

Meet our team

The mandate of the Teacher-Led Learning Team is to design and deliver workshops and presentations to Society members across the province.

For more information:

Staff from the Professional and French Language Services department are committed to supporting your work and learning with the TLLT.

The Staff Officer responsible for TLLT is:

Eric Sagenes

Staff Officer, Professional and French Language Services

191 Harcourt Street
Winnipeg, MB R3J 3H2

P: 204.560.4550

TF: 1.866.494.5747 x 293

C: 204.299.2574

E: esagenes@mbteach.org



Megan Appleton

Megan Appleton is an itinerant occupational therapy clinician with the Louis Riel School Division. She is passionate about working alongside school teams to support a wide range of building needs. She has over 9 years of experience providing school-wide professional development, coteaching, and staff training opportunities as well as creating small-group and individualized programming. She is committed to continuing her education and to providing equitable and inclusive services to students.



Charlene Bakke

Charlene Bakke is a curriculum, instruction and assessment consultant in the River East Transcona School Division. She has taught in elementary, middle and senior years, been a teacher librarian, and most recently developed and taught the Divisional Team program for Grades 10, 11 and 12. She enjoys strengthening connections with students through coaching and extra-curricular activities. She is excited about how we as teachers best engage students so that they develop the skills to navigate their own path with confidence and resilience.



Madison Carter-Plouffe

Madison Carter-Plouffe is a French Immersion elementary school teacher in St. James-Assiniboia School Division on Treaty 1 territory. She is currently in the process of completing her masters in education in educational administration through Brandon University. Madison is passionate about leadership development and building strong classroom and school communities based on Indigenous perspectives. She believes all of her students have unique gifts and seeks different opportunities to help develop and showcase their gifts.



Raya Charrier

Raya Charrier has worked with K-12 students as a classroom, resource, and reading intervention teacher for the past 13 years in the Evergreen School Division. She is currently a principal at Winnipeg Beach School. She holds a PBDE and a Certificate in School Leadership and is passionate about both life long learning and school improvement. She strongly believes in the potential of everyone and takes pride in serving her community as an educator, mentor, and coach.



Melissa Dean

Melissa Dean is currently a high school math and science teacher in the Hanover School Division. She has been teaching for 22 years, in both Ontario and Manitoba, and her career has spanned grades 1 to 12 in a variety of roles. In addition to being a classroom teacher she has also held roles as a Numeracy and Literacy Coach. Melissa believes strongly in building classroom culture, the power of student reflection, and developing student-centered assessment and learning across all curriculum areas.



Bryanne DeRoo

Bryanne DeRoo is new to TLLT after coming off of 6 years with the Collaborative Learning Facilitators Team. She is originally from northern Manitoba but has made Brandon home for many years. Her current teaching assignment is Guidance Counselling and teaching Phys Ed and Health in a K-8 school. Bryanne believes she is as much of a student as she is a teacher, and admits she has too many hobbies.



Fiona England

Fiona England, RSW, is a passionate and energetic school social worker with over 25 years of experience both within schools and child welfare. She is currently a social work clinician with Winnipeg School Division and has over 17 years of experience providing specialized learning opportunities on several topics such as child welfare legislation, children in care, safeTALK, mental health literacy, trauma, anxiety/depression, staff wellness, and mindfulness. Fiona believes in a child-centered, trauma informed, systemic approach to supporting and enhancing safe and caring schools.



Quinn Jones

Quinn Jones is a Learning Support Teacher in Seven Oaks School division with over 17 years of teaching experience. She holds a Master of Education degree with a focus on inclusion in French Immersion. Quinn is passionate about collaborating with colleagues to meet the diverse needs of all learners.



Laryssa Kurjewicz

Laryssa Kurjewicz has been a math and science teacher in the Lord Selkirk School Division since 2013, with experience ranging from middle school to adult education classrooms. She believes in fostering curiosity and critical thinking, and that learners at any stage in life can gain confidence through meaningful challenges. She is committed to creating engaging and inclusive learning environments and supporting colleagues through professional advocacy.



