

CROSS BORDER CONFERENCE WORKSHOPS

(RE)IMAGINING HOPE

“The change that counts in revolution takes place first in the imagination” Rebecca Solnit. Participants will co-create and perform short montage scenes that reflect upon a current social issue followed by an open dialogue. The process of engaging our imaginations through movement and theatre-based play, witnessing and sharing perspectives will provide the basis for critical exploration of the issue, open up possibility and allow us to re-imagine a more hopeful future.



ANITA OLSON

Utilizing the arts; song, storytelling/making, paint, sculpture, drawing and acting, Anita has spent many days holding space and offering tools to strengthen the parent child relationship in the non-profit sector. She is a mother, artist, and lover of the sea.



ROBIN ERIKSSON

Robin is an interdisciplinary artist who spends her days mentoring community members on how to find and share their voice through radio-making. In her off time, she's playing eye-spy for the crocuses blooming in the grass.

A CHANGE OF HEART: A JOURNEY OF DECOLONIZATION IN THE SECOND-LANGUAGE CLASSROOM

In this era of reconciliation, there is much that second-language teachers can do to honour the Indigenous land on which we teach. With the assistance from our SD52 Aboriginal Education department, I have re-examined ways of teaching and assessing in the second-language classroom which honour and support the learning of local Indigenous language and encourage respect for Indigenous Nations. These ideas include:

- cultural visibility in the classroom;
- teaching according to the First Peoples Principles of Learning;
- assessing in a more holistic manner;
- inclusion of Ts'msyen cultural information in the French curriculum

Teachers of all subjects are welcome.



NANCY GRIFFITH-ZAHNER

Nancy Griffith-Zahner is the Languages Department Head of Charles Hays Secondary School in Prince Rupert BC, and teaches FSL 9-11 as well as BC First Nations 12. She has worked on several Ministry curricula, and is currently a doctoral candidate in Culturally Inclusive, Place-Based Education at Simon Fraser University.

BRAIDING MY HAIR: EXPLORATIONS INTO UNIVERSAL DESIGN FOR LEARNING TO SUPPORT CULTURALLY SUSTAINING PEDAGOGY AND TRAUMA SENSITIVE PRACTICES

This session will outline the intersectionality of Universal Design for Learning, Culturally Sustaining Pedagogy, and Trauma Informed, Healing Centred Practices through the sharing of my experiences as a classroom and special education teacher, and as faculty associate teaching Inclusive Education. Examples of ways to weave culturally sustaining pedagogy into teaching practices will be provided.



AMRIT K. COJOCARU

Amrit Cojocar is a Faculty Associate teaching the Inclusive Education Graduate Diploma Program at Simon Fraser University. Prior to working with in-service teachers, Amrit worked as a classroom teacher, learning support team teacher, and social development teacher with the Surrey School District.

DENIAL DENIED - ACKNOWLEDGING THE CLIMATE CRISIS AND MOVING TO ACTION

Are we "sleepwalking into catastrophe?" We must act innovatively and collaboratively to create the unprecedented changes the IPCC requires to limit the severity of climate impacts. How quickly this happens will depend on us. We will look at obstacles to action, what transition could look like and plan strategies for action within the classroom, schools and greater community, no matter what you teach.

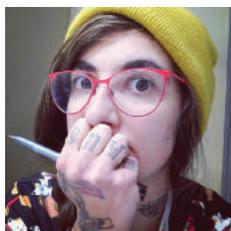


JENNIFER NATHAN

Jennifer has worked as a park naturalist in northern B.C. and the Yukon, scientists in the schools coordinator, and science teacher and is currently involved in a legal challenge in the Supreme Court of British Columbia on whether the emissions committed to from oil sands expansion would keep Canada within Paris Accord commitments, the unanswered question throughout the Trans Mountain pipeline approval process.

DISABILITY HISTORY COMIX

For students who experience disability, it can be overwhelming to self-advocate for IEP accommodations/modifications when the IEP process hasn't always been positive. SPED teacher and comix artist Lillie Crow will lead participants in a process that engages students with disabilities in thinking about their role in the IEP process, identifying adult allies, and creating comix that outline what students with disabilities want their adult allies to know.



