



LINC Gathering

Lower Mainland

Imagining LINC Futures:
Connect, Collaborate and
Create Change in
Challenging Times

January 5, 2026

Anvil Centre, New Westminster, BC

THE DAY
AT A GLANCE | **Agenda**

8:30 - 9:00 AM	Check-in, Coffee, Meet & Greet	1 st Floor
9:05 - 10:15 AM	Welcome & Opening	Main Ballroom
10:30 - 11:15 AM	Presentations (45min/session)	1 st & 4 th Floor
11:30 AM - 12:15 PM	Presentations (45min/session)	1 st & 4 th Floor
12:15 - 1:15 PM	Lunch & Networking	1 st Floor
1:15 - 2:35 PM	Plenary Session Courage, Resilience, and Belonging: Navigating Differences as a LINC/CLIC Community	Main Ballroom
2:50 - 3:35 PM	Presentations (45min/session)	1 st & 4 th Floor
3:45 - 4:20 PM	Wrap-up	Main Ballroom



WiFi: **CityPublicWiFi**

Wait for a pop-up window then click:

[Continue to the Internet](#)

Studio
413-A

Prefer connecting with others instead of attending a presentation? Head to this room to **network and chat!**



A **quiet room** is available on the **2nd floor**, with the entrance near the stairs.

1st Floor
(Street Level)

