

WHO: TLLT workshops are available to MTS members. Educational assistants and support staff may attend TLLT workshops in their school for an additional charge of \$20 per person.

WHAT: TLLT workshops are half-day (3 hrs) or full-day (5.5 hrs) sessions offered by teachers for teachers. The cost is \$175 booking fee.

WHERE: TLLT workshops are offered at your school site or divisional PD day.

WHEN: TLLT workshops can be requested for any date, subject to the availability of TLLT facilitators. Book early to avoid disappointment.

WHY: The mandate of the Teacher-Led Learning Team is to design and facilitate workshops for Society members across the province.

HOW: To request a TLLT workshop: http://www.mbteach.org/pdfs/pd/PLS_Contract_2019.pdf

Collaborative Relationships High-Impact Teams – HALF-DAY

Participants will identify characteristics of and strategies to enhance meaningful collaborative work within grade-level teams, PLCs, and departments.

Topics: Qualities of high-performing groups, strengths and impacts of work style preferences; tools for talking about things that matter.
* This workshop complements *Fish! Food for Thought*.

FISH! Food for Thought – HALF-DAY

Participants will learn about the Fish! Philosophy, a mindset that inspires creativity, joy, and productivity to enhance the work we do with students and the way we work with colleagues. This is important because the ability of teachers to collaborate and work together is paramount to student success.

Topics: Working with a gameful mindset, choosing attitude, finding joy, and being present.
*This workshop complements *High-Impact Teams*.

Working with Educational Assistants – HALF-DAY

Participants will explore practices and guidelines that enhance dynamic working relationships between teachers and EAs.

Topics: Roles and responsibilities of Educational Assistants; MTS policy and provincial regulations; effective communication strategies; preparation, guidance, and supervision of EAs.

Building Safe Spaces

It's All About You!: Planning for Teacher and Student Success – HALF OR FULL-DAY

Thinking proactively about teacher approaches can change classrooms. Based upon the professional needs in your school, choose your own adventure to explore either a half-day (two topics) or full-day (all topics) of learning.

Topics options include: 3P'S of teaching (passion, presence, power), classroom routines and other considerations, the Brain Trumps, and intervention strategies.

Current LGBTQ* Realities – HALF-DAY

Participants will learn strategies for developing LGBTQ inclusive classrooms and schools.

Topics: Terminology (gender and sexual identities); societal norms of sex, gender, orientation and gender expression; supporting students who are coming out; starting and maintaining a GSA; and addressing everyday discrimination.

Where To Start: Words to Action – UNDER CONSTRUCTION

Trauma Informed Teaching – UNDER CONSTRUCTION

Let's Talk

Difficult Conversations – FULL-DAY

Participants will explore knowledge and skills to have purposeful conversations when stakes are high, emotions are strong, and opinions vary.

Topics: Exploring the 3W's of avoidance – what, why, and ways people avoid important conversations; clarifying motive, mindset, conditions, and purpose in preparation for conversations; and applying new knowledge and reflecting on conversations using a framework; and considering communication stumbling blocks, triggers, and diffusion techniques to stay in dialogue.

Better Conversations – FULL-DAY

Pre-requisite: Difficult Conversations

Participants will apply skills learned in *Difficult Conversations* through the lens of three big ideas: *A Better Me* (self-awareness); *A Better We* (relational awareness); *A Better Conversation* (conversational awareness).

Topics: Understanding how values impact behavior in conversations; active listening skills; communication stumbling blocks; and diffusion techniques to stay in dialogue.

Indigenous Education

Opening the Door to Reconciliation through Story & Fact – HALF-DAY

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.

For more information, please contact pdevents@mbteach.org

*Please note: workshop descriptions are subject to change due to ongoing reflection and revision