LILLIE CROW

Lillie Crow is a SPED teacher at Fir Ridge, the alternative campus of David Douglas High School in Portland, Oregon. She has an invisible disability and received SPED services when she was a student. Lillie makes comix and is an organizer for the Portland Zine Symposium.

EMPOWERING STUDENTS AND EDUCATORS

This workshop will incorporate current events, back pocket games for the classroom, as well as ways to encourage students to build leadership skills. You can look forward to: team building, educational games, discussing/ collaborating the importance of community engagement, and a toolkit for action planning.



ROCHELLE PRASAD

Camp We Empower is a youth for youth organization, located in Vancouver BC. We thrive in all things empowering the next generation, and igniting flames of change one spark at a time. Through our: camps, community 101 and Empowering Educators/Students program, we thrive to build the leaders and educators of tomorrow, today.

FROM ROUGH TO RESILIENT: HOW TO MOVE STUDENTS FROM HURTING TO HOPEFUL USING CREATIVITY, SELF- REFLECTION, AND SELF-CARE

Workshop attendees will engage in a collective experience to deepen understanding of trauma - including racial trauma - and how it shows up in the classroom AND in the home; leave with practical tools to build the resiliency of students, their own children and themselves; engage in cooperative learning techniques that honor everyone's skills, opinions and ideas; and then authentically commit to a promise of what they might do differently, moving forward, in order to show up honoring the perspectives of those who have experienced trauma - and still remain standing day in and day out.



S. RENEE MITCHELL

Award-winning journalist turned artist turned public school teacher, S. Renee Mitchell is a published author, curriculum designer, multi-media activist, and the founder of I Am M.O.R.E. (Making Other Resiliency Experiences), a youth- and heART-focused consulting firm. Renee is pursuing her doctoral degree (2021) in how to use creativity to help others heal from trauma and has trained young people who have experienced trauma in the cause of educating adults and students on how to move from hurt to hope. Motivated by intention and heart, Renee's trainings often tap into her talents as a poet, performer, keynote speaker and energy healer.

GENDER & GLOBAL CONFLICT

In this workshop, we will explore different perspectives on the relationship between gender inequality and human and state insecurity. It is increasingly well recognized that the status of women in a given society is a key indicator of conditions such as state stability, economic growth, health, educational levels, and other factors in quality of life. We will look at the evidence supporting this claim, and also grapple with identifying the forces that have hindered women's and girls' empowerment. This workshop will give educators fresh data and insights that can inform teaching and learning related to gender equity, locally and globally.



LAURYN OATES

Dr. Lauryn Oates is executive director of Canadian Women for Women in Afghanistan, associate faculty in the School of Humanitarian Studies at Royal Roads University, and a graduate of the Faculty of Education at UBC. She has worked with international development agencies and NGOs on gender equity programming in developing countries and conflict countries for 20 years.

HATE IS THE NEW BLACK: SOCIAL MEDIA, FAKE NEWS, AND COMBATING INTOLERANCE

The average teenager checks their phone 95 times a day, absorbing questionable 'facts' which may exemplify an intolerance for humanity and its differences. Hate in BC is on the rise with white supremacist groups targeting young people online – compromising our democracy and human rights. This workshop investigates the current trend toward hate and divisiveness and will introduce the free, humanities resource Voices into Action. We'll investigate online trends, social media influences, fake news, to develop fact seeking research competencies. We'll facilitate disciplinary thinking skills through inquiry and research practices on highly topical issues impacting our Canadian cultural fabric.



JODI DERKSON

Jodi Derkson, MEd., is an experienced educator/facilitator and has a passion for teaching and influencing positive change. She's so proud to be the BC Director of Educational Programs for non-profit FAST where she promotes free, online curriculum-based resources. Jodi also founded www.imperativeeducation.org to teach anti-bullying and social emotional learning to students, educators, and communities. Jodi wholeheartedly believes that education has the power to reduce racism and to foster inclusion in our schools and in society.