8TH STREET

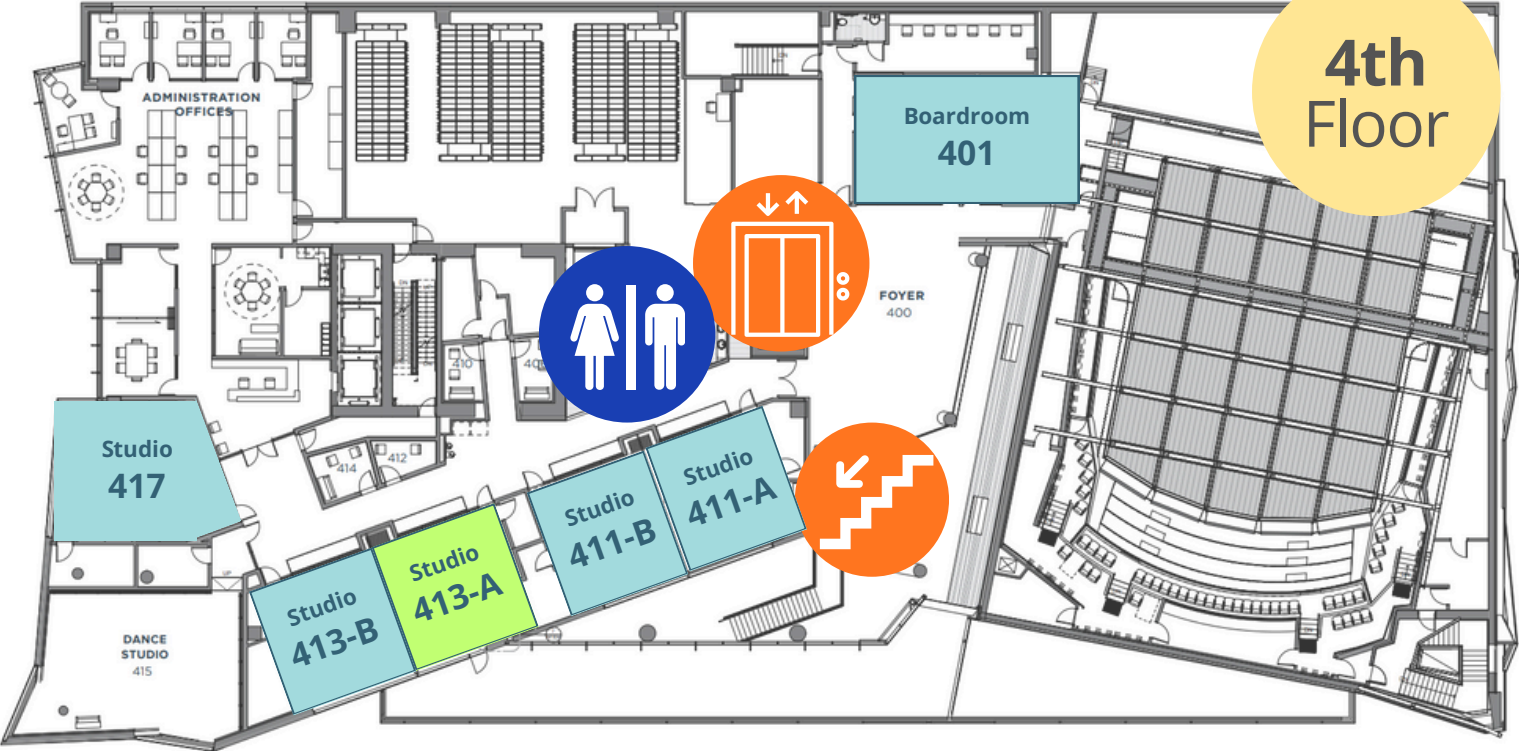
BEGBIE STREET



COLUMBIA STREET

-  elevator
-  stairs
-  washrooms
-  entrance / exit

4th Floor



See page 6-14 for abstracts of presentations.

Early Childhood Education / Childminding

Teaching LINC

General Practice & Operations

PRESENTATIONS | **Schedule**

	Room - Capacity	10:30 - 11:15 AM
1st Floor	Main Ballroom	Mental Health-Informed Teaching: Simple Strategies for LINC Classrooms Ammarah Imran & Nachwa El Aini, MOSAIC
	Ballroom 111 - 50 people max	Collaborate, Compare, Check and Correct - Strategies for Student Self-checking Tasks Nick Yuen, Delta Community College
	Ballroom 113 - 50	Volunteering: Hidden Adventures! Karla, Rossana, Wendy, Rhys, Devina, Sarah-Ann Archway Community Services
	Ballroom 115 - 50	Caring, Coping, and Surviving: Teacher Emotion in Classroom Leila Ghodrat Jahromi, SUCCESS
	Meeting Room 101 - 40	Communication Strategies to Support Stage 1 LINC Clients Olga Zamudio, MOSAIC
	4th Floor	Boardroom 401 - 50
Studio 411-A - 36		Crafting Efficient, Logical Teaching Progressions for PBLA Lisa Herrera, Claire Pinkett, Sandra Carignan, Alla Sotnikova, ISSofBC
Studio 411-B - 36		Flip 'n Learn It: Thematic games for Stage 1 Classrooms Elaine Chan, Burnaby School District
Studio 413-A - 36		Connect & Collaborate - Networking Session
Studio 413-B - 36		Roots and Wings Parenting Series: Supporting Families to Thrive Fauzia Miah, MOSAIC
Studio 417 - 50		Digital Boost: Making LINC Learning Engaging with Tech Ange Quapp, New Directions

