

SUMMER INSTITUTE in EDUCATION

2014 MULTIPLE PATHWAYS INTO MINDFUL LEARNING
UBC FACULTY OF EDUCATION, OKANAGAN CAMPUS



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

WELCOME

Our Summer Institute in Education 2014 (SIE 2014) offers rich and engaging learning opportunities for all educators. The University of British Columbia, Okanagan's Faculty of Education is recognized locally, nationally and internationally for research, teaching and professional development. Courses in SIE 2014 are recognized by BC's Teacher Qualification Service (TQS) and can be used towards certificates, diplomas, graduate programs and upgrading requirements.



Designed for optimum flexibility, the courses are offered in a variety of time slots and cover a wide range of topics. You can select from 18 courses to customize your own program. SIE 2014 offers 1-, 2-, and 3-credit courses from July 7 to August 15.

Courses in this year's SIE 2014 are all connected to our theme "Multiple Pathways into Mindful Learning". Within this theme you can explore research, theory and practice related to topics such as social emotional learning, inquiry, education beyond the classroom, mindful well-being, community, leadership, curriculum, technology, and literacy.

In the summer, the campus atmosphere is active and inviting. Highly trained instructors from across Canada and around the world join local specialists to offer exceptional learning opportunities. The interactive, experiential nature of the courses, weekly speakers and social gatherings provide meaningful times for learning and networking.

Join the hundreds of people who have found the Summer Institute in Education at UBC's Okanagan campus an empowering and enjoyable learning experience.

*Leyton Schnellert, PhD
Coordinator of Professional Development Programs
Assistant Professor, Faculty of Education
UBC's Okanagan campus*

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MULTIPLE PATHWAYS INTO MINDFUL LEARNING

This year's theme "Multiple Pathways into Mindful Learning" invites us to think about our core values as educators and to take up practices that align with our beliefs. As educators we are deeply committed to inclusive education and increasing all students' learning and life chances, but how do we make this happen? Come join our learning community as we rethink what teaching and learning mean, re-imagine where they happen, and transform ourselves and our practice.

Just as British Columbia's K-12 curriculum and assessment are in the process of transformation, the Faculty of Education at UBC's Okanagan Campus has been engaging in it's own process of renewal. We have been exploring what mindfulness is and how it relates to our teaching, learning, programs and research. We are delighted to have educators from British Columbia and beyond – including you! – joining the conversation as we transform what education looks like.

In addition to the immersive courses offered for credit during SIE 2014's six weeks, each Wednesday features a speaker or panel. Come explore empathy, responsive pedagogy, deep listening, critical literacy, and learning in and through community. Leave rejuvenated, inspired and grounded.

Together we can build multiple pathways into mindful learning.



IMPORTANT INFORMATION

SIE COURSE CHOICES

- Four 3-credit courses
- Four 2-credit courses
- Ten 1-credit courses

CLASS TIMES

MORNINGS: 9 a.m. to 12 p.m. AFTERNOONS: 1 to 4 p.m.

- Course times may vary
- Most courses run Monday to Friday

CLASSROOMS

Rooms are listed on the course schedule via the Student Service Centre (SSC) website — see Admission & Registration on Page 20 of this Course Guide. For campus buildings and directions, refer to the Campus Map on the back page or at ubc.ca/okanagan/campusmap.

PROGRAM CREDIT

Post-Baccalaureate students: Students enrolled in the Faculty of Education's Post-Baccalaureate programs on the Okanagan campus are able to take SIE 2014 courses and apply them towards the certificate and/or diploma programs with approval from the Professional Development Coordinator. Keep in mind that students can bring in up to 6 approved elective credits from outside the post-baccalaureate program for the certificate, and 12 credits for the diploma.

Graduate students in the master's program: All SIE 2014 courses are potential graduate elective courses for the Faculty of Education's graduate programs at UBC's Okanagan campus. However, course selection is made in consultation with a student's supervisor. Courses at the 400 or 500 level may stand as an elective with approval from the student's Graduate Supervisor. Students must ensure they have approval before registering.

