

Volume 19 - 2023

LATA website newsletter

pw: psa53lata

MARCH-APRIL 2023



## Learning Assistance Teachers' Association

a Provincial Specialist Association of the BCTF

### Upcoming Events

Note: The following data are provided for information only.

LATA does not endorse or support any of the following:

\*\* Hyperlinks active

## NEWS & FEATURES

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Editor:

Michelle Redman

No Newsletters July or August

**Le 48e congrès annuel en ligne de l'institut des troubles d'apprentissage aura lieu les 22-23 et 24 mars 2023**

<https://institutta.webflow.io/48e-congres-annuel>

**Kaleidoscope of Inquiry - Chapters International Conference April 22 & 23, 2023 Vancouver BC**

<https://chaptersinternational.com/conference.php>

**BCTF New Teachers Conference May 13, 2023 in Nelson**

<https://www.bctf.ca/whats-happening/event-calendar>

**Vous pouvez aussi trouver des formations sur**  
<http://www.lexiegraphie.com/>

**Global charity, Made by Dyslexia, has partnered with Microsoft to launch the Learn Dyslexia campaign with the initiative to encourage schools and districts to #takeadayfordyslexia**

<https://learn.microsoft.com/en-us/training/paths/dyslexia-training/>

**Executive Function Educator Training**

<https://fraseracademy.ca/x/professional-development/executive-function-educator-training/>

**Orton-Gillingham Training**

<https://fraseracademy.ca/x/professional-development/orton-gillingham-classroom-educator-training/>

**Check out SET-BC Resources**

<https://www.setbc.org/resources/>

**POPARD training sessions and series**

<https://autismoutreach.ca/upcoming-training-dates/>

**CANCHILD Webinars (McMaster University)**

<https://canchild.ca/en/research-in-practice/f-words-in-childhood-disability/webinars>

**ACT: Autism Community Training**

<https://www.actcommunity.ca/>

**Reading 101 (free):**

<https://www.readingrockets.org/teaching/reading101-course/modules/course-modules>



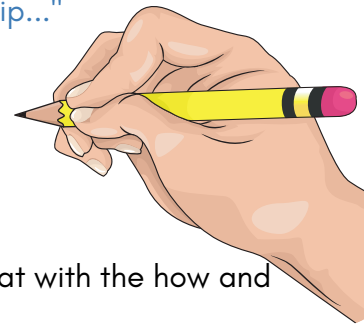
## Handwriting - Why?

Direct instruction in handwriting has been declining across North America over the past two decades despite research linking reading and handwriting. How can we as educators, encourage direct instruction, support programming and instructional formats, and enhance student learning? The BC Ministry of Education curriculum identifies print as a curricular competency but we wonder... is it being taught in explicit ways which support correct grip, proper letter formation, and consistent formation? Recent graduates from several BC universities say that they have received no formal training in teaching print, handwriting, or the relationship between reading and writing. Print instruction is in the BC curriculum. Following is an excerpt from Gr. 1 ELA Curricular Competencies:

- "foundational concepts of print, oral, and visual texts
  - concepts include directionality of print, the difference between letter and word, the difference between writing and drawing, spacing, letter-sound relationship..."
    - <https://curriculum.gov.bc.ca/curriculum/english-language-arts/1/core>

And from the Gr. 2 ELA curricular competencies:

- "letter formation
  - legible printing with spacing between words..."
    - <https://curriculum.gov.bc.ca/curriculum/english-language-arts/2/core>

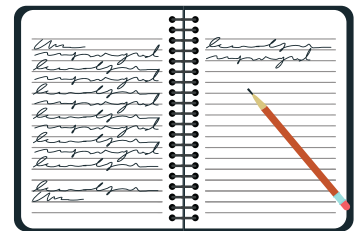


Is this specific enough and how is the Ministry ensuring that educators link the what with the how and why?

**Reading Rockets** provide a brief overview of Why handwriting is important:

Contrary to the view that handwriting is a trivial skill, handwriting actually is important for a number of reasons.

