

Serving Rural and Northern Manitoba

PROGRAM OF SERVICES

2025-2026

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mRLC Network Registration Guidelines

Please review the following information before registering for the 2025-2026 networks offered by the Manitoba Rural Learning Consortium (mRLC).

Initial Registration:

Opens: May 5, 2025 **Closes: June 23, 2025**

The mRLC Registration Tool 2025/26 will accept participant registrations until June 23, 2025. Initial registration numbers will help determine the location of in-person sessions and network offerings. The registration tool can be accessed online through the mRLC website or by using this link:

<https://manitobadatatool.net/mrlc/myregistrations>

Please ensure that your initial registration is complete by June 23, 2025.

Should your school division wish to reserve a space in a learning network, you have the ability to register without a given name as a placeholder and update once the individual is confirmed. If circumstances arise where changes to the **total number** of registered participants per cohort are required after the June 23, 2025 deadline please email Jess Sutherland at operationsmanager@manitobarurallearning.org so that your access to the registration tool can be temporarily reactivated and the changes can be made. **Note: The mRLC reserves the right to accept or decline changes to the number of registered participants per network after the June 23, 2025 deadline.**

Additions or Revisions to Participant Names:

Opens: August 18, 2025 **Closes: November 17, 2025**

Registration tool access will be reactivated August 18, 2025 and the mRLC will accept revisions to the names of participants during the period of August 18, 2025 to November 17, 2025. Simply modify your initial registration in the registration tool with updated names of participants.

If changes to participant names will be required after the November 17, 2025 deadline, please email Jess Sutherland at operationsmanager@manitobarurallearning.org with your request so that your access to the registration tool can be temporarily reactivated. **Note: The mRLC reserves the right to accept or decline participant name changes after the November 17, 2025, deadline.**

Participant Attendance:

Participants are expected to attend all network sessions for which they are registered. Each session builds on the one before, so participant attendance is essential for a successful outcome. Application of session content is expected prior to joining any subsequent sessions. **Please RSVP for each session using the e-calendar invite that will be sent prior to each session.**

Cost per participant:

All per participant costs below are estimated on a cost recovery basis and based on a minimum enrollment which varies from network to network. Final costs may be adjusted based on final participant registration numbers. Any adjustments will be clearly communicated to partner divisions prior to payment/invoicing the week of November 24, 2025. The mRLC reserves the right to cancel a network based on registration numbers.

Network locations:

The location for each network will be determined based on the most central location in relation to participant registrations.

Payment/Invoicing:

The mRLC will **invoice** all school divisions for the 2025-2026 network registrations **the week of November 24, 2025**. The **number of registered participants** per network listed in the registration tool **as of November 17, 2025 will be used** to invoice school divisions. **Note: There will be no additional participants permitted to join networks once the registration invoices are delivered**

Networks for Rural Divisions

Indigenous Education

Facilitator: Bobbie-Jo Leclair, Joël Tétrault

Knowledge to Action: Infusing Métis Perspectives - English

Intention

This professional learning series is designed to support educators in rural Manitoba in deepening their understanding of Métis identity, histories, values, and ways of knowing. Rooted in land-based and relational approaches, the series emphasizes the importance of positionality, *Wahkotowin* (the Nehiyawak/Métis concept of kinship and interconnectedness), and the practice of Two-Eyed Seeing as foundational frameworks for culturally responsive teaching.

Learning Description

- Day 1 begins with an exploration of positionality and Métis identity, guided by the work of Maria Campbell and grounded in *Wahkotowin*. [JT1] The afternoon focuses on applying the principle of Two-Eyed Seeing—honoring both Indigenous and Western knowledge systems—in classroom settings.
- Day 2 introduces the Métis Social Studies Continuum and place-based learning strategies, offering educators tools and resources to integrate Métis perspectives into curricular planning across grade levels.
- Day 3 centers on Métis literacies, particularly *Histoires de la charette de la Rivière Rouge*, highlighting the power of oral storytelling to convey values, identity, and history. Educators will engage with traditional and contemporary stories and consider their role in fostering a sense of belonging, identity and cultural pride among all students.
- Day 4 explores how core Métis values—such as respect for the land, liberty, hospitality, democracy, and community well-being—can inform classroom management strategies and long-term planning, fostering learning environments that are inclusive, respectful, and grounded in relationships.

Throughout the series, participants will be encouraged to reflect critically, engage collaboratively, and leave with practical strategies for embedding Métis ways of knowing into their everyday teaching practice.

Target Audience

Grade K–12 Teachers, School Leaders & Indigenous Education Leads

Blended Session Dates: Online and In-Person

Zoom links for online sessions are available at [mRLC.ca](https://mrlc.ca)

Session #1	Session #2	Session #3	Session #4
October 15, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie - Stride Place	November 25, 2025 Online Synchronous 1:00pm – 3:30pm	January 15, 2026 Online Synchronous 1:00pm – 3:30pm	March 4, 2026 In-person 9:00am – 3:30pm Location: Portage la Prairie - Stride Place

Cost:

\$325 per participant up to 4 participants based on 20 participants
\$225 per participant for every participant over 4 per division

