



# Early Childhood Education Council Alberta Teachers' Association

A specialist council for ECS and grades 1, 2 and 3 teachers



## Edmonton Regional Fall Newsletter



### PRESIDENT'S MESSAGE

I hope this message finds you well and rested after a well-deserved summer break. As we gather our energy for the start of a new school year, I wanted to extend a warm welcome back to each and every one of you. I trust that your summer was filled with moments of rest, rejuvenation, and self-care. These moments are essential for recharging our spirits and ensuring we are ready to inspire and educate our young learners to the best of our abilities.

As we begin this new year, I am filled with excitement about the possibilities that lie ahead. The beginning of a school year is a fresh start, a clean slate, and an opportunity to build new relationships with our students, colleagues, and their families. It's a chance to learn and grow together as a community.

A teacher's role is to foster a love for learning, provide a safe space and to encourage creativity and curiosity. We all play a crucial role in shaping the future of our students. Together, we can create a positive and engaging learning environment where students can thrive and feel safe.

Let's continue to support one another, share our knowledge, and collaborate. Together, we can achieve great things and provide our students with a wonderful learning experience.

I am excited about the journey ahead. Welcome back and let's make this year filled with inspiration, growth, and success.

With warm regards,  
Michelle Bezubiak



### IN THIS ISSUE

BRINGING LEARNING TO LIGHT: SHOWCASING STUDENT PROGRESS IN PARENT-TEACHER CONFERENCES

NEW K-3 SCIENCE CURRICULUM

THE EXPERIENCES OF A SEASONED GRADE 2 TEACHER

COMMUNICATION, CONNECTION, AND COLLABORATION: USING INSTAGRAM AS A TOOL FOR CREATING A CLASSROOM COMMUNITY

BOOK REVIEW: HERVÉ TULLET'S PRESS HERE - AN INTERACTIVE BOOK ESCAPE

PD OPPORTUNITIES



# BRINGING LEARNING TO LIGHT: SHOWCASING STUDENT PROGRESS IN PARENT-TEACHER CONFERENCES

**BY JENNIFER BAETA**

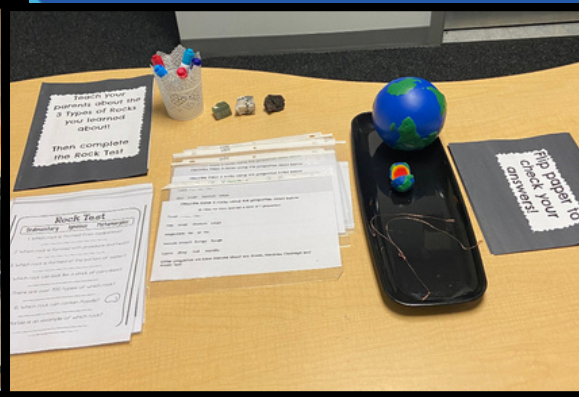
For educators, 'Making Learning Visible' resonates throughout the entire academic year, as it's essential to maintain ongoing and transparent communication with parents regarding their child's educational progress. The essence of this article revolves around Parent-Teacher Conferences and/or Demonstration of Learning, which provides each student with an opportunity to celebrate their learning in a positive and impactful manner. This is achieved through purposeful documentation and engaging hands-on learning experiences.

In the initial half of the academic year, typically around November, a formal interaction is organized with parents to comprehensively review their child's progress. However, the approach shifts as the year progresses. In the latter half, particularly in March, a transition occurs to student-led conferences. This shift embodies a more student-centric approach, allowing students to take the lead in showcasing their own learning.

The profound impact of enabling students to present their learning to their parents cannot be understated. This methodology transcends the traditional classroom setup, actively involving students in their educational journey. Moreover, this approach forges a connection between parents, students, and educators by fostering a collaborative and supportive environment.

The intent of this article is to not only highlight the benefits of this approach but also to share the practical strategies I do to make it successful in my own classroom. This method of making 'Learning Visible' not only enhances academic growth but also empowers students with crucial life skills such as communication, critical thinking, and self-advocacy. The result is a holistic educational experience where students, parents, and educators collaborate to nurture well-rounded, informed, and confident individuals.





Upon each family's arrival, I warmly welcome them with a small treat for their families. I then guide them into the heart of my classroom, thoughtfully transformed into a cozy "family room setting." In the center, a small table sits as the focal point, complemented by arranged couches or chairs around it. The ambiance is set with dimmed lighting from softly glowing lamps and a backdrop of gentle background music. This intentional arrangement serves to dissolve the traditional formality of the teacher sitting across the table from the parents, fostering a more inviting and relaxed atmosphere.

This approach effectively alleviates any potential pressure on the students, parents, and teachers alike. My intention is to create a positive and inclusive experience for all parties involved. To ensure the night unfolds smoothly, any challenging discussions regarding behavior or other issues are addressed beforehand. This way, during the parent-teacher conferences, my primary objective is to ensure a constructive and celebratory focus on the child.

