










PROGRAM OVERVIEW


SESSION CODE	PRESENTATION TYPE	TITLE & DESCRIPTION	PRESENTER INFORMATION
A1		<p>Painting Rainbows: The Importance of Gender and Sexuality Alliances in Elementary Art Studios</p> <p>This session shows how an art studio-facilitated Gender and Sexuality Alliance (GSA) transformed an elementary school. This presentation will outline what is possible - the transformative experiences of students and staff facilitators during the initial years of our elementary school's GSA (Gender and Sexuality Alliance), and how the art studio plays a central role, both as a safe gathering space and as a silent facilitator helping to inspire and drive arts-based activism among members. Through discussion, participants with similar experiences can share knowledge and interested attendees can gain tools and strategies for bringing GSAs into progressive or conservative elementary settings.</p>	<p>Tara Rousseau</p> <p>Tara has been the visual arts teacher at the Dr. Eric Jackman Institute of Child Study Lab School at University of Toronto since 2009. She has been on the board of NAEA's LGBTQ+ Interest Group since 2017, and is serving the third of a 3-year term as Co-President. She supports OAEA in equity and curriculum development. Tara also has a background in journalism, and has taught both English and French as a second language.</p>
A2		<p>Pattern-Mapping the Possible: Cultivating a Sense of Place Through Research-Creation</p> <p>There is an undeniable connection between appreciation and action. When you love something, you take care of it. In this presentation, I explore how a type of research-creation process that I developed called "pattern-mapping" can be used as an effective pedagogical tool to cultivate a profound sense of love and appreciation of place. Examples of how pattern-mapping can be integrated into middle and high school curricula will be provided. A worksheet package will be distributed.</p>	<p>Sylvie Stojanovski</p> <p>Sylvie is a community artist and current Masters of Art Education student at Concordia University. She frequently works as a guest artist at elementary, middle, and high schools in Toronto and the GTA.</p>


<p>A3</p>		<p style="text-align: center;">From Media to Big Idea</p> <p>Let's re-imagine the scope and sequence of our Arts units by shifting from media-based units to thematic units. Grounding in CRRP, we will investigate how this shift can support students to develop their artistic skills, deepen their cultural competence, and increase their socio-cultural competence to be agents of change. Together, we will look at sample unit outlines, consider the role of inquiry, and explore how both the creative process and critical analysis process can serve as frameworks for student learning. We will also consider differentiated assessment tools.</p>	<p style="text-align: center;">Emily Burgis</p> <p>Emily is committed to education that is anti-oppressive, anti-colonial, and anti-racist. Prior to her role at York University, Emily served as Curriculum Consultant for the Arts, with the York Region District School Board. Emily's creativity and multidisciplinary approach help her to mentor educators and find creative solutions to the emerging challenges of teaching and learning. Her roles as classroom teacher, course writer, and consultant have given her a strong understanding of curriculum, pedagogy, and practice. In the Arts, she promotes a worldview of global artmaking practices, and supports students to be cultural producers and agents of change.</p>
<p>A4</p>		<p style="text-align: center;">Empowering Art Educators with Creative Process</p> <p>This workshop will focus on intermediate and senior elementary-level visual arts lessons as a summative template. This hands-on session will guide participants through a visually engaging template, demystifying the intricacies of the creative journey. From brainstorming and conceptualization, to execution and reflection, this workshop will assist in gaining valuable insights and practical skills to elevate students' artistic endeavours. By breaking down the complex journey of turning ideas into tangible outcomes, students gain clarity about the steps involved and develop crucial organizational and time management skills. Join us for an inspiring exploration of the creative process that will enhance both your ability to foster artistic expression and overall problem-solving abilities. Participants can adapt and/or adopt these strategies for their own purposes and immediately implement them. A substantial resource package will be distributed.</p>	<p style="text-align: center;">Brittany Langlotz</p> <p>Brittany is Department Head of Arts at Dundas Valley Secondary School, with the HWDSB, and boasts over a decade of teaching experience. A graduate of the Concurrent Education Program, she holds a Master's in Education from Brock University. Serving as Lead SHSM Arts & Culture Teacher, a vital member of the UDL & CLI Learning Team, and the head of Emotion Coaching, Brittany recently contributed to the HWDSB's Inclusive Classroom Practices (K-12) HUB Course. She authored AQ/ABQ Curriculum for Western University and currently serves as an AQ/ABQ Visual Arts Instructor at Western.</p>







