

# CDL6 Workshops

## Strands key:

- Beautiful Work = Inviting and equipping students to create beautiful work for God’s kingdom (not for grades!)
- Engaging Instruction = Engaging all students with effective instruction that builds Christian community
- Assessment = Using assessment strategies to help increase student responsibility for their own learning
- Embodied Practices = Implementing “embodied” practices, rituals and traditions encourage Christlikeness
- Leadership = Creating school wide structures and leadership toward mission faithfulness.

Name/School	Workshop	Strand	Level
<p><b>Peter Welle</b> teacher, Southwest Christian HS, School Designer, TFT</p>	<p><b>The Grades Story &amp; God’s Story</b> Christian educators frequently feel a tension between inviting their students into a deeper understanding of God's kingdom and helping their students flourish academically. How can we properly order and integrate these two good aims? How can one goal speak meaningfully into the other? This session will address and explore the tensions head-on with lived-in, practical stories of teaching an AP class using the Teaching for Transformation framework in a Christian school, and then consider how carefully “story-ing” the coursework can point the way toward both our discipleship and academic goals.</p>	<p>Beautiful Work</p>	<p>6-12</p>
<p><b>Peter Welle</b> History Teacher, School Designer, TFT.</p> <p><b>Dave Mulder</b> Professor of</p>	<p><b>Teaching as Songwriting</b> Teaching is like songwriting: it’s a simple analogy with a hundred application points that can unlock new energy and approaches for educators at every level. Veteran educators and amateur musicians Peter Welle &amp; Dave Mulder will unpack a few of these ideas and no doubt discover more in this session that will alternate between high level pedagogy and</p>	<p>Engaging Instruction</p>	<p>All</p>

Education, Dordt University	practical application points. Come prepared to geek out about education and music together!		
<b>Darryl DeBoer</b> Director, Teaching for Transformation, Director of Learning, Surrey Christian school	<b>Leading Change: Sustaining a School’s Journey into Deeper Learning</b>  This session is designed for schools who are considering embarking on, or who have begun already, a journey in which they would like to transform current classroom practices into deeper learning practices. Participants will engage with lived experiences and stories so that they can begin (continue) to imagine the structures and leadership frameworks required for their school’s journey into deeper learning. The deep hope of this session is that school leaders will feel inspired and empowered to take their next steps into this exciting way of being and learning.	Leadership	All
<b>Steven Levy</b> CACE, Tft School Designer, Independent Consultant	<b>Deeper Learning in Christian Education: Purpose, Engagement and Beautiful Work</b>  What is the purpose behind the work we assign to students? How are we motivating them to do it? How do we assess it? I want to show you a variety of student work I have been collecting for 20 years. I want to look at it together and discuss what "real work for real people" might look like. I want to expand your imagination for what our students are capable of creating when they work for God rather than grades. Finally, I want to show you a way to assess 'beautiful work' that meets academic standards, develops character, and partners with our Creator to restore the "very goodness" of God's creation.	Beautiful Work Leadership	K-8
<b>Steven Levy</b> CACE, Tft School Designer, Independent Consultant	<b>DO Sweat the Small Stuff: Creating a Culture of “Excellence”</b>  Culture is the root of continuous improvement. Various strategies come and go, but culture keeps us coming and going. Many classes spend significant time defining habits of heart and mind. Our students know (not necessarily practice) the fruits of the spirit or the throughlines of Teaching for Transformation. But not as many can define what it means to “work.” How do we cultivate a culture that expects and supports beautiful work in the various	Beautiful Work, Engaging Instruction	All

	<p>assignments that come and go? A culture that inspires working for God and not for grades? I will share a process to teach students what it means to work, and how excellence is built on the foundation of details.</p>		
<p><b>Amanda Albright</b> Director of Learning, Teaching for Transformation</p>	<p><b>People of God's Story: Story Formed People</b></p> <p>Deeper learning is a journey deeper into God's unfolding story of relationship and purpose. This story includes an invitation to participate in the making of all things new. Our curriculum and learning find their meaning within this story. This workshop is designed for educators to explore THE Story and competing stories that exist in our schools. The deep hope of this session is that participants develop a heightened awareness of the stories shaping their schools, and an increased desire to design learning that empowers people of God to play their part within The Story.</p>	<p>Beautiful Work, Engaging Instruction, Embodied Practices, Leadership</p>	<p>All</p>
<p><b>Amanda Albright</b> Director of Learning, Teaching for Transformation</p>	<p><b>Real Work, Real Needs, Real People</b></p> <p>This session is designed for K-12 teachers to explore what it means to design deeper learning experiences that invite, nurture and empower learners to participate in "real work that meets a real need for real people." Workshop participants will interact with each other and K-12 stories from the Teaching for Transformation deeper learning network of schools that illustrate the design principles behind creating REAL learning experiences with your students. The deep hope for this session is that you will begin to imagine learning experiences that form students and shape God's world.</p>	<p>Engaging Instruction, Embodied Practices, Leadership</p>	<p>All</p>
<p><b>Joanna Levy</b> Spiritual Director, New Covenant School</p>	<p><b>Character of Christ or Outward Conformity?</b></p> <p>Dallas Willard has said, "What sometimes goes on in all sorts of Christian institutions is not formation in the character of Christ; it's teaching of outward conformity. You don't get in trouble for not having the character of Christ, but you do if you don't obey the laws." What's being formed in our students? In this workshop, I'll share thirty years of experience with practices, celebrations, ceremonies, rituals, stories, and daily chapels that have been</p>	<p>Embodied Practices</p>	<p>All</p>

