

MANITOBA *School Counsellor*

SPRING 2024



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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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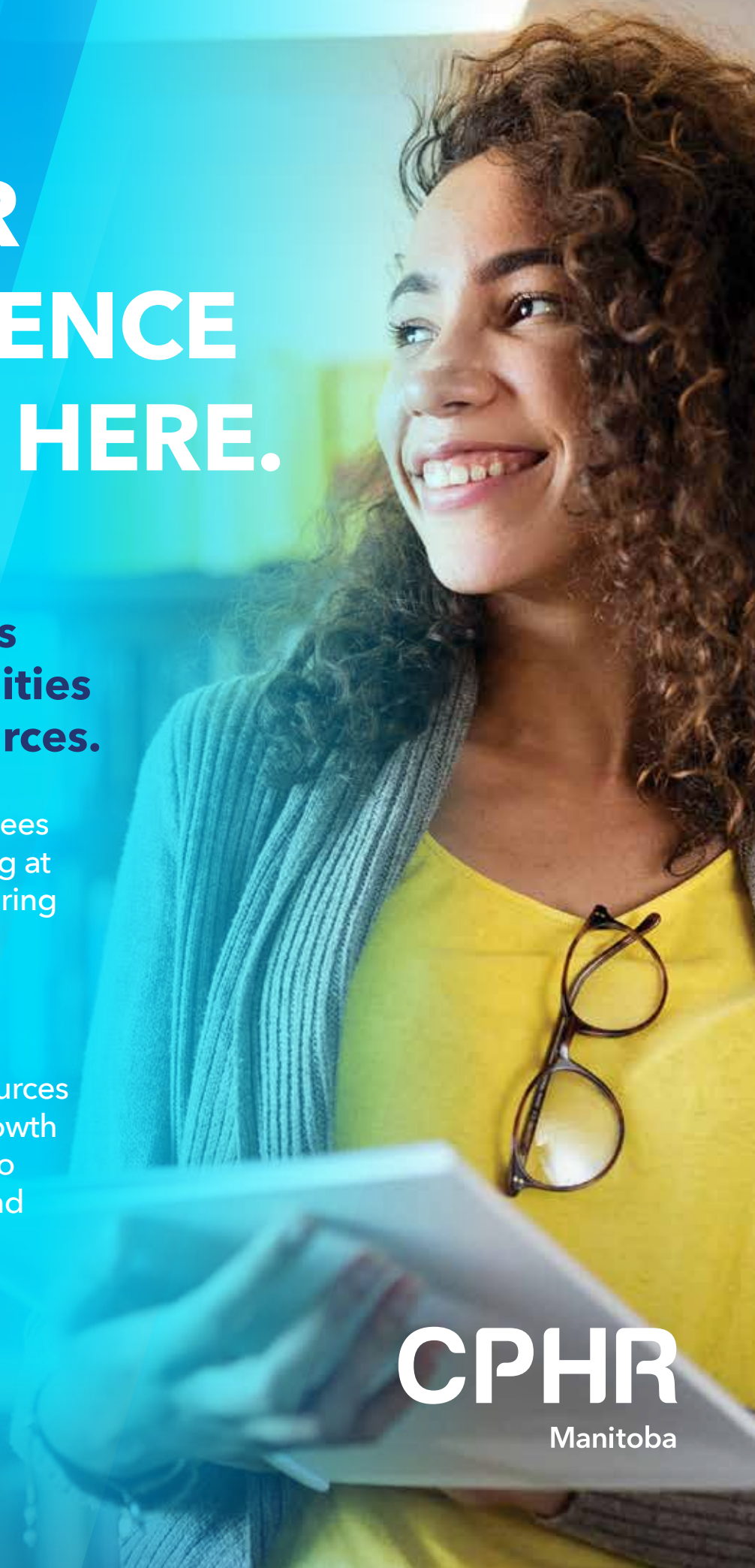
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Discover and nurture your passions at UWinnipeg

Studying at the University of Winnipeg opens doors and leads to new discoveries. Lance Lecocq-Gareau understands this as well as anyone.

When the fourth-year student began at The University of Winnipeg, he did so with a curiosity about the sciences and desire to get his degree. What he was lacking, however, was a true enthusiasm for his studies. But it wasn't long before Lecocq-Gareau had a breakthrough. Initially arriving at UWinnipeg with designs on studying neuroscience, he spent a summer studying organic chemistry, which not only turned into a newfound interest but his own personal lightbulb

moment and a change in direction.

"University is about studying something you're truly passionate about," he said. "When I changed my major to chemistry, I had tremendous support from the faculty and staff."

Discover your passion

In part, Lecocq-Gareau was guided by Dr. Melanie Martin, who introduced him to the Natural Sciences and Engineering Research Council of Canada (NSERC) undergraduate research scholarships and explained how, simply put, they could give him the opportunity to pursue the research that mattered most to him.

The encouragement from Dr. Martin led Lecocq-Gareau to apply entirely altered the trajectory of his academic career.

After winning a scholarship and, given that UWinnipeg is uniquely positioned to provide undergraduates with research opportunities, Lecocq-Gareau was able to step into the lab with Dr. Adam McCubbin despite a lack of prior experience. It was in that lab, too, that Lecocq-Gareau's eyes were opened to the way his classwork could be applied in a practical setting. That only served to further ignite Lecocq-Gareau's passion, and when a second NSERC scholarship gave him

the chance to work with Dr. Tabitha Wood, he leapt at the opportunity. Alongside Dr. Wood, he discovered the value of networking, attending a national conference where he was able to engage and share his findings with experts in his field.

Faculty mentorship and support

The lasting impact those experiences have had on his education are immeasurable, he said. But the reality is that his influences throughout the University have been far-reaching.

“Everyone in the Chemistry department has had a huge impact on my experience as an undergraduate student who wants to pursue research,” he added. “With such an accessible department, it’s easy for us to get close to our professors, have meaningful connections with them,



Lance Lecocq-Gareau (middle) received Natural Sciences and Research Engineering Research Council of Canada undergraduate research scholarships under the mentorship of University of Winnipeg faculty.

and they are better able to mentor us.”

As he continues towards graduation, Lecocq-Gareau has his sights set on a master’s in chemistry, his doctorate, and, eventually, post-doctorate fellowships, with an eye toward one day helping other students realize their dreams.

“My end goal is to become a professor, to teach organic chemistry, and offer other undergraduates the opportunities I got here at UWinnipeg,” he said.

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THE UNIVERSITY OF
WINNIPEG

BY MYLES TIESSEN

CMU graduates chosen for prestigious Manitoba Legislature internships



Two Canadian Mennonite University (CMU) graduates from the class of 2023 were recently accepted into the highly competitive Manitoba Legislature Internship Program. Nicholas Harder and Kyla Willms, both graduates of 2023, will be a part of the prestigious 10-month internship from September to June.

Open only to six Manitoban students each year, the program provides opportunities for recent university



graduates to experience firsthand the legislative process within the Manitoba legislature.

Interns are assigned to work with the incumbent or opposition caucuses, where they participate in various government operations, seminars, and many other legislative processes.

"I'm excited to get wrapped up in the whole energy of the place," said Harder. "I'm excited to do this

Nicholas Harder and Kyla Willms, both 2023 Canadian Mennonite University graduates, were recently accepted into the highly competitive Manitoba Legislature Internship Program.

because interns do a lot of different things in a day, and it's very important to me that I have a job that has a variety of tasks."