<p>B1</p>		<p style="text-align: center;">AI in Art</p> <p>Artificial Intelligence has become a prominent tool in many disciplines including the arts both inside and outside the classroom. This has created controversy, but also opened unique and interesting opportunities for the creation of art. This workshop will focus on the possibilities that AI offers in the arts classroom and will be media-focused. The topics covered will include: the importance of clearly written prompts; the challenges of including text in AI-generated images; using AI in the planning stages of the Creative Process; and how to cite AI-generated images. Examples of student work will be shared. Participants are encouraged to bring their personal devices so that they can explore AI image generator tools.</p>	<p style="text-align: center;">Daphne Habib & Cheryl Mootoo</p> <p>Daphne holds degrees in Environmental Studies, Architecture, and Education, from OISE/UT. In addition, she has Honour Specialists in both Visual Arts and Technological Studies. She also co-facilitates the Visual Arts AQ program at OISE/UT. Daphne is a Cross-Curricular Head at Glenforest SS, Peel DSB where she teaches both Visual Arts and Design. She has served as an International Baccalaureate art examiner. Daphne has been involved in organizing numerous student art exhibitions and workshops.</p> <p>Cheryl holds degrees in Visual Arts, Environmental Studies, Architecture, and Education, from OISE/UT. She has Honours Specialists in both Visual Arts and Technological Studies. Cheryl is an Academic Curriculum Leader in Visual Arts/Technology, with the TDSB. She also co-facilitates the Visual Arts AQ program at OISE/UT. Under a Learning and Leadership grant, she explored a transdisciplinary instructional model in Equity and Media Arts. Cheryl has presented art workshops and is on the OAEA Board of Directors.</p>
<p>B2</p>		<p style="text-align: center;">Teaching through Canadian Art History</p> <p>The session will offer an introduction to the Art Canada Institute and its education program - the only free, bilingual, national program to offer cross-curricular digital teaching resources on Canadian art and artists throughout history. Presenters will introduce teachers to the program, and then will take a deep dive into some of the program's Teacher Resource Guides. The workshop will conclude with a focus on some of the learning activities that are featured in the guides,</p>	<p style="text-align: center;">Dr. Emma Doubt & Rachel Read</p> <p>Emma is the Director of Programming and Education at the Art Canada Institute (ACI), where she oversees the development and management of the Canadian Schools Art Education Program. Prior to working for the ACI in her current capacity, Emma was a CEGEP teacher at Dawson College in Montreal, where she taught a broad range of courses on art & design history in the Fine</p>



		<p>with a focus on how to implement the activities in the classroom context.</p>	<p>Arts Department. She has a PhD in art history from the University of Sussex (UK), an MA in art history from McGill University, and a BA in literature and art history from McGill University.</p> <p>Rachel is an experienced arts teacher and curriculum writer, skills she developed after earning a BMus and BEd (Music and History) from Queen's University, an MA in Music Education from the University of Toronto, and an ARCT in Voice Performance from the Royal Conservatory of Music. Rachel holds additional education qualifications from the Ontario College of Teachers in the Primary and Junior Divisions and in Visual Arts, Dramatic Arts, Science and Technology, Mathematics, Special Education and First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures. She is currently the Integrated Arts Teacher at Havergal College, and she regularly presents and publishes her work on cross-curricular learning through the arts.</p>
<p>B3</p>		<p style="text-align: center;">Getting Out of the Activity Trap</p> <p>Are you stuck in the activity trap? In this workshop, we will explore how we can use the creative process and critical analysis process as frameworks for the design of units. This workshop will support you in designing for authentic student creativity and explore opportunities for integration.</p>	<p style="text-align: center;">Emily Burgis</p> <p>Emily is committed to education that is anti-oppressive, anti-colonial, and anti-racist. Prior to her role at York University, Emily served as Curriculum Consultant for the Arts, with the York Region District School Board. Emily's creativity and multidisciplinary approach helps her to mentor educators and find creative solutions to the emerging challenges of teaching and learning. Her roles as classroom teacher, course writer, and consultant have given her a strong understanding of curriculum, pedagogy, and practice. In the Arts, she promotes a</p>