11:30 AM - 12:15 PM	2:50 - 3:35 PM
<p>Supporting Clients affected by Gender-Based Violence (GVB) Olga Zamudio, MOSAIC</p>	<p>Life After LINC 4+: Supporting Stage II Clients on Their Journey Pat Marilley-Bodner, MOSAIC</p>
<p>From Literacy to Digital Confidence: Supporting Newcomer Mothers Selin Talay, New Directions</p>	<p>The Heart of LINC: Finding Joy and Meaning in What We Do Mahsa Johnson, MOSAIC</p>
<p>Teaching From a Full Cup: The Wellness Core of Effective LINC Instruction Minh Duc Pham, New Directions</p>	<p>Cultivating Learner Autonomy Through Classroom Activities Alex Yang, ISSofBC</p>
<p>Understanding the Assessment Process: From CLBs to Literacy Designations Jenny Lam & Alan Johnson, Options Community Services</p>	<p>Alignment of an AI-Developed Lesson Plan with PBLA Criteria Mori Lavasani & Shadan Soloukian, ISSofBC</p>
<p>LINC Teacher's Survival Guide to the Moodle Galaxy: Strategies to Leading Your Class Effectively and Enjoying the Process Sofia Bagryantseva, ISSofBC</p>	<p>Pre-Lit Checklist and Activities Vanessa Valerga, New Directions</p>
<p>Designing for Neurodiversity in LINC: Proactive UDL, Translanguaging, Multisensory, and Metacognitive Approaches to Support Learners with Possible Learning Disorders Mehdi Hajizadeh, New Directions</p>	<p>From Words to Trust: Communication Strategies for Childcare Professionals Farnaz Karimizadeh, MOSAIC</p>
<p>Teaching Difficult Criteria: Identifying Purpose CLB 2-4 Mamta Babla, Max Steiner, Cindy Cao, Afsaneh Yeganeh, ISSofBC</p>	<p>Volunteers as Catalysts: Strengthening English Learning Communities Amy Mak, MOSAIC</p>
<p>Continuous Student Intake in LINC Classroom Sabrina Siddiqui & Ayeza Smantha, MOSAIC</p>	<p>Clear Portfolios, Clear Tracking, Clear Goals: Organizing for Student Progress in LINC Haebin Pan, MOSAIC</p>
<p>Connect & Collaborate - Networking Session</p>	<p>Connect & Collaborate - Networking Session</p>
<p>From Awareness to Action: Empowering Neurodivergent Children Reetu Bajaj, MOSAIC</p>	<p>Inclusion (Accommodation for Special Needs) and Indigenous Learning in Childcare Rasha Rashed, Archway Community Services</p>
<p>Write, Flash, Learn! Supercharging LINC Lessons with Mini Whiteboards Willow Rodgers, MOSAIC</p>	<p>Decolonizing Your Classroom Janice Campbell, New Directions</p>

SPECIAL SESSIONS | Guest Speakers

OPENING
9:05 AM

Rhonda Larrabee

Chief of the Qayqayt First Nation

Olga Stachova

Chief Executive Officer, MOSAIC

Anastasia Chyz-Lesage

Director, Settlement and Resettlement Operations, IRCC

Sara Ahmed · Panelist

Program Support Worker, LINC Program, MOSAIC

Mary Bertucci · Panelist

Author of *A Powwow Story*; LINC Instructor, SUCCESS

Melissa Ly · Panelist

LINC Instructor, Archway Community Services

Rajeeta Samala · Panelist

Coordinator of CLIC & LINC to Work Program, Collège Éducacentre

Milad Rajabi · Moderator

Settlement Worker, BCSIS Program, MOSAIC

PLENARY
1:15 PM

ABOUT THE PRESENTATIONS | General Practice & Operations

Bridging Understanding

Communication Strategies to Support Stage 1 LINC Clients

Olga Zamudio, MOSAIC

Communication among human beings is complex even when we share the same language.

When supporting pre-literacy clients, not only grammar, intonation and cadence matter, but also cultural and communication frameworks that as staff may be unaware of. The goal of the workshop is to provide a foundational structure to understand our clientele better and strategies to narrow the communication gap between clients and LINC staff.

10:30 AM, Meeting Room 101

Inclusive Care Practices

Strategies & Practices

Best Practices in Retention, Personal and Professional Growth for the LINC Sector

Angie Mendez & Yvonne Hopp, New Directions English Language School

The presentation and interactive networking opportunity would cover 6 practices relevant to LINC instructors, client service coordinators, program assistants, ECE personnel, admin staff.. including cooperation & communication; participation in decision making; encouraging personal and professional goal setting and achievement; meeting and resolving workplace conflict; equitable and fair policies and procedures including those in the classrooms; employee and client recognition practices.

10:30 AM, Room 401

Management Practices

Strategies & Practices

Understanding the Assessment Process: From CLBs to Literacy Designations

Jenny Lam & Alan Johnson, Options Community Services

This session offers a behind-the-scenes look at Assessment Centre operations. We will explore the methodology behind assigning Canadian Language Benchmarks (CLBs) using the CLBPA and discuss how literacy needs are identified through the CLB-LPT. Frontline staff will gain a clear understanding of the assessment process, scoring criteria, and literacy designations to better support their clients' educational pathways.