Interested in pursuing a Master-level Degree in Education? The Faculty of Education at UBC Okanagan offers graduate degrees that build upon the expertise of each student, develop a unique journey, and purposefully integrate educational theory and practice. Impact your professional identity and practices while studying at a world-class university.

See: ubc.ca/okanagan/education/grad

COURSES

JULY 7-11

The Importance of Story, Identity and Reflective Relationships

9 a.m. to 12 p.m. EDST 498H 1 credit

INSTRUCTOR: BEN LOUIS & ERIN LOUIS

Participants will explore diverse approaches to teaching and learning through interaction with self, peers and diverse texts. This relational journey will incorporate the First Peoples Principles of Learning and the revised English Language Arts K-9 Curriculum. Collectively we will develop an understanding of the Principles of Learning and new resource packages through experiences, discussion, readings and reflection. We will explore the power, beauty and joy of story and language and the importance of identity, reflection and relationships in an educational setting. Participants will express understandings and perspectives of themselves and others through diverse representations (oral, written, symbolic, experiential, multi-media).

JULY 7-18

Mindful Well-Being: Learning Retreat for Educators

9 a.m. to 12 p.m. EDST 497A 2 credits

INSTRUCTOR: GEOFFREY SOLOWAY

This course will be run as a holistic learning retreat including three parts: 1) experiential mindfulness practices, 2) didactic presentations, and, 3) group discussion. Readings will be assigned that are associated with the practice of mindfulness and meditation, and relevant theory and research highlighting the application to teaching and learning. This course explores the theme Multiple Pathways into Mindful Learning by focusing on a) mindful teaching, b) enabling learning through mindfulness, and c) providing educators with their own authentic experience of mindful learning. Further, multiple methods for practicing mindfulness will be introduced such as body scan, sitting meditation, listening and speaking, reflection, walking and standing.

Note: UBC reserves the right to alter or change the sequence of the SIE 2014 courses subject to instructor availability and budgetary considerations.

Grounding Your Practice in Community

1 p.m. to 4 p.m. EDST 498F 2 credits

INSTRUCTOR: MURRAY SASGES AND KIM ONDRIK

This course will take up the concept of community and how critical it is to the learning and development of students. Connections between community-based education, mindful teaching and learning, and social justice will be explored. Participants will be provoked to consider how community, mindfulness and social justice are related from four different perspectives: classroom community, school community, neighbourhood community, and global community. Together these lenses will be used to examine how teachers and students can be more rooted in the idea of whole heart and mind development in learners through working with others and problem solving. The BC Ministry of Education's three core competencies underlying the new draft curriculum will add context for this conversation and exploration.

Summer Institute is a unique and inspiring opportunity to engage with an already dedicated cohort of teachers and UBC Okanagan faculty.

-Sophie Liljedahl



COURSES

JULY 7-25

Building Communities: Education Beyond the Classroom

9 am. to 12 p.m. EDUC 529/EDST 498D 3 credits

INSTRUCTOR: VICKI GREEN

In this course, we will consider the research and activities in education as it is practiced in multiple and diverse community settings beyond the classroom. We will explore the theory and practice from examples such as community service learning, community gardens, community arts and science, caring learning communities, communities promoting identity and agency, governance and human rights.

Conceptualizing Curriculum Studies: Theory & Research

1 pm. to 4 p.m. EDST 497D/CUST 563 3 credits

INSTRUCTOR: JIM PAUL

This dramatic-comedic, action-adventure course locates participants in starring roles as Curriculum Studies researchers. Curriculum studies are the critical engagements of curricula as present and absent in our socio-geo-political micro- and macro-discourses and grand narratives. Curricula exists because particular people in a particular place at a particular time believed that someone else should know about something and the interests, wants, and desires of these certain people have prevailed. Your mission (should you decide to come and play) is to unravel the scripted and unscripted plot complexities clues embedded in the micro / macro “realities” that we were born into, continuously accept and/or reject, and consciously or otherwise promote when we use the terms “curriculum” and “curriculum research”. We will explore, utilizing visual methodologies, media – Western movies – reflections and representations of conceptualizations of curricula that referentially show how and why, writ-small and writ-large, ‘particular people in a particular place at a particular time believed that someone else should know about something’.