HUMANISING HISTORY: TEACHING ABOUT TRAUMA (WITHOUT TRAUMATIZING)

The Holocaust is a historical event that is not only difficult to fully comprehend, but also difficult to teach comprehensively. Teaching about genocide as an attempt to extinguish a way of life and communities with rich values, practices, and history, will provide your students with the best context to understand the ever-present repercussions of these experiences. This session will centre on the Holocaust, but the critical questions posed and understandings gained will allow teachers to apply their learning to their own contexts and other genocides.

Special attention will be given to using testimony in the classroom; creating a safe and brave learning environment that supports student and teacher well-being; and how to foster depth of learning.



MARIE BONARDELLI

Marie is currently a teacher at Delta Secondary School and teacher-mentor for the Delta School District. Marie worked as a Curator and Holocaust Educator at the Sydney Jewish Museum, and as an instructor at the University of Sydney in Australia before returning to Canada last year. She has led sessions around the world to teach about best practice education in genocide education.

LET THEM EAT PROFITS: HUNGER, CAPITALISM, AND PEASANT AGRICULTURE

The global small farmers movement, La Vía Campesina, has 200 million members in its affiliated organizations. It has articulated a vision of “food sovereignty” to challenge the market-driven policies favored by corporations and Western governments. In a world of violence and exploitation, La Vía Campesina offers a blast of hope. In this workshop we’ll explore several participatory activities to get students thinking about hunger, food, farming, and justice. This will demonstrate classroom-tested activities that help students think about the corporate approach to food and agriculture—and grassroots alternatives that address hunger, climate change, public health, forced migration, etc.



BILL BIGELOW

Bill Bigelow taught high school for almost 30 years, and is now the curriculum editor of Rethinking Schools magazine, and author or editor of numerous books. He co-directs the Zinn Education Project.

MOVING JOY: BREATH, YOGA, AND ART

This interactive workshop includes mindful breath, inclusive yoga stretching, deep discussion, poetry creation and art! We will use our minds, breath, hearts and bodies to find focus and power to move joy through ourselves, and into our communities, creating compassionate and intentional calm, peace and joy to guide our important work. Simple techniques for self-care will be practiced, and ideas for community building and care of community will be shared by Terra Lea, a 30 year veteran school teacher and yoga instructor in public and private schools throughout the West and internationally. Mats provided, wear comfy clothes.



TERRA LEA DENNIS

Terra Lea Dennis is a passionate educator, certified yoga instructor, activist and performer eager to share 30 years of experience melding movement, mindful breath, and creative expression to encourage all educators and activists to be champions of their own well-being, their students and communities.

MOVING THROUGH INJUSTICE

The outcome of our experiences depend on building joyful and just relationships with ourselves, even though we can often be far kinder to others. Using theGROOVE method movement program as well as Augusto Boal exercises and more, participants will explore gentle ways to physicalize their experience of injustice and create their own joyful responses to that through embodied movement. This session is facilitated for any level of experience/physical ability and can be adapted to suit any physical needs. “When we contemplate the miracle of embodied life, we begin to partner with our bodies in a kinder way.” Sharon Salzberg



THERESA ‘TREE’ WALSH

Theresa “Tree” Walsh (BFA, BEd & MEd) is a community engaged artist facilitator and educator with over two decades of teaching experience in a variety of contexts. She just achieved her masters degree in Art for Social Change and is currently teaching Grade 5/6 in the Intensive Arts Education program at David Brankin Elementary in Surrey. Her specialty is helping folks to foster and nurture emotionally safe spaces for purposeful play, inquiry, exploration and artistic expression using co-created movement and other artistic mediums.

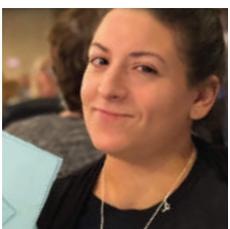
MY NAME WAS JANUARY (SCREENING AND DISCUSSION)

When a trans sister, January Marie Lapuz, is brutally murdered in her own home in New Westminster, BC, a community reacts and her friends and other trans women of colour come to share and voice their issues, concerns, and challenges. January was seen as a bright light in the lives of many. This is the story of January, a friend, a daughter, a person. This film will not only bring justice to January, but to all the women who have lost their lives. January had a beautiful soul, and now part of her soul rests in each and every one of us.