	<p>effective in helping young people develop habits of virtue that become Christian character. We'll also be examining the powerful cultural forces forming our students' desires and their image of the "good life". We'll look at how we can counter these influences and help develop faith and a desire for kingdom life in our students. This workshop will be especially helpful to you if you would like to see your school's core values/ character qualities become embedded in the hearts of your staff and students.</p>		
<p><b>Pat Kornelis</b> Professor of Education, Tft School Designer, Dordt University, CACE</p>	<p><b>Equipping Teachers and Inviting Students to Connect Their Learning to God's Story</b></p> <p>John Dewey, known for many things including his advocacy for experiential learning, acknowledged that "we don't learn from experiences, we learn from reflecting on experiences." Despite the strong connection between reflection and learning, many of us having a limited toolbox to invite students into meaningful reflection connected to their learning. This session is designed to resource and equip K-12 teachers to craft 'continuous, complex, connected and contextualized' reflection that both deepens a student's understanding of the curriculum and connects the learning to God's story. The deep hope for this session is that you will leave this session empowered to invite your students (and yourself!) into meaningful learning through reflection.</p>	<p>Beautiful Work, Engaging Instruction, Assessment</p>	<p>K-12</p>
<p><b>Melissa Lemon</b> Lower School Vice Principal</p> <p><b>Erin Sowers</b> Lower Elem. Dept. Head, Hanalani School</p>	<p><b>Gold Standard Project Based Learning 101</b></p> <p>Begin your PBL journey with this foundational workshop where teachers who are new to project based learning will experience Gold Standard PBL training. This training will be a hands-on experience as you walk through the seven elements of Gold Standard Project Based Learning. This workshop will be applicable to teachers that teach PreK-12 and including specialty teachers.</p>	<p>Beautiful Work, Engaging Instruction, Embodied Practices</p>	<p>All</p>
<p><b>Shannon Gillespie</b> MS Principal,</p>	<p><b>Creating a Culture of Belonging</b></p> <p>As a Christian school, the learning environment we create for our students matters. All students deserve to be educated in a place</p>	<p>Embodied Practices, Leadership</p>	<p>6-8</p>

<p><b>David Hossini,</b> Nanaimo Christian</p>	<p>where they are known, seen, and loved by educators who value and respect them. The way we structure our schedule, plan our day, begin our classes, and interact with our students are all opportunities to create a flourishing school culture and to communicate the message, "You Belong Here." Come to question and wrestle with your practices - looking to reframe the way you view your planning in order to cultivate belonging, foster genuine relationships, and create opportunities for faith formation in kids.</p>		
<p><b>Jessica DeWit</b> PD Development Coordinator, Teaching for Transformation Director, Sioux Falls Christian School</p>	<p><b>Tell Me a Story: Awakening Student Engagement Through Storytelling and Performance Art</b></p> <p>Young and old, everyone enjoys a good story. Research shows that over 65% of our daily communication with each other comes in the form of stories. Rudyard Kipling is credited with saying, "If history were taught in the form of stories, it would never be forgotten." What is it about storytelling that is so compelling to us as humans, and what does this reveal to us about being made in God's image? In this session, we will experience the power and art of storytelling by examining how God designed our brains specifically to engage with stories, discover how to become better storytellers, and use this art to design learning that will engage learners' minds and hearts in a deeper way. Most importantly, it is my hope that we develop a deeper understanding of what it truly means for Christians to be "a people of story."</p>	<p>Beautiful Work, Engaging Instruction</p>	<p>All</p>
<p><b>Gerry Goertzen</b> Junior School Principal</p> <p><b>Emily Berry</b> PYP Coordinator, White Rock Christian School</p>	<p><b>Approaches to Learning for Elementary Students</b></p> <p>Education systems are wrestling with changes in curriculum and pedagogy by moving away from a focus on teaching content to including a skill-based approach to learning. The question being asked: How do we get the balance right between students learning information and students learning the skills required to find it, sort it, process it and create with it? How might we center the acquisition of self-management and interpersonal skills to provide the best foundation for this deeper learning? This workshop will explore how the International Baccalaureate (IB)</p>	<p>Beautiful Work</p>	<p>K-5</p>