11:30 AM, Ballroom 115

Language Assessment

Safety &
Well-Being

Supporting Clients Affected by Gender-Based Violence (GVB)

Olga Zamudio, MOSAIC

Trauma-
Informed
Practice

Gender-based violence affects disproportionately women and girls independently of their background and status. LINC clients have added challenges to access support such as social isolation, lack of knowledge about rights and services, fear of deportation, economic exclusion, language barriers and/or family and cultural expectations. As service providers, we must be ready to respond appropriately when clients show or disclose facing GVB.

Workshop's goal is creating awareness of the topic and providing basic steps LINC staff can take to support people affected by GVB.

11:30 AM, Main Ballroom

Building
Communities

Life After LINC 4+: Supporting Stage II Clients on Their Journey

Pat Marilley-Bodner, MOSAIC

Supporting
Stage II Clients

This presentation shares MOSAIC's experience supporting students, instructors, and the program through the transition after LINC 4+. We'll highlight key challenges, lessons learned, and practical strategies—from communicating closures to guiding students toward next steps and strengthening instructor and program supports. The goal of this presentation is to spark ideas and to encourage sharing to help us better support learners for life beyond LINC 4.

2:50 PM, Main Ballroom

Volunteers

Volunteers as Catalysts: Strengthening English Learning Communities

Amy Mak, MOSAIC

Building
Communities

Volunteers play a vital role in creating inclusive and supportive learning environments within English language programs, especially when students have diverse learning needs. This presentation examines the multifaceted benefits of incorporating volunteers into English programs, drawing from examples and data from MOSAIC's LINC Program. The session aims to inspire educators and administrators to see volunteer engagement not as an add-on, but as an integral part of sustainable, holistic English education.

2:50 PM, Studio 411-A

ABOUT THE PRESENTATIONS | ECE/ Childminding

Building
Communities

Roots and Wings Parenting Series: Supporting Families to Thrive

Fauzia Miah, MOSAIC

Program &
Resources

The session introduces how the MOSAIC *Roots and Wings Parenting Series* supports newcomer families in building inclusive communities, strengthening relationships with other parents, and connecting with local community resources. This unique program fosters confidence, connection, and smooth transitions into a new environment for both children and parents by offering guidance on how to best support children's growth and learning. Grounded in the belief that strong roots provide a foundation of safety, belonging, and care, the program empowers families to develop the wings to take flight with confidence and security.

10:30 AM, Studio 413-B

Inclusive
Practices

From Awareness to Action: Empowering Neurodivergent Children

Reetu Bajaj, MOSAIC

Strategies &
Practices

To support neurodivergent children in the absence of funding, educators need to develop care plans based on each child's specific needs. These plans may include environmental modifications, the use of visual supports, or other individualized strategies. With parental consent, educators will write and implement care plans and carry out the strategies outlined within them. Educators can also provide guidance to families on how to apply these strategies at home and offer additional support by providing visuals or other resources.

11:30 AM, Studio 413-B

Bridging
Understanding

From Words to Trust: Communication Strategies for Childcare Professionals

Farnaz Karimizadeh, MOSAIC

Strategies &
Practices

This presentation shows how strong communication between educators and parents creates a foundation of trust in childcare settings. Moreover, clear, consistent, and respectful communication enhances the overall experience for children and supports their well-being. Participants will gain a deeper understanding of the importance of communication with parents, along with practical tools and strategies for effective communication.

2:50 PM, Boardroom 401

Inclusive
Practices

Inclusion (Accommodation for Special Needs) and Indigenous Learning in Childcare

Rasha Rashed, Archway Community Services

Indigenous
Learning

This presentation explores inclusive childcare practices that create spaces where all children can participate and thrive. Participants will examine ways to adapt activities for diverse needs, collaborate with families and community resources, and promote acceptance and equal opportunities. The session also highlights Indigenous learning by integrating Indigenous stories, languages, and traditions, teaching respect for land and nature, and fostering cultural awareness and reconciliation from an early age.

2:50 PM, Studio 413-B

ABOUT THE PRESENTATIONS | Teaching LINC

10:30 – 11:15 AM

Safety & Well-Being

Mental Health–Informed Teaching: Simple Strategies for LINC Classrooms

Ammarah Imran & Nachwa El Aini, MOSAIC

Strategies & Practices

This presentation offers practical ways for LINC instructors to respond when students show mental health challenges in class. Immigrant learners balance work, settlement, and language study, so stress can appear as absences or disengagement. Through brief LINC-based scenarios, we will look at how teachers can notice early signs, respond with empathy while keeping boundaries, and make referrals. Instructors are not counsellors, but they can help create supportive classroom environments.

