

APRIL 20-21, 2017
VICTORIA INN, WINNIPEG

1000 PARTICIPANTS
INCLUDING 200 STUDENTS

Our
HUMAN RIGHTS
Journey
EDUCATING FOR ACTION

Keynote Speakers: John Ralston Saul, Raheel Raza, Chief Wilton Littlechild, Dr. Cindy Blackstock

Other well-known presenters include: Kevin Chief, Dr. Jan Stewart, Diane Redsky, Shahina Sidiqqi, Michael Champagne, Steve Bell, Dr. Alex Wilson, Dr. Marie Battiste, Rosemary Sadlier, Kevin Lamoureux, Coleen Rajotte, et al

Topics include: Queering our Classrooms, Human Trafficking, Decolonizing Education, 60s Scoop, Youth Against Mental Illness Stigma, Stress Management, Building Community, Teaching about Gender, Newcomers and Refugees, Religious Rights, Black History in Canada, Speak Truth to Power, Down Syndrome, FASD, Autism and Aspergers, Children in Care, et al

Don't miss this amazing opportunity!

Manitoba School Divisions are being invited to identify their teams of participants by October 14th, 2016.

Registration will be available for all other interested MTS members on November 1st, 2016.

Conference Registration: \$350

American Sign Language interpretation will be available for all keynote presentations and in workshop sessions if requested.

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SCHOOL SUPERINTENDENTS

More information to come at
www.mbteach.org

Thursday April 20, 2017

Morning Sessions			
8:30 - 8:45	Fort Richmond Collegiate Drama class presents: Inside Minds	10:45 - 12:00	Workshops
8:45 - 9:15	Opening	A15	Indigenous Student Achievement - Three School Divisions
9:15 - 10:15	Keynote - John Ralston Saul	A16	Education sans stigmatisation - Dalila Awada
10:15 - 10:45	Break	Afternoon Sessions	
10:45 - 12:00	Workshops	12:00 - 1:15	Lunch
A1	Stand Up To Stigma - Big Daddy Tazz	13:15 - 14:15	Keynote - Dr. Cindy Blackstock
A2	Understanding LGBT2SQ+ Youth Mental Health: Risk and Resilience - Jared Star, Rainbow Resource Centre	14:15 - 14:30	Break
A3	Community Mobilization and Youth Leadership - Michael Champagne	14:30 - 15:45	Workshops
A4	Bridging Two Worlds: Trauma Sensitive Schools and Supportive Classrooms - Dr. Jan Stewart	B1	Engaging, Equipping, and Empowering Youth in and from Care - Marie Christian, Jainna Cabral
A5	Violence and Health: Do Children Have the Same Human Rights as Adults? - Dr. Tracy Afifi	B2	Speak Truth to Power Canada - Terry Price, Mirelle Lamontagne (CMHR)
A6	Making the Connection: Human Rights and Positive Mental Health for Youth, Schools and Communities - Sylvia Massinon, Vycki Attala	B3	Perception: Art and Activism - K.C. Adams
A7	Why Didn't You Tell Us Back Then? - Shandi Strong	B4	It's All About a Lack of Choice - Rita Chahal, MIIC
A8	Building Resilient Youth - Kevin Chief	B5	Project II - Suzi Friesen, Winnipeg Jets True North Foundation
A9	Building Your Intersectional Feminist Classroom - Catherine Hart	B6	Where We Stand and What We Hope For: Teaching about, through and for Children's Rights - Dr. Jerome Cranston, Dr. Melanie Janzen
A10	How Educators Can Help End Human Trafficking - Diane Redsky	B7	Beyond Rainbows: Educational challenges Facing Sexual and Gender Minorities in the 21st Century - Dr. Robert Mizzi
A11	Breaking The Cage(s) - Jim Derksen	B8	Relationality, Reconciliation and Anti-Oppressive Education - Dr. Alex Wilson
A12	On The Inside: A Look at Illiteracy and Colonization as Factors in Incarceration - Quinn Saretsky (Elizabeth Fry Society) & Sharon Perrault (John Howard Society)	B9	How Educators Can Help End Human Trafficking - Diane Redsky
A13	Course Correction for a Nation: Our Journey from Truth to Reconciliation through Education - Charlene Bearhead	B10	Supporting Gender Diverse Students: Beyond the Myths - Jackie Swirsky
A14	Is There a Hierarchy Between Human Rights? - Julie Couture	B11	Digging Deeper with Dr. Cindy Blackstock
		B12	Vivre à la hauteur de ses paroles et joindre la danse : l'expérience de deux éducateurs non autochtones facilitant l'intégration des Perspectives autochtones en éducation - Dr. Laura Sims, Raymond Sokalski
		B13	Afternoon at the Museum - Student Track only

Morning Keynote • Thursday April 20, 2017 • 9:15 - 10:15

There can be no fair country without a constant defense of human rights

Human rights in general, and freedom of expression specifically, are under attack everywhere in the world. These attacks take different forms in different places, but for the last fifteen years the conviction that, at least in the west, we have settled the questions of human rights and freedom of expression has become less and less true. In fact, apart from some of the worst regimes, such as Eritrea or China, the most shocking offenders have been western governments who, hiding behind the veil of security and new technology, have increasingly undermined fundamental protections fought for over the last two centuries.

You can see this in the incredibly violent responses in the west towards refugees, the return of 19th Century nationalism and the reemergence of racism. But you can also see it in the growing attacks in various parts of the world on rights that have only just been established in the west for sexual diversity groups.

And for Canadians perhaps the most troubling aspect in this whole area is that we have still not dealt with the fundamental issues of human rights and practical freedom of expression when it comes to the necessarily central role of Indigenous peoples. We must learn to see ourselves with a much less complacent eye if we are to be effective as a civilization both at home and at the international level.

The last fifteen years in particular, but the last forty years in general, have promoted self-interest and economics over human rights. The reality is that human rights are not an abstraction, they are a reality which takes many forms. And their protection and advancement are an increasingly urgent matter in Canadian society.

John Ralston Saul is an award-winning essayist and novelist. Often regarded as Canada's leading public intellectual, he has been declared a "prophet" by *TIME Magazine* and is included in the prestigious Utne Reader's list of the world's 100 leading thinkers and visionaries. His fourteen books have been translated into 28 languages in 37 countries. Some of his most important works include the philosophical trilogy, *Voltaire's Bastards*, *The Unconscious Civilization* and *The Doubter's Companion* with its conclusion, *On Equilibrium*. His most recent novel is *Dark Diversions* and most recent essay *The Comeback*, which has changed the conversation on Indigenous issues in Canada. Saul is President Emeritus of PEN International and co-Chair of the Institute for Canadian Citizenship.

Morning Sessions • Thursday April 20, 2017 • 10:45 - 12:00

A1 Stand Up to Stigma

For over 25 years, Big Daddy Tazz has brought forth light and laughter for those living with mental illness by raising awareness that stigma affects all of us. With his newest endeavour "Stand Up Against Stigma," Tazz believes that it is time to educate, embrace, and empower everyone so that we can all stand tall and give stigma a bad name! Tazz delights students of all ages with his North American initiative, Big Daddy Tazz-Running AMOK (Actively Motivating Our Kids), pontificating on the value of self. If you believe in your own self, then no one can bully you, nothing can hold you back, and achieving your dreams are a mere thought away. Big Daddy Tazz will make you laugh until you cry then laugh again... it's the bi-polar way.

After 30 years of denying he had a mental illness, Tazz decided that being a bi-polar, socially anxious, obsessive compulsive, dyslexic could either ruin or enhance his life. His choice to embrace his mental illnesses has led him to such TV appearances as *Just for Laughs Comedy Now!* and the *CBC Winnipeg Comedy Festival*. He once shattered the world record for the longest continuous standup comedy routine at 8 1/2 hours. But none of this means ANYTHING unless he is funny today.

A2 Understanding LGBT2SQ+ Youth Mental Health: Risk and Resilience

Participants will explore current trends in LGBT2SQ+ youth mental health with a focus on risk factors as well as those that support and foster resilience. This session will provide a snapshot of some key issues faced by young LGBT2SQ+ people in schools today while also reviewing resources to support positive mental health and wellness.

Jared Star is the "School LGBT2SQ+ Equity and Inclusion Coordinator" for the Rainbow Resource Centre. With support from Manitoba Education, Jared supports the creation of safer and more inclusive environments in school systems. His community based work began almost six years ago as a volunteer with the Rainbow Resource Centre and he has since held several positions, most with a focus on youth. He is also a social worker with research interests in youth mental health, sexual health and LGBT culture. When he is not working, you can find him behind the decks DJing at local clubs or reading a good book.

A3 Community Mobilization & Youth Leadership

The session will introduce educators to the youth movement AYO! as well as the ARROWS Youth Engagement Strategy that has been used to initiate positive outcomes within Manitoba. Michael will share his perspectives as a street educator as he explores the roles of students, educators & community in providing opportunities for youth.

[Michael Redhead Champagne](#) has spent nearly two decades speaking out and leading by example. He takes a hopeful and solution-oriented approach to youth engagement, facilitation, community organizing and mobilization. The list of accolades for his work are both lengthy and well deserved. He was recognized as the 2016 Canadian Red Cross Young Humanitarian of the Year and in *TIME Magazine* as a Next Generation Leader. In 2016, Michael served on the Bank of Canada's bank note advisory committee with a task of creating a short list of women nominated by the public to appear on a new bank note. Michael has also received a Manitoba Aboriginal Youth Achievement Award as well as recognition as a CBC Manitoba Future 40 leader, a Manitoba Hero, and a Future Leader of Manitoba.