	incorporates learning skills and core competencies into its Primary Years Programme (PYP).		
<p><b>Natalie Poirier</b> MYP Coordinator</p> <p><b>LorraineWhitmars h</b> Grade 5 teacher, White Rock Christian</p>	<p><b>Capstone Projects</b></p> <p>Many schools use project-based learning to encourage active exploration and demonstration of deeper knowledge through meaningful research and presentation. The International Baccalaureate (IB) recognizes the importance of project-based learning through a capstone assignment that serves as a celebration of learning at the end of each programme. The International Baccalaureate (IB) recognizes the importance of project-based learning through a capstone assignment that serves as a celebration of learning at the end of each programme. This workshop will discuss the process and students will present examples of the final product.</p>	Engaging Instruction, Assessment	3-12
<p><b>David Michel</b> Head of School, White Rock Christian</p> <p><b>Joel Slofstra</b> Ass't. Head of School, White Rock Christian</p>	<p><b>The International Baccalaureate Organization (IB)</b></p> <p>IB has been in existence for more than 50 years, and is well-respected in developing educational programmes for students from Kindergarten to senior school graduation. However, there are many misunderstandings about IB that have influenced opinions regarding its appropriateness for Christian schools. While "IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement" some believe these attributes are not applicable for all learners or some kinds of schools. This workshop will explain IB programmes</p>	Engaging Instruction, Leadership	All
<p><b>James Kutnow</b> Assistant Superintendent, Graham School</p>	<p><b>Using Empathy and Compassion as a Pathway to a Stronger Classroom Culture</b></p> <p>We often set up our classrooms and structure our lesson plans around what we have learned and experienced but often do not take into account the experience and perception of our students. The goal of using empathy interviews is to gain a deeper understanding of your student(s)' experiences at your school and in your classroom to help meet their hopes and needs for a welcoming, working environment and classroom culture. 1 Peter</p>	Embodied Practices	K-12

	<p>3:8 commands us to “be of one mind, having compassion for one another; love as brothers, be tenderhearted, be courteous.” We are called to compassion and to show empathy, in order to build unity. In our classrooms, we can work both with students individually as well as within an advisory setting to show compassion and empathy for the purpose of building a strong community of learners.</p>		
<p><b>Marilyn Lane</b> Elementary/ Intermediate Principal, Charleston Bilingual Academy</p>	<p><b>Digging Deeper via Socratic Circles</b></p> <p>Learning to ask questions to seek understanding is one of the most powerful tools that can be used to engage thinking and build community. Socratic circle discussions challenge students to go deeper while inviting others into the learning process. A Socratic circle discussion is a planned conversation between students centered on a chosen text or pre-posed question. Assessment goes beyond just knowing information as the discussion process itself becomes part of the learning. Come learn about and participate in a Socratic Circle as together we see our students become thinkers and communicators.</p>	<p>Engaging Instruction, Assessment</p>	<p>3-12</p>
<p><b>Susan Allen</b> Principal, Bethel Christian School</p>	<p><b>Biodiversity: Developing a Faith-filled Ecosystem in the Christian School Context</b></p> <p>Cultivating life-long faith in students is the primary goal for many Christian schools, but with high numbers of Christian young people exiting the faith, could now be the time to consider fresh paradigms for understanding faith formation in the Christian school setting? This session is an experiential learning journey into considering a model of biodiversity as one of the ways to understand the best practices for creating an atmosphere that cultivates authentic spiritual transformation in students. The deep hope for this session is that your vision will be renewed with a fresh perspective of faith formation and that you will be equipped with practical tools for bringing this to your school.</p>	<p>Embodied Practices</p>	<p>All</p>
<p><b>Susan Allen</b> Principal, Bethel Christian School</p>	<p><b>Growing Faith - Faith Formation Through Ages and Stages</b></p>	<p>Embodied Practices</p>	<p>All</p>



	<p>How does lasting faith develop through childhood and adolescence? How might the social and emotional mile markers of each developmental stage impact faith formation in the school setting? This session offers a real learning experience to discover and experience embodied practices that correlate to cultivating faith at these key stages. The deep hope for this session is that you will be equipped to nurture your students at each stage of their development.</p>		
<p><b>Julie Winn</b> Co-founder and lead developer, Refine EDU</p>	<p><b>Essential Elements: Powerful Practices that Anchor Deeper Learning</b></p> <p>Clarity precedes competence. In this session, we will examine the important research behind identifying Priority Standards and the resulting impact on student achievement. Participants will have an opportunity to try their hand at identifying and aligning Priority Standards across multiple grade levels as part of a team experience using protocols and hands-on activities that can be replicated in their own schools. By the end of the session, school leaders will have the tools to begin this important process in their own communities.</p>	Leadership	All
<p><b>Julie Winn</b> Co-founder and lead developer, Refine EDU</p> <p><b>Eden Flaa,</b> Director of Teaching and Learning, Minnehaha Academy</p>	<p><b>Deeper Learning Through Core Formation Experiences</b></p> <p>In order for deeper learning to truly take root, schools must find ways to integrate pedagogy in ways that feel authentic to their specific culture and place. In this session, you will hear how one school combined the elements of TtT, PBL, and key Expeditionary Learning practices to create a unique program rooted in their institutions Core Values. You will learn about their development process, see examples of the program outcomes, and have a chance to begin your own process of integrating Deeper Learning to fulfill your school's mission and vision.</p>	Beautiful Work, Engaging Instruction, Assessment, Embodied Practices, Leadership	All
<p><b>Rebecca Pennington</b> Professor of Education, Dean</p>	<p><b>What's the Big Idea? Teaching for Deep Understanding Across the Curriculum</b></p>	Beautiful Work, Engaging Instruction Leadership	K-12