10:30 AM, Main Ballroom

Classroom Activities

Collaborate, Compare, Check and Correct: Strategies for Student Self-Checking tasks

Nick Yuen, Delta Community College

Strategies & Practices

Tired of hearing “Teacher, check!” after every activity? Discover how to design tasks that put students in charge of checking answers with peers. These strategies can help you make class time more efficient, build confidence, and add speaking/listening opportunities to simple reading/writing exercises. You’ll leave with practical examples and classroom management tips to make it work.

10:30 AM, Ballroom 111

Strategies & Practices

Volunteering: Hidden Adventures!

Karla Hiltermann, Rossana Chisolm, Wendy Tran, Rhys Williams, Devina Utomo, & Sarah-Ann Wijngaarden | Archway Community Services

Volunteers

This is a panel discussion to explore the unexpected benefits volunteering presents for all parties in the classroom. We will discuss how volunteering in language classrooms has shaped the language journey of previous Stage 2 and current LINC learners, as well as practicum students. Panel participants include former language volunteers and LINC Instructors. We hope to inspire teachers to see the potential in their learners who would be able to assist in the classroom and benefit from that experience as part of their language journey.

10:30 AM, Ballroom 113

Safety &
Well-Being

Caring, Coping, and Surviving: Teacher Emotion in Classroom

Leila Ghodrat Jahromi, SUCCESS

Teaching is widely portrayed as a profession grounded in care, yet the emotional costs of this care often remain invisible. Drawing on research on teacher emotion, emotional labor, and emotional capital, this presentation examines how language teachers navigate caring for students, coping with institutional feeling rules, and, at times, surviving emotionally demanding classroom realities. Using examples from movies like *Detachment*, *Freedom Writers*, and *Steve*, the session critically explores how inspirational narratives of teaching can both motivate educators and unintentionally promote unrealistic expectations of emotional perfection. The presentation blends theory, film, and lived experience to highlight the importance of emotional sustainability in teaching practice.

10:30 AM, Ballroom 115

Mental Health
& Self-care

PBLA in
Practice

Crafting Efficient, Logical Teaching Progressions for PBLA

Lisa Herrera, Claire Pinkett, Sandra Carignan, Alla Sotnikova, ISSofBC

PBLA-trained instructors know to “work backward from assessment.” What does this mean for planning skill-building lessons? Many new and some experienced instructors are unsure, and simply search for materials related to the whole task or focused on grammar. This approach can leave students unprepared for the real-world task, and instructors feeling overwhelmed and uncertain about “planning properly.” This presentation helps make the skill-building process clear, logical, and ultimately more efficient, so teachers can be more confident in their teaching and assured of the successful results.

10:30 AM, Studio 411-A

Strategies &
Practices

Classroom
Activities

Flip 'n Learn It: Thematic Games for Stage 1 Classrooms

Elaine Chan, Burnaby School District

The presentation will be based on a variety of thematic games that can be used in Stage 1 to 4 classes. These games are fun and interactive keeping students engaged while focusing on the targeted language being practiced. These games can be used to review vocabulary, short dialogues and even grammatical structures. The best thing is all of these games can be played by using just one deck of cards.

10:30 AM, Studio 411-B

Learner
Engagement

Teaching with
Digital Tools

Digital Boost: Making LINC Learning Engaging with Tech

Ange Quapp, New Directions English Language School

This presentation shows how to use technology in the LINC classroom to make learning more engaging and accessible. Digital tools not only support language learning but also build newcomers' confidence with skills they need for settlement, work, and daily life in Canada. Participants will explore mobile-friendly tools and practical examples, with strategies to support learners at varying levels of digital comfort. The session empowers LINC educators to use technology as a bridge between language learning and digital inclusion, helping newcomers thrive in today's interconnected world.