- One involves the concept of mental resources. Just as effortful word decoding may impair reading comprehension or lack of automatic recall may reduce the mental resources available for learning advanced computational algorithms in math, laboured handwriting creates a drain on mental resources needed for higher-level aspects of writing, such as attention to content, elaboration of details, and organization of ideas. The fluidity, when acquired, frees up working memory!
- Because handwriting is a basic tool used in many subjects – taking notes, taking tests, and doing classroom work and homework for almost every content area as well as in language arts classes – poor handwriting can have a pervasive effect on school performance while competent handwriting results in increased confidence and motivation!
- Moreover, when handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing.
- Finally, handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter m, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.
  - <https://www.readingrockets.org/article/importance-teaching-handwriting>



## How should we teach handwriting?

There are a few key elements to handwriting instruction.

### 1. Consistency is important!

a. teach letter formation with consistent form. Continuous stroke, as much as possible, increases fluidity and improves muscle memory.

b. downward strokes!

i. b, h, l, ... you get the idea, all begin at the top and the pencil does not lift in the formation of the letter.

ii. a, c, d, g, j, p, ... yup, you know, all begin at the top

### 2. focus on the motor pattern, the legibility will come

a. model, guide, provide hand-over-hand as needed, and build motor fluency

### 3. teach in letter groups (same type of formation) rather than in alphabetical order

a. a, c, and d all begin with the same loop

### 4. separate instruction of similar letters and teach that their formation is different

a. b begins with a downward stroke

b. d begins with a loop

### 5. visual cues support correct letter formation

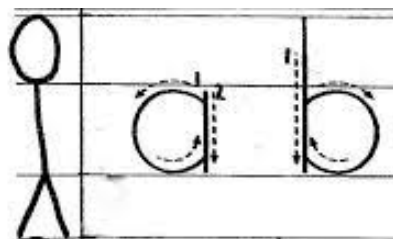
a. starting points

b. arrows

### 6. integrate primary phoneme connection

a. when printing 'a'

i. the student produces /a/



### 7. automaticity matters

a. in addition to decoding, orthographic mapping is demonstrated with fluent spelling and automatic letter formation

b. students build confidence

c. students are able to access academic material more fluently

### 8. distinguish purposes

a. note-taking does not require the same level of legibility (presentation) as does a formal report, letter, or formal communication

### 9. Select a font for class use that is consistent with correct letter formation

a. this is 'Glacial Indifference'



## Handwriting isn't just letter formation!

There are so many skills involved in learning to hold a pencil, learning to manipulate a writing utensil, forming letters/numbers, and manage paper/pencil/surfaces!

Let's list some of the amazing skills needed for and developed by handwriting!!

1. postural stability

a. this begins as a baby!



2. Visual motor skills 

a. including saccadic development used in reading

3. Visual processing

a. this helps us differentiate between b-d-p-q

4. Bilateral coordination

a. coordinate both sides of your body for effective posture

b. holding the paper, moving the pencil, erasing, using margins, and filling in given spaces on worksheets

c. Forming letters requires pencil strokes that involve moving to the midline

5. Distal Strength

a. muscle strength in the extremities supporting correct grip development, management and manipulation of writing utensil

6. Letter formation

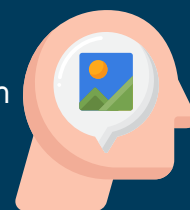
a. bad habits are HARD TO BREAK

b. important for legibility, speed, spatial use, letter recall, organization, and functional written work



7. Visual memory

a. handwriting requires a visual picture to ensure formation

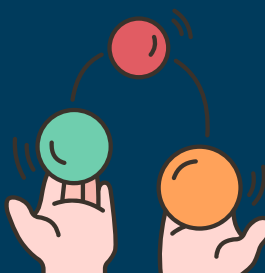


8. Fine-motor skills

a. precision

b. dexterity

c. coordination of the hand



## Handwriting Instruction Checklist










Use this checklist to affirm what you're already doing well and to uncover new ideas to tune up handwriting instruction.

- Students spend 75-100 minutes/week on handwriting instruction (grades 1-4).
- Instruction is direct and explicit, with opportunities for guided practice.
- Letters with common strokes are taught together.
- Consistent, clear language is used to describe how to form the letters.
- Visual cues, like numbered arrows, are used to show how to form letters.
- Students use their memory to practice copying and writing letters.
- Students hold pencils correctly, position their papers correctly, and sit upright.
- Special attention is paid to the difficult letters (q, j, z, u, n, and k).
- Students write connected text frequently.
- Additional handwriting instruction is provided as necessary.
- Students' handwriting is monitored.
- Older students are allowed to develop their own style.

