

# EDUCATING FOR ACTION: OUR LEARNING JOURNEY

## JOIN US TO EXPLORE:

### Students as Learners:

What are schools for?  
Who is in our classrooms?

### Teachers as Learners:

How do teachers learn  
collaboratively?  
How do we support all of  
our students?

Featuring 60 breakout  
sessions. Speakers  
include:

- Sandra Herbst
- Steven Katz
- Joel Westheimer
- Shelley Moore
- Sheelah McLean
- Local teachers, leaders,  
and students
- Local scholars and  
community partners
- And many more

HOSTED BY:



The  
Manitoba  
Teachers'  
Society



**MASS**  
MANITOBA ASSOCIATION OF  
SCHOOL SUPERINTENDENTS

SAVE THE  
DATE

# February 27-28, 2020

## VICTORIA INN WINNIPEG, MB

**DIVISIONAL PRE-REGISTRATION: SEPTEMBER 2019 | GENERAL REGISTRATION: OCTOBER 28, 2019**

## THURSDAY | FEBRUARY 27 - 2020

AM Sessions	
8:45 - 9:00	Student Presentation
9:00 - 9:15	Conference Opening
9:15 - 10:15	<b>Keynote - Sandra Herbst</b> Student Agency: It's More than Just Giving Students Voice and Choice
10:15 - 10:45	Break
10:45 - 12:00	Breakout Sessions
A01	What are Schools For? – Joel Westheimer
A02	Creating Independent Learners Through Project Based Learning – Charlene Smallwood
A03	Servant Leadership in Today's Schools – Vinh Huynh & Faridah Shams
A04	In Search of Equitable Schools – Sheelah McLean
A05	Assessment and Evaluation in the Service of Equity and Excellence – Sandra Herbst
A06	Pourquoi favoriser un aménagement linguistique en éducation? : Le pouvoir du paysage linguistique scolaire – Gail Cormier français
A07	Mathematics Learning for All: Taking Action on Access & Equity – Martha Koch
A08	Education as a Platform for Truth and Reconciliation – Kaila Johnston
A09	Getting to the Why: The "Our Kid" Journey – Randy Dueck, Shelley Amos & Colin Campbell
A10	The Power of Learning in the Context of your Community – Lorie Henderson & Reg Klassen
A11	Schools as Healing Places – Panel of Elders
A12	Schools as Places that Nurture Well Being/Well Becoming – Various Presenters
A13	Literacy ACTION and Professional Learning in ELA: Language as Power and Agency – Jennifer Watt & Michelle Honeyford
A14	Reimagining Why: Alternative Ways of Teaching and Learning – Peggy Hobson, Joe Martin, Sandy Welbergen & Team of Students
A15	"Our House is on Fire" – Kids, Action, and our Responsibility to Educate for Sustainability – Laura Sims

PM Sessions	
12:00 - 13:15	Lunch
13:15 - 14:15	<b>Keynote - Joel Westheimer</b> Education that Matters for the Students we Teach
14:15 - 14:30	Break
14:30 - 15:45	Breakout Sessions
B01	Empowering Youth: Finding Success Through Positive Leadership – Sofia Costantini
B02	The Fault in our Stories: Resistance, Creativity, and Teaching for a Common Purpose – Marc Kuly
B03	Debunking Deficit Theories – Sheelah McLean
B04	Understanding Sexual Orientation, Gender Identity, and Gender Expression in our Classrooms – Reece Malone
B05	When Teachers Nurture Students: My Story, My Journey – Ashley Richard
B06	The Peaceful Village Program: Supporting Newcomer Youth Outside of the Classroom – Daniel Swaka
B07	Démystifier la diversité religieuse dans nos salles de classe – Brahim Ould Baba français
B08	Educators as Allies: Using Innovative & Collaborative Approaches to Support Newcomer Students in the School System – Noelle DePape & Abdikheir Ahmed
B09	If I Don't See Myself How Do I Know I Exist? – Sonya Ballantyne
B10	Nurturing Resilience in all our Students – Mitch Bourbonnière
B11	Making Sense of Trauma: Practical Tools for Responding to Children and Youth – An Introduction – Kate Kiernan & Billy Brodovsky
B12	Thinking Beyond the Box: The Future Direction of Enrichment Programming & Talent Development in MB – Lesley Eblie-Trudel
B13	Every Classroom is Unique – Barb Melnychuk
B14	Wraparound: Integrating Support for Children and Youth with Complex Emotional and Behavioral Needs – Nadine Bartlett
B15	Hopeful Schools: From Conversations to Actions – Jake Bell, Parmet Buttar, Johnathon Lucas & Stephane Normandeau

# THURSDAY MORNING KEYNOTE | FEBRUARY 27 - 2020

Sandra Herbst – 9:15 - 10:15 am

## Student Agency: It's More Than Just Giving Students Choice and Voice

In an accelerated world where information is at our fingertips 24/7, it is even more important than ever to consider how to balance the content with the skills and competencies of our disciplines. To be successful in these times requires that students be active and responsible advocates for their learning and their communities. In this keynote, Sandra will examine instruction that makes a difference for students to develop and enhance learner agency—a student's ability to take independent, purposeful initiative – and how that learning can be assessed. Using classroom video clips and student examples from across grade levels and subject areas, specific attention will be paid to methods for providing effective feedback and working with students to set goals, monitor their own progress, and celebrate successes.

**Sandra Herbst's** body of work is expansive: author, speaker, coach, mentor, and consultant, with extensive experience in educational and system leadership, adult learning, and assessment. As a facilitator of workshops, web conferences, and symposia across North America and across the globe - and as a renowned executive coach - Sandra provides educators with a framework to help meet the diverse needs of both student and adult learners. Sandra is co-author of several books and she is an energetic speaker and leader, who expresses her compassion through a deep commitment to equity in education and to systems that advance the democracy of our communities.

## THURSDAY MORNING SESSIONS | 10:45 am – 12:00 pm

### A01 What are Schools For? – Joel Westheimer

Are schools for job training? To foster a healthy economy? To promote civic engagement and action? To build community? Which goals are most important? Most educators care about more than test scores, yet constraints on teachers' time and professionalism can easily narrow educational goals. In this interactive presentation and workshop, author, education researcher and CBC Radio education columnist Dr. Joel Westheimer explores with participants what teachers, principals, parents, students and school reformers can do to develop and preserve meaningful education in an era of diminishing trust and increasing challenges.

**Joel Westheimer** is the university research chair in Democracy and Education at the University of Ottawa and an education columnist for CBC Radio. Author, speaker, and education advocate, he grew up in New York City where he taught grades 6, 7, and 8 in the NYC Public Schools. His latest book is *What Kind of Citizen? Educating Our Children For the Common Good*. Find out more at [joelwestheimer.org](http://joelwestheimer.org) and follow him on Twitter: [twitter.com/@joelwestheimer](https://twitter.com/@joelwestheimer).

### A02 Creating Independent Learners Through Project Based Learning – Charlene Smallwood

How do we re-imagine our classrooms to reflect the needs of society? Students have been conditioned to wait for instructions from their teacher before embarking on their task completion. This creates compliance but not engagement nor deep learning. At Nelson McIntyre Collegiate, we are entering our 4th year of a Project-Based Interdisciplinary Learning Model, where students are required to ask deep questions, develop their own ideas through student choice, and struggle with difficult concepts and skills so that "failure" is seen as a learning opportunity. While this shift is difficult for many students, the results are impressive and well worth the effort.

**Charlene Smallwood** is the principal of Nelson McIntyre Collegiate and was previously the vice principal. She has been an administrator and teacher with a variety of school experiences, teaching both rurally and in four schools in the Louis Riel School Division. Charlene has researched and visited many schools across North America to discover best practices and has been instrumental in the design and implementation of the Project-Based Learning School and Weeks without Walls initiative at Nelson McIntyre Collegiate. She has also worked with Ralph Wagner, the former principal of NMC and the design team, to develop the Grade 11 and 12 PBL model for Nelson McIntyre Collegiate.



## A03 Servant Leadership in Today's Schools – Vinh Huynh & Faridah Shams

*If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most important course is to raise the capacity to serve.* With these words, Robert K. Greenleaf advanced the big idea of the servant as leader or servant leadership. In this session, we will explore how service and leadership has always been in our schools and through every generation of teachers. It is this commitment to service that underpins our capacity to meet the twin demand of both downstream work that is immediate and upstream work that is responsive and future oriented.

**Vinh Huynh** is currently the principal of Gordon Bell High School. Previously, he served for eleven years as principal of Hugh John Macdonald School. He started teaching in 1993 at General Wolfe School, Shaughnessy Park and was a teacher and vice principal at Gordon Bell High School.

