

ATA LEARNER DIVERSITY AND EQUITY WORKSHOPS

Workshops have been developed by the Association to provide support to school-based PD. Workshops are delivered by trained Association instructors. All workshops use the principles of adult learning and incorporate a range of facilitation strategies. Workshops are modified to suit the needs of participants.

BOOKING A WORKSHOP

Preliminary Information

- These activity-based workshops provide opportunities for group interaction.
- Participants will receive a workbook that they can keep for future reference.
- Because workshops are in high demand, they should be booked at least six weeks before the date they are to be offered.
- Most workshops require either a half day (three hours) or a full day (six hours).
- Workshops will be offered only when at least 15 participants (who must be members of the Association) are registered. Special consideration will be given to small schools.
- In consultation with the school, Association instructors will modify workshops to meet the needs of staff.
- The fee for each workshop is \$100 + GST.

Making a Booking

- Contact Professional Development at Barnett House by phone (780-447-9485 in Edmonton; 1-800-232-7208, extension 485 elsewhere in Alberta) or by e-mail at pdworkshops@ata.ab.ca.
- State the date on which you would like to hold the workshop, an alternative date, the preferred time of day (morning, afternoon or full day), the location, the anticipated number of participants, the type of participants (for example, beginning teachers, administrators) and any special requirements.

Following the Booking

- You will receive confirmation of the booking.
- An Association instructor will call to discuss your specific requirements. If you have not been contacted two weeks before the workshop is scheduled please call the instructor identified in the letter of confirmation or contact pdworkshops@ata.ab.ca.
- Make any necessary on-site arrangements.
- You will be invoiced after the workshop date.

For further information please contact Professional Development at 1-800-232-7208 or pdworkshops@ata.ab.ca.

First Nations, Métis and Inuit (FNMI) Success Series

The workshop series is designed to provide teachers with a better understanding of First Nations, Métis and Inuit histories, cultures and world views to help ensure that aboriginal students succeed in school and meet the prescribed learning outcomes. The series also focuses on ways to deal with prejudice and discrimination. It is strongly recommended that these workshops be taken over a period of several months to allow for the time necessary to change pedagogical practice.

*Each workshop participant will receive **Education is our Buffalo - A Teachers' Resource for First Nations, Metis and Inuit Education.***)

Addressing Prejudice and Discrimination Relating to First Nations, Métis and Inuit Students

Description: This third workshop builds on the important idea that, in order to learn, all students need to feel safe in school. Unfortunately, many students experience racism, discrimination and prejudice in school, a situation that significantly diminishes their potential to learn. This workshop explores techniques that teachers can use to help all students learn to be more respectful of the culture of others. Although the strategies examined in this workshop relate to curriculum outcomes in social studies, they are applicable to all teachers, regardless of subject.

Length: Half-day or full-day session

Language of Instruction: English

Communicating with First Nations, Métis and Inuit Students, Parents and Caregivers

Description: This second workshop focuses on intercultural perspectives and communication styles as they apply to local cultures. Through interactive activities, participants will explore respectful approaches to communicating with First Nations, Métis and Inuit students, parents and communities.

Length: Half-day session

Language of Instruction: English

Effective Assessment Practices for First Nations, Métis and Inuit Students

Description: As with any group of students, great variations in how individual First Nations, Métis and Inuit students demonstrate their learning exists. There are, however, some common cultural traits that FNMI students often share. This workshop draws on current research to identify approaches to ensure that assessments for FNMI students truly represents their learning, that it is fair and that it considers their cultural differences. Specific ideas for culturally sensitive assessment will be provided.

Length: Half-day session

Language of Instruction: English

Increasing Resiliency in First Nations, Métis and Inuit Students

Description: This fourth workshop is intended to help teachers increase the resilience of First Nations, Métis and Inuit students, thereby enhancing their chances of success. Participants will examine their school's current First Nations, Métis and Inuit policies and practices and learn about the Circle of Courage, an approach to addressing the needs of aboriginal learners developed by Dr Martin Brokenleg. The workshop will challenge participants to improve their teaching practices and enhance student learning.

Length: Half-day session

Language of Instruction: English

Understanding Alberta's First Nations, Métis and Inuit Peoples

Description: This initial workshop provides foundational information that examines First Nations, Métis and Inuit cultures, histories and worldviews. The workshop will model appropriate local protocols and provide opportunities for participants to experience learning strategies that work effectively with aboriginal learners. Participants will receive *Education is Our Buffalo—A Teachers' Resource for First Nations, Métis and Inuit Education*.

Length: Half- or full-day session

Language of Instruction: English

Inclusive Classroom and School Series

Addressing Learning Disabilities in the Inclusive Classroom

Description: This foundational workshop provides basic information about mild/moderate learning disabilities (LD). Participants will consider the broad range of students who have been designated LD and engage in activities that stimulate some of the most common conditions (visual, hearing, motor coordination, conceptual and organizational, and social disabilities). The workshop provides resources, basic strategies and other interventions to begin to address these conditions. The workshop does not address severe disabilities nor does it provide information about specific coding and funding for special needs students. The workshop was developed by the Learning Disabilities Association of Alberta.

Length: Full- or half-day session

Language of Instruction: English

Building Inclusive Schools—Focus on Racism, Sexism and/or Homophobia

Description: This workshop is designed to show teachers how to build inclusive classrooms and schools in which all students feel welcome and empowered to learn. At the request of participants, the workshop can either focus on prejudicial behaviour generally or address a specific form of prejudice such as racism, sexism or homophobia. Throughout the workshop, the instructor will model instructional strategies that can be used to build inclusive learning communities with students in any subject area.

Length: Half-day session

Language of Instruction: English

Differentiated Instruction

Description: This workshop, which would serve as an effective introduction to differentiated instruction, focuses on the importance of providing multilevel activities and discusses practical instructional strategies. Participants explore topics such as creating learning environments that support differentiation, the role of the teacher in a differentiated classroom and planning differentiated lessons.

Length: Full- or half-day session

Language of Instruction: English

Here Comes Everyone—Teaching in the Culturally Diverse Classroom

Description: It is a fact that the demographics of Alberta's schools is changing dramatically and this means that teaching practices and strategies that once worked may no longer be as effective. This workshop will explore concept of cultural competence. Cultural competence provides an approach for examining beliefs, attitudes, policies, structures and practices to enable schools to work effectively cross-culturally. Cultural competence replaces earlier ideas of cultural sensitivity and awareness, which are often embraced by typically result in little change in individual or organizational behaviour. Participants will begin to learn how to develop greater capacity to engage in cultural self-assessment and become more conscious of the dynamics of intercultural interactions.

Length: Half-day session

Language of Instruction: English or French

Universal Design for Learning—Supporting Diverse Learning Needs

Description: Universal Design for Learning (UDL) is a research-based educational framework based on a set of principles and guidelines that can be used to guide teacher planning and the selection of learning resources and activities to support individual learning differences.

This workshop will:

- provide an introduction and overview of UDL
- explore the three principles of UDL--representation, action and expression, and engagement
- identify barriers to learning and potential solutions.

Participants will also learn about tools and web resources that can assist teachers as they seek to apply the principles of UDL in the classroom to support the diverse learning needs of their students.

Length: Full- or half-day session

Language of Instruction: English