A4 Bridging Two Worlds: Trauma Sensitive Schools and Supportive Classrooms

This presentation draws from a qualitative research program conducted in three Canadian provinces that examined best practices and programs to support the integration of refugee and newcomer students. Findings revealed that there is a need for schools and communities to provide specific support for newcomers who have experienced trauma and violence. Drawing from the research, specific strategies and recommendations for how educators can create trauma-sensitive spaces to support refugee and newcomer students will be discussed. Participants will learn how to create a flexible framework that provides universal supports, is sensitive to unique needs of students, and is mindful of avoiding re-traumatization.

[Dr. Jan Stewart](#) is a Full Professor and the Coordinator of Advanced Studies in Education in the Faculty of Education at The University of Winnipeg. She was the Director of The Institute for Children Affected by War at The Global College from 2006-2011. Jan is the lead investigator of a three-year national research program funded by Social Sciences and Humanities Research Council, The Canadian Education and Research Institute for Counselling, and Mitacs Canada to study educational strategies and career development programs to support refugee and immigrant youth in Canada. She has been the project lead for international research and teacher development programs in Zimbabwe, South Sudan and Uganda.

A5 Violence and Health: Do Children have the same Human Rights as Adults?

Violence is a global human rights issue. One way children experience violence is in the form of child maltreatment, which includes physical punishment, physical abuse, sexual abuse, emotional abuse, neglect, and exposure to intimate partner violence. Child maltreatment can have devastating consequences on physical and mental health, relationships, educational attainment and outcomes, and other domains of development and functioning. The objectives of this talk are to understand: 1) what is child maltreatment; 2) the relationship between child maltreatment and health; 3) the role of the educator to improve resilience following child maltreatment; and 4) how children do not have the same human rights as adults with regard to violence.

[Dr. Tracy Afifi](#) is an Associate Professor in the Departments of Community Health Sciences and Psychiatry in the Max Rady College of Medicine at the University of Manitoba, a Research Scientist with the Children's Hospital Research Institution of Manitoba (CHRIM), and an Associate Editor of Child Abuse & Neglect. Dr. Afifi's main area of research is child maltreatment including child physical, sexual, and emotional abuse, neglect, physical punishment, and exposure to intimate partner violence. Dr. Afifi has published over 80 peer-reviewed journal publications, presented research findings in over 100 national and international conference proceedings, and has participated in over 100 media interviews for print, radio, and television.



A6 Making the Connection: Human Rights and Positive Mental Health for Youth, Schools and Communities

Using a trauma-informed, social justice framework, facilitators from Klinik Community Health will discuss the effects of discrimination and oppression on the mental well-being of youth. Facilitators will explore how school and community environment can promote resiliency and positive mental health outcomes. Participants will be given the opportunity to reflect and share what mental health and human rights means for them personally and in the work that they do.

Vycki Atallah is the Coordinator of the Teen Talk program at Klinik Community Health. She began her work in 2002 as a Health Educator and later moved into the Coordinator position where she has been working with her staff for 12 years. Teen Talk operates from a harm reduction, prevention education perspective. Teen Talk focuses on sexuality, reproductive health, body image, substance use awareness, mental health, anti-oppression and anti-violence issues. Vycki has a Master's degree in Women's Studies and Sociology from The University of Manitoba. She has a vast interest in popular culture and believes that when youth are given accurate, non-judgemental health information, they have the ability to create their own positive health outcomes.

Sylvia Massinon is the Public Education & Training Coordinator at Klinik Community Health. Sylvia works as an educator and counsellor in this role and is a social worker by training with a Bachelor of Social Work degree from the University of Manitoba. As an educator she provides public education and training on a number of topics to service providers and community members. Topics include suicide prevention, self-care, crisis counselling skills, mental health, and trauma-informed care. She has been at Klinik since 2011, beginning her experience with Klinik as a volunteer in the Sexual Assault Crisis Program.

A7 Why Didn't You Tell Us Back Then?

Why is it so hard to come out? Especially in school? Shandi Strong author of the forthcoming auto-biography "Growing a Pair", local speaker and advocate, through the sharing of some personal history and stories, can help you learn what it means to barricade oneself behind a wall that took a lifetime to knock down. But why do we still fear coming out as Trans today when we have GSA's, advocates, and information that tells us we're safe? Because there is just as much evidence indicating it's not. Current debates about Human Rights and even bathroom use for Trans people fill the media and fuel the fears. So how can young people in the process of discovering themselves deal with that plus peer and family pressure? It's not a wonder that suicide rates are so high in trans and other LGBT* youth. How can teachers and schools demonstrate acceptance and be allies to those that need it the most? Let's keep those walls from going up.

Shandi Strong has been active in the LGBT* community in Winnipeg for over twenty years. Through her volunteer efforts and charisma she has become quite well known in the city as a person who cares about her community. Losing a career and a relationship within weeks of each other because of being trans was nearly devastating. Enduring the struggles, moving forward with her surgery and advocacy has imparted a level of personal strength she was not aware she possessed. She serves as Advocacy Coordinator for Pride Winnipeg, and maintains a profile in the media speaking on related issues, and speaks to groups about her personal journey in an effort to foster understanding.

A8 Building Resilient Youth

Kevin will speak about building resilient young people; seeing past hardship to their potential. Instead of focusing on the shortcomings and barriers we have to see the possibilities. Our responsibility is to create structures that allow youth to achieve their potential.

Kevin Chief grew up in Winnipeg's North End and quickly learned to spot people who could see potential where others might only see hardship. They were everyday people who helped him believe that no matter who you are or where you come from, there are always opportunities to give back. Before entering politics, Kevin worked in the area of education at the University of Winnipeg, Winnipeg Aboriginal Sport Achievement Centre and River East Transcona School Division. Kevin, his wife Melanie and their three sons Hayden, Kellan and Daxton live in the North End, where he is the MLA for Point Douglas and a high-steppin' square dancer.



A9 Building Your Intersectional Feminist Classroom

Intersectional feminism recognizes that many facets of identity work together to influence how individuals are seen and treated in society, and challenges the resulting patterns of privilege and oppression. Educators play a key role in fostering students' power to respond to the varied ways identity impacts their lives. To this end, participants will explore practical strategies such as simulations, critical questioning, setting classroom norms, and creating diverse classroom libraries.

[Catherine Hart](#) has been a teacher and GSA advisor in Seven Oaks School Division since 2010, where she found her passion for working in solidarity with students to find their voices through writing and activism. In 2014, Catherine joined the Executive of the Seven Oaks Teachers' Association as Equity and Social Justice Chair, and went on to become Vice President for 2015-2017. Through MTS' Teacher Action Cohort (2014-2015) and Teacher-Led Learning Team (2015-present), Catherine works with other teachers to promote equity and inclusion in Manitoba classrooms.

A10 How Educators Can Help End Human Trafficking.

We want to believe that sexual exploitation and the trafficking of women and children for the purpose of sexual exploitation is happening somewhere else and not on our front doorstep. We want to believe that it is someone else's problem and not ours. This session will disavow participants of these notion and challenge us all to take action as educators to identify students who are vulnerable to recruiters and to equip educators with the resources and knowledge thwart the recruitment cycle. Far too many women and girls have gone missing, leaving families and communities to mourn their loss. We must step up and be part of the solution in ending this travesty of the rights of women and children.

[Diane Redsky](#) is the Executive Director of the Ma Mawi Wi Chi Itata Centre. As a proud mother of three children and a Kookum (grandmother), Diane is a band member of the Shoal Lake First Nation #40. She has long worked to address the myriad of issues facing Winnipeg's Aboriginal community in all areas of health, justice, education and social services. She has served in both a professional and volunteer capacities with local, national and international agencies and has become a strong advocate for Aboriginal children's and women's issues. From 2011 until 2015, Diane was Project Director for the Canadian Women's Foundation National Task Force on Human Trafficking of Women and Girls in Canada.

A11 Breaking The Cage(s)

"Man builds his cage around himself, the lion bursts his cage asunder!" The tremendous power of the social construction process that organizes and sustains our society has given rise to the stereotypes that label the diversity of disabilities as well as supporting the denial of our individual impairments. These constructs result in tremendous disadvantages for those labeled as well as those denied. Where these constructs are internalized the individual further victimizes him or herself. Human rights techniques for deconstructing the cages that have been built around real individuals are explored.

[Jim Derksen](#) was actively involved in the organization and development of the Manitoba League of Persons with Disabilities, the Council of Canadians with Disabilities, Disabled Peoples' International, the Canadian Disability Rights Council and other Disability Movement organizations. Subsequently, working for these organizations, he was instrumental in the establishment of provincial and national human rights legislation and the inclusion of disability rights in the Canadian Charter of Rights and Freedoms. He continues to be active as an adviser to the Canadian Museum for Human Rights, the Province of Manitoba, Disability Movement organizations, and as a speaker and lecturer at conferences and universities.

A12 On the Inside: A look at Illiteracy and COLonization as Factors in Incarceration

This session will bring together presentations by two non-profit organizations working with incarcerated populations. The presentation will focus on the intersectionality between colonization and incarceration for Indigenous women in Manitoba. More specifically, the focus will be on the way colonization has shaped women's interactions with the criminal justice system. In addition, the presentation will highlight the challenges and successes we encounter working with inmates/clients in the prison system and the purpose of implementing adult literacy programs with this target population. The correlation between criminal behavior/risk factors to re-offend and the lack of education/literacy skills will also be addressed.