His passion for service and leadership is reflected in his work as a returning officer for the Minto electoral division, and board member with a number of non-profit organizations such as Mennonite Central Committee of Manitoba, the Premier's Advisory Council on Education, Poverty and Citizenship, and City of Winnipeg Waste and Diversion Advisory Committee.

## A04 In Search of Equitable Schools – Sheelah McLean **UNAVAILABLE**

Equity takes into consideration that families and communities have been differentially impacted by colonial practices and that our curriculum, resources and pedagogy should be created with these power dynamics in mind. This interactive session will invite participants to examine what it means to build equitable schools and classrooms given our colonial context. Specific examples of what this can look like will be shared (please bring your own as well!).

**Sheelah McLean** has a PhD in anti-racist education from the University of Saskatchewan. She has been a high school teacher for 25 years and taught both graduate and undergraduate courses in the College of Education for over 15 years. Sheelah is also an organizer with the Idle No More network. As an educator, scholar and community organizer, Sheelah's work has focused on research projects and actions that address inequality, particularly focusing on the legacy of oppression experienced by Indigenous Peoples within a white settler society. Sheelah has received many honors for her work in social justice including the University of Saskatchewan's Alumni of Influence Award (2013), the Council of Canadians Activist of the Year Award (2014), and the Carol Gellar Human Rights Award (2015).

## A05 Assessment and Evaluation in the Service of Equity and Excellence – Sandra Herbst

Seven actions of assessment for learning bring equity into our classrooms. Without these actions, assessment and evaluation strategies may only validate certain ways of learning. Assessment, when used in the service of all students' learning, can create a sense of belonging and heighten their belief that they are capable; it allows them to actively participate in learning processes. Building on the ideas of the keynote address, this breakout session will explore more classroom-based strategies to inform the important work of assessment and evaluation in rich and diverse settings. Examples and accounts from schools, leaders, and teachers will illustrate how educators from across all levels ensure that their assessment and evaluation practices do not privilege some learners over others.

**Sandra Herbst's** body of work is expansive: author, speaker, coach, mentor, and consultant, with extensive experience in educational and system leadership, adult learning, and assessment. As a facilitator of workshops, web conferences, and symposia across North America and across the globe - and as a renowned executive coach - Sandra provides educators with a framework to help meet the diverse needs of both student and adult learners. Sandra is co-author of several books and she is an energetic speaker and leader, who expresses her compassion through a deep commitment to equity in education and to systems that advance the democracy of our communities.

Sandra is co-author of several books, including *Collecting Evidence and Portfolios: Engaging Students in Pedagogical Documentation, Grading, Reporting, and Professional Judgment in Elementary Classrooms*, *A Fresh Look at Grading and Reporting in High Schools*, and the *Leaders' Series: Transforming Schools and Systems Using Assessment: A Practical Guide*, and *Leading the Way to Assessment for Learning: A Practical Guide*.

**A06 Pourquoi favoriser un aménagement linguistique en éducation? : Le pouvoir du paysage linguistique scolaire – Gail Cormier UNAVAILABLE**

Cette session portera sur l'aménagement linguistique en éducation à travers du paysage linguistique scolaire. Vous aurez à analyser des images provenant de trois secondaires manitobains afin de trouver les messages explicitement et implicitement écrits sur les murs des écoles. Par la suite, il y aura un partage de commentaires analytiques d'élèves de la 11<sup>e</sup> année qui avaient effectué cette même analyse à leur tour. Le but principal sera de porter une réflexion sur nos pratiques, valeurs et croyances en éducation et la façon dont elles sont écrites sur les murs de l'école.

**Gail Cormier** est professeure adjointe à la Faculté d'éducation à l'Université de Saint-Boniface au Manitoba. Ses domaines de recherche sont la sociolinguistique, les langues, la littérature, le milieu minoritaire, le paysage linguistique et le paysage linguistique scolaire. Sa recherche doctorale, intitulée « Portraits of French Secondary Education in Manitoba », a été subventionnée par le Conseil de recherches en sciences humaines, Canada (CRSH) à travers de la bourse Joseph-Armand-Bombardier. Elle est trilingue et a également œuvré comme enseignante de langues au secondaire au Manitoba.

**A07 Mathematics Learning for All: Taking Action on Access & Equity – Martha Koch**

Mathematics learning for all requires a high-quality curriculum, access to effective teaching and learning, and high expectations for every learner. Equity rests on recognizing and providing the supports and resources each learner needs to achieve those expectations. And yet, achievement gaps in mathematics for some groups of students have persisted for decades. What does taking action on access and equity in mathematics education look like in Manitoba classrooms, schools and divisions? In this interactive session, participants will examine obstacles to access and equity in their own context and consider a range of research-based strategies for overcoming these obstacles.

**Dr. Martha Koch** is a mathematics education researcher and professor at the Faculty of Education, University of Manitoba where she teaches courses in mathematics education, classroom assessment, and research methods. Her current research focuses on ways to support pre-service and practicing teachers as they further develop their mathematics teaching and classroom assessment practices. She regularly presents her research at national and international conferences and publishes in leading academic and practitioner journals. Since coming to Manitoba in 2013, she has enjoyed working with teachers and school leaders in various school divisions as they navigate the highly-charged mathematics teaching and learning landscape.

**A08 Education as a Platform for Truth and Reconciliation – Kaila Johnston**

In June 2015, the Truth and Reconciliation Commission (TRC) released its 94 Calls to Action, which aim to redress the legacy of residential schools and advance reconciliation in Canada. One of the most frequently asked questions posed by educators, students, and professionals alike is, what can "I" do? During this session, participants will become more familiar with the Calls to Action and its thematic focus areas, reflect on their current reconciliation undertakings, and begin development on an action plan based upon the six actions of reconcili-ACTION.

**Kaila Johnston** is the acting manager of Education, Outreach, and Public Programming at the National Centre for Truth and Reconciliation (NCTR). In this role, Kaila oversees matters related to the support of educators, development of resources, establishment of outreach initiatives, as well as public engagement on residential schools and their legacy. Prior to the NCTR, Kaila worked with the Truth and Reconciliation Commission (TRC) as a statement gatherer and coordinator to support statement-gathering activities. She holds a BA (Hons.) in Criminal Justice from the University of Winnipeg and a M.Sc. in International Crimes and Criminology from Vrije Universiteit, Amsterdam.

## A09 Getting to the Why: The “Our Kid” Journey – Randy Dueck, Shelley Amos & Colin Campbell

In 2014, the Hanover School Division senior leadership team asked ourselves the question: what skills, values, dispositions and knowledge are essential for a Hanover School Division graduate? We loved the question so much that we decided to ask it of as many in our community members as possible. During the following year, we gathered over 70 groups around this question. The groups consisted of students, parents, teachers, administrators, trustees, school division support staff, community businesses, pastors and even a mayor. We synthesized all of the input into a group of competencies that we want for “Our Kid” as they graduate from Hanover School Division. This grouping of competencies continues today to serve as our North Star, our why, and our purpose for doing what we do every day. We would be so happy to share the experience with you. This is an interactive session that will take a deep dive into identifying the skills, values, disposition and knowledge essential for graduates of Manitoba High Schools (Our Kids).

**Randy Dueck** serves as the superintendent and CEO of Hanover School Division. Located in southeastern Manitoba, Hanover serves approximately 8,200 students within eighteen schools. Randy brings to his position a diverse and extensive background in teaching and administration. His ability to teach, motivate, and inspire is demonstrated in his 31 years as an educator in the roles of teacher, principal, and superintendent CEO. Randy’s vision for the Hanover School Division reflects a passion for organizational learning and a student-centred approach.

**Shelley Amos** is an assistant superintendent with Hanover School Division. Shelley has 25 years of experience in the field working as an early years educator, resource teacher and principal. Shelley completed a Bachelor of Education Degree in 1991, a PBDE in Special Education in 2009, and a Master’s Degree in Educational Administration in 2018. Shelley’s vision for educational leadership is to serve people with both heart and mind, and to build capacity through the lenses of purpose and perseverance.

**Colin Campbell** is an assistant superintendent with Hanover School Division. He brings sixteen years of instructional experience to his new appointment. He completed a Bachelor of Education Degree in 2006 and a Master’s degree in Educational Administration in 2017. Colin has published his Master’s Thesis Titled: Perspectives of Single Mothers and their Relationship with the Staff at their Children’s School: A Narrative Inquiry.