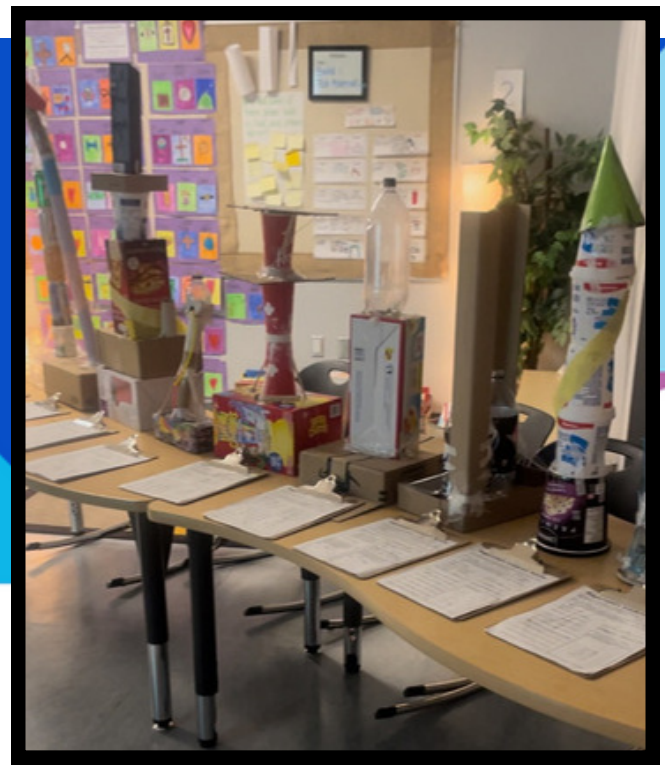
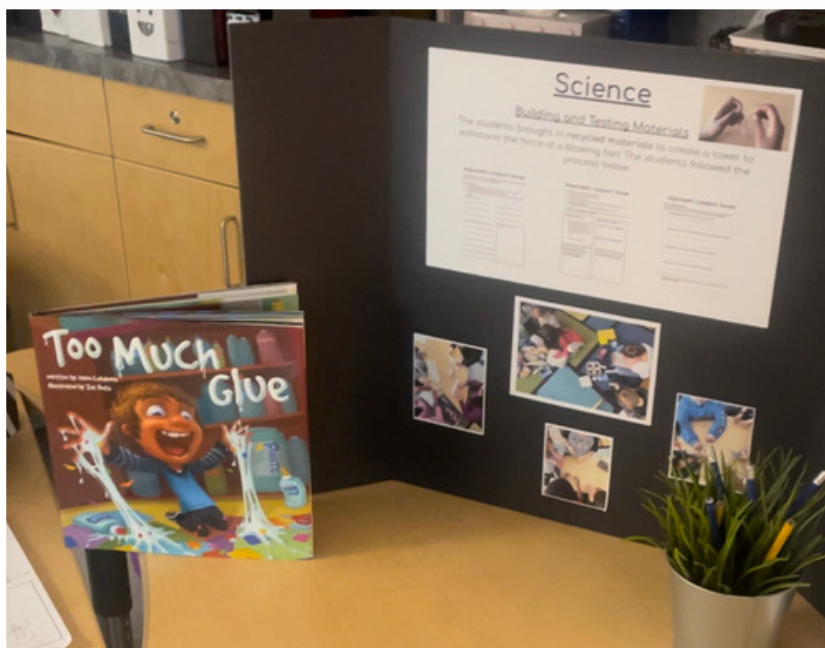
By curating an environment that exudes comfort and collaboration, I aspire to facilitate meaningful conversations that spotlight the student's accomplishments and progress. This approach not only underscores the significance of the parent-teacher partnership but also emphasizes the shared dedication towards the student's growth and success.

During the interview, my approach always begins with expressing gratitude to the parents for entrusting me with the responsibility of guiding and educating their child. This initial acknowledgment sets a positive tone for our conversation. I proceed by highlighting a specific positive aspect of the student's character and sharing a brief anecdote illustrating how they've made a beneficial impact on our classroom community. This technique fosters a sense of connection with the parents or guardians and contributes to the establishment of trust between us.

To facilitate our discussion, I implement a strategy wherein the student completes an exit pass in advance. This exit pass prompts them to identify one area in which they excel and another area in which they perceive a need for growth. Before delving into my own observations, I share the student's self-assessment with the parents. Following this, I discuss two achievements or areas of success for the student and then address one or two specific areas in which they are working on improvement. I provide insight into the strategies and support I give to assist the student in overcoming these challenges.

Understanding that time is often limited during these interviews, I also ensure to share evidence of their child's progress. I offer them work samples that they can take home and review at their convenience. This serves as a tangible representation of the student's efforts and accomplishments, enhancing the depth of our conversation and giving the parents a clearer picture of their child's learning.

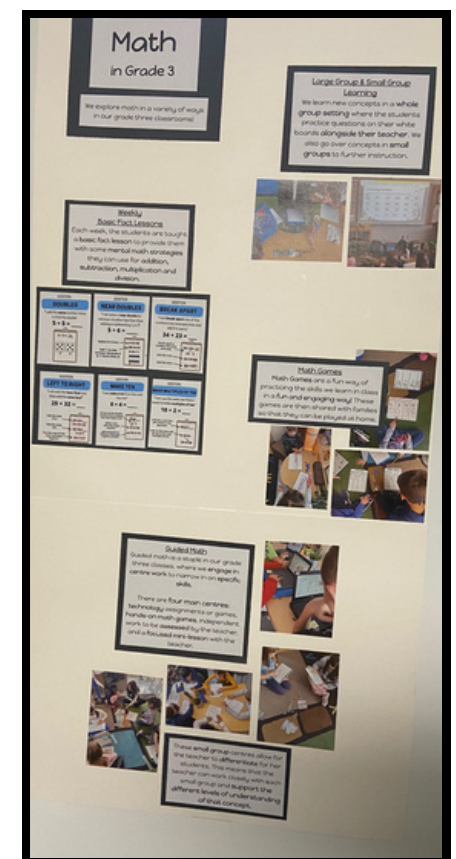
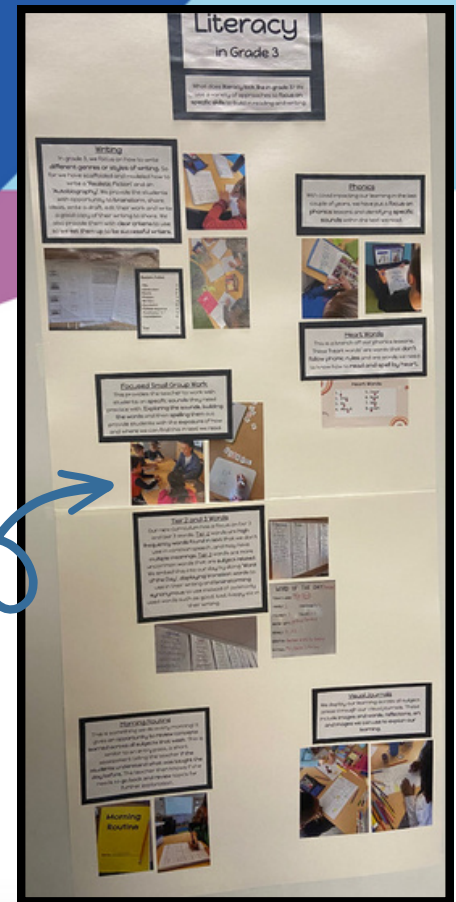
Once the formal interview concludes, parents proceed to the hallway adjacent to my classroom. There, they encounter written instructions accompanied by hands-on activities aligned with the ongoing curriculum. I segment these activities into subjects, usually encompassing math, social studies, and science. Meanwhile, the language arts and some math components are presented through student samples provided during the interview within the classroom.