[Quinn Saretsky](#) has volunteered in a variety of capacities relating to the criminal justice system for more than eight years. She has a bachelor's degree from the University of Winnipeg in Politics and is currently enrolled in a Master of Arts in Indigenous Governance at the University of Victoria. She is the Acting Executive Director of Programs at the Elizabeth Fry Society of Manitoba.

[Sharon Perrault](#) has worked extensively with Aboriginal and non-Aboriginal offenders and clients both in the community and federal correctional system. She has participated in numerous Board Of Director positions and committees for various non-profit organizations, policing agencies and universities. Since 2014, she has been employed by the John Howard Society in Winnipeg as Manager of Programs.

A13 Course Correction for a Nation: Our Journey from Truth to Reconciliation Through Education

This session will engage participants in reflection and dialogue around the role of education in reconciliation. NCTR Education Lead Charlene Bearhead will invite participants to consider the role of youth in this journey, to recognize the strength of youth voice and identify what their own contributions will be to their schools and communities. This is a call to action for each and every participant as we move forward together.

[Charlene Bearhead](#) is the Education Lead for the National Centre for Truth and Reconciliation at the University of Manitoba. She previously served as the National Coordinator for Project of Heart, coordinated the Education Days within the TRC National Events for the Truth and Reconciliation Commission of Canada, and served as the National Coordinator for the National Day of Healing and Reconciliation at Native Counselling Services of Alberta. Ms. Bearhead is an experienced educator and educational events coordinator with 30 years of regional, national and international experience in the field. Charlene has served as a teacher, principal, education director and superintendent, both on and off reserve, over the years and holds permanent teaching certificates from both Alberta and Manitoba.

A14 Is there a hierarchy between Human Rights?

Participants will discover how fundamental human rights can clash with each other. They will be encouraged to discuss contemporary human rights dilemmas triggered by short Free2Choose video clips. Those clips allow educators to go beyond a general discussion of human rights and their importance. By discussing concrete human rights dilemmas, pupils develop critical thinking skills and reflect on the possible boundaries of the many freedoms we often take for granted. Participants will actively learn about this program and how to use it in class. Some Canadian content would also be discussed.

[Julie Couture](#) is the coordinator of the Canadian projects of the Anne Frank House in Amsterdam. She coordinates the different projects of this institution throughout Canada; the tour of the three travelling exhibitions of Anne Frank across Canada, Free2Choose and Memory Walk workshops. She is a trainer for the peer-education method use in connection to the exhibition, as well as during the different workshops. She is a native from Québec and holds a Bachelor of Arts in History. She has lived in the Netherlands since 2005.

A15 Indigenous Student Achievement and Success

Education plays a vital role in reconciliation. School Divisions throughout the province are committed to helping First Nations, Métis and Inuit peoples achieve their potential. This session will focus on Indigenous student achievement and specific strategies employed by school divisions. Representatives from the Winnipeg School Division, Seven Oaks School Division, and Louis Riel School Division will share practices and programming that promote Indigenous student achievement and success.

[Rob Riel](#) – Director of Aboriginal Education, Winnipeg School Division

[Rebecca Chartrand](#) – Aboriginal Education Divisional Lead, 7 Oaks School Division

[Corey Kapilik](#) – Coordinator of Indigenous Education, Louis Riel School Division

A16 Éducation sans stigmatisation

Comment peut-on créer des espaces scolaires plus inclusifs et non discriminatoires.

Le cas spécifique des étudiants et étudiantes musulman.es sera l'exemple principalement abordé.

[Dalila Awada](#): Étudiante à la Maîtrise en sociologie (UQAM). Interviens principalement sur les questions liées aux droits des femmes, au racisme et à l'islamophobie. Blogueuse au magazine VOIR, conférencière, militante antiraciste et féministe. Co-fondatrice de la fondation « Paroles de femmes », une organisation sans but lucratif qui a comme mission de porter la voix des femmes racialisées et de leur offrir des espaces d'échange sécuritaires.



Afternoon Keynote • Thursday April 20, 2017 • 13:15 - 14:15

Why do Canadians Put Up With It? Government Discrimination against First Nations Children

Dr. Blackstock will explain current issues of discrimination that First Nations children face in Canada, including details about the Canadian Human Rights Tribunal case on First Nations child welfare. Dr. Blackstock will also provide information about ways in which everyone can become involved in supporting equity for First Nations children in Canada by joining the 7 Free Ways to Make a Difference, including “I am a Witness”, “Shannen’s Dream” and “Jordan’s Principle” campaigns.

[Dr. Cindy Blackstock](#) is the Executive Director of the First Nations Child and Family Caring Society of Canada. A member of the Gitksan First Nation, Cindy has 25 years of social work experience in child protection and Indigenous children’s rights.

Her promotion of culturally-based and evidence-informed solutions has been recognized by the Nobel Women’s Initiative, the Aboriginal Achievement Foundation, Frontline Defenders and many others. An author of more than 50 publications and a widely sought after public speaker, Cindy has collaborated with other Indigenous leaders to assist the United Nations Committee on the Rights of the Child in the development and adoption of a General Comment on the Rights of Indigenous children.

Afternoon Sessions • Thursday April 20, 2017 • 14:30 - 15:45

B1 Engaging, Equipping, and Empowering Youth In and From Care

What can schools and teachers do to ensure that children and youth in care have the supports they need to survive and thrive in their educational journey? In this session, alumni of care will inform conference participants about the realities and needs of children and youth in care.

Voices: Manitoba’s Youth in Care Network engages, equips, and empowers young people in and from care in Manitoba. We believe that by sharing our stories, we can help educate the public on the realities of the child welfare system, and help to create a better system of care in our province.

B2 Speak Truth to Power Canada

Explore this amazing tool for teaching about Human Rights. Developed by the Canadian Museum for Human Rights in partnership with the Canadian Teachers’ Federation and others, this innovative resource will introduce 12 Canadian and 51 International Defenders of Human Rights. The project covers issues ranging from crimes against humanity and children’s rights activism to Indigenous self-determination and enhancing citizen participation. Please bring devices to access the STTP website throughout the session. Lesson plans and resources are available through the STTP website.

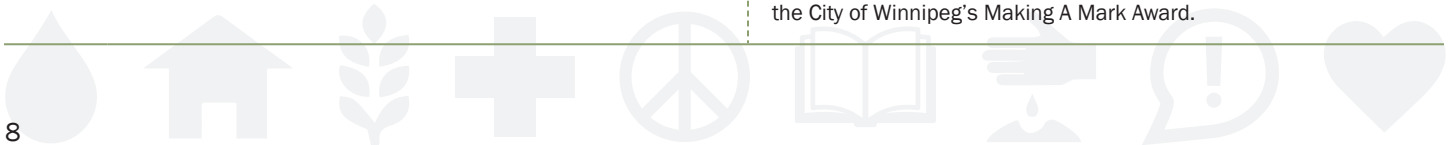
[Terry Price](#) is the Department Head of Professional and French Language Services within the Manitoba Teachers’ Society, a position she has held since December 2014. She has served in the capacity of Staff Officer in the same department since February 2006. She has a keen interest in women’s issues, Indigenous rights, human trafficking and other social justice issues.

[Mireille Lamontagne](#) is an anthropologist/archaeologist/museologist who considers herself to be a generalist in most areas related to museum work, but a specialist in Interpretation and North American Native Studies. She began at the Canadian Museum for Human Rights as a Manager of Education Programs and Special projects in September 2012 and has recently taken on a new challenge as a Manager of Advanced and Professional Programs.

B3 Perception: Art and Activism

Tired of reading negative and disparaging remarks directed at Indigenous people of Winnipeg in the press and social media, local artist KC Adams created a body of work that documents another perspective. This photo series called “Perception,” is an attempt to combat the stereotypes some of the public have of First Nation, Inuit and Metis people to illustrate, you can’t judge a book by its cover. In this presentation, Adams will talk about how art can be used to illicit change.

[KC Adams](#) is a Winnipeg-based artist who graduated from Concordia University with a Bachelor of Fine Arts and focuses her energy on the investigation of the relationship between nature (the living) and technology (progress). She has been in numerous solo exhibitions, group exhibitions and was included in the PHOTOQUAL: Biennale des images du monde in Paris, France. She has participated in national and international residencies and her work is in several collections including twenty works in the National Gallery of Canada. She was the set designer for the Royal Winnipeg Ballet’s Going Home Star: Truth and Reconciliation and a recent recipient of the City of Winnipeg’s Making A Mark Award.



B4 It's All About a Lack of Choice

Refugees and immigrants. At first glance one may consider these two groups to be similar in nature. However, the refugee and immigrant experiences are vastly different. Discussion will take place around the unique challenges refugees face and how human rights factor in. We will also talk about the challenges and opportunities found within the Settlement sector in Manitoba.

[Rita Chahal](#), a graduate of Dalhousie University, is the Executive Director of Manitoba Interfaith Immigration Council (MIIC). Prior to joining MIIC in 2013, Rita served as General Manager of the Manitoba Chambers of Commerce. She also served as Executive Director of Women in Media Foundation, and Employment Projects of Winnipeg. In 2007 Rita was appointed by the Minister of Culture and Heritage to serve on the board of Manitoba Centennial Centre Corporation.

Born in India, Rita immigrated to Canada with her parents in the mid-sixties and first settled in Prince Edward Island. As one of the first East Indian families to arrive in the east coast, she and her family lived and understand the immigrant experience.

B5 Project 11

Project 11 is an engaging cross-curricular prevention program targeting Manitoba's English Language Arts and Physical Education/Health Education outcomes. Weekly lessons and daily activities have been designed to help support students and teachers with mental wellness practices. The program's lessons and videos provide mindful strategies for students to learn positive coping skills and build a greater sense of self-awareness.