## A10 The Power of Learning in the Context of your Community – Lorie Henderson & Reg Klassen

The School District of Mystery Lake and Frontier School Division have taken numerous opportunities to move outside of the traditional classroom teaching to a more interactive, student-centered learning experience. Both divisions believe in Indigenous placed perspectives and land-based learning experiences that engage learners and are also tied to curriculum outcomes. Often, the learning for staff and students is happening at the same time. As well, each division recognizes and understands the wealth of expertise in each of their communities and involve these individuals as a necessary component to create unique teaching and learning experiences for students and staff.

**Lorie Henderson** has worked in the School District of Mystery Lake for 21 years with the past nine years in senior administration. She holds an education degree as well as a master’s degree in both special education and educational administration. Her focus is on educational programming and student success. Her message of encouragement is that we all have a place in this world and, as educators, it is our responsibility to help students find their path to success.

**Reg Klassen** has spent thirty-plus years serving students in a number of communities and educational situations and currently serves as the chief superintendent of Frontier School Division. He holds bachelor degrees in theology, arts, and education and a master’s degree in educational administration. Prior to his appointment as chief superintendent, he worked in both private and public education in a variety of capacities including guidance counsellor, resource teacher, classroom teacher, vice principal, principal, and superintendent.

## A11 Schools as Healing Places – Panel of Elders

When the Truth and Reconciliation Calls to Actions were released Justice Murray Sinclair stated, “We need to look at the way we are educating children. That is why we say that this is not an aboriginal problem. It’s a Canadian problem”. Understanding the way forward should be informed by Elders, whose lived experiences and education provide them with wisdom and knowledge to guide future generations of teachers and students. In this session, join a panel of Elders as they discuss how we can create schools as healing places.

This panel will be moderated by Sarah Gazan who is a Staff Officer in the Professional and French Language Services Department at The Manitoba Teachers’ Society. Her work focuses on developing and delivering professional learning experiences for educators with a particular emphasis on Indigenous education, cultural proficiency, anti racism, collaborative cultures and using data to inform practice. She has worked as a middle years teacher as well as in the area of policy and program development within and outside of education.

## A12 Schools as Places that Nurture Well Being/Well Becoming – Various Presenters

Since 2017, five Manitoba school divisions, which were joined by four more school divisions a year later, have been part of the Manitoba Well-Being and Well-Becoming Working Group, which is organized and supported by the Manitoba Association of School Superintendents, Manitoba Education and Training, and researchers from the University of Manitoba. Each school division has developed a division-specific student well-being project involving a middle-years school in the division. As part of the project, data have been collected by school divisions to understand the impact of the projects on students' well-being and well-becoming. In this session, some of the school divisions involved in the Working Group will present on their respective projects and findings.

Presenters in this session come from school and school-divisional teams involved in the Manitoba Well-Being and Well-Becoming Working Group, which brings together nine Manitoba school divisions around projects on student well-being and well-becoming.

## A13 Literacy ACTION and Professional Learning in ELA: Language as Power and Agency – Jennifer Watt & Michelle Honeyford

In the “living document” of Manitoba’s new English Language Arts curriculum, “Power and Agency” is identified as one of the four interconnected language practices that are central to the framework. Drawing upon critical literacy research and practitioner inquiry and teaching examples in Manitoba, we will explore how teachers and educational leaders can purposefully design rich learning experiences that invite and equip students to engage as critical producers and consumers of texts in the English Language Arts classroom and beyond. This workshop will also explore how language arts and literacies are connected to issues of access, voice, inclusion, and empowerment.

**Dr. Jennifer Watt** is an assistant professor in Language and Literacy in the Faculty of Education at the University of Manitoba. Jen was a middle and senior years English language arts teacher in both Canada and England and now brings her enthusiasm for responsive teaching and learning to the teacher education context.

**Dr. Michelle Honeyford** is an associate professor in Language and Literacy Education at the University of Manitoba. Her research focuses on transcultural and multimodal literacies, writing, participatory learning, and practitioner inquiry in classrooms and in out-of-school learning contexts. She directs the Manitoba Writing Project and the Faculty’s CanU program.

## A14 Reimagining Why: Alternative Ways of Teaching and Learning – Peggy Hobson, Joe Martin, Sandy Welbergen & Team of Students

How do we engage the passions that lie in each of us, within both teachers and our student learners? How do we begin to incorporate student-directed learning into our instruction? This session will showcase a specific journey towards integrating design-based/inquiry learning into the classroom. Through demonstration and discussion, students in small groups will reveal their newfound love for design and how this search for and development of their passions has helped them to not only grow as learners, but also as citizens in an ever changing world.

**Peggy Hobson** is a school principal who has intentionally adjusted middle years’ schedule each year to enable increased thematic delivery and inquiry process.

**Joe Martin** is a grade 9 teacher who intentionally builds a class environment to integrate student voice and design-based inquiry learning.

**Sandy Welbergen** is a teacher librarian who infuses possibilities, makerspace, digital media options and student involvement into the school.

## A15 “Our House is on Fire” – Kids, Action, and our Responsibility to Educate for Sustainability – Laura Sims

Sixteen-year old Swedish climate-change activist Greta Thunberg beseeches adults to act as if our house is on fire. According to the International Panel on Climate Change, we are less than 12 years away from not being able to undo our mistakes and that, in that time, unprecedented changes need to take place. Thunberg’s plea anchors the “why” of environmental and sustainability education (ESE). As educators, we have a moral obligation to act, and education is our tool. During this participatory session, key ESE approaches will be shared and discussed. Participants will have opportunities to explore how these approaches could be meaningfully integrated into their own professional and teaching practices.

**Dr. Laura Sims** is an associate professor in the Faculty of Education at the Université de Saint-Boniface in Winnipeg. She teaches courses related to cultural diversity in education as well as integrating Indigenous perspectives into education. In her research, she specializes in education for sustainability and community-based assessment processes. Laura taught high school for 10 years in Winnipeg and in the Dominican Republic. For three years, she managed a Canadian International Development Agency environmental project in Central America.

# THURSDAY AFTERNOON KEYNOTE | FEBRUARY 27 - 2020

## Joel Westheimer – 1:15 – 2:15 pm Education that Matters for the Students we Teach

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If schools were for nothing more than to transmit facts and formulas to the next generation, then teachers' work would be relatively easy. But schools in democratic societies should be places where children and youth find meaning, community, and purpose, where they learn that their thoughts and actions matter, where they recognize that they are needed. Schools can be all that, and more. Public schools in Canada are not just schools for the public but places where we learn what it means to be a public. What does an ideal school look like in your mind? What lessons are being conveyed? How are children and teachers interacting? What kinds of responsibilities are students being asked to take on? What vision of the "good" society are students asked to imagine? In this presentation, I will go beyond subject matter to explore subjects that matter for Manitoba, Canada, and the world.

**Joel Westheimer** is University Research Chair in Democracy and Education at the University of Ottawa and an education columnist for CBC Radio. Author, speaker, and education advocate, he grew up in New York City where he taught grades 6, 7, and 8 in the NYC Public Schools. His latest book is *What Kind of Citizen? Educating Our Children For the Common Good*. Find out more at [joelwestheimer.org](http://joelwestheimer.org) and follow him on Twitter: [twitter.com/joelwestheimer](https://twitter.com/joelwestheimer).

## THURSDAY AFTERNOON SESSIONS | 2:30 – 3:45 pm

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### B01 Empowering Youth: Finding Success Through Positive Leadership – **Sofia Costantini**

As a teacher, you face daily demands, challenges, and stressors. How do you make a difference by developing strong, genuine connections with students? Understanding what you bring to the learning process and how to identify student needs creates a safe and judgment-free environment where learners can express themselves. Leading from a place of positive "output energy" and appreciating how "I" statements, word choices, and body language can drastically change the dynamics of a classroom is exactly what this session will cover. You will discover eight fundamental elements that build relationships and engage students in active learning. Be prepared to find the joy in inspiring and empowering youth through positive leadership, curiosity, and accountability.

**Sofia Costantini** has been capturing audiences with her "passion = inspiration" approach for decades. Her career began as a professional dancer, choreographer, and actor over 30 years ago. She expanded her repertoire to include teaching, splitting her time between the public school system, private studios and professional companies.

As an educator, "Ms. Sofia" pioneered the first all-boys dance class at Sisler High School in the Winnipeg School Division where she received the Manitoba Attorney General Crime Prevention Award for her work with at-risk youth. The program was also featured in a documentary on CBC National News and in the Winnipeg Women's magazine. As an entrepreneur, Sofia has excelled in her roles as consultant, leader, director, and producer.

### B02 The Fault in our Stories: Resistance, Creativity, and Teaching for a Common Purpose – **Marc Kuly**

The relationship between students and teachers forms the nucleus of classroom and school life. Our present moment is characterized by increased economic inequality and ethnocultural diversity, which makes that relationship more vital than ever. This session will focus on who teachers are, who students are, and the stories that can both divide and unite them.

