA program since 2007, Danuta's interests are in developing language skills through reading and cultural immersion. Danuta is part of the team that developed the blended delivery content for MOSAIC's EFW program.

Jason Green (MA English Language & Literature, Carleton, TESOL VCC) has been teaching adults for ten years: as a trainer for Statistics Canada and most recently in the ELSA Program at MOSAIC. Jason is a member of the blended delivery teaching team for MOSAIC's EFW program.



EFW 4/5

3:10pm–4:10pm Afternoon Sessions

A Practical Look at the Revised CLBs

ROOM 203

Daphne Blouin Carbonneau

A representative from the Centre for Canadian Language Benchmarks will provide an orientation to the revisions to the Canadian Language Benchmarks (CLB) document. The presentation will go over the recommendations made by practitioners during the National Consultation and how these were addressed to make the document more versatile, user-friendly and reflective of today's teaching and communication practices. Attendees will have the opportunity to consult the draft document and become involved in its field validation. There will be time provided for Q and A.

Daphne Blouin Carbonneau is a project manager at the Centre for Canadian Language Benchmarks. She studied second language teaching at the University of Ottawa and the University of Saskatchewan and has worked as a teacher and CLB assessor. She is currently managing the CLB validation project and is also involved in the development of a CLB support kit for practitioners.



All levels

3:10pm–4:10pm Afternoon Sessions

Making idioms and proverbs come alive!

ROOM 205

Paul Carter

Many of us find it difficult to convey the meaning of idioms and proverbs to our students. The problem is often a lack of context to give the idiom or proverb meaning that is relevant to the students and that can then make the expressions useful to the student on a personal level. By creating a 'publishing house' in your classroom, you can engage the students in idioms and proverbs while having them use all the skills through a process of discussion, decision making, team work, writing, editing, and finally putting together a story that will bring bridge the gap between the idiom and a meaningful cultural context.

Paul Carter has been teaching English for seven years. He attained his B.A. at the University of Winnipeg with an English Major and his CTESL at the University of Manitoba. Paul has taught private lessons, in the private school system, and now is teaching with ISSofBC. He has taught students from around the world from low level beginners to high level university entrance students.



Levels 3–6

9:00 am—11:00 pm Morning Sessions A

Refusing Unreasonable Requests and Setting Boundaries Socio-cultural Competency Training

ROOM 206 & 207

Rita Dickson and Jane Forward

A variety of students come into the ELSA program with their own culture-based interpretation how ELSA should work for them. Staff often encounter communication barriers. This workshop will give tips on how staff can use communication skill to work through these barriers effectively.

Jane Forward is a Communication and ESL Instructor at Vancouver Community College. She teaches workplace competencies such as conflict resolution and giving/receiving feedback in the workplaces of business and healthcare.

Rita Dickson is a TESOL instructor at VCC, and in addition teaches communication courses for a number of organizations. These courses typically offer a blend of language proficiency training and competencies that help multicultural workgroups to become more efficient.



Support Staff

Time Management: Work Smarter & Take Control of Your Workload

ROOM 205

Sandy Chernoff

Are you stressed by a heavy workload, an inundation of e-mails, and a general lack of organization in your life? Do you never seem to accomplish what you set out to do in a day?

This interactive workshop will teach you time management and organizational skills, which will enable you to prioritize your activities, deal more efficiently with e-mails, eliminate time wasters, and get organized!

Sandy Chernoff, RDH, B.Sc., has practiced Dental Hygiene since 1968 and holds a Bachelor of Science Degree in Health Education. Combining her Dental experience with specialized courses in leadership motivational training has provided Sandy with a broad base of knowledge and experience which she expertly employs in her educational offerings.

As a personal and professional soft skills consultant, Sandy has delivered numerous workshops and personal coaching sessions in a variety of topics for Teaching Institutions, Professional and Volunteer Organizations and Conferences, Law firms, various businesses, and individuals.

Since 1995, audiences in Vancouver, Victoria, Calgary, Edmonton, Winnipeg, Saskatoon, Regina, Toronto, Montreal, Ottawa, and New York City have enjoyed Sandy's energetic, humorous, and interactive presentation style, which provides her classes with variety and pace in an atmosphere most conducive to retentive learning.



Support Staff

11:15 am–12:00 pm Morning Session B**Reflecting on Role Specific Competencies**

ROOM 206 & 207

Joni Rose

Have you reviewed the WelcomeBC Complete Competency Dictionary? Do you know how to apply the competencies to your work and career? This workshop will help you plan and set your professional development goals using the competency dictionary as a guide. Explore how to choose the competencies that are relevant to your job and your level of proficiency on these competencies to determine what areas need improvement.

Joni Rose has over 20 years of experience in adult education, corporate training, human resources and training program management. Before her foray into educational administration, she taught Adult Basic Education (English, biology, math, GED prep, and career planning) at the college and school board level. In her current role as WelcomeBC Training Manager with the BC Government, she is tasked with developing a plan to train WelcomeBC service workers.