Kyla Willms is also excited to embrace the consistency of a high-paced full-time position.

"I've heard that sometimes the interns will get to the legislature and have a half-hour to write something for the MLAs to say [during legislative assembly]," she said. "I think it'll be a challenge, but also a good challenge."

Regardless of the swirling nerves, Harder and Willms say they feel prepared for the role.

Harder spent his CMU practicum placement with the Canadian Centre for Policy Alternatives - Manitoba Office, which he says helped him develop skills that will transfer to the internship program.

"During [my practicum], I started picking up what other community activists and community researchers are doing and what the socio-political ecosystem is like in Manitoba," he said.

In conversation, Harder and Willms were vocal about their initial skepticism about the political process. As political studies majors, they spent years analyzing, evaluating, and often judging the form and function of government. However, as they thought more about their desire to make a difference in their community, they became increasingly drawn to the internship program.

In Willms's instance, an independent study at CMU led her to conceptualize and draw political cartoons satirizing government officials.

"In a way, I was doing critique from the public's view, so it'll be interesting to see the process from the inside," said Willms. "It'll be nice to feel like I'm a part of this large process. And thankfully, I wasn't drawing any MLAs," she jokes.

Harder and Willms aren't the first CMU graduates to participate in the program. Hannah Drudge (CMU '22) was among the select few chosen this past year.

"Getting to be a part of the important work done in the Legislature was amazing," said Drudge. "I really felt like I was contributing – in a very small way, of course – to the democratic process."

She says that between the policy, research, communications, outreach, and legislative business, she was able to try on different vocational hats and fully explore, in-depth, what she learned through her time at CMU.

"I really enjoyed the stress of [the program] and am now better equipped to work in high-pressure environments going forward. It was also really fun to hear MLAs deliver speeches that you played a role in drafting," said Dueck.

Harder says he's excited to see the tangible evidence of his hard work.

"It's cool to think that all these skills you build up can actually be used for something, to propel movements forward, create certain policies, and make a difference in people's lives," he added. "I'm excited to see the impact." ●

Where learning and career connect



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Why an insurance career is right for you

The job force is continually changing as it ebbs and flows with new positions, talent, and ways to work, on top of the endless daily shifts across the world. Sure, student-dominated industries like hospitality or retail are always an option for your next job, but they aren't the only ones. There's a demand for insurance brokers and young professionals in Manitoba, and the insurance industry has plenty of options to help you find the right career path to fit your goals.

Different types of insurance jobs range from:

- Sales
- Customer Service
- Processing
- Management/Human Resources
- Tech

Along with the many job options, insurance covers a wide range of topics and skillsets – not just numbers and math. The numbers side is important, but Manitoba insurance is also filled with small business entrepreneurs and values individuals with great people skills and drive who are eager to advance with the industry.

Much like Manitoba, the insurance industry is consistent yet constantly growing.

Regardless of whether you're looking for a part-time job while you finish high school, your undergrad, or while seeking a new work opportunity that's stable and flexible with tons of room to grow, insurance offers different positions for varying experience and personality types.

Becoming a broker only requires taking one course to get started and allows you to move at your own pace. It's quick and comes with plenty of options, especially for the entrepreneurial types who are full of plans and ideas.

The right fit

The insurance industry is seeing a lot of change in the ways people work and how they land their dream job. Experience is important, but so is being a go-getter with a willingness to learn. A lot of brokerages are looking for someone who is the right fit. Brokerages are committed to finding the right people to hire and training them accordingly.

The focus on finding the right people means a post-secondary education is not necessary to become an



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insurance broker. In fact, many choose to start the insurance broker education career path instead.

Types of jobs in insurance

The insurance industry is more than a single position. In one office alone, you have the opportunity to earn different job titles, with plenty of different career paths to choose from, and even more predicted to start in the future.

Some common insurance jobs include:

- Sales – This broad position includes selling anything a broker can offer. If you're interested in making commission, this is the role for you.

- Customer Service – This frontline job typically involves working with walk-in clients looking to pay for things like their driver's license.
- Processing – This job is perfect for the introverted types and typically involves working behind the scenes in data entry.
- Management/Human Resources – Like any other type of industry, insurance has management and human resources teams to lead and support other insurance brokers.
- Tech – This fun and changing career can involve anything from coding to social media marketing. This job is great for analytical and creative types.

Be part of Manitoba's growing industry

Winnipeg is now seen as a business hub, thanks to growth and incoming businesses. The insurance industry is no different, and brokerages are trying to keep up with the growth. Brokerages always need more staff to continue propelling the city and province forward.

Insurance brokers are looking for employees in real time; there are new full and part-time positions available weekly. To see what jobs are currently available in the insurance industry, check out our Industry Jobs page on the IBAM website: www.IBAM.mb.ca. ●



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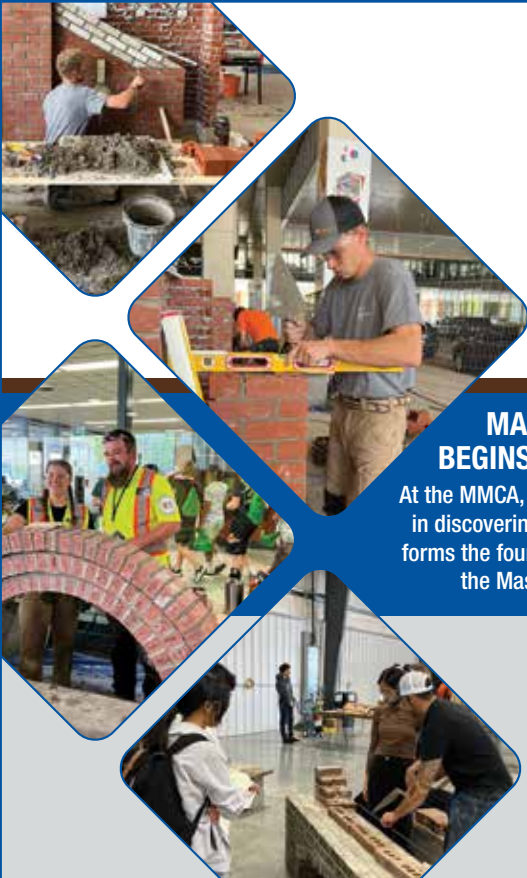
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BEGINS WITH APPRENTICESHIP**

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.

For more detailed information on the
**Manitoba Masonry
Apprenticeship Program**
visit us at
[www.manitobamasonry.ca/
mmca/apprenticeship](http://www.manitobamasonry.ca/mmca/apprenticeship)
or contact us at
info@manitobamasonry.ca

Building dreams: The hidden advantages of a career in masonry

BY PETER SCHUSTER, MANITOBA MASONRY CONTRACTORS ASSOCIATION (MMCA), PETER@MANITOBAMASONRY.CA



High school students, as they navigate diverse career paths, frequently find the allure of conventional options such as medicine, law, or engineering overshadowing less traditional yet equally rewarding trades. By emphasizing masonry as a favorable option, we shed light on its significance not only in building construction, but also in paving the way for a gratifying career. With its numerous advantages, masonry stands out as an attractive choice for those aiming for early entry into the workforce.

One of the most enticing aspects of entering the field of masonry is the chance to earn while you learn. In contrast to many professions demanding extensive formal education before financial benefits, masonry apprentices can kickstart

their journey with a substantial income right from the beginning. Imagine this: you not only acquire hands-on experience but also receive a steady income, facilitating a seamless transition from student to professional.

