Manitoba Association of Teachers of English and Canadian Council of Teachers of English

Righting Wrongs; Writing Rights
West Kildonan Collegiate, 101 Ridgecrest Avenue (off Main St.)

PROGRAM

Pre-Conference Event – October 22, 2015

9:00 – 10:00 a.m.
Keynote: Dr. Michelle Honeyford

10:00 – 10:30 a.m.
Health Break

10:30 – 11:30 a.m.
Morning Sessions
(Marked A1-A9)

11:30 a.m. – 1:00 p.m.
Lunch – a list of restaurants is provided in your folder

1:00 – 2:00 p.m.
Afternoon sessions
(Marked B1-B5)

1:00 – 3:00 p.m.
Afternoon sessions
(Marked C1-C7)

2:00 – 2:15 p.m.
Health Break

2:15 – 3:15 p.m.
Afternoon sessions
(Marked D1-D5)

8:30 – 2:15 p.m.
Publisher display in gymnasium
Night before SAGE

KEYNOTE

Reconciling, Renewing, and Reimagining:
The Future of English Language Arts and Literacy
Dr. Michelle Honeyford

Michelle Honeyford is an Assistant Professor in Language and Literacy in the Faculty of Education at the University of Manitoba. Her research and teaching interests focus on understanding how learning is mediated by students’ cultural identities and how ways of knowing and learning in schools can be expanded to include and represent diverse youth more effectively, particularly through writing, multiliteracies, and critical inquiry. Dr. Honeyford is Co-Director of the Manitoba Writing Project, a professional network for educators and educational partners interested in writing and teaching writing for/as social justice and human rights. She also leads the Faculty’s CanU program, a university-based afterschool program engaging teacher candidates and faculty in collaboratively designing innovative, affinity-based learning spaces for middle school students.

Pre-Conference Event – October 22, 2015

Manitoba authors will be sharing their insights and reading from their work. Award Presentations and readings will be followed by a wine and cheese reception.

RSVP by email to Linda Ferguson at mate@mts.net.

Location: McNally Robinson Booksellers, Grant Park Shopping Centre

Time: 7:00 pm.
10:30-11:30 am
Morning Sessions

A1: Telling Your Story: Building Community Through Memoir Writing (SY)
Dennis Maione
The creation of a personal memoir is a powerful way to discover self as well as to build community through the sharing of stories. This session describes a memoir-writing workshop developed through the collaboration between the presenter, a Winnipeg-based memoirist, and a number of high school English teachers in Winnipeg. This workshop, which has been successfully delivered 5 times to-date, couples the Manitoba English curriculum with wisdom and practical insight from a professional writer: a combination which is both entertaining and educational. Dennis Maione is an author, speaker, teacher and storyteller from Winnipeg. His latest book, What I learned from Cancer, is a personal journey through crisis and health care and is currently widely available in Canada.
Code: A1

A2: Writing Feature Articles (MY/SY)
Elizabeth Bourbonniere
Having students write feature articles as part of a journalism unit helps to push them out of their Internet-search comfort zone and encourages them to produce polished, thoughtful, and well-developed writing. While the form lends itself to human rights and social justice issues, particularly those with local perspectives, it can also be used for writing on a variety of high-interest topics of personal relevance to students. During this session, we will look at the characteristics of feature articles, research and interview considerations, and elements of magazine layout.
Elizabeth Bourbonniere teaches 9-12 ELA at River East Collegiate.
Code: A2

A3: Just Write (MY/SY)
Anita Maharaj Kumar
During this session, Anita will engage participants in understanding social justice education through the development of personal voice and the use of the pen. Everyone has a voice; however, the power of this tool can easily be lost in a myriad of curriculum expectations. Anita will provide educators with practical opportunity to develop writing skills where student voice related to social justice prevails.
Anita Maharaj Kumar (B.R.S, B.Ed., and M.Ed.) began her 19th year in the River East Transcona School Division this year. She has actively been involved with UNESCO since its inception in Manitoba, sits on Teacher Advisory Board of the CMHR and teaches at the University of Winnipeg.
Code: A3

A4: Teaching Through Story in a Divided City (MY/SY)
Marc Kuly
In response to the persistent ethnocultural and socio-economic divisions in Winnipeg, this workshop will examine the role of story for building connections. Using classroom examples and interactive exercises, participants will try their hand at welcoming student stories into the process of curriculum construction.
Marc Kuly is an Assistant Professor responsible for service learning in the University of Winnipeg’s Faculty of Education.
Code: A4