The essence of learning that goes beyond traditional pen and paper assignments within the classroom often remains hidden from parents. This is where the significance of documenting the classroom learning experience comes to the forefront. Drawing inspiration from the Reggio Emilia approach, which predominantly thrives in early education, the process of documenting learning proves to be a powerful method for spotlighting classroom dialogues, hurdles, and the journey of learning. It seamlessly extends to encompass students in older grades as well. Adjacent to each activity station, I display documentation panels featuring photographs and explanations detailing my approach to nurturing hands-on learning and how it integrates with the curriculum. This serves as a window into the comprehensive picture of the developmentally appropriate learning transpiring in the school environment.

Utilizing these stations as shared spaces in the hallways with fellow grade team members, underscores a beautiful spirit of collaboration. This cooperative approach among grade team members enhances the overall demonstration of learning experience, benefiting both students and parents alike.

If your school operates similarly to mine, with the transition from traditional interviews to a Demonstration of Learning in March, a comparable methodology can be applied. However, in the second demonstration of learning, a pivotal change occurs as the students themselves take the reins in presenting their learning. Their deep involvement in the preparation process becomes essential, having the students actively participating in documenting their own learning experiences.

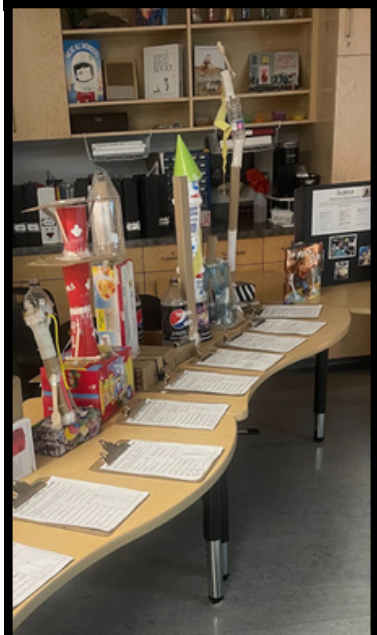
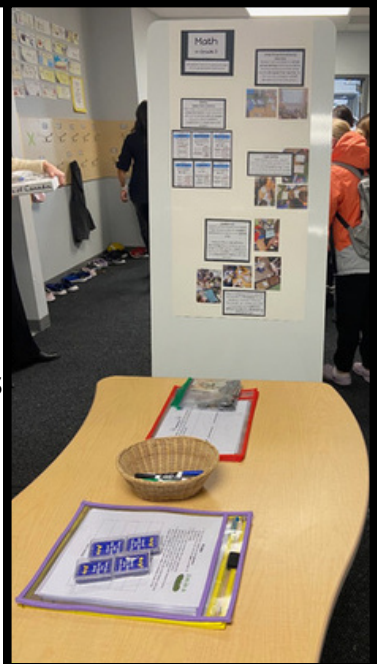


Highlighting projects done in class, shifts towards showcasing the evolution of their learning process instead of simply presenting the final project. This is achieved through a comprehensive display of documentation that encompasses various stages. Beginning with planning pages, the students illustrate their thought process and intention behind their projects. The documentation then extends to encompass the actual construction phase of their projects. Finally, the students undertake a presentation segment wherein they articulate their learning journey to their parents. Guided by specific questions, their presentations are intricately linked to curricular outcomes.

An inspiring aspect is that, as students mature, their active engagement in documenting their own learning transforms into a collaborative and shared endeavor. This process becomes deeply personalized and empowering. This approach not only reinforces their understanding of the subject matter but also cultivates essential skills in organization, critical thinking, and effective communication. Moreover, it provides parents with an insightful and comprehensive view of their child's growth. This student-led approach truly encapsulates the essence of experiential learning and fosters a sense of ownership and pride in their educational journey.

My aspiration in sharing my approach to making my students' learning visible, particularly during parent-teacher interviews, is to ignite inspiration within educators to try something similar. As highlighted earlier, the essence of this approach centers on placing the child at the heart of the experience, empowering them to wholeheartedly celebrate their own, unique learning journey. Moreover, by harnessing the power of documentation, we grant parents a window into the daily learning experiences their children undergo while at school.

Jennifer Baeta  
Grade 3 teacher  
Christ the King Catholic School





# NEW K-3 SCIENCE CURRICULUM

## THE EXPERIENCES OF A SEASONED GRADE 2 TEACHER

**BY MARKIANA CYNCAR-HRYSCHUK**

At first, I had reservations about instructing a newly developed Science curriculum that was still being fleshed out and in the pilot phase at my school. The process entailed commencing from ground zero and lacking any pre-existing resources in my own toolkit. This was in addition to teaching the new ELAL, Math, and Phys. Ed. and Wellness (PEW) curriculums.

Rigorous research and identification of Science materials were undertaken by our Science consultants, with a comprehensive elaboration of the curriculum and corresponding support materials. Our team received monthly pacing guides, exemplar lessons (prepared with the gracious help and collaboration of our consultants and some teachers), and Google slide decks tailored to classroom implementation. We were deeply appreciative of the diligent efforts of our Science consultants, who consistently provided scheduled Professional Development sessions to the pilot grade groups, offered in-classroom support for lessons and special projects, and readily welcomed constructive feedback. We also developed our own materials as the year progressed. Furthermore, our STEM consultant visited our classrooms bi-weekly to extend support and guidance on STEM projects using technology. The New Science Curriculum is interconnected through K to Grade 6, having the same units (Earth Systems, Matter, Energy, Living Systems, Computer Science) that build on what was learned the previous year.

