

COSLWINTER CONFERENCE

February 15 & 16, 2024

KEYNOTES



**Anna Maria
Tremonti**



**Kawser
Ahmed**



**Keith
Macpherson**

Victoria Inn and Convention Center, Winnipeg

REGISTRATION LINK:

<https://memberlink.mbteach.org/Event.axd?e=2729>

REGISTRATION CLOSES FEBRUARY 12, 2024 @ 4:00 pm

COSL
COUNCIL OF SCHOOL LEADERS

mts THE
MANITOBA
TEACHERS'
SOCIETY

COSL WINTER CONFERENCE

February 15 & 16, 2024

Location: Victoria Inn and Conference Center – Winnipeg

Join us live at the Victoria Inn Hotel & Convention Centre in Winnipeg for a pre-conference evening on Thursday, February 15, 2024, with Keith Macpherson where he will present **Making Sense of Mindfulness - An Evening of Mental Health Training**.

This will be followed up with a wine/beer and cheese reception and THE Principal Jam.

Dust off those acoustic guitars and if you can play three chords, or if you plan to go on tour this summer, you're in! Bring your guitar and play along in our campfire setting, without the fire, or just meet with other school leaders from around the province and unwind.

Rooms at the Victoria Inn and Conference Centre

To reserve a room, please have the guests call 204-786-4801 and ask to reserve a room in the MB Teachers Society group block (group #301426) to access the discounted rate of \$139 plus tax.

We will hold these rooms until one month prior to arrival, so please encourage everyone to reserve before January 14th. We will still honour the rate past this date, but the rooms will be reserved based on availability.

Thursday, February 15, 2024 An Evening with Keith Macpherson and THE Principal Jam

6:45 pm

Doors Open

Cash Bar – Wine, Beer, Soft Drinks and Cheese/Fruit Trays

7:30 pm
- 8:30 pm

Keynote #1 - Making Sense of Mindfulness - An Evening of Mental Health Training

Keith's presentation will be from 7:30-8:30pm with the time before and after available for people to reconnect and meet new principals, vice-principals, and aspiring school leaders from around the province.

8:45 pm
- 10:00 pm

THE Principal Jam. We will then have a wine/beer/soft drink and cheese get together with a jam session/sing-a-long.

Friday, February 16, 2024

7:30 am
- 9:00 am

A hot breakfast buffet is being provided

9:00 am

Opening Remarks/Welcome

9:05 am
- 10:15 am

Keynote #2 - Educating for Harmony: Navigating Canadian Schools through the Global Storm of Extremism and Polarization – Kawser Ahmed

10:15 am
- 10:45 am

Nutrition Break

10:45 am
- 11:45 am

Breakout Session A

A1 *The Importance of Teaching Treaties in the Classroom* – Amanda Simard

A2 *Manitoba Framework for Learning – Connecting the Manitoba Global Competencies to Create a Vision for All Learners* – Celeste Krochak, Shauna Cote, and Charlene Smallwood

A3 *Mental Health Awareness Training for Principals* – Irene Nordheim

A4 *De la recherche à la pratique: les avantages du mentorat pour les enseignants en début carrière en immersion française (this session will be presented in French)* – Renée Sanguin

A5 *When Principals Make Mistakes: Tales of an MTS Staff Officer* – Andrew Peters

A6 *Attendance Improvement Efforts at Juniper School in Thompson, Manitoba* – Lucy Mayor

A7 *What do you need? Flex time!* – Heather Eby

A8 *The Myth of Teacher Neutrality* – Dr. Shannon Moore

11:45 am
- 1:00 pm

A served hot lunch will be provided

1:00 pm
- 2:00 pm

Breakout Session B

B1 *An Open Discussion: Adopting a Two-Eyed Seeing Approach to Leadership in Public Education: Encapsulating both Indigenous Ways of Knowing and Western Knowledge to meet our Commitment to Reconciliation* – Jacqui Kroeker

B2 *The Standards for Appropriate Educational Programming and the Role of the Principal* – Peter Andres and Sue Weldon

