

Session (A) 10:30 a.m. – 11:30 a.m.

<p>Workshop A1</p> <p>Author Joanne Levy on Motivating Kids to Write</p>	<p>Special Focus: Middle School</p> <p>Description:</p> <ul style="list-style-type: none"> As an author, Joanne Levy knows that finding the motivation to write can be an uphill battle. This can be very true for kids who may not know what to write about or who are afraid of putting their work ‘out there.’ But there are many ways to get kids excited about writing and sharing their work! Using modern media and concepts, the opportunities for kids to write are endless and this workshop will showcase several ideas and ways to get kids writing and sharing their work. <p>Facilitator:</p> <ul style="list-style-type: none"> JOANNE LEVY is the author of the middle grade novel, <i>Small Medium at Large</i>, published by Bloomsbury in 2012. Joanne has visited many schools, telling kids about her book and getting them excited about reading and writing. Joanne was a contributor to <i>59 Reasons to Write</i> (Messner, Stenhouse Publishers 2015).
--	--

<p>Workshop A2</p> <p>Literary Connections: An Interdisciplinary Path to Understanding the World</p>	<p>Special Focus: Interdisciplinary Studies</p> <p>Description:</p> <ul style="list-style-type: none"> At Hillfield Strathallan College, we have integrated the intermediate English courses with the Canadian history and the Canadian geography courses. This interdisciplinary approach has been highly successful and has enhanced students’ appreciation for <i>all</i> subjects. Literature sheds light on the human condition: people write and create in order to make sense of the world around them. By marrying English with other courses, these connections become real to students; we have found that this approach fosters a love of reading and underscores the importance of writing. This workshop will provide concrete examples of interdisciplinary assignments and teaching techniques. It will provide clear direction as to how to structure and implement cross-curricular and integrated courses. It will also provide examples of assessment (rubrics and exemplars) and how assignments can be used for multiple disciplines. <p>Facilitator:</p> <ul style="list-style-type: none"> KATHERINE WEBBER is the Chair of the English department at Hillfield Strathallan College. She has been teaching for over 20 years, 15 in the public system with the Waterloo and Halton boards. She was nominated for the Premier’s Teaching Award of Excellence in 2006.
--	---

Workshop A3

Active Exploration of Literature through Drama

Description:

- In this workshop, participants will explore several drama techniques that can be used in the classroom to promote engagement with the text and deeper understanding of character and theme. We will see how these can be applied to some of the most commonly studied Shakespearean texts, such as *Romeo and Juliet*, *Macbeth*, and *King Lear*, as well as to other literary texts on your curriculum. Participants will not be acting out roles in a traditional sense but exploring them through rehearsal exercises that can both enhance and uncover students' understanding of the text. Become an archetype, let your chair express your true feelings, and forget that it's rude to point! No drama background required. Sharing of favourite English-drama resources and ideas at the end of the session is encouraged.

Facilitator:

- **DAVID NEWMAN** is currently at St. John's-Kilmarnock School, where he teaches drama and English. David has also taught in Bristol, England and Calgary. David directs student drama productions and has also organized theatre trips to the UK featuring workshops at the reconstructed Globe and the Royal Shakespeare Company. David studied drama at Queen's and has an M.Ed. from Western.

Workshop A4

Fast Facts: Writing News in Real Time

Description:

- Want to teach journalism, but don't know where to start? This workshop will offer teachers practical strategies and original resources for delivering an authentic journalism assignment or unit in a high school English class. In keeping with this year's CITE theme, this workshop will focus on writing news for print and online sources. Workshop attendees will leave with assignments, activities, handouts, and rubrics. As your students become participants in real-time reporting simulations, they will find news stories within the school community, think critically about information and sources, meet challenges that arise during reporting, make ethical judgments about publication, and write concise copy to a deadline.

Facilitator:

- **DREW HALFNIGHT** is an award-winning journalist who has written news, features, and columns for the *Montreal Gazette*, *National Post*, and other publications. He now teaches English and French at Royal St. George's College. He strives to apply his journalism experience in the classroom to empower students to become critical producers and consumers of media.