A5: Reading Visuals – Preparing for the Grade 12 ELA Exam (SY)
Paul Reimer
Reading visuals plays the largest role in our reading lives. We read visuals almost 100% of our waking hours, even when there isn’t a book near us. Teaching students how to read and how to interpret visual images, and then how to respond in such a way that they can accurately and successfully complete the Provincial ELA exam’s question on a visual text, are crucial skills. Just as important is teaching teachers to do this properly. As an ELA teacher, a photography teacher, and in his job as a professional photographer, Paul has a well-developed vocabulary and set of principles to follow when reading a visual. Students who learn to read visuals with language that is specific to such interpretation, typically do really well on that exam question. The aim of this session is to help teachers teach students to do well, while learning to read visuals for themselves.
Paul Reimer is a photography teacher at the Steinbach Regional Secondary School, a professional photographer and a long-time member of the provincial ELA exam program.
Code: A5

A6: Uncovering Reading Difficulties (EY/MY/SY)
Valdine Bjornson
This workshop will outline how to investigate the strengths and weaknesses of our struggling readers in order to target instruction effectively.
Valdine has worked internationally and in Manitoba as an early years educator, music teacher, EAL support teacher and more recently as a Reading Clinician in the middle years. She has received training as a Dyslexia screener and consultant. She is currently working towards a Certified membership with the Academy of Orton-Gillingham Practitioners and Educators.
Code: A6

A7: Catalysts to Creativity and Critical Thinking: Teaching Emotional Intelligence Within a Social Justice Framework (EY/MY/SY)
Dr. Karen Magro
This presentation will provide practical ways that literacy educators can integrate core elements of emotional intelligence (e.g. empathy, motivation, self-awareness, intercultural intelligence, and problem solving) in English language arts. Art, storytelling, poetry, photography, drama, literature and non-fiction can be used in creative ways to highlight social justice themes that include counter
marginalization and harmful stereotyping, racism, and discrimination, and barriers to social equity. Specific texts such as Cormac McCarthy’s *The Road*, Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian*, Linda Sue Park’s *A Long Walk to Water*, and Malala Yousafzai’s *I am Malala* will be explored; in addition, short stories and dramatic excerpts will be used to highlight social justice themes. Picture books with social justice themes, intriguing illustrations, and interdisciplinary texts can also challenge our students to think more divergently and critically. Resources, an annotated bibliography, and useful lesson plans will be provided.

Dr. Karen Magro has been an educator for over 30 years. Karen is an Associate Professor in the Faculty of Education, University of Winnipeg. Her research and teaching interests are in creativity, social justice, emotional intelligence, literacy learning, the psychology of teaching and learning and transformative learning theory. She has taught both nationally and internationally. Karen’s new book *Finding New Voice and Vision in Literacy Learning* will be out in 2016.

**Code: A7**

**A8: The Anti-Oppressive Possibilities of Trans* YA Literature (SY)**

**Lindsay Brown & Dr. Reece Malone**

Boy/Girl; Fat/Thin; Straight/Gay; Rich/Poor. More often than not, it is these binary systems of classification that organize the worlds of contemporary fiction written for young adults. Although much progress has been made in the areas of racial diversity in YA texts, there is still a lot of work to be done to address the prevalence of sexism, classism, sizeism, ableism, and heterosexism. The worlds of YA literature have little or no space for characters that do not fit neatly into limiting categories of identities. This session will explore the possibilities and challenges of teaching texts that feature transgender and gender independent youth who are attempting to navigate communities that struggle to understand non-normative identities. These texts have helped pave the way for more unconventional depictions of youth that challenge gender binaries and inspire readers to work against oppression.

Lindsay Brown teaches English Language Arts and Film Studies at Maples Collegiate. She is also employed by the Rainbow Resource Centre as an Education Facilitator. Dr. Reece Malone has a private practice as a certified sexologist; in addition, he serves as the Education Program Coordinator at the Rainbow Resource Centre delivering public education on sexual orientation and gender identity tailored to the education, social services, health care, and the corporate sectors.