B3 *The Principal's Principles for Well-being: One Leader's Perspective for Staff Well-Being* – Sandra Melo

B4 *EdChat's – Finding Solutions Together* – Tracy Vanstone

B5 *Creating Safer Spaces* – Sherry Jones and Ashleigh Deeley Michaluk

B6 *Progressive Assessment – Implementation to Improve Student Success and Well-Being* – Dionne Potapinski

B7 *Demystifying Artificial Intelligence: Teaching and Learning with AI in Schools Today* – Sophie Theodorou

B8 *The Myth of Teacher Neutrality* – Dr. Shannon Moore (this is a repeat of session A8)

2:00 pm
- 2:30 pm

Nutrition Break

2:30 pm
- 3:00 pm

Keynote #3 - Connecting the Dots: Current Events to Future Opportunities – Anna Maria Tremonti

KEYNOTE PRESENTERS THURSDAY | FRIDAY

KEYNOTE #1

Keith Macpherson

Thursday, February 15, 2024

7:30 pm - 8:30 pm

Making Sense of Mindfulness - An Evening of Mental Health Training

With an alarming number of reported cases of stress, anxiety, and depression in the current workplace, mindfulness is becoming a very important practice to build resiliency and balance.

In his presentation, Keith Macpherson offers an engaging and interactive experience to assist with making sense of mindfulness and offers benefits and tangible strategies to integrate the practice into daily life. Known for his ability to entertain, educate, and evoke transformation, Keith will leave an audience feeling renewed and inspired to rise up to a greater vision for themselves and their company.

In the keynote, Keith will unlock 3 key principles in the practice of mindfulness including inner visioning, exposing the saboteur (limiting beliefs), and opening to a growth mindset (which invokes balance and resilience). The presentation assists with moving participants from a reactive mindset that is fueled by limiting beliefs to a creative framework that expands leadership, communication, resiliency, and balance.

Outcomes of the keynote presentation will include:

- Strategies to assist and counter stress and anxiety and provide more inner balance.
- Strategies to assist our students with countering depression and anxiety.
- New strategies to shift reactive beliefs and stimulate creativity.

- Relaxation practices to re-focus the mind and build awareness.
- Raise awareness of limiting beliefs and tools to re-frame them.
- A greater set of tools and language to encourage team building and a more positive mindset.



KEITH MACPHERSON (CPCC) As an author, speaker, and certified professional co-active coach through CTI (The Co-Active Training Institute), a certified Leadership Circle facilitator and has a Bachelor of Education degree, Keith Macpherson is a global leader in improving overall mental health and wellness.

In his recent book, *Making Sense of Mindfulness*, Keith introduces his five-step framework to assist the masses in comprehending the buzz word “mindfulness” and how to practically integrate this powerful practice into day-to-day life. Aside from his work in mental health, Keith is also known for his work as a professional musician, most notably being a top finalist on the hit television series, *Canadian Idol*.

As a professional speaker, Keith has spent over twenty years touring globally in countries including Canada, The United States, Mexico, Africa, Dubai, and The United Kingdom. He has recently worked with companies including The Good Life Fitness Corporation, Great West Life, Wawanesa, MIG Insurance, International First Aid, Canadian Canola Growers Association, and Sephora. Most recently his new book, *Making Sense of Mindfulness* was named a top pick by *Elevated Existence Magazine* (New York).

<http://www.keithmacpherson.ca>

KEYNOTE #2

Kawser Ahmed

Friday, February 16, 2024

9:05 am – 10:15 am

Educating for Harmony: Navigating Canadian Schools through the Global Storm of Extremism and Polarization

In an era punctuated by global events like the insurrection at the U.S. Capitol, freedom convoy, presence of the Base – a neo-Nazi group in Manitoba, Israel-Hamas war, one million march for students, the need for education that counteracts extremism and polarization is urgent. Our schools are microcosms of these broader social dynamics, vulnerable to becoming arenas for inter-group and imported conflict and the spread of violent radical ideologies. How do we safeguard our educational spaces? How can we navigate polarized and politicized issues with sensitivity and wisdom? Who all are the guardians of these young minds? What role do digital landscapes play in shaping young minds, and how can we constructively intervene?