Workshop A5

Infusing a Spirit of Inquiry in English

Description:

- During this workshop, Garfield will share a framework for infusing critical thinking and inquiry in teaching with a focus on the study of English. Considering ways to frame invitations for thinking and to nurture the five intellectual tools for quality thinking, participants will leave with practical ideas related to teaching for thinking.

Facilitator:

- **GARFIELD GINI-NEWMAN** is a Senior Lecturer at OISE/University of Toronto and a Senior National Consultant with The Critical Thinking Consortium. Prior to joining OISE, Garfield taught in York Region DSB for 20 years as well as at UBC and York University.

Workshop A6

Write What You Know: Teaching Auto Fiction

Description:

- 'Write what you know' is a directive often repeated by creative writing instructors. However, many students who attempt creative writing reach outside of the realm of their own experience to create stories they deem 'exotic' or 'exciting.' In this workshop you will learn how to encourage your students to fictionalize lived experiences in order to create authentic stories with unique voices.

Facilitator:

- **AGGIE MAKSIMOWSKA** is the Head of English at Crescent School, where she has taught English and Writer's Craft for ten years. She is the author of the 2013 Toronto Book Awards shortlisted novel, *Giant*, published under the name Aga Maksimowska.

Workshop A7

Digitally Native and Reluctant to Read: Using 21st century skills to engage students in reading and literary retention

Description:

- What tools can we use to ensure students are engaging in deep reading, and creating retention and critical thinking around literature? Faced with the problem that even senior level language and literature students do not have the stamina to read traditional long or complicated texts, I have undertaken a project to answer that. Through digital tools and collaboration with my students, I will present the tools we have built to engage with and retain T.S. Eliot (poetry), Shakespeare (drama), and Antigone (classics). Students will co-present.

Facilitator:

- **ASHLEY BAILEY** teaches at TMS School in Richmond Hill; she is an IB Language and Literature teacher.

Workshop A8*

Assessing Creative Writing

Description:

- Responding to and evaluating creative writing takes sensitivity, since, for many students, these assignments feel more personal than their expository works. However, creative writing assignments should be more than exercises in self-expression. This session will provide participants with strategies for integrating assessable skills into their expectations on assignments. It will assist teachers in learning how to mark creative writing with confidence. Participants will leave with new self-assessment and peer-assessment techniques for students, ideas for student-teacher conferences, rubrics, writing scales and sample comments.

Facilitator:

- **PATRICIA WESTERHOF** is an award-winning author of two books of fiction, *The Dove in Bathurst Station* and *Catch Me When I Fall*. Her co-authored textbook, *The Writer's Craft*, is used widely across Canada. Westerhof is Head of English at St. Clement's School in Toronto.

*NB: This workshop is repeated in Session "B" (1:20-2:20)

Session (B) 1:20 p.m. – 2:20 p.m.

Workshop B1

Special Focus: Middle School

Creative Ideas and Connecting with Colleagues

Description:

- Are you a Middle School teacher looking to try some new things? Perhaps you have some great ideas of your own that you would like to share. This workshop will present several student-centred approaches to class activities and enrichment opportunities (Write Across the College, connecting globally to do on-line projects, a Day of Undiluted Autonomy, a student driven novel study, CSI mystery unit, etc.), leaving with a few takeaways that you can use in your own schools. Following this there will be an open discussion for workshop participants to collaborate, make connections, and share unique ideas that they are using to make their classrooms richer and more meaningful learning environments. Please bring examples with you if you have things to share. If you don't, you can also just come to listen.

Facilitator:

- SHARON NEIBERT** teaches Grade 6 and Grade 8 English at Hillfield Strathallan College. She is also the Instructional Leader for Middle School English.

Workshop B2

Special Focus: Interdisciplinary Studies

Bridging the Great Divide: Connecting English to the Math-Minded Student

Description:

- While much has been made of integrating numeracy with language arts instruction in the lower grades, the divide between the disciplines of mathematics and English seems to increase with every grade level. Bridging that divide through formal and informal cross-curricular connections can address some of the issues regarding subject fragmentation and isolated skill instruction. It can also provide math-savvy students with a more personalized learning experience in the English classroom and offer math-leery students a better appreciation of the relationship between the two disciplines. This session will offer resource suggestions for combining the study of literature with mathematics via genres and forms such as poetry, short-stories, memoir-writing, historical fiction, graphic novels and media studies. As Albert Einstein said, "Pure mathematics is, in its way, the poetry of logical ideas."