**Code: A8**

**A9: Artifactual Literacies: Connecting Students’ Lives to the Curriculum (EY/MY/SY) (One hour)**

**Dr. Michelle Honeyford**

Minecraft buildings? Dance? Canadian art? We’ll explore how artifacts—living, technological, historical, architectural, cultural, and natural—can expand the ways we think about texts and the kinds of creative, critical, and cross-disciplinary engagements with language arts and literacy they can inspire.

**Code: A9**

**Lunch**

11:30 – 1:00 pm

Consult restaurant list in program

1:00-2:00 pm

Afternoon Sessions


**Elizabeth Bourbonniere**

More middle and high school teachers are starting to build classroom libraries of high-interest books to encourage students to read. Unfortunately, books are expensive, and the task of building a great classroom library can seem daunting, especially when schools and divisions aren’t providing unlimited funds. Which books will students like to read? Where can a teacher get these books at bargain prices? What can teachers do to encourage students to develop an interest in books and reading? Elizabeth will share her book-buying secrets and tell you when and where to get the best deals on books in Winnipeg—even where to buy brand-new books for a fraction of the prices they sell for in stores. She will share the titles of books that have been popular with her students and talk about some of the strategies she uses to motivate students to read.

Elizabeth Bourbonniere, an avid bargain hunter, teaches 9-12 ELA at River East Collegiate.

**Code: B1**

**B2: Encouraging Student Voice: Benefits of Lit Mags and Implications for the Classroom, the School and the Community (SY)**

**Lisa Whiteside & Shaena Oberick**

Giving our students a chance to explore issues that are important to them using their own voices can be a powerful way to encourage change. Formal publication, specifically through the development and use of literary magazines, can be a way to do that. This session will present five theories developed out of Lisa’s research on literary magazines, with a focus on benefits of the project, as well as implications for the classroom. Shaena’s experience with her own school’s literary magazine adds another voice to this formal research. A resource package will be available for those looking to either start up or develop their own literary magazine project, and will also be useful for those looking to use lit mags within their ELA classrooms.

Lisa teaches ELA at Collège Garden City Collegiate and is one of the teacher advisors of Threads, GC’s lit mag. Shaena teaches Grade 9-12 ELA at West Kildonan Collegiate and is the teacher advisor of Spark: The West Kildonan Collegiate Literary Anthology.

**Code: B2**
B3: Helping Refugee Students Find Success (EY/MY/SY)
Muuxi Adam & Strini Reddy
Muuxi will tell his captivating story of his life before he arrived in Winnipeg at age 16 with about a grade 4 level education and no English. The intervention and support of a high school teacher enabled him to graduate and proceed to post-secondary education. A large number of our refugee immigrants spend a number of years in trying conditions in the world’s largest refugee camp in Dadaab, Kenya before they manage to find refuge here. Muuxi will describe an initiative through which they are attempting to bring early education, books and other materials as well as healthy nutrition to the most vulnerable residents of the refugee camp, the youngest children.
Muuxi Adam is a speaker to students and staff about the importance of their engagement in social justice initiatives. He is a graduate of the U of W.
Code: B3

B4: Re-Imagining the Selection of English Language Arts Texts: A Future-Focused Human Rights Approach (MY/SY)
Dr. Karen E. Smith
Selection of texts for English language arts has not changed a great deal in the past 70 years, yet the world and technology to create/access texts has completely shifted in the past 20 years. This session focuses on a fresh approach to textbook selection using future-focused research and a human-rights model.
Dr. Karen E. Smith, PhD, is an Associate Professor in Curriculum, Teaching and Learning at the Faculty of Education, University of Manitoba.
Code: B4

B5: Explore and Create a Better World in all the Right Ways...Through Literature, Society and Students’ Lives: Make the Connection
Margaret Murray
This one hour presentation will inspire participants to talk about writing and to talk about our lives. You will leave with a splash of ideas of how to empower your students to take risks with ownership of their writing and their lives. To engage our 21st century learners, it’s all about finding one’s voice and using it to make a change in the world. This way of teaching supports critical thinking and learning throughout our lives.
I invite you to share through your reading and writing some significant moments of your lives.
Margaret Murray is a high school English teacher and is currently teaching AP English and Grade 12 at Kildonan East Collegiate.
Code: B5

