



NEWS & FEATURES

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Upcoming Events

Note: The following data are provided for information only. LATA does not endorse or support any of the following:
** Hyperlinks active

Dyslexia Coffee Talkwith Guest: Dr. David KilpatrickLive on Facebook JANUARY 9, 2021
@DyslexiaInitiative

Tapestry Conference:
February 12, 2021

<https://tapestry.ourconference.ca/>

COTA Conference: Okanagan Professional Day
February 12, 2021

<https://www.mycota.ca/conferences/february-pro-d.html>

BCTF New Teachers Conference
February 26, 2021

<https://www.bctf.ca/NewTeachersConference2021/>

Dyslexia & Literacy Instruction:

Semantics & Fluency_April 21, 2021

[https://www.pdenroller.org/catalog/event/103047?](https://www.pdenroller.org/catalog/event/103047?fbclid=IwAR1Nrx1ZMgbfva52HdrozdPo_9eSLrMY0SGiiY6_pSuJzrC4g3PLP9GyVKg)

[fbclid=IwAR1Nrx1ZMgbfva52HdrozdPo_9eSLrMY0SGiiY6_pSuJzrC4g3PLP9GyVKg](https://www.pdenroller.org/catalog/event/103047?fbclid=IwAR1Nrx1ZMgbfva52HdrozdPo_9eSLrMY0SGiiY6_pSuJzrC4g3PLP9GyVKg)

ADHD Follow up: Complete this survey:

<https://docs.google.com/forms/d/e/1FAIpQLScLiRzNQNNgZumha09gTXM9f15qZOzSITse5BTiuEoYilzqHg/viewform>

Paula Kluth's resource "Shake Up" your lessons:

<https://inclusionrules.com/wp-content/uploads/2020/12/All-In-Idea-12-Shake-Up-Your-Lessons.pdf>

Check out the following group on Facebook:

[Science of Reading: What I should have learned in College](#)

Teacher Profile: Danielle Neer

What have you tried with that student that worked well? One of the lessons I have learned along the way is to listen more and to talk less. Children's language and descriptions provide such insight into where to go next with support.

How do you stay organized?

Staying on top of daily record keeping is an essential component of intervention. These records allow programming decision making to be based on evidence of growth and documented challenges. Running records show accuracy, fluency and challenging areas (e.g., r-controlled vowels) and allow you to track text level across time. Brief notes about word-study activities show progress and areas of challenge. Daily anecdotal notes about what worked/what didn't helps see patterns, sticking points, successes and can help to identify next steps. Having a scope-and-sequence or essential components of literacy, for example, supports decisions for where to go next with intervention supports for a particular child or a small group.

What tech program do you recommend for Learning Assistance teachers? There are some online programs that are beneficial to students for different reasons. ReadLive (<https://readlive.readnaturally.com/login>) supports student reading by offering non-fiction texts with a read-aloud option and provides word study/vocabulary development. Typing Club (<https://www.typingclub.com/login.html>) provides much-needed practice for students with written output issues. Epic (<https://www.getepic.com>) provides a wide range of self-selected reading within a range of levels. But, I still prefer to get a book in a kid's hands!

How do you align intervention with BC Core and Curricular Competencies? B.C.'s Core Competencies speak to life-long learning goals, which will continue to be developed across a person's life span. In developing Individual/Inclusive Education Plans (IEPs), the Core Competencies should be supported through goals and reported on in the reviews. The Curricular Competencies are represented in a student's IEP with particular supports identified to help support a student in developing the subject-based content expectations. These goals span multiple grades and are developed across time through school- and home-based experiences. Intervention decisions provided to each student are based on need and supports available. The support offered to a student continues to change as success/challenges are achieved and depend greatly on the individual education plan. For example, a student in Grade Five who is reading at around Grade Two level, identified that he really wants to become a writer this year. Based on a file review (including psych-ed report, slp report, past report cards), conversations with the student's learning support and classroom teacher, and baseline assessment data, I began working on writing support with him. Ongoing data collection, including running records and composition analysis, combined with a structured plan that includes word study, letter/sound work, shared writing opportunities, keyboarding practice, and editing support, have provided this student with the opportunity to meet curricular goals (as identified in his IEP) and personal goals to become a writer (as supported by the Core Competencies).