Berninger, V. W., Rutberg, J. E., Abbott, R. D., Garcia, N., Anderson-Youngstrom, M., Brooks, A., & Fulton, C. (2006). Tier 1 and Tier 2 Early Intervention for Handwriting and Composing. *Journal Of School Psychology*, 44(1), 3-30.

Graham, S. (2010). Want to Improve Children's Writing? Don't Neglect

**HANDWRITING  
ACCOMMODATIONS**

-  Trace the baseline or worksheet lines with a bold marker.
-  Try raised line paper. Available in narrow rule or double rule.
-  Set appropriate lengths of time for completing written work.
-  Try a variety of pencil grips. Universal writing aide, the Crossover Grip, or the Claw may help.
-  Sky/ground paper. Try a DIY version.
-  Box and dot paper. Read about this paper here.
-  Green dot at left margin and red dot at right margin of the paper.

SUGARAUNTS.COM *sweet*IDEAS







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## Formal Handwriting programs

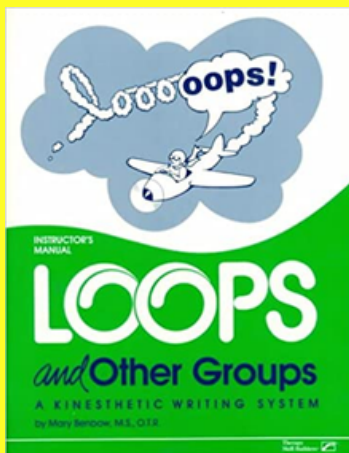


Handwriting can be taught without a formal program, however, consistency, sequence of letter introduction, and connection to phonics may be better served in a structured program.

So, which programs follow the instructional guidelines? There are lots out there, here are just a couple that our members have had success using with their students!

### Handwriting Without Tears

- Direct Instruction
- Multiple Modalities
- Cross-Curricular Instruction
- Intuitive, Effective Design
- <https://www.lwtears.com/solutions/writing/handwriting-without-tears>



### Loops and Other Groups

A kinesthetic writing system designed to help students with learning disabilities and developmental delays affecting cursive writing. Letters are taught in groups that share common movement patterns. For example, a, d, g, q, and c can be visualized on a clock face, and are called Clock Climbers. Easy-to-remember motor and memory cues help students visualize and verbalize while experiencing the "feel" of the letter.

<https://ganderpublishing.com/products/complete-loops-and-other-groups>

**Whether you use a formal program or not, be conscious of the multitude of skills required and the skills that need to be explicitly taught for handwriting. Take the appropriate time to ensure you are building good habits.**

**Effective Handwriting instruction can be done in 10-15 minutes per day but be sure to continue daily practice! Just like teaching any skill, review the previous elements taught, then build on and keep practicing.**

**Be sure to check The OT Toolbox website for TONS of information!!!**

<https://www.theottoolbox.com/handwriting/>



# THE BEST ORDER TO TEACH LETTERS in handwriting



## FIRST:

1. L, F, E, H, T, I
2. D, B, P, U, J
3. C, O, G, Q, S
4. R, A, K, M, N, V, W, X, Y, Z



## THEN:

1. l, t, i
2. c, k, o, p, s, v, u, w, x, z
3. h, n, m, r, b
4. a, d, g, q
5. e, f, j
6. k, y

[www.theOTtoolbox.com](http://www.theOTtoolbox.com)



# Structured Literacy and Writing

Emily Gibbons and Casey Harrison are the authors, bloggers, and podcasters behind 'Together in Literacy'



Together, Emily and Casey are interventionists working to build understanding around dyslexia, literacy, and the social-emotional impact on the learners, their teachers, and their families. Emily and Casey's January blog post focuses on writing as part of the structured literacy lesson and the ten most important components! Let's see what they had to say.