<p>of Social Science, Covenant College</p>	<p>Christian educators desire to acknowledge God, His word and works, and the redemption found in Christ as the framework undergirding curricular design. They design meaningful work so that students come to love God, their neighbor and His world. Using the work of Lynn Erickson’s concept-based curriculum model, this workshop presents concept-based unit design centered on one “big idea” or conceptual lens. It also offers a plan for creating an interdisciplinary year-long curriculum map for one grade level as a means to honor the unified nature of knowledge found in Christ, enabling students to respond with hearts of joy.</p>		
<p><b>Rebecca Pennington</b> Professor of Education, Dean of Social Science, Covenant College</p>	<p><b>Grading Games: Which Game? Whose Rules?</b></p> <p>How can Christian schools develop an assessment system in line with their understanding of learners as God’s image-bearers? Christian educators desire to acknowledge God, His word and works, and the redemption found in Christ as the framework undergirding curricular design. This includes the aspect of assessing student work in ways that promote meaningful learning, not driven by external grades. Based on sound assessment principles found in research and biblical principles of honoring the learner, this workshop presents theological, theoretical, and practical guidance for assessment design. It also offers a plan for creating an assessment plan that builds transparency for learning, stewardship, and justice.</p>	<p>Assessment, Leadership</p>	<p>All</p>
<p><b>Thor Benson</b> Dean of Faculty, Southwest Christian HS, School Designer, TfT</p>	<p><b>Promoting Deeper Learning Through STEM Field Work</b></p> <p>Feel like you are falling short on fostering student inquiry toward real world issues in your science class? This workshop investigates how pedagogy, in and out of the classroom, promotes deeper learning enabling students to play their part in stewarding and restoring creation. Come join us as we explore how ecological restoration and high-altitude balloon research have helped STEM students engage in meaningful, hands-on deeper learning. This session aims to be both practical and imaginative towards what you might explore in your own field work and science classroom.</p>	<p>Beautiful Work</p>	<p>6-12</p>

<p><b>Thor Benson</b> Dean of Faculty, Southwest Christian HS, School Designer, TfT</p>	<p><b>The Practicing Pedagogue: How Instructional Coaching &amp; Goal Setting Enhances Faculty Culture</b></p> <p>This session provides helpful, practical tips in developing &amp; deepening a collaborative instructional coaching framework for your staff. Teachers...are you tired of planning the single-class home run lesson for your evaluation? Let's focus on hitting doubles and triples for every at bat in the classroom...and you even get to call the pitches. Collaborative instructional coaching empowers teachers to set their own goals and models life-long learning for our own students. Come share ideas so we can "teach 'em &amp; reach 'em."</p>	<p>Leadership</p>	<p>All</p>
<p><b>Faith Stults</b> Program Manager, BioLogos</p>	<p><b>Science &amp; Faith: Making a Case for Asking Hard Questions</b></p> <p>To serve our students well, we can't shy away from hard topics. It can be uncomfortable or intimidating to talk about science &amp; faith issues, but our students' lives are going to be shaped by climate change, gene editing, artificial intelligence, reproductive technology, and more. They have questions about what it means to be a Christian in these times, and they need to know that they do not need to choose between their faith and an acceptance of science. Come learn about both 'the why' and 'the how' of engaging your students on the hard but important questions in science and faith.</p>	<p>Engaging Instruction</p>	<p>6-12</p>
<p><b>Faith Stults</b> Program Manager, BioLogos</p>	<p><b>A School Leader's Guide to Science &amp; Faith</b></p> <p>Today more than ever before, science and technology are shaping the lives today of our students and the world we will be sending them out into tomorrow. As school leaders, you have the opportunity to intentionally prepare them to be informed, Christ-centered, and gracious leaders in these critical areas. This workshop will explore why and how school leaders can make their schools a safe and spiritually supportive place for teachers, students and families as they engage questions of science and faith.</p>	<p>Leadership</p>	<p>All</p>

<p><b>Janice MacDonald</b> Instructional Coach, Surrey Christian School, Learning Associate for SCSBC</p>	<p><b>Here I Am! - Grade 12 Capstone Projects</b></p> <p>This session is designed for schools who are considering embarking on a Grade 12 Capstone project, or who have begun already, a journey in which they would like to transform Capstone projects into a deeper learning experience that connects students' gifts and talents with playing their role in God's Story. Participants will hear about Grade 12 Capstone project stories at SCS and begin to imagine a structure or framework for their school's Grade 12 Capstone projects.</p>	<p>Beautiful Work</p>	<p>9-12</p>
<p><b>Kevin Taylor</b> Kevin Taylor Education Consulting and Training</p>	<p><b>From Small Talk to Sacred Tales: Building Community through Interpersonal Story Sharing</b></p> <p>In an increasingly lonely world, we all need connections with others. This workshop will provide you with a story-sharing framework and four concrete practices that you can use to create a greater sense of belonging in your classroom and school. In turn, this can lead to improved mental health, student enrollment, and teacher retention--because if people feel known and loved, they will want to call your school home!</p>	<p>Engaging Instruction, Embodied Practices</p>	<p>6-12</p>
<p><b>Carey Franklin</b> School Designer, TFT, Elementary Programs Director, Sources of Strength</p>	<p><b>Sacred in the Ordinary</b></p> <p>Our lives as Christian educators are full of frenzied movement. We can easily be overwhelmed or fall into routine in our day-to-day lives. We'll explore practices new and old that can serve as intentional engagements to attend to the voice and presence of the One who designed us to flourish. You are invited to come and experience authentic rest in the midst of so much movement and consider how to invite learners young and old to engage in "embodied" practices that allow them to flourish also.</p>	<p>Embodied Practices</p>	<p>All</p>
<p><b>Owen Webb</b> Director of Learning and Formation, Pacific Christian School</p>	<p><b>Restorative Pedagogy: Building Relationships &amp; Changing Culture Through your Classroom Learning</b></p> <p>This workshop will be a journey in examining how restorative practices impact our pedagogy, seeking to create learning experiences that promote dialogue, build relationships, and</p>	<p>Beautiful Work, Engaging Instruction, Assessment, Leadership</p>	<p>All</p>