The journey to becoming a certified mason is not an endless road either. Within a mere two to three years, dedicated individuals can attain their Red Seal certification, signifying a high level of competency in the trade. This streamlined process allows for quicker entry into the workforce, empowering young minds to shape their futures without the prolonged years of study.

Training for the Red Seal certification program is conducted locally at the award-winning training facility located at RRCP, adding a valuable aspect to the apprenticeship experience.

This local training further enhances the accessibility and quality of the program, providing a well-rounded education for aspiring masons.

Financial concerns often loom large for students considering a trade, but the good news is there are numerous bursaries available for those pursuing masonry. These financial aids not only ease the burden of education costs, but also serve as a testament to the industry's commitment to fostering the next generation of skilled professionals.

Masonry, at its core, is about building – not just structures, but communities. Those who choose this trade play a pivotal role in creating a sense of permanence in the places they work. It's not merely a job; it's a contribution to the fabric of society. As a mason, you become a silent architect of

your community, leaving a legacy for generations to come.

Moreover, the allure of autonomy beckons to those with an entrepreneurial spirit. Masonry offers a pathway to being your own boss. Imagine having the creative freedom to shape your projects, set your schedules, and build your own business from the ground up. The possibilities are as endless as the bricks and mortar you'll work with.

Teamwork and inclusion are foundational to the world of masonry. Collaboration is not just encouraged; it's essential. Masons work together, learning from one another and growing as a unit. The camaraderie built on construction sites is not only rewarding, but also fosters an environment of mutual support and shared success.

In the ever-evolving landscape of career choices, it's crucial to dispel the outdated myth that masonry is exclusively for males. The industry is actively working to shatter these stereotypes and open its doors to individuals of all genders. Masonry is not about gender; it's about skill, dedication, and passion for the craft. Recognizing the value of a diverse talent pool, the trade welcomes females with open arms, encouraging them to pursue rewarding careers in masonry. Efforts are underway to bridge the gender gap, with special bursaries and financial aid specifically earmarked for females. These resources are readily available to support women as they address their uniqueness while embarking on a journey in this traditionally male-dominated field. Embracing diversity is not just an aspiration but a reality in the world of masonry, ensuring financial aid is accessible for females, enabling them to contribute their skills

and creativity to this dynamic and fulfilling trade.

Beyond the financial and career benefits, a career in masonry has health perks as well. The physically demanding nature of the work ensures that masons stay fit and active. It's a job that keeps both mind and body engaged, offering a refreshing departure from sedentary office work. Perhaps the most compelling argument for choosing masonry is its position among the top wage earners in the trade industry. The financial returns on your investment of time and effort are significant, making it a smart choice for those seeking financial stability and upward mobility in their careers.

Masonry offers a unique and fulfilling path for those exploring their career options. From the early earning opportunities and swift certification

to community contribution and the potential for autonomy, the benefits of a career in masonry are diverse and rewarding. As students embark on their career journeys, explore the unspoken advantages of masonry – a trade that transcends mere construction to craft a future of solid achievements.

For more information on apprenticeship opportunities in masonry, we encourage both school counsellors and students to visit the Manitoba Masonry Contractors Association (MMCA) website at www.manitobamasonry.ca/mmca/apprenticeship/. If you have any specific inquiries, feel free to reach out to the MMCA directly at info@manitobamasonry.ca. Remember, we are here to help you navigate the exciting and promising world of masonry apprenticeships. ●





Environmental Science at Providence University College

The environment is top of mind for so many these days, and for good reason. From rising temperatures and tides, to polluted water and food insecurity, to worldwide health epidemics and endangered species, humanity in the 21st century has found itself at the centre of various unprecedented ecological crises. In fact, the current epoch is commonly referred to as the “Anthropocene,” the momentous global impact that humans themselves have had on the world over the past 100 or 200 years (e.g. climate, landscape, ecosystems,

etc.). Without understanding the factors that led to our predicament and what can be done to course-correct, there is little potential for circumstances to improve. If the status quo of production and consumption established by the industrial revolution and beyond is upheld, one can only expect things to get worse.

However, what if it were possible for substantive changes to be made locally and globally, in both personal practice and political policy? How can green initiatives, alternative sources of power, conservation of natural

resources and the like translate into better quality of life for all? And, if it is achievable through science to ensure sustainability as it pertains to food, water, health, education, sanitation, clean energy, and responsible trade, why would people not seek to be part of the solution? These are some of the questions that Providence University College is asking as they launch their brand-new Environmental Science program.

Starting in fall 2024, students will have the opportunity to pursue a four-year degree in Environmental Science.

And, if it is achievable through science to ensure sustainability as it pertains to food, water, health, education, sanitation, clean energy, and responsible trade, why would people not seek to be part of the solution?

Located on 100 acres at their main Otterburne campus, Providence is uniquely positioned in the province to offer a strong field methods component to their program, which will include direct access to riverside, forested, wetland, and agricultural areas along the picturesque Rat River Watershed. Environmental Science is a broad, interdisciplinary degree that combines research in scientific areas such as biology, chemistry, geology, and ecology, as well as key subjects like economics, sociology, and law. Co-led by Assistant Professor of Environmental Science, Dr. Bruce Friesen-Pankratz, and Associate Professor of Health Sciences, Dr. Rebecca Dielschneider, this Bachelor of Science will provide a strong academic foundation for students to pursue careers in the government, the private sector, and with non-profit organizations focused on conservation.

Given the need for action regarding the ongoing climate crisis, the passion that young people have for the natural world, and that environment-related jobs make up one of the fastest growing employment sectors in Canada, consider a BSc in Environmental Science.

Aim higher at Providence.

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The transformative power of trauma-informed schools



BY JOCELYNE LALONDE, MSC, PHEC

In the ever-evolving landscape of education, schools are increasingly recognizing the profound impact of trauma on students' lives. This blog explores the significance of trauma-informed schools, shedding light on their transformative power in fostering a supportive and healing educational journey.

What is trauma?

Trauma comes in various forms, ranging from personal experiences like abuse and neglect to broader societal challenges such as community violence, natural disasters, and intergenerational trauma. For many students, the effects of trauma extend far beyond the immediate event, influencing their emotional well-being, behaviour, and ability to learn. Trauma-informed schools recognize the widespread prevalence of trauma and aim to create spaces where students and staff feel understood, validated, and safe.

What are the benefits of trauma-informed schools?

Improved academic performance

When students feel emotionally and physically safe, their cognitive abilities can flourish. Trauma-informed schools see improvements in academic performance because of reduced stress and increased ability to focus.

Decline in behavioural issues

Trauma-informed schools witness a decline in behavioural issues because they prioritize understanding and addressing the root causes of behaviour, creating safe and supportive environments that fosters positive relationships.

Positive school culture

A positive school culture is one where empathy and understanding are central values. This not only benefits students but also creates a more supportive and fulfilling work environment for educators.

Long-term resilience

By addressing trauma and providing support, trauma-informed schools contribute to the development of resilience in students. The skills and coping mechanisms learned in a trauma-informed environment can have lasting effects on individuals' ability to navigate challenges in the future.

How can my school become trauma-informed?

Adopting the principles of trauma-informed schools and taking gradual steps to implement practical strategies is the best approach. Here are five principles and strategies for building trauma-informed schools:

1. Shift attitudes

This involves cultivating a mindset of empathy, understanding, and nonjudgemental support among educators, staff, and students. Shifting attitudes helps foster a culture that recognizes and responds to the impact of trauma with sensitivity and compassion.