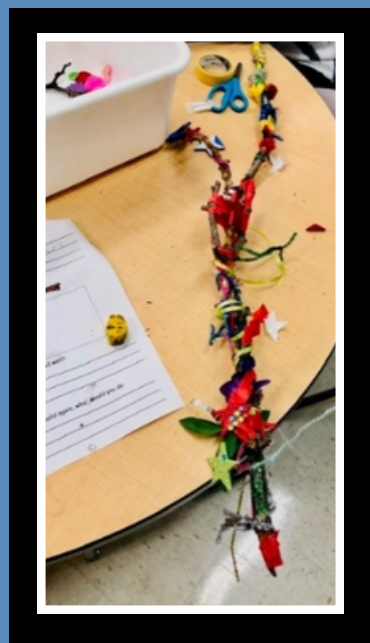
The units lend themselves to integration with other subject areas (PEW, Social Studies, ELAL, Math, Religion, Arts), project work, as well as enrichment and creativity.

Here are some projects/ learning activities that Gr.2 students enjoyed in the first part of the academic year:



Scientific Method – Engineering Design Process/ STEM/ Art/ ELAL  
– using imagination and creativity

A Stick is not a Stick – by Antoinette Portis



Scientific Method – observation and recording skills/  
STEM/ Living Systems



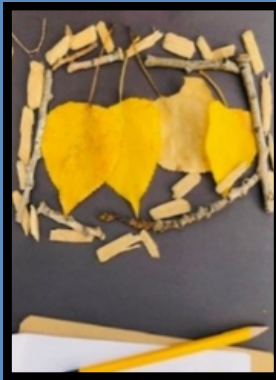
SEASONAL  
CHANGES -  
AUTUMN

INVESTIGATING  
SUNFLOWERS





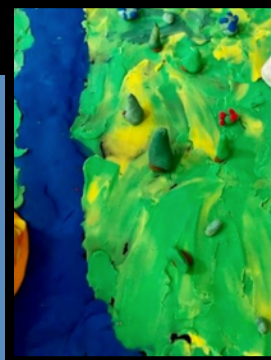
**STEM/ Math –patterns**



**Creating Patterns from Nature**

Science - Earth Systems – Land and water forms/ Technology – research/ Social Studies – geography/history of Alberta, group work/ ELAL – oral presentation/ Art – 3D composition, working with different materials and sculpting tools

**5 Alberta UNESCO sites – project work**



STEM/ Technology/ Engineering Design Process



Coding Blue Bots to create games

STEM/ TECHNOLOGY/ ENGINEERING DESIGN PROCESS/ PARTNER WORK



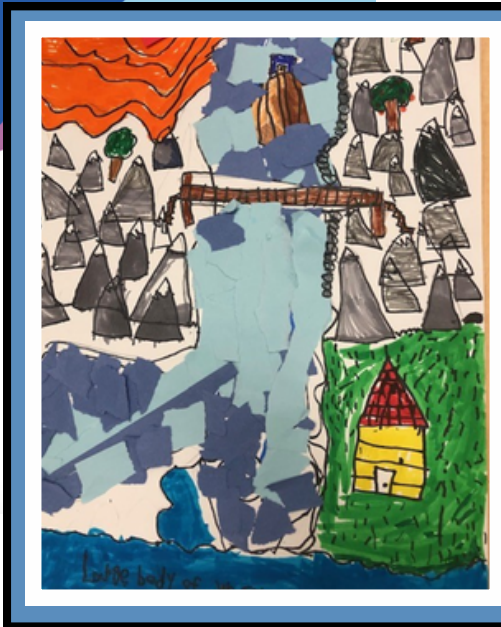
BUILDING A SLEIGH TO CARRY ANGELS AND CODING BLUE BOTS TO PROPEL THE SLEIGH ON A ROUTE



OTHER PROJECTS AND EXPERIMENTS  
SCIENCE - MATTER - LAND AND WATER/  
TECHNOLOGY/ ART - DESIGN/ DESIGN  
PROCESS/ GROUP WORK  
CREATING A POSTER SHOWING  
RIVERS/STREAMS FLOWING TO A LARGE  
BODY OF WATER AND CODING OZOBOTS  
TO FOLLOW THE WATER FLOW

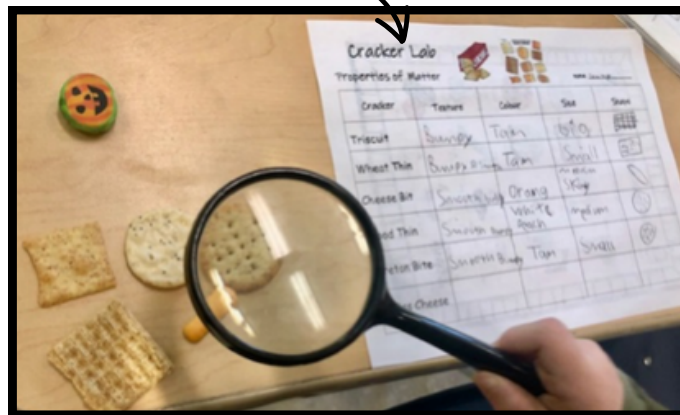
# NEW K-3 SCIENCE CURRICULUM CONTINUATION

Creating a poster showing rivers/streams flowing to a large body of water and coding Ozobots to follow the water flow



## SCIENCE - MATTER/ SCIENTIFIC METHOD - OBSERVATION SKILLS - WORKING LIKE A SCIENTIST

CRACKER LAB EXPERIMENT



SCIENCE - EARTH SYSTEMS - LAND AND WATER FORMS/ STEM - ENGINEERING DESIGN PROCESS/ SOCIAL - GEOGRAPHY, NATURAL RESOURCES AND OCCUPATIONS - GROUP WORK, RESEARCH/ ART - DESIGNING AND USING DIFFERENT MATERIALS, 3D COMPOSITION

GEOGRAPHY, NATURAL RESOURCES, AND OCCUPATIONS OF SASKATCHEWAN, NUNAVUT, AND SASKATCHEWAN



In addition to a variety of experiments and coding games, other larger projects/ learning activities that were very successful included:

- Designing, building, and testing musical instruments that could produce different sounds
- Designing and building Edmonton of the past, present, and future
- Designing, building, and testing fast vehicles that could race down ramps
- Regrowing plants from scraps and recording observations in a journal
- Raising butterflies and recording observations of the stages of the metamorphosis in a journal
- Germinating beans, journaling observations, and planting the bean sprouts
- Planting a raised vegetable and herb garden
- Creating trading cards of the lives of different creatures
- Researching and designing the life cycles of different creatures using a hula hoop as a base for the drawings and write-ups
- Creating trading cards of the lives of different creatures

Since our initial piloting, there has been more topic delineation, a wider identification of appropriate resources, and a fine development of support materials for teachers. Once teachers become more familiar with the new Science curriculum and have created their own tool kits, we will see its many possibilities!