Note: UBC reserves the right to alter or change the sequence of the SIE 2014 courses subject to instructor availability and budgetary considerations.

JULY 14-18

Assessment and Instruction for Early Reading

9 a.m. to 12 p.m. EDST 498I 1 credit

JENNIFER KELLY

The course will be conducted through a series of conversations around current theories of early reading and assessment practices. Information will be delivered through a variety of forms of instruction (lecture, video, journal articles, internet sources, children's books, assessment artifacts), but the main strategy will be conversation among the learning community. Teachers will be engaged through the active participation in the learning process. They will have the opportunity to take in information and analyze it to see how it fits with their current classroom practice. Each teacher will be responsible for their own learning and I will facilitate that process by connecting with each teacher individually and allowing a professional relationship to form.

Accountable and Accessible Evaluation Practices

1 to 4 p.m. EDST 498J 1 credit

INSTRUCTOR: SHERYL MACMATH

Assessment remains an area of concern for teachers. While each teacher does the best that he or she can, there is often a nagging doubt: Is this accurate? What is the difference between a B and a C+? Should percentages be used? Have my assessment and evaluation practices supported, or disengaged, my students? With the draft BC curriculum's emphasis on personalized learning, this challenge is magnified. It is imperative that teachers are confident in their own professional judgment. That confidence comes from engaging in practices that support student learning, track evidence over time, and report on student progress that aligns with curricular outcomes.

Summer Institute is an opportunity to engage in critical dialogue with thoughtful people. Individualized instruction, ample critical thinking, and ample growth in students as both practitioners and scholars.

-SIE 2013 Student

COURSES

JULY 21-25

Positive and Responsive Strategies for Challenging Behaviour

9 a.m. to 12 p.m. EDST 498L 1 credit

INSTRUCTOR: HEATHER ROSE AND RANDY JONES

This course is designed to give educators a broad overview of classroom leadership and management that includes research, theories, and applications in practice, in relation to diverse and challenging student behavior, the Response to Intervention model, and sustaining positive and inclusive learning environments. The integration of best practice approaches, strategies, and techniques will be drawn upon in order for the course participant to develop a classroom management plan that promotes a positive, effective and responsive learning environment for all students.

Curriculum for All: Universal Design for Learning

1 p.m. to 4 p.m. EDST 498K 1 credit

INSTRUCTOR: SHELLEY MOORE

Inclusion is critical. In Curriculum for All, we look at how we can make content accessible for everyone, including students with the most significant disabilities. More importantly, however, we consider how including students with special needs plays a major role in contributing to the learning of all students in the classroom.

JULY 21-AUGUST 1

Social Media Ecologies, Critical Media Literacy & Mindfulness

9 a.m. to 12 p.m. EDST 497B 2 credits

INSTRUCTOR: MARK LIPTON & IAN REILLY

This course addresses concerns about appropriate use of information and communication technologies (ICTs). The course also explores how media and ICTs can be powerful tools of communication, creativity, critique, persuasion, performance, and education. Students will explore the political-economic, social, environmental, and affective impacts of technology use in the interests of forging new perspectives on civic and personal mindfulness.

Teaching as if Earth matters

1 p.m. to 4 p.m. EDST 498G 2 credits

INSTRUCTOR: NICHOLAS STANGER

This course will be conducted almost entirely outdoors using peer-based and personal journey techniques that help educators explore

the process of Transformative Inquiry (TI). TI is a dynamic learning method that helps educators negotiate the complex and vibrant terrain of learning-teaching-researching. It is a way of taking time and space to draw on personal passions and put that energy to use within a relational framework in order to address burning issues. Coupled with place-based pedagogy, TI provides opportunities for educators and students to navigate the realms of mindfulness, nature, and community learning. Readings are derived from a custom TI iBook (or website), that draws on premier scholars in mindfulness, transformative learning, and environmental education. Students will be required to create creative journals, develop an inquiry project, and design a plan for implementing the tenants of Transformative Inquiry in their own classroom.