			worldview of global artmaking practices and supports students to be cultural producers and agents of change.
C1		<p style="text-align: center;">Connecting Literature to Visual Arts Through Thoughtful and Creative Responses: A New Approach</p> <p>Students will engage, explore, and get excited about issues they are passionate about when they can express themselves through visual arts. The session will focus on using story books and provocations as catalysts for students to create art pieces that reflect their ideas, thoughts, feelings, and perspectives. The selected literature focuses on equity, diversity, inclusion, and truth via global issues such as identity, water conservation, nature appreciation, perseverance, and activism. Through hands-on experiences, participants will create manageable, yet purposeful artworks for the primary/junior learner. Each art response will incorporate a variety of techniques and accessible materials, focusing on at least one art element and design principle. Opportunities will be provided to share ideas that will enrich experiences in the learning space. All activities will adhere to curriculum expectations and culturally responsive practices.</p>	<p style="text-align: center;">Lisa Ainsworth & Leslie Bethune</p> <p>Leslie is an elementary educator with the Peel DSB. She has taught in the primary, junior, and intermediate divisions as a classroom teacher, Visual Arts and Physical Education specialist. Currently, Leslie is actively involved with activities and organizations that promote literacy, visual arts, and social justice in Ontario. She participates in the Peel Elementary Visual Arts executive, promoting visual arts within the board, facilitating professional learning, and co-planning and executing a yearly elementary art exhibit in a public space. She is also involved with OAEA's curriculum and conference planning committees, and as an art project writer. Leslie has a Bachelor of Arts degree specializing in Political Science and Business from Queen's University, a diploma in Fashion Technique and Design from Sheridan College, a Bachelor of Education degree from York University, and a Master of Education from Brock University.</p> <p>Lisa has been a teacher with the Peel District School Board for the past 20 years. She has taught in the primary, junior, and intermediate divisions as well as held the position of teacher librarian and visual arts teacher. Lisa is a member of the Peel Elementary Visual Arts Executive Committee responsible for planning and delivering teacher workshops and student exhibitions including Visual Voices. She has also co-curated and installed</p>



			<p>two student art shows in the spring of 2023 at Waawnjiding Wiingushkeng Centre for Indigenous Excellence and Land-Based Learning, in Caledon, and the Small Arms Inspection Building, in Mississauga. Lisa is a member and writer for the OAEA, and is a member of the planning committee for this year's conference. She is actively involved in adult and children's art programs at the McMichael Canadian Art Collection. Lisa holds a Bachelor of Applied Arts in Urban and Regional Planning from Toronto Metropolitan University; a Bachelor of Education from OISE, University of Toronto; and a Master's in Geography from the University of Guelph.</p>
<p>C2</p>		<p style="text-align: center;">Shades of Memories: A Cyanotype Workshop</p> <p>The cyanotype is one of the earliest and simplest photographic processes, instantly recognized for its majestic hue range of cyan and cobalt blue. Participants will be asked to send a photo of a person of personal significance that will be used to create their own original cyanotype. We will explore how text, objects, and drawings can be incorporated to make treasured shades of memories.</p>	<p style="text-align: center;">Miranda Blazey & Erin Lucassen</p> <p>Miranda is currently the Integrated Arts Lead Teacher with the TDSB. She brings with her a wealth of elementary, secondary, and post-secondary teaching experiences across the Arts and holds a Master's focusing on social justice and educational policy. Miranda is dedicated to fostering community involvement and promoting learning through artistic endeavours.</p> <p>Erin is a Central Arts Lead Teacher for the TDSB, supporting K-12 educators in Dance, Drama, Media Arts, Music & Visual Arts across Toronto. With the Central TDSB Arts Department Team, she provides board-wide teacher, student, and curriculum support through the creation and implementation of professional learning opportunities, tdsbCREATES Artist Mentorships, Arts Co-op, student festivals, and exhibitions. She collaborates with the Urban Indigenous Education Centre, TDSB Experiential Learning, community partners, artists,</p>



