

2025 SAGE Professional Development Day via Zoom

Manitoba Association of Teachers of English (MATE) Conference Program and Registration Guide

This year's conference will be delivered online via ZOOM Events. After you complete registration, you will receive an email two days before the event with instructions for accessing the conference site. You will have access to all sessions.

Session A: ZOOM 9:00 am -10:00 am

Welcome and Awards

Keynote Title: "Better, Faster Feedback"

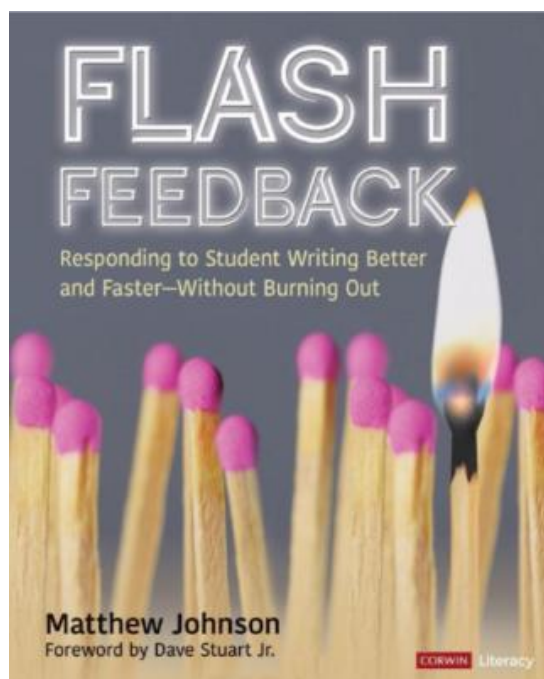
Feedback can be a deeply powerful teaching tool, but the time and effort needed to provide it can also be a tremendous weight upon teacher time and psyches. Better, Faster Feedback—led by Matthew Johnson, a full-time classroom teacher and author of the bestselling book *Flash Feedback*—will explore feedback best practices from the perspectives of efficiency and effectiveness, with much of the session discussing the surprisingly large number of places where more efficient practices are also more effective practices.

Morning Keynote Bio:

Matthew Johnson is a father, husband, and high school English Language Arts teacher in Ann Arbor, Michigan. He is the author of *Flash Feedback: Responding to Student Writing Better and Faster – Without Burning Out*, *Answers to Your Biggest Questions About Teaching Middle and High School ELA*, and *Good Grammar: Good Grammar: Joyful and Affirming Language Lessons That Work for More Students*. He also is a contributing writer for the New York Times Learning Network, EdWeek, and Edutopia and blogs regularly about writing instruction and pedagogy at www.matthewmjohnson.com



Matthew Johnson, author of *Flash Feedback*



Session B: ZOOM 10:15 am-11:45 am

B1: “Better, Faster Feedback in Action”

(Morning Keynote Follow-Up workshop)

Speaker: Matthew Johnson

The second session will explore on-the-ground feedback practices and tools. Specifically, it will look at how to create flash feedback and whole-class feedback-based assignments, teach and cultivate strong self and peer feedback, build feedback literacy, and use technology—including a discussion of when and how research says it might be appropriate to use Generative AI for feedback. It will offer a host of practical resources, and there will be time to discuss and begin to apply the practices and tools to your own teaching practice.

B2: “Sparkling Stories Start-to-Finish”

Speaker: Karin Adams

Author and creative writing coach Karin Adams discusses the seven-step story writing method from her bestselling book *The One Week Writing Workshop: 7 Days to Spark, Boost or Revive Your Novel* and how it can be adapted for classroom settings. Karin will highlight key experiences from her years as a guest artist in Manitoba schools with an emphasis on harnessing group energy to inspire individual success. The session will include a practical component where we'll experiment with author-inspired writing tactics you can put to use in your classrooms right away, as well as a Q&A about classroom writing strategies.



Lunch: 12:00 pm-12:45 pm

Session C: (2-hour session) ZOOM 12:45 pm -3:00 pm

C1: The Writing Teacher’s Guide to Pedagogical Documentation

Level: All

Speaker: Angela Stockman

This engaging session invites educators to expand their understanding of how students express knowledge and understanding through multiple modalities—visual, aural, spatial, visual, gestural, and linguistic. Discover how traditional assessment often captures only a fraction of student capability, while multimodal approaches honor the diverse ways learners make meaning and demonstrate understanding. You'll explore practical strategies for creating classroom environments where students can express themselves through various modalities, attuning you to strengths and needs that common assessment approaches fail to surface.

This session introduces pedagogical documentation as a deeply human assessment method that captures the richness of student learning journeys. Through careful observation, thoughtful collection of artifacts, and reflective analysis, you'll learn to document the subtle yet significant moments that traditional assessments miss. This approach situates assessment as a revelatory practice that illuminates student thinking, helps you recognize capabilities that might otherwise remain hidden, and guides more responsive teaching. By the end's end, you'll leave inspired to implement these practices in your classroom, equipped with practical tools to see your students more completely and serve them more effectively—honouring the full spectrum of how they learn, create, and understand their world.