Facilitator:

- MELISSA POREMBA** is a former secondary school mathematics teacher. She now works in the Learning Commons at Hillfield Strathallan College and at the Oakville Public Library. Her passion is to share the way her mathematics background impacts her vision of library service provision.

Workshop B3

Issues of Pedagogy and Choice: A Discussion

Description:

- Join Chris Atkinson in a discussion of the current and ongoing challenges of teaching English in the Intermediate and Senior classrooms. Bring your dilemmas of pedagogy and practice, sticky wickets with students, administrators and parents, questions about texts, media use and inclusion, and an open mind.

Facilitator:

- CHRIS ATKINSON** has taught in public and independent schools as well as spent time as a consultant and educational writer. Chris also serves on the CITE executive overseeing *Professional Development*.

Workshop B4

Why Feature Writing Works

Description:

- Some students enjoy writing essays, but every student will love writing a magazine-style feature story on a topic of choice. This workshop will offer teachers practical strategies and original resources for delivering an authentic journalism assignment or unit in a high school English class. In keeping with this year's CITE theme, we will focus on writing features for print and online sources. Your students will learn to choose a subject, conduct research, learn the art of the interview, practise descriptive writing, and submit their finished work for publication. Workshop attendees will leave with assignments, activities, handouts, and rubrics.

Facilitator:

- DREW HALFNIGHT** is an award-winning journalist who has written news, features, and columns for the *Montreal Gazette*, *National Post*, and other publications. He now teaches English and French at Royal St. George's College. He strives to apply his journalism experience in the classroom to empower students to become critical producers and consumers of media.

Workshop B5

Writing from Life: Teaching Creative Nonfiction

Description:

- Making up stories and poems is easy, but once a student is faced with writing from his or her own perspective, things become intimidating and writer's block sets in. In this workshop you will gain ideas, techniques and resources to help your high school students validate their own experiences in order to write compelling creative nonfiction stories. Creative nonfiction, or Memoir, as a literary genre is on the rise; when approached properly it can become one of the most rewarding and fruitful units in an English classroom.

Facilitator:

- AGGIE MAKSIMOWSKA** is the Head of English at Crescent School, where she has taught English and Writer's Craft for ten years. She is the author of the 2013 Toronto Book Awards shortlisted novel, *Giant*, published under the name Aga Maksimowska.

Workshop B6

Nurturing Visual Literacy

Description:

- In an increasingly visual and multi-literate world, visual literacy is more important than ever. During this session, participants will explore the use of a variety of strategies that can help students to become more visually literate.

Facilitator:

- GARFIELD GINI-NEWMAN** is a Senior Lecturer at OISE/University of Toronto and a Senior National Consultant with The Critical Thinking Consortium. Prior to joining OISE, Garfield taught in York Region DSB for 20 years as well as at UBC and York University.

Workshop B7*

Assessing Creative Writing

Description:

- Responding to and evaluating creative writing takes sensitivity, since, for many students, these assignments feel more personal than their expository works. However, creative writing assignments should be more than exercises in self-expression. This session will provide participants with strategies for integrating assessable skills into their expectations on assignments. It will assist teachers in learning how to mark creative writing with confidence. Participants will leave with new self-assessment and peer-assessment techniques for students, ideas for student-teacher conferences, rubrics, writing scales and sample comments.

Facilitator:

- **PATRICIA WESTERHOF** is an award-winning author of two books of fiction, *The Dove in Bathurst Station* and *Catch Me When I Fall*. Her co-authored textbook, *The Writer's Craft*, is used widely across Canada. Westerhof is Head of English at St. Clement's School in Toronto.

*NB: This workshop is repeated in Session "A" (10:30-11:30)

Workshop B8

Literary Terms We Never Teach Our Students

Description:

- By having participants take a hands-on approach to exploring the works of major Western writers, this workshop will examine the most frequently overlooked literary and rhetorical features that we should be teaching our students. Most of these are never mentioned in a high school English classroom, let alone studied, but knowing them can develop powerful critical faculties in our students when they come to examine literary forms like drama, poetry, and speech-writing. Many of these literary devices are crucial in understanding the great works of the Western Canon and yet, in truth, nobody thought to teach these to us when we were students.