			administrators & teachers to create innovative programming that supports current student needs and pathways. She incorporates Indigenous pedagogies, equity, inclusion, well-being, accessibility, diversity & anti-oppressive practices in her work. Erin believes in providing space for all students to find their own voice and share their own stories.
C3		<p>Stone Soup Scavengers: Recycled Relief Sculpture</p> <p>This workshop re/considers the supplies used in artmaking. From repurposing items headed for the recycle bin, learn to create an ecologically-conscious relief sculpture. Explore how visual arts might help combat environmental anxiety by urging participants to take action and make something out of nothing. Use the texture and colour of recycled materials to create an artwork without paint, pencils, or markers; the physical features of the recycled objects themselves create our colour palettes. Consider how repetition and shape work together to create strong compositions. Participants are encouraged to bring smartphones to look up animals for reference.</p>	<p>Sarah Boddy</p> <p>Sarah has worked as an arts educator in a public art gallery, a classroom, and as an occasional teacher. She has a diploma in drawing and painting from OCADU and an MA (English/Fine Art, University of Alberta). Sarah currently volunteers with the SCDSB as she pursues her PhD in Educational Sustainability (Nipissing University). Interested in the intersections between art, environment, and community, Sarah sees the world through an unapologetically arts-based lens.</p>
C4		<p>"I am From" - Explore Identity, Community & Diversity using Literacy and Visual Arts.</p> <p>This interactive workshop will explore ideas about identity, community, and diversity. Inspired by a poem written by George Ella Lyons participants will engage in a cross-curricular workshop, using literacy and visual arts. The opportunity to share similarities and differences across cultures and backgrounds can assist in developing empathy in a classroom. Working together in an inclusive environment, participants will share stories, memories, and respond to questions. The written collection of these shared experiences will become the basis of each individual's artwork, which will include writing, collage and mixed media. This session will highlight a variety of best teaching practices, both artistic and</p>	<p>Lynda Hattin</p> <p>Lynda is a professional artist who worked in film, television, and theatre for 17 years prior to becoming the Visual Arts Head at Wexford Collegiate School for the Arts. The combination of her professional work ethic and passion for empowering the next generation has led to consistently successful integration of her students into post-secondary paths of their choice and careers in the arts. Lynda was awarded OAEA's 2019 Secondary Art Educator of the Year. She brings a passionate and rigorous flare to art and education, and continues to colour outside the lines.</p>