[Suzy Friesen](#) is the Director of Educational Programs for the Winnipeg Jets True North Foundation. Over the years teaching and now working with the Foundation, Suzy Friesen has had the opportunity to empower many Manitoba teachers to feel comfortable and confident in incorporating mental wellness strategies into their classroom and school communities. Her passion to enhance awareness around self-efficacy and mindfulness, and to build positive relationships has strengthened students' ability to connect with one another, to create a stage of empathy and to enhance students' motivation to succeed in their overall academic performance.

B6 Where we stand and what we hope for: Teaching about, through and for Children's Rights!

In this session, we will explore the United Nations Convention on the Rights of the Child, the UN Declaration on the Rights of Indigenous Peoples, and the UN Declaration of Human Rights. Aside from the importance of teaching children's rights and ways to do so, we will also critically consider our responsibilities as educators in regards to policies and practices that uphold and/or infringe on the rights of the child.

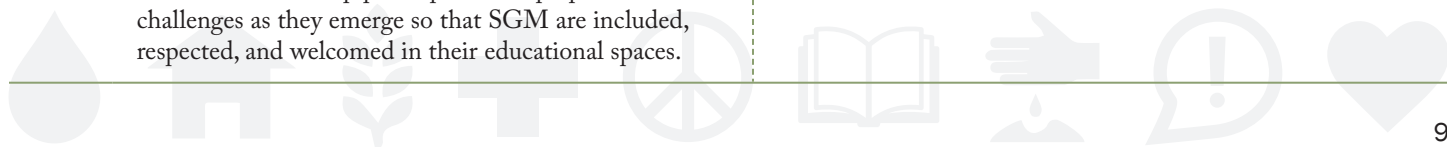
[Dr. Jerome Cranston](#) is the Executive Director, Student Engagement & Success & an Associate Professor in the Faculty of Education at the University of Manitoba. He received an AERA award for peace education for his work on teachers' conceptions of peace in post-genocide Rwanda, and his mini-documentaries about the Barefoot Teacher Training initiatives have been screened at the UCEA's annual film festivals.

[Dr. Melanie Janzen](#) is an Assistant Professor in the Faculty of Education and a research affiliate with the Centre for Human Rights Research at the University of Manitoba. Melanie is committed to community engagement, and, along with Jerome Cranston, developed a graduate course in partnership with the Canadian Museum for Human Rights. Her areas of research are in teacher education, specifically in regards to the ethical responsibilities integral to being (and becoming) a teacher.

B7 Beyond Rainbows: Educational Challenges facing Sexual and Gender Minorities in the 21st Century

This break-out session will unpack the current barriers that challenge sexual and gender minorities (SGM) in educational contexts and outline some of the future barriers that are expected to rise over the next decade. Participants will explore new language involving SGM communities, current research that helps identify educational challenges, and ways that educational leaders can address current and future challenges. The goal of this session is to help participants feel prepared to tackle challenges as they emerge so that SGM are included, respected, and welcomed in their educational spaces.

[Dr. Robert Mizzi](#) is an Assistant Professor of Educational Administration at the University of Manitoba and is regarded as a national scholar on the topic of sexual and gender minorities (SGM) in educational contexts. As the former founder of Queer Peace International, a researcher for over 15 years, and an education consultant, Dr. Mizzi has a keen sense of the barriers facing SGM. Dr. Mizzi advises governments, schools, and other agencies on alleviating these barriers and has published numerous books and journal articles that shed further insight.



B8 Relationality, Reconciliation and Anti-oppressive Education

Since the release of the Truth and Reconciliation Commission Report, education systems have worked to address the 94 Calls to Action in effective ways. In this session we will critically analyze, evaluate and seek to transform interlocking systems of discriminatory institutional structures, cultural practices and social behavior through an Indigenous relational and anti-oppressive approach. We will review varying perspectives on reconciliation as they apply to decolonizing education. We will review relevant theory and current research and discuss the implications of these social constructions in our education systems. We will conclude by identifying potentially oppressive practices and potentially transformative practices in our schools and discuss ways to move forward.

[Dr. Alex Wilson](#) (Opaskwayak Cree Nation) is an Associate Professor and Academic Director of the Aboriginal Education Research Centre at the University of Saskatchewan. Her scholarship has greatly contributed to building and sharing knowledge about two-spirit people; indigenous research methodologies; and anti-oppressive education. Her research and “coming in” theory has led to classroom and community practices that honour the contributions and lives of two-spirit people. As an Idle No More organizer, she focuses on the prevention of violence in the lives of Indigenous peoples and the protection of land and water. Dr. Wilson is a recipient of a 2016 Nellie Award for human rights leadership and the 2016 Peter Corren Award for outstanding achievement in LGBTQ education.

B9 How Educators Can Help End Human Trafficking

We want to believe that sexual exploitation and the trafficking of women and children for the purpose of sexual exploitation is happening somewhere else and not on our front doorstep. We want to believe that is it someone else’s problem and not ours. This session will disavow participants of these notions and challenge us all to take action as educators to identify students who are vulnerable to recruiters and to equip educators with the resources and knowledge to thwart the recruitment cycle. Far too many women and girls have gone missing, leaving families and communities to mourn their loss. We must step up and be part of the solution in ending this travesty of the rights of women and children.

[Diane Redsky](#) is the Executive Director of the Ma Mawi Wi Chi Itata Centre. As a proud mother of three children and a Kookum (grandmother), Diane is a band member of the Shoal Lake First Nation #40. She has long worked to address the myriad of issues facing Winnipeg’s Aboriginal community in all areas of health, justice, education and social services. She has served in both a professional and volunteer capacities with local, national and international agencies and has become a strong advocate for Aboriginal children’s and women’s issues. From 2011 until 2015, Diane was Project Director for the Canadian Women’s Foundation National Task Force on Human Trafficking of Women and Girls in Canada.

B10 Supporting Gender Diverse Students – Beyond the Myths

If it looks like a duck and quacks like a duck, you don’t expect it to be a rooster... Jackie dispels common myths about gender diverse children. You will learn about gender identity, what it means to be a gender creative child and how you can support children’s gender diversity in the classroom and beyond. Using videos, books and personal experience, Jackie will share her perspectives on how children do best when they are supported for who they are not for who we expect them to be. For more information, visit her website www.beyourselfbook.ca.

[Jackie Swirsky](#) has a Master’s degree in Speech Language Pathology (SLP) from the University of Alberta and currently works as a full time SLP. She is the mother of 2 kids and has written a children’s book, *Be Yourself* which features a gender creative child as the main character and teaches the message of acceptance. The book empowers children to be proud of themselves and be accepting of all people no matter their style. Jackie is a passionate speaker on gender identity and how educators can support children’s gender diversity in schools.



B11 Digging Deeper with Dr. Cindy Blackstock

Participants will have the opportunity to participate in a question and answer session with Keynote Presenter, Dr. Cindy Blackstock.

[Dr. Cindy Blackstock](#) is the Executive Director of the First Nations Child and Family Caring Society of Canada. A member of the Gitksan First Nation, Cindy has 25 years of social work experience in child protection and Indigenous children's rights. Her promotion of culturally-based and evidence-informed solutions has been recognized by the Nobel Women's Initiative, the Aboriginal Achievement Foundation, Frontline Defenders and many others. An author of more than 50 publications and a widely sought after public speaker, Cindy has collaborated with other Indigenous leaders to assist the United Nations Committee on the Rights of the Child in the development and adoption of a General Comment on the Rights of Indigenous children.

B12 Vivre à la hauteur de ses paroles et joindre la danse : l'expérience de deux éducateurs non autochtones facilitant l'intégration des Perspectives autochtones en éducation

L'intégration des Perspectives autochtones en éducation est importante lorsqu'on se penche sur les inégalités et injustices subies à long terme par les autochtones à cause de stéréotypes négatifs et du racisme. Comme éducateurs non autochtones et alliés, nous avons un rôle à jouer. Par contre, d'appuyer le processus avec dignité et respect n'est pas toujours évident (p. ex. : Qu'est ce que ceci veut dire vraiment? Que devons-nous faire concernant notre pédagogie?) Le but de l'atelier est de vous partager nos expériences comme facilitateurs de l'apprentissage et nos connaissances des autochtones lors de l'enseignement du programme d'études manitobain des Sciences humaines (9e à la 11e année) et du cours des Perspectives autochtones en éducation (Baccalauréat d'éducation). Nous explorerons nos approches d'enseignement de ces cours; la présentation comprend des idées pratiques et sera participative. **N.B. This workshop will be presented in French only.**

[Raymond Sokalsi](#), B.A., B.Ed. est un enseignant du département des Sciences humaines de l'école secondaire Kelvin (école d'immersion française); il enseigne l'Histoire canadienne (11e année), le cours du Canada dans le monde contemporain (9e année) et le programme d'études de la région Asie-Pacifique. Il a siégé au Conseil consultatif du Musée canadien pour les droits de la personne. Il a créé, de concert avec des collègues de l'école secondaire Kelvin, Tipi Keepers et le Cercle de lecture au sujet des questions autochtones (Indigenous Issues Reading Circle) pour les élèves, le personnel et les facilitatrices et facilitateurs de HASTA (collectif sur les droits de la personne régi par des élèves de l'école secondaire Kelvin). Raymond est enseignant dans les écoles secondaires publiques depuis 25 ans.