Presenter Bio: Angela Stockman is the author of seven books and numerous articles related to school culture, inclusive learning design, multimodal composition, and the meaningful integration of artificial intelligence in academic settings. Her most recent publication, *The Writing Teacher’s Guide to Pedagogical Documentation: Rethinking How We Assess Learners and Learning* (Routledge, 2024) was endorsed by Dr. John Hattie and named a CHOICE Outstanding Academic Title by the Association of College and Research Libraries.

Session D (1-hour session) ZOOM 12:45 pm-1:45 pm

D1: “What if I Let Them Choose? How Giving Students Choice Transformed my Classroom Literacy Practices”

Speaker: Jamie Dyck

Level: All

Several years ago, some of my Grade 4 students really didn't want to read independently. In fact, for many of them, though they were adequate and, in some cases, quite skilled, readers, they just didn't want to read on their own. They wanted to read with a buddy instead. At first, I wasn't sure about what would happen if I said yes. And I didn't know how agreeing to "buddy reading" would begin a journey of discovery about classroom literacy practices that continue to shape my classroom teaching. This session is about what happens in my classroom when the students are allowed to choose how they spend their literacy time. It is also about where the idea of student choice comes from and the research that supports these practices. This session will include some examples of student work, some attention to assessment practices and a discussion of how these practices are grounded in Manitoba curriculum and academic research.

Presenter Bio: Jamie Dyck is Grade 4 teacher in rural Manitoba and a graduate student at the University of Manitoba.

D2: “MATE BOOK CLUB: Discussion of *Flash Feedback*”

Facilitators: Jay Nickerson and Carolyn Creed

Level: MY/SY

This session will provide teachers attending with the opportunity to discuss Matthew Johnson's book *Flash Feedback* and to explore teaching strategies that are directly applicable and meaningful to their practice. Participants should have read the book prior to attending the session. The session will be led by Jay Nickerson and Carolyn Creed, members of the MATE Executive.

D3: Using Horror to Engage Reluctant Readers

Speaker: Chelsea McKee-Trenchard

Level: MY/SY

Learn how to use horror to engage those reluctant readers in your classroom. This session will include recommended books and sample lesson plans.

Presenter Bio: Chelsea McKee-Trenchard, owner of Raven's End Books, is a former teacher who is in love with horror. From her time instructing and running her store, she has seen how horror can be a welcoming place for those intimidated by the world of books.

Break: 1:45 pm-2:00 pm

Session E: 2:00-3:00 pm

E1: “Media Literacy in Middle Years”

Speaker: Hilary Ferguson

Level: MY

Unlock the power of media literacy in your middle school classroom! In this session, we'll dive into why it's essential for students to become savvy consumers of information in today's digital world. As children spend so much time on devices, it is essential we educate students about safety and how to navigate media appropriately. Explore fun ways to dissect social media and ads while teaching students to spot bias, evaluate prejudice, and discuss attention-seeking behaviours. Leave with fresh, creative ideas to bring media literacy into your English lessons and help your students become smart, critical thinkers in the media-saturated world around them.

Presenter Bio: Hilary Fergusson has been a middle years ELA teacher since 2015 and has created a media literacy curriculum for grades 6-8.

E2: “Teaching VISUAL LITERACY: How to Prep Grade 12 students for the Provincial ELA Exam”

Speaker: Paul Reimer

Level: SY

While most of us are bombarded with visuals all day, we don't often take the time to get below the surface, to fully understand what's going on in a photo, painting or even in an advertisement. So, how do we teach students to **READ A VISUAL** on the exam, and get it right? Having taught ELA and photography since the mid 1980s as well as written many provincial ELA exams over the years, and as a current graphic design and photography teacher, I teach visual literacy daily. It's my passion. Understanding how to prepare students for the visual question on the exam, guarantees they will have a solid handle on responding with insight and intelligence. (Please note that while the session is focused on the Provincial Standards Test, the content would be valuable to any teacher teaching about visuals).

Presenter Bio: Paul Reimer has been teaching ELA, graphic design and photography since the mid 1980s. As a professional travel, sports and wildlife (we shall include people here) photographer, his expertise is VISUAL LITERACY. Paul teaches at Steinbach Regional Secondary School.

Fees and Registration (fee includes both half day and full day)

Conference Fees:

Full day SAGE Conference and Membership -- \$30.00 (\$20 membership plus \$10 conference fee for members)

LATE Registration Fee -- \$40.00 (includes membership)

MATE Membership:

MATE Membership ONLY--\$20.00

If you do not have Internet access, please contact Linda at 204-255-1676 or at email mate@mts.net to make alternate arrangements for payment.

Registration Dates:

Registration opens on August 27, 2025

Registration closes on Tuesday, October 21, 2025 at 11:59 pm.

LATE Registration opens on Wednesday, October 22, 2025 and closes at 9:00 am on Friday, October 24.

Contact Information:

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