1:00-3:00 pm
Afternoon Sessions

C1: Stripped Down Romeo & Juliet (MY/SY)
Shakespeare In the Ruins
Shakespeare In The Ruins is proud to present Stripped-Down Romeo & Juliet, the one-hour, 4 actor, nothing-but-the-hits version of the Bard’s timeless classic. Presented Elizabethan-style, this cheeky all male production sold out its last school tour and always leaves the students with much to discuss.
Code: C1

C2: The Only Proper, Right, True and Good Way to Teach Research-Based Persuasive Essay Writing in High School Settings. (SY)
Roy Norris
Persuasive research essays are still the bread and butter of humanities writing in the final years of high school and in virtually all post-secondary programs. Knowing how to write a good essay is vastly different from knowing how to teach essay writing. This session will explain one solid approach to this teaching task, developed over the past 20 years. The session will benefit novice and veteran teachers alike, and of course you should not be fooled by the session title; there are many excellent ways to teach essay writing. This is a “listen/read/discuss” session, so you will have to participate if you attend.
Roy Norris is an English teacher at Dakota Collegiate and a Doctoral Candidate with the Werklund School of Education, University of Calgary. Roy has been teaching essay writing for over 20 years.
Code: C2

C3 – Global Issues & Human Rights (MY/SY)
Celine Doll & Amber Marion
In this session, you will be introduced to a thematic unit plan for Global Issues and Human Rights. The instructors will model some of the tasks, guide you through the technology that is used, and provide student exemplars and copies of the unit plan and assignments (paper or electronic, if you have a USB). Suggested texts and videos for the unit will be mentioned. You will walk away with a ready to use teacher-generated unit plan! For grade 7 or 8 ELA teachers (can also be adapted for high school).
Celine Doll and Amber Marion are grade 8 teachers in the River East Transcona School Division.
Code: C3

C4: The Negatively Capable Classroom (SY)
Anne-Marie Hanson & Morgan Gregory
In a letter, Romantic poet John Keats (1795-1821) created the phrase Negative Capability to name the quality of “being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason.” A Negatively Capable Classroom encourages students to read with an open mind, to celebrate literature as complex and diverse, and to embrace rather than resist ambiguity. This session includes
a brief overview of the idea, an engaging activity using key passages from various literary works, as well as questions and discussion about classroom application. Anne-Marie Hanson and Morgan Gregory are lovers of literature and teachers of English at Kelvin High School.

**Code:** C4

**C5: Intro to Photography (EY/MY/SY)**

Paul Reimer

In this session, Paul will guide teachers who are looking to improve their photography skills through the basics. Participants are encouraged to bring their cameras and any necessary cables, etc. to facilitate some photography and editing during this session. Come prepared to recharge your batteries and hone your photography techniques.

After 24 years of teaching English and doing photography, Paul is now teaching full-time photography in Hanover School Division and taking photographs as a side-business. He leads international photo trips almost every spring break.

**Code:** C5

**C6: Seven Pathways of Reconciliation**

David Delorme & Lisa Aymont Hunter

The Honourable Justice Murray Sinclair, Chair of the Truth & Reconciliation Commission, called for changes in policies and programs, as well as commemoration through education and memorials, in introducing the Commission’s summary report and 94 recommendations that was released on Tuesday June 2, 2015. He has also shared that he would like to see us change the way we talk to and about each other in the journey to reconciliation. In the two-hour workshop, “Seven Pathways of Reconciliation”, participants will be guided in exploring how we can use courage, love, respect, humility, wisdom, honesty, and truth as effective tools for social change in classrooms, and will receive ideas and suggestions for resources to help students deepen their own understanding about what “reconciliation” means to them.

David Delorme is a Métis person from Cochin, Saskatchewan, descended from Cree and French Métis people, graduating high school in North Battleford, Saskatchewan and completing a B.Ed. at the University of Saskatchewan. David began teaching in Regina in 1994 for 4 years, spent 10 years in Vancouver and 4 years in Winnipeg. David is experienced in working with students diagnosed with Fetal Alcohol Spectrum Disorder at both elementary and secondary levels and has worked as consultant for the Vancouver school Board and River East Transcona School Division as the Divisional Inclusion Specialist- Aboriginal education. Lisa Aymont Hunter has been working as an Aboriginal Community Networker for the River East Transcona School Division since 2008. The skills she developed from Red River College’s Applied Counselling Program continue to be useful in her role supporting students and teachers in the division and welcoming many gifted Indigenous presenters into our classrooms. She is Anishinaabe, Gaagaa diodem, with Ojibwe, Cree, Metis, and European ancestors, and continues her life-long learning about her beautiful cultural traditions and teachings from the Elders and Knowledge Keepers who appear on her path.