ALEX SANGHA

Alex Sangha is an award winning author social worker counsellor and documentary producer. He is the recipient of the Meritorious Service Medal from the Governor General of Canada

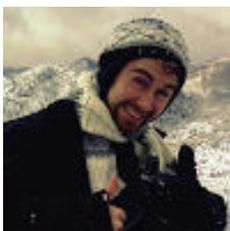


ANNIE OHANA

Annie Ohana is a Surrey Teacher and well known local activist. She was awarded the Prime Minister's Award for Excellence in Teaching because she is an advocate for her students, a champion for her community and an original thinker. Taking her pedagogy to the next level, Annie brings curriculum to life in a way that is all encompassing, life changing, and empowering for her students, her colleagues, the school and the community. In the community, she works with local business and community groups to organize social-justice events with her students, has developed a mentorship program with feeder schools, worked with math professors at Simon Fraser University to develop an Aboriginal math workshop, and has developed an internationally used curriculum around the Israel-Palestine Conflict, anti-poverty and cultures of peace.

OUR PLACE TOGETHER: BIOREGIONAL PEDAGOGY IN RESPONSE TO BORDERLANDS

A bio-region is loosely defined in terms of the ecological and cultural patterns of a ecological region that make a specific place unique. The temperate rainforest of Oregon, Washington, and Canada stretches from northern California to the southern tip of Alaska, and is unique in its ecology and shared culture. In this workshop we will engage in activities centered around place and community that serve as tools for educators to re-imagine ecological regions that are divided by colonial boundaries. How do we express love and joy for places that are inherently connected, even though they may be politically separate? What can the land tell us about ourselves and the spaces we share? How has our region been treated over time, including the histories and traditions that have been silenced? In liberating our thought of the land we inhabit to expand to the ecological region beyond borders, how do we develop our potential as educators to heal and bring hope through our shared perspectives of place? Come join us as we explore bioregional pedagogy through the lens of our place together in borderlands.



PAUL WHISMAN

Paul Whisman is currently working as an Education Program Specialist with Natural History Museum of Utah. His background is in philosophy with a focus on bioregional, place-based pedagogy. Paul has experience doing informal outreach education, afterschool programming, and sustainable youth farming programs for the past seven years across Washington, Utah, and Texas. He is passionate about community building, social justice, and environmental education.

POSITIVE RESISTANCE QUILT - BUILDING RESILIENCE

Since spring of 2017, artist Kat Wahamaa, has been inviting people from 3 to 83 years of age to paint a square for the Positive Resistance Community Quilt. Her son Joseph was killed by Fentanyl poisoning in August 2016. It is a devastating loss for her family, multiplied by every other preventable death before and since, for every other family affected. Through the arts-based dialogue she seeks to raise awareness, build compassion and address stigma in the community. This multi-generational, multi-cultural, “work in progress” is a way for people to take positive action, commemorate individuals, learn about harm reduction and express hope for the future through the painting of quilt squares.



KAT WAHAMAA

Kat Wahamaa creates art works in music, photography, fibre arts, theatre and dance, collaborates with community members on arts for social change/community building projects and works with artists/organizations to present their work. She is a Moms Stop the Harm advocate, co-chair of the Ridge Meadows Overdose Response Community Action Team, Artist in Residence for the City of Maple Ridge and holds a Master of Education - Arts for Social Change from Simon Fraser University.

PROJECT OF HEART

In this interactive workshop, participants will learn about the hidden history and legacy of Indian Residential Schools (boarding schools in the U.S.) and receive copies of the resources for the classroom. Samples of student work and ways to enrich student learning will also be shared.



CAROL ARNOLD

Carol Arnold teaches First Nations Studies, English and Social Studies, is of Metis-Cree heritage and has taught for 29 years in Alberta and B.C. Both presenters are involved in workshop and resource development for Aboriginal Education.