[Dre Laura Sims](#) est une professeure-associée de la Faculté d'éducation de l'Université de Saint-Boniface. Elle donne des cours reliés à la diversité culturelle en éducation ainsi qu'à l'intégration des perspectives autochtones en éducation. Sa recherche se penche surtout sur l'éducation pour la viabilité et les processus d'évaluation à l'échelle communautaire. Laura a enseigné à l'école secondaire pour dix ans à Winnipeg et en République dominicaine. Pendant trois ans, elle a géré un projet de l'Agence canadienne de développement international en Amérique centrale.

B13 Student Track: Afternoon at the Canadian Museum of Human Rights

This session is a mandatory session for the student participants and their supervising teachers only.



Friday April 21, 2017

Morning Sessions			
8:30 - 8:45	Maples Collegiate Teenage Bears Drum Group	10:45 - 12:00	Workshops
8:45 - 9:15	Opening		C15 Y a-t-il une hiérarchie parmi les droits de la personne? - Julie Couture
9:15 - 10:15	Keynote - Raheel Raza		C16 Les étudiants affectés par l'ETCAF : un désordre invisible - Simon LaPlante
10:15 - 10:45	Break	Afternoon Sessions	
10:45 - 12:00	Workshops	12:00 - 1:15	Lunch
	C1 Drumming at the Heart of Indigenous Cultures - Bernadette Smith and Maples Collegiate Teenage Bears	13:15 - 14:15	Workshops
	C2 Walking the Talk and Joining the Dance: Two Non-Indigenous Educators' Experiences Facilitating the Integration of Indigenous Perspectives into Education - Dr. Laura Sims and Raymond Sokalski		D1 LGBTQ-Inclusive Teachers and the Law - Dr. Catherine Taylor & Dr. Donn Short
	C3 GSAs in Manitoba Schools: History, Highlights, Hurdles and Helpful Hints - Robbie Scott & Lynda Brethauer Venton, Mika Schellenberg		D2 Queering our Classrooms and Communities - Dr. Alex Wilson
	C4 Red Rising Magazing: Indigenizing Media - Kevin Settee, Leonard Monkman, Sadie-Phoenix Lavoie		D3 Educating for the TRC's Calls to Action - Kevin Lamoureux
	C5 Newcomers to our Province: Needs, Aspirations and Services - Muuxi Adams, Abdikheir Ahmed		D4 Mental Health: Yours, Mine and Ours - Deb Radi, Taylor Demetriooff
	C6 Journey to Justice - Rosemary Sadlier		D5 Here and Now: Working Together to End Youth Homelessness - Christina Maes Nino, Kelly Schettler, Jason Romanyshyn
	C7 Creating Mental Health Awareness in our High Schools; student and teacher led initiatives at College Garden City Collegiate - Jacqueline McDonald & Kelly Stokotely		D6 Building Global Citizenship in the Social Studies Classroom and the School Community - Linda Connor
	C8 Art Beat Studio: Mental Illness and the Journey of Finding Voice Through Art - Nigel Bart, Lucille Bart, Renee El-Gabalawy		D7 The Influence of Social Factors on Children's Health and Development - Dr. Marni Brownell, Dr. Nathan Nickel, Dr. Mariette Chartier
	C9 Freedom Road: The Birth of an Activist - Steve Bell		D8 The 60s Scoop: A Hidden Legacy of Colonization - Coleen Rajotte
	C10 Conceptualizations of Complex Indigenous and Racialized Poverty and Education Systems - Duane Brothers		D9 Decolonizing Education: Nourishing their Learning Spirits - Dr. Marie Battiste
	C11 The Autism Umbrella: It's Getting Pretty Crowded Under Here! - Kim Zeglinski		D10 Learning and Action within an Intercultural Community School - Vinh Huyhn
	C12 Exploring Indigenous Rights Together: Connecting Human Rights to Action! - Chelsea Burke		D11 Inclusion of Newcomer Children and Their Families in Schools and Communities - Dr. Régine King
	C13 Religious and Cultural Diversity in School and Community - Lived Experiences of Educators		D12 Dire la vérité au pouvoir - Brahim Ould Baba/ Mireille Lamontagne (CMHR)
	C14 Down Syndrome 101: Classroom, Behaviour and Inclusion Strategies - Lori Lester	14:30 - 14:45	Break
		14:45 - 15:45	Keynote - Chief Wilton Littlechild

Morning Keynote • Friday April 21, 2017 • 9:15 - 10:15

Human Rights, Diversity and Faith in the Canadian Context of Education

We live in a time when diversity and human rights have become buzz words for Canadians. Therefore a discussion about what these really mean in the context of the Pluralism in which we live, plus our daily engagement with these issues (especially in the education field) is an important one. We need to have this conversation bereft of political correctness.

[Raheel Raza](#) is a leading global voice against Islamist extremism, is President of The Council for Muslims Facing Tomorrow, a founding member of The Muslim Reform Movement, author of the book *Their Jihad – Not My Jihad*, an award winning journalist, public speaker, and advocate for human rights, gender equality and dignity in diversity.

Morning Sessions • Friday April 21, 2017 • 10:45 - 12:00

C1 Drumming at the Heart of Indigenous Cultures

Participants will learn from Indigenous youth and teachers about the significant role that drumming plays in their communities and their lives. Travel on a journey with these youth as you explore the essence of drumming and how it has helped these youth to reconnect with their culture and their communities.

[Bernadette Smith](#) has been a teacher and activist for her entire life. She is a graduate of the Community Aboriginal Teacher Education Program and is now the Assistant Director at The Wayfinder program in Seven Oaks School Division. Bernadette is active locally and nationally raising awareness and demanding action on Murdered and Missing Indigenous Women. Members of the Maples Collegiate Teenage Bears youth drum group will co-present with Bernadette.

C2 Walking the Talk and Joining the Dance: Two Non-Indigenous Educators' Experiences Facilitating the Integration of Indigenous Perspectives into Education

Integrating Indigenous perspectives into education is important when addressing long-standing inequalities and injustices due to negative stereotypes and racism. As non-Indigenous educators and allies, we have a role to play. However, supporting this process, with dignity and respect, isn't always obvious (i.e., what does this actually mean? what should we be doing in our pedagogy?). Our purpose is to share our experiences as facilitators of learning and of Indigenous knowledges when teaching the Manitoba Social Studies curricula grades 9 through 11 and the B.Ed. course Aboriginal Perspectives in Education. We explore our approach teaching these courses; the presentation includes practical ideas and is participatory.

[Dr. Laura Sims](#) is an associate professor in the Faculty of Education, Université de Saint-Boniface, 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.

[Raymond Sokalski](#), B.A., B.Ed., is a teacher in the Social Studies Department, Immersion française program at École secondaire Kelvin, where he teaches Histoire canadienne (gr.11) and Canada dans le monde contemporain (gr. 9) and the Asia Pacific Studies program. He has served on the Teacher Advisory Board at the Canadian Museum for Human Rights. He created, with Kelvin colleagues, Tipi Keepers and the Indigenous Issues Reading Circle for students and staff, and facilitates HASTA, Kelvin's student-run human rights collective. He has been a public high school teacher for 25 years.



C3 GSAs in Manitoba Schools: History, Highlights, Hurdles, and Helpful Hints

This will be an interactive session where leaders and participants will have a chance to share their experiences and reflect on GSAs (Gay-Straight or Gender-Sexuality Alliances) in Manitoba schools. As well, workshop participants will have a chance to hear and share ideas for getting a GSA started, resources, activities, and overcoming challenges, both in urban and rural school settings. Given that having a GSA has been shown in research to be one of the key things schools can do to combat homophobia, inspiring staff and students to have active, successful GSAs in as many Manitoba schools as possible is the ultimate goal of this workshop.

[Lynda Brethauer Venton](#) is a teacher at Maples Collegiate and a staff advisor for the Gay-Straight Alliance at the school.

[Mika Schellenberg](#) is an LGBTQ* rights advocate who graduated from Steinbach Regional Secondary School (SRSS) last year and continues to be involved in the SRSS GSA.

[Robbie Scott](#) is a teacher at Dakota Collegiate and a staff advisor for the Gender-Sexuality Alliance at the school.

C4 Red Rising Magazine: Indigenizing Media

Red Rising Magazine is an Indigenous youth led publication out of Winnipeg Manitoba. Our vision is to create a platform for Indigenous youth to share their stories unfiltered, and uncensored, through literacy and media. We will share the genesis of our magazine, our journey over the past year, and our future goals as a media collective. Winnipeg has a lot of untapped potential when it comes to artists, writers and thinkers. We see the potential, and collectively, are striving to build a community that amplifies these ideas into the world.

[Kevin Settee](#) is a CoFounder of *Red Rising Magazine*. He has been active in bringing ideas to the table, planning events, and growing the collective that represents Red Rising. Kevin grew up in the west end of Winnipeg, and is currently attaining a double major in Urban and InnerCity Studies and Geography at the University of Winnipeg. Kevin believes his work is rooted in cultural resurgence and intergenerational empowerment.

C5 Newcomers to our Province: Needs, Aspirations and Services

This workshop will address the needs, challenges and aspirations of newcomer students and their families, and the services available to them in Manitoba. The facilitators will share experiences of immigrant and refugee children in the school system and provide ideas that will ensure inclusive learning environments that are sensitive to their needs and backgrounds. Presenters will also discuss the perspectives of newcomer parents and share some insights on reaching out to newcomer parents in ways that will welcome their participation in their child's education. There will be opportunities to identify some of the systemic challenges that prevent newcomer students from achieving their full potential in Manitoba schools.