Markiana Cyncar-Hryschuk  
Gr.2 teacher, St. Richard – a Green STEM School, Edmonton Catholic Schools



EDMONTON REGIONAL COMMITTEE MEMBERS

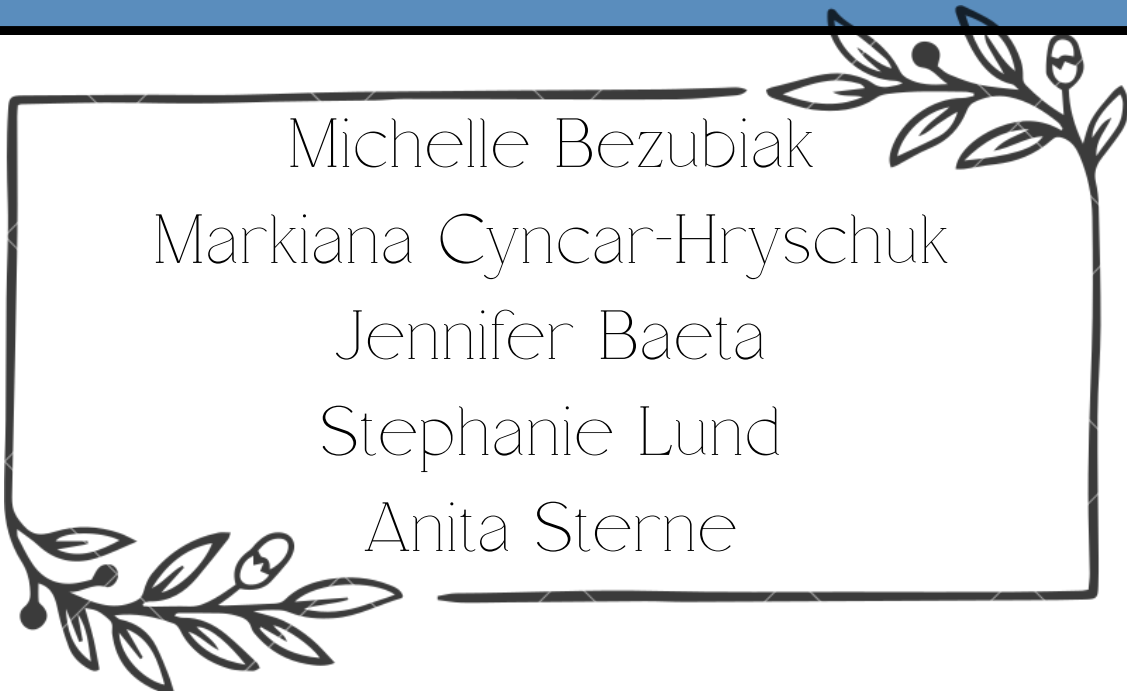
Michelle Bezubiak

Markiana Cyncar-Hryschuk

Jennifer Baeta

Stephanie Lund

Anita Sterne





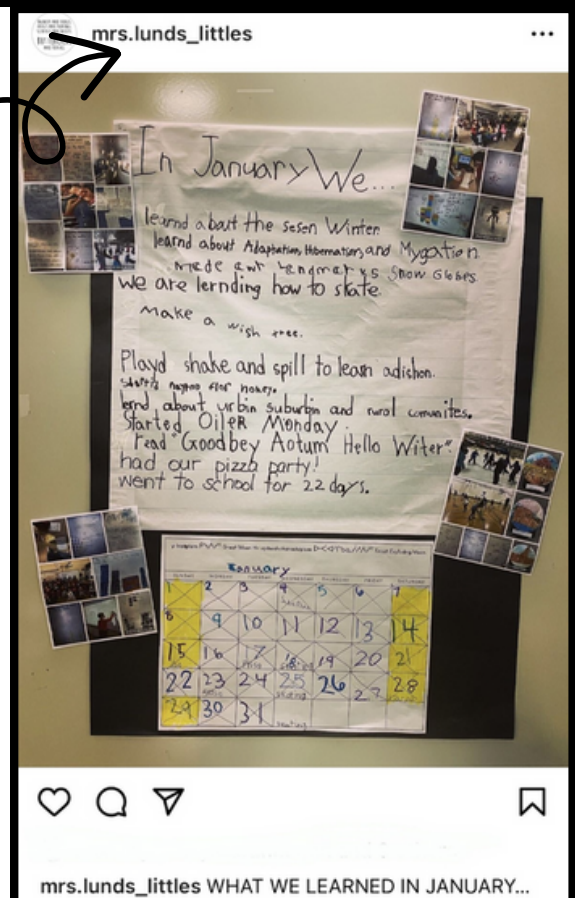
# COMMUNICATION, CONNECTION, AND COLLABORATION: USING INSTAGRAM AS A TOOL FOR CREATING A CLASSROOM COMMUNITY

