

Certification Workshops

| Administrators Certificate | Counsellors Certificate | Special Education Certificate |
|--|---|-------------------------------------|
| Keeping Your Foot Out of Your Mouth | Keeping Your Foot Out of Your Mouth | Keeping Your Foot Out of Your Mouth |
| Making It Work – Part I | Making It Work – Part I | Making It Work – Part I |
| Naming and Engaging with Difference | Naming and Engaging with Difference | The Class Review Process |
| Leadership: Aboriginal Ways of Knowing – Part I | Leadership: Aboriginal Ways of Knowing – Part I | Appropriate Educational Programming |
| The Class Review Process | The 3Rs of a Successful School Counselling Program – Part I | Making It Work – Part II |
| Appropriate Educational Programming | Leadership: Aboriginal Ways of Knowing – Part II | Naming and Engaging with Difference |
| Leadership: Aboriginal Ways of Knowing – Part II | Making It Work – Part II | |
| Making It Work – Part II | | |

Note: For further information on Certification Requirements contact Joan Zaretsky at jzaretsky@mbteach.org or 831-3062 / (800) 262-8803 ext 213

SUBSTITUTES

Surviving and Flourishing as a Substitute Teacher

Kathy Lautens

Saturday, September 12, 2009, Winnipeg

Saturday, September 19, 2009, Dauphin

Saturday, September 26, 2009, Brandon

Substitute teachers play an important role within the public education system throughout the province. Your presence and availability ensures that classrooms continue to operate when teachers must be absent from their duties for any number of reasons.

Ensuring that things run smoothly is in everyone's best interest!

The goal of this workshop is to help you develop new techniques and strategies, or improve your existing skills, for managing student behaviour and making the days more successful and productive. Whether this is your first year as a substitute teacher or your tenth year, this workshop will provide a wealth of ideas and resources that enhance your success in this very challenging role.

BEGINNING TEACHERS

Beginning Teacher Symposium

October 2 – 3, 2009

This two day workshop is designed for all teachers who are in their first five years of teaching. The first hour of each morning will be set up with short plenary presentations highlighting issues of interest to teachers new to the profession such as "Taking Care of Yourself", "What the Society Can Do for You" and "Your Pension: What You Need to Know Early in Your Career". The remainder of each day will be devoted to a more intense exploration of knowledge, skills and strategies vital to the success of new teachers in three thematic streams: Assessment and Reporting Practices, Building a Positive Learning Environment, and Classroom Management. These three streams will run each day and participants will choose two of the three streams over the course of the Symposium. This Symposium offers new teachers a chance to network with other beginning teachers to share their stories while developing some new skills and strategies to support their day-to-day classroom practices.

The cost of the Symposium is a \$25.00 deposit which is refunded to the teacher upon completion of their workshop on the second day. Kits will include handouts for all the workshops. Door prize draws will occur each day and free materials will be available.

Regional Beginning Teacher Workshops

These sessions will build on the information presented at the Symposium but participation in the Symposium is not a pre-requisite. Topics to be explored at these workshops include Instructional Practices: Differentiated Instruction, Engaging and Motivating Learners, Anger Management and Conflict Resolution. They are scheduled as follows:

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|-----------------------|-------------------|
| Northern location TBA | February 5, 2010 |
| Steinbach | February 5, 2010 |
| Brandon | February 12, 2010 |
| Winnipeg | February 12, 2010 |
| Winkler | February 26, 2010 |
| Dauphin | February 26, 2010 |

ABORIGINAL

Leadership: Aboriginal Ways of Knowing Part 1

Fred Sanderson

November 19 – 20, 2009

Certification: 10 Contact Hours, Administrators' Certification, Personnel
Counsellor Certification pending

The Seven Sacred Teachings of First Nations people exist to ensure the survival of living beings on this Earth. By watching the animals in the natural world, we understand the teachings of respect, honesty, truth, humility, courage, wisdom and love. Travel with Fred Sanderson as he brings the Seven Sacred Teachings to life in a context of public education.

This four-day institute is being offered in two parts. Part I and Part II will explore personal and professional leadership through the seven sacred pipe teachings developing understanding of the strength of these teachings through real-life scenarios.

Participants in Part I will have the opportunity to participate in four teachings, discussion, personal reflection and smudge ceremonies. Participants are required to complete Part I before participating in Part II (which is being offered March 5 & 6, 2010.)