Danielle Neer is a Learning Assistance Teacher with School District 23 and is also the President of LATA.



LATA Goals

The LATA Executive continues to work towards the goals identified below:

- 1. To increase engagement with LATA members by using effective communication strategies**
 - a. Website, Email, Newsletters
 - b. Social Media
 - i. Twitter and Facebook to support
- 2. To support and to provide mentorship for those moving in to the Special Education field**
 - a. Scholarship - application available on <http://www.latabc.com/>
 - b. Connecting with new-to-district and mentorship organizations within various school districts
 - c. presentation at New Teachers' Conferences (e.g., BCTF New Teachers' Conference, January 2021)
- 3. Continue offering Learning Support/Inclusive Education professional development opportunities for members (service to members)**
 - a. Collaborative Teacher Inquiry Project (TIP)
 - i. We are fortunate to work alongside Catherine Quanstrom and Jessica Willows, BCTF Facilitators, for five half-day meetings to discuss
 1. The goal of this project is to collect data from BCTF Learning Assistance Teacher members on
 - a. the challenges faced by them in this role
 - b. to identify areas/resources/supports for members
 - c. seek guidance on ways to improve and increase support for students with learning disabilities/challenges/exceptionalities.
 2. Thank you for supporting future surveys and for reaching out to us via email with any suggestions and supports on this topic. See the BCTF Inquiry cycle.
 - b. Seeking out new and diverse speakers for workshops and the annual LATA conference.
 - c. Engage with Ministry of Education staff, University departments, etc., as appropriate.
 - d. Network and Collaborate with other PSAs
 - e. PSA Council meeting update
 - i. Three times a year, the Presidents of the 32 Provincial Specialist Associations (PSA) meet to discuss issues of importance to the membership and to represent issues faced by members. The next PSA Council meeting is on March 4. Please send your Executive (psac53@bctf.ca) any issues of importance so that we can discuss possible ways for changes to be brought about in working and learning conditions.
 - f. Workshops offered through district-based conferences (e.g., Surrey Teachers' Association (May), Victoria Teachers' Association (Feb 12, 2021))



BCTF Teacher Inquiry Program (TIP)



Join the Executive:
Volunteering as a member-at-large on the LATA Executive is a great way to build cross-district relationships, to share ideas for great resources, to support others in the field, and to bring speakers to your colleagues through invitation at our annual conference in October. Please contact us if you are interested in joining the Executive.

"A great educator makes everyone learn, not just those who are at the top of the class."

James Lopez
SCIENCE TEACHER

BCTF Teacher Inquiry Program Outline of the Sessions

Session 1

- Who's in the room?
- norms of behaviour
- introduction to teacher inquiry
- general areas of inquiry focus individual or collective.

Session 2

- reflection on last meeting and where we are now
- developing and refining a question
- initial exploration of data collection possibilities
- work done between sessions.

Session 3

- Where are you at in your inquiry? Successes and frustrations that you experienced since the last meeting
- What is your goal for today's session?
- data collection exercises/review—qualitative, quantitative, visual
- time for individual/group work and discussion
- mention celebration with some ideas.

Session 4

- Drafting of progress: What's the question, and why is it an issue?
- What data was collected? What does it mean?
- linking to other teachers, school/district issues/provincial directions
- connection with any articles
- preparing for the presentation.

Session 5

- plan, prepare, and finalize the teacher inquiry projects
- organize and plan the celebration
- invite guests.

Session 6

- celebrate inquiry
- a range of sharing and presentation approaches
- some recording of the event (photographs, video)
- reporting out to the local, school district, and the BCTF.



Member Question:

As a school, we are looking at purchasing a subscription to a reputable website with titles for students who require a reader or audible books in order to fully access the curriculum. If it also included some of the commonly used socials and science middle school textbooks, that would be even better. That may be too much to ask from one site.

Please send your recommendations to psac53@bctf.ca

Do you have a question that we can put to members? Send us an email: psac53@bctf.ca

"The technology itself is not transformative. It's the school, the pedagogy, that is transformative."

- Tanya Byron



Shout Out!