In grappling with these questions, our group, Extremism and Radicalization to Violence Prevention in Manitoba (ERIM), has been at the forefront of efforts to address this critical issue. With three years of diligent work, funded through Public Safety grants, ERIM has developed a comprehensive resource book for educators and stakeholders. Through a multi-stakeholders approach involving experts, community leaders, and educators, we have created this resource that focuses on pre-emptive measures and best practices to deal with extremism in schools.

My keynote will share key findings and methodologies from this significant endeavor, offering actionable insights, Canadian and global case studies, and practical tools that empower stakeholders to address these challenges. Together, we can equip our students with the emotional intelligence, critical thinking skills, and social awareness they need to become responsible, empathetic citizens. Our collective aim is to ensure that our schools stand as beacons of peace, inclusivity, and critical thought, resilient to the divisive forces that aim to fragment our society.

Dr. Ahmed was an exchange officer with the Turkish Armed Forces (TSK), an observer-Peacekeeper to the United Nations Missions in Western Sahara (MINURSO). He is also an alumnus at the Near East South Asia Center for Strategic Studies (NESA) in Washington DC.



DR. AHMED is a research fellow with the Center for Defence and Security Studies (CDSS) and a junior research affiliate with the Canadian Network for Research on Terrorism, Security, and Safety (TSAS). He was an associate with the Canadian Practitioners Network for Prevention of Radicalization and Extremist Violence (CPN-PREV). He leads a Winnipeg based

not-for-profit organization named Conflict and Resilience Research Institute, Canada (CRRIC).

Dr. Ahmed is currently a Social Science and Humanities Research Council (SSHRC) of Canada's post-doctoral fellow at The University of Winnipeg. He is also a Rotarian.

www.kawserahmed.website

www.erimca.org

www.crric.org

KEYNOTE #3

Anna Maria Tremonti

Friday, February 16, 2024

2:30 pm – 3:30 pm

Connecting The Dots: Current Events to Future Opportunities

Listeners from around the world were privileged to listen to Anna Maria Tremonti's compelling interviews each & every day on Canada's most popular radio program, "The Current" for almost 2 decades. She has the gift of tackling everything from the politics of the day, to the changes that affect our society, to the stories of individuals whose personal journeys and traumas affect us all. Without a doubt, every dedicated listener has been consistently moved and inspired by Anna Maria's genuine approach to interviewing.

A masterful storyteller, Tremonti delivers talks that touch the human spirit and captivate audiences.

After 17 years at the helm and as a two-time Gemini Award winner, Anna Maria is now taking a leap into the world of digital communication with a new way of telling stories and sharing ideas, through original podcasts that will illuminate, challenge, and surprise. She launched Welcome to Paradise, a very personal podcast which showed that even though she's travelled to conflict zones, none were as immediately threatening as what she experienced at home. It's 'a profoundly intimate portrait of a powerful woman confronting the source of tremendous pain and trauma and, remarkably, freeing herself from a life-long sense of shame.'



ANNA MARIA is also a former foreign correspondent and war correspondent who spent close to a decade covering international affairs posted in Berlin, London, Jerusalem, and Washington. Her ongoing coverage of major international stories includes the breakup of the former Soviet Union, the war in Bosnia, the Israeli-Palestinian conflict, the politics of the Arab world, Europe, and the United States. She also has extensive experience covering Canadian federal and provincial politics.

Breakout Sessions

Progressive Assessment - Implementation to Improve Student Success and Well-Being



Dionne Potapinski

Dionne started her teaching career in the gymnasium as a Phys. Ed. teacher and then moved into Guidance and Counselling. From there, Dionne continued into school and divisional administration serving as Vice Principal, Principal, Physical Education, Coordinator and Indigenous Education Coordinator. Dionne's experience helps her to appreciate both divisional and school-based perspectives on implementation of initiatives. Dionne's passion for creating safe learning environments in school will be evident as she takes us through Glenlawn Collegiate's journey to very progressive assessment and un-grading.