2. Promote awareness

Trauma-informed awareness is not limited to specific individuals or departments – it permeates the entire school community. From administrators to custodial staff, everyone plays a role in creating a trauma-informed environment.

3. Foster safety

Trauma-informed schools prioritize physical and emotional safety. This involves creating a secure physical environment while also fostering a culture of respect and trust among students and staff. Establishing routines and clear expectations contributes to a sense of predictability, which can be especially comforting for those who have experienced trauma.

When students feel emotionally and physically safe, their cognitive abilities can flourish. Trauma-informed schools see improvements in academic performance because of reduced stress and increased ability to focus.

4. Provide empowerment and choice

Trauma can leave individuals feeling a loss of control. Trauma-informed schools aim to empower students by providing choices within the learning environment. This can range from allowing students to choose projects or activities to offering alternative methods of expressing understanding.

5. Highlight strengths

Acknowledge and celebrate the positive qualities, talents, and resilience of both students and staff. This principle encourages a focus on individuals' capabilities rather

than solely on challenges. For instance, a teacher might regularly incorporate moments of recognition for students' unique skills or accomplishments during class, promoting a positive and affirming atmosphere.

Trauma-informed schools represent a paradigm shift in education, acknowledging the diverse experiences students and staff bring into the classroom and adapting to meet their unique needs. By promoting awareness of trauma and fostering safety, empowerment, and choice, as well as highlighting the strengths of the entire school community, you create an environment where students can not only learn but also heal. ●



Create a safer school for your students.

LIVE VIRTUAL WORKSHOPS

Attention Deficit Hyperactivity Disorder Strategies for Supporting

May 21, 2024 (9am-4pm CDT)

This workshop provides practical strategies and interventions for caregivers, teachers, and service providers to support a range of individuals (children, adolescents, adults) with ADHD.

Trauma-Informed Schools Building Safety for Learning

June 20, 2024 (9am-4pm CDT)

This workshop provides practical strategies for implementing five key principles of trauma-informed schools: promoting awareness, shifting attitudes, providing choice, fostering safety, and highlighting strengths.

We envision a world where everyone is trauma-informed.

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Welcome to the Adolescent Parent Centre



Located on Treaty One Land, homeland of the Red River Métis, and inside the boundaries of Winnipeg School Division, the Adolescent Parent Centre (APC) is an alternative education program for students (all genders welcome) ages 14 to 21 who are either pregnant or parenting (we accept children from two months to three years old). As our mission statement describes, our program strives to encourage and enhance the learning potential of each student to promote academic success while offering appropriate supports and resources to develop effective parenting skills and personal independence.

APC is a special place for young parents and parents-to-be. We offer individualized instruction in a caring and supportive environment. Students can attend classes, earn credits, and take part in many programs and

partnerships with partner agencies, such as Career Trek and the WRHA, all while their child(ren) are being cared for in one of our childcare centres.

APC offers:

- Grades 9 to 12 Manitoba curriculum
- Credits towards Grade 12 High School Diploma or Mature Student Diploma
- Continuous progress and assessment
- Flexible programming
- Small class sizes
- Cultural programming
- Four childcare centres
- Breakfast and lunch prepared and provided daily
- Career counselling (offered through Winnipeg Adult Education Centre)
- Winnipeg Transit charter bus

Supports available at APC:

- Caring and supportive staff – we have three classroom teachers, five child development lab assistants, and one food coordinator
- Social worker – our school social worker is on site four days per week
- Public health nurse – the public health nurse is on site twice per month
- Prenatal/Healthy Start – the WRHA runs a Healthy Start program once per month
- Transition support
- Career Trek – Career Trek holds programming on site once per week

What are the benefits of attending the Adolescent Parent Centre?

1. Students can attend school with



their child(ren). Childcare is provided on site so students can attend their classes knowing their children are being cared for by our caring and nurturing child development lab assistants.

2. APC provides the opportunity to connect with other young parents. Being an adolescent parent can be challenging and isolating at times. At APC, students have opportunities to make connections with each other, share stories and strategies,

and create a community for themselves and their children.

3. Opportunities are provided to practice parenting strategies while assisting in childcare centres. All students spend time in the childcare centres with the staff where positive parenting strategies and supports are taught and modeled.
4. Students can develop skills to recognize and cope with childhood

health and safety. Through our community partnerships, such as the WRHA, there are regular workshops about childhood health and safety, child development, healthy relationships, and more.

If you would like more information, please go to our web page www.winnipegssd.ca/winnipegadultedcentre/page/6321/adolescent-parent-centre or contact Ainslie Loria at aloria@wsd1.org or 204-775-5440. ●

As our mission statement describes, our program strives to encourage and enhance the learning potential of each student to promote academic success while offering appropriate supports and resources to develop effective parenting skills and personal independence.



Argyle Alternative High School to provide individualized learning, one student at a time

Students attend Argyle Alternative High School because they want to be there. Argyle is made up of a small, diverse, and inclusive student body. Students graduating from Argyle earn a regular high school diploma based on the Manitoba curriculum. The school is rooted in helping students grow, fostering belonging, mastery, independence, and generosity.

Argyle is a high school in Winnipeg's Point Douglas neighbourhood. The small school setting allows students to be known as individuals. Argyle staff focus on developing strong relationships with students based on respect and trust. Staff at Argyle understand students are occasionally

dealing with some difficult life circumstances. Staff support students through the tough stuff life can throw at teenagers. Argyle students have access to a guidance counsellor, substance abuse counsellor, and school psychologist. Staff come together to meet students where they are at and plan for success.

The 2024-2025 school year will bring changes to Argyle. Staff are always striving to deliver an educational experience that will work for all students. In the 24/25 school year, Argyle will shift to an educational model that is more personalized, nurturing, and relevant to every student. Students will spend most of their day in



Knowing that learning does not solely take place within the four walls of a school, advisors at Argyle will build in time each week to provide students with opportunities for leaving to learn.

advisories. Advisories are small groups of students (15 to 18) that will be connected with an advisor (teacher). The advisor will facilitate personalized learning experiences for each student. Advisors and students will work closely to design an individual learning plan that builds on students' strengths and interests. Advisors will work with students to develop project-based learning experiences that are connected to the real world, relevant to students' lives, and help them to develop deep knowledge, skills, and understandings from across multiple curricular areas at the same time.

Knowing that learning does not solely take place within the four walls of a school, advisors at Argyle will build in time each week to provide students with opportunities for leaving to learn. These experiential learning opportunities

will allow students to experience and be a part of the real world outside of school. Leaving to learn experiences will be accounted for in assessment of curricular outcomes, meaning students will be earning credits while gaining valuable skills necessary for the adult world.

Overall, Argyle Alternative High School will continue to put students at the center of all they do. Through the new approach, Argyle is confident they will be able to deliver an education – based on relevance, relationship, and rigor – that allows students to thrive. Advisors (teachers) are busy learning and preparing to implement this new approach and will begin working with the focus on one student at a time.