		educational. Time pending, delegates will have a completed work on which to reflect and/or continue building.	
C5		<p>Build Skateboards in Class - Be the Coolest Teacher Ever!</p> <p>Building a skateboard from scratch can be used as an educational tool for programming that resonates with students, especially those who may be disengaged. This hands-on session will demonstrate an easy and effective way to laminate together layers of Canadian maple, finish, and apply graphics to a quality handmade skateboard. Essentially, students can build their own canvas with this project. A sample curriculum will be provided. The process does not require any power tools, it focuses on learning about and using hand tools.</p>	<p>Norah Jackson, Ted Hunter & Taryn O’Grady</p> <p>Ted and Norah are the co-founders of the Roarocket Skateboard Company. Ted taught for 30 years at OCADU and recently retired. His knowledge and talents as an artist, sculptor, and inventor have served him well as a professor of furniture and 3D design. Norah is Ted’s wife, with a career in the branding design world before Roarocket. Taryn is an OCADU graduate and is the Director of Operations at Roarocket.</p>
C6		<p>Who am I, Who am I Not? Visual Storytelling through Drawing and Collage</p> <p>In this workshop, participants will investigate and develop strategies to encourage students to explore, understand, and communicate aspects of who they are, who they are not, and their place in the world. Using drawing and collage-making processes, participants will explore ways to build and strengthen inclusive communities, establish safe spaces, and use collaborative processes. We will also examine art that challenges the realities of oppressive norms and represents the diversity within our classrooms. Participants will walk away from this hands-on workshop with strategies and activities that embed anti-oppressive practices into their instruction and foster opportunities for students to see themselves in the curriculum.</p>	<p>Jennifer Matsalla & Robert Durocher</p> <p>Jennifer is an artist and educator who uses the Arts to foster creativity, expression, and as a vehicle to share stories. With over 20 years of experience, she continues to seek new learning to inform her practice. Jennifer worked centrally within the TDSB as a K-12 Arts Instructional Leader and currently teaches Dance and Visual Arts at the elementary level. Her pedagogy is rooted in wellness, equity, and anti-oppression. Her own art practice is mixed media and explores memory.</p> <p>Robert is an artist, educator, and administrator. Currently, he is centrally assigned as vice-principal, Indigenous Education, where he works extensively with NAC10 teachers. Robert has written about cultural appropriation and was also seconded to York University’s Faculty of Education, working with arts educators. Robert enjoys drawing and collage that centres identity and story.</p>



<p>D1</p>		<p style="text-align: center;">Teacher Education in Visual Arts</p> <p>Teacher preparation for generalist (non-specialist) elementary teachers in Ontario includes variable coursework in each of the four arts strands (music, visual arts, drama, and dance), depending on the institution. In this session, we present the findings of an environmental scan (collection and review of data in the public domain) of institutional practices of the 13 faculties of education in Ontario, exploring what each faculty of education is offering in Visual Arts courses for elementary teacher candidates. The study provides a province-wide, inter-institutional comparison, including program structure, course requirements in the arts, course descriptors, and course content in Visual Arts teacher education.</p>	<p style="text-align: center;">Danielle Sirek & Terry G. Sefton & Melissa Hambleton</p> <p>Danielle is an Arts Coordinator and Assistant Professor of Arts Education at Western University, Canada. Her program of research is primarily focused on arts teacher education. Her research has been published in journals including International Journal of Education & the Arts, and International Visual Sociology Association (IVSA). In addition to her scholarly work, Dr. Sirek sings professionally with the JUNO-nominated Canadian Chamber Choir and is engaged in community arts.</p> <p>Terry is a Professor at the University of Windsor, Canada, where she teaches music and arts education in the teacher education program, and qualitative and arts-based research methodologies in the masters and doctoral programs. Terry is a cellist and has performed professionally as a symphony player and chamber musician in Canada, USA, Britain, and France. She works with contemporary composers, dancers, and visual artists, to create music, video, and performance art; and has curated and exhibited in public art galleries.</p>
<p>D2</p>		<p style="text-align: center;">Being the Change: Preparing our Youth as Leaders in Museum Education</p> <p>This presentation will highlight how Dundurn Castle, a national historic museum located in Hamilton, Ontario, engaged Intermediate/Senior Visual Arts Teacher Education Candidates from a southern Ontario university Faculty of Education in hands-on, experiential learning practices to develop and help implement progressive, art-based and equity-focused programming suitable for a new generation of</p>	<p style="text-align: center;">Dr. Peter Vietgen, Meredith Leonard, Emily Purkis & Jenna Robineau</p> <p>Peter is an Associate Professor of Art Education in the Faculty of Education, Brock University. Peter is the current Past President of the Canadian Society for Education through Art (CSEA).</p>