[Abdikheir Ahmed](#) is the Immigration Partnership Winnipeg (IPW) Coordinator at the Social Planning Council of Winnipeg. He has previously served as the Executive Director of the Immigrant and Refugee Community Organization of Manitoba (IRCOM) Inc. Abdi has extensive experience working with immigrant and refugee communities in Winnipeg's inner city focusing mainly on immigrant and refugee settlement policy, gang and street crime prevention. He was a CBC Manitoba Future 40 Finalist in 2014 and was recently awarded the Order of the Buffalo Hunt, one of the province of Manitoba's highest honours for his work advocating for refugees and building bridges with Canadian communities. Abdi has a Master's degree in International Peace and Conflict Resolution from the University of Queensland in Brisbane, Australia where he studied on a Rotary Peace Fellowship.

[Muuxi Adam](#) is a young, former Somali refugee who escaped from the civil war and its horrible aftermath. Muuxi came to Winnipeg in late 2004 and has since been involved in working with the newcomer communities in Winnipeg. Muuxi is a community leader who is passionate about working with youth and their families and is also a filmmaker who produced two documentaries with the National Film Board of Canada. *Ray of Hope* is the inspiring story of courage that describes the tough, often life-or-death choices young refugees and immigrants face. Muuxi is currently working for the Province of Manitoba's Justice Department as the Coordinator of the Turnabout Program that ensures children under 12 years of age have the support and direction they need to avoid conflict with the law.



C6 Journey to Justice

This presentation will provide you with the tools to address inequality along racial lines from an informed position regarding the African Canadian community. Why is there a need for a Black History Month? How is it that there are chants of “Black Lives Matter” and is this out of place in Canada? How have changes come into being? Are not all Canadians equal? How do you ensure that your students can identify and address their own biases? How do you start your students on their own journey to justice?

[Rosemary Sadlier](#), writer, speaker, curator, educator and journalist is a passionate advocate of African Canadian issues. Sadlier’s volunteer work as the head of the Ontario Black History Society for 22 years, resulted with formal provincial and national observances of February as Black History Month, August 1st as Emancipation Day as well as the commemoration of people, places and events significant to our appreciation of the early Black Canadian presence. Her book, *The Kids Book of Black Canadian History* was heralded as the best in children’s literature by the Quill and Quire. She holds the Order of Ontario, is a Kentucky Colonel and one of the first named Global Defenders of Human Rights by the RFK Center and CTF.

C7 Creating Mental Health Awareness in our High Schools; student and teacher led initiatives at College Garden City Collegiate

In 2015, students and staff at College Garden City Collegiate began implementing strategies and activities to increase mental health awareness within the school and community. During this time, a student led group emerged titled- Y.A.M.I.S. (youth against mental illness stigma). This session will further explain the initiatives of Y.A.M.I.S., including student led activities and teacher led activities. This session will offer ideas on how to create/promote mental health awareness within your school/workplace.

[Jacqueline McDonald](#) is a physical education teacher, and guidance counsellor at C.G.C.C. Jacqueline enjoys finding ways to incorporate healthy lifestyle practices into her daily living. Most recently she has taken a vested interest in promoting mental health, and mental health awareness with her students and colleagues. She is excited to share some of those ideas and strategies with you in a friendly and open environment.

C8 Artbeat Studio: Mental Illness and the Journey of Finding Voice Through Art

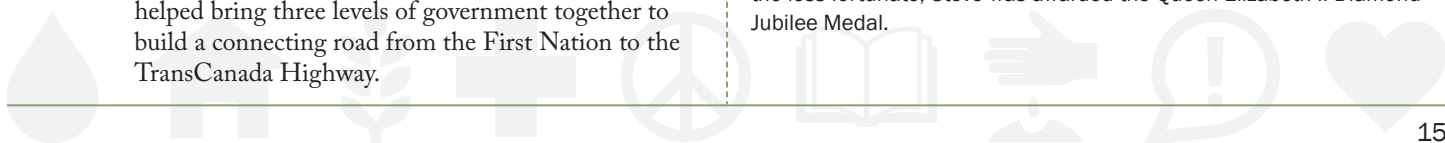
This presentation and interactive discussion by Artbeat Studio Inc., will introduce participants to this unique community-based, peer-directed program that provides social supports, free working art, studio/gallery space and mentorship for individuals living with mental illness for the purpose of recovery and empowerment. Persons with mental illness are often the first to experience the loss of their basic human rights. Regaining these rights and freedoms often involves a complex, frustrating and lifelong process. Enabling the artist with opportunity to pursue one’s passion, engage in community, and to experience the dignity of making meaningful and valuable contributions to society has provided us with insight that we look forward to sharing with educators.

[Nigel Bart](#), B.F.A., is the Founder and Studio Facilitator of Artbeat Studio Inc. Recognizing a strong connection between his own mental health and creativity, Nigel sought ways to support other artists in similar circumstances. Nigel has produced an award winning anti-stigma video “*Inside Out*”, exhibited paintings at the National Art Gallery of Ottawa, and remains a dedicated advocate for equitable opportunity and acceptance of persons with mental illness. He is the recipient of several awards including an Honorary Artist award from the Manitoba Foundation of the Arts and The Flag of Hope Award from the Schizophrenia Society of Canada.

C9 Freedom Road: The Birth of an Activist

In summer 2015, Steve was an organizer of Churches for Freedom Road, a coalition of congregations who joined other solidarity groups to support Shoal Lake 40 First Nation, a community that was forcibly relocated more than 100 years ago to make room for Winnipeg’s aqueduct. Steve will speak about how he became engaged in this particular human rights matter, and give an account of the ups and downs that helped bring three levels of government together to build a connecting road from the First Nation to the TransCanada Highway.

[Steve Bell](#) is a veteran prairie singer-songwriter living in Winnipeg, in Treaty 1 Territory and the homeland of the Métis Nation, whose rootsy troubadoric style has won the hearts of fans world-over. He has performed his material 26 times with symphony orchestras across North America, and has received multiple JUNOs, Prairie Music, Western Canadian Music, and Covenant Awards. His 20th career album, *Where the Good Ways Lies*, was released in November 2016. For his rare longevity and vocational commitment, along with his advocacy work for the less fortunate, Steve was awarded the Queen Elizabeth II Diamond Jubilee Medal.



C10 Conceptualizations of Complex Indigenous and Racialized Poverty and Education Systems: Summarizing the Findings of a Qualitative Inquiry of the Work of Influential Educators Informed by Critical Theory

Complex poverty exists in Canada. While this presentation is based upon a study of the superintendency, lessons learned apply to all educators. From a critically informed perspective, our collective work is to contribute to the creation of educational environments in which people challenge, develop, and, in the words of Foster (1986), “liberate human souls” (p. 18). This presentation will share findings concerned with (a) the beliefs of the participants about complex poverty and how they came to those understandings, (b) their descriptions of the socio-political and organizational environments that informed their work, and within those environments, (c) what actions had they undertaken to attempt to address issues of racialized poverty.

Duane Brothers taught at the early, middle, and high school levels in Manitoba and B.C. before serving as a school Principal, a District Principal, an Assistant Superintendent with the Seven Oaks School Division, a Superintendent with the Sunrise School, and currently, the Superintendent of the Louis Riel School Division. Duane has worked across Canada, the USA, and Mexico in the areas of organizational improvement and leadership. He serves on the Board of the National Faculty of the National Principals Leadership Institute (NPLI) and Special Olympics Manitoba, and is on the executive of the Manitoba Association of School Superintendents (MASS). Duane submitted his doctoral dissertation to the University of Manitoba in August 2016.

C11 The Autism Umbrella: It's Getting Pretty crowded under Here

Based on her TEDx Winnipeg (2015) talk, Kim Zeglinski will share her experiences of autism from the perspective of a parent, an educator, and as an individual on the spectrum in her own right.

Kim Zeglinski is a Winnipeg-based teacher with 20 years experience, a brand new baby school counsellor, a writer-producer-performer, and a wife & mother in a very quirky* family. (*Quirky is a friendly term, often used to describe someone who has traits in-keeping with the Autism Spectrum.)

C12 Exploring Indigenous Rights Together: Connecting Human Rights to Action!

This interactive workshop will introduce participants to the rights based work around reconciliation that the John Humphrey Centre has been doing in schools in Edmonton. Participants will have the opportunity to delve into Canada’s post-contact history and take away an activity that shines a light on our shared past with regards to Indigenous Peoples. In this session, participants will also gain a better understanding of what the United Nations Declaration of Indigenous Peoples (UNDRIP) is and how to introduce this important document in the classroom.

Chelsea Burke is an Education Facilitator with John Humphrey Centre for Peace and Human Rights. Chelsea has a degree in Education from the University of Alberta with a minor in Social Studies. She has a great passion for pursuing social justice and building community through inquiry, discovery and collaboration and looks forward participating in all three with you.

C13 Religious and Cultural Diversity in School and Community - Lived Experiences of Educators

Ira Udow will facilitate a moderated panel of educators who will share their personal stories of working in a religious and/or cultural setting where they found themselves representing a minority. This will be followed by both prepared questions from the moderator and time for questions and answers from participants.

Ira Udow has had a successful career as an educator and school administrator in the Winnipeg School Division, and is now educating pre-service teachers at the University of Winnipeg’s Faculty of Education and is an educational consultant for Education Solutions Manitoba. Ira’s interests in social justice, human rights, and environmental sustainability have led him to participate in the UNESCO Associated Schools Network as an administrator of a member school and as a past provincial network chair. Ira is a co-founder of the Winnipeg Cultural Diversity Project.