For information or to come and visit the school for a tour, please call 204-942-4326. ●

Jameswood Alternative High School: A school, a family, a fresh start

BY STACY KENT, JAMESWOOD ALTERNATIVE HIGH SCHOOL PRINCIPAL



At times, mainstream environments may not be the best fit for some students. Alternative learning environments may be beneficial in providing a fresh start at a location that specializes in social-emotional and other supports in a smaller, less intimidating environment (Edgar-Smith & Baugher Palmer, 2015). At Jameswood Alternative School (JAS), located in the St. James-Assiniboia School Division, we aim to offer a socially just educational experience that enriches students who have faced challenges in engagement. Our approach is student-centered; we meet students where they are socially, emotionally, and academically and dismantle barriers to school success.

The beliefs

At JAS, we believe all students can learn and that a flexible environment can allow students to progress at their own pace. Whether it's addressing gaps in learning due to interrupted schooling or working with students to find belonging and build confidence, we strive to provide what each unique student needs to recognize and cultivate their individual gifts. To embody this philosophy in our daily practice, we display our vision statement on entry



doors and throughout the school and in each classroom, holding us all accountable to our beliefs in second chances, empathy, joy, and inclusivity.

The programming

In recent years, this edict has given rise to Wellness Wednesday programming, whereby time is set aside for students to learn cognitive behavioural therapy strategies for healthy living and coping with stress and trauma. The lessons are built around Indigenous teachings, including the medicine wheel and Circle of Courage teachings of Belonging, Generosity, Independence, and Mastery (Brendtro, Brokenleg & Van Bockern, 2005) as an intentional effort to make important connections with the cultural backgrounds of the student population, which is currently 52 per cent Indigenous. We work to help students rebuild and strengthen positive connections to schools so we have an opportunity to increase protective factors while students build their social competency, interpersonal skills, and resiliency.

Each day, our students are provided with a variety of

healthy snacks and a lunch to ensure their nutritional needs are being met. Thanks to substantial grants secured by our staff, we have expanded experiential learning opportunities beyond traditional boundaries. Students can now explore art, culture, nature hikes, camps, and more, eliminating cost as a significant barrier. We want our students to thrive and grow mentally, physically, and emotionally through opportunities that nourish their well-being, curiosity, and motivation to engage with the world in thoughtful, compassionate, and creative ways.

The people

At JAS, we are firmly committed to integrating the perspectives of staff, students, and community into our decision making process. The staff is comprised of highly skilled, hardworking individuals with a wealth of diverse experience and knowledge. Teachers have completed trauma-informed professional development and almost all staff have participated in the Treaty Education for All training through Manitoba Education. Staff invest in forming connections with students, encouraging

exploration of their interests and developing personalized opportunities for learning and assessment. We work collaboratively to review student data and develop appropriate educational programming and interventions to improve outcomes for all students. Most recently, the past two years have been focused on observing and reflecting on student engagement and goal-setting.

JAS students are passionate, resilient, talented individuals who are learning to build their independence for making decisions that lead them to a strong quality of life. They learn from their mistakes and remind one another to be kind to themselves when their journey is challenging.

JAS families and caregivers are supportive, reflective partners in their child's learning and work with school staff to create the best possible conditions for healthy growth, development, and academic success. From the outset of the first intake meeting, we collaborate about student needs and work together to provide a vision for graduation and post-secondary success. We are a team. ●



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The impact of an “ethic of hospitality in education” mindset on achievement in an alternative school

The Manitoba Centre for Health Policy reported in the Manitoba Task Force on Educational Outcomes of Children in Care (2015) that only 33 per cent of students in care in Manitoba graduated from high school. John G. Stewart School (JGS) – a low-enrollment middle years school (with some Senior Years students) located on the grounds of Knowles Centre in River East Transcona School Division (RETSD) – has historical enrollment of around 70 per cent of students who are currently or were previously in the care of one or more Child and Family Services agencies. As such, JGS is playing a role in improving educational outcomes for children in care in Manitoba.

In response to the pandemic and subsequent wide-ranging changes to teaching and learning, RETSD

encouraged schools to reflect on previous and present processes and structures through a “Three R’s – retain, reimagine, and relinquish” strategy. Staff at JGS debated what is worth keeping, what might need adjustments, and what should simply be abandoned. Rich conversations about the purpose of our work ensued and an updated mission statement was created: “JGS provides students with learning opportunities that emphasize independence, generosity, belonging, and mastery to foster life-long curiosity, academic success, and positive social-emotional development.” As well, the adoption of an “ethic of hospitality” mindset as the way we do our work was also embraced by staff.

Claudia Ruitenburg, in “Unlocking the World: Education

The school also ensures students can engage in land-based learning and offsite cultural opportunities through teachings via regular visits from a divisionally supported kokum and uncle and the onsite Knowles Centre cultural inclusion coordinator.

in an Ethic of Hospitality" (2015), outlines a framework or philosophy of education that emphasizes openness and willingness to change for the sole benefit of those we serve (despite pressures to keep systems and structures as they are) with no expectation of anything in return. Researchers Janzen, Levine, and Sutherland published research that provides local examples of this ethos in practice in "Improving Educational Experiences for Children in Our Care: An Ethic of Hospitality" (2020).

JGS staff embrace a shared decision-making (via a circle of care) model and by walking alongside families/guardians and community supports. While the physical setting and low student-to-staff ratio are one part of the continuum of interventions, other supports include an embedded school social worker, Knowles Centre therapists, youth care workers, and RETSD clinical, student services, and Positive Behaviour Intervention Support staff. Interdisciplinary programming and an inquiry-based instruction model welcome students into the school environment throughout the school year. Option courses such as Graphics, Woods, Textiles, Foods, and Family Studies, along with Physical Education and LifeWorks, ensure students have access to identical opportunities as other students in RETSD. The school also ensures students can engage in land-based learning and offsite cultural opportunities through teachings via regular visits from a divisionally supported kokum and uncle and the onsite Knowles Centre cultural inclusion coordinator. Staff embrace the idea that to ensure all students have access to supports along with the richest programming possible, a constantly shifting structure and programming model is required. They constantly flex and stretch for the benefit of the students in our school.

Leveraging all of these supports through the ethos of hospitality enables JGS staff to go beyond simple advocacy and encouragement. An ethic of hospitality

forces us to remember the impact of our systemic privilege on the historically marginalized, as well as the legacy of residential schools, and to realize that student achievement and wellbeing are our highest priority. Much can be done, even within a system as small as ours, to benefit those we serve. Some highlights from the past three years are timeless reminders of that:

- Two JGS students graduated after taking Grade 12 Math and ELA in community schools, and another is on track to do so this year.
- Two Grade 8 students have successfully transitioned back to their catchment school and another student is connected to his school through participation in Winnipeg Jets Hockey Academy.
- As part of a purposeful transition, seven students have attended classes and earned credits at River East Collegiate (REC) and Murdoch MacKay, and one is currently playing on the REC junior varsity basketball team. A former student has also gone on to be recognized with a Manitoba Indigenous Youth Achievement Award.

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Shape the future of business with a career in HR



In this era characterized by technological advancements and global interconnectedness, the ability to connect, engage, and empower individuals is more crucial than ever. Human Resources (HR) is at the forefront of this movement.

It's a field offering abundant opportunities to make a difference and a compelling career choice for students with a passion for understanding human motivation, a fascination with the intricate world of business, strategic thinking prowess, and the ability to navigate interpersonal dynamics.

HR can transform workplaces into hubs of success and inclusivity, ensuring the well-being of employees; fostering diversity, equity, and inclusion; and cultivating workplace environments where business and every individual within can thrive.