		<p>visitors. As learner needs have evolved, the organization has recognized a need to imbed contemporary issues such as decolonization, cultural appropriation, and environmental/climate destruction into the narrative, and provide visiting students with opportunities to make meaningful connections among past, present, and future.</p>	<p>Meredith is the Senior Curator of Learning and Interpretation, in the Planning and Economic Development Department, Tourism and Culture, with the City of Hamilton.</p> <p>Emily and Jenna are Intermediate/Senior Visual Arts Teacher Education Candidates in the final year of the Teacher Education Program, in the Faculty of Education, at Brock University.</p>
D4		<p>Identity and Representations in Popular Culture</p> <p>This workshop will share three curriculum units about contemporary artists (Don Kwan, Kent Monkman, Rajni Perera, KAWS) and a recent popular film (Barbie), and delve into media literacy analysis of each, using classroom-tested activities. Samples of student art responses (multi-media acrylic collage, painting, relief printmaking) will be highlighted.</p>	<p>Irene Faiz</p> <p>Irene is a passionate visual arts educator at Weston Collegiate Institute, TDSB. Irene embeds media literacy in her visual art curriculum. Irene is a Director of the Association for Media Literacy (AML). Irene is also a visual artist and exhibits at the Railsend Art Gallery, in Haliburton. Irene pursues her art practice by taking courses in both Haliburton and Toronto.</p>
E1		<p>Push Pedagogy: Social Justice on a Skateboard</p> <p>This one-hour instructional practices presentation introduces the educational practice of "Push Pedagogy" as it moves with youth to push against oppression and push toward social justice. Illustrated by highly engaging examples from TDSB's Oasis Skateboard Factory alternative school design program, Intermediate/Senior educators will be inspired to teach through skateboards in their own school/community contexts. Participants will also be oriented to a new online resource to support "Teaching Through Skateboards".</p>	<p>Craig Morrison</p> <p>Craig is a 2019 Prime Minister's Award for Teaching Excellence recipient and OAEA's 2012 Art Educator of the Year. He is the Pedagogy Pro at Roarocket Skateboard Company and the recently retired Founding Teacher of Oasis Skateboard Factory (OSF). As the first school site in the TDSB and the world fully dedicated to offering all subjects with a skateboard design focus, OSF is an award-winning alternative school program now in year 15.</p>

<p>E2</p>		<p>Arts-based Community Engagement: A Praxis for Self and Collective Transformation in Education</p> <p>In this creative art expression workshop, we explore the role of creative thinking, visual literacy, and community awareness in a group setting. I aim to elevate learners' consciousness through transformative learning, fostering individual and collective transformation using photography, poetry, and painting. The workshop, designed for post-secondary students, aims to empower voices in non-privileged communities by creating meaning through visual analysis and critical reflection. Small groups of 3-7 participants will use collages, markers, and recyclable materials to engage in experiential learning. The goal is to create a safe and creative space that fosters connection and fun praxis learning for all.</p>	<p>Marianne Botros</p> <p>Marianne is an Egyptian/Canadian contemporary visual artist, muralist, therapeutic art practitioner, and art educator. Marianne received her M.Ed. degree in the Adult Education and Community Development program at Ontario Institute for Studies in Education OISE, University of Toronto, and has received a B.Sc in Applied Arts and Science. She is currently working as a Lecturer in the Visual Studies Department, UTM, and Tutorial Leader at OCAD University. She participated in the "2022 Work From Home" Art Exhibition, at the Latham Art Center. Marianne is passionate about facilitating art-based programs and workshops that develop student's skills of self-expression, exploring different cultures by co-cultivating art interventions to align with each student's needs.</p>
<p>E3</p>		<p>Anxiety in the Studio: Atmosphere and the Creative Response</p> <p>This experiential workshop is based on personal experience with social anxiety, trauma, and observations from decades of training, including 10+ years in the classroom. To experience, and then compare anxiety levels and creative output, participants will explore Abstract Expressionism in each session, results will be discussed regarding how changes in the room's language, music, atmosphere, and distractions affect group and individual anxiety levels and how it affects creativity.</p>	<p>Michelle Richards-Clermont & Sean Richards</p> <p>Michelle is a successful, award-winning artist and art educator. She creates and teaches for the love of art using a unique teaching approach that allows students to flourish, and develop their art with confidence and pride, all within a relaxed, open studio environment. For inspiration, Michelle spends time in nature and practices other artistic pastimes including weaving, cooking, and photography.</p>