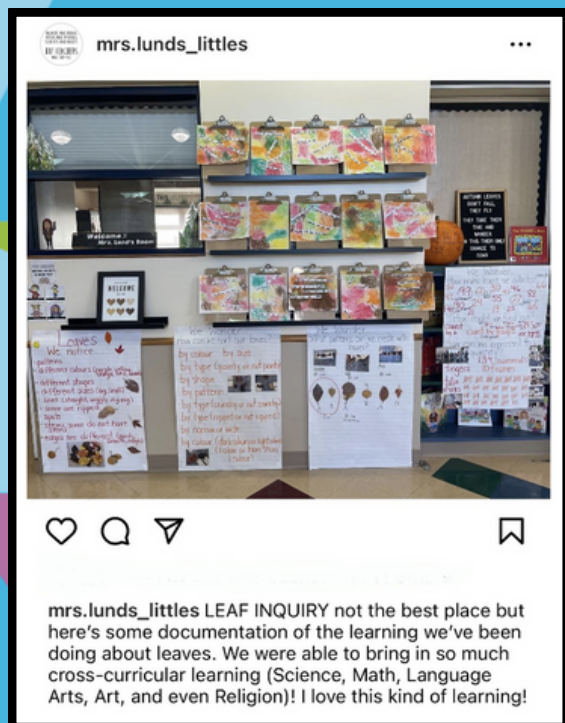
BY STEPHANIE LUND

In a scenario familiar to many families, the question "What did you do at school today?" often meets a response of "I don't remember" or "Nothing much." The challenge of extracting detailed information from children about their school experiences has led to the exploration of innovative ways to keep families informed. In the digital age, \*Instagram, a visually-rich social media platform, has emerged as a powerful tool for educators to communicate, engage, and provide a window into the world of elementary school classrooms. This article explores how Instagram can transform the communication between families and schools into an engaging and insightful experience that captures the essence of students' learning journeys. I explain how Instagram encourages open-ended conversations, fostering oral language skills and promoting a deeper connection between home and school, showing that a picture on Instagram can indeed be worth a thousand words. And finally I delve into how Instagram can be used as a tool for collaboration between school and home as well as between educators.

## VISUAL COMMUNICATION IN EDUCATION:

Instagram, a visually-oriented social media platform, offers a unique and engaging way for elementary school teachers to communicate with families. In a classroom setting, where young students may not always be able to clearly convey their daily experiences, pictures and videos can speak volumes. Teachers can create dedicated Instagram accounts for their classrooms, where they can share snapshots of the day's activities, learning inquiries, field trips, and special moments. These visual updates provide families with a glimpse into their child's school life, creating a stronger connection between home and school.



**FOSTERING ORAL LANGUAGE SKILLS THROUGH INSTAGRAM:**


One of the remarkable advantages of using Instagram as a communication tool in elementary school classrooms is its potential to encourage open-ended conversations between families and children. By sharing images and updates of classroom activities, teachers can prompt more meaningful discussions at home. Instead of asking the standard "What did you do at school today?" families can now ask specific questions like, "I saw a picture of you working on a science experiment. Can you tell me more about it?" or "I noticed you were painting in class. What inspired your artwork?" These open-ended questions require children to reflect on their experiences, articulate their thoughts, and provide detailed responses. Through these exchanges, children not only enhance their oral language skills but also develop their ability to express ideas, share emotions, and communicate effectively—a crucial aspect of their overall educational development.



Instagram's visual nature can act as a springboard for conversations. Families and children can analyze images together, discussing what they observe, predicting outcomes, and connecting the classroom experiences to real-world contexts. This process not only enriches children's vocabulary but also encourages critical thinking and comprehension skills. As families and children engage in dialogues that delve deeper into classroom activities, the lines of communication widen, strengthening the connection between school and home.

Incorporating open-ended questions through Instagram not only addresses the challenge of vague responses but also nurtures a culture of active engagement and reflective learning. By leveraging this platform, educators can inspire more insightful discussions, promote cognitive growth, and enhance children's confidence in expressing themselves—a skill set that extends far beyond the classroom and into their future endeavors.

### DOCUMENTING LEARNING JOURNEYS:

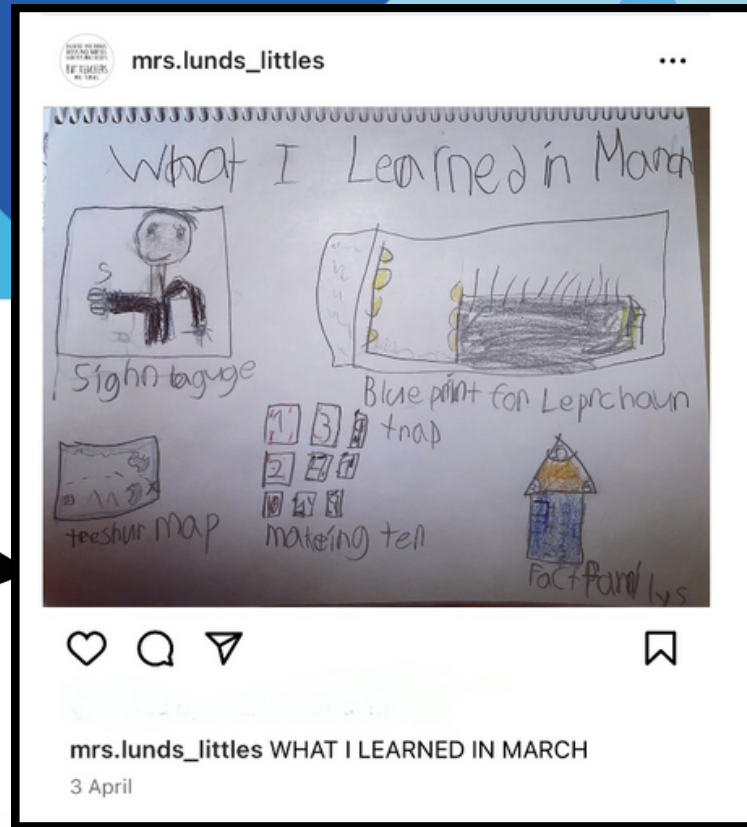
Beyond its role in communication, Instagram can also serve as a valuable tool for documenting students' learning processes and making their thinking visible to families. By sharing images and videos of classroom activities, learning inquiries, and assignments, teachers can provide insights into the thought processes and creative approaches that students employ. This documentation goes beyond showcasing finished products; it captures the journey of discovery, problem-solving, and critical thinking that students undergo. This transparency not only helps families understand the depth of their child's learning experiences but also fosters a sense of pride and accomplishment in students as they witness their own growth over time.