At Burnaby North Secondary, the Access program is for diverse learners. We have a family-centred approach to programming, so before designing a student's timetable, we meet with the family and discuss their goals, needs and priorities. The majority of my students are non-verbal, on the Autism spectrum, have Down Syndrome, physical challenges and/or medical complexities.

After two years, six months and 10 days of hard work we have published a book. It is a publication that is written and illustrated by diverse learners with the support of Access team members. Through the process of editing, we have compiled images created and coloured by different students and brought them together to form each page. Here is the media release link by our school district:

<https://burnabyschools.ca/students-with-diverse-abilities-create-published-book/>

Principal David Rawnsley: *"We're incredibly proud of our students and staff. We believe this book is the first of its kind and we're excited to celebrate their achievement."*

The staff team couldn't be happier with the beautiful work, as well as the students' learning experiences. Ms Chiao says the team is also pleased that the resulting book supports awareness. *"We want to create visibility. These students are imaginative, and each of their personalities comes out in the book. We want people to see and appreciate that young people with diverse abilities can create amazing contributions for their community."*

YouTube link: <https://youtu.be/Zq4OUv0FSI0>



A Fleeting History of Reading Memories

Reading has been a collaborative effort since early childhood, a process that involved all family members, both immediate and extended. Books were valued, cherished, revered and kept always at hand. It was with a sense of calm confidence that my grandparents, parents, and uncles referred to the inevitability of my elevation to an enlightened reader. I knew early on that reading was important. Reading was a way to convey thoughts, ideas, and feelings.

My relatives read to me often with great emotion, often laughing or crying out... in tune with the literature as we became joined in an eloquent journey. My grandmother emphasized engagement with literature, the importance of a sensory involvement. Thus began my long and winding trail of worlds real, imagined or otherwise created in my head by another's words.

The introduction to reading in a traditional education setting was filled with Dick and Jane and their incessant dog... Ahhhh the boredom! But I did appreciate the illustrations. The bright scarlet skirt Jane always seemed to don, the blue which I can still see flashing across the page as Dick ran - where to? I didn't know, but I did have some ideas.

It wasn't until grade 3 and Mrs. Wagga that someone, besides my family, realized I could read beyond the Basal Readers littering the classroom. Suddenly the boredom drifted away in the sea of books I was encouraged to explore, review, and share! Thank goodness for a teacher open to individualized programming, critical literacy and a whole language process that expanded my literary world beyond the phonetic readers which confined, limited, and numbed my mind.

As my library grew it lined the shelves (basement ledges) of my room. Wendy, my childhood friend and a partner in library adventures, chose books I didn't - more often than not they were romances, which I didn't really discover until my late teens! My choices tended to be animal fiction (Marguerite Henry I loved you!), mystery (Nancy Drew was a common yellow spine on that shelf), and world history (thank my dad for that! - World War II buff that he is:) The diversity of our interests initiated heated debates on characters, settings, stories, and the books we would one day write!

I admired my father's expansive library. He loved books. Holding them, paging through them, buying them. Mosaic books has been a favourite haunt since childhood. The original location on St. Paul Street featured nooks to hide in with a book while I waited for my mom and dad...

A Fleeting History of Reading Memories

Con't

My father and I would often debate the use or value or relative nonsense of a particular work. Today, he asks me what to read. Recently Dad has enjoyed 'The Art of Racing in the Rain' and is exploring 'A Little Life'. He isn't sure if he will enjoy 'A Little Life' but the visceral and overwhelming emotions I described have, I think, convinced him to open the first page. My grandmother relished foreign languages so I was often an active member in her acquisition of a new language and a tentative reader of foreign texts. I miss her every day, but I follow her guide and I remember to sit and read each day - somewhere with tea - for as long as I am able. With children came the need for non-fiction and love of excellent wordless picture books! They are a part of my library still and an integral component of my classroom.

Thank goodness for Margaret George on those days when children played around me. Their preoccupation with each other (and their toys) allowed the time and space to fade, foreign leaders to enter, and cruel, lovely, and impetuous actions to rise in my imagination above the sound of blocks tumbling about my feet.

Today, my reading is primarily academic, but in between texts and assigned readings, I slip fiction, poetry, autobiographies... life.

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WE WOULD LOVE TO SHARE MEMBER CONTRIBUTIONS! PLEASE EMAIL: psac53@bctf.ca