<p>F1</p>		<p style="text-align: center;">Community Building through Collage and Environmental Stewardship</p> <p>Join us for an engaging hands-on workshop where we'll explore the role of student voice and artistic expression in transforming indoor and outdoor spaces in schools. We'll discuss approaches to integrating sustainable practices and share examples of past and current projects. Participants will roll up their sleeves and explore multiple, different collage art applications which are transferable to schools everywhere.</p>	<p style="text-align: center;">Raha Medhat, Annie Vanderberg & Paula Gallo</p> <p>Raha has been a teacher with the York Region DSB for almost a decade and has been an art educator for 8 years. Raha teaches at the elementary level, primarily to students in Junior and Intermediate divisions. Community building and environmental stewardship are at the forefront when she is planning classroom projects and school-wide events. Examples of these are the annual Earth Day event and Arts Café posted on YouTube: YRDSB News & Events: Outdoor Learning Space Opening @ Sam Chapman P.S.</p> <p>Recreate Place facilitates arts-based, child-friendly processes where children imagine and share ideas about meaningful decisions in their communities. We work with different project partners, including The Toronto Region Conservation Authority, City of Brampton, City of Toronto, Toronto District School Board, The Learning Enrichment Foundation, and Koffler Center of the Arts. Descriptions of some recent projects can be found at recreateplace.ca.</p>
<p>F2</p>		<p style="text-align: center;">Digital Art & Design in the Classroom</p> <p>The workshop will introduce participants to creating digital art & design projects. Participants will work with the latest digital art equipment including VR goggles, digital drawing tablets, and iPads, to enhance their classroom projects using digital media practices. Some of the topics covered will include: graphic design, digital illustration, animation, VR art, and digital photo restoration. The ideal learning outcome for this session is confidence to seamlessly transition pre-existing traditional art-making skills into the digital medium. Workshop content can be adapted for any grade level. While most workshop materials will be provided, delegates are</p>	<p style="text-align: center;">Karun Ramani</p> <p>Karun is an emerging artist and educator with experience facilitating digital art & design workshops in school boards, private schools, and organizations. Recent clients include Queen Elizabeth Sr. PS, Morningstar MS, and Olive Grove School in Oakville. Karun is an experienced animator and artist in the creative industry and runs the mobile art school, Artability.CO, to provide students with an equitable and accessible space to introduce them to digital media practices.</p>

		encouraged to bring personal digital hardware to better facilitate their learning.	
F3		<p>The Book as Art: Innovative Altered Book Practices</p> <p>The Book as Art workshop will introduce participants to the art of creating altered books based on participants' self-generated themes. The workshop leader will use a lecture format to introduce the topic, provide physical examples of altered books, and guide participants in hands-on artmaking experiences, using a variety of art disciplines including drawing, painting, printmaking, collage, and sculpture. Upon completion of the workshop, participants will leave with a resource package, a personal exemplar, and the knowledge to teach the concept of altered books to their students. This workshop explores the possibility of transforming everyday objects into innovative artworks.</p>	<p>Dr. Christina Yarmol</p> <p>Christina is the department head of the Visual Art, Drama, and Music at a TDSB high school and a practicing artist. She has been teaching art for 30 years in both elementary and secondary panels. She holds a BFA, BEd, Master's of Art Education, and PhD in Critical Disability Studies. Her latest chapter about teaching art online appears in a Routledge publication, <i>Assessment of Online Learners: Foundations and Applications for Teacher Education</i> (2024).</p>
F4		<p>Celebrating Holi and Exploring Natural Colour</p> <p>In this workshop, participants will be introduced to Holi. It is the South Asian festival of colours that is celebrated by throwing colourful pigments, many of which are bright and artificially made nowadays. Teachers will show some natural alternatives that can be used to celebrate Holi, how to find the raw materials, and turn them into pigments. Inspired by their own idea of what festive colours are and how they want to celebrate colours, each participant will create their own postcard to acknowledge the occasion. Participants will see contemporary works by South-Asian artists who work with natural pigments. Participants are encouraged to explore nature with their students and incorporate more natural materials in their curriculum.</p>	<p>Cindy Yip & Nimra Bandukwala</p> <p>#MonsterArts for Youth helps teachers fill gaps in the curriculum by providing school children of all backgrounds with hands-on workshops in Bollywood music, Bhangra dance, Tamil singing, ghazal writing, mandala-making, filmmaking and more. Professional artists are employed as facilitators. The organization helps South Asian students to see themselves reflected in the curriculum, while non-South Asian students are invited to experience and understand another's culture.</p>
F5		<p>Expressive Explorations: Unleashing Creativity Through Mixed-Media Art</p> <p>Embark on a creative journey with the "Expressive Explorations" workshop – a studio session tailored for junior, intermediate, and high school art educators! Kick-off with an engaging warm-up, delve into evidence-based strategies,</p>	<p>Barb Muscat & Kathleen Moll</p> <p>Barb is a passionate OSSD and IB Cat. 6 Secondary Arts Educator who teaches at Guelph Collegiate and thrives in fostering creativity among her students. With a Bachelor's in Visual Arts and 20 years of</p>