**Marc Kuly** is an assistant professor in the Faculty of Education at the University of Winnipeg and the coordinator of the Service-Learning Programme. Marc's research and practice are focused on the understanding and use of storytelling as a primary metaphor for teaching and learning.



## **B03**     **Debunking Deficit Theories – Sheelah McLean**     **UNAVAILABLE**

When we talk about ‘diversity’ or student ‘differences’ in our classroom this can work to reinforce essentialism and the myth of student deficiency. This interactive session will challenge this and invite participants to debunk the common myths, stereotypes and misinformation about students that are labelled “different” by addressing how students are positioned differently within a colonial context, and as a result how they have very different experiences of the world.

**Sheelah McLean** has a PhD in anti-racist education from the University of Saskatchewan. She has been a high school teacher for 25 years and taught both graduate and undergraduate courses in the College of Education for over 15 years. Sheelah is also an organizer with the Idle No More network. As an educator, scholar and community organizer, Sheelah’s work has focused on research projects and actions that address inequality, particularly focusing on the legacy of oppression experienced by Indigenous Peoples within a white settler society. Sheelah has received many honors for her work in social justice including the University of Saskatchewan’s Alumni of Influence Award (2013), the Council of Canadians Activist of the Year Award (2014), and the Carol Gellar Human Rights Award (2015).

## **B04**     **Understanding Sexual Orientation, Gender Identity, and Gender Expression in our Classrooms – Reece Malone**

An optimal learning classroom environment fosters safety, equity and inclusion. While gender and sexual diversity has become more commonplace in the classroom, studies indicate that Two-Spirit, lesbian, gay, bi, trans, queer and gender diverse students continue to experience disproportional life stressors and higher rates of mental health concerns. This workshop will explore intersectional life factors that can impact identity formation, active classroom participation, and optimal learning outcomes for gender and sexually diverse youth. Participants will learn how intersecting aspects of their identity impact interpersonal relationships and acquire strategies that acknowledge diversity as a source of strength and enrichment.

**Dr. Reece Malone** is the CEO of Diversity Essentials. As a trainer, program and policy consultant on human sexuality, he has worked with several organizations including The Manitoba Teachers’ Society, The Public Health Agency of Canada, and the World Health Organization. He was one of the lead consultants in the development of the trans inclusion policy for the Manitoba High School Athletics Association. Most recently, he authored Canadian Human Rights National Roundtable on Gender Identity and Gender Expression that helped lead to the inclusion of Gender Identity to the Canadian Human Rights Act and changes to the Canadian Criminal Code. He is the author of ShoutOut Against Homophobia, Biphobia and Transphobia, a resource dedicated to sexual and gender diverse youth, which has been distributed to over 95,000 youth across Canada.

## **B05**     **When Teachers Nurture Students: My Story, My Journey – Ashley Richard**

My personal journey growing up included overcoming homelessness, sexual assault, and the loss of my grandmother – all during the last few years of trying to complete my high school diploma. I will share my story, and how I got to where I am today with the support of teachers who helped me along the way. This session will include a sharing circle(s) and a prompted mini-story writing session.

**Ashley Richard** is a proud woman of Indigenous and Filipino heritage. Ashley is proud to follow in the footsteps of her grandmother Mary Richard, who is the light of her life. She works with youth to help them creatively think of ways to express their passions through technology. Ashley’s personal story of overcoming obstacles has been a strength in helping empower Indigenous women.

## **B06**     **The Peaceful Village Program: Supporting Newcomer Youth Outside of the Classroom – Daniel Swaka** **UNAVAILABLE**

The session will focus on some of the strategies the Peaceful Village program uses in engaging the youth, particularly newcomer outside the classroom settings. The Peaceful Village program is a multi-faceted program that is structured in a way that benefits many youths, particularly newcomer by tackling the academic, social, financial and informational barriers that many Newcomer students may face in accessing post-secondary education. By providing one-on-one academic tutoring, scholarships and academic counselling/career planning opportunities, the program helps students prepare for post-secondary education and training throughout high school.

**Daniel Swaka** is a former refugee from South Sudan. A teacher by profession, he is currently the Executive Director of Manitoba School Improvement Program – The Peaceful Village Inc. The Peaceful Village works with youth, particularly newcomer youth and their families, in inner city Winnipeg and other surrounding areas.

**B07**     **Démystifier la diversité religieuse dans nos salles de classe – Brahim Ould Baba**     **UNAVAILABLE**

Développer chez les enseignants et les dirigeants d'école une compréhension approfondie de la diversité religieuse dans les écoles du Manitoba est important parce que la population scolaire et le personnel sont devenus plus diversifiés et nous devons assurer un lieu d'apprentissage accueillant et inclusif pour tous. Cet atelier interactif comprendra des informations concernant la législation et la politique, des lignes directrices pour les accommodements religieux, un aperçu des différentes religions du monde et des études de cas.

**Brahim Ould Baba** est cadre administratif au département des Services professionnels et services en français de la Manitoba Teachers' Society. Son travail est centré sur la formation et la certification des enseignants, la diversité dans les écoles et l'éducation en français. Il a œuvré comme enseignant de la Maternelle à la 12<sup>e</sup> année, comme conseiller pédagogique et comme chargé de cours universitaire.

**B08**     **Educators as Allies: Using Innovative & Collaborative Approaches to Support Newcomer Students in the School System – Noelle DePape & Abdikheir Ahmed**

School divisions & school leaders can play a vital role in creating welcoming, inclusive learning environments for newcomer students and their families. This session will share examples of creative, collaborative ideas and practices, including partnerships with community groups that educational leaders have taken on with the goal of providing stronger supports for our most vulnerable newcomer students, including refugee youth with interrupted schooling and trauma.

**Noelle DePape** and **Abdikheir Ahmed** work at Immigration Partnership Winnipeg (IPW) and serve as the co-chairs of the Newcomer Education Coalition's advocacy committee. Both have worked in various capacities – as educators, allies, advocates, incubators and facilitators - supporting the refugee community in Winnipeg for over a dozen years. Abdi and Noelle are passionate about building bridges between groups and involving non-traditional partners in the settlement and integration of newcomers in our community.

**B09**     **If I Don't See Myself How Do I Know I Exist? – Sonya Ballantyne**

All students need to see themselves reflected in their school community. In this session, the importance of positive representation for Indigenous students is examined through the personal artistic journey of Sonya Ballantyne and how her work was influenced by a search for a hero like her.

**Sonya Ballantyne** is a Cree writer and filmmaker originally from Misipawistik Cree Nation in Northern Manitoba. She has been named a Barbie Canadian Role Model for 2019 and has spoken at such events as We Day Manitoba, TedX Winnipeg, and San Diego Comic Con. Her first film Crash Site has been translated into French and is currently playing film festivals in Europe.

**B10**     **Nurturing Resilience in all our Students – Mitch Bourbonnière**

The Medicine Wheel approach is a helpful tool to describe what students need to feel safe and capable to learn. In this session, many examples and stories will be shared, and participants will be encouraged and challenged to contribute to the discussion.

**Mitch Bourbonnière** has been a school and psychiatric social worker for over 30 years. He works with young people in the Ogijita Pimatiswin Kinamatwin (OPK) program and volunteers with Mama Bear Clan, Got Bannock, and Drag the Red.

**B11**     **Making Sense of Trauma: Practical Tools for Responding to Children and Youth – An Introduction – Kate Kiernan & Billy Brodovsky**

A Trauma-Informed perspective enables a better understanding of the relational, developmental and neurobiological impact of trauma on children and youth. This session will focus on introducing participants to the impact of trauma on the nervous system including what fight, flight and freeze (survival responses) look like for children and youth and ways to respond effectively to help children and youth more effectively self-regulate.

**Billy Brodovsky**, M.S.W. & **Kate Kiernan**, M.Sc. are clinicians at the Families Affected by Sexual Assault Program for New Directions for Children, Youth, Adults and Families in Winnipeg. They each have over 25 years of experience working with children, youth, and adults who have experienced trauma. In addition to their work at New Directions, both provide consultation to community agencies and are in private practice.

**B12 Thinking Beyond the Box: The Future Direction of Enrichment Programming & Talent Development in MB – Lesley Eblie Trudel**

The main work of schools is to educate children and youth to become responsible citizens, and this has remained largely unchanged over the years. What has changed, however, is the practice and process of education, reflecting the context, and conditions and pressures of a diverse and evolving society. With changes in legislation, funding structures, philosophies and priorities, we are at a pivotal point in determining the future direction of programming for enrichment and talent development. Come prepared to combine knowledge with experience and “think beyond the box” about this important aspect of education to engage all learners.