10:30 AM, Studio 417

Learner
Engagement

ABOUT THE PRESENTATIONS | Teaching LINC

11:30 AM – 12:15 PM

Digital Support

From Literacy to Digital Confidence: Supporting Newcomer Mothers

Selin Talay, New Directions

Strategies & Practices

Newcomer mothers with low literacy face barriers using digital platforms for settlement, childcare, and daily tasks. MOSAIC's *REACH Program* provides support in English and digital literacy, and additional instructional approaches can further support low-level learners, digital readiness, and opportunities for face-to-face guidance. This workshop offers micro-lessons, visual scaffolds, and flexible strategies to teach foundational skills, accommodate caregiving interruptions, and build confidence through hands-on, step-by-step digital practice.

11:30 AM, Ballroom 111

Safety & Well-Being

Teaching From a Full Cup: The Wellness Core of Effective LINC Instruction

Minh Duc Pham, New Directions English Language School

Mental Health & Self-care

In LINC programs, efficiency and assessment goals matter—but without instructor wellness, the joy of teaching can fade, and students feel that shift. When teachers have space for self-care and authentic connection, they bring calm, presence, and warmth into the classroom. This creates a sense of belonging that supports both instructor sustainability and student success. Wellness isn't extra; it's the foundation that keeps learning meaningful and consistent.

11:30 AM, Ballroom 113

Teaching Online

LINC Teacher's Survival Guide to the Moodle Galaxy: Strategies to Leading Your Class Effectively and Enjoying the Process

Sofia Bagryantseva, ISSofBC

Classroom Activities

As a full-time online Moodle teacher, I'd like to share my survival guide and some ideas I implement to lead happy and effective LINC classes and not to lose the sight of wellness and self-care. Both Moodle teachers and learners face very real challenges that need to be addressed differently and require inspiration to be solved. I will share my secret weapons from creating an efficient action-oriented assessment feedback document to adapting short games and activities that all make the life of a Moodle teacher easier and the classes more fun, balanced, and engaging for the learners.

11:30 AM, Meeting Room 101

Inclusive Care
Practices

Designing for Neurodiversity in LINC: Proactive UDL, Translanguaging, Multisensory, and Metacognitive Approaches to Support Learners with Possible Learning Disorders

Strategies &
Practices

Mehdi Hajizadeh, New Directions English Language School

This session explores how LINC instructors can support neurodiverse learners through inclusive design that reflects the theme of connection, collaboration, and meaningful change. Using UDL with Translanguaging, Multisensory, and Metacognitive strategies, it shows practical ways to remove barriers and strengthen participation in PBLA aligned, community based tasks. Participants will share ideas to create accessible and learner centered LINC classrooms.

11:30 AM, Boardroom 401

Classroom
Activities

Teaching Difficult Criteria: Identifying Purpose CLB 2-4

PBLA in
Practice

Mamta Babla, Max Steiner, Cindy Cao, Afsaneh Yeganeh, ISSofBC

The session focuses on a difficult reading criteria-identifying purpose. We will share a systematic approach on how to teach purpose in reading skills for CLB 2-4 instructors. Participants will gain insight into what purpose means in a CLB context, explore a step-by-step method to teach purpose to students, and learn how to create activities based on real life texts for this criteria.

11:30 AM, Studio 411-A

Strategies &
Practices

Continuous Student Intake in LINC Classroom

Inclusive Care
Practices

Sabrina Siddiqui & Ayeza Smantha, MOSAIC

This presentation will focus on what continuous intake is, some of the issues new students face, and tips and practices to overcome the challenges. Participants will review and clarify the meaning of continuous intake, share experiences, and exchange ideas about challenges students encounter in continuous intake classes. The session will also provide opportunities to discuss and gather practical tips and instructional practices that help address these challenges and support both learners and instructors in continuous intake settings.

11:30 AM, Studio 411-B

Classroom
Activities

Write, Flash, Learn! Supercharging LINC Lessons with Mini Whiteboards

Learner
Engagement

Willow Rodgers, MOSAIC

This interactive presentation highlights the value of using mini-whiteboards in the classroom. Through brief theory and classroom practice, participants will explore why whiteboards work and take part in two to three hands-on activities. Sample tasks include spelling target vocabulary, forming questions and responses, and reviewing grammar, functional language, and strategic competence. The session concludes with ideas for adapting activities to LINC levels, supporting participation, assessment, engagement, and immediate feedback—with no photocopying.