Peiki Loay

Peiki Loay is a middle years teacher in the Hanover School Division. She loves learning together with students and believes in creating courageous, accountable spaces of belonging for all learners. Peiki has walked alongside educators both within and beyond HSD in the areas of Indigenous perspectives and anti-racism in science education. Her Master's research explored justice-oriented science pedagogies and the role of science educators in reconciliation. As a settler of Asian heritage, she is working on becoming a better guest on the lands of Indigenous Peoples.



Kristjana Michaluk

Kristjana Michaluk (she/her) is a high school student services teacher on Treaty 2 territory (Mountain View School Division). She has a PBDE in Special Education and is beginning her M.Ed. in Inclusive Education. She strongly believes in creating safe and inclusive schools for all students and that educators have the opportunity to create meaningful change in school systems through learning with all students and their communities.



Kelly Otto

Kelly Otto is a principal in the Lord Selkirk School Division. Prior to that, she was a resource teacher and Middle Years classroom teacher in the Sunrise School Division for 17 years. Throughout her career, Kelly has experience from K-12+ levels. Kelly holds a PBDE and a M. Ed. in Educational Administration. She is a lifelong learner who continuously seeks opportunities for professional growth, most recently completing the theoretical component of the EAL Teacher Certificate Program at the University of Winnipeg. Kelly is passionate about leadership and establishing healthy relationships to build a positive school culture.



Martha Mayen

Martha Mayen (she/her) is a math support teacher with the Winnipeg School Division. Martha seeks to create supportive spaces where everyone can thrive. To empower students and colleagues through equitable, meaningful learning, she is guided by the question, "How can math drive justice?" How can we continue to build communities where all learners feel seen, heard, and capable of success?



Kaden Mirza

Kaden Mirza is a Grade 8 teacher in the Portage la Prairie School Division who believes in the power of student voice, inclusion, purpose-driven learning, and community connections. With a cross-curricular approach grounded in the global competencies, Kaden designs learning experiences that connect big ideas across subjects and give students agency. Kaden's past work in anti-racism education continues to inform a classroom rooted in equity, agency, and real-world relevance.



Robyn Paulishyn

Robyn Paulishyn is a school counsellor in the Brandon School Division. Over the last 20 years, Robyn has taught K-8 Music, Grades 3-9 classroom, Inclusive Education at the high school level and was a student advisor at Assiniboine Community College for the Adult Collegiate and the Business, Agriculture and Environment program. She holds a Master's in Education in Guidance and Counselling and is currently working on her Master's in Educational Administration. Robyn works to create safe spaces where students and staff can feel a sense of belonging, bring their uniqueness, and express themselves.



Tara McLauchlan

Tara McLauchlan (she/her) is a literacy coach in the St. James Assiniboia School Division. Prior to becoming a literacy coach, she worked as an English Language Arts teacher for Grades 9-12, a technology coordinator, a literacy coordinator, and a deep learning coach. Tara recently graduated from the University of Manitoba with a master's in education. Her thesis focused on the importance of representation in story and explored the opportunities, motivations and barriers Middle Years and Senior Years teachers encountered while facilitating learning with diverse texts in their ELA classrooms. Tara believes that the stories of 2SLGBTQ+, Indigenous, Black, Asian, Hispanic and other voices of color, must be read, heard, shared and represented in classrooms and schools.



Shannon Mulvey

Shannon Mulvey is a grade 7/8 teacher in MacGregor, Manitoba. She has worked as a primary, elementary and senior years classroom teacher, as well as a resource teacher in middle and senior years. Shannon holds a PBDE in Special Education and has her M.Ed in curriculum and instruction. She is passionate about creating accessible and engaging learning experiences for students and has a keen interest in game-based learning.



Tanya Polasek

Tanya Polasek is a Grade 9-12 English and drama teacher in the Pine Creek School Division. As a lifelong lover of learning and language, she is in the final stages of earning her Master's degree in Curriculum and Pedagogy at Brandon University. She believes that the foundation of public education is built on strong and authentic relationships among students and staff. Tanya is passionate about supporting creativity in the classroom and beyond, specifically through theatre and creative writing.



