

MACSA EDUCATOR CONFERENCES

“Getting Together, Better Than Ever”

Program: Social/Emotional Learning

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**Monday, October 18, 2021 • Cairn University**

### **SCHEDULE**

|                        |                                |
|------------------------|--------------------------------|
| <b>7:30 – 8:30 AM</b>  | <b>Registration</b>            |
| <b>8:30 – 9:15 AM</b>  | <b>OPENING SESSION/KEYNOTE</b> |
| <b>9:15 – 9:45 AM</b>  | <b>Visit Exhibitors</b>        |
| <b>9:45 – 11:00 AM</b> | <b>BREAKOUT SESSION I</b>      |
| <b>11:15 – NOON</b>    | <b>BREAKOUT SESSION 2</b>      |
| <b>12:00 – 1:00 PM</b> | <b>Lunch/Visit Exhibitors</b>  |
| <b>1:30 – 2:45 PM</b>  | <b>BREAKOUT SESSION 3</b>      |
| <b>3:00 – 4:00 PM</b>  | <b>BREAKOUT SESSION 4</b>      |

### **SESSIONS**

**KEYNOTE: Dr. David Mulder “*STORY FORMED PEOPLE*”**

- C100** Designing learning for “real work that meets real needs for real people” (*Mulderr*)
- C200** Equipping teachers and inviting students to connect their learning to God’s Story
  
- C101** Part 1: Getting Together! What does this mean in human learning theory, and can teachers solve the problem created by the pendulum swing in education between passive and active learning? (*MacCullough*)
- C201** Part 2: *To maximize the information addressed, it is best to take both sessions.*
  
- C102** QPR: Question, Persuade, Refer (*Eckert & Williams*)
- C202** Supporting Students in Crisis: Creating an Internal System of Care
  
- C103** Understanding Phonemic & Phonological Awareness (*Bose*)
  
- C104** The Power of Simple Interactions (*Raudenbush*)
- C204** Trauma Matters
  
- C105** School Improvement through Accreditation (*Sierer*)
- C205** Dispelling the Myths of a Secular Accreditation
  
- C106** Teacher Language: The Power of Our Words (*Alexander*)
  
- C107** The Significance of Naming: Teaching Students to Love the Particularities of their Environment (*Jensen*)
- C207** Science, Technology, and Christian Formation

# SESSION DESCRIPTIONS

**KEYNOTE:** Dr. David Mulder, Professor of Education, Dordt University

**“STORY FORMED PEOPLE”** While there are many stories that are shaping us, deeper understanding and learning is a journey deeper into God’s grand narrative. The deep hope of this opening keynote is that you will leave with both a heightened awareness of the stories that shape you and your school and an increased desire to design learning experiences that empowers the people of God’s story to play their part within THE STORY.

Dr. David Mulder, Professor of Education, Dordt University

**C100 Designing learning for “real work that meets real needs for real people”** Picking up from our opening keynote session, this workshop is designed to explore what it means to create deeper learning experiences that invite, nurture and empower students to participate in real work that meets a real need for real people. Workshop participants will interact with each other and K-12 stories that illustrate the design principles behind creating **REAL** learning experiences with your students. The deep hope for this session is that you will begin to imagine learning experiences for that fully invites your students to play their role in God’s story.

**C200 Equipping teachers and inviting students to connect their learning to God’s Story** Despite the strong connection between reflection and learning, many of us have a limited toolbox to invite students into meaningful reflection connected to their learning. This session is designed to resource and equip workshop participants to craft “continuous, complex, connected and contextualized” reflection that both deepens a student’s understanding of the curriculum and connects the learning to God’s story. The deep hope for this session is that you will leave this session empowered to invite your students (and yourself!) into meaningful learning through reflection.

Dr. Marti MacCullough, Professor Emeritus, Cairn University, Author

**C101, C201 Getting Together! What does this mean in human learning theory, and can teachers solve the problem created by the pendulum swing in education between passive and active learning? Part I & Part 2.** These two workshops will develop the answer to the question “What is true cognitive interactive learning and what it is not?” We will address why teachers and students are of equal importance **together** in the learning event and challenge myths of “child-centered or content-centered” education. Session one provides an approach to human learning theory in a fun, activity-oriented way, while session two provides, activities that explore a model for implementing the theory. *To maximize the information addressed, it is best to take both sessions.*

David Eckert, Director of Intersect Initiative, Access Services

Ty Williams, Crisis Community Liaison and Trainer, Access Services

**C102 QPR: Question, Persuade, Refer** This training will teach participants skills for supporting people considering suicide. Specific attention will be given to the methods of question-asking, persuasion and referring people to community resources. Course Objectives:

- Increase awareness of the suicide epidemic in our society.
- Understand the various approaches to asking people about suicide.
- Learn approaches to helping persuade people thinking about suicide to choose life.
- Gain knowledge around how to refer people thinking about suicide to community resources.