Support Staff

Support Staff

ROOM WEST BALLROOM BC

12:15 pm - 1:15 pm**Lunch & Publishers' Displays**

ROOM WEST BALLROOM A

1:15 pm - 1:45 pm**Speed Networking & Publishers' Displays**

All Participants

2:00pm–3:45pm Keynote and Afternoon Session

Keynote and workshop:

ROOM 206 & 207

Moving Mountains:

A Journey of Reflection, Discovery and Inspiration

Sam Louie



Do you seek an energizing boost to ignite your passion to discover meaning and enhance your spirit? ELSA invites you to join Sam Louie, as he conducts a special presentation of “Moving Mountains - A Journey of Reflection, Discovery and Inspiration” that will engage you to reflect on lessons learnt and refresh new perspectives on your sense of purpose. This is a journey of discovery that starts in the mind as we explore the creative potential of being mind full. See how you can make a difference while being appreciative of self and others. Become part of a happier, more productive workforce.

Learning Objectives

1. Reflect on the principles of personal leadership and management in your life and career
2. Define the 12 questions that determine an ideal workplace
3. Utilize the most cost effective and most underused leadership tool

Sam Louie served over 34 years leading his Pharmacy team at Lions Gate Hospital in North Vancouver, and has inspired multitudes of personnel through his role as a Frontline Leadership trainer. He continues his academic teaching as an adjunct professor at the UBC Faculty of Pharmaceutical Sciences and as an instructor at Vancouver Community College. Sam’s inspirational presentations have drawn outstanding reviews from health professionals, educators, support staff, leaders and industry. His interests include communication, team building and enlightenment. He practices an art of engagement that draws you in and reveals perspectives you may have overlooked.



Support Staff

9:00am–10:00am Keynote

Keynote:

ROOM 208 & 209

Supporting Immigrant Children's Settlement**Julie Dotsch**

Julie Dotsch brings a wealth of experience to her interactive workshops. Her extensive work with refugee preschoolers and her research on children's culture shock provides participants with practical ideas that work. Come and be inspired to share ideas and try out some new strategies.



Child Care

Childcare Workers

10:30am–12:00pm Session A

ROOM 208 & 209

Helping Children Who Have Experienced Trauma**Julie Dotsch**

Through presentation, demonstration, discussion and handouts, participants will have a stronger recognition of the signs of culture shock in young children. Specific strategies will be shared with child care workers to help children through various stages of this trauma. Specific case studies will help child care workers apply the information to help build stronger relationships, non-verbal communication skills and appropriate program planning. Engaging family involvement will also be discussed.



Child Care

2:00pm–3:00pm Session B

Creating a Language of Community

ROOM 208 & 209

Fleurette Sweeney, PhD

We will learn three or four folk song-games plus several study techniques. These activities help participants internalize the natural flow of common English usage and also participate in creating shared language of community. Our intent is to connect the learning experience while playing folk song-games with expected learning outcomes.

Each participant should bring his/her own paper and pen in order to engage effectively in the sound-to-symbol process specific to Singing English.

Fleurette Sweeney, PhD (UBC) has been a familiar figure among educators in North America since the early 1970's. She co-directed Richards Institute of Music Education and Research and taught courses in Education Through Music (ETM) throughout Canada, United States, and Japan. She founded Living Language Institute Foundation in 1987. After earning a PhD in education in 2002, Singing English has been her focus with teachers in multilingual classrooms and most recently with non-verbal children on the autistic spectrum.



Child Care

3:10pm–4:00pm Session C

Teacher Pyramid: Relationship development, Development of successful, supportive relationships with children, families and colleagues

ROOM 208 & 209

Andrea James

This participatory workshop will focus on how the development of strong relationships with children, families and colleagues will help to create a successful work environment. Developing strong relationships will help staff feel happy, children will flourish and challenging behaviours will be prevented and parents feel welcome as a part of the team.

Andrea James is the Coordinator of the Burnaby Supported Child Development Program. She has been an early childhood educator for the last 27 years. Her interests include supporting children with extra support needs and challenging behaviours as well as promotion of social emotional skills. Andrea will be started her Masters in ECE in September 2011 at UBC.

8:00am - 8:30am / 10:00am - 10:30pm / 12:00pm - 2:00pm

Publishers and Non-Profits Displays

Publishers and Non-Profits Displays

Grass Roots Press

Cambridge University Press

SUCCESSINTESL

ESL JIGSAWS

Bridges

EASY Online

Pearson ELT

Decoda Literacy BC

Training Innovations Inc.

VLM Multicultural Family Support Services Society

Westcoast Child Care Resource Centre

People's Law School

E-Comm 9-1-1

And more ...



English Language Services for Adults Network



Our Mission

ELSA Net empowers its members, throughout the province of British Columbia, to help their clients achieve language and resettlement goals by providing leadership, communication networks, and resources.

Our Vision

Excellence in Settlement Language Services.

Our values
reflect our passion for education and support our success.

Excellence
Diversity
Unity
Communication
Accountability
Teamwork
Ethics

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