## 1. handwriting

- a. systematic, direct, explicit instruction (hey - isn't that what we just talked about!)
  - i. if keyboarding is an accommodation this means direct instruction in typing
    1. see Touch-type, Read, and Spell > <https://www.readandspell.com/>

## 2. spelling

- a. encoding is the reciprocal of decoding and should be part of every structured literacy lesson

## 3. writing mechanics

- a. that's the grammar, punctuation, capitalization, sentence structure, and word choice
- b. work and practice at the sentence level
- c. discriminate between 'not a sentence' and 'it's a sentence'
- d. answering questions in complete sentences

## 4. idea generation

- a. develop a coherent idea
- b. jot down student ideas as they talk
- c. provide visuals that prompt ideas
- d. use graphic organizers







### 5. syntax

- that's the arrangement of words and phrases
  - weave in during dictation (but not just there!)
  - use homonyms
  - use word/phrase cards to manipulate and build effective sentences
    - <https://www.teacherspayteachers.com/Product/Writing-Silly-Sentences-Silly-Rainbow-Sentences-1624249>

These are fun and useful in ELL instruction too!!!



### 6. Vocabulary

- compare words
- use them in sentences
- use word banks
- frontload vocabulary

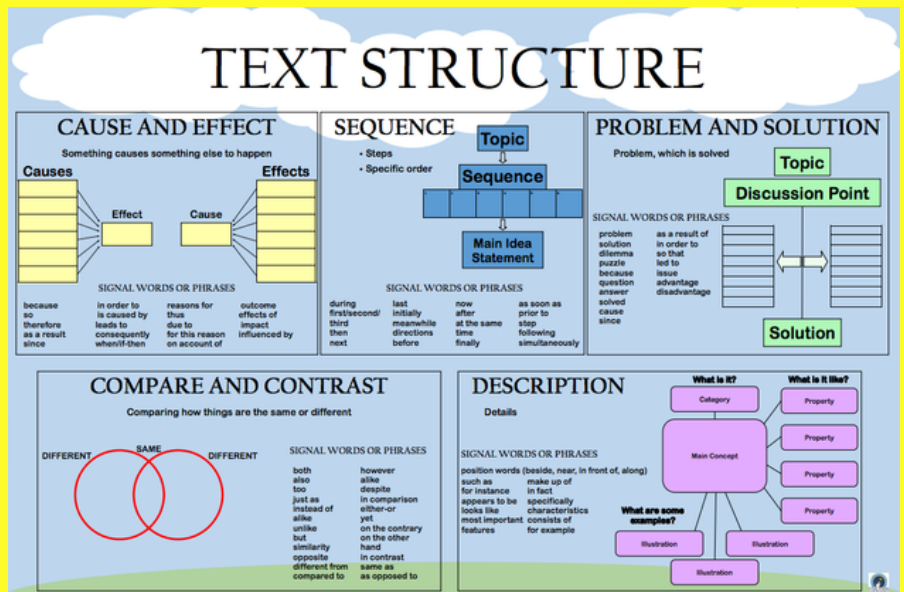


### 7. Text Structure

- depends on the age of the audience
- use graphic organizers or outlines
- start at the sentence level
  - progress to paragraph form
    - then to a short story/article

### 8. Revising and editing

- teach explicitly!
- skill by skill - review and build on
- grammar
- mechanical components
- provide a checklist for each



### 9. Content and Purpose - this is where students think about how they are presenting their topic

- provide practice in each type of writing
- students write across content areas

10. Audience - students consider 'who' they are writing for

- teach explicitly
- model
- practice
- weave throughout structured literacy lessons



## Have you explored the Read, Write, Think resources!?

<https://www.readwritethink.org/classroom-resources/lesson-plans/exploring-audience-purpose>

Thanks, Emily and Casey!

<https://www.togetherinliteracy.com/blog>

Peer-Reviewed Content

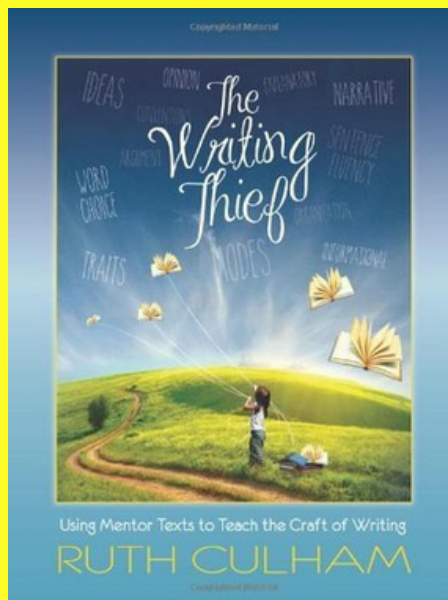
**Announcing the all-new ReadWriteThink.org!**  
The go-to resource for literacy educators

Explore standards-based lesson plans, teaching ideas, videos, and online tools to help students improve their reading and writing.