Facilitator:

- **GLEN DOWNEY** is an award-winning children's author and graphic novelist, currently serving as Chair of English and Drama at the York School in Toronto. He is a reviewer for *PW Comics World*, the graphic novel division of *Publishers Weekly*, and writes for the Sequart Research and Literacy Organization in the US.

Workshop B9

Lending a Voice to Our Students

Description:

- This workshop will explore the theme of "Voices" in the English classroom. Our primary focus will be three units: banned books, the silence and censored voices of the Holocaust, and slam poetry. The through-line of these units will be why some voices are silenced and censored through persecution, war or banned literature, how we can offer a voice to those that are voiceless, and how the student can also find a way to be heard. Through the sharing of a number of units, powerful culminating tasks, banned author titles, slam poetry, activities, and student work, we will attempt to answer the essential question of our class: "Whose voice matters?"

Facilitator:

- **DANIELLE GANLEY** has been teaching senior English for 12 years at Holy Trinity School (HTS) in Richmond Hill. She also supports student writers in the HTS writing centre. Danielle has a passion for writing and technology with a focus on encouraging student voices.

Session (C) 2:30 p.m. – 3:30 p.m.

Workshop C1	Special Focus: Interdisciplinary Studies
<h2 data-bbox="164 562 488 722">Leading with Interdisciplinary Instruction</h2>	<p data-bbox="586 275 732 302">Description:</p> <ul data-bbox="634 310 1498 758" style="list-style-type: none"><li data-bbox="634 310 1498 758">▪ Interdisciplinary instruction is an essential element of teaching and learning in the 21st century. Now expanding into CIS schools, AP Capstone is an interdisciplinary program that fosters a wide range of 21st-century skills through the exploration of a variety of texts and topics drawn from different subject areas. Capstone has much in common with AP English Language and Composition, and emphasizes the importance of reading, speaking and writing well. If you are curious about this new AP program or about how to use interdisciplinary instruction to enhance the learning experiences in your English classroom, join me to hear about my recent adventures. You will learn about the course design process, participate in an interactive lesson, and receive a variety of resources. After our concluding conversation about how and why English teachers are ideally suited to lead the way with interdisciplinary instruction, you will leave inspired! <p data-bbox="586 793 716 821">Facilitator:</p> <ul data-bbox="634 829 1498 982" style="list-style-type: none"><li data-bbox="634 829 1498 982">▪ JAIME MALIC has taught many courses in the English, Languages and Social Sciences Departments at St. Clement’s School in Toronto. She currently teaches Grade 9 English, Grade 10 English, Grade 11 AP English, and the Grade 11 AP Capstone Seminar. Jaime is also pursuing her Ph.D. in Educational Administration at OISE.
Workshop C2	Special Focus: Middle School
<h2 data-bbox="110 1150 537 1430">Planning for Instruction, Teaching, and Assessment in the Middle School English Classroom</h2>	<p data-bbox="586 1100 732 1127">Description:</p> <ul data-bbox="634 1136 1498 1289" style="list-style-type: none"><li data-bbox="634 1136 1498 1289">▪ Planning and teaching with assessment in mind, managing the load of a large student group, and providing regular opportunities for Middle School students to grow as writers will be discussed. Some tips, strategies, and rubrics will be shared along with some teaching tools for the six traits of writing. <p data-bbox="586 1325 716 1352">Facilitator:</p> <ul data-bbox="634 1360 1498 1457" style="list-style-type: none"><li data-bbox="634 1360 1498 1457">▪ CHRIS ATKINSON has taught in public and independent schools as well as spent time as a consultant and educational writer. Chris also serves on the CITE executive overseeing <i>Professional Development</i>.
Workshop C3	
<h2 data-bbox="126 1682 521 1730">The Story of Change</h2>	<p data-bbox="586 1568 732 1596">Description:</p> <ul data-bbox="634 1604 1498 1694" style="list-style-type: none"><li data-bbox="634 1604 1498 1694">▪ Integrating current events, blogging, authentic audiences, media literacy and "personal change missions" to enhance student writing. Teachers will gain hands on experience using the tools of this project. <p data-bbox="586 1730 716 1757">Facilitator:</p> <ul data-bbox="634 1766 1498 1814" style="list-style-type: none"><li data-bbox="634 1766 1498 1814">▪ CELESTE KIRSH is a Grade 7 English and Social Studies teacher at The Bishop Strachan School and a facilitator for Cohort 21.