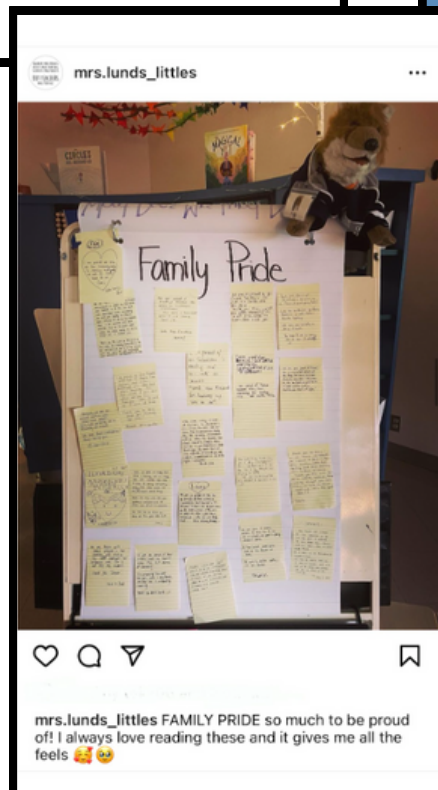
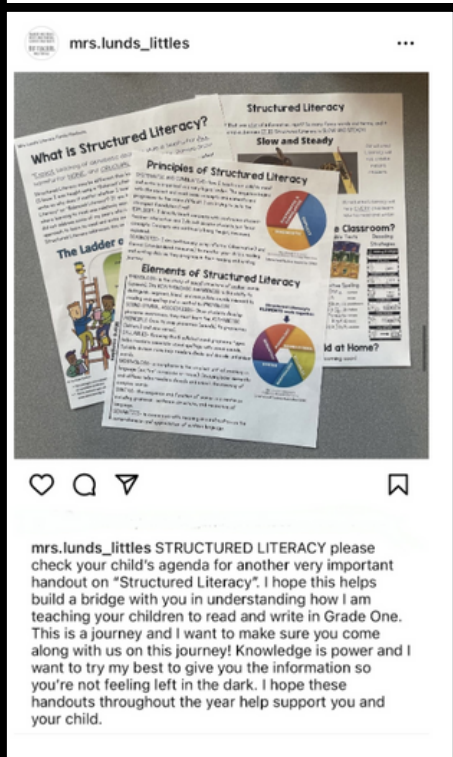
Furthermore, this documentation can serve as a valuable resource for both educators and families to track progress, identify areas for improvement, and tailor their support to each student's unique learning style. Instagram thus becomes a window into the dynamic and evolving world of education, where learning is a continuous and collaborative effort.

**EMPOWERING FAMILIES AS ACTIVE PARTICIPANTS:**

In the dynamic landscape of elementary education, fostering a sense of belonging and involvement is crucial for both students and families. Instagram's unique attributes offer a transformative opportunity to create a vibrant classroom community where families feel like active participants in their child's educational journey.



Through visual updates on Instagram, families are not just spectators; they become engaged observers of their child's day-to-day experiences. A picture of a science experiment or a video of a dramatic reading allows parents to witness their child's growth, exploration, and enthusiasm firsthand. This real-time insight encourages families to initiate conversations at home that delve deeper into the classroom activities. These interactions bridge communication between school and home, enabling families to better understand their child's educational context.







Instagram provides a platform for families to engage with their child's accomplishments, challenges, and collaborations. When families see images of learning inquiries, they are not just seeing the end results—they are witnessing the process that led to those achievements. This window into the learning journey helps families offer more targeted support and encouragement to their children. It also reinforces the idea that education is a collaborative effort that extends beyond the confines of the school building.

As families interact with posts, leave comments, and share their thoughts, a sense of shared purpose emerges. This digital space becomes a hub for celebrating successes, offering reassurances during setbacks, and collectively nurturing the growth of each student. The result is a classroom community where families feel like valued partners, contributing to the holistic development of their children.

In essence, Instagram serves as a powerful conduit for creating a cohesive classroom community. It empowers families to be active participants in their child's education, fostering open dialogues, meaningful interactions, and a shared commitment to nurturing well-rounded learners.

#### INSTANT UPDATES AND REAL-TIME ENGAGEMENT:



mrs.lunds\_littles LENTEN PROJECT part 2 of our Social Justice for Lent. All the baking the kids did and the handmade cards were delivered to the neighbours in our school community today! Thank you all so much for helping us with this kindness project! We spent over an hour delivering the goodies and cards so thank you so much for your generosity! ❤️

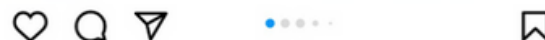
4 April

One of the significant advantages of using Instagram is its real-time nature. As the day unfolds, teachers can share important information and moments as they happen, allowing families to feel more connected to their child's educational journey. From science experiments to art showcases, from storytime to outdoor play, families can be virtually present and engage with their child's experiences almost as if they were right there in the classroom. This immediate access helps families initiate conversations with their children about what they did at school, fostering deeper connections and understanding. Important updates and information can be shared with families to support and assist with their child's education. This creates a very open line of communication which then promotes positive partnerships and connections between families and educators.

## INSPIRING EDUCATORS AND FOSTERING A CULTURE OF COLLABORATION:

The impact of using Instagram as a communication tool in elementary school classrooms extends beyond the immediate participants. As teachers share snapshots of classroom activities, projects, and interactions, they inadvertently open a window into their teaching methodologies. This process not only keeps families engaged but also inspires fellow educators who are looking for innovative ways to enhance their teaching practices.

Instagram serves as a virtual forum where educators can exchange ideas, showcase successful teaching strategies, and learn from each other's experiences. By sharing creative approaches to curriculum delivery, classroom management, and student engagement, teachers can build a vibrant community of educators dedicated to continuous improvement. The platform becomes a treasure trove of inspiration, where a single image can spark a multitude of ideas that educators can adapt and implement in their own classrooms. The culture of sharing on Instagram fosters collaboration, encourages experimentation, and reinforces the notion that teaching is an evolving journey that benefits from the collective wisdom of the educational community.



mrs.lunds\_littles 100 REASONS WE LOVE GRADE ONE to commemorate our 100th day of school on Thursday,

\*While Instagram offers numerous benefits for classroom communication, privacy and security must be priorities. Teachers should ensure they adhere to school policies and guidelines regarding social media use. To protect students' identities, avoid using full names, and obtain necessary permissions before posting pictures of students. Setting up a private account and carefully managing followers can also help maintain a controlled and safe environment for sharing.