11:30 AM, Studio 417

ABOUT THE PRESENTATIONS | Teaching LINC

2:50 – 3:35 PM

Safety & Well-Being

The Heart of LINC: Finding Joy and Meaning in What We Do

Mahsa Johnson, MOSAIC

Mental Health & Self-care

Supporting newcomers is meaningful, but it can also feel emotionally heavy. The Heart of LINC explores the purpose and positive impact of our work, focusing on compassion satisfaction, vicarious resilience, and reflection to prevent burnout. By noticing small moments of connection with learners and colleagues, we shift from exhaustion to fulfillment and reconnect with our purpose. The session aims to renew pride in our role at MOSAIC and remind us that simple acts, a kind word, patience, or understanding, can deeply impact someone's journey.

2:50 PM, Ballroom 111

Classroom Activities

Cultivating Learner Autonomy Through Classroom Activities

Alex Yang, ISSofBC

Strategies & Practices

This presentation explores practical ways to build learner autonomy in LINC classrooms. Participants will examine in-class tasks that introduce good learning habits and support after-class activities such as short diary writing, vocabulary practice, and using English in everyday life. The session includes group tasks that model self-study, low-prep activities for goal-setting, choice-making, and self-monitoring, as well as peer-teaching, self-reflection routines, and adaptable examples for CLB 1–5 with ready-to-use templates.

2:50 PM, Ballroom 113

Teaching with Digital Tools

Alignment of an AI-Developed Lesson Plan with PBLA Criteria

Mori Lavasani & Shadan Soloukian, ISSofBC

PBLA in Practice

As artificial intelligence tools increasingly support lesson planning in LINC programs, instructors are exploring how these tools can enhance teaching effectiveness and assessment processes. Portfolio-Based Language Assessment (PBLA) requires CLB-aligned, real-world, task-based instruction supported by meaningful assessment artifacts. This presentation outlines a study that examines the extent to which AI-generated lesson plans align with PBLA principles and how they can be integrated into classroom practice.

2:50 PM, Ballroom 115

Supporting
Pre-Literacy**Pre-Lit Checklist and Activities**

Vanessa Valerga, New Directions English Language School

Classroom
Activities

This presentation reviews revisions to the Pre-Lit Checklist originally developed for ESLA and adapted for PBLA Literacy classrooms. Participants will receive practical tips for administering the Literacy portfolio, identifying activities aligned with the checklist, and adapting classrooms for literacy learners. The session demonstrates how effective use of the Pre-Lit Checklist helps teachers determine readiness for regular classes and supports instructors working with literacy learners when designated literacy classes are unavailable.

2:50 PM, Meeting Room 101PBLA in
Practice**Clear Portfolios, Clear Tracking, Clear Goals: Organizing for Student Progress in LINC**

Haebin Pan, MOSAIC

Strategies &
Practices

Deciding which students are ready to move up can feel overwhelming for instructors when they are managing daily teaching demands. This presentation shares practical and time-saving strategies to make portfolio organization and score tracking more efficient. Instructors will learn how to use multiple tools to streamline score documentation, monitor progress, and plan next steps with confidence. The session will also create space for instructors to share their strategies for portfolio organization and supporting students move toward their next LINC level.

2:50 PM, Studio 411-BStrategies &
Practices**Decolonizing Your Classroom**

Janice Campbell, New Directions

Inclusive Care
Practices

With the growth Language Instructors in LINC, often instructors are new to teaching in a decolonized environment. Many teachers have not been taught how to teach without being "the authority" from the front of the class, nor how to withdraw from the traditional classroom and relinquish control. Discover the benefits of Adult Learning Theory and use it to enable clients to be responsible for their own language learning. The presentation will focus on how to break down barriers and encourage all learners to participate in learning within a practical workplace environment.

2:50 PM, Studio 417

Please share your feedback with us.

Your ideas help to shape LINC Sector Coordination for
BC/Yukon.



Please submit only one response per participant.

Connect · Collaborate · Create Change