



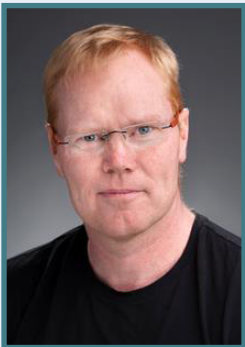
## CREATING THINKING CLASSROOMS

with **GARFIELD GINI-NEWMAN**

**Thursday, October 4, 2018 - 9:00 am - 3:30 pm**

A primary goal of virtually all educators is to help their students to think deeply about important concepts and ideas and to use their knowledge to construct innovative responses to complex issues and problems. When assessment is used primarily to assess the end product or performance, important opportunities to support and extend student learning are often missed. An important element of nurturing critical thinking involves self-regulated learning and collaborative thinking that are both enhanced through the use of "assessment for" and "assessment as" learning.

As an associate professor at OISE/University of Toronto and a senior national consultant with The Critical Thinking Consortium, Professor Gini-Newman has worked with thousands of teachers across grades and subjects, helping them to frame learning around engaging and provocative activities and authentic assessments. Professor **Gini-Newman** has spoken across Canada and internationally on critical thinking, brain compatible classrooms, curriculum design, effective assessment practice and nurturing 21st century skills in a digital world. In addition to working at the University of Toronto and delivering workshops, Professor Gini-Newman has taught in the faculties of education at York University and the University of British Columbia. Professor Gini-Newman has also authored several articles, chapters in books and seven textbooks.



## BUILDING A THINKING MATHEMATICS CLASSROOM

with **DR. PETER LILJEDAHL**

**Thursday, January 10, 2019 - 9:00 am - 3:30 pm**

**Dr. Peter Liljedahl** is a Professor of Mathematics Education in the Faculty of Education at Simon Fraser University in Vancouver, Canada. Peter is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. He consults regularly with teachers, schools, school districts, and ministries of education on issues of teaching and learning, assessment, and numeracy.

We know that problem solving is an effective way for students to learn to think mathematically and to acquire deep knowledge and understanding of the mathematics they are learning. Simply problematizing the mathematics curriculum, however, does not help constitute the practice that teachers want or students need. Equally, infusion of problem-based learning into the mathematics curriculum does not help with the transformations we want to see in our classrooms. What we need are a set of tools that, along with good problems, can build thinking classrooms. In this presentation, **Dr. Peter Liljedahl** looks at a series of such tools, emerging from research, that can help to build an environment conducive to problem-based learning. He will unpack his research that has demonstrated that a problem-based learning environment and culture can quickly be established, even in classrooms where students resist change.



## ADDRESSING THE NEEDS OF REFUGEE STUDENTS: BUILDING TRAUMA-SENSITIVE SCHOOLS AND SUPPORTIVE CLASSROOMS

with **Jan Stewart, Ph.D** **Thursday, March 7, 2019 - 4:30 am - 7:30 pm**

**Jan Stewart, Ph.D** is Deputy Provost and Associate Vice President, Academic at The University of Winnipeg and a Professor in the Faculty of Education. With over 30 years of teaching, research, and field experience, Jan has achieved expertise working with children and youth affected by conflict, trauma, violence, abuse, mental health issues, neglect, and human rights violations. She has led international research and teacher development programs in Zimbabwe, South Sudan and Uganda and has conducted national and international seminars and conferences around the world. Jan is the author

of *The Anger Workout Book for Teens*, *The Tough Stuff Series*, *The STARS Program* and *Supporting Refugee Children: Strategies for Educators*. Her new book, *Bridging Two Worlds: Supporting Newcomer and Refugee Youth* was released in January 2018.

The experiences of refugees are often punctuated with trauma, violence, loss, and personal stress which can have an impact on the re-settlement trajectory and overall sense of well-being and belonging that newcomers in Canada experience. This presentation draws on findings from a three-year research program that examined best practices for supporting refugee student integration in schools and communities. A model for creating trauma-sensitive schools and recommendations for providing culturally responsive pedagogies and inclusive strategies to meet the needs of vulnerable youth will be shared.

To learn more and register, go to [www.mbascd.ca](http://www.mbascd.ca).  
Registration fee per workshop: \$200, or \$450 for all three workshops.