A career that prioritizes diversity and adaptability

Diversity, equity, and inclusion are no longer just buzzwords – they are essential values businesses must prioritize to succeed.

Business leaders turn to HR professionals for help navigating organizational changes because HR professionals champion these values. They ensure an organization's purpose is not just a statement on paper but a lived reality. They are experts at creating an inclusive workplace culture that celebrates diversity and fosters a sense of belonging for all employees.



A career with unparalleled versatility

HR is a diverse career path offering a range of roles including recruitment, employee relations, talent management, and benefits administration. It is a career that promises endless possibilities for growth and opportunity. No two days are the same and there are limitless ways that HR professionals can make a difference in the world at work.

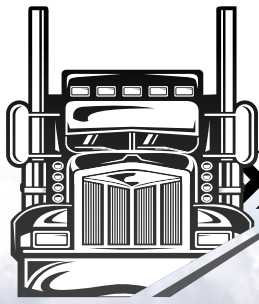
A career shaping business trajectory

HR professionals are increasingly involved in developing and implementing policies to prioritize employee well-being, work-life balance, and professional development. They help shape strategies leading to growth and adaptability, optimizing business performance and driving innovation.

A career for people who strive for excellence

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

As students consider where their professional lives may lead, we encourage them to learn more about the HR profession at www.cphrmb.ca. ●



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Smudging and mindfulness

BY TANIA HANSLIP, TEACHER IN PEMBINA TRAILS SCHOOL DIVISION

The practice of mindfulness is becoming increasingly utilized in education. Many schools or classrooms have implemented a daily mindfulness routine to help create a calm and relaxed environment. With mental health issues on the rise, this recognizes the importance of social and emotional well-being among students in Manitoba. Since smudging is used to cleanse and purify a person's mind, body, spirit, and soul, it can be considered a tool when being mindful. Students who have been taught how to smudge and participate in smudging at school say they feel like they are calm, relaxed, and refreshed. It supports mental health and creates an appreciation for the Indigenous culture.

The Smudging Protocol and Guidelines for School Divisions document states that "smudging allows people to let go of negative feelings and thoughts. Letting go of things that inhibit a person from being balanced and focused comes from the feeling of being calm and safe while smudging" (Altieri et al., 2019). Smudging is the Indigenous practice of burning sage, sweetgrass, and cedar – three of the four sacred medicines. Although tobacco is one of the four sacred medicines, it is not commonly used in smudging. Smudging can either be practiced daily or in ceremony to heal, cleanse, or purify one's mind, body, spirit, and emotion. Smudging can often be seen to pause and reset and help a person to become more grounded.

How can I get started?

If you are interested in bringing the mindful and traditional practice of smudging into your school, a good place to start would be to contact an elder, a community member, or colleague "who can explain smudging, the medicines, the teachings, and the protocols" (Altieri et al., 2019). You can also refer to the document "Smudging Protocol and

Guidelines for School Divisions" (2019), which is available on the Manitoba Education website. Smudging helps students create a sense of being relaxed and calm and it is a way to connect with the Indigenous culture.

MacLaine Cardinal, a teacher at Pembina Trails Collegiate in Pembina Trails School Division, wrote his thesis titled "Hospitality and Indigeneity in the K-12 School System" (2023), which "examines the ways in which a sense of true hospitality might be fostered in school settings for and by Indigenous students." After interviewing various Indigenous students, some shared that smudging would be a great way for them to feel at home.

"Three out of five participants shared that smudging led them to feel a sense of hospitality within the physical school building," Cardinal said. "Another student explained that when she smelled sweetgrass burning, it reminded her of her auntie and made her feel like she was at home. She shared that, 'I do like when I can smell sweetgrass. It definitely reminds me of my auntie and what she taught as kids.' This directly related to the sense of feeling 'at home' while at school, a central component inherent within educational hospitality. [Another participant] shared that smudging did occur within her physical school building, and that even if she wasn't participating, just having the scent present in the halls made her feel a sense of belonging and feeling at home within the school."

Smudging within the school setting can be beneficial for all students because it can help create an environment that fosters mindfulness and supports mental health education. Smudging will also benefit Indigenous students because it makes them feel welcomed and have a sense of belonging within the education setting. ●



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Many healthcare professionals, whether trained as a nurse, paramedic, health care aide, in a lab, or any of the other exciting jobs that support the delivery of care, were inspired to pursue a career in caring from a young age, and for similar reasons.

Whether inspired by someone working in a similar role, a passion for helping others and making a difference in their community or simply the ability to be proud of the work they do and the team they belong to.

For recent nursing graduate Simone Dumont, a career in health care checked all of those boxes.

“Watching my grandma be cared for in hospital during my high school years and into my early adult life, and seeing the many nurses who were so kind,

compassionate, and empathetic to her and her needs is what really drew me into nursing,” explained Dumont.

Dumont leans on those inspirations every day in her role within the Obstetrics unit at Selkirk Regional Health Centre.

“My grandma used to say, ‘If you can change someone’s day in five minutes by a simple interaction and kind smile, why wouldn’t you?’

“That comment guides my nursing care and interactions with my patients. I take comfort in knowing that each day I do everything I can to provide the best possible care to someone’s mother, father, sister, brother, grandma or grandpa. If you want to make a difference in other’s lives, this is the place for you.”

“If you want to make a difference in your community and the lives of others, this is the place for you.”

Simone Dumont, Registered Nurse



In Manitoba, you can work nearly anywhere, live in almost any community, and go home at the end of each day knowing you have made a difference and that your skills and your ability made someone else's day better.

- For students looking for adventure, there are many jobs that promise no two days will ever be the same.
- For those seeking stability, we offer careers

that grow with you, giving the opportunity and the power to choose your path.

- And for those who thrive as part of a community, look no further than a health-care team where coworkers become friends and where someone will always have your back.

Manitoba is hiring nurses, health care aides, paramedics, medical laboratory assistants, and a wide variety of other

health professions. With education and training opportunities to fit almost any interest, salaries that can offer comfort and stability, considering a career in healthcare can open doors to an almost unlimited future, filled with potential.

Explore the many different careers, learn about salaries, educational institutions, prerequisites and financial supports by visiting healthcareersmanitoba.ca

Encourage your students to discover health care careers

Book a recruiter to participate in a virtual or in-person career forum at your high school, arrange for your students to attend a Discovery Day at a post-secondary institution, or share information on job shadowing or volunteer opportunities at a local facility.

Contact info@healthcareersmanitoba.ca for more information.



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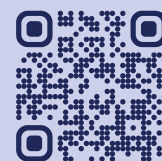
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Campus Life at the University of Manitoba: Opening a world of opportunity



Mission

Campus Life is an award-winning inclusive education program at the post-secondary level. The program is designed for students with intellectual, developmental, and multiple disabilities who are interested in furthering their education and participating socially at the University of Manitoba. Campus Life contributes to fulfilling the University of Manitoba's accessibility, equity, diversity, and inclusion initiatives intended to ensure that university programs are accessible to the widest variety of students and reflect the diversity of Manitoba's population.

Program

Campus Life creates the supports necessary for students to attend university as auditing students. This includes those who otherwise would not have the opportunity due to a modified high school diploma or missing entrance requirements. Our program director, tutors, and volunteers provide students with individualized support as you explore the academic and social opportunities on campus.