Workshop C4

Amplifying and Authenticating the Student Voice

Description:

- How can we amplify our students' voices, giving them the resonance they need to reach beyond the walls of the classroom? Adrian will lead a discussion of ways we can authenticate student writing in project-based experiences. He will draw on 12 years of experience producing the Poem Repair Shop Radio Show. Adrian will introduce you to his favourite purveyor of free classroom-busting software and propose a collaboration amongst like-minded teachers.

Facilitator:

- **ADRIAN HOAD-REDDICK** is a teacher, poet, radio host, wordsmith, and Lead Idea Farmer at *Hoadworks, Inc.*, a new media company championing creativity and literacy by providing innovative educational content, resources and games. Adrian has twenty-eight years of English language and literature teaching experience; he never grows any less inspired by the closing lines of *The Great Gatsby* or by the opening lines of *Watership Down*.

Workshop C5

Media Decoder's Cafe

Description:

- Join your host to explore and exercise the what/how/why technique for decoding media texts. We'll look at a range of examples and then set you loose with your colleagues to apply and share the results of your decoding. The what/how/why technique targets the media studies strand, can be used at all levels, is not copyright protected and may be used without the facilitator's prior written consent. Bring your laptop and a pair of earbuds for best results. Neophytes and experts welcome -- secret agents too.

Facilitator:

- **GREGORY DOMINATO** is Head of English at MacLachlan College in Oakville and has been teaching media studies for "a while." He also serves as the Chair of the CITE Executive.

Workshop C6

The Art of Visible Thinking

Description:

- This workshop explores one of the most powerful activities we can share with our students: visible thinking. Serving as a bridge between the way we think and the way we write, visible thinking empowers us--students and educators alike--to approach, understand, and interpret texts in ways that are uniquely our own. This hands-on workshop will give teachers the unique opportunity to use visual brainstorming and visible thinking activities to tackle challenging questions about the works of major Western writers. Before it's over, workshop participants will already be planning how and when to use visible thinking with their own students.

Facilitator:

- **GLEN DOWNEY** is an award-winning children's author and graphic novelist, currently serving as Chair of English and Drama at the York School in Toronto. He is a reviewer for *PW Comics World*, the graphic novel division of *Publishers Weekly*, and writes for the Sequart Research and Literacy Organization in the US.

Workshop C7

Lead with Words through Blogging

Description:

- This workshop will demonstrate how the blogging experience can enrich teachers' and students' value for the learning process through posts and shared responses. Through blogging, teachers and students can engage in meaningful dialogues about various forms of written expression. Students learn to use blogging as an academic forum that goes beyond their current contributions to and activities on social media. They come to understand that blogging is a powerful tool in which they can express their opinions on issues of local, national or global concerns; maybe even initiate a movement or change. Through blogging, teachers are able to provide immediate feedback and to empower students through constructive dialogue. Blogging is the opportunity for teachers and students to create digital writing portfolios that become meaningful teaching-learning opportunities in the 21st century.

Facilitators:

- **SALLY MASTROMONACO and CHIARA BITONDO**—Sally Mastromonaco has been teaching for 17 years. She is the Department Chair of English/Religion at Villanova College. She participated in the first series of workshops with Cohort 21, where she gained her passion for blogging and teaching-learning strategies for the 21st century. Chiara Bitondo has been teaching for four years at Villanova College. She attended the Klingenstein Summer Institute in June 2014, where she honed her skills of fostering collaborative and constructive feedback in the English classroom.