Session Description

Are you looking to build more equitable and progressive assessment practices in your school?

In 2017, at Glenlawn Collegiate, we started a journey to be progressive in our assessment practices and ultimately improve students' success both academically and social-emotionally. By removing percentage grades in all Grade 9-12 courses (until the final report – because the province makes us), we have been able to systemically make significant improvements in these two areas. Full Un-grading was implemented school wide for the first time in November 2023.

In this session, you will be walked through key moments in our journey and the insights gained from the daily, weekly, and monthly conversations around teaching and assessment pedagogy.

You will also learn about the philosophy that ignited these assessment conversations, as it came from an unwavering belief that the foundation of education is not to sort and rank students. At our core we believe that all students and staff have the power: "to be loved", "to make decisions", "to succeed" and "to have purpose in their life". If, at any point, we were to believe that assessment was a way to hold power over, or "coerce" students to do something educators wanted, none of this would have been successful.

The session will also highlight how we have shared this process with other schools since the June 2023 Free Press article. We have learned so much sharing our story!

Our teaching team had the courage to try something new, the collaborative support from administration and colleagues to make mistakes, learn, grow, and make

sustainable embedded changes to assessment practices. Our students are the benefactors, and we have the data to show it.

As our school hashtag says - #wearebettertogether

The Importance of Teaching Treaties in the Classroom



Amanda Simard

Amanda Simard is from Manigotogan and is a band member of the Hollow Water First Nation, Treaty 5, and has been with the TRCM since 2010. She completed her Business Administration from Red River College and attended the University of Winnipeg working towards a degree in Indigenous Studies. Amanda is the Treaty Education Manager at TRCM.

Session Description

This session will provide participants with a broad overview of K-12 Treaty Education and why it is important for all students to learn about Treaties in the classroom. The essential goal of Treaty Education is to create awareness and understanding among all students about First Nations peoples in Manitoba, the shared history, and the historical impacts on the Treaty relationship over time, which are intended to lead to understanding the enduring Treaty relationship that still exists today.

Mental Health Awareness Training for Principals



Irene Nordheim

Prior to her recent retirement after 43 years in the education field, Irene Nordheim, was the Assistant Superintendent for Louis Riel School Division. Her portfolio included the supervision of 14 schools, curriculum and programming, Fine Arts education, Practical Arts education, Physical education, and Libraries. Before that, Irene was the Principal at Glenlawn Collegiate, Windsor Park Collegiate and Vice Principal at JH Bruns, Samuel Burland, and St. George.

Session Description

This 60-minute session for school principals is modified from the CMHA's (Canadian Mental Health Association) usual 2-hour course.

This session designed specifically for principals and aspiring school leaders, outlines how to look for signs of deteriorating mental health in staff and how to respond appropriately and sensitively. Resources to support mental health and well-being in the workplace will also be included.

An Open Discussion: Adopting a Two-Eyed Seeing Approach to Leadership in Public Education: Encapsulating both Indigenous Ways of Knowing and Western Knowledge to meet our Commitment to Reconciliation



Jacqui Kroeker, M.Ed (She/Her)

My name is Jacqui Kroeker, a settler who arrived into Winnipeg 20 years ago from a community situated in the Northwest of England. I am now grateful to live on this land – treaty 1 territory with my family. It is an honour to be a Canadian citizen and

I am humbled to share this land with Indigenous peoples. I know this is a privilege and not a right. I am currently serving as the principal of Pembina Trails Collegiate, a new high school that opened in Waverley West in September 2023. This is the first high school to be built in 50 years in English programming which has provided a unique opportunity to reimagine education and adopt a two-eyed seeing approach to teaching and learning.

I have served as an educational leader in Pembina Trails for 11 years in the Fort Richmond, Tuxedo/Charleswood and Waverley West communities. Previously my experience as an educator was teaching grades 7-12 in the areas of business and technology. My life prior to becoming an educator was in product/project management and marketing communications. I always felt a void in my career and this was filled by jumping into the world of education and learning with students from diverse backgrounds.