**Lesley Eblie Trudel** has been successfully involved in public education in Manitoba for over thirty years. She has held positions ranging from instructional to administrative, working with diverse populations in both urban and rural settings. Lesley is a former assistant superintendent and currently assistant professor in the Faculty of Education at the University of Winnipeg. Lesley has a keen interest in organizational learning and systemic change as it pertains to diverse and inclusive educational communities.

**B13 Every Classroom is Unique – Barb Melnychuk**

Just as every person is different, every classroom of students is different. Just as every student has different strengths and needs, so does every classroom of students. Just as we plan for specific students, we plan for specific classes. This is as it has been in classrooms for decades. In this session, we will briefly explore “what might work” for these unique classrooms (e.g., service delivery models, methodology). We will also examine the use of class profiles as a tool to plan for your unique classroom through a Universal Design lens.

**Barb Melnychuk** began her teaching career as a resource teacher in a ‘school for the mentally handicapped’ in Winnipeg. She next experienced teaching in a classroom for students labelled ‘educable mentally handicapped’. She then became a classroom teacher and a resource teacher in an inclusive setting and has not looked back. Barb is currently the Coordinator of the Student Services Unit, Inclusion Support Branch (ISB), Manitoba Education and Training. ISB staff members support Manitoba educators who support students with additional support needs in schools.

**B14 Wraparound: Integrating Support for Children and Youth with Complex Emotional and Behavioral Needs – Nadine Bartlett**

The Wraparound Approach is a highly individualized, person and family centered model of support for children and youth with complex emotional and behavioural needs. This session will examine the current state of Wraparound implementation in the province of Manitoba and describe how this highly integrated, strength-based approach holds much promise in addressing the needs of vulnerable children and youth.

**Dr. Nadine Bartlett** is assistant professor in the Department of Educational Administration, Foundations and Psychology in the Faculty of Education at the University of Manitoba. Dr. Bartlett has 22 years of experience in the public school system as a classroom teacher, resource teacher and student services administrator. Her research focuses on inclusive, strength-based models of support for children and youth with complex emotional and behavioural needs. Currently she is exploring the fidelity of implementation of the Wraparound Approach and how this integrated model of support fosters collaboration among service providers, and supports improved life outcomes for vulnerable children and youth.

**B15 Hopeful Schools: From Conversations to Actions – Jake Bell, Parneet Buttar, Johnathon Lucas & Stephane Normandeau**

This dynamic group of high school students will facilitate conversations leading to actions about our hopeful schools. This session takes student feedback about Hopeful Schools from the Student Leadership Forum held in February 2019 and will use that as a springboard to engage participants in ways to move from conversation to action in schools across the province. The audience for the session is all registrants.

**Jake Bell** is a student at Nelson McIntyre Collegiate.  
**Parneet Buttar** is a student at the Maples MET School.  
**Johnathon Lucas** is a student at Lord Selkirk Comprehensive Secondary School.  
**Stephane Normandeau** is a student at Centre Scolaire Léo-Rémillard.

## FRIDAY | FEBRUARY 28 - 2020

### AM Sessions

8:45 - 9:00	Student Presentation
9:00 - 9:15	Day 2 Opening
9:15 - 10:15	<b>Keynote - Steven Katz</b> Am I Getting Better and How Do I Know: Putting the "Learning" Back in Professional Learning
10:15 - 10:45	Break
10:45 - 12:00	Breakout Sessions
C01	Together is Better ... Sometimes – Steven Katz
C02	The Art and Science of Collaboration – Danielle Fullan Kolton
C03	Made in Manitoba: Teacher-Led Learning – Cathryn Smith
C04	Supporting Teacher and Student Growth: Leveraging the Power of Mentoring – Francine Morin & Gail Ruta Fontaine
C05	Les meilleures pratiques en immersion – Gordon Campbell français
C06	Collaborative Learning Teams: Manitoba Teachers' Learning in ACTION – Eric Sagenes
C07	Collaborating to Support all Learners – Shelley Moore
C08	Data inquiry sessions with classroom teachers, Professional Learning Communities (PLC) and Leadership Teams – Program Lead and Support Teachers - Winnipeg School Division
C09	Learning Organizations: Learning Action School and Critical Friends – Jared Baines, Leanne Braun, Jason Pilkington, Barb Rempel, Jonathan Toews & Krista Curry
C10	Lessons Learned: The "How" of Creating Collaborative Spaces – Jody Wielgosh & David Ogren
C11	Tips and Tools for Deeper Adult Learning – TLLT Member
C12	High Impact Teams – Andrea Zaroda
C13	The Art of Coaching Collaborative Learning Teams – Cheryl Chuckry
C14	Leading with Trust: A Primer – Lia Gervino
C15	Students Only Session

### PM Sessions

12:00 - 13:15	Lunch
13:15 - 14:15	Breakout Sessions
D01	How do we Support all Learners? – Shelley Moore
D02	Creating Thinking Classrooms – Andy McKiel
D03	Responding to Literacy Data: Changing Traditional Approaches to Literacy Acquisition with Deliberate Data Driven Practices – Chris Gamble, et al
D04	Relationships and Student Engagement – Mark Essay
D05	Ouvrir la porte à la réconciliation par le biais de l'histoire et des faits – Bobbie-Jo Leclair & Jon Sorokowski français
D06	Opening the Door to Reconciliation Through Story & Fact – Wade Houle
D07	Working with At-Risk Youth: Keys to Engagement – Jarrett Yaworski
D08	Unpacking Digital Safety for Teachers – Gord Olson
D09	The Library Learning Commons: Critical to Schools of the Future – Martine Blanchet
D10	Immersion for All: Teachers and Leaders Learning Together – Gordon Campbell
D11	Affirming Sexual Orientation, Gender Identity, and Gender Expression through Pedagogy and Practice – Lindsay Brown
D12	Take it Outside: Teaching Beyond the Four Walls – Shannon Siemens & Mara Le Clair
D13	Gamification of Learning – Warren Nightingale & Mike Heilmann
D14	Art is Everywhere for Everyone! – Ryan Loepky
D15	Starting Off Strong (S.O.S) – Shawna Dobbelaere
14:15 - 14:30	Break
14:30 - 15:30	<b>Keynote - Student Panel</b>



# FRIDAY MORNING KEYNOTE | FEBRUARY 28 - 2020

Steven Katz – 9:15 - 10:15 am

## Am I Getting Better & How Do I know: Putting the “Learning” Back in Professional Learning

Professional learning is the cornerstone of many (if not most) school improvement efforts. The basic idea is that student success is dependent on impactful practices in classroom and schools. And impactful practices emerge from meaningful professional learning. That said, despite best intentions, significant research has found that professional learning is often about activity rather than about learning. And if it's not about learning, then it is unlikely to have an impact on practice in a way that will lead to real and sustained improvements in schools. The key question then, and the one that this keynote will address, is what does it mean for professional learning efforts in schools and districts to really be about the kind of learning that truly improves practice?

**Dr. Steven Katz** is a faculty-member in Applied Psychology & Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT), where he teaches in the Child Study and Education graduate program. He is the recipient of the OISE/UT-wide award for teaching excellence. Dr. Katz has a Ph.D. in human development and applied psychology, with a specialization in applied cognitive science. His areas of expertise include cognition and learning, teacher education, networked learning communities, leading professional learning, evidence-informed decision-making for school improvement, and leadership for system change. He is an author of several best-selling books, including *Leading Schools in a Data-Rich World*, *Building and Connecting Learning Communities*, *Intentional Interruption*, *The Intelligent, Responsive Leader* and *Quality Implementation*.

## FRIDAY MORNING SESSIONS | 10:45 am – 12:00 pm

### C01 Together is Better ... Sometimes – Steven Katz

There is a lot of interest in professional learning communities (PLCs) and their potential to build the capacity necessary for sustainable improvement in the quality of learning and teaching in schools. That said, when it comes to implementation, PLC rhetoric has outpaced the promised reality, and the research we do have suggests that, for the most part, PLCs fall far short of their promise. In this session, participants will have the opportunity to learn about the characteristics of effective learning communities. The focal point will centre on building and supporting effective school-based learning communities that “enable” focused professional learning in relation to defined student learning needs. Participants will leave the session with an understanding of the conditions by which “together can really be better” as well as an awareness of the warning signs that “together might actually be worse!”