Workshop C8

Process Writing: Reading and Writing with Teens

Description:

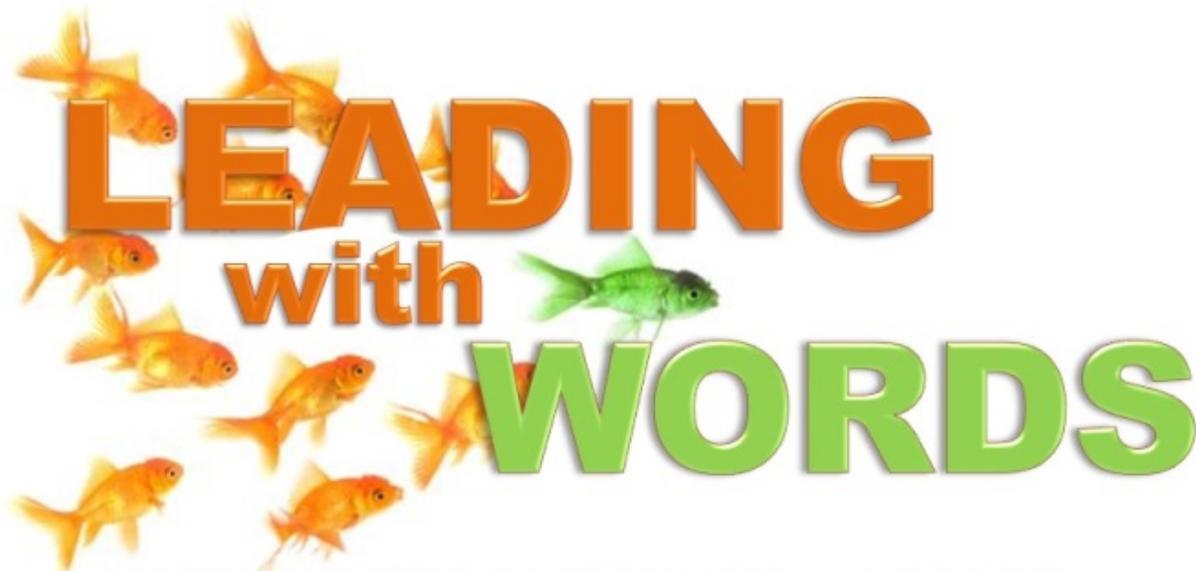
- Often, when English teachers think of writing, they think of assigned compositions as finished pieces of work. Understanding what writers do, however, involves thinking not just about what “final products” look like but also about the strategies young writers employ to produce those texts. Using personal anecdotes and recent research Santino Bellisario and colleague Marc Labriola will introduce workshop participants to their personal experiences with writing process. They will describe the steps taken to create a “writing workshop” for students in their classrooms. This will include discuss about how to introduce the workshop approach or process writing to students, the use of mini-lessons, how to coach students through successful peer-responses to each other’s writing and how to value and evaluate students' writing. The approach easily aligns itself with the assessment and evaluation guidelines outlined in Ministry of Education documents like *Growing Success* that emphasize fairness, transparency, and equity for all students. The “writing workshop” approach lets students and parents know that evaluations are “based on evidence of student learning and that there is consistency in the way grades are assigned” with the same courses taught by different teachers and across school departments. This session will walk participants through some of the steps that can make this technique successful. Emphasis will also be placed on developing the professional judgment of teachers of writing at all levels, as well as the ability of teachers “to work together and to build trust and confidence among parents and students”. Process writing also depends on the continuing efforts of strong and enthusiastic teachers within their learning

CONTINUED on page 10

communities to clarify and share their understanding of Ministry policy and to develop and share effective implementation practices. For example, the *Grade 9-10 Ontario English Curriculum* states, “To develop these competencies, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing process and doing research.” In other words, evaluating the processes of writing that students follow—the decisions they make, the attempts and the risks they take along the way—are as important as evaluating the “final product”. This presentation hopes to offer some advice about how to support this complex process in our classrooms.

Facilitator:

- **SANTINO BELLISARIO and MARC LABRIOLA**—An English teacher and a department head for nearly thirty years, Santino Bellisario has taught at several Toronto-area high schools before settling in at De La Salle College "Oaklands." In addition to running an annual summer credit programme in Rome, Italy, he is president of the Pro-Con Debating Forum of Ontario. Marc Labriola has taught English at the Grade 9, 10, and 12 levels. He has also taught English as a Second Language to students from around the world. He has worked as an editor and a freelance writer. His works of fiction have appeared in several American literary magazines.



HILLFIELD STRATHALLAN COLLEGE CITE 2015