**Code:** C7

**C7: Writing Together: The Manitoba Writing Project (EY/MY/SY) (Two hours)**

Dr. Michelle Honeyford

Whether you’re new to writing workshop or an experienced writing workshop teacher, we invite you to come and join us. We’ll offer a number of different kinds of writing experiences as we write and workshop our writing in small groups, modeling processes and tools you can use in your classroom. We’ll explore and share the writing we’re doing with our students (K-university) and discuss our approaches to integrating technology, writing conferences, and meaningful feedback and assessment. We’ll conclude with an opportunity to generate new ideas and possibilities for writing together.

**Code:** C7

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**Afternoon Sessions**

2:15 – 3:15 pm

**D1: Interdisciplinary Learning & Teaching in the Humanities (SY)**

Matt Henderson & Heather Ragot

In this session, Matt and Heather will discuss how they have designed and delivered a multidisciplinary learning environment based on curiosity, rigour and excellence.

Matt Henderson and Heather Ragot teach at St. John’s-Ravenscourt School in Winnipeg.

**Code:** D1

**D2: Storytelling Through Dance (EY/MY)**

Amanda Borton

Storytelling Through Dance is a multimodal presentation that invites educators to see and experience dance literacy as a form of storytelling. Join Amanda as she explains the process of her experience, shows you the movie, has you participate in learning how to dance a story, and then take part in conversations and creative idea planning to see how students can engage in dance literacy in the English Language Arts curriculum.

Amanda Borton is a grade one school teacher who has her Masters in Language and Literacy and is currently working on her PhD.

**Code:** D2

**D3: Rights vs. Privileges Simulation Game (MY/SY)**

Cathie Hiller & Frances Molaro

Cathie and Frances will lead participants through a game that engages students in reflection that encourages them to distinguish between rights and privileges, outline life events with positive and negative consequences for loss and gain (of beans), articulate the emotions another youth might have when experiencing these events, and understand global social justice issues.

Frances Molaro, a retired educator, and Cathie Hiller, a retired social worker, are
members of the Winnipeg group of the Grandmothers Campaign which supports the Stephen Lewis Foundation.

Code: D3

D4: Critical and Creative Citizens: How Contemporary and Classic Texts Can Provoke Student Awareness, Empathy and Action (MY/SY)
Anne-Marie Rochford
This presentation will provide practicing and pre-service teachers with lesson-ready ideas for bringing social justice to life in the classroom. Texts from Shakespeare to Wagameese, from Achebe to Vermette become catalysts that support discussion and provoke critical thinking in students. Texts should be linked to authentic activities that gives meaning and purpose to learning. The use of debate, mock trials, demonstrations, community service projects, propaganda experiments, talk shows and social media provide colour to the study of all genres, engage all six of the strands and provide a unique forum for students to address themes, topics and issues, especially those relating to social justice.

Anne-Marie Rochford has been teaching for 16 years in Northern Saskatchewan and Northern Manitoba where she completed research for her M.Ed. and currently works as a high school ELA teacher and department head in Cranberry Portage.

Code: D4

D5: Postmodernism and Human Rights Education (EY/MY/SY)
Christie Petersen
This session will provide educators with the opportunity to (re)consider the possibilities of human rights education through a postmodern lens. In addition, this session will also explore the CMHR as a postmodern museum.

Christie Petersen is an early years teacher from the Pembina Trails School Division and a graduate student at the University of Manitoba in the Faculty of Education.

Code: D5

REGISTRATION

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Onsite Registration:
MATE SAGE conference and one-year membership - $65.00

Send completed registration form and cheque or money order payable to MATE to:
Linda Ferguson
10-730 River Road
Winnipeg, MB    R2M 5A4
mate@mts.net
204-255-1676

Please Note:
Where seating is limited, those who have registered in advance will be seated before those who register onsite.

Parking:
Please note that parking attendants will be directing conference participants to nearby parking, as parking bans have been lifted for the day.
Additional parking available at the Red River Community Centre parking lot at the corner of Main St. & Murray Ave., and across Main St. at the Kildonan Community Church, 2373 Main St.