I am a proud mother of two boys and two fur babies. My husband and I love to hike, travel and learn new ways of knowing. I am on a journey of reconciliation and strongly believe that relationships are the foundation of our understanding of each other as a community. In this session, I am looking forward to a dialogue between people to understand differing perspectives and how we can encapsulate Indigenous ways of knowing into educational leadership so we can meet our commitment to reconciliation.

Session Description

In this session we will discuss how a two-eyed seeing approach can guide the practices of educational leaders to adjust their epistemology and bring reconciliation to the forefront in Manitoba public schools to create culturally safe spaces for all learners. Martin (2012) discusses two-eyed seeing: As a lens that was developed and proposed by Mi'kmaw Elders Albert and Murdena Marshall. Two-eyed seeing holds that there are diverse understandings of the world and that by acknowledging and respecting a diversity of perspectives (without perpetuating the dominance of one over another) we can build an understanding (p. 24). This was the basis of my master's research and will be presented not only from an academia lens but from a "boots on the ground" educational leadership perspective. This session is inspired by Battiste's statement "that knowledge is not a commodity that can be

possessed or controlled by educational institutions but is a living process to be absorbed and understood". Let's have a conversation!

When Principals Make Mistakes: Tales of an MTS Staff Officer



Andrew Peters

Andrew has been a staff officer at the Manitoba Teachers' Society since 2007 in the Teacher Welfare Department. Prior to that he was a Principal in both Manitoba and Saskatchewan. His primary role presently is providing support to principals and bargaining advice in a number of locals in Metro and Rural Manitoba.

Session Description

The topics of progressive discipline, accommodation (family and medical), and hiring practices will be covered. Specifically this session will be focusing on areas where Principals make mistakes in the process and put themselves at risk of discipline.

The Principal's Principles for Well-being: One Leader's Perspective for Staff Well-Being



Sandra Pacheco Melo, B.Ed., PBDE, M.Ed.

Sandra is a mother, wife and daughter that has been working in education for 30 years. Throughout her career, she has had several roles. She's been a Classroom Teacher, Resource Teacher, EAL/LAL Teacher, EAL Divisional Support Teacher, Principal, and is now in her new role as Director of Curriculum, Assessment and Professional Learning for SJASD. She is proud to speak three languages and loves to study and discuss education, supporting a culture of wellness, and the richness of diversity in our schools.

Session Description

Leading to create safe, healthy spaces requires intentionality and ideas. We know that by working together and learning from each other we improve our practices and sustain well-being for those in our charge. In this practical session, I hope to share some of my intentional practices through the lens of servant leadership and positive psychology, which I believe to be the bricks and mortar of leading a well school. By intentionally demonstrating the characteristics of servant leadership and combining them with a focus on positive emotion, engagement, relationships, meaning, and accomplishment, leaders will have framework that can withstand the challenges that arise in the school community and sustain wellness for self and staff.

What do you need? Flex time!



Heather Eby

Heather Eby has worked in the field of education for over 30 years. She has spent the last 25 years in the Pembina Trails School Division in various roles, from a middle years French Teacher, a Grade 5 home room teacher, to a Teacher Librarian, and the Divisional Educational Technology/Library Consultant. In the last five years, she has taken on the role of Vice Principal of Dalhousie School and is now in her current position as the Principal of Laidlaw School. She continues to have a passion for literacy, technology, and the opportunities of inclusion and creativity that a Makerspace has to offer to all students. She's also a busy wife and mother to three beautiful daughters in university.

Session Description

In this session, you will learn about the newly implemented FLEX time program at Laidlaw school that was launched just this past fall. Discover the “who, what, when, where, why and how” of this exciting and innovative new “program”. At Laidlaw School, we were looking to find a way to address a fast-growing EAL population, the engagement of middle years students, the self-regulation of our students and still have some fun meeting our curricular goals. We wanted our students to be able to answer the question “What do I need right now?” and hopefully find that answer during their personally selected use of Flex time. It's been a journey and we aren't at the finish line yet, but our students and parents are loving the ride!