	engage students in learning. We will look at the foundations of restorative approaches, discuss restorative circles as culture creating structures, and share how relational assessment serves us in working with our students.		
<b>Kevin Huinink</b> Executive Director, Cairn Christian School	<b>Character - From Head to Hearts to Hands. A School-Wide Approach</b>  Implementing a plan to live into Christ-like character takes seriously and practically the imperative of love and relationships. Follow our journey as we discovered the need for a character code at our schools, developed and implemented it, and continue to muddle and dream forward, celebrating the results. Walk away with a plan to develop your own school-wide character plan that embeds itself in the hearts and hands of your staff and students.	Leadership	All
<b>Donovan Graham</b> Director and Spiritual Guide, Center for Teacher Renewal	<b>Diving Deeper with God—Silence and Solitude as the Pathway</b>  Life, as it comes to us from the culture, from the enemy, and from our own egos, demands abundance and speed. More is better, faster is better—time is precious and in short supply. Immediate access and response are required. Even in the matter of “deeper” learning, more would likely be judged to be better. What would Jesus’ regular practice of going off for extended periods of time to be alone with his Father say about that? What would God’s establishment of “sabbath” have to say about that? And how in the world could being quiet, alone with God, to hear what he might want to say to us, help us go deeper in our learning, and living? Come—explore, and experience.	Embodied Practices	All
<b>Stephen Quissy</b> HS Art, Surrey Christian	<b>Teaching Art with a Storyline</b>  I will be showing the art on the walls of the school and talking about how using a storyline roots the art in a deeper spiritual meaning and how it fosters creative thinking around a theme/storyline.	Beautiful Work, Engaging Instruction, Embodied Practices	All

<p><b>Jeremy Horlings</b> Associate Executive Director, Prairie Center for Christian Education</p>	<p><b>Leading Learning Through Your "Why"</b></p> <p>What if our classrooms/schools actually reflected our "why?" What if the learners in our schools knew our mission and vision statements because they reflected their day-to-day experiences? We all have hopes and dreams as we enter into Christian education but so often the day-to-day "stuff" steam rolls our best intentions, a "shadow mission" emerges and our "why" becomes a distant memory. In this session we will reflect back on our "why's," (re)imagine our schools/classrooms through the lens of our "Deep Hope" and reshape some of our practices so there is consistency between the school's mission and the learner's experiences.</p>	<p>Beautiful Work, Engaging Instruction, Assessment, Embodied Practices, Leadership</p>	<p>All</p>
<p><b>Tia Gaines</b> Director of Educational Strategies, UnifiED</p>	<p><b>Culturally Responsive Teaching: Creating a Community of Belonging</b></p> <p>A student's sense of community and belonging has been linked to powerful outcomes, including better academic performance and increased self-worth. This session encourages teachers and leaders to cultivate communities of belonging through the practices of Cultural Humility and Culturally Responsive Teaching. A community of belonging requires three key efforts: first, fostering cultural humility as educators, by examining our biases and adopting a posture of learning; second, developing culturally responsive pedagogy and practices; and third, extending ourselves beyond the school walls to engage our communities in authentic and collaborative ways. Through discussion, reflection, and action planning, participants will develop practical strategies in these areas—with the goal of shaping our schools to become places where students and educators alike are equipped and empowered to navigate our diverse world with love and truth.</p>	<p>Engaging Instruction</p>	<p>All</p>
<p><b>Chad Brown</b> teacher, Pusch Ridge Christian Academy</p>	<p><b>Spiritual Practices That Can Transform Students</b></p> <p>How do we change our practices to shape learners to be more like Christ? This session will review the importance of adding spiritual practices into our classroom, small groups and chapel</p>	<p>Embodied Practices</p>	<p>6-12</p>