Leadership: Aboriginal Ways of Knowing Part 2

Fred Sanderson

March 4 – 5, 2010

Certification: 10 Contact Hours, Administrators' Certification, Personnel
Counsellor Certification pending

Prerequisite: Leadership: Aboriginal Ways of Knowing Part 1 (offered Nov. 19 & 20,
2009)

This two day workshop will explore personal and professional leadership through the seven sacred pipe teachings. Participants will have the opportunity to participate in three teachings, discussion, personal reflection, and smudge and sweat ceremonies.

DIVERSITY & EQUITY

EAL Learners in Manitoba Classrooms (English as an Additional Language)

Diana Turner, MECY

November 2, 2009

Certification: Not Applicable

You and your colleagues are no doubt encountering increasing numbers of students who are facing the double challenge of learning English as an additional language and of using their new language to learn in various content areas.

This one-day workshop will provide classroom and resource teachers with ideas for program planning, instruction and resources for the EAL Learner.

Instructional resources for EAL learners will be shared with the purpose of using EAL-friendly strategies to adapt regular lessons or units for students at different stages of language learning. These EAL friendly instructional practices will prove to be good for other students in your classrooms. Participants will also learn more about the new Manitoba EAL Curriculum Framework, the EAL Stages and Outcomes for EAL programming.

Participants are encouraged to bring materials they have developed for EAL learners or classroom learning activities that they would like to share and adapt.

Making it Work! Services for English as an Additional Language (EAL) Students in Manitoba Schools – Part I

Diana Turner, MECY, et al.

November 5 – 6, 2009

Certification: 10 Contact Hours, Administrators' Certification, Instruction

10 Contact Hours, Special Education Certification

Counsellor certification pending

This two day workshop is Part I of two sessions that will explain and explore the many considerations required of teachers and school leaders as increasing numbers of students whose first language is neither English nor French are accepted into Manitoba classrooms. Participants will consider the stages of EAL learning and the EAL Framework developed by MECY. Effective

practices and the needs of classroom teachers to ensure success for EAL learners will be presented and discussed.

Successful programming models that support planning for language development and encourage whole school involvement will be investigated as participants review promising practices in place in Manitoba schools and elsewhere.

Participants will develop an understanding of definitions, provincial policies regarding funding and eligibility, and students' right to attend schools.

Making it Work! Successful Leadership for English as an Additional Language (EAL) Students - Part II

Diana Turner, MECY, et al

April 29 – 30, 2010

Certification: 10 Contact Hours, Administrators' Certification, Instruction
10 Contact Hours, Special Education, Certification
Counsellor certification pending

Prerequisite: Making it Work! Part I (offered Nov. 5 & 6, 2009)

This two day workshop builds on the learning established in Part I of Making it Work!

Participation in Part I is a prerequisite to participation in this session.

As teachers and school leaders, participants must understand the essential skills required of classroom teachers to effectively teach students whose first language is neither English nor French. Participants will explore staffing needs, optimal professional learning opportunities for teachers, and resources available to support these needs.

The diversity of needs of EAL students includes the wide array of special learning needs as well as disrupted schooling and social-emotional trauma resulting from civil war and unrest as well as displacement. Participants will review promising practices to meet these diverse needs and discuss strategies to advocate for these students.

Strategies for linking the school with the parents and cultural community of its students will be developed and shared.

Naming and Engaging with Difference: learning about cultural issues

Lee Ann Block, Coordinator, Internationally Educated Teachers (IET) Program, Faculty of Education, University of Manitoba

November 12 – 13, 2009

Certification: 10 Contact Hours, Administrators' Certification, Instruction
10 Contact Hours, Special Education Certification
Counsellor Certification pending

This workshop will focus on how cultural issues arise through curriculum and through interactions in classrooms. We will consider the difficulties and the possibilities of working with cultural differences. The participants will be encouraged to identify experiences with cultural differences in their schools and in their lives. In small groups, participants will develop scenarios/case studies which come from teaching experiences. We will consider how to foster equity through developing agency and creativity with students.

Social Exclusion, Poverty and the Determinants of Learning

Marianne Cerilli

January 18, 2010

Certification: Not Applicable

This one-day workshop will explore the impacts of poverty on education and learning in Manitoba schools and communities. Participants will begin by examining the realities of the current socio-economic conditions in our province. Through experiential activities, participants will build understanding of disparity and exclusion resulting from the oppression of poverty. Working with these realities and understanding, we will discuss how to address the affects of these issues in our classrooms and schools as we strive to meet the needs of all learners.