In the modern educational landscape, Instagram emerges as more than just a social media platform; it becomes a bridge that transforms classrooms into vibrant communities. The utilization of Instagram as a tool for communication, connection, and collaboration marks a significant stride towards building a more integrated and enriched learning experience as we pave the way for a future where classrooms are not confined by walls. The visual stories shared on this platform don't merely capture moments; this platform has redefined how families, educators, and students interact; it fosters a dynamic environment where education becomes a shared journey of discovery and growth.

Stephanie Lund  
Grade 1 teacher  
Good Shepherd Catholic School

## HERVÉ TULLET'S PRESS HERE - AN INTERACTIVE BOOK ESCAPADE

**SHARED BY ANITA STERNE**

PRESS



HERE

Hervé Tullet



Press Here by Hervé Tullet (2011) is an interactive children's literature book offering a plethora of possibilities for playful learning experiences. By pressing the yellow dot and following the directions found within the text, readers engage in a delightful escapade guided by the power of imagination. Each page invites readers to interact with the book by engaging in actions, such as clapping, shaking and pushing buttons, to encourage the dots to change in whimsical ways, sparking educational opportunities.

The key feature of this book is its interactiveness. Interaction invites participation from readers, which in turn encourages engagement, and engagement is a necessary component for learning. This interaction naturally promotes play and stimulates the dispositions of curiosity and imagination. The importance of play in education is celebrated by the Council of Ministers of Education Canada for educators to embrace playful learning, as research demonstrates that play-based learning leads to greater social, emotional and academic success (CMEC, 2014). It is through play that Press Here attends to many foundational concepts, especially those related to literacy and numeracy.

**Some of these concepts are:**

- Vocabulary development (verbs, prepositions, opposites)
- Counting principles (stable order, one-to-one correspondence)
- Patterning
- Measurement (comparisons of size)
- Colours

Press Here also attends to skill development, such as visual spatial reasoning and following directions, which relate to the computer science organizing idea of the new Alberta science curriculum (Alberta Education, 2022).

Once the book has been read, consider inviting learners to create their own Press Here book, as a way to encourage functional writing. For emergent writers provide them with an open-ended provocation to create mini books (two pieces of paper folded in half and stapled down the center) with coloured circle stickers from a dollar store and writing tools. Additionally, offer word cards with key words, such as verbs and colour words, for reference.

More experienced learners can be challenged by adding more pages to the mini book and having them respond to specific criteria during the creation process, such as your book should contain at least three different verbs, two patterns and something that is going to surprise the reader.



Upon completion, encourage the authors to share their book with peers and set up a Press Here mini book library. Consider taking a video of the author reading their book to document their learning as a form of assessment. For emergent readers and writers this activity promotes book and print concepts, as well as a sense of story and sequencing. With more experienced readers and writers, focus on exploring identified concepts, specific writing elements and the complexity of the directions.

Extension activities for Press Here could include:

- exploring the concepts and skills through a variety of mark making tools, such as chalk, pastels or paint.
- using loose parts or playdough for a more tactile experience.
- create a mini book in partners where one learner does the writing and the other orally provides the directions.
- turning the directions into a physical game. This can be done by having tangible paper circles that can be moved around the learning environment and offering directions for learners to follow, such as find the blue circle by the big chair and do 5 star jumps or use the red dots to make a circle around the tree.

Hervé Tullet has written a number of other interactive books including *Mix It UP!*, *Let's Play!* and *Say Zoop!* that are excellent follow up books to explore with your learners. He is an incredibly talented and creative author and his website ([herve-tullet.com](http://herve-tullet.com)) is a feast for the senses - exemplifying the ultimate art atelier!

Anita Sterne is the Provincial PD Chair for the Early Childhood Education Council and a Kindergarten and Early Learning consultant with Edmonton Public Schools.

#### References

Alberta Education. (2022). Science Kindergarten to Grade 6.

<https://curriculum.learnalberta.ca/curriculum/en/s/sci>

Council of Ministers of Education Canada. (2014). CMEC early learning and development framework. Retrieved from: <https://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf>

Tullet, Hervé. (2011). *Press here* / Hervé Tullet. Crows Nest, N.S.W. : Allen & Unwin





**Early Childhood Education Council**  
Alberta Teachers' Association

A specialist council for ECs and grades 1, 2 and 3 teachers

## **ECEC Virtual Speaker Series** **Words Matter- Word Study in the** **Elementary Classroom**

**October 14th**

9:00 am on Zoom

**Words Matter: Word Study in the New ELAL Curriculum**  
Alberta's new ELAL curriculum approaches *Word Study* differently than the previous curriculum. Join Karen for practical, meaningful ways to teach the KUSPs related to word study within these Organizing Ideas: Vocabulary, Phonological Awareness, Phonics, Fluency, and Conventions. Word study, including morphology instruction, will be embedded and discussed in the context of our students' reading and writing.



**Saturday, October 14, 2023**  
**9:00 - 10:30 AM**



Online



For information to register, go  
to [www.ecec-ata.com](http://www.ecec-ata.com)





## PROVINCIAL CONFERENCE 2024

ECEC 2024 is proud to present...

Tara Miller

RESILIENCY IN AND OUT  
OF THE CLASSROOM

Kim Lockhart

THE RIGHT TO READ

Amy Webster

PRIORITIZING  
YOURSELF

Other keynotes and breakout sessions on literacy, wellness, art and numeracy will be announced as they are confirmed.

Banff Park Lodge | Banff, Alberta

Reconnect with yourself and colleagues surrounded by the natural beauty of Banff

For more information check out the ECEC site <http://www.ecec-ata.com/>  
or email 2024 conference chairs at [ddenance@gmail.com](mailto:ddenance@gmail.com) or [normanws@icloud.com](mailto:normanws@icloud.com)