ReadWriteThink.org



Powered by NCTE



**BOOKS THAT TEACH WRITING TO KIDS**



BATCH OF BOOKS batchofbooks.com



**POETRY MENTOR TEXTS**  
Making Reading and Writing Connections, K-8



Lynne R. Dorfman  
Rose Cappelli

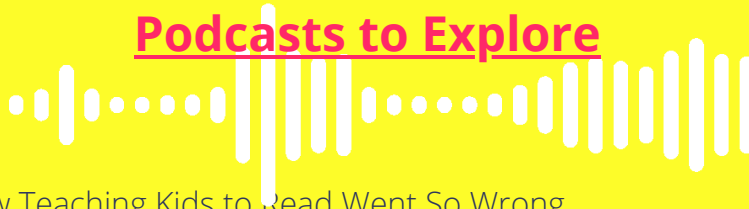
# Personal Narrative mentor texts



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## Podcasts to Explore

### For Teachers:



1. Sold a Story: How Teaching Kids to Read Went So Wrong  
<https://features.apmreports.org/sold-a-story/>
2. How a flawed idea is teaching millions of kids to be poor readers  
<https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>
3. All about the body of research called 'The Science of Reading'  
<https://amplify.com/science-of-reading-the-podcast/>
4. Teaching strategies, classroom management, education reform, educational technology  
<https://www.cultofpedagogy.com/pod/>
5. Focuses on supporting educators with the tools and resources necessary to ensure equity at their school <https://www.leadingequitycenter.com/podcast>
6. In these podcasts, you will hear from people with disabilities, their families, friends, co-workers, and neighbours. You'll hear about everyday life, their passions, their interests, and their opinions. You'll be inspired. You might laugh or cry, but most importantly, you will better understand what life is like from our perspective.  
<https://www.ocali.org/project/from-my-perspective-podcast>
7. **A** podcast for educators interested in learning more about the science of reading, knowledge building, and high-quality instructional materials!  
<https://podcasts.apple.com/us/podcast/melissa-and-lori-love-literacy/id1463219123>
8. elevates important contributions to the educational community, with the goal of inspiring teachers, informing practice, and celebrating people in the community who have influenced teaching and literacy for the betterment of children.  
<https://podcasts.apple.com/us/podcast/teaching-reading-and-learning-the-reading-league-podcast/id1537471085>
9. Teaching provides simple strategies and practical tips for PreK-grade 3 educators  
<https://podcasts.apple.com/us/podcast/triple-r-teaching/id1498200908>
10. sharing a variety of perspectives on varying topics in education with the goal of improving education for every student <https://www.readinghorizons.com/reading-resources/podcast>





## Podcasts to Explore



### **For Teachers con't:**

- In Glean's Research to Practice podcast, we interview education experts from around the world to bring their fascinating findings out from the journal pages and into your classroom <https://podcasts.apple.com/us/podcast/gleans-research-to-practice-podcast/id1448404253>
- Catherine brings you real-world strategies everyone at the IEP table can use <https://www.catherinewhitcheer.com/podcast>
- A podcast that discusses Special Education specific tips, interviewing teachers, and more, and is also parent and educator friendly <https://podcasts.apple.com/us/podcast/that-special-educator/id1493476502>
- Shifting the narrative by shouting the worth of people with Down syndrome <https://www.theluckyfewpodcast.com/>



### **For Students:**

- Canadian History <https://www.cbc.ca/radio/secretlifeofcanada>
- Exploring the world through youth <https://www.cbc.ca/radio/taiaskwhy>
- Adapts folktales from around the world into sound- and music-rich radio plays for kids ages 3 to 103. <https://www.wbur.org/podcasts/circleround>
- Led by kids! You ask the questions and we find the answers <https://www.vermontpublic.org/podcast/but-why-a-podcast-for-curious-kids>
- One of the top three kids and family podcasts in the world. Featuring songs and sketches based on stories written by kids <https://www.storypirates.com/>
- share that excitement about the past with others <https://thepastandthecurious.com/>
- Kid-friendly stories curated by Radiolab. All in one bingeable spot! <https://radiolab.org/radiolab-kids>
- StoryCorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. <https://storycorps.org/>



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## We are looking for your input!!