Shawna McLeod

Shawna McLeod (she/her) is a settler born on Treaty 1 land, and a team leader and visual art specialist in the Louis Riel School Division. She has an MFA from Concordia University and is an Art21 Educator, part of a global learning community devoted to teaching with contemporary art. She has worked closely with the Manitoba Association of Art Educators (MAAE), Mentoring Artists for Women's Art (MAWA), and many local community organizations. She is a mentor teacher for several student initiatives focused on diversity, equity, inclusion, and anti-racism. Her driving goal is to support student voice.



Tammy Ortynski

Tammy Ortynski is a support teacher with Interdivisional Student Services of the Winnipeg School Division working in partnership with Child & Adolescent Mental Health at HSC. She has 20 years of experience in education, a PBDE in Inclusive Education and a Master's degree in Counselling Psychology. She is dedicated to supporting students who struggle with various mental health concerns and advocating for appropriate supports and interventions.



Amy Portey

Amy Portey is the French coordinator and a vice principal for the School District of Mystery Lake in Thompson, MB. She has twelve years of Grade 1 French Immersion classroom experience and two years K-8 resource experience. Amy has completed her master's degree in educational leadership and is passionate about supporting teachers in meaningful professional development as a component of teacher well-being.



Anne-Marie Rochford

Anne-Marie Rochford is a high school English teacher (Frontier School Division) with 26 years of teaching experience

in Indigenous settings in northern Saskatchewan and Manitoba. She has a M. Ed in Leadership and School Improvement and enjoys the creative process of developing lessons and units. She loves working with teenagers in the classroom and in her role as Grad Advisor. She has been involved in the development and assessment of the provincial exam for 18 years, and presented at MERN, SAGE, and other divisional PD.



Jennie Ruhr

Jennie Ruhr is a learning support teacher in Seven Oaks, a former Big Picture school educator, and sessional

university instructor with over 15 years of experience. She specializes in project-based learning, inclusive education, and leveraging technology to enhance learning and streamline teaching practices. Jennie is passionate about equity, student voice, and empowering diverse learners and educators.



Brigitte Saurette

Brigitte Saurette is an elementary school teacher currently working in the Red River Valley School Division. She began

her teaching journey with the Division scolaire franco-manitobaine before continuing her career in French Immersion education. Brigitte holds a PBDE from the University of Manitoba, with a focus on inclusion, curriculum development, and counselling strategies. Her teaching philosophy centers on creating engaging, hands-on learning opportunities through project-based learning. She is committed to implementing a “low floor, high ceiling” approach, ensuring that all students are supported and challenged according to their individual needs. Brigitte brings creativity, inclusivity, and a student-centered mindset to her practice and to the learning team, always striving to make learning meaningful and accessible for every child.



Kathy Simcoe

Kathy Simcoe has been an educator for grades 7-12 since 2010. Currently, she serves as the Indigenous Education

Support Teacher for the Interlake School Division. Kathy holds a PBDE in Sustainability and a Master’s Degree in Educational Foundations with a focus on Indigenous Land-based Education. However, her most valuable education comes from engaging with and learning directly from Elders and Knowledge Keepers. Her passion lies in learning and sharing the true history of Canada and using it as a powerful tool for advancing reconciliation.



Shauna Tait

Shauna Tait is a dedicated educator at Marion School in the Louis Riel School Division. She brings 24 years of classroom

experience to her current position as a Student Services Teacher, where she primarily supports early years students. She holds a Post-Baccalaureate Diploma in Education with a focus in Educational Administration.

She is deeply committed to early literacy development and is a passionate advocate for the science of reading. Over the past two years, Shauna has successfully led the implementation of literacy screening initiatives and interventions at her school. She strongly believes in data-informed instruction and the power of collective efficacy to enhance educational outcomes for all students.



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