JULY 28- AUGUST 1

Compassionate Action and Leadership in Education

1 p.m. to 4 p.m. EDST 498M 1 credit

INSTRUCTOR: KARINE VELDHOEN

“The goal of mindfulness is compassionate informed action.” Mindfulness means paying attention in a certain way: on purpose, in the present moment and without judgment. As a co-learner, this inquiry based course will provide a platform for the intra-personal and inter-personal exploration of mindfulness for sustained compassionate action in education. Participants will have the opportunity to consider definitions, practices, and research around mindfulness and its connection to compassionate action and altruism. Through experiential exploration of mindfulness practices, collaborative inquiries into personal beliefs, and consideration of what moves each individual to compassion, participants will begin to uncover and describe their beliefs around compassion. The course will culminate in the presentation of personal Compassion Manifestos that tell the story of the lived experience of compassion. Educators will be invited to transfer these ideas into practical instructional design within the K-12 classroom.



COURSES

JULY 28–AUGUST 15

Social Emotional Development of Diverse Learners

9am to 12 p.m. EPSE 467/EPSE 565A 3 credits

INSTRUCTOR: JOHN TYLER BINFET

Drawing from varied theoretical perspectives, this course examines current findings related to the promotion of students' social-emotional well-being. This class is intended to provide participants with an opportunity to become acquainted with some of the theoretical and empirical literature on social and emotional learning and development in relation to school and education, specifically with regard to children and adolescents. Throughout the course, we will use theoretical principles drawn from developmental and educational psychology to examine the mechanisms and processes that might promote or impede the development of social and emotional competence across childhood and adolescence.

Language Teaching and Learning

1 p.m. to 4 p.m. LLED 490A/EDUC 524/EPSE 470N 3 credits

INSTRUCTOR: SCOTT DOUGLAS

Intended for a broad cross-section of educators with varying experiences in language teaching and learning, this course conceptualizes additional and official language acquisition from multiple angles in child, adolescent, and adult contexts. Key issues, concepts, and theoretical perspectives are evaluated and explored with emphasis on current empirical research.

AUGUST 5–8

A Practical Approach to Student Inquiry

9 a.m. to 12 p.m. EDST 498N 1 credit

INSTRUCTOR: PAUL BRITTON

This course will explore the similarities and differences between the current models of instruction that are designed to create practical applications for student's knowledge at all ages. Through this course we will work to master our skills as educators to design, facilitate and support our students in problem based approaches ranging from teacher lead to student initiated. You will exit with a process and a project designed to meet your learners' needs in the new school year.

Supporting Making and Design Through Appropriate Technologies

1 p.m. to 4 p.m. EDST 498O 1 credit

INSTRUCTOR: SUSAN CRICHTON

Drawing from the success of the Maker Day 2013 hosted as a professional development activity for K-9 educators, this blended learning course will introduce educators to design thinking, making and tinkering. Specific to the Maker Day 2013 design is the introduction of the Stanford design thinking activity, problem sketch design principles, and process to encourage group reflection on the Maker Day process. We believe these three elements create a significant learning experience for participants that are different from Maker Faire events or Maker Spaces.

AUGUST 11-15

Mindful, Meaningful Math

9am to 12 p.m. EDST 498P 1 credit

INSTRUCTOR: STEVE LAPOINTE

Math has long been the domain of, “single answer, correctness” and “teacher show, student do”. Given the diversity of classrooms today, combined with research in areas such as learning, the brain, and self-regulation, the nature of the math classroom has to change. How does the teacher accommodate all students in meaningful ways that meets the needs of the curriculum? Using this as a framework, participants will be able to understand and implement some simple strategies that will benefit ALL students in a “mindful, meaningful” Mathematics classroom. This is a hands-on, active learning course; where the participant will be spending much of the time in the role of the learner.