C14 Down Syndrome 101: Classroom, Behavior and Inclusion strategies

Like all students, children born with Down syndrome bring many gifts to our classrooms and enrich the lives of those they touch. They also face unique challenges in learning that need to be understood if they are to reach their full potential both academically and socially. In this presentation we will discuss the common learning challenges that students with Down syndrome face and provide strategies to help overcome these challenges. We will also discuss different strategies to promote inclusion in the classroom and school community in general.

Lori Lester received her Bachelor of Education degree in 1987 from the University of Manitoba. She has taught all grade levels from preschool to high school, with the majority of her time spent in early years' education. Lori and her husband were blessed with two fantastic daughters, the second of which was born in 2003 with Down syndrome. It is at this time Lori became a full time advocate for her own daughter, other people with Down syndrome and their families. She has presented to resource teachers, clinicians, teachers, educational assistants, and students of all ages. She has organized the Manitoba Down Syndrome Society See Me Beautiful educator conference for the past ten years. Lori has a passion to see all students reach their potential in all aspects of their lives.

C15 Y a-t-il une hiérarchie parmi les droits de la personne? Discutez à la suite du visionnement des vidéo-clips Free 2 Choose du programme sur les droits de la personne de la maison d'Anne Frank

Les participantes et participants découvriront comment les droits fondamentaux de la personne contrarient l'un l'autre. Elles et ils seront encouragés à discuter des dilemmes contemporains concernant les droits de la personne qui ont été suscités par les vidéo-clips courts Free 2 Choose. Ces derniers permettront aux éducatrices et éducateurs d'approfondir leur discussion des droits de la personne et leur importance. En discutant des dilemmes concrets concernant les droits de la personne, les élèves développeront des habiletés de pensée critique et réfléchiront sur les limites possibles des multiples libertés que nous tenons souvent pour acquises. Les participantes et participants apprendront activement au sujet du programme et comment l'utiliser en classe. Une partie du contenu canadien sera aussi discuté.

Julie Couture est la coordonnatrice des projets canadiens de la maison d'Anne Frank en Amsterdam. Elle coordonne les différents projets de cette Fondation à travers le Canada : la tournée des trois exhibitions d'Anne Frank à travers le Canada, les vidéo-clips Free 2 Choose et les ateliers Memory Walk. Elle est formatrice de la méthode d'éducation par les pairs utilisée dans le cadre des exhibitions et des différents ateliers. Elle est native du Québec et détient un Baccalauréat en arts et en histoire. Elle habite aux Pays-Bas depuis 2005.

C16 Les étudiants affectés par l'ETCAF: un désordre invisible

Cet atelier aidera les participantes et participants à approfondir leur compréhension de l'ETCAF, ses répercussions sur les individus qui composent avec les lésions cérébrales et l'appui nécessité par l'ETCAF à l'école et dans la communauté. L'ETCAF est un trouble mental répandu à travers le monde qui peut être prévenu; malheureusement, de plus en plus d'enfants et d'adultes sont atteints de l'ETCAF. Il y a un sens d'urgence à travers le pays quant à l'appui des personnes atteintes de l'ETCAF et de leurs fournisseurs de soins, surtout dans le contexte des droits de la personne. **N.B. This workshop will be presented in French only.**

Simon Laplante est un éducateur oeuvrant dans les écoles publiques depuis plus de 30 ans. Il a de l'expérience comme enseignant, directeur adjoint, directeur, directeur général adjoint (Division scolaire de la Rivière-Seine) et professeur à l'USB. Il a complété une maîtrise sur l'impact qu'ont les enfants atteints de l'ETCAF sur les relations de leurs fournisseurs de soins (au sein du couple, à l'école et dans la communauté). À la retraite depuis 2014, Simon travaille dans un programme alternatif pour les adolescents à risque dans la Division scolaire de la Rivière-Seine. Il est le père adoptif d'une jeune femme courageuse composant quotidiennement avec l'ETCAF.



D1 LGBT-Inclusive Teachers and the Law

Every Teacher Project researchers, Dr. Donn Short and Dr. Catherine Taylor, will present on their national study of Canadian K-12 teachers' experiences of LGBTQ-inclusive education. They ended the project with 3300 participants, making the Every Teacher Project the largest study on the topic to date worldwide. In this session they will: present project findings about the legal and policy framework for LGBTQ-inclusive education; explain the relevance of the Charter of Rights and Human Rights codes to this work; discuss policy and law issues affecting teachers who do this work in several school districts; and discuss several models for school district policy and provincial/territorial legislation in support of LGBTQ-inclusive teachers and teaching.

[Dr. Donn Short](#) is Associate Professor of Law at the University of Manitoba where he teaches Human Rights, Education Law, and Religion and Law. He was called to the bar in British Columbia and received his law degree from UBC. He is the author of *Don't Be So Gay and Am I Safe Here?*, both published by UBC Press. He is the founding and present editor-in-chief of the Canadian Journal of Human Rights, and is a member of the Manitoba Human Rights Board of Commissioners.

[Dr. Catherine Taylor](#) is Professor of Education at University of Winnipeg where she has led large-scale national studies on LGBTQ-inclusive education: the *First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools* (in partnership with Egale Canada Human Rights Trust, 2011), *The Every Teacher Project on Canadian Teachers' Experiences of LGBTQ Inclusive Education* (in partnership with the Manitoba Teachers' Society, 2015), and the *National Inventory of School System Interventions in Support of LGBTQ Youth* (in partnership with Manitoba Association of School Superintendents, 2016).

D2 Queering our Classroom and Communities

This session will focus on philosophical and pedagogical praxis surrounding contemporary lesbian, gay, bi-sexual, trans, two spirited, and queer (LGBTQ) issues in education. We will address inclusive/anti-homophobic curriculum, policy, resources and ways to support students, families, teachers, counsellors, staff and administrators. Queering reconciliation will present alternate ways of understanding and implementing truth and reconciliation and heed the necessary call to Queer our classrooms and communities.

[Dr. Alex Wilson](#) (Opaskwayak Cree Nation) is an Associate Professor and Academic Director of the Aboriginal Education Research Centre at the University of Saskatchewan. Her scholarship has greatly contributed to building and sharing knowledge about two-spirit people; indigenous research methodologies; and anti-oppressive education. Her research and "coming in" theory has led to classroom and community practices that honour the contributions and lives of two-spirit people. As an Idle No More organizer, she focuses on the prevention of violence in the lives of Indigenous peoples and the protection of land and water. Dr. Wilson is a recipient of a 2016 Nellie Award for human rights leadership and the 2016 Peter Corren Award for outstanding achievement in LGBTQ education.

D3 Educating for the TRC's Calls to ACTION

This session will explore the 94 Calls to Action of the Truth and Reconciliation Commission as Canada's opportunity to heal from its' own difficult history. The Calls to Action provide schools and educators with an opportunity to define themselves as places of healing and safety for all children, where young people are empowered to see themselves as keepers of Canada's future in reconciliation.

[Kevin Lamoureux](#) is the Associate Vice President of Indigenous Affairs at the University of Winnipeg. He comes into this role having served as an award winning course instructor for the University of Winnipeg, the University of Manitoba, and several other post-secondary institutions. The recipient of numerous awards, Kevin is a well-known public speaker, writer and co-host of the popular podcast - The Frank and Kevin Show: In Colour. Kevin has given presentations around the world while also working closely with schools and school divisions throughout Manitoba in support of Aboriginal education and the inclusion of Aboriginal perspectives, with enrichment and talent development, and with troubled and disengaged students.



D4 Mental Health: Yours, Mine and Ours

As a community, our mental health matters. How do we support ourselves, our friends, colleagues and family to deal with the stresses of our personal and professional lives? This interactive session will focus on dialogue and sharing resources while breaking down the stigma of mental health concerns. Come and explore personal and collective approaches to promoting and supporting positive mental health as a caring community.

[Taylor Demetrio](#) has taken his experience as a teen struggling with mental health issues and turned it into a positive by helping teens in our community. After working for more than five years in the field, he is now the Youth Mental Health Promotion Worker at the Canadian Mental Health Association, Manitoba and Winnipeg. He continues to run youth programs and gives presentations and workshops for high school and middle school students. Taylor lives and breathes to promote mental health awareness not only in his professional life, but in his personal life as well.

[Deb Radi](#) is an educator with over 25 years of education experience at the K-12 and post-secondary levels. She has held senior leadership positions as a school and system administrator as an Assistant Superintendent and an Executive Director as well as being a classroom teacher, university lecturer and instructor. Deb is passionate about promoting positive mental health with everyone in our communities and in particular with youth. She is currently the Chairperson of CMHA Manitoba and Winnipeg Board and a certified instructor of the Mental Health First Aid for Youth course.

D5 Here and Now: Working with Schools to End Youth Homelessness

Establishing schools as prevention sites is one of the priorities for Here and Now: Winnipeg Plan to End Youth Homelessness. Schools are often the first safety net for young people when family breaks down. Yet, without a safe and stable home, staying in school becomes very difficult. This session will present what youth experiencing homelessness and those who support them have identified as opportunities for schools and school systems to play a greater role in preventing homelessness, including how sectors can better collaborate to support youth who may be at risk of homelessness.

[Christina Maes Nino](#) is a Community Animator at the Social Planning Council of Winnipeg. She managed the development of the Winnipeg Plan to End Youth Homelessness, in collaboration with a Steering Committee of leaders from youth serving organizations. Kelly Schettler is the Coordinator of Transition Services at Macdonald Youth Services, which provides a range of programs for young people transitioning to healthy and interdependent adulthoods. Jason Romanyshyn experienced homelessness as a youth. He now mentors and supports youth on the street.