**Dr. Steven Katz** is a faculty-member in Applied Psychology & Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT), where he teaches in the Child Study and Education graduate program. He is the recipient of the OISE/UT-wide award for teaching excellence. Dr. Katz has a Ph.D. in human development and applied psychology, with a specialization in applied cognitive science. His areas of expertise include cognition and learning, teacher education, networked learning communities, leading professional learning, evidence-informed decision-making for school improvement, and leadership for system change. He is an author of several best-selling books, including *Leading Schools in a Data-Rich World*, *Building and Connecting Learning Communities*, *Intentional Interruption*, *The Intelligent, Responsive Leader* and *Quality Implementation*.

### C02 The Art and Science of Collaboration – Danielle Fullan Kolton

The working culture of teachers – how we dialogue, collaborate, and learn together – impacts trust, belonging, commitment, motivation, and student learning; yet, only one in ten teams function at a level that improves instructional practice (Aguilar, 2016). This is because “group smarts”, or collective intelligence, is not a sum of the talent and brainpower of the people in the group (von Frank, 2013). It is easy to assume that adults, and teachers in particular, know how to collaborate, but that is false. The art and science of collaboration demands a specific skill set and deliberate strategies for working together, which will be examined in this session.

**Dr. Danielle Fullan Kolton** is the Assistant General Secretary: Programs & Professional and French Language Services at The Manitoba Teachers' Society. In this capacity, she provides support of the management function of the Society and oversees professional learning programs and services and advocacy work. Danielle is passionate about supporting members in the messiness of teaching, leading, and learning. She has worked as a K-12 teacher, principal, educational consultant, and university instructor.

## C03 Made in Manitoba: Teacher-Led Learning – Cathryn Smith **UNAVAILABLE**

Members of the Teacher-Led Learning Team (TLLT) of The Manitoba Teachers' Society (MTS) develop and present high-impact workshops to educators throughout the province. Team members experience innovative research-informed seminars focused on adult learning, facilitation skills, group dynamics and high impact teams. Their significant leadership responsibilities require interdependence and autonomy, pointing to TLLT as a stellar example of collaborative professionalism. Team members assert their involvement has transformed their approach to facilitation and refuelled their professional passion. Through the dedicated involvement of volunteer educators, and the structure and supports provided by the MTS, the TLLT is initiating waves of change throughout the province.

**Dr. Cathryn Smith**, assistant professor at Brandon University's Faculty of Education in the Department of Leadership and Educational Administration, teaches undergraduate and graduate courses in classroom management, teacher leadership, supervision and evaluation, action research, and graduate summative seminar. Her recent research has focused on the MTS Teacher-Led Learning Team, synchronous online graduate course facilitation, and developing leadership capacity in rural schools through the use of a WestEd. PD simulation tool. Prior to academia, she was an E.A., teacher and school administrator for 25 years in the public school system.

## C04 Supporting Teacher and Student Growth: Leveraging the Power of Mentoring – Francine Morin & Gail Ruta Fontaine

Research evidence suggests that teacher effectiveness is the most important in-school factor influencing student growth and academic achievement, and therefore it is critical to support teachers during their initial years of practice. In this session, the facilitators will set the context for an interactive dialogue by providing a pan-Canadian snapshot of program initiatives and supports for early-career teachers. A challenging and engaging conversational space will be created for educators who want to come together to share their stories of and lessons learned from implementing induction programs and mentoring practices in their own schools and school divisions.

**Francine Morin**, PhD, professor at the University of Manitoba is an authority in arts education and professional development. After serving as department head of Curriculum, Teaching and Learning department, she was appointed the associate dean of undergraduate studies. Presently, she works with field-based partners to evaluate induction and mentoring programs for new teachers.

**Gail Ruta Fontaine**, M.Ed., Support Teacher, Professional Learning and Leadership Centre, Winnipeg School Division is an experienced learning support teacher in high needs school contexts. Her expertise in mathematics and literacy education, and training in cognitive coaching and learning-focused relationships informs her work with mentees, mentors, and school leaders.

## C05 Les meilleures pratiques en immersion – Gordon Campbell

Cet atelier explorera les défis pour les enseignants et les leaders en immersion. Comme base de discussion nous regarderons le livre publié par L'ACPI, A Reflective Guide for French Immersion Leaders. Le focus de notre discussion sera sur les meilleures pratiques dans la classe de l'immersion. Qu'est-ce qu'on devrait voir dans une classe d'immersion, peu importe le niveau et comment devrions-nous structurer nos leçons pour maximiser l'apprentissage en général et dans une langue seconde? La réflexion personnelle et le partage seront éléments clés de cet atelier.

**Gordon Campbell** a travaillé en immersion comme enseignant et comme directeur. Il a reçu le Prix du ministre pour l'excellence en administration scolaire et le Prix André Obadia pour sa contribution à l'éducation en immersion. Gordon a présenté des ateliers pour les enseignants et les administrateurs à travers le pays, aux ÉU, en Europe et en Chine. Il est l'auteur du livre « A Reflective Guide for French Immersion Leaders » qui était distribué à toutes les écoles d'immersion au Manitoba.

## C06 Collaborative Learning Teams: Manitoba Teachers' Learning in ACTION – Eric Sagenes

The Manitoba Teachers' Society is committed to supporting collaborative learning teams with grant funding. These grants support teacher-initiated professional learning that focuses on problems of practice to improve instruction and ultimately student learning. This session highlights the work of the MTS Collaborative Learning Teams grant recipients in 2018-2019, and teams will share their inquiry work and experiences in working with an MTS facilitator, who provided support and guidance throughout the process.

**Eric Sagenes** works at The Manitoba Teachers' Society in a variety of roles including education research analyst, staff officer, Teacher-Led Learning Team leader, and facilitator of a variety of fieldwork including Collaborative Learning Teams. Eric has worked as a middle years' classroom teacher, EAL consultant, and university instructor. Eric is passionate about social justice, anti-oppressive education, and equity work.

## C07 Collaborating to Support all Learners – Shelley Moore

As our classrooms become more diverse, the roles of educators are shifting. No longer can classroom and special education teachers work in isolation. Collaboration is an essential component to successful inclusive classrooms. This session we will consider some of these collaborative support strategies at both classroom and school levels to support the multiple expertise that is required to support all learners be successful!

Originally from Edmonton and now based in Vancouver, British Columbia, **Shelley Moore** is a highly sought after teacher, researcher, speaker and storyteller who has worked with school districts and community organizations throughout both Canada and the United States. Her research and work has been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum, and teacher professional development. Her first book entitled, *One Without the Other* was released in July 2016 to follow up her TEDx talk hosted in Langley in January 2016. Shelley completed an undergraduate degree in special education at the University of Alberta, a master's degree at Simon Fraser University, and she is currently a SSHRC funded PhD candidate at the University of British Columbia.

## C08 Data inquiry sessions with classroom teachers, Professional Learning Communities (PLC) and Leadership Teams – Program Lead and Support Teachers - Winnipeg School Division

The Professional Support Services (PSS) team works across curriculum areas to support school leaders and teams in data inquiry and short/mid/long-term planning. They use job embedded learning and collaborative inquiry models. In this session the members of the PSS team will describe the process for the involvement of the team with teachers and give examples of work done in classrooms using job-embedded learning. This will involve data analysis, change/discussion on effective learning strategies, and collection of evidence of the success of such strategies.

**Program Lead and Support Teachers in the Winnipeg School Division**

## C09 Learning Organizations: Learning Action School and Critical Friends – Jared Baines, Leanne Braun, Jason Pilkington, Barb Rempel, Jonathan Toews & Krista Curry

School leaders are working in an ever-changing environment. As instructional leaders, working with adults to improve teacher practice is key to improving student achievement. Working within a framework of learning sprints alongside a critical friend is one way to see noticeable change in your school or classroom. This session will focus on the ways in which a collaborative team can work together to set short-term targets, work to reach them, reflect on progress and then plan forward for the next sprint. The session will also talk about the role a critical friend plays in this work.

**Jared Baines, Leanne Braun, Jason Pilkington and Barb Rempel** are all school leaders from Border Land School Division. Their experience in school leadership spans from three to over 20 years of experience. These school leaders work in K-12, 7&8, K-8 and K-6 schools with a range of student enrolments. These school leaders are instructional leaders in their buildings and have worked with their leadership teams to engage in planning and thinking forward in a different way.

**Jonathan Toews** and **Krista Curry** have been senior administrators in Border Land School Division for three and nine years respectively.

## C10 Lessons Learned: The “How” of Creating Collaborative Spaces – Jody Wielgosh & David Ogren

Teacher collaboration and professional development have a strong impact on student learning. By thinking creatively and “out of the box”, teachers can engage in powerful professional learning and students can continue their education with little disruption. In this interactive session, we will share experiences about how we creatively and inexpensively provide opportunities for teacher learning and collaboration within the school day.