GAIL STROMQUIST

Gail Stromquist is Nlaka'pamux and the Program Director of Aboriginal Education at BCTF

PROTECTING OUR YOUTH FROM HUMAN TRAFFICKING IN CANADA

Human Trafficking - It is the fastest growing crime globally with 93% of victims in Canada being Canadian citizens. Come learn how to protect our youth from sexual exploitation, learn the warning signs, how to report and how to prevent this heinous crime from happening in the first place.



TARA TENG

Tara Teng is the BC Director for the Joy Smith Foundation, Miss World Canada 2012, a TEDx speaker, and the CEO of Justly Market. She is a big believer in impacting the world for the better and chooses to invest her time in working to improve gender inequality and ending human trafficking alongside some amazing organizations. Her advocacy work has helped to pass new laws in Canada that protect victims of human trafficking and she has established Canada's first Municipal Action Plan to Combat Human Trafficking. She was named Canada's "Woman of the Year" in 2011, named one of the Globe and Mail's "Top 25 Most Transformational Canadians", received an International Heroes award from the Joy Smith Foundation, as well as the Queen's Diamond Jubilee medal in recognition of her vast human rights work.

RAP: RAISING AWARENESS PROJECT

Interspersed between rap poetry is a cautionary tale and love story. Participants will discuss real life scenarios that the Presenter experienced in high school. Through the Presenter's story, participants will learn how to identify the warning signs of sexual abuse in their students, and about those crucial seconds after they disclose.



JODIE ORTEGA

Jodie Ortega is a survivor turned two time TEDx Speaker, Rap & Spoken Word Poet, and Educator. RAP is presented through a trauma informed, feminist, ARTivist lens.

SING OUT FOR YOUR RIGHTS! THE ROLE OF SONG IN PROTEST MOVEMENTS

For almost two decades Solidarity Notes Choir has been committed to raising our voices in song to further a progressive labour, political, environmental and social agenda. In this workshop we will present our school programme where we offer social justice students an opportunity to discover the importance of song in past and present political and social movements, and share experiences of choir members who have participated in these events. This workshop includes activities for students to join us in song and encourages participation in singing for a political cause.



SOLIDARITY NOTES LABOUR CHOIR / EARLE PEACH DIRECTOR

Solidarity Notes Choir began in March 2000, with the support of the Vancouver and District Labour Council, with the goal of bringing community activists and unionists together. Our members are people who are young, old, and in-between; people who read music and people who don't. We share a joy of singing together and a commitment to the principles of labour and social justice movements.

SOGI + INTERSECTIONALITY

This workshop will explore sexual orientation and gender identity (SOGI), specifically the importance of intersectionality as we integrate SOGI into all areas of the curriculum. How do we as educators explore our own positionality and privilege honestly and teach from an intersectional lens? What resources are available for BC teachers (and others) to teach and learn about SOGI-inclusive curriculum? This module introduces what intersectionality is, why it is relevant to teaching practices, and how educators can continue to make a positive impact on their students.



CHANELLE TYE

Chanelle has been an inclusive educator for eight years, most recently as the provincial SOGI Education Lead with SOGI 1 2 3. She works closely with SOGI District Leads from BC's public and independent schools and provincial education partners to provide coaching and support around SOGI-inclusive education.

STANDING WITH STANDING ROCK: A ROLE PLAY ON THE DAKOTA ACCESS PIPELINE

In this workshop participants will take part in a role play (appropriate for middle and high school students) that surfaces the complex issues at stake in the historic struggle of the Standing Rock Sioux to block construction of the Dakota Access oil pipeline. Those issues include the history and contemporary status of Indigenous rights, the power of the fossil fuel industry, the support for pipeline infrastructure from segments of organized labor, and the extent to which government is protecting—or failing to protect—the land, water, and air.



URSULA WOLFE-ROCCA

Ursula Wolfe-Rocca is a public high school social studies teacher outside of Portland, Oregon. Ursula writes frequently for Rethinking Schools magazine and has taught since 2000. Ursula is the Zinn Education Project Organizer/Curriculum Writer for the 2018-2019 school year.