D6 Building Global Citizenship in the Social Studies Classroom and the School Community

This session will provide an overview of how Global Citizenship can be built in the Social Studies classroom as well as in the school community. The session will highlight Global Citizenship pedagogy and resources that are available in Manitoba Social Studies. The work of UNESCO schools will be highlighted as an example of how to build Global Citizenship in your school community.

Linda Connor taught Social Studies and English Language Arts for more than 3 decades at Gray Academy, before taking on the role as the Social Studies Curriculum Consultant for Manitoba Education and Training. In addition, Linda is the co-author of: *The World Today* (Grade 7 Social Studies, Portage and Main Press); *Canada in the Contemporary World* (Grade 9 Social Studies, Emond Montgomery Press); and, *Shaping Canada*, (Grade 11 History of Canada, McGraw-Hill Ryerson). Linda is also the current editor of MSTA journal (see www.mssta.org) for Manitoba Social Studies teachers.



D7 The Influence of Social Factors on Children's Health and Development

It is well established that the factors that contribute to children's health lie mainly outside the health care system. The social determinants of health – things like family income, education and employment – play pivotal roles in children's health and education outcomes. This presentation will summarize our current understanding of how social factors influence children's developmental trajectories, with examples drawn from research conducted at the Manitoba Centre for Health Policy. We will highlight programs that have been successful vis-à-vis supporting optimal child development and conclude with a discussion of strategies for reducing inequities in child health and education outcomes.

[Dr. Marni Brownell](#) is a Professor at the University of Manitoba and Senior Research Scientist with the Manitoba Centre for Health Policy (MCHP). Her research focuses on the social determinants of children's health.

[Dr. Nathan Nickel](#) is an Assistant Professor at the University of Manitoba and a Research Scientist at MCHP. He uses administrative data to examine how social factors influence the distribution of maternal/child health outcomes.

[Dr. Mariette Chartier](#) is a research scientist at MCHP. Dr. Chartier's research interests are prevention and early intervention programs for children and their parents, mental health, child maltreatment, and health of vulnerable populations.

D8 The 60s Scoop: A Hidden Legacy of Colonization

Award Winning Cree Filmmaker Coleen Rajotte presents an overview of what happened to 18,000 Aboriginal children in the 60s, 70s and early 80s. Children were taken from their homes by social workers and placed with middle class families all over North America. An estimated 3,000 of our children were sent to the United States. Ms. Rajotte was adopted out and will share her story and thoughts about how this issue needs to be addressed by governments and society.

[Coleen Rajotte](#) is an award winning Director/Producer and a former television reporter with a passion for telling the stories of her people. Her production company, Rajotte Productions has produced more than 90 hours of television programming including 6 one hour social issue documentaries on issues such as the 60s scoop and youth suicide. Ms. Rajotte is Cree and Métis and grew up in Winnipeg, Manitoba embarking on a career as an independent filmmaker in 1999. Coleen is currently putting the finishing touches on a documentary about her own life and her quest to find her biological family. Ms. Rajotte is also the Founder/Artistic Director of the Winnipeg Aboriginal Film and Video Festival that is entering its 15th year in 2016.

D9 Decolonizing Education: Nourishing their Learning Spirits

Indigenizing education has been actively named and pursued as a national agenda among Indigenous leaders and educators, as well as the Canadian Council of Ministers of Education, yet teachers are the front line workers for the priorities that have been set. This session by Mi'kmaq educator and professor Dr. Marie Battiste provides a decolonizing perspective for unpacking Indigenous education and offers promising practices that move beyond the add and stir Aboriginal content in curriculum approach to a theory of decolonized education and what it means to nourish their learning spirits.

[Dr. Marie Battiste](#) is Mi'kmaq from Potlotek First Nations, and professor in the Department of Educational Foundations at the University of Saskatchewan. With earned degrees from Harvard and Stanford Universities and four honorary degrees, she is a widely acclaimed Indigenous scholar whose work in understanding and protecting Indigenous knowledge and pedagogies, decolonizing education, and ethical research with Indigenous communities has opened new areas of research and inquiry. Widely published, she is an elected fellow to the Royal Society of Canada, a Canadian organization of over 2000 Canadian scholars, artists, and scientists, peer-elected as the best in their field.



D10 Learning and Action within an Intercultural Community School

Hugh John Macdonald School is a Grade 7-9 Intercultural Community School, situated in the centre of Winnipeg. As a community school, it breathes life within the community in which it resides, and its students and staff are a reflection of the community it serves. Since it was built on its current site in 1929 on Treaty 1 land, the one constant in the school identity has been the flux of diverse people groups in its neighborhoods. In response to this constant reality of evolving change, this intercultural community of learners is dedicated to strengthening the matrix of relationships that stretches its members from a static recognition of diversity to a rich perspective that diversity enriches our experiences and is a source of resiliency and growth. It is this sustained commitment to living out our diversity within our indigeneity that serves as a bedrock in our pressing work of Truth and Reconciliation.

[Vinh Huynh](#) is currently in his tenth year as principal of Hugh John Macdonald School. His learning and teaching experience in inner city schools encompasses 23 years.

Vinh's work in education and community is guided by a vision to cultivate a way of being, thinking and living an ideal of institutions as welcoming places that interact with the diversity of communities in which they are situated. His vision of Hugh John Macdonald as an intercultural community school is predicated on the belief that a community school's identity and well-being is uniquely linked to the wider neighbourhood it serves.

D11 Inclusion of Newcomer Children and Their Families in Schools and Communities

Settling in a new environment can be challenging and stressful for people of all ages and backgrounds. This presentation will explore the settlement experiences of children and their families from non-Western, low- and middle-income countries that have immigrated to Canada and, in particular, Winnipeg. One of the main themes will be processes of integration and the actions welcoming communities, including schools and other social institutions, can take to make newcomers feel welcome and included.

[Dr. Régine Uwibereyeho King](#) is Assistant Professor in the Faculty of Social Work, University of Manitoba. Her research interests include psychosocial processes in post-conflict settings, women's rights, and cross-cultural mental health. Her focus has been on survivors of organized violence who resettle in their communities or in other countries as refugees and immigrants. Dr. King is also interested in Indigenous knowledges and methodologies, truth and reconciliation commissions, and transnational social work. She is committed to social justice, human rights, and healthy communities.

D12 Dire la vérité au pouvoir

Explorez l'outil incroyable pour enseigner la matière sur les droits de la personne. Développée par le Musée canadien pour les droits de la personne en partenariat avec la Fédération canadienne des enseignantes et des enseignants et d'autres, cette ressource innovatrice présentera 12 défenseurs canadiens et 51 défenseurs internationaux des droits de la personne. Le projet traite des questions allant des crimes contre l'humanité, de l'activisme des droits de l'enfant à l'autonomie des autochtones et à l'encouragement de la participation des citoyennes et citoyens. Soyez équipés avec un dispositif électronique pour accéder au PVAP tout au long de l'atelier. Des plans de leçon et des ressources sont disponibles par le moyen du PVAP. **N.B. This workshop will be presented in French only.**

[Brahim Ould Baba](#) est un cadre administratif à la Manitoba Teachers' Society où il fournit les services aux membres en matière de perfectionnement professionnel dans les deux langues officielles. Ses sujets d'intérêt incluent l'équité et la justice sociale, l'inclusion et la diversité dans les écoles, la compétence culturelle ainsi que l'éducation en français.

[Mireille Lamontagne](#) est une anthropologue, archéologue et muséologue qui se considère comme une généraliste dans la majorité des domaines reliés au travail dans les musées, mais comme une spécialiste dans l'interprétation et les études des populations autochtones de l'Amérique du Nord. Elle a été embauchée par le Musée canadien pour les droits de la personne à titre de Directrice des programmes éducationnels et des projets spéciaux en septembre 2012 et a entrepris récemment un nouveau défi à titre de Directrice des programmes avancés et professionnels.

D13 Student Track: Designing a Proclamation for a Reconciled Canada

This is a mandatory session for the student participants and their supervising teachers only.



Uniting Our Worlds through Respect and Reconciliation

Dr. Wilton Littlechild has the distinction of being the first Treaty First Nation person to acquire his law degree from the University of Alberta in 1976. He holds a Master's Degree in Physical Education. In 2007, the University of Alberta bestowed upon him a Doctor of Laws Degree for his outstanding achievements, including his leadership in human rights, contributions to the world of sport and representation of Indigenous Peoples in the international community. Since 1965, Dr. Littlechild has won more than seventy-five provincial, regional, national and international championships, serving as a Coach and organizer of sports events many times. He has also been inducted into seven Sports Halls of Fame and continues to participate as a senior/master athlete at the Canada Senior Games, World Masters Games mainly in hockey, swimming and triathlon. He was honored as the first Indigenous Torch Bearer named for the 2010 Olympic Winter Games as well as Ambassador for the Olympics.

Dr. Littlechild is a respected lawyer, advocating for the rights of Indigenous Peoples, avidly promoting self-determination and Treaty implementation. Dr. Littlechild has served as the Chairperson for the Commission on First Nations and Métis Peoples and Justice Reform in Saskatchewan. He currently is a Commissioner with the Truth and Reconciliation Commission of Canada. He has also represented North America for two three-year terms as the North American representative to the UN Permanent Forum on Indigenous Issues. He currently serves as an Expert Member of the UN Expert Mechanism on the Rights of Indigenous Peoples which provides advice to the UN Human Rights Council. He is married to Helen (nee Peacock), father of three and grandfather of eight.