**Jody Wielgosh** and **Dave Ogren** are principals in Sunrise School Division.

**Jody** has spent the last 17 years in education as a school principal, currently at Gillis School (K-6) in Tyndall, MB. Jody strongly believes there is a direct correlation between adult collaboration to support student learning and better student achievement. The staff at Gillis School have recently implemented WIN (What I Need) groups for all students and they are seeing many positive outcomes.

**Dave** has spent twenty years as a teacher and two years as a learning coach before becoming a principal three and a half years ago. He works in a K-6 school with a creative and talented team of teachers.

## C11 Tips and Tools for Deeper Adult Learning – TLLT Member

Learning is a permanent change in thinking and practice (Katz & Dack, 2014), but this is easier said than done. Why? Because the brain is programmed to take shortcuts and conserve existing beliefs, understanding, and behaviours. Learn tools and tips to create optimal conditions for brain-friendly teaching and learning with adults.

**The Teacher-led Learning Team (TLLT)** is an MTS initiative to offer workshops designed by teachers for teachers. Team members - who are active teachers and principals themselves - collaborate to design and deliver workshops that bring learners together in meaningful ways with practical content and interactive experiences. The Teacher-Led Learning Team debuted in September 2015 and has since facilitated over 180 workshops in schools and at divisional PD Days across Manitoba.

## C12 High Impact Teams – Andrea Zaroda

Enhance the collaboration skills within your teacher teams by learning about the qualities of high-performing groups, strengths and impacts of work style preferences; and tools for talking about things that matter.

**Andrea Zaroda** has been serving in the River East Transcona School Division for over 15 years, notably as a team leader, teacher librarian, and intensive behaviour support teacher in the middle and early years. Her passions include meaningful professional learning, inquiry based learning and assessment, and literacy across all curricula.

## C13 The Art of Coaching Collaborative Learning Teams – Cheryl Chuckry **UNAVAILABLE**

Collaborative learning offers educators a powerful means to impact change when they engage in shared work to solve problems of practice, overcome challenges, and improve instruction to enhance student learning. Members of the MTS CL Facilitator Team will share how they support collaborative learning teams as they undertake action research and/or participate in inquiry study groups.

**Cheryl Chuckry** is a staff officer in the Professional and French Language Services department at The Manitoba Teachers' Society. Her work focuses on school leadership, high impact teams, coaching, and collaborative learning team grants. Cheryl's professional background includes school leadership, consulting, coaching, and student services roles.

## C14 Leading with Trust: A Primer – Lia Gervino

There are factors that maintain or detract from working in a trusting environment. The more positive factors, the greater the likelihood of student success. This workshop will provide sequenced strategies for participants to face barriers to trust; identify where camaraderie and laughter fit with trust; and build personal and interpersonal capacity within and among a group to sustain trusting relationships.

**Lia Gervino** is a staff officer in the Professional and French Language Services department at The Manitoba Teachers' Society. Her work focuses on supporting new teachers, Professional Development Chairs and the Special Area Groups of Educators. Her background in education includes special education programming, student services, and developing and delivering professional learning for teachers.

## C15 Students Only Session



### D01 How do we Support all Learners? – **Shelley Moore**

Historically, students who have individual education plans (IEPs) have been an afterthought to curricular design and planning. This has left classroom teachers trying to retrofit their units and lessons leaving many students struggling to get the support and access they need. In this session, we will look at collaborative curricular and instructional design strategies to support teams to plan for all learners from the start!

Originally from Edmonton and now based in Vancouver, British Columbia, **Shelley Moore** is a highly sought after teacher, researcher, speaker and storyteller who has worked with school districts and community organizations throughout both Canada and the United States. Her research and work have been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum, and teacher professional development. Her first book, entitled *One Without the Other*, was released in July 2016 to follow up her TEDx talk hosted in Langley in January 2016. Shelley completed an undergraduate degree in special education at the University of Alberta, a master's degree at Simon Fraser University, and she is currently a SSHRC funded PhD candidate at the University of British Columbia.

### D02 Creating Thinking Classrooms – **Andy McKiel**

Imagine a world where learning takes place on and beyond the walls and windows. This is starting to happen in many of our classrooms as teachers and students explore the impact of sharing their understanding in very transparent ways. This session will provide participants with an opportunity to experience teaching and learning through the eyes of a student in a thinking classroom. You will be actively involved in the learning process and will be required to share your learning in authentic ways. We will explore strategies that educators can utilize to make student thinking visible. Participants in this session will walk away with several tips and tricks they can (and should) implement in their own thinking classrooms and schools.

**Andy McKiel** is currently in his 20th year as an educator within the St. James-Assiniboia School Division. He began his teaching career at the turn of the century as a grade four teacher at Stevenson School. His love of technology led him into a curriculum coordinator role and, in this capacity; Andy has spent the last decade working with teachers and administrators, coordinators, and coaches throughout his school division and around the province.

### D03 Responding to Literacy Data: Changing Traditional Approaches to Literacy Acquisition with Deliberate Data Driven Practices – **Chris Gamble, et al**

This session will outline the process that Warren Elementary School (WES) staff followed to improve literacy scores in our K-4 classrooms. To effect change our team followed the advice of Bruce Wellman's "Got Data Now What" and John Hattie's "Visible learning" to make focused, intentional changes in instruction. The team spent time evaluating resources and providing additional supports to classrooms. Good instruction requires that we critically evaluate teacher knowledge, instructional methods, curriculum design, infrastructure/resources, and students' knowledge/skills. Our team's efforts resulted in dramatic changes in literacy acquisition for our students and made our literacy instruction practices more congruent between classes. We have experienced increases in literacy acquisition results following our efforts and have data to illustrate the change. Following our success, the practices have since been employed by our grades 5-8 teachers to help develop a school-wide guided reading program.

**Chris Gamble** has been an educator for 16 years as a teacher and school administrator. He has B.Ed., P.B.DE., and M.Ed. degrees and a personal interest in school improvement. Having worked in K-12 in his career, he has a wide understanding of the impacts of literacy acquisition for students and believes that with careful instruction we can all find literacy success.

## D04 Relationships and Student Engagement – Mark Essay

Student engagement is mentally, physically and emotionally charged. It takes a lot of work. Teachers and administrators find themselves caught up in a world far beyond the basic teaching of content. We are provided with our curriculum – but not always the tools to deliver it in an engaging fashion to today's youth. Mark Essay shares an entertaining and informative look at how to engage your classroom, how to assess students continually without creating more work for yourself, and how to embrace the joy and wonder in the classroom that brought most of us there in the first place.

**Mark Essay** has been a high school educator for the past twenty-five years. He was born, raised and educated in Portage la Prairie, MB and currently teaches English at Portage Collegiate Institute. Mark has also travelled the globe and worked with educators and corporate trainers in a variety of arenas including K-12 classrooms, youth corrections facilities, corporate staff training, and NASA. Mark continues to love teaching in the classroom and feels that is where credibility comes from when sharing ideas with other educators.

## D05 Ouvrir la porte à la réconciliation par le biais de l'histoire et des faits – Bobbie-Jo Leclair & Jon Sorokowski UNAVAILABLE

En 2015, la Commission de vérité et réconciliation a publié 94 appels à l'action « afin de remédier aux séquelles laissées par les pensionnats et de faire avancer le processus de réconciliation [Canadien] » (CVR, 2015). Le rôle de l'éducation à l'égard des appels à l'action est primordial. Sujets : l'histoire et les faits; la Loi sur les Indiens; la rafle des années 60; l'émancipation; les pensionnats; The Peasant and Farming Act; les systèmes de laissez-passer et de permis; l'oppression intériorisée.

**Bobbie-Jo Leclair** est une enseignante itinérante dans la Division scolaire Louis-Riel. Elle a œuvré comme une consultante en éducation autochtone, une enseignante en appui au programme autochtone, une formatrice en éducation autochtone, une enseignante d'appui des Premières Nations et une enseignante titulaire dans le programme d'immersion française. Bobbie-Jo est passionnée par l'éducation autochtone, l'apprentissage professionnel et la revendication.

**Jon Sorokowski** enseigne à l'école Ness dans la Division scolaire St. James-Assiniboia et détient un Diplôme post-baccalauréat en éducation. Il s'intéresse, entre autres, à susciter la passion des élèves à la lecture et à l'écriture, ce qui lui a amené à s'impliquer à la planification de l'Adolescent Literacy Summit et à la création des plans de leçon Secret Path (Le sentier secret) pour la MTS. Jon croit au pouvoir de l'apprentissage pour bâtir un monde plus empathique.

## D06 Opening the Door to Reconciliation Through Story & Fact – Wade Houle

Participants will explore the role of education to “redress the legacy of residential schools and advance the process of Canadian reconciliation” (TRC, 2015). Topics: Story and fact; The Indian Act; Sixties Scoop; enfranchisement; residential schools; The Peasant Farming Act; Pass & Permit systems; and internalized oppression.