	that will transform our students. Learners will see examples of transformational practices during this session and discuss the importance of adding practices in the classroom.		
<b>Kjell Fenn</b> Director, KFenn Education; Headmaster, New Covenant Academy	<b>The Role of Routines in Establishing Classroom Culture</b>  Establishing clear and solid routines is essential for a well-functioning classroom. However, routines often end up controlling behavior as opposed to building culture, managing conduct rather than forming character. In this workshop we will explore how routines, grounded in purpose and Godly intention, can communicate teacher values and become the foundation for deeper learning. This workshop is especially relevant for beginning teachers.	Engaging Instruction	6-12
<b>Tom Williams</b> Principal, Surrey Christian School	<b>School Mission &amp; Vision - Moving Beyond the Tagline</b>  We likely all have a mission and vision statement at our school, but how do we know it's living? This workshop will explore why our mission and vision must live at every layer of our organization. First, we will engage with our own schools' mission and vision statements and identify the key 'power' words and how we can try to measure them. Then, in collaboration with colleagues, we will identify some 'commit to try's' that will seek to deepen all stakeholders' engagement with who we hope to be.	Leadership	All
<b>Kristen Low</b> Grade 7 teacher and Learning Leader, Pacific Christian School	<b>Find Beauty in the Mess</b>  When students walk through our classroom doors we don't always know what is in their "backpack." It could be a backpack full of stress or hurt. When this is the case, it is difficult for students to focus and therefore hard to build community within the classroom. Kristen will share social-emotional learning tools and activities to help build classroom community, such as flexible seating structures, CREW focused lessons plans, social-emotional scales and reflection and goal setting templates. Let's help students see who God has called them to be in a community with others.	Engaging Instruction, Embodied Practices, Leadership	K-8
<b>Katie Churchill</b>	<b>Falling in Love with Matter</b>	Beautiful Work	All

<p>Grade 2 Teacher, Surrey Christian</p>	<p>If students love something, they want to take care of it. In this workshop, we will look at how to engage students as creation enjoyers and earth keepers by inviting students into meaningful learning experiences. We will explore different ways to allow student voices to be present in our planning and in the hands-on classroom experiences in science, literacy, visual arts and technology.</p>		
<p><b>Mark Hartman</b> Chief Sustainability Officer, City of Phoenix</p>	<p><b>“What in the World is Happening — Sustainability at the Global and Local Level”</b></p> <p>As a sustainability practitioner since 2006 and leading sustainability in the fifth largest city in the U.S., Mark will provide an overview of some remarkable sustainable actions around the globe, and how the focus on equity has highlighted the significant role of education in empowering youth in their role in the planet’s future. He will also highlight the challenges and opportunities of working as a Christian in a world needing care for God’s kingdom, and how our students can make a difference through developing sustainability initiatives.</p>	<p>Beautiful Work</p>	<p>3-12</p>
<p><b>Rev. John Roberts</b> Head of School, Covenant Christian School</p>	<p><b>Examining School-Wide Practices, Rituals and Traditions that Point Students (and Staff!) to Christ</b></p> <p>Through embodied practices, rituals and traditions found school-wide, students can develop habits and understandings that support a biblical worldview and their relationship with Christ. This workshop will focus on: Identifying and understanding these routines found in our schools, examining these routines for effectiveness and student leadership, looking at the routines of other schools, communicating our practices to our communities, seeking to understand how we might build up or modify our practices as we support the development of our students.</p>	<p>Embodied Practices</p>	<p>All</p>
<p><b>Jason Lohman</b> 6/7 grade social studies teacher and Chapel</p>	<p><b>Teaching on Purpose</b></p> <p>We teach what and where we teach on purpose, for a purpose. Whatever our content area, we aren’t in our classrooms simply</p>	<p>Beautiful Work, Engaging Instruction, Assessment</p>	<p>K-12</p>



<p>Leadership, Lansing Christian School</p>	<p>because we can read and deliver a predetermined curriculum. God has given each of us a unique set of skills, interests, and passions. What would teaching and learning look like if we incorporated and utilized those skills, interests, and passions to deliver relevant, kingdom-minded lessons? In this session, participants will experience successful interest/skill/passion driven projects from my classroom and have opportunities to begin planning their own.</p>		
<p><b>Erica Littauer</b> Director of Learning Resources, The Rock School</p> <p><b>Robyn Ortega</b> Director of Learning Practices, The Rock School</p>	<p><b>Professional Development: "Do as I Do"</b></p> <p>Need fresh ideas for staff PD that give teachers meaningful time to create units, collaborate with colleagues and build empathy with their students as they engage in the learning process as a learner? Come see a case study of a powerful PD practice that was started at The Rock School and due to overwhelming positive responses, will be a continued practice.</p>	<p>Leadership</p>	<p>All</p>
<p><b>Robyn Ortega</b> Director of Learning Practices,</p> <p><b>Erica Littauer</b> Director of Learning Resources, The Rock School</p>	<p><b>At the Heart of Instructional Coaching</b></p> <p>When trust and personal growth stays at the forefront of the Instructional Coaching process, powerful things can happen. Come hear how the personalized coaching cycle can instill confidence in your teachers and receive the resources to set up an effective process for giving and receiving feedback.</p>	<p>Leadership</p>	<p>All</p>