The Standards for Appropriate Educational Programming and the Role of the Principal



Peter Andres

Peter is now in his twenty-fifth year as an educator in Manitoba and enjoys learning new things every day. Prior to joining the Inclusion Support Branch as a consultant, Peter has served as a Mathematics Consultant for Manitoba Education and as a classroom teacher in both public and funded-independent schools. Peter says the best part of his job is collaborating with incredible educators across Manitoba and seeing the impact teacher learning makes for student learning.



Sue Weldon

Sue is a career educator whose passion and personal commitment to student-centered approaches and inclusive education for students with diverse learning needs and abilities remains high. She has worked as a resource

teacher, a school administrator, a divisional student services consultant/coordinator, a Middle Years teacher and a multi-age classroom teacher. She is currently a bilingual student services consultant with the Inclusion Support Branch.

Session Description

The Standards for Appropriate Educational Programming in Manitoba Schools and Manitoba's Philosophy of Inclusion sustain equal access to educational opportunity and support efforts to remove barriers to learning. Leaders who understand and embrace the principles of inclusion and teaching to diversity, not only provide support and resources for creating and sustaining flexible and responsive inclusive learning environments, but model inclusive practices through collaboration, professional learning, and the development of a strong, responsive student services team.

This session will provide an overview of The Standards for Appropriate Educational Programming in Manitoba Schools and examine the responsibilities principals to ensure all students have equal access appropriate educational programming.

Manitoba Framework for Learning - Connecting the Manitoba Global Competencies to Create a Vision for All Learners



Celeste Krochak

Coordinator for Curriculum Implementation – Manitoba Education and Early Childhood Learning



Shauna Cote

Curriculum and Assessment Consultant - Manitoba Education and Early Childhood Learning



Charlene Smallwood

Curriculum and Assessment Consultant - Manitoba Education and Early Childhood Learning

Session Description

This interactive session will deepen your understanding of the elements of the Manitoba Framework for Learning.

Focusing on:

- The vision for all Manitoba learners
- The Manitoba Global Competencies
- Curriculum Alignment

Join us to learn how the Manitoba Global Competencies support to create and live “The Good Life – Mino-pimatisiwin” and how you, as a leader can make connections to your own school community.

Creating Safer Spaces



Ashleigh Deeley Michaluk

Ashleigh Deeley Michaluk joined the Manitoba Teachers’ Society as a Teacher Welfare Staff Officer in 2019. Prior to this, she taught K-4 French Immersion in the Pembina Trails School Division for 15 years. During her time as a teacher, Ashleigh was involved with the Pembina Trails Teachers’ Association, having served as Vice-President Collective Bargaining, and as a member of the Provincial Executive of the Manitoba Teachers’ Society. She is passionate about supporting teachers and securing and promoting their rights, benefits, and working conditions. Ashleigh currently sits at both Provincial Bargaining Tables.



Sherry Jones

Sherry Jones is a proud bilingual educator thanks to Manitoba public schools. She joined the Manitoba Teachers Society as a Staff Officer in the Professional and French Language Services Department in September 2020. She works to support teachers in their professional practice and advocate for equitable public education across the province. Prior to joining MTS, Sherry was a French Immersion teacher, Vice-Principal and Principal in the Winnipeg School Division for more than 16 years. Her professional interests include anti-racist education, social justice and equity issues. “Loving your country does not mean lying about it” are words that guide Sherry on her journey to unlearn and re-learn what it means to be a better learner, leader and friend. Sherry’s pronouns are she/her/elle.

Session Description

Teaching contentious topics can be challenging for many reasons. Both teachers and students have varying levels of knowledge about the historical and contemporary implications of these topics. In addition, many of these topics are complex and even controversial. This workshop will provide insights and strategies for school leaders as they foster secure and inclusive learning environments for students and staff.

Participants will:

- Understand the importance of reflecting on own identity and bias’ and importance of connecting with staff and students to build trust.
- Establish a school culture that aims to create safer spaces for all.
- Respond to contentious or sensitive topics in the school while protecting yourself as a professional.