**C202 Supporting Students in Crisis: Creating an Internal System of Care** This workshop will equip educators in developing an internal process for supporting students impacted by abuse, mental/emotional struggles, self-harm or thoughts of suicide. Course Objectives:

- Know how to personally respond to students expressing thoughts of suicide or self-harm.
- Gain an understanding of which resources someone can contact for support in various emergency situations.
- Identify which staff members should be involved around different needs and responses.

Dr. Stace Bose, Dean, School of Education, Cairn University

**C103 Understanding Phonemic & Phonological Awareness** This workshop will provide an overview of phonemic and phonological awareness, two critical elements for a student’s success as a reader. In addition to

providing working definitions of phonemic and phonological awareness, the workshop will highlight the differences between phonemic and phonological awareness. Helpful instructional strategies for both concepts will be presented.

**Kelly Raudenbush, Director, Sparrow Fund, Family Counselor/Therapist**

**C104 The Power of Simple Interactions** It can be hard to imagine how small, ordinary moments between adults and children matter amidst complex systems and rising demands for outcomes. Yet, simple, shared moments are the foundation for lasting human relationships where we learn and grow. When we find ways to notice and reflect on such moments, we can build intentional spaces for children and grownups to experience the power of relationships. The Simple Interactions approach provides a lens for caregivers to reflect on simple moments they experience with children, learn in the context of a community of peers, and focus on what they are already doing well. In this session, we will explore the importance of human relationships as the foundation for all development and how the Simple Interactions approach might be used to support the communities you serve.

**C204 Trauma Matters** By the time the students in your class reach 18, between one half to two-thirds of them will have experienced trauma, altering their brains and significantly impacting the way they see themselves and how the world works. In this session, we will consider what it means to be “trauma informed” in the varied roles in which you serve. And, we will explore practical ways we can help children move towards healing, manage challenging behavior inside and outside the classroom, and best support families as we learn and grow ourselves.

**Dr. Timothy Sierer, Associate Vice President of Accreditation, Middle States Association (MSA)**

**C105 School Improvement through Accreditation** How can you use accreditation as a means to improve your school? Why should we seek to become accredited? This workshop will provide an overview of the accreditation process used by the Middle States Association while allowing you to maintain your Christian School distinctive.

**C205 Dispelling the Myths of a Secular Accreditation** This workshop is designed to be more conversational in nature. The purpose of this session will be to answer school leaders’ questions regarding accreditation and the ways in which the Middle States Association works with Christian schools. Questions like the following will be addressed: Will MSA impose its belief system on our school? Will MSA require our school to adopt policies and procedures that are contrary to our Christian beliefs? As part of the accreditation process, are we able to identify biblical areas where we would like to see our students/school grow?

**Dr. Dianne Alexander, Program Advisor, Early Childhood & Elementary Education, Cairn University**

**C106 Teacher Language: The Power of Our Words** Based on a biblical foundation, interactionist learning theory, and practical applications from Paula Denton’s 2007 book, *The Power of Our Words*, this seminar will call you, the teacher, to reflect on the language we choose to use in the classroom. Are we choosing words that help children grow in self-awareness and self-regulation, practice making positive choices, and value respect and responsibility as they develop academic skills and knowledge of God’s Truth?

**Dr. Greg Jensen, Chair/Professor of Natural Sciences and Mathematics, Cairn University**

**C107 The Significance of Naming: Teaching Students to Love the Particularities of Their Environment** A study from the journal *Science* demonstrates that during their elementary school years, children learn far more about Pokémon than about their native wildlife. This session will begin with a discussion about the significance of naming. Next, we will explore strategies to remedy students’ underdeveloped knowledge of their local environment by discussing interdisciplinary strategies for incorporating the local environment in the curriculum.

**C207 Science, Technology, and Christian Formation** Medical technology advances rapidly, making it difficult to prepare students to think through the numerous questions arising from such advances. For instance, the prospect of human genome modification raises questions pertaining to personhood, human limits, and the values undergirding biotechnology. How should Christian educators approach such questions, and what is the relationship between Christian education, the church, and emerging biotechnology? Using recent advances in genetic engineering (CRISPR) as a model, this session will analyze the formative nature of technology and strategies for engaging questions of biotechnology in the classroom. While this session emphasizes biotechnology, we will also explore issues of technology more generally. Thus, this session is relevant to educators of all disciplines.