Pathways to Engaging Inquiry and Authentic Assessment

1pm to 4 p.m. EDST 498Q 1 credit

INSTRUCTOR: JUDITH AMOS & LELA SCRANTON



This course will empower teachers to create learning environments that address the educational needs of an increasingly diverse student population. We will explore various approaches to promote mindful learning. We will move from research-based theory into practical applications of Learning Styles, Co-operative Learning, Project Based Learning, and Criteria-Based Assessment. Participants will reflect on their own teaching practices and ask themselves “How can I provide my students with the necessary tools to reflect upon, evaluate, modify, and apply knowledge learned to new situations?” Practical applications will be turned into projects presented on the final day in a carousel style setting.

CALENDAR – COURSES AT A GLANCE

	July 7 – 11	July 14 – 18	July 21 – 25
9 a.m. – 12 p.m.	EDST 498D /EDUC 529 Building Communities: Education Beyond the Classroom VICKI GREEN		
	EDST 498H: Importance of Story, Identity & Reflective Relationships, BEN & ERIN LOUIS	EDST 498I: Assessment & Instruction for Early Learning JENNIFER KELLY	EDST 498L: Positive & Responsive Strategies for Challenging Behaviour HEATHER ROSE & RANDY JONES
	EDST 497A: Mindful Well-Being: Learning Retreat for Education GEOFFREY SOLOWAY		EDST 497B: Social Media Ecologies, Critical Media Literacy, and Mindfulness MARK LIPTON & IAN REILLY
1 – 4 p.m.	EDST 498F: Grounding your Practice in Community MURRAY SASGES & KIM ONDRIK		EDST 498G: Teaching as if Earth Matters NICK STANGER
		EDST 498J: Accountable & Accessible Evaluation SHERYL MACMATH	EDST 498K: Curriculum for All: Universal Design for Learning SHELLEY MOORE
	EDST 497D/CUST 563: Conceptualizing Curriculum Studies: Theory and Research JIM PAUL		

This is a great way to hone your expertise within your area as well as learn how to craft course construction and facilitation.

-Heather Rose

July 28 – August1	August 5 – 8	August 11 – 15
EPSE 467/EPSE 565A: Social & Emotional Development of Diverse Learners JOHN TYLER BINFET		
	EDST 498N: A Practical Approach to Student Inquiry PAUL BRITTON	EDST 498P: Mindful, Meaningful Math STEVE LAPOINTE
		
EDST 498M: Compassionate Action and Leadership in Education KARINE VELDHOEN	EDST 498O: Supporting Making & Design Through Appropriate Technologies SUSAN CRICHTON	EDST 498Q: Pathways to Engaging Inquiry and Authentic Assessment JUDITH AMOS & LELA SCRANTON
LLED 490A/EDUC 524/EPSE 470N: Language Teaching & Learning SCOTT DOUGLAS		

The SIE is fantastic Pro-d, grounded in the latest research, and highly applicable to classrooms. I learned so many ways to improve my practice and become an even stronger teacher.

-Gloria Cox

INSTRUCTOR BIOS

JUDITH AMOS

Judith Amos has extensive experience as a school educator. She holds a Bachelor's degree in Education and a Masters in Educational Administration and Leadership. She has been a professional development presenter on many occasions and was an instructor for UBCO Summer Institute in 2013. Judith is passionate about teaching and learning.

Pathways to Engaging Inquiry and Authentic Assessment



VICKI GREEN

An Associate Professor in the Faculty of Education at the UBC's Okanagan campus, Vicki teaches undergraduates Social Issues, Social Studies Methods and graduate students Learning Beyond the Classroom. Her current research includes working with historical societies to build capacity for interdisciplinary learning through oral history, digital short films, model making and field studies.

Building Communities: Education Beyond the Classroom



JOHN TYLER BINFET

"Ty" is an Assistant Professor in the Faculty of Education at UBC's Okanagan campus. His practical experience includes classroom teaching, school counselling, and involvement with international projects in Turkey, Morocco, and China. Fostering progressive ways of teaching, he works with the therapy dog Frances in his behaviour management and childhood development classes.

Social Emotional Development of Diverse Learners



RANDY JONES

Randy Jones is currently the coordinator for SD #67 Okanagan Skaha Behaviour Intervention Services. Randy is currently a Non Violent Intervention trainer and has advanced training in Collaborative Problem Solving and Functional Behaviour Assessments. Randy believes that challenging behaviour is often the "voice of discomfort" and this type of behaviour should be met with empathy, support and a well-managed classroom environment.