The Myth of Teacher Neutrality



Shannon D.M. Moore

Prior to joining the faculty, Shannon D.M. Moore taught social studies and English in the public school system. Shannon completed her PhD in 2014 at the University of British Columbia. Her dissertation, *Producing Pedagogy*, explored ways in which youth inhabit and make sense of masculinities/femininities and sexualities as conveyed in visual digital media. Drawing on her previous research and K-12 teaching experience, she teaches courses in media education, social studies education, social justice pedagogy, and research methodologies. She is currently conducting a research project about media education, *Democracy Depends on It: Media Literacies in the Social Studies Classroom*. She also recently completed two research projects: In partnership with Dr. Oliveira Jayme, the first project explored teachers’ experiences transitioning to remote online platforms through the pandemic. The second involved interviews with elite level hockey players about their experiences resisting hypermasculinity within hockey culture.

As a result of this research, Shannon was invited to speak to the House of Commons’ Standing Committee on the Status of Women.

Shannon is actively involved in Manitoba Social Science Teachers’ Association (MSSTA), and is the managing editor of the MSSTA Journal. She is also the co-host of Public Good, a podcast about public education as a public good, and a founding member of People for Public Education.

Areas of Specialization include: Social Studies Education; Media Education & Literacies; Gender, Masculinities specifically.

Research Interests include: The incorporation of Media Education in the social studies context; The incorporation of theories of social justice in the social studies context; The role of The Teacher in the use of creative/playful pedagogies; The impact of neo-liberal discourses and policies on public schools/schooling.

Session Description

"neutrality is neither possible nor desirable"

--Bigelow & Peterson, 2002

Through this session we will consider both the impossibility and imposition of "teacher neutrality". The session will include activities that are designed to: challenge the neutrality myth; invite criticality about the motivations for perpetuating this myth; and consider the topics that require educators to take an ethical stance. This session ends by outlining the important role that school leaders can play in supporting teachers who are working to uphold public values and human rights.

Demystifying Artificial Intelligence: Teaching and Learning with AI in Schools Today



Sophie Theodorou

Sophie is a Grade 6 teacher at Bison Run School in the Pembina Trails School Division. Her background is in math and science. She is extremely passionate about STEM and integrating technology into teaching and learning.

Sophie began sharing her expertise online over the summer, specifically providing her tips on how to use AI as a teacher. Known as teach2ai on TikTok, she has amassed over 25,000 followers and over 4,000 subscribers to her weekly newsletter. She firmly believes AI is the future and it is our duty to create 21st century learners familiar with all facets of technology. Sophie is excited to share the power of AI and provide school leaders with resources they can implement immediately to enhance student engagement, creativity, and productivity in their schools.

Session Description

In this session, you will gain an understanding of how artificial intelligence works and how it can be leveraged ethically in schools. You will be exposed to a wealth of ready-to-use resources to use in your own school the very next day to increase student engagement and enhance your own productivity. You will have a chance to test out some of the most helpful AI tools for administrators, teachers and students and will have a list of resources ready to take with you. Participants should bring a Wi-Fi capable device with them to this session.

EdChat's - Finding Solutions Together



Tracy Vanstone

Tracy Vanstone is on the COSL Leadership Team and is chairperson of the mandate area group Principal Supports. She is currently the principal of École Arthur Meighen in Portage

la Prairie. She has been an educator for 26 years, with experience leading three schools, teaching grades 5-12 in both English and French Immersion, and being a guidance counsellor. She is passionate about mentorship for new teachers and new and aspiring leaders. She has been involved in Collective Bargaining at the local and provincial levels, as well as Chair of Professional Development for her local Teachers' Association. As a Leadership Team member, her attention has been on advocating for principals across the province when it comes to the support they need.

Session Description

In this session, Tracy will lead the group through two, 30 minute Ed Chats. The topics will be generated at the beginning of the session and voted upon. Each break out group will be led by a facilitator. The conversations will be solution-focused in hopes that principals will gain insight and ideas from other principals from across the province.