STRENGTHENING OUR CONTINUING JOURNEY: EDUCATORS OF COLOR CREATING PUENTES (BRIDGES)

Today, less than 15% of teachers working in the United States Public K-12 system are teachers of color. Research suggests that teachers of color have a higher percentage of turnover than their White colleagues (Achinstein, Ogawa, & Sexton, 2010). Is there a similar phenomenon with our neighbors in Canada? Now an annual tradition at the Northwest Teaching for Social Justice conferences in Seattle and Portland, this workshop seeks to create a venue for cross border dialogue between educators of color working within the public K-12 system. It is an opportunity to talk about shared experiences, successes, and struggles through this work as people of color. A panel of currently working educators in the US will be featured and share their experiences from the field. All are welcome to this dialogue.



LUIS ESCAMILLA

Luis Escamilla (he, him, his) is a early career teacher mentor and ELD secondary coach in Tukwila, Washington. Escamilla is currently enrolled in the University of Washington's Danforth Program for Principal Certification where he hopes to bring critical pedagogy and culturally-centered mentoring into practice at the administrative level. His current work revolves around the centering of culturally responsive practices within the classroom and uses MesoAmerican concepts of reflection, knowledge, positive action, and transformation as a foundational part of this work with early career teachers.



DR. LONGORIA

Dr. Longoria (they/them/theirs) is NTT faculty in the Secondary Education department and affiliated faculty for the Education and Social Justice minor at Western Washington University in Bellingham, Washington. Dr. Longoria has a PhD in Multicultural Education at the University of Washington, Seattle where their research focused on conceptualizing Queer immigrant youths presence and needs in U.S. K-12 schooling.

STRUGGLING WITH INDOCTRINATED RACISM AND THE DESIRE TO DEPROGRAM

Can we have the courage to confront the ways we have all been indoctrinated by a racist society, look at the prejudices we are ashamed to admit we hold, and do the hard work of deprogramming ourselves?



SUZIE KASSOUF

Suzie Kassouf is a Middle Eastern-American grad student at Portland State University working on a MAEd to teach high school Social Studies. She is passionate about retelling history to reveal the truth that real power always lies with The People. She strives to carry Dr. King's principles of nonviolence in her life and work and to world desperate for healing.

TEACHERS OF COLOUR IN THE UNION MOVEMENT

We invite teachers of colour to our session to hold a discussion group on the experiences of being part of the union movement. We will share about the current equity and inclusion initiatives happening in our union as well as hold space for folks to discuss what it means to be an educator of colour within an imperfect system.



ISAAC LOUIE

Isaac Louie is an early career public school teacher of lively grade 5/6 students in Surrey, BC. When not at school or working for his union, he can be found on the dodgeball or beach volleyball court or browsing the forest for edibles. He awaits your camaraderie and solidarity in building a just world for all.



SHANEE PRASAD

Shanee Prasad is a first generation South Asian woman, born on the unceded territory of the Coast Salish, Musqueam and Tseil-wa-tuth people. Shanee teaches at Byrne Creek Community school, in senior alternative education (Burnaby). Currently she is completing a Masters degree in Equity and Education at Simon Fraser University. Shanee is involved in both the local and provincial level of the British Columbia Teachers' Federation, in various committees. She is also the elected representative for Workers of colour at the BC Federation of Labour. Shanee identifies as a feminist, and all around rebel rouser!

TEACHING STUDENTS OF COLOUR

Race and culture might be a hot topic at the moment, but our racialized students live their identities regardless of social trends. Educators can take this opportunity to explore teaching students of colour so that learning is meaningful and inclusive of their students' lived experiences without othering or stereotyping. In this session, we will identify how teachers can do right by their racialized students and communities by providing the education our students deserve. We will provide examples of practices that can be used in any classroom using an anti-oppression framework.



KIRAN SIDHU

Kiran Sidhu has been teaching high school in Richmond for thirteen years. She is currently the Welcome Centre Assessment Teacher at SD 38 and enjoys meeting families and students new to the district. She is actively involved in her local's Social Justice Committee and is a newly appointed member of the BCTF Adult Education Advisory Committee.