MORE PD OPPORTUNITIES

Keeping Your Foot Out of Your Mouth: Legislation Every Principal Needs to Know

Joan Zaretsky, MTS Staff Officer, et al.

October 8 – 9, 2009

Certification: 10 Contact Hours, Administrators' Certification, Management
10 Contact Hours, Special Education Certification
Counsellor certification pending

This two day workshop will explore the many facets of the Freedom of Information and Protection of Privacy Act (FIPPA,) the Personal Health Information Act (PHIA) and other legislation as it applies to the sharing of information within the educational setting. The application of this legislation will also be reviewed in relation to the MTS Code of Professional Practice to alleviate complaints that may lead to Professional Certification Reviews. There will be an extensive examination of the relevant aspects of the legislation and case study analyses of real life situations. This is a must for all school administrators, classroom teachers and teachers working in the area of special education and school counselling.

The Class Review Process: Stories of Implementation and Follow-up

Faye Brownlie

December 3 – 4, 2009

Certification: 10 Contact Hours, Administrators' Certification, Instruction
10 Contact Hours, Special Education Certification

This class review process is a school-based ~~team meeting~~. The structure of this meeting encourages teachers to describe the context of the classroom where children with special needs spend their day. Into this classroom description of strengths, concerns and goals, individual needs of students are placed.

In this two day session, you will learn about the class review process, ways of establishing it in your school and ways of following-up after the meeting to better

address the learning needs of all students. The session will address ways of working together in the school as a resource team. The session will also address a school-wide reading assessment that adds

information to the class review, helpful in planning for instruction in inclusive classrooms. Elementary and secondary classroom class reviews, reading assessments and results, and teaching plans will be shared.

This session is best attended with several members of a school-based team, including an administrator, a resource teacher and a classroom teacher.

Appropriate Educational Programming: What Does It Mean for Principals?

Joan Zaretsky, MTS Staff Officer, et al

January 21 – 22, 2010

Certification: 10 Contact Hours, Administrators' Certification, Management

10 Contact Hours, Special Education Certification

Since the proclamation of the Appropriate Educational Programming Amendment in June 2005, many new issues have arisen regarding its implementation. While school divisions are mandated to provide the programming, school principals are legally designated within the accompanying regulations and standards to be accountable for compliance. This two day workshop will review the role of the principal in implementing the Act, the Regulations and the Standards. Reference will be made to the newest MECY documents including "Student-Specific Planning: The IEP Process" and others. Through individual reflection, small and large group activities, participants will have the opportunity to discuss changes in leadership responsibilities, supports and challenges in implementing the legislation and strategies to support their roles.

The 3Rs of a Successful School Counselling Program – Part I

Jan Stewart, University of Winnipeg

Sharon Labossiere, Manitoba School Counsellors' Association

February 18 – 19, 2010

Certification: 10 Contact Hours, School Counsellors' Association

Relationships – Records – Referrals are the foundations of a successful and sustainable school counselling program. This two-day workshop will engage participants in the exploration of the ethical issues and the development of the processes that are critical to providing counselling services within the school setting. Participants will answer questions such as :

How do we as school counsellors track our diverse activities and the needs of students and teachers in a meaningful way?

How do we handle referrals from teachers, families and community members?

When and how do I best meet the needs of students through referral to agencies and other professional services?

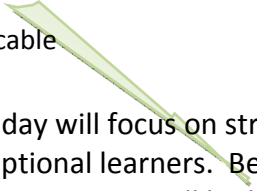
The school counsellor is the cultivator of relationships and must often balance many diverse and often conflicting needs. Participants will explore the dynamics of relationships with colleagues, students, parents and community supports that are integral to their roles.

Strategies for Exceptional Teachers

Cam Symmons

March 19th, 2010

Certification: Not Applicable



This day will focus on strategies for classroom teachers working with exceptional learners. Beginning with an exceptional learner's perspective, we will look for solutions, using The Exceptional Teachers' Casebook and sharing successful experiences from our own classrooms. Some time will be spent specifically on planning for students with Fetal Alcohol Spectrum Disorders and students with Attention Deficit Hyperactivity Disorders.