Do you have

- an article review
- a research summary
- a book recommendation with notes
- a detailed review of a resource or program for our learners (with images if possible)
- a review or recommendation of a speaker or author
- Can you recommend a post-secondary program for LATs with information, reasoning, and pro's/con's?

Requirements

- one-pager
- willing to work with us if edits required
- English or French!
- current

EMAIL: [lata@BCTF.ca](mailto:lata@BCTF.ca)





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# Updated Decodable Readers list

## Resource list English and French

### **Decodable Readers:**

<https://www.phonicbooks.co.uk/>

<https://www.flyleafpublishing.com/>

<https://www.highnoonbooks.com>

<http://www.simplewordsbooks.com/>

<https://dogonalogbooks.com/see-the-books/>

<https://www.allaboutlearningpress.com/all-about-reading/>

<http://eps.schoolspecialty.com/products/literacy/readers/spire-decodable-readers/pricing>

<https://store.95percentgroup.com/StudentReaders.aspx>

<https://www.sdlback.com/educational-books-for-tweens-grades-4-8>

<https://www.sdlback.com/educational-books-for-teens-grades-9-12>

<https://orcatworead.com/>

<https://www.littlelearnersloveliteracy.com.au/collections/all?>

[page=2&pf\\_t\\_series=Pip+and+Tim](https://www.littlelearnersloveliteracy.com.au/collections/all?page=2&pf_t_series=Pip+and+Tim)

<https://imse.com/products/2413/>

<https://imse.com/products/2423/>

<https://imse.com/products/2443/>

<https://www.readinga-z.com/>

<https://www.foothillseducation.ca/>

<https://teach.starfall.com/lv/projectables/PROJ009>

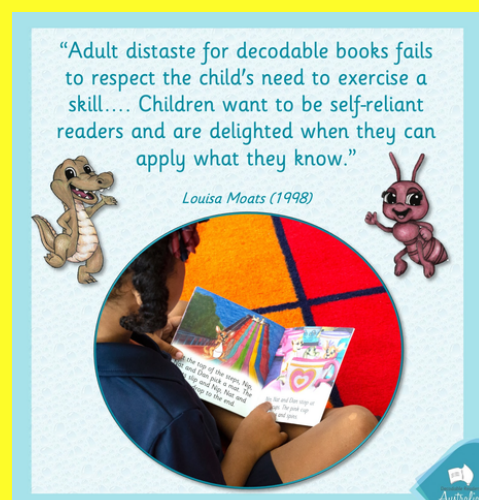
<https://www.watermelon-works.com/> (French)

<https://facilealire.com/en/pedagogy/> (French)

<https://enseignonsensemble.ca/product/decode-et-dessine-decodable-french-readers-serie-1/> (French)

### **Why use Decodable books/passages?**

1. Decoding
2. Orthographic Memory
3. Apply Explicitly taught phonics/spelling
4. Systematic Progression
5. Step Toward Fluent Independent Reading







## Association links, Training & Post-Graduate programming

### Provincial Outreach Program for Autism and Related Disorders:

<https://autismoutreach.ca/>



### Autism Awareness Centre Inc.:

Check out the recorded webinars available through this Canadian site:

<https://autismawarenesscentre.com/product-category/past-webinars/>



### Autism Fetal Alcohol Spectrum Awareness - Find resources through POPFASD:

<https://www.fasdoutreach.ca/resources/>



### Get Involved with Special Olympics BC !!

<https://www.specialolympics.ca/british-columbia>



### Vancouver Island University Graduate Diploma in Special Education:

<https://www.viu.ca/programs/education/inclusive-education-special-education-graduate-diploma>



### University of Northern BC Med. in Special Education:

<https://www2.unbc.ca/calendar/graduate/education>



### University of British Columbia MED. in Special Education:

<https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-education-special-education>