Inclusion at the post-secondary level provides students with the opportunity to:

- Enhance their knowledge and skills
- Enhance their social and communication skills
- Prepare for future employment
- Explore interests
- Achieve goals
- Experience independence and personal growth
- Transition into university alongside their peers
- Access on-campus academic, social, and mental health student services and supports
- Meet peers with similar interests
- Engage in athletic, leisure, and recreational activities

Planning

The process begins by planning each student's program of study with the Campus Life director. Most students choose courses that are relevant to their career goals, interests, and past experiences. However, sometimes courses are chosen based on curiosity.

Our program director, tutors, and volunteers provide students with individualized support as you explore the academic and social opportunities on campus.

Registration

The director will obtain the necessary permissions and complete the paperwork for you to audit one or more courses. The director will collaborate with the Faculty of Extended Education to complete the registration process on your behalf. After registration is complete, you will be emailed your course information and tuition amount. Auditing students typically pay a half tuition and are responsible for purchasing any required texts, other course materials, and arranging transport to campus.

Academic support

A Campus Life staff member will attend your first class to briefly explain the program and recruit student volunteers (e.g., a notetaker). You will be assigned a Campus Life tutor who will provide you with academic tutoring and social mentorship throughout the term. Our staff will support your academic participation by modifying course content and adapting assignments to match your individual needs, abilities, and strengths while at the same time mirroring typical academic experiences.

Social support

A Campus Life staff member will support students in identifying and accessing social opportunities at the university. We assist students in learning more about the opportunity, helping to facilitate their involvement, and supporting them in building any necessary social skills that might be needed to participate. The opportunity to connect and develop friendships with other students through extra-curricular activities is an important aspect of the program.

Graduation

Campus Life students are eligible to declare intent to graduate after they have completed 30-60 credit hours of auditing study. Eligible students will submit a written declaration of intent to the director who will review and prepare the necessary documents for submission. This information is then submitted to the Dean of Education who will determine if the criteria for graduation have been met.



Students who have met their requirements will march in cap and gown at the spring convocation ceremony where they will receive Certificates of Program Completion from the University of Manitoba.

Eligibility criteria for applicants

- Must have a strong desire to attend university and demonstrate motivation to learn
- Must have areas of interest that match academic and social offerings at the University of Manitoba
- Must be able to maintain appropriate classroom decorum
- Must engage with course content and activities (e.g., attend classes and tutoring sessions, complete assignments, etc.) as mediated by their individual Campus Life tutor
- Must have a support system outside the university that reinforces their post-secondary participation and aspirations
- Preference will be given to applicants who have multiple areas of academic interest

The Campus Life program has a zero-reject policy based on severity of disability. The program is designed for individuals with intellectual, developmental, and multiple disabilities who are inadmissible to the university through any other program.

Application

Individuals can email the program director at Trevi.Freeze@umanitoba.ca. ●

You can make a difference

The cost of training and tools, in addition to the higher cost of living that today's apprentices are all experiencing, means financial help can be critical to their success. The Motor Vehicle Industry of Manitoba Inc. (MVIM) is a charity that provides scholarships to Manitoba's secondary and post-secondary students and apprentices. As a teacher or counsellor, you can make a huge difference by advising and reminding students and parents of the MVIM scholarship program, of their financial benefits, and that applications can be submitted each year of their training through to achieving Red Seal Certification. Successful applicants can receive scholarships in more than one year. The scholarship categories are motor vehicle mechanical,

collision repair, collision refinishing, and heavy-duty truck transport mechanic.

In 2002, business owners Don and Joyce Sobering were preparing to celebrate the 55th anniversary of Sobering Auto Electric Ltd. They always believed the automotive industry and our community is only as good as we make it, and thus decided to establish a scholarship. Since then, 289 scholarships have been awarded to recipients from all regions of Manitoba, with 33 more \$1,000.00 scholarships to be given in June 2024. The funds donated to MVIM to support the scholarships are held in perpetuity by The Winnipeg Foundation and were donated by individuals, families, and corporations

who believe the demand for skilled, highly knowledgeable technicians will only continue to grow and that supporting those wishing to pursue a career in the automotive sector is essential for the future of our community. To date, in addition to the Sobering Auto Electric Ltd. and the Don and Joyce Sobering Family scholarships, other partners in the MVIM Scholarship Family include Manitoba Public Insurance, Adolphus "MAC" McDonald Memorial, Automotive Trades Association, Manitoba Used Car Dealers Association, Automotive Recyclers of Manitoba, The Joe Rewucki Family Memorial Scholarships, and the Susan J. Scott Memorial Scholarship. Complete applications must be received by April 19th, 2024. Full

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FOR MORE INFORMATION, CONTACT:

Ian Rogers @ 204-292-3902 | lirogers@mvim.ca

Joyce Sobering @ 204-771-6329 | sobering@mvim.ca

The scholarships will be presented annually at a Scholarship Awards Banquet in the middle of June.

2023 Scholarship Recipients



Alanna Friesen



Alex Wall



Andrew Heide



Bradley Mariash



Colin Meilleur



Daniel Darchuk



Devin Friesen



Donald DeCosse



Dorrian Selley



Dylan Normand



Ethan Bouchard



Fernando Barbosa



Gabrielle Ragos



Henry Kasper



Jackson Cowan



Jeremy Waldner



Jesse Roberts



Jonathon Hirsch



Jose Luis Cabildo



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Larisa Malyon



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Mitzi Matthews



Navjot Kaur



Noah Ludwig



Scott Raynor



Stefan Girouard



Tyler Redl



Zachary Giesbrecht



Celebrating 21 Years

When one reads the submissions and learns of the accomplishments and dreams of the applicants, of the challenges they face, and the people who helped and made a difference in so many ways, one is impressed by their focus, dedication, and commitment to succeeding.

details are available at www.mvim.ca. Successful recipients are honoured at a Scholarship Awards Banquet in June of each year.

When one reads the submissions and learns of the accomplishments and dreams of the applicants, of the challenges they face, and the people who helped and made a difference in so many ways, one is impressed by their focus, dedication, and commitment to succeeding. You can become one of the champions they will remember for your encouragement and caring. Simply bringing the scholarships

to their attention, assisting them, or reminding them to apply for the scholarship can be a game changer in the life of a young person pursuing a dream. Being a highly skilled technician in the motor vehicle industry is a very positive career choice that can lead to many successes in their future.

In order to promote and organize the recognition of the applicants, operating funds are required. These funds are raised solely from operational donations, sponsorship, and fundraising. One of our current fund-raising projects is

our partnerships with the Kinsmen Club of Winnipeg and their KINKAR and 50/50 raffle where we receive a percentage of every ticket we sell. Visit www.rafflebox.ca/raffle/kinsmenwinnipeg/30 for more information. Please share this link with anyone who may be interested in supporting the fundraiser.

We look forward to the opportunity of working together to assist all students as they journey through their school years.

Together we are building a strong foundation for future motor vehicle industry technicians. ●



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Elevate career education in your school

BY RUTH STARGARDTER, GAIL LANGLAIS, AND KATE SWALLOW YEE

Photographs courtesy of Tenfold Creative Consulting



Career development education and career readiness are important equalizers. They have the potential to increase a student's motivation throughout their education while fostering dreams of purpose and possibility. Career development is not solely about employment for students or transition to secondary school and post-secondary; career development is the lifelong management of learning, work, leisure, and transitions to an ever-evolving preferred future.