Positive and Responsive Strategies for Challenging Behaviour



PAUL BRITTON

Paul Britton is part of a team of teachers delivering an integrated program (middle years) that combines all of the core curricular courses and regularly uses problem based learning and inquiry as the main vehicle for learning and demonstrating students' knowledge. His goal is to improve the engagement of a diverse population of students with learning.

A Practical Approach to Student Inquiry



JENNIFER KELLY

Jennifer Kelly is a literacy intervention teacher in the North Okanagan-Shuswap School District. She has taught courses in early reading behaviour at Thompson Rivers University in the Faculty of Education. She is currently a PhD student at UBC-O with research based in professional development for teachers.

Assessment and Instruction for Early Reading



STEVE LAPOINTE

Ask Steve LaPointe what his vision is for students and his answer is simple, "Success!" Steve brings over 20 years of teaching experience with him to class each day. He currently teaches at KVR Middle School in Penticton, B.C. and mentors individual teachers, teams of teachers, school staff, and at the district level. Steve's Master of Education in Numeracy from Simon Fraser University was part his own personal journey to becoming a better teacher.

Mindful, Meaningful Math



ERIN LOUIS

Erin Louis is the Adolescent Literacy Coordinator for School District 22 (Vernon) and a part-time classroom teacher. She recently obtained a Master of Education from UBC, under the supervision of Dr. Leyton Schnellert, focusing on differentiated text in content-area classrooms. She has taught K-12 in BC and Alberta in English and French.

The Importance of Story, Identity and Reflective Relationships



MARK LIPTON

Mark Lipton is an Associate Professor in the School of English and Theatre Studies at the University of Guelph. He is an advocate for media literacy and is currently working with social media to advocate for public school teachers. His current research considers how Canadian teachers engage with media and information and communication technologies (ICTs) in the classroom to assess how ICTs function within a broader context of teaching and learning.

Social Media, Critical Media Literacy & Mindfulness



SHERYL MacMATH

Sheryl is a faculty member with the University of the Fraser Valley. Working with student teachers enrolled in a 12-month post-degree teacher education program, her teaching includes math and social studies methods, literacy across the curriculum, and governance and social reform.

Accountable and Accessible Evaluation Practices



BEN LOUIS

A member of the Okanagan Nation, Ben grew up on the Okanagan Indian Band reserve near Vernon, BC. As an Aboriginal Education Lead teacher in School District #22 (Vernon), his primary duty has been the development of an Okanagan language and culture program for students in Grades 5-12.

The Importance of Story, Identity and Reflective Relationships



SHELLEY MOORE

Shelley is a teacher with the Richmond School District. She supports schools to include students with significant learning challenges in the secondary schools around behaviour, curricular support and technology. She recently completed her MEd, and is also a mentor and instructional team member in SFU's Supporting Diverse Learners Graduate Diploma program.

Curriculum for All: Universal Design for Learning



INSTRUCTOR BIOS

KIM ONDRIK

Kim Ondrik currently teaches grades 6-7 at Ellison Elementary in Vernon with a project based, community engaged methodology. Her degree is in Special Education and is currently enrolled in the M.Ed. program at UBC. She is frequently called upon to present to school districts throughout the province on Social Emotional Learning.

Grounding Your Practice in Community



JIM PAUL

Dr. Jim Paul, University of Calgary, offers critical scholarship and an edu-taining multi-disciplinary Interpretive Studies – Critical theory, hermeneutics, semiotics, media / film / popular culture studies – inquiry-research approach to understanding the complex (meta)discourses privileged and privileging historical and post-modern Western thought and practices across the field of Curriculum Studies.

Conceptualizing Curriculum Studies: Theory & Research



IAN REILLY

Ian Reilly is an assistant professor in the Communication Studies Department at Concordia University. He received his Ph.D. in literary studies from the University of Guelph. His research explores the intersections of politics, humour, civic engagement, and media activism. He teaches courses on mass media, Internet politics, media subcultures, telecommunications policy, and media history. He is currently at work on a book about—and in collaboration with—media activists the Yes Men.