<p><b>Justin Cook</b> Director of Learning, Edvance</p>	<p><b>Palmer’s “Communities of Truth” in an Age of Polarization</b></p> <p>Parker Palmer’s book <i>The Courage to Teach</i> not only resonates with the Christian Deeper Learning movement, it is also much needed wisdom for education and beyond in our cultural moment of division. Palmer defines truth as “an eternal conversation about things that matter, conducted with passion and discipline.” He continues by explaining how this definition “takes us beyond relativism and absolutism alike.” This session unpack Palmer’s vision for “communities of truth” and consider concrete ways that Christian Deeper Learning classrooms are perfectly suited to invite their students into Palmer’s vision.</p>	<p>Engaging Instruction, Embodied Practices, Leadership</p>	<p>All</p>
<p><b>Justin Cook</b> Director of Learning, Edvance</p>	<p><b>Structuring Classroom Communities of Engagement and Belonging</b></p> <p>As Christian educators, we understand just how crucial it is to create in our classrooms communities of love where all students are known, feel like they belong, and can flourish in their learning through our so-cial/emotional support. But how do we accomplish this culture of belonging with actual structures and practices in our day to day work? Appropriately, educators the world over are putting a much greater emphasis on social/emotional learning. “Responsive Classroom” is one example that provides concrete structures and practices to support students in a culture where all students are known and valued. This session will introduce you to morning meetings and other explicit practices and structures to foster communities of engagement and belonging for all your students.</p>	<p>Embodied Practices</p>	<p>K-8</p>
<p><b>Krista Wallace</b> Director of Learning, Elevate USA</p> <p><b>Keren Wallace</b></p>	<p><b>Deeper Learning through the Outdoors</b></p> <p>Practical guide for using the outdoors as a teaching tool for building rigor and community with middle school and high school students and developing healthy culture with staff.</p>	<p>Engaging Instruction, Embodied Practices</p>	

<p>7-8 Math teacher, Rocky Mountain School of Expeditionary Learning</p>			
<p><b>Heidi Young-Thompson</b> Elementary Principal, Pacific Christian School</p> <p><b>Lorna Herzog</b> High School Principal, Pacific Christian School</p>	<p><b>Building Community in Math Class with a Thinking Classroom Approach</b></p> <p>As math teachers, our hope is that students will become problem solvers. But do our instructional strategies support this hope? Research has shown that, contrary to what we may believe, many students in math class are not thinking. They usually follow a list of steps to get them to the right answer, which does not translate well to rich problem-solving abilities. This session will introduce teachers to a set of tools that emerged from the research of Dr. Peter Liljedahl, which is now known as the practices of a Thinking Classroom. The beauty of these tools is that they also align with many Christian schools' goals of building community, collaboration, and relationships between students who may otherwise not find connection. The practices reduce social barriers within the classroom, decrease dependence on the teacher for answers, increase classroom discussion, mobilize knowledge among students and increase persistence in working out problems. Come and experience a Thinking Classroom as we wonder together how these practices might be transformative for our students and our learning.</p>	<p>Engaging Instruction</p>	<p>6-12</p>
<p><b>Craig Doerksen</b> Director, The Waterloo School</p> <p><b>Bryce Carlisle</b> The Waterloo School</p>	<p><b>Design for Growth Over Grades--A Paradigm for Assessment</b></p> <p>The 'necessary evil' of grades, especially in high school, tends to undermine missional efforts of personal and community formation. Come learn how to redesign the role and methods of assessment and grading in your class and school to help them become tools towards the missional efforts of personal and community formation. We will examine both low level practices like our language and rituals around grading, as well as higher structural design challenges regarding student and teacher work flow, public</p>	<p>Assessment</p>	<p>9-12</p>

	and private audiences, and participatory and negotiations in grading.		
<b>Kent Ezell</b> Founder, Faith Journey	<b>Showing Evidence: The Value of Christian Education for Recruitment, Retention, and Accreditation.</b>  Parents are exploring school options and considering whether the tuition is worth the cost. Christian schools need to be able to give clear evidence of the value of Christian education, and how it is fulfilling its mission. Kent Ezell will share practical ways to gather and share this evidence.	Assessment, Leadership	K-12
<b>Edith VanderBoom</b> Director of the Master of Arts (in Philosophy) in Educational Leadership at the Institute for Christian Studies	<b>From Listening to Participating in God's Redemptive Work: Using the Indigenous Medicine Wheel for Assessment and Learning</b>  In 2015, Canada's Truth and Reconciliation Report shared 94 calls to action. One call was for educators to consider how Indigenous perspectives and pedagogy can be integrated into the curriculum across all subject areas. I would like to suggest using an indigenous medicine wheel as a structure to consider learning and assessment. Unlike a traditional rubric, the wheel represents learning as a cyclical process rather than a linear one. I would like to suggest the use of the medicine wheel as a form of assessment that considers stages in students' learning process rather than a level of achievement.	Assessment	K-12
<b>Mark VanderWerf, Erik Ellefsen,</b> The Civic Hospitality Project (Kuyers Institute & Paul Henry Institute, Calvin University)	<b>The Civic Hospitality Project</b>  This workshop introduces the Civic Hospitality Project, a curriculum developed in partnership between the Kuyers Institute and the Henry Institute for the Study of Christianity and Politics. The curriculum is driven by two questions: How can we affirm truth, nurture faith, and still live well amidst deep differences? What if our civic lives are marked less by hostility toward others and more by the practice of Christian hospitality? Participants will be introduced to learning materials that do not just talk about hospitality and civic engagement, but employ teaching practices	Beautiful Work, Engaging Instruction, Assessment, Embodied Practices	9-12