Previous Ed Chat topics have included: safety of students and staff, staff shortages, lack of teacher applicants, wellness, and mentorship for new leaders.

Attendance Improvement Efforts at Juniper School in Thompson, Manitoba



Lucy Mayor

Lucy Mayor is the Principal at Juniper School in Thompson, MB. Juniper School is a K-8 school with a population of approximately 260 students. It has a 79% Indigenous population and is a school that has recently become one of three community schools in the city. It offers a wide range of programming and strives to be an inclusive school.

Session description

In this session, I will share our attendance improvement efforts and two resources on 'Tackling Attendance Challenges' that guided our journey to improvements in attendance that started in 2019. I will share the resources, some strategies and data we collected to help improve our attendance. Although our efforts were halted by the school closure in March 2020, we have since begun our trek back and are seeing positive results once again. Although the provincial benchmark of 90% monthly attendance still seems out of reach, we are seeing improvements and we work on it one month at a time.

De la recherche à la pratique: les avantages du mentorat pour les enseignants en début carrière en immersion française



Renée Sanguin

Renee Sanguin (B.Ed.) est enseignante de soutien au programme d'insertion et de mentorat du Centre d'apprentissage professionnel et de leadership de la Division scolaire de Winnipeg (DSW). Travaillant à DSW depuis plus de 25 ans, elle a de l'expérience dans les salles de classe d'immersion française et soutient les enquêtes étudiantes dans son rôle de bibliothécaire-enseignante. À l'heure actuelle, les responsabilités de Mme Sanguin comprennent la collaboration avec son équipe pour créer les conditions propices à la recherche et à la réflexion critique des enseignants qui ont une incidence sur l'apprentissage des élèves et des enseignants. Cela comprend également l'établissement de jumelages avec des enseignants expérimentés pour les enseignants en début de carrière afin qu'ils se sentent en confiance et soutenus au cours de leurs premières années dans la profession. Mme Sanguin se consacre à promouvoir l'excellence dans l'enseignement en immersion française.

Description de l'atelier

De la recherche à la pratique: les avantages du mentorat pour les enseignants en début carrière en immersion française

L'objectif de cette présentation est de montrer comment le mentorat a profité aux enseignants en immersion

française qui participent au Programme d'insertion et de mentorat des enseignants de la Division scolaire de Winnipeg. Les résultats d'une récente étude de recherche-action (Morin et Alam, 2022) et les données longitudinales sur les programmes révèlent des connaissances approfondies et détaillées sur les expériences, les défis et les apprentissages des mentorés en immersion française alors qu'ils font la transition vers une grande division scolaire urbaine.

À partir de ces connaissances, nous partagerons les approches les plus bénéfiques et productives avec les administrateurs d'immersion française et les responsables de l'éducation. Les pratiques d'apprentissage qui ressortent comme caractéristiques du programme d'insertion et de mentorat comprennent le soutien multidimensionnel du mentorat formel (individuel et de groupe), un apprentissage intégré au travail bien développé, des séances de perfectionnement professionnel, des conversations critiques, des séances de partage en cohorte, et la supervision générale assurée par le personnel du Centre d'apprentissage professionnel et de leadership.

Le soutien dynamique aux mentorés en immersion française vise à propulser leur pratique dans le cadre de l'immersion française et à renforcer la confiance, l'identité et le bien-être des enseignants. Par extension, ces pratiques aident à maintenir des programmes d'immersion française de qualité et à assurer la réussite et la rétention en début carrière.

Sanguin, R., Ruta-Fontaine, G. et Morin, F. (2023, novembre). De la recherche à la pratique : Les avantages du mentorat pour les enseignants en immersion française en début de carrière.

COSTS

COSL MTS Members: \$275

**Non COSL MTS Members
(Aspiring school leaders): \$300**

COSL Directors: \$225

Non-Members: \$350

REGISTRATION LINK:

<https://memberlink.mbteach.org/Event.axd?e=2729>

REGISTRATION CLOSES FEBRUARY 12, 2024 @ 4:00 pm