**Wade Houle** currently works as a Resource Teacher and Indigenous Education Facilitator at the Dauphin Regional Comprehensive Secondary School in Mountain View School Division. He has been teaching for over ten years and is passionate about Indigenous education for all teachers. He is currently working on his Master's Degree with Brandon University.

## D07 Working with At-Risk Youth: Keys to Engagement – Jarrett Yaworski

Drawing on personal & professional experiences, incorporating best practices and anecdotal accounts, this session will aim to explore pathways in establishing positive rapport and meaningful relationships with at-risk youth.

**Jarrett Yaworski** is a life-long Manitoban and graduate from the University of Winnipeg, with a degree in sociology and psychology. He has worked with at-risk youth as a social service provider for the last 15 years with such agencies as Macdonald Youth Services, Marymount Inc, with the last 12 years as a Rehabilitation Counsellor for the Addictions Foundation of Manitoba, in their school-based services partnership with the Interlake School Division. For the last six years, Jarrett has also volunteered coaching the provincial wheelchair basketball program with the Manitoba Wheelchair Sport Association.

## D08 Unpacking Digital Safety for Teachers – Gord Olson **UNAVAILABLE**

The presentation explores the definition of the media coined phenomenon “sexting” and takes the audience through a scenario. The scenario will expose the definition and impacts of sexting and offer options to prevent the risks associated to sexting behaviors and reduce the harm of actions already undertaken. The presentation will also cover the criminal aspect and emotional impact, privacy issues and consequences when using social media.

**Constable Gord Olson** started his career with the RCMP in August of 2001. All of his postings have been in Manitoba including Minnedosa, Lynn Lake, and The Manitoba Integrated High Risk Sex Offender Unit. He is currently in the Internet Child Exploitation Unit.

## D09 The Library Learning Commons: Critical to Schools of the Future – Martine Blanchet **UNAVAILABLE**

Explore how Teacher Librarians and the Learning Commons are crucial in supporting staff and student learning in a future-ready school environment. Our goal is to facilitate and support dynamic and meaningful learning using the best available resources and technologies. Critical thinking, creativity and innovation are all supported as tools for communication and collaboration.

**Martine Blanchet** is the certified Teacher Librarian-Technology Integration Specialist at École South Pointe School in Pembina Trails School Division where she is “living the dream” of establishing the new Learning Commons for the 900 K-8 students. Driven by her passion to inspire in others a love of learning, Martine has spent the last 10 years as a teacher-librarian in various school across the division collaborating, encouraging and training teachers to use technology to build relationships through global collaboration, learn new literacy skills through coding and computational thinking, and prepare students for success as critical thinkers. Martine is an Apple Teacher, Certified Microsoft Innovative Educator, SMART Certified Trainer, Global Educator Flat Connections Certified Teacher and MANACE 2019 Teacher of the Year.

## D10 Immersion for All: Teachers and Leaders Learning Together – Gordon Campbell

*A Reflective Guide for French Immersion Leaders* is a recent publication co-sponsored by Heritage Canada and ACPI, l'Association canadienne des professionnels en immersion, which has been distributed to all French Immersion schools in Manitoba. Author Gordon Campbell will demonstrate how the book can be used to facilitate personal growth and understanding of the immersion program as well as how it can be used to encourage staff reflection for continued growth. This workshop will focus on best practices in Immersion education and will be relevant to all those working in an immersion setting as well as those decision makers who have responsibility for the immersion program, whether they speak French or not.

**Gordon Campbell** has worked in the immersion program as a teacher and principal. He has received the Minister's Award for Excellence in School Leadership and the Prix Andre Obadia for his contributions to Immersion education. As a speaker, he has presented workshops in every province as well as in Europe and Asia.

## D11 Affirming Sexual Orientation, Gender Identity, and Gender Expression through Pedagogy and Practice – Lindsay Brown

An optimal learning classroom environment fosters safety, equity and inclusion. This workshop will examine ways to apply critical pedagogy to our practice in ways that make educational spaces safer and more affirming for 2SLGBTQ+ youth. Additionally, we will identify and challenge the ways in which the physical space of our schools and classrooms, curriculum content, classroom routines, and educational texts may either challenge or reinforce the oppression experienced by our most vulnerable and marginalized students.

Lindsay Brown is a high school and post-secondary educator, currently teaching at Maples Collegiate. Lindsay works with colleagues to make course content inclusive of 2SLGBTQ+ lives and experiences, all the while sharing their love of film, comics, literature, and art with their students. Additionally, Lindsay is the Lead Facilitator of QUESO: Queering Seven Oaks, a network of educators from the Seven Oaks School Division that provides support, education, co-teaching opportunities, and resources to colleagues regarding 2SLGBTQ+ inclusive practice. As a queer, non-binary teacher, Lindsay cares deeply about increasing the visibility of educators from marginalized groups.

## D12 Take it Outside: Teaching Beyond the Four Walls – Shannon Siemens & Mara Le Clair

Improved health, decreased stress levels, increased motivation and enthusiasm for learning, high levels of engagement, better attitudes about the environment, enhanced communication skills and problem solving, cooperation, independence, and improved memory are just some of the documented benefits to learning outdoors. This session will invite participants to imagine the possibilities teaching outdoors has to offer. We will share the practical beginnings of our journey and the exciting things that we have learned along the way.

**Shannon Siemens** has been teaching in the St. James-Assiniboia School Division for 21 years in grades K-4. She is currently teaching Grade 1/2 at Brooklands School where she takes her students outside in the spring, every day, all day, rain or shine for six weeks. She is passionate about using the outdoors as an optimal setting for teaching and learning and believes in the importance of play in the role of learning.

**Mara Le Clair** has been teaching for 21 years and has taught most grades JK to Grade 8. She is currently working as a grade 1/2 teacher in the St. James-Assiniboia School Division. Outside of school, she consults as a play therapist and works with clients in foster care. She is passionate about play and connecting children to nature, which she does through Brooklands School's Outdoor School. She treats the outdoors as the most exciting classroom and believes that time spent learning outdoors fosters healthy child development, academically, socially, and emotionally.

## D13 Gamification of Learning – Warren Nightingale & Mike Heilmann

The gamification of learning—the implementation of game design elements in educational contexts to foster student motivation and performance—is an area of growing interest among educators exploring the possibilities of gaming as a construct in the classroom. Previous research, although not entirely conclusive, generally supports the positive attributes of this concept. Come join us for an open forum on the topic of the why, what, and how, of 'gamification'.

**Warren Nightingale** is an educator, filmmaker and avid gaming enthusiast. He is an Apple Distinguished Educator and former Media Education Specialist with Media Awareness Network (now MediaSmarts). Warren is currently an administrator in the Louis Riel School Division. Warren is also a founding member of GAME – Gaming Association of Manitoba Educators—and advocates for gaming in its many forms and contexts to foster visual literacy, inquiry skill building and experiential learning.

**Mike Heilmann** has a keen interest in board games (read: addiction) and student engagement. He is currently the principal at Glenwood School where he and the staff are using Project Based Learning across the grades. He runs the board game club there as well. Mike is currently the president of GAME (Gaming Association of Manitoba Educators). Follow mike on twitter (@mrheilman) or on boardgamegeek.com (mrheilman).

## D14 Art is Everywhere for Everyone! – Ryan Loeppky

This session will look at how art plays an important role in the lives of everyone. We are all artful humans, but if we don't actively look for art in our world, we can easily miss it. As part of learning about being an artful human, we will be joined by guests (young and older) who will be creating art during the session. This will give you a chance to observe and experience how anyone has the ability to create art and communicate through visual literacy.

Ryan Loeppky is a practicing professional artist and a 9-12 visual arts teacher at the Steinbach Regional Secondary School. Currently, he serves as the President of the Manitoba Association for Art Education.

## D15 Starting Off Strong (S.O.S) – Shawna Dobbelaere

Newcomer students enrich school populations across the province. In our rural division we have been working to increase our capacity for welcoming and helping newcomer students build connections that allow them to achieve success in our schools. The focus of this session will be sharing our Newcomer protocol, strategies and supports for EAL and LAL students, and some of the challenges to watch out for.

Shawna Dobbelaere works part time as an EAL teacher at Morden Collegiate. She has served as divisional EAL representative for Western School Division and has recently taken part in the Numeracy course and EAL Initiative Assessment pilots.



Student Panel – 2:30 - 3:30 pm

# EDUCATING FOR ACTION:

OUR LEARNING JOURNEY

HOSTED BY:

