

MANITOBA *School Counsellor*

FALL 2023



**PhD student explores the experiences of
Indigenous and Black students in Winnipeg's North End**

**Manitoba Theatre for Young People
returns with a season of six new plays**

**Rainbow Resource Centre encourages
Manitoba school staff to call out 2SLGBTQ+ hate**



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“Through every step of my journey, I always felt like Access was there for me.”

Raven Bennett, UM Student
Ojibway from Sandy Bay First Nation

Access Program

DISCOVER THE PATH BETWEEN YOU AND YOUR DREAMS

The Access Program includes two paths:

The University of Manitoba Access Program (UMAP) supports students in degree and diploma programs at UM. It is available to all Manitoba residents, with preference given to Indigenous people, residents of Northern Manitoba, low income earners, and newcomers.

The Health Careers Access Program (HCAP) supports Indigenous (Status, Non-Status, Métis, Inuit students) for entry to health-related professions such as Medicine, Dentistry, Dental Hygiene, Pharmacy, Rehabilitation Sciences, Nursing and Midwifery Program. Students must be residents of Manitoba.

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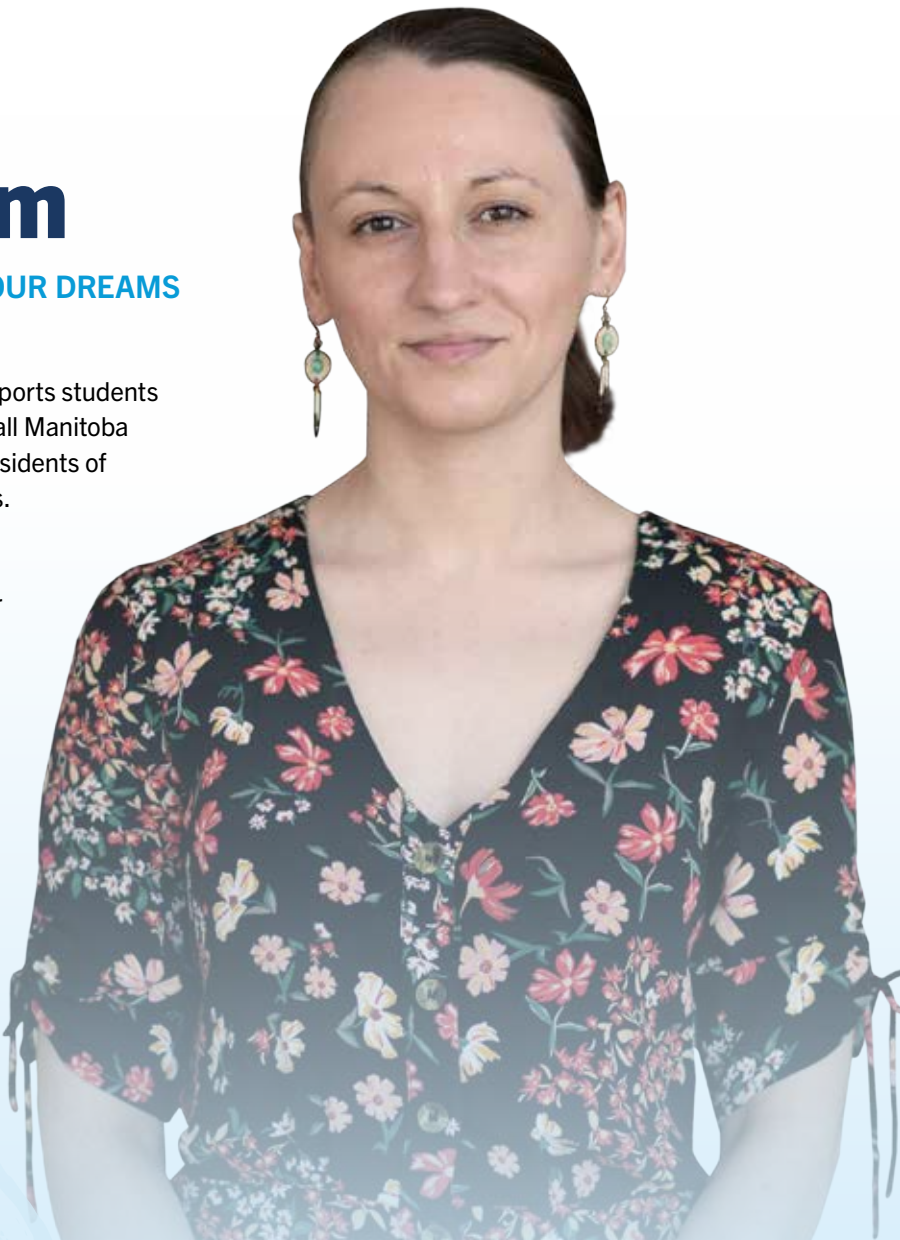


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MESSAGE FROM THE PRESIDENT OF MSCA

Jennifer Stewart

Welcome back to another great school year! It's an election year so make sure you get out there and vote for education!

We are looking forward to hosting MTS PD day on October 20, 2023 at the Fort Garry Hotel, where we will present the Circle of Security in the morning and Supporting 2SLGBTQ+ Students in Manitoba Schools by Rainbow Resource Centre in the afternoon.

We are also planning other professional development opportunities during the year, so we are excited to invite MSCA members out to other great events. Make sure you are on our mailing list!

Wishing you a wonderful 2023/24. ♦

Thinking about university sciences?

The University of Manitoba Access Program is here to help!

BY EMILY MCKINNON, SCIENCE EDUCATION SPECIALIST, ACCESS PROGRAM



Brittany Laplante, Access Program student.

Here at the Access Program, we believe you can achieve your goals. Our students are on their way to becoming doctors, teachers, athletic therapists, environmental scientists, artists, and many other fulfilling careers!

As the Access Program Science Education Specialist, it's my job to support our students in any science courses they find along their academic path. The Access Program Common First Year classes allow you to take all your courses in a supportive environment before you embark on your more specific degree path in the second year. For the sciences, this will include some basic biology and statistics, which fulfills many program requirements.

Your other Common First Year classes will give you additional elective credits and foundational skills in reading and writing.

At the Access Program, our science classes are different. First, you will be learning about topics like cells, genetics, animal behaviour, plant science, and statistics in a small class with only other Access students. You will have lots of friendly faces to work with in small groups, in science labs, and on projects and assignments. Our small classes also give you the opportunity to really get to know your professor – you can expect regular one-on-one meetings, chats after class, and customized supports that allow you to show your strengths.



Raven Bennett, Access Program student.

Our Access Program science courses have customized content and assessments to allow each student the opportunity to get excited about the material and demonstrate what they know. You won't find a three-hour final exam here! Instead, expect lots of hands-on learning, practice, behind-the-scenes tours of science facilities on campus, and (weather permitting) land-based learning right on campus! Have you ever held a live chickadee in your hand, and learned about these amazing little cousins of ours that share our campus? With the Access Program science courses, you will get this opportunity.

If you are interested in a degree in science, you may be considering the

Our academic advisor can help you figure out what you need, and we offer tutoring, small-group study sessions, and additional study resources for many first-year science courses



Veronica Dueck, Access Program student.

Wawatay Science Scholars program at the University of Manitoba. Any Access student can join the Wawatay cohort to receive additional supports in science. You can continue to use all the Access Program supports while also being a Wawatay Science Scholar!

Perhaps science is not your thing – but did you know that there is a math or science requirement for nearly every University of Manitoba degree program? We can help you check off those math/science credits in a supportive environment. Our academic advisor can help you figure out what you need, and we offer tutoring, small-group study sessions, and additional study resources for many first-year science courses.

If you are interested in a health career, we can help you prepare for admissions to dental hygiene, dentistry, rehab sciences, midwifery, medicine, or nursing through our Health Career Access Program (HCAP). Our in-house science courses are excellent preparation and fulfill admissions re-quirements for many of these professional health programs. We also partner

with Ongomizwiin Education at the Bannatyne campus (home to the Rady Faculty of Health Sciences) to support our students once they are in their professional health programs.

Overall, you will find that the Access

Program has something valuable to offer to you, and that your strengths are valued here too! Come and begin your academic journey with us, and Access will support you every step of the way. ♦




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At the MMCA, our mission is to assist today's youth in discovering a rewarding and skilled trade that forms the foundation for a fulfilling career, through the Masonry Apprenticeship Program.

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**Manitoba Masonry
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 visit us at
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mmca/apprenticeship](http://www.manitobamasonry.ca/mmca/apprenticeship)
 or contact us at
info@manitobamasonry.ca



Student-faculty connection at UWinnipeg leads to success



When Taryn Brandt arrived at the University of Winnipeg, she knew she had a fondness for science.

What she couldn't have known was that the opportunities for UWinnipeg undergraduate students to participate in world-class research, hands-on learning, and get valuable one-on-one interaction with faculty and staff would shape her high school interests into a newfound passion.

It was almost from the time she arrived at UWinnipeg, in fact, that Brandt's post-secondary journey began to be shaped by the small

class sizes and caring, accessible professors for which the university is known.

"Being able to talk to professors on individual levels and taking different kinds of science courses, I've definitely developed a passion more towards sub-sections of biology, mostly microbiology," said Brandt, who is in the fourth year of her biology degree.

It's because of the way in which faculty-student connections are formed at UWinnipeg, too, that Brandt had the chance to be part

Taryn Brandt, pictured, says her post-secondary journey was shaped by the small class sizes and caring, accessible professors.

It's because of the way in which faculty-student connections are formed at UWinnipeg, too, that Brandt had the chance to be part of a research project that further cemented her interest in biology.

of a research project that further cemented her interest in biology.

While completing her work in one of her labs, Brandt was approached by biology professor Dr. Paul Holloway to see if she had interest in undertaking a research project of her own on a topic of her choosing.

Such an opportunity—one that was independent from the lecture and gave her the freedom to explore her own curiosities—is one Brandt doesn't believe she could have gotten anywhere else, and it ultimately allowed her to grow as a student in ways she perhaps wouldn't have otherwise. Her eventual antibiotic production research was not only a

fulfilling experience, but one that also opened her eyes to the possibilities for her future.

"It gave me a lens into how it'll be in the actual workforce, seeing what kind of careers I want to pursue—whether being in a lab, if I'd like to continue doing research, or whether I'd like to do something else," Brandt said. "Especially with biology, which is a lot of lab work, getting that hands-on experience instead of sitting in a classroom learning about it is more beneficial for how to actually learn how to do things."

As she heads towards graduation, and with her sights set on medical school, Brandt looks back fondly on

her entire UWinnipeg experience. That's particularly true, however, of the past year at the community-centered downtown campus, as she's gotten to form stronger bonds with her classmates, faculty, and continue preparing for her bright future.

"Being back on campus, being able to have the full university experience, the opportunities that I've gotten with research, and making connections this year has made it one that I'll look back on," Brandt said.

Learn more about how the University of Winnipeg helps students learn, grow, and achieve academic and career success at www.uwinnipeg.ca. ♦

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THE UNIVERSITY OF
WINNIPEG

Safer schools without policing Indigenous and Black lives

BY FADI ENNAB, VANIER SCHOLAR AND PHD STUDENT AT THE UNIVERSITY OF MANITOBA

School safety from racial harassment and police violence is a common concern for racialized and marginalized students. These concerns were recently highlighted by this research report, *Safer Schools Without Policing Indigenous and Black Lives in Winnipeg*: <https://policyalternatives.ca/publications/reports/safer-schools-without-policing-indigenous-and-black-lives-winnipeg>

Why focus on Indigenous and Black families: An equity lens

An equity-based approach is important because it prioritizes the experiences of racialized and marginalized communities who are disproportionately targeted by policing. Systems, such as the police and education in Canada, have a long history of colonization and violence. The over-representation of racialized communities in discipline-related processes inside and outside schools is created by design.

For this reason, I partnered with Police Free Schools Winnipeg, a grassroots advocacy group of parents, students, and teachers organizing for equitable schools without police involvement, to explore the experiences of Indigenous and Black students who go to schools in Winnipeg's North End and downtown areas. We asked students: What are the experiences of students of colour with police in schools? How do

these experiences impact students, and how can we make schools safer?

In total, I talked to 24 youth, 13 parents or legal guardians, and two key informants.

Police in schools target and criminalize students

Several participants shared stories of experiencing or witnessing racial targeting by school police officers, which involved arrest, criminal charges, and/or detention. Students were often concerned police involvement can turn a common misdemeanour into a situation that was humiliating with excessive consequences.

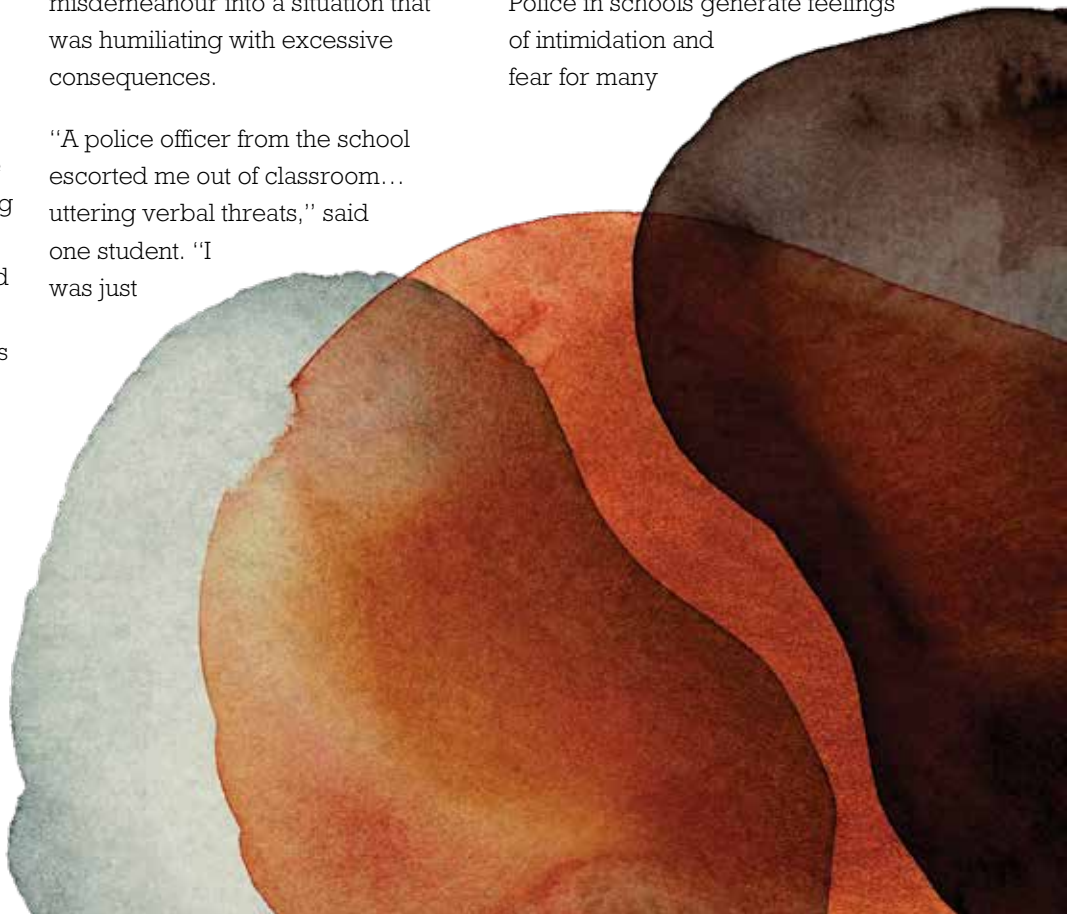
"A police officer from the school escorted me out of classroom... uttering verbal threats," said one student. "I was just

smoking weed in high school, and they were trying to pressure me to say that I was selling higher grade narcotics."

In addition, the school police officer walked the student to the "principal's office every morning for almost a year." Thus, instead of receiving appropriate care and supports, racialized students were being targeted by police inside and outside schools.

Students are fearful and intimidated by police involvement

Police in schools generate feelings of intimidation and fear for many



Experiencing racism in schools can be very damaging on students' sense of belonging and self-esteem. This can disrupt students' academic progress and push them out of schools.

Indigenous and Black families. A police officer in school cannot be detached from a student's awareness or experiences of systemic racism. In discussing their feelings toward school police officers, students often used words such as "distressed," "intimidated," "scared," and "paranoid." The mere presence of police in schools was perceived to be a cause of harm and an invasion of privacy.

Anti-Indigenous and anti-Black racism in schools

In addition to experiencing racism from school police officers, many participants shared stories of racial

harassment by their peers and school staff. When students experience racism, they often felt there was little to no accountability or consequences for the racism happening in schools. Students also felt some school staff can worsen their experiences by calling or threatening to call the police on them.

Moving forward: schools without policing

Experiencing racism in schools can be very damaging on students' sense of belonging and self-esteem. This can disrupt students' academic progress and push them out of schools. For these reasons, many

families want schooling without policing or racist disciplining processes. This means defunding and deprioritizing relations with police while, at the same time, investing in anti-racist and diverse school staff and curriculum, along with social supports and advocacy. Doing this work will also require an explicit anti-racist strategy and a restructuring of educational institutions. After all, education and policing having an ongoing legacy of colonization and violence on stolen Indigenous lands. Failing to dismantle racism will continue to mean over-policing and under-funding racialized and marginalized communities. ♦



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MITT: A great ‘first choice’ for Manitoba students looking for post-secondary options

Manitoba Institute of Trades and Technologies (MITT) will be celebrating its 10th anniversary this year.

As a high school counsellor, you face dozens, if not hundreds, of students seeking guidance every year before applying for post-secondary education. This can be a challenging decision for some, but we are here to help make this easier for you, your students, and the families who support them.

Manitoba Institute of Trades and Technology (MITT) is approaching its tenth anniversary and has graduated thousands of students from our post-secondary programs in the past decade. As we have evolved, we’ve stayed focused on making sure what we offer is different than the other options in the market. This applies to both our programs and the experience a student can expect at MITT. We offer:

1. A warm and welcoming environment: MITT provides small class sizes and campuses and a welcoming culture. Students will experience an excellent student-to-instructor ratio, resulting in personalized attention and mentorship. Students also benefit from the support and expertise of our Student Services team.
2. Hands-on learning: At MITT, we believe in learning by doing. Our industry-experienced instructors provide hands-on training in modern simulation labs, ensuring students gain the in-demand skills they need for their careers.
3. Industry-driven, student-focused programs: Our programs are designed in collaboration with industry



MITT has graduated thousands of students from its post-secondary programs in the past decade.

- leaders, ensuring learners receive an education that meets the current needs of the workforce. Students can build valuable industry connections through our extensive network of employers, alumni, and community partners. Eighty-nine per cent of our graduates indicate they have found a job within the first five months of graduation.
4. Diversity in people and programs: Whether you're interested in skilled trades, health care, technology, or the culinary arts, MITT offers a wide range of programs to match the passions and career goals of our students. MITT also welcomes students from around the world, with applications received from over 80 countries.
 5. Career and employment services: MITT is well known for its career development resources. Boasting a nationally recognized team, MITT has worked hard to ensure every program offers career support as part of the curriculum. Students graduate with both the technical and employability skills needed to be successful.
 6. Real-world work environments: Our campuses are equipped with industry-relevant equipment and the latest technologies. Along with instructors who simulate work-like environments, this helps students prepare for the workplace.
 7. Affordable education: We understand the financial pressures students and parents face in today's economy. MITT offers competitive tuition rates and numerous scholarships and financial aid options to make today's education accessible and affordable. MITT is also part of the Manitoba Student Aid program.
- Next time a student says they want to go to a school where innovation is embraced and they can learn by doing, invite them to contact MITT. Our expert recruiters will walk them through our offerings, provide a customized tour, and help them prepare for what's next.
- Contact recruitment@mitt.ca or 204-989-6452. ♦

Why choose between biology or psychology?

Providence University has introduced a new four-year Bachelor of Science biology-psychology program.



In a world where dividing lines are commonplace, Providence University College is intentionally positioned at the intersection of various fields of study and uniquely offers a range of interdisciplinary opportunities. This includes its new four-year Bachelor of Science biology-psychology program that is currently being offered at the Otterburne campus, only 30 minutes south of Winnipeg.

While prospective students have

the option to complete accredited degrees in either general biology or psychology at Providence, what the bio-psych major provides is a wholistic approach that combines various science and social science courses (e.g., cell biology, pharmacology, brain and behaviour, cognitive psychology). Not unlike the observation that both nature and nurture are involved in human development, this program seeks to deliver a comprehensive

understanding of how physiological and mental processes influence one another. For instance, since mental health is a product of both genetic and environmental factors, a dual focus on biology and psychology has direct, real-world applications to the experience of trauma, addiction, and various forms of physical and mental illness.

With small class sizes, laboratory and lecture-based classes, formal



The bio-psych major provides a wholistic approach that combines various science and social science courses.

chance to integrate faith into learning as part of an encouraging and inclusive community. In addition to the biology and psychology program requirements, students also benefit from courses in biblical studies, professional studies, communications and media, mathematics, and humanities.

So, why choose “either/or” when you can have “both/and”? Interested in both biology and psychology? Apply now to the bio-psych program at Providence University College.

Your story starts here.

Learn more at www.prov.ca. ♦

and informal mentorship, and highly transferable skills and academic credits, this natural pairing of biology and psychology will prepare graduates for a host of science-based

careers and graduate programs. Since Providence University College is also a non-denominational faith-based institution, studying at Providence also gives students the



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Narnia will light up MTYP's mainstage from November 30 to December 20, 2023.

Grow your students' world with MTYP's 2023-2024 season

Manitoba Theatre for Young People (MTYP) returns with a season of six new plays to help enhance your curriculum and grow your students' worlds. The 2023/2024 season includes theatre from The Netherlands, Hawaii, South Korea, Quebec, and more.

The season opens with a clever adaptation of *Snow White*. The show tells Snow White's story from her perspective with two actors playing all the characters, including all seven dwarfs. *Snow White* runs from October 12 to 25, 2023 on our mainstage and tours to schools across Manitoba from February 19 to May 5, 2024. It is best enjoyed by students in Grades one to seven.

Narnia will light up MTYP's mainstage over the holiday season. Created by Toronto's Bad Hats Theatre, *Narnia* explores how we can grow up without leaving our childhoods behind. This magical, musical adaptation of the timeless C.S. Lewis novel takes Bad Hats Theatre's quirky brand of physical comedy and musical wizardry to transport students into a magical world. The show will

remind them that no matter what, there will always be someone who will be there to catch you when you fall. *Narnia* runs from November 30 to December 20, 2023, and is best enjoyed by students in Grades one and up.

In January, *Poli POP* comes to the mainstage all the way from South Korea. Siblings Poli and Pola are refusing to go to sleep and instead are using their imagination to journey to far away islands and roaring seas. However, there is something lurking in the shadows. This show uses live music and amazing animations and projections to bring your students into the world of Poli and Pola and see if they defeat the monster and make it back to their room safely. *Poli POP* runs from January 24 to February 2, 2024 and is best enjoyed by students in Preschool to Grade 3.

The Problem with Pink, a co-production of Le Petit Théâtre de Sherbrooke (Quebec) and La parenthèse-Christophe Garcia (France), explores how the fear of judgement can divide the closest of friends, even if it's over something as simple as "the colour pink is for girls." This play

presents themes of friendship, trust, and gender identity in ways that makes it easy for students to engage with. *The Problem with Pink* runs from February 14 to 23, 2024 (with two French performances on February 14) and is best enjoyed by students in Grade three and up.

Just before spring break, MTYP brings back *Tetris* from The Netherlands. Inspired by the computer game of the same name, *Tetris* is a live performance about how we all fit together. Students will learn a new physical language and be invited to speak and play along. Performances run from March 13 to 22, 2024 and is best enjoyed by students in Kindergarten to Grade 6.

The last show of the season is *The Pa'akai We Bring*. This original production from Hawaii will introduce students to the Native Hawaiian relationship with pa'akai (salt). Pa'akai in Native Hawaiian culture is food, medicine, a sacrament, and a treasured gift. The play follows multiple generations of salt farmers on Kauai, blending ancient stories, hula, original live music, and audience participation to create an engaging experience for students to learn about the beautiful ancient stories that exist outside of turtle island. Performances run from April 24 to May 3, 2024 and is best enjoyed by students in Grade three and up.



The Pa'akai We Bring is MTYP's last show of the season and runs from April 24 to May 3, 2024.

To learn more about MTYP's season for educators or to book a show, you can visit www.mtyp.ca/educators or contact Jessica McGlynn, school sales coordinator, at 204-954-1704 or email at salescoordinator@mtyp.ca. ♦

GROW YOUR students' WORLD

Take a leap into MTYP's 2023/24 season!

Join us for SIX NEW PLAYS that will help your students' minds blossom



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We come to you!

Snow White Touring Performances

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TO BOOK, CONTACT

Jessica McGlynn:
salescoordinator@mtyp.ca
or 204.954.1704

To see our full season
check out our Educator
Brochure online at
mtyp.ca/educators

The Problem with Pink

PHOTO: Verchere Jean-Charles



About CTTAM



The Certified Technicians and Technologists Association of Manitoba (CTTAM) is the regulatory body within the Province of Manitoba for engineering and applied science technicians and technologists.

CTTAM is a member of Technology Accreditation Canada (TAC). TAC delivers world class accreditation for the technology profession in Canada, based on best practices, and promotes the highest quality of education in engineering technology and applied science. There are important components to the program accreditation process:

- A. Program background information
- B. Student policies
- C. Program policies
- D. Program and course information
- E. Learning outcomes
- F. Faculty
- G. Facilities, resources, and other student support

RRC Polytech, Manitoba's largest institute of applied learning and research, believes in the importance of

having their technology programs accredited. Accredited technology programs are recognized at the technologist level and, with two years of relevant work experience, applicants qualify for the CTTAM designation of Certified Engineering Technologist (C.E.T.).

RRC technology programs outlined in the table below are accredited:

The requirement for certification as a C.E.T. is industry driven. Some employers will require applicants to be certified as a C.E.T., which ensures employers applicants have had their academics and work experience validated at the technologist level. Employers, governments, and the public in Manitoba, as well as across Canada, recognize titles regulated by CTTAM: C.E.T. (technologist) and C.Tech. (technician).

CTTAM has an agreement with other provincial associations that allows certified technicians and technologists in good standing to transfer to another province and retain their certified status.

More information can be found at www.cttam.com. ♦

Program Name (Options)	Discipline	Program Level
Architectural Engineering Technology	Architecture	Technologist
Electrical Engineering Technology	Electrical	Technologist
Electronic Engineering Technology	Electronics	Technologist
Environmental Engineering Technology	Civil	Technologist
Geomatics Technology	Geomatics	Technologist
Instrumentation and Controls Engineering Technology	Instrumentation	Technologist
Mechanical Engineering Technology	Mechanical	Technologist
Municipal Engineering Technology	Civil	Technologist
Structural Engineering Technology	Architecture	Technologist

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2SLGBTQ+ resources to help combat hate

BY DENE GUILLAS

Dene Guillas is Rainbow Resource Center's school equity and inclusion coordinator.

This school year, Manitoba school staff need to be empowered to call out 2SLGBTQ+ hate and offer support to students affected by it.

Students and teachers are returning to schools that look like battlefields. With attempts to ban books, proposed policies that put vulnerable youth at risk, the promotion of anti-queer agendas, mobs spreading misinformation, and obscenities at school board meetings, we all need to take a stand.

First, let's understand how sexual orientation, gender identity, and gender expression are protected in Manitoba schools:

- Gender identity, gender expression, and sexual orientation are protected rights under the Canadian Charter of Rights and Freedoms and the Manitoba Human Rights Code. Manitoba curriculum aligns with these, along with supporting policies and resources, which includes supporting transgender and gender diverse students in Manitoba schools.
- The Public Schools Act (Manitoba) amendments require school boards to have a policy concerning respect for human diversity and to ensure the policy is implemented in each school in the division. This policy

is meant to "address training for teachers and other staff about bullying prevention and strategies for promoting respect for human diversity and a positive school environment." The policy is also to promote acceptance of and respect for others in a safe, caring, and inclusive school environment. The policy must accommodate student activity that promotes the school environment as being inclusive of all pupils, including student activities and organizations that use the name "gay-straight alliance."

- Under Article 29 of the United Nations Convention on the Rights of the Child, all children in Canada have the right to a quality education regardless of location, and the right to an education that helps them develop their talents and abilities.

Here are some ways schools can better reflect the diversity of all their students, staff, families, etc.:

- Gender inclusive washrooms;
- Books, literature, posters, etc. that are reflective of everyone;
- Sharing names, pronouns, and identities that affirms who you are;

- Believing others when they share their identities and respecting them;
- Gender-inclusive language used in schools;
- Inclusive policies, forms, procedures, etc.; and
- Curriculum that includes 2SLGBTQ+ representation.

Rainbow Resource Centre offers many resources for schools, staff, youth, and families to access for support and to help combat the hate as well:

- Awareness, Inclusion, and Affirmation in Schools workshop: this full-day workshop will help guide schools in creating safe(r), more inclusive schools and classrooms.
- GSA workshop and visits: we can help schools create and continue to offer this safe space for 2SLGBTQ+ youth.
- Consultation: review policies, documents, forms, and share resources for inclusion.
- Youth programming: a fun, positive space to learn new

skills, create projects, and celebrate our identities. Programming focuses on fostering resilience and increasing self-esteem and self-confidence while building social networks, contacts, and peer support.

- Counselling services for youth, families, allies, etc.
- Family educational workshop and support groups.

"Now, more than ever, it is critical we stand firm and resolute in our commitment to ensuring 2SLGBTQIA+ peoples are welcome, safe, and represented in every space, particularly in our schools, where our youth deserve to learn in an environment of equity, inclusion, and respect," said Karen Sharma, executive director of the Manitoba Human Rights Commission.

2SLGBTQ+ rights are not up for debate. No debate is healthy when it debates the humanity of oppressed people. Let's focus on compassion first, then comprehension. We are all worthy of love.

For more information, contact Rainbow Resource Center at 204-474-0212. ♦



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Our future campaign

BY LAMYA KALAH AND CELLA LAO ROUSSEAU

The inspiring stories of Mihsakwan James Harper, EIT, M.Sc, Katrina Buckingham (civil engineering student), Trevor Ouellette, P.Eng., Jarell Crampton, EIT, and Erin Ouellette (ENGAP student), are all different, though they do have one common goal: to help Indigenous youth envision themselves in a career field that will also give them the potential to make lasting, positive impacts.

In his video, Mihsakwan James Harper talks about how his work as an EIT is installing renewable energy systems, particularly in remote communities.

"I had a particular fascination with how the world works... with understanding how the natural world interacts with us," Harper said in his Our Future interview.

Through his engineering journey, Harper found that he enjoys

embarking on solar, wind, and other clean energy projects because he finds these innovations align with Indigenous worldviews, such as being stewards of the land for the generations ahead.

"By using tools, like in math, for example, you could express a lot of relationships with the natural world around us, and that's what fascinated me," Harper said.

Katrina Buckingham's father being an engineer inspired Buckingham to enroll at the Price Faculty of Engineering and the Engineering Access Program (ENGAP).

"When I was in grade eight, I was really liking math, and I guess that kind of started the interest... That summer leading up [to university] was so exciting that I almost didn't have time to feel nervous," Buckingham said with a laugh.

Upon becoming a student in the civil engineering stream, Buckingham was exposed to the different areas within the department and took an interest in structural engineering. Buckingham hopes to inspire more Indigenous youth to consider a career in engineering and mentions that the peer-tutoring services made available through ENGAP were most helpful in her studies.

"I think it's really important to have more Indigenous peoples in engineering," said Buckingham. "There's not a lot of representation, and I feel like if there was more, that would be really amazing, especially when there's projects happening in the different communities."

Trevor Oulette, P.Eng., works as a project manager at Manitoba Hydro and specializes in civil engineering. Growing up in Dauphin, Man., Oulette was always interested in building things and problem solving. His curiosity led him to turning a lawnmower motor into a go-cart for fun.

"What kid didn't want to put an old scrappy lawnmower motor into a go-kart and rip it up and down the streets?" said Oulette with a smile.

Eventually, his passion led to his pursuit of a civil engineering degree at the University of Manitoba and his graduation from ENGAP. Now, Ouellette's Indigenous heritage





and knowledge of community development work in tandem with respect and benefit remote communities.

“The passion for engineering is more of a satisfaction. It starts off with a concept, an idea...” Oulette said. “And then you go through the steps and the stages, and you come out and look at something that’s done, and you go, ‘Hmm... I made that happen.’”

More inspiring stories and full videos can be found at www.EngGeoMB.ca/OurFuture.

The Our Future campaign provides helpful resources for Indigenous students to access in the pursuit of an engineering degree, most notably the engineering Access Program (ENGAP) at the University of Manitoba. ENGAP is an all-encompassing program with academic, financial, personal, and social supports to help Indigenous students succeed in their studies at

the Price Faculty of Engineering. The sense of community amongst ENGAP students goes a long way to mediate the academic pressures in the pursuit

of an engineering education, along with peer-tutoring provided in the program. ♦

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The ENGAP (Engineering Access Program) offers Indigenous students the support they may need.

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2023 Our Future Campaign

MNU dedicated to the profession of nursing



The Manitoba Nurses Union (MNU) is committed to the profession of nursing, students pursuing a career in this field, and its members for furthering their education.

The MNU offers several scholarships for aspiring nurses and members looking to expand their knowledge.

The Manitoba Nurses Union (MNU) believes in the benefits of education and its power to advance an individual or society. MNU believes the power that comes from being educated begins with self and expands to all. As such, we are committed to the profession of nursing, students pursuing a career in this field, and our members furthering their education.

"The world will always need nurses. It's imperative that in the nursing workforce of today, students and working nurses are able to achieve their educational pursuits," said MNU president Darlene Jackson. "We are very proud of the scholarships and education funds that MNU has created."

For future nurses, MNU offers the Joyce Gleason Memorial scholarships, named after the first executive director of the Manitoba Organization of Nurses' Associations (MONA), now known as MNU. Joyce Gleason was a firm believer that "to care for nurses is to care for patients" and she devoted her career to advocating for both.

These scholarships were established in 2001 in recognition of her commitment and support of nurses. There are four annual scholarships of \$1,500 to students enrolled, for the first time, in a nursing program (RN, LPN, or RPN) at a Manitoba institution. Students may apply for this scholarship in any year of their nursing program. The deadline to apply is October 15 of each year.

Additionally, the Canadian Federation of Nurses Unions (CFNU) offers an annual \$1,000 scholarship to each provincial nurses' union for students enrolled in nursing programs. The MNU recipient is chosen by a committee of the MNU board. Applicants for the Joyce Gleason

Scholarship will automatically be considered for this award. There is no separate application for the CFNU scholarship.

For current nurses who are MNU members, the MNU Continuing Education Scholarship represents our commitment to professional development and was established by a resolution at the 2013 Annual General Meeting.

There are two scholarships of \$1,500 available annually to MNU nurses enrolled in a nursing degree or post-degree program that is nursing related. Also, distance and online courses that are part of a degree program may qualify for this scholarship; RN, LPN, and RPN applicants may apply for the scholarship in any year of their program. The application deadline is May 31 of each year.

As well, education funds are available for MNU members looking to expand their knowledge in labour studies with the Keith Lambert Memorial Labour Fund.

Keith Lambert held several union positions and remained a strong advocate for nursing and the labour movement throughout his career at the Health Sciences Centre. This education fund was established in 1993 in recognition of his philosophy of effecting change through participation so other nurses could advance their labour know-how and become active union members. Applicants are eligible to access it only once in three calendar years, up to a maximum of \$1,000.

For more information on MNU's scholarships and education funds, please visit our website: www.manitobanurses.ca/solidarity-school/scholarships-educational-funding. ♦

Bridging the gap: Mental health resources in Manitoba schools

BY AMY TUNG, COMMUNICATIONS MANAGER, PEER CONNECTIONS MANITOBA



In recent years, the conversation surrounding mental health has rightfully taken center stage. Recognizing the critical importance of emotional and psychological well-being, Manitoba, like many regions globally, has been actively working to provide enhanced mental health resources within its school systems.

The unfortunate gap in mental health resources

It's no secret that mental health issues among students are on the rise, making access to appropriate resources in schools more critical than ever. However, despite acknowledging the need, there's an unfortunate gap in funding and support for these essential services. Limited budgets and competing priorities often leave schools with inadequate mental health programs, leaving students without the necessary support.

But all is not lost. While funding limitations may be a reality, there are proactive steps we can take to bridge this gap and ensure every student receives the mental health support they deserve.

Peer Connections Manitoba: A beacon of hope

Established in 2020, Peer Connections Manitoba (formerly known as the Manitoba Schizophrenia Society) is a non-profit that pioneers peer support programs. Their journey commenced in 1978 when they pioneered support groups aimed at assisting families in caring for their loved ones. Today, they continue to empower individuals through programs, workshops, and support groups, fostering a sense of belonging and resilience.

The importance of lived experiences

Peer support empowers families and friends to navigate diverse clinical options, access appropriate supports, and develop self-confidence for effective self-advocacy.

Moreover, it helps break down the stigma of mental illness, as sharing lived experiences can dispel stigma and encourage seeking treatment.

Don't keep it a secret – connect with our Family Peer Support to find understanding, support, and hope. Peer support programs can also be replicated in schools to support students with the same values-based approach. It's about listening to a student and supporting them in exploring their options.

Empowering youth to support each other

As we strive to address the gaps in mental health resources within schools, we must instill values that encourage students to support each other. Peer support starts with asking questions, actively listening, and supporting each other as valued individuals. It's about recognizing that every student's experience is unique and providing them with the tools to explore their own mental health needs.

Introducing Huddle: A safe space for youth

In addition to the efforts of Peer Connections Manitoba, there is another valuable resource available to youth in Manitoba: Huddle. Huddle is a safe space for youth ages 12 to 29, offering free, trauma-informed, and culturally safe health services in a youth-friendly atmosphere. This resource further reinforces the importance of creating accessible and supportive environments for young individuals to address their mental health needs.

The challenges posed by gaps in mental health resources in Manitoba schools are undeniable. However, by nurturing values-based peer support, encouraging open dialogue among students, and providing accessible resources, we can empower the next generation to prioritize mental health and create a brighter future for all. ♦

Connecting the links with Supply Chain Manitoba



Presentation on supply chain careers at the University of Winnipeg PACE, sharing insights into career choices and industry trends.

Empowering careers, enriching commerce, embracing sustainability

Nestled in the heart of Canada, Manitoba boasts a robust supply chain network vital for its diverse economy. This system fosters seamless local and national goods movement, serving as a catalyst for economic growth. It bolsters key industries, opens gateways to markets, and fuels job creation and infrastructure development – a bedrock for enduring prosperity.

Supply Chain Manitoba is committed to optimizing supply chains for individuals and organizations, covering sourcing, procurement, transportation, and warehousing. Focused on a thriving workforce as the industry's backbone, they aim to strengthen the transportation and distribution sector through skill development and diversity promotion.

Devoted to a circular economy, Supply Chain Manitoba champions sustainability throughout the supply chain, reducing waste and enhancing efficiency. Their mission transcends Manitoba, resonating across industries and geographies, shaping a more interconnected and resilient world.

Empowering through knowledge: Supply chain education

Education is the cornerstone of growth, and Supply Chain Manitoba recognizes this unequivocally. In partnership with Supply Chain Canada, Manitoba Institute, they offer a transformative array of education programs. The Supply Chain Management Professional (SCMP) Designation is a beacon for those seeking to elevate their supply

chain careers to management or executive levels. Meanwhile, the Supply Management Training (SMT) program equips early- to mid-career professionals with the skills that lay the foundation for a successful journey in the industry.

Navigating opportunities: Your supply chain journey

Between 2023 and 2027, Manitoba anticipates a substantial demand for 13,344 skilled professionals in various supply chain occupations, with 5,954 of these opportunities concentrated within the transportation and distribution sectors. Notably, roles such as transport truck drivers, automotive technicians, and shippers and receivers are poised to be in high demand.



Rick Reid, chief executive officer of Supply Chain Manitoba, mentored students at The Met School's interview event, imparting essential interview tips and skills.

for small and medium enterprises (SMEs). Through a centralized platform, they foster engagement and information sharing among supply chain professionals, cultivating an ecosystem primed for circular economy practices. By nurturing this innovative mindset, Supply Chain Manitoba propels Manitoba businesses towards prosperity in the ever-evolving landscape of the Circular Economy.

As a partner organization of the Manitoba Transportation and Distribution Sector Council, Supply Chain Manitoba is dedicated to cultivating workforce development within this thriving sector. Their commitment extends to introducing the next generation to the exciting career prospects within supply chain. To achieve this, they collaborate with various high schools and colleges to orchestrate informative presentations. These sessions serve as a platform to introduce students to the diverse and rewarding world of supply chain and transportation and distribution

careers. With these programs and initiatives, Supply Chain Manitoba aspire to empower individuals to enhance their skills, acquire industry-specific expertise, and expand their professional networks, setting them on a path to success in the transportation and distribution industry.

Circular economy catalyst: Supporting SMEs

In a world shifting towards sustainability, Supply Chain Manitoba is at the forefront of championing the circular economy, particularly

Joining the symphony: Partnering with Supply Chain Manitoba

As the curtains rise on this introduction to Supply Chain Manitoba, we invite you to explore this world of possibilities. Contact Erin Lubinski, director of Workforce Development, at elubinski@supplychainmb.ca today and arrange a school presentation for your students on supply chain careers, transportation, and distribution. Prepare them for a future where they can contribute to shaping the world of supply chains while enjoying rewarding and impactful careers. ♦



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Breaking the silence: Youth combating racism in Winnipeg schools

BY HAMREEN ALI, LUEL DAIR, SARA ABEL, AND ELENA ERIYSHIN ON BEHALF OF THEIR NYPAR CLASSMATES



A few NYPAR members working on a group project at IRCOM.

In November of this year, a diverse group of youth between the ages of 16 and 25 joined the Newcomer Youth Participatory Action Research (NYPAR) project at the Immigrant and Refugee Community of Manitoba (IRCOM), a project funded by the Government of Canada to enable newcomer youth to learn to examine and combat systemic barriers in the justice and education systems in Winnipeg. In this article, Hamreen Ali, Luel Dair, Sara Abel, and Elena Eriyshin, on behalf of their NYPAR groupmates, share their experiences and the work their group has been doing against racism in schools.

NYPAR's members' journey began last winter with a clear goal: to combat racism in Winnipeg schools, particularly towards racialized youth. To kick start our project, we shared our stories of racism, revealing

that many of us had experienced incidences of racism while at school. With this understanding, we designed surveys, conducted interviews, delved into academic research, and collaborated with community partners to gather crucial data after attending 10 weeks of human rights sessions and research methodology workshops and learning from multiple community leaders. Our efforts culminated in a powerful video with Just TV, where we openly and bravely recounted our experiences with school-based racism. Our sights are set on a youth forum, in which we will host a panel discussion, small conversations, research findings presentation, and provide resources for peers facing racism. Our mission is to raise awareness about daily struggles and inspire action among our fellow youth.

In a fair and equal world, schools should be safe places where everyone gets treated the same way. But sadly, the reality is quite different; students from diverse backgrounds often face stereotypes, low expectations, and a lack of representation of teachers from different backgrounds. Schools have become battlegrounds where racism disrupts the educational experience. Racism can take a heavy emotional toll on students, causing self-doubt and depression. These negative emotions impede learning and success.

Racism's long-lasting effects extend to educational inequalities, denying marginalized students access to quality education. This cycle leads to lower academic achievement and perpetuates poverty and inequity. When students are

preoccupied with racism, valuable learning opportunities are missed, and engagement in extracurricular activities can enrich their educational journey less. Racism does not only impact racialized individuals; it affects the entire atmosphere. Racism can lead to conflicts and disruptions in the classroom, making it difficult for all students to focus on learning. It can create a hostile environment that interferes with the educational process.

Luel and Sara shared distressing instances of racism in their schools. One involved a student making hurtful comments about Indigenous peoples. Despite reporting it, the principal's response fell short, sending a message of impunity. In another incident, two students harassed a Black peer with racial slurs. While the teacher promised suspensions if it recurred, it wasn't enforced. A friend recounted a middle school gym class incident where a classmate refused to partner with her due to her race. Despite notifying the teacher, no corrective action was taken. Another friend shared her troubling experience with a guidance counsellor who dismissed her concerns, labelling her as aggressive and loud; the student was Black. Too often, when students report these incidents, they are ignored and left feeling further isolated.

The dismissal of racism makes it come back twice as hard. Aggressors see there is no punishment and can get away with things quickly. Yet the school staff and educational system state they are doing their best. The dismissal of racism only emboldens aggressors. When schools fail to address racism, it intensifies, harming the entire educational environment.



Teachers, counsellors, and school staff play pivotal roles in shaping the student experience and must use their responsibility to ensure all students feel safe and protected.

Therefore, our youth group at IRCOM strives to initiate conversations about the urgent need for change and show how big this problem is. We want schools to take action when it comes to treating students unequally and maintain a healthy and safe learning environment. Every student, regardless of background, deserves an education free from discrimination. It is a big goal, but it

is a goal worth fighting for. Schools must foster an inclusive atmosphere where diverse backgrounds are celebrated, included, and welcomed. Strong anti-racism campaigns and a diverse and representative staff are vital for a united front against prejudice. Schools should actively engage all stakeholders in conversations, workshops, and awareness campaigns, including students, teachers, parents, and decision-makers. Doing so can create a supportive community, eradicating racism from our schools and fostering an environment where all students can thrive. ♦



Small classes. Mighty impact.

Robertson College's micro-courses give students the opportunity to explore their passions

In the world of education, traditional approaches to learning are evolving to meet the changing needs of both students and employers. One such innovative approach is the advent of micro-courses. These bite-sized learning modules are revolutionizing education by providing learners with focused, flexible, and accessible opportunities to acquire new skills and knowledge. In this editorial, we explore the profound impact of Robertson College micro-courses on education and how they are empowering learners like never before.

A paradigm shift in learning

Robertson College's micro-courses represent a paradigm shift in the way we think about education. Gone are the days when learners had to commit to lengthy, semester-long courses to gain tangible new skills. Micro-courses condense relevant and complex subjects into manageable chunks, making learning accessible to a broader audience.

"Our affordable and stackable micro-courses are geared toward students who want to learn relevant and marketable skills without having to commit the time and money required to a diploma program," said Tiffany Wnuk, online business specialist at Robertson. "For high school students in particular, our micro-courses are designed to allow students to study topics they are passionate about and gain relevant job skills needed to work in the ever-changing workforce and digital era. This enables them to explore topics and career opportunities they are passionate about before exploring further education with a diploma program."

Tailored to individual needs

One of the greatest strengths of Robertson College's micro-courses is their adaptability to individual learning needs. Learners can choose from a wide range of topics and skills, allowing them to tailor their education to their specific interests or career goals. Robertson

College offers 50 micro-courses in the fields of business, technology, community services, and healthcare. Whether you're interested in studying data analysis or sharpening your leadership skills, there is a micro-course for you. All Robertson micro-courses are designed in collaboration with subject matter experts so students can learn the most relevant up-to-date skills and pursue a meaningful career.

Flexibility in learning

Flexibility is one of the hallmarks of Robertson College's micro-courses. Learners can access course materials entirely online through Brightspace — Robertson's convenient, one-stop learning platform. This flexibility allows students to learn when and where it suits them best. Additionally, it accommodates the needs of those who may not have access to traditional educational institutions due to geographical constraints or other barriers.

Affordability and accessibility

Another aspect of Robertson's micro-courses is their affordability. Traditionally, higher education can often

come with a hefty price tag, making it inaccessible to many. Robertson's micro-courses are cost-effective, enabling a more diverse group of students to engage in continual learning, pursue their passions, and discover meaningful careers.

Staying relevant in a changing world

In today's rapidly evolving job marketing, staying up to date with the latest skills and knowledge is essential. Robertson College micro-courses empower learners to gain tangible skills and remain competitive by providing them with the tools they need to adapt to the ever-changing demands of the workforce. These courses are designed to bridge the gap between traditional education and the dynamic requirements of the modern workforce.

For more information about Robertson's micro-course, visit <https://bit.ly/mbscmicro> or email our team at upskill@robertsoncollege.ca. Robertson also offers diploma programs in business, health, and community services. For a complete list of programs, visit <https://bit.ly/mbscdiploma>. ♦



We help students find meaningful work.

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Encourage your students to explore a career in HR



Human resources is a compelling choice for students starting to plan their career path.



HR is a career for people who value an inclusive and adaptable workplace culture.

Human resources plays a significant role in the modern business world, transcending administrations and emerging as a vital thread that connects purpose, value, culture, and long-term success for organizations.

It's also a compelling choice for students starting to plan their career path and for students who like to understand human motivations, excel in strategic thinking, navigate complex interpersonal situations with tact, communicate with poise, and possess a keen interest in the world of business.

HR has evolved to become a strategic partner for business leaders. They are the torchbearers of an organization's identity, working diligently to ensure that an organization's purpose is not just a statement but a lived reality, and business leaders are increasingly turning to HR professionals for guidance and strategic advice on how to navigate change successfully.

A career for people who value an inclusive and adaptable workplace culture

HR professionals are responsible for creating an environment where employees aren't looked at as workers but as valued ambassadors of the organization's mission. They ensure individuals understand their role in contributing to the greater purpose and feel a genuine sense of belonging and pride.

HR is not just about managing the present; it's about

securing the future and being part of an exciting journey where both businesses and people can thrive. HR represents a future where people in business are comfortable talking about diversity, equity, and inclusion. The profession helps organizations adapt to new technologies, respond to shifts in the market, and embrace new practices.

A career for people who embrace change

HR professionals are responsible for helping prepare the workforce for change and empowering people to embrace new directions. They are at the forefront of shaping the future of business, ensuring organizations value both profit and people. They are strategic business counsellors and leaders.

A career for people who strive for excellence

HR professionals can pursue a designation as a Chartered Professional in Human Resources (CPHR). This designation represents a commitment to a national standard of excellence in HR and a dedication to upholding the gold standard in the field. It can open doors to leadership positions and increase the average HR professional's earning potential by \$20,000.