### Reading Teacher's Top Ten Tools:

<https://readingteacherstoptentools.com/>



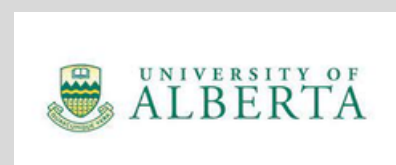
### Memorial University Graduate Diploma in Reading Development & Instruction:

<https://www.mun.ca/educ/programs/graduate/diploma/GradDipReadingDev.ph>



### Graduate Certificate in Educational Studies: Structured Literacy and Reading Science

<https://www.ualberta.ca/education/professional-learning/graduate-certificate-in-educational-studies/structured-literacy-reading-science/index.html>



Great for in-class support, intervention, and adapting materials. The Legiliner™ comes in multiple sizes and is refillable.



<https://legiliner.ca/>

Do you know a local supplier we should highlight? email [psac53@bctf.ca](mailto:psac53@bctf.ca)

### **Question:**

**How are you teaching writing? What are some of your favourite resources?**

Please email [lata@bctf.ca](mailto:lata@bctf.ca)

We are continuing to look for your recommendations for Level A and Level B assessment resources!

Please email [lata@bctf.ca](mailto:lata@bctf.ca)

**Check out the following groups on Facebook and let us know who else to follow:**

[LATA BC](#)

[Science of Reading - British Columbia](#)

[Canada's Science of Reading - What I Should have Learned in College](#)

[Special Education Resource Teachers](#)

[Special Education Teacher Leaders](#)

[Math Intervention Matters](#)

[Dyslexia BC](#)

### **Members' Questions:**

Please send your recommendations to [psac53@bctf.ca](mailto:psac53@bctf.ca)

Do you have a question that we can put to members?

Send us an email: [lata@bctf.ca](mailto:lata@bctf.ca)

### **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.***



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# FREE RESOURCES!

Visit these blog posts for information and free resources:

1. <https://kids.joyfullearning.net/>
2. <https://sites.google.com/pattan.net/pattan-literacy/2020-pattan-literacy-symposium/language-comprehension-strand>
3. <https://www.idaontario.com/french-sl-resources/>
4. <https://sarahsnippets.com/>
5. <https://thisreadingmama.com/>
6. <https://www.themeasuredmom.com/>
7. <https://www.mrsdscorner.com/>
8. <https://www.oneroomschoolhouse.net/>
9. <http://www.breezyspecialed.com/>
10. <https://mrspspecialties.com/>
11. <https://www.earlywood.org/domain/159>
12. <https://sharemylesson.com/collections/special-education>
13. <https://learn2teachwithbrandie.com/resources-teachers/>
14. <https://specialneedsforspecialkids.org/resource-library/>
15. <https://do2learn.com/>
16. <https://autismclassroomresources.com/free-special-education-webinars/>
17. <https://education.ufl.edu/uflivirtualteaching/main/>
18. <https://www.reallygreatreading.com/heart-word-magic>
19. <https://www.carlasiravo.com/music>
20. <https://www.youtube.com/channel/UCPJqkhSNKynPzgLj4Xuqp9g>
21. <https://sites.google.com/view/the-awake-project/?fbclid=IwAR37N9XWbZbj9A130a4bMnsQqE9gslhaMsjj1RHZqLcphUP1D8Nc3p5ddJc>
22. Florida Center for Reading Research: <https://fcrr.org/>
23. Reading 101 (free): <https://www.readingrockets.org/teaching/reading101-course/modules/course-modules>

Do you know of free resources we should add to our list??  
email [lata@bctf.ca](mailto:lata@bctf.ca)





Learning Assistance Teachers' Association

a Provincial Specialist Association of the BCTF



# BCTF

**Explore resources on a variety of Social Issues available for both professional growth and classroom use on TEACHBC - BCTF. Exploring a variety of issues including a wide variety of time topics.**

As educators, we accept our broad responsibility to build a better world for future generations

- Aboriginal Education
- Antiracism
- Disability Justice
- Economic Justice
- Environmental Justice
- Gender-Based Violence
- International Solidarity
- LGBTQ2S+
- Peace and Global Education
- Status of Women

<https://www.bctf.ca/advocacy-issues/social-issues#aboriginal-education>

# 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.**
        - 1. Please send your Executive ([lata@bctf.ca](mailto:lata@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, Tapestry by tridistrict Association SD61, 62, & 63)**