Social Media, Critical Media Literacy & Mindfulness



HEATHER ROSE

Heather Rose is currently working as a classroom teacher, social emotional learning helping teacher and inquiry leader/facilitator. She enjoys working with colleagues supporting and promoting strength based instructional strategies and prevention programs. Her passion is helping educators find creative ways of embedding and building social emotional skills and competencies through everyday curriculum.

Positive and Responsive Strategies for Challenging Behaviour



SCOTT ROY DOUGLAS

An Assistant Professor in the Faculty of Education at the UBC's Okanagan campus, Scott teaches courses in Developing Instructional Strategies for ESL, French as a Second Language, ESL in Inclusive Education, ESL in Secondary Education, and ESL and Literacy Education. He has worked with additional language learners throughout the world from the Middle East to Asia.

Language Teaching & Learning



MURRAY SASGES

Murray Sasges currently teaches senior humanities at Fulton Secondary in Vernon with a project based, community engaged methodology. He holds a M.Ed. in collaborative leadership from the University of Calgary. He is currently creating with Kim Ondrik the S.D. #22, Vernon Community School, a place of mindful teaching and learning rooted in social justice and community.

Grounding your Practice in Community



LELA SCRANTON

A classroom teacher for more than 20 years, Lela has taught all elementary grades with an emphasis in early primary. She believes that powerful and purposeful learning is achieved when every child is given every chance, every day. Authentic, individualized, experiential, active learning through inquiry and play = student achievement.

Pathways to Engaging Inquiry and Authentic Assessment



NICK STANGER

Nick currently shares his time between deep outdoor play and high-tech online multimedia projects. The main focus of his research revolves around the learning that occurs within childhood places, and the lasting effects on our lives. Nick is the Chair of the board for the Child and Nature Alliance of Canada, an organization that seeks to connect organizations, families, and youth with nature-based experiences.

Teaching as if Earth Matters



GEOFFREY SOLLOWAY

Geoffrey completed a PhD at OISE/UT where his research and teaching focused on Mindful Wellness. Currently he is working as Health & Wellness Specialist at UBC, consults in the area of mindfulness, and previously was an outdoor educator with youth for 10 years. Geoff completed a 3-month intensive yoga teacher training in 2003, and “sat” a month-long mindfulness meditation retreat in 2009.

Mindful Wellbeing: Learning Retreat for Educators



KARINE VELDHOEN

As a Principal, Karine Veldhoen's compassionate activism was conceived in Africa birthing local registered charity, Niteo Africa in 2007. Through a practical journey of compassionate action Mrs. Veldhoen has led education-focused Niteo, travelled with over 60 Canadian volunteers, and established seven literacy centres for vulnerable children in Uganda.

Compassionate Action and Leadership in Education Retreat for Educators



FURTHER INFORMATION

ADMISSION & REGISTRATION

RETURNING STUDENTS: Returning students with Summer Session 2014 eligibility may register online at the Student Service Centre (SSC): students.ubc.ca/ssc

NEW STUDENTS: New students must apply to UBC. Application for admission may be made online via:

ubc.ca/okanagan/students/nondegree/welcome

Select Application to Non-Degree Studies from the right hand menu and complete the form.

VISITORS TO THE OKANAGAN

For information on activities and events in the Okanagan area, visit okanagan.ubcconferences.com/visitor-info

ACCOMMODATION

Residence on UBC's Okanagan campus is available to visitors.

Call 1-888-318-8666 or visit the Conferences and Accommodations website: okanagan.ubcconferences.com

PARKING & TRANSPORTATION

PUBLIC TRANSIT: busonline.ca/regions/kel or call 250-860-8121

CYCLING IN KELOWNA: kelowna.ca/CM/Page3788.aspx

PARKING SERVICES ON CAMPUS: ubc.ca/okanagan/parking/areas

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Follow us on Twitter: @UBCedO

education.ok.ubc.ca/programs/sie



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Okanagan Campus