As your students consider where their professional lives may lead, we encourage you to share more information with them about the HR profession. Learn more at www.cphrmb.ca. ♦

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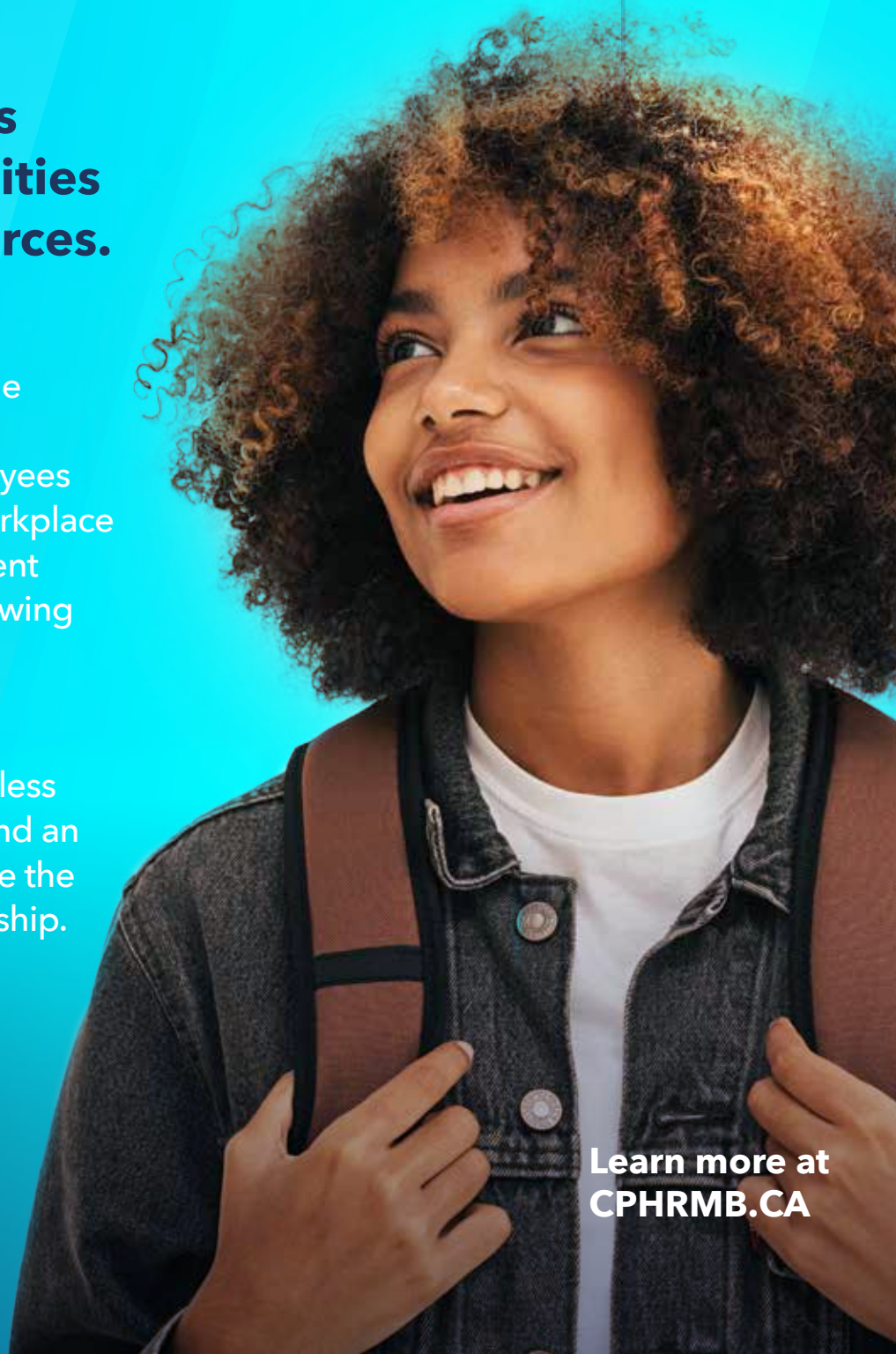
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CMU to launch professionally aligned, socially impactful Bachelor of Social Work degree program

BY KEVIN KILBREI



Canadian Mennonite University (CMU) has announced the development of a new Bachelor of Social Work (BSW) degree program.

Canadian Mennonite University (CMU) is excited to announce the development of a new Bachelor of Social Work (BSW) degree program.

The program will deeply align with CMU's mission and commitments to reconciliation in church and society, as well as Mennonite/Anabaptist traditions of service and community development. This degree will provide students with the skills and abilities needed to help facilitate the health and well-being of vulnerable persons and communities across Canada.

CMU's BSW program will be designed as a four-year program, with advanced entry in year two. Year one, which already received students for September 2023, offers considerable choice to develop a diverse range of competencies in the arts, sciences, and social sciences. BSW-specific courses will be offered starting in September 2024.

This program promises to deliver professional work



CMU's BSW program will be designated as a four-year program, with advanced entry in year two.

opportunities and to prepare students for graduate studies. Students will be equipped as creative, constructive, self-aware, critical thinkers, better problem-solvers, mature leaders, and more effective peace builders – making them a sought-after choice for employers.

An extensive BSW feasibility study included broad-based consultation with practicing social workers, social work educators, CMU alumni, current students, parents, and community leaders. There was remarkable and unanimous support in these conversations for CMU developing a distinct BSW program to meet the great and varied social needs of our communities. These consultations also underlined the need and opportunity for this program to reckon with the very real dynamics of systemic harms that both the field of social work and institutions more broadly – including Christian organizations, government, and educational institutions – have historically perpetuated as tools of colonialism.

Demand for another undergraduate social work program in Manitoba is strong, from both a student perspective and a job market perspective. Acceptance into existing provincial social work programs in the province is very competitive, resulting in hundreds of applicants turned away each year due to limited program capacities. Demand for BSW graduates for a range of entry-level roles in Manitoba is also strong, with job opportunities outnumbering qualified candidates. In addition, workforce demographic changes and an aging population indicate the need for qualified, credentialed social workers will remain strong into the future.

As CMU is a member of Universities Canada, students can be assured that CMU will design a program to meet the highest regulatory requirements for work in a range of contexts across Canada. CMU has initiated the process of hiring faculty and an Indigenous advisor who will coordinate a program development council drawn from the community. These hires will ensure that the BSW program is inclusive and culturally responsive to diverse social needs in Winnipeg and Manitoba. Program development, including accreditation processes with the Canadian Association for Social Work Education (CASWE)

and the Manitoba College of Social Workers (MCSW), will commence immediately once these roles are confirmed.

Uniquely among Canadian universities, CMU has been providing all students with work-integrated learning opportunities since its inception, offering students the chance to gain real world experience as part of their education. Through strong existing networks and capacities to build new partnerships, CMU is well positioned to provide quality placements that meet CASWE and MCSW requirements and ensure students apply classroom academics to real world work environments.

"We are thrilled to offer this program and to equip students with the character, skills, and knowledge base to enable and strengthen the health and well-being of our communities through social work," said CMU president Dr. Cheryl Pauls. "This program will complement existing programs, building on CMU's mandate to educate for the betterment of society through attention to developing the intellectual, spiritual, physical, and social dimensions of students and communities."

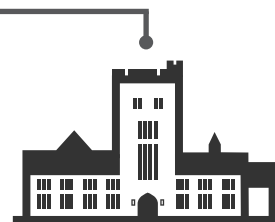
Visit www.cmu.ca/socialwork to learn more. ♦



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Types of jobs you can get:



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Management/Human Resources – Do you view yourself as a leader or do you like helping people? Like any other type of industry, insurance has management and human resources teams to lead and support their staff.



Tech – Are you good with computers? Does anything “tech-related” get you excited? Then believe it or not, the insurance broker industry could be right for you. Our industry is evolving quickly and the need for young, driven, tech-minded people is very high.



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