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THE POLITICS OF LANGUAGE: TEACHING ABOUT LANGUAGE AND POWER

Boots Riley satirized the use of the “white voice” in his movie, *Sorry to Bother You*. In her 1993 Nobel speech, Toni Morrison said, “Sexist language, racist language, theistic language – all are typical of the policing languages of mastery, and cannot, do not permit new knowledge or encourage the mutual exchange of ideas.” As teachers, we traffic daily in language, and yet how often do we pause to discuss the ways language is used to disempower, chastise, and repress?

In this workshop Linda Christensen will share how she works to help students understand the politics of language, starting with the way colonizers attempted to destroy mother tongues across the globe to the resistance as Indigenous peoples fought back. Using mixers, readings, and poetry, participants will come away with ideas to trouble the premise of a standard language.



LINDA CHRISTENSEN

Linda Christensen is the Director of the Oregon Writing Project (OWP) in the Graduate School of Education at Lewis & Clark College. She is also the author of *Reading, Writing, and Rising Up: Teaching about Social Justice*, 2nd Edition, *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom*, and *Rhythm and Resistance: Teaching Poetry for Social Justice*. She has also co-edited several books, including *Rethinking Elementary Education*, *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom* and *Rethinking School Reform: Views from the Classroom*.

THEATRE OF THE OPPRESSED IN A CLASSROOM SETTING FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS

This is a social theatre workshop for teachers to engage with their students using theatre. It focuses on helping children and teens explore and find solutions to conflicts they experience in the classroom and school grounds; as well as, exploring ways to communicate and strengthen loving relationships with peers and adults.



ANGELO MORONI

Studied Classical Theatre at UNAM, Mexico. 18 years practicing Theatre of the Oppressed, 15 years working with children as an educator. Artistic Director and founder of S.I.T.E. Theatre, Actor, Performer, Musician. Grew up in East Vancouver.

TRAUMA INFORMED TEACHING: COGNITION AND THE LONG-TERM EFFECTS OF RACISM

When we think of trauma, we don't often think of the impact of the daily racism many of our children and families experience. Recent brain research, along with the work of experts in the field of racial equity, reports the effect of racism is much more long-term and even permanent, when unchecked, than previously believed. Participants will explore what we can do differently to counteract this impact and change the narrative for our children. Trauma informed teaching is part of being a culturally responsive educator.



ANITA GARCIA MORALES

Anita Garcia Morales is a long time educator (27 years in the classroom), community activist and has been an instructor in the Seattle Teacher Residency Program, since its inception six years ago, preparing teachers for the classrooms of today. Anita is a Courage & Renewal Facilitator, a Class Action Lead Trainer and co-founder of Racing to Equity, a consulting firm focusing on centering race and equity. The common thread that runs through all that Anita does is her focus on Social Justice and Racial Equity.



BERNARDO RUIZ

Bernardo Ruiz is the former Director of the School Family Partnerships, Equity & Race Relations and Native American Education Departments for Seattle Public Schools (SPS), providing vision, leadership and hands-on work to systemically advance racial equity. Bernardo, co-founder of Racing to Equity, brings over 20+ years of experience working on issues of race and social justice—working with community groups, foundations, private companies, and government agencies dedicated to building a more just and democratic society.

YOUR LIFE IN THEME SONGS; EMPOWERING A SENSE OF SELF

Is there one song that you will always turn up when it comes on the radio? ...That will help get you through a day? ...That transports you through time, to 'back when'? Then this workshop might be for you!

In the time we have, we will use the powerful medium of music as a way of making meaning. You will explore your own sense of identity, through the lens of theme songs –those songs that are touchpoints of self, time and place. This playful, experiential workshop is designed to enliven memory and feeling, as you connect to parts of yourself, throughout your timeline. This is one form of self care and creates personal energy, and a sense of self, that you can use for your work in school and community.



LEE-ANN LOCKER

Besides teaching and counselling for 18 years in Tumbler Ridge and Surrey, BC, Lee-Ann Locker is a Canadian Certified Counsellor and a Registered Psychotherapist. She brings her experience as a classroom teacher, and her training in art therapy, narrative and emotion-focused techniques to this workshop. To find out more about her, visit www.wholepathcounselling.com