		<p>and spotlight outstanding student artwork. Immerse yourself in a hands-on session that emphasizes student-centred practices with the aim of creating open-ended, mixed-media works, in your chosen style. Reveal your imagination through discussion and online project sharing, in virtual spaces, where you can share insights and nurture creativity after the workshop. Let's spark innovation and together transform our teaching approaches!</p>	<p>teaching experience, Barb's approach in her classroom focuses on integrating global perspectives with a variety of art-making techniques, and her commitment to diversity and inclusion in her classroom earned her OAEA's 2023 Secondary Visual Arts Teacher of the Year Award.</p> <p>Kathleen holds a BFA and has two decades of teaching experience. Kathleen passionately champions equity, anti-racism, and Indigenous education which earned her OAEA's 2022 Elementary Art Educator of the Year Award. Kathleen's lessons inspire educators through Art Class Curator. Devoted to promoting student agency and social justice, Kathleen centres on Indigenous resurgence and cultural understanding as a Toronto DSB teacher and curriculum developer.</p>
<p>F6</p>		<p style="text-align: center;">Water is Life: Upcycled Vessel Construction</p> <p>Participants will engage with artworks by First Nations, Metis, and Inuit artists to consider the importance and sacred nature of water. We will design and create a water vessel using found and recycled materials that tell a story about their learning. Participants will be asked to bring a few considered recycled/natural items, with a focus on items that can hold water. Please consider bringing: Plastic or glass bottles, recycled materials with interesting textures (e.g., produce packaging nets), and natural materials (e.g., rocks, leaves, twigs).</p>	<p style="text-align: center;">Robyn Rogers</p> <p>Robyn is a secondary visual arts educator at Riverdale Collegiate Institute (TDSB).</p>
<p>F7</p>		<p style="text-align: center;">It's Made with What? Adventures in Photocopy Printing</p> <p>Embark on an adventure in printmaking by actively exploring the "sneaky" media art and printmaking tool that almost all schools have already in house: the photocopier! This accessible, unexpected artmaking tool allows artists to explore postmodern principles of art, including juxtaposition,</p>	<p style="text-align: center;">Matthew Coleman & Jennifer Smallwood</p> <p>Matt is an art educator at Dr. Frank J. Hayden SS in Burlington. He was also previously an innovation "Shift" coach for the Halton District School Board and the head curator of</p>

		<p>recontextualization, layering, and interaction of text & image. This process-based workshop encourages participants to push the artistic possibilities of the photocopier as a printmaking medium. Participants will attempt and adapt print techniques for their own creative purposes, which they can immediately implement in their classrooms. A resource package will be distributed and is adaptable for grade 6 - 12 students.</p>	<p>the tiniest art gallery @MMOMA_Hamont in Hamilton. His favourite colour is purple.</p> <p>Jennifer is an art educator at Dr. Frank J. Hayden SS in Burlington, Ontario. In her free time, she enjoys painting, printmaking, providing enriching and entertaining workshops for colleges, and long walks on the beach.</p>
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