	that develop the qualities of character that enable hospitality amid differences.		
<b>Harry Blyleven</b> Executive Director, Christian Teacher's Academy	<b>"Getting Students to Think Deeply about Simple Things"</b>  Help students go deeper into their understanding of topics by starting with simple concepts and strategies, clear expectations, and shared language and experiences. Next, let's investigate how we can move from simple ideas and build upon these ideas to think deeply and discover how our learning and work fits together as part of God's Story.	Beautiful Work, Engaging Instruction, Assessment	K-12
<b>Laurie Koning</b> School Relationship Manager, EduDeo Ministries	<b>Designing Real Work for Real Needs for Real People</b>  Whether you speak the language of PBL, TtT, or Deeper Learning, all educators desire the same thing for their students: opportunities for authentic learning experiences. If you're passionate about incorporating a global perspective into your curriculum design, EduDeo Ministries offers opportunities that might be just what you're looking for. We want to inspire you by sharing stories from Christian schools across Canada who have been doing real work to meet real needs of real people in our partner countries. You'll also have an opportunity to brainstorm and develop your own ideas for beautiful work alongside your fellow globally-minded peers.	Beautiful Work, Engaging Instruction	All
<b>Pamela Zuidhof</b> School Designer, TtT	<b>Audience Matters!</b>  Who your students are doing their work for matters! Doing work for an authentic audience not only impacts student engagement and motivation, but also the effect they can have on the greater community. Come consider how to tweak your audience while designing learning activities.	Beautiful Work	K-5
<b>Matt Berka</b> English Department Chair, Southwest	<b>Reading and Literacy: Beyond the English Classroom</b>  Reading and literacy skills are foundational for student development—they are a bedrock for interdisciplinary skills and academic growth. Consequently, it is imperative to both broaden	Engaging Instruction	6-12

<p>Christian High School</p>	<p>traditional understandings of what “reading” and “literacy” encompass and share the work of teaching students to these ends across subject areas and disciplines. In other words, reading and literacy instruction is the work of an entire faculty. This workshop aims to equip interdisciplinary teachers with practical, proven strategies for delivering instruction that involves reading and literacy in a way that equips students with critical skills and positions them for content mastery and academic success. Please feel free to bring a piece of coursework with you as we learn to apply these strategies and tools.</p>		
<p><b>John Low</b> Principal, LOGAN Hope School.</p> <p><b>Lorraine Low</b> MS teacher, Olney Christian School</p>	<p><b>Creating Expeditions from Scratch</b></p> <p>This session is designed to help participants use their current standards and curriculum to create expeditions (cross curricular learning experiences). Throughout the presentation this husband and wife team will take you on a guided tour through one of their expedition examples using their template and tools to design these deep learning experiences. Participants are asked to bring a year at a glance or similar for brainstorming purposes.</p>	<p>Beautiful Work, Engaging Instruction Leadership</p>	<p>3-12</p>
<p><b>Darren Spyksma</b> Director of Learning, Society of Christian Schools in British Columbia</p>	<p><b>When You Know, You Know: When Learners Track Their Own Learning Progress</b></p> <p>When learning targets are alive in the classroom, tracking progress of personal growth becomes a vibrant and essential task for the engaged learner. Hear one middle school teacher's story of inviting students into tracking their own progress and how it changed learning in a grade 7 class. Through the use of pre-assessments, learning target tracking, and concept-based organization of summative assessments, students were able to accurately assess where they were proficient and where they needed to invest in more practice. Participants will be invited and given time to use the story as a launching pad to reorient assessment in a unit still to be taught this year.</p>	<p>Assessment</p>	<p>6-12</p>
<p><b>Darren Spyksma</b></p>	<p><b>How are students actually formed at school?</b></p>	<p>Embodied Practices</p>	<p>All</p>

<p>Director of Learning, Society of Christian Schools in British Columbia</p>	<p>So much of student formation happens when learning is not the focus. Explore how small adjustments to everyday events in school and the classroom can have a significant impact on the development of a student's faith formation. It is easy to forget that common practices like attendance, scheduling, seating arrangements, locker assignments, honour roles, and many other details of schooling are formational. Participants will be invited to examine their school's practices through the lens of faith formation, hearing stories from other schools as inspiration for their journey. Both school-wide and classroom practices will be explored and analyzed.</p>		
<p><b>Mike Chen</b> Head of School, Pacific Bay Christian School</p>	<p><b>Pursuit of a Deep Organizational Transformation</b> We will explore principles of organizational transformation as I reflect on ways that a team of colleagues confronts our school's troubling past, manages the scarcity of present resources, and shapes the trajectory of our school's future to cultivate deeper learning and engagement of all students. These principles are drawn from fields of social ecology, community resilience theories, and educational equity. In this interactive workshop, participants will practice applying these principles and frameworks in their unique contexts and share reflections.</p>	<p>Leadership</p>	<p>All</p>