All children and young adults have the right to explore various career paths and gain a comprehensive understanding of the diverse range of occupations available to them. Engaging in self-reflection can provide youth with knowledge about what they are interested in, the competencies they have, and those they want to develop. Through access to resources, they can explore occupations they have no immediate knowledge of to

understand the required education and training. Curiosity becomes their tool by which to explore possible futures.

Our role as career development influencers (teachers, counsellors, educators, and career development professionals) is to motivate students to open their minds, ask questions, and help them explore options so they see what they are drawn to and explore their why. The vast array of occupations available only increases yearly, and if students don't know the options, they will never consider that path. The key is to help students become curious, confident, adaptable, and motivated to explore and engage in opportunities. We need to encourage them to forge their own path, find where they want to grow next, and understand that their career journey is not linear but instead has turns in the road based on what they learn about themselves and the world around them.

To support students along this journey, learning about career development theories, developing a philosophy about career education, and infusing career content into curricula are essential activities. The Manitoba Association for Career Development (MACD) provides professional development opportunities to support this learning throughout the year. As a member of MACD, educators and counsellors will have the chance to continue building a foundation of knowledge and develop the necessary skills to help students discover meaning and purpose in their education and their futures. Additionally, there are networking opportunities throughout the year to connect you with other like-minded career professionals who can help you develop your career.

Join MACD and increase your confidence through participation in free professional development and networking opportunities. Learn about resources and best practices, connect with supportive career development



professionals, and build partnerships with post-secondary education, training institutions, and businesses to elevate career education in your school!

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A prescription for a career in health care

Pharmacy technician diploma program delivers career-ready skills

At the Manitoba Institute of Trades and Technology (MITT), our hands-on approach to learning takes students from classroom to career. Among the more than 30 exciting programs we offer, MITT's Pharmacy Technician Diploma program stands out.

Pharmacy technicians are in demand in Manitoba. With the ever-increasing needs of our health-care system, hospitals and community pharmacies are counting on pharmacy technician graduates to fill positions now.

MITT offers the only pharmacy technician training in the province. The recently expanded two-year diploma program is accredited by the Canadian Council for Accreditation of Pharmacy Programs and has prepared students for success in pharmacy practices for many years.

Essential pharmacy team members

"Pharmacy technicians are essential members of a pharmacy team," said Jennifer Buffie, lead pharmacy technician instructor at MITT. "Working closely with pharmacists, their role is to help procure, prepare, and distribute medicines as well as manage inventory of thousands of medication products daily."

"As well, pharmacy technicians are entrusted with collecting medical histories and educating patients – all of which allow pharmacists to focus more time on patient care," Buffie added.

Two-year diploma program in Winnipeg

MITT's diploma program gives graduates the skills they need for careers in today's ever-changing pharmacy environment. The curriculum is designed by pharmacy



experts to reflect the current scope of practice and emerging industry trends and technologies.

“Throughout the program, extensive time is dedicated to hands-on learning as students participate in laboratory activities and workplace simulations in real-world health-care facilities and community pharmacy simulation spaces,” said Buffie, a pharmacist who has worked as an instructor with the program since 2015.

Real-world work experience

“At MITT, we take pride in the partnerships we build and experiences we offer,” Buffie said. “Our instructors are well-connected with recognized pharmacy partners to provide students with meaningful work practicums.”

Three work practicum placements give students real-life work experience and opportunities to develop entry-to-practice competence. The practicums are preceptor-led placements in which students work under the direction of a pharmacy technician or pharmacist. Two practicums are in a community pharmacy setting, and one is in a health-care facility.

A meaningful career path

The two-year accredited diploma program at MITT offers

one-of-a-kind training that positions students for successful employment upon graduation.

“It is a first-choice program for students to grow personally and professionally in a field that allows them to improve people’s lives by helping them manage their medications,” Buffie said. “Our blend of hands-on applied learning with in-person labs and industry placements helps develop pharmacy technician graduates who are ready to hit the ground running.”

Due to the high demand for pharmacy technicians in Manitoba, many of MITT’s graduating students have jobs lined up before program completion. Similarly, some students in their first year of the program secure summer jobs at a pharmacy.

In addition to MITT’s state-of-the-art laboratories, hands-on learning environment, and valuable work practicum placements, the program’s affordable tuition is an advantage for students.

The next time a student is interested in a career in health care, send them to www.MITT.ca/pharmatech for more information or connect with our recruitment specialists at recruitment@mitt.ca. ●

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BEADWORK HOLDS AN IMPORTANT PLACE IN THE ACCESS PROGRAM

By SHAWNA BOWLER

For nearly 50 years, the University of Manitoba's Access program has provided wholistic supports to students who face barriers in accessing post-secondary education. Approximately 80% of our Access students are Indigenous which highlights the importance of incorporating Indigenous content into our programming and the supports that we provide to students. Many of the Indigenous students in our program come from northern communities where they are faced with the decision of moving away from their communities and supports to attend the University of Manitoba in Winnipeg. Many of these students are recent high school graduates who are living on their own in the city for the very first time.

Our students have access to cultural supports through our Grandfather Wanbdi Wakita. Our Grandfather Wanbdi was asked to bring forth an image that illustrates how Access works with students in a good way. Through ceremony, sacred instructions came to our Grandfather which guided the creation of this image. The image represents the cultural aspect of our program and the wholistic nature of our work. The artwork within the image was produced by Anishinaabe artist Victoria McIntosh under the guidance of Grandfather Wanbdi. This image was unveiled in 2021 and shortly

thereafter, I decided to complete a beaded version of this image to showcase beading as a wholistic practice that fits within the Access program's overall vision of providing wholistic and cultural supports to students.

My name is Shawna Bowler. I came into my role as Case Manager with Access in 2021 after completing my Master's thesis on beadwork as a means of decolonizing, reclaiming and healing Indigenous identity. As the Student Support Case Manager, I work closely with Access students in their first year to help them acclimate to the university community and connect with any academic, personal and/or cultural supports. It's important for our students who are living far removed from their home communities and families to have a sense of community here on campus. This is something that we have tried to provide through the establishment of a bi-weekly Beading Circle that is open to all our Access students.

In establishing our Beading Circle (which is now in its second year), and completing the beadwork of our Access image, I have found that beadwork holds an important place within our Access program. Beading 'fits' within the overall wholistic vision of Access. It is a wholistic practice that en-

gages the heart, mind, body, and spirit. It also provides an opportunity for students to learn a traditional skill, make connections to Indigenous culture, identity and community while also introducing students to a traditional and cultural practice they can utilize to promote wellness and self-care within their everyday lives.

Beadwork also has the power to spark conversation and the sharing of stories. This is something that I got to see firsthand once we began to take this beadwork out into the community to promote our program at career fairs and recruitment events. People are drawn to this piece when they see it. This beadwork creates space to have conversations about the important work we do within Access and it is my hope that beadwork will continue to be a significant part of the wholistic supports that we can offer.

ACCESS PROGRAM

UMextended.ca/Access
Accessafp@umanitoba.ca
204-474-8000



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“I don’t think I would be where I am today without the supports of the Access Program. Access is really good because it establishes a community within a larger whole.”

Brandon Wosniak, UM student
Métis living in Winnipeg

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.

Access students receive:

- Academic Advising
- Personal Counselling
- Full-time Indigenous Unkan (Grandfather)
- Student Aid Advisor
- Smaller Classes
- Learning Labs
- Tutoring Hours Included
- Connection to the Indigenous Community

To learn more, visit umextended.ca/access
or call **204-474-8000**



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