Facilitators: Wade Houle & Raven Willoughby			
Mamàhtawisiwin 1.0 – Applying the Indigenous Education Policy Framework to the Classroom			
Intention			
<p>Mamàhtawisiwin: <i>The Wonder We Are Born With - An Indigenous Education Policy Framework</i>, has been designed to support the holistic achievements of First Nations, Métis and Inuit learners by assisting Manitoba educators in incorporating Indigenous pedagogy, languages and cultures into their teaching and practices. The framework incorporates strategies and actions that will create inclusive learning environments that will benefit all learners.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Gain an understanding of the policy framework and reflect on how it supports or challenges their existing belief systems. • Understand their roles and responsibilities regarding the framework. • Learn how to and then implement ideas, strategies and processes into their regular classroom practice. 			
Learning Description			
<p>In this four-part network participants will:</p> <ol style="list-style-type: none"> 1. Receive an orientation to Mamàhtawisiwin-The Wonder We are Born With-An Indigenous Education Policy Framework. 2. Unpack personal biases, understanding of worldview and how they impact practice. 3. Develop classroom plans and identify priority areas for teaching and learning using the Four Directions/Policy Areas in four sessions. 4. Learn about the Mamàhtawisiwin Self-Assessment Rubric and reflect on how it will transform their work. 5. Teachers will implement and share their planning and implementation work with others in the network. 			
Target Audience			
Superintendents, Principals, Indigenous school division leaders, and teachers.			
Blended Session Dates: Online and In-Person			
<i>Zoom links for online sessions are available at mRLC.ca</i>			
Session #1	Session #2	Session #3	Session #4
October 22, 2025 In-Person 9:00am – 3:00pm Location TBD	November 13, 2025 Online Synchronous 9:00am – 11:30am	December 2, 2025 Online Synchronous 9:00am – 11:30am	February 18, 2026 In-person 9:00am – 3:00pm Location Brandon School Division Office, McLearn Room
Cost			
\$200 per participant up to 4 participants based on 35 participants \$150 per participant for every participant over 4 per division			

Literacy

		Facilitator: Kathy Glenesk	
Comprehensive Literacy Foundations: Kindergarten to Grade 2			
Intention			
This professional learning network aims to build the collective capacity of educators teaching Kindergarten to Grade 2 by deepening their understanding of comprehensive literacy instruction through the intentional use of Manitoba’s English Language Arts curriculum.			
Learning Description			
What counts in teaching literacy? Join us for an in-depth exploration of comprehensive literacy instruction tailored to Kindergarten to Grade 2. This professional development series will focus on strengthening the foundational pillars of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and early writing—while connecting these essential skills to Manitoba’s ELA outcomes and the Literacy Learning Progressions (due to be released in Fall 2025). Grounded in Manitoba’s <i>Framework for Learning</i> and including the principles of <i>Mamàhtawisiwin: The Wonder We Are Born With</i> , this network will support educators in designing rich, culturally responsive literacy experiences that nurture a sense of identity, belonging, and voice for every student.			
Educators will learn how to plan and implement purposeful, integrated literacy experiences that reflect the diverse backgrounds of learners. The network will include instructional strategies using mentor texts, collaborative planning opportunities, and practical tools to support and assess literacy growth across the curriculum by integrating outcomes, progressions and global competencies. This network will help educators honour the knowledge, languages, and identities that students bring to the classroom while equipping them with the tools to thrive as confident, capable readers and writers.			
Target Audience			
Grade K–2 Classroom Teachers and Literacy Support			
Session Dates: Online and In-Person			
Zoom links for online sessions are available at mRLC.ca			
Session #1	Session #2	Session #3	Session #4
<u>In-Person – 9:00 am to 3:00 pm</u> October 6, 2025 Rural East: Lorette, MB OR October 8, 2025 Portage La Prairie- Good Shepherd Church	<u>Online AM or PM</u> November 18, 2025 9:00 – 11:30 OR 1:00 – 3:30 Synchronous	<u>Online AM or PM</u> January 13, 2026 9:00 – 11:30 OR 1:00 – 3:30 Synchronous	<u>In-Person - 9:00am to 3:00pm</u> March 10, 2026 Rural East: Lorette, MB OR March 9, 2025 Portage La Prairie- Stride Place
Cost			
\$325 per participant up to 4 participants based on 20 participants \$225 per participant for every participant over 4 per division			

Facilitator: Lori Emilson

Comprehensive Literacy Foundations: Grade 3-5

Intention

This professional learning network aims to build the collective capacity of educators teaching Grades 3-5 by deepening their understanding of comprehensive literacy instruction through the intentional use of Manitoba's English Language Arts curriculum.

Learning Description

What counts in teaching literacy? Join us for an in-depth exploration of comprehensive literacy instruction tailored to Grades 3-5. This professional development series will focus on strengthening the foundational pillars of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing—while connecting these essential skills to **Manitoba's ELA outcomes** and the **Literacy Learning Progressions** (due to be released in Fall 2025). Grounded in Manitoba's *Framework for Learning* and including the principles of *Mamàhtawisiwin: The Wonder We Are Born With*, this network will support educators in designing rich, culturally responsive literacy experiences that nurture a sense of identity, belonging, and voice for every student.

Educators will learn how to plan and implement purposeful, integrated literacy experiences that reflect the diverse backgrounds of learners. The network will include instructional strategies using mentor texts, collaborative planning opportunities, and practical tools to support and assess literacy growth across the curriculum by integrating outcomes, progressions and global competencies. This network will help educators honour the knowledge, languages, and identities that students bring to the classroom while equipping them with the tools to thrive as confident, capable readers and writers.

Target Audience

Grade 3–5 Classroom Teachers and Literacy Support

Blended Session Dates: Online and In-Person

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 2, 2025 In-Person 9:00am – 3:30pm Location: Portage La Prairie- Stride Place	November 19, 2025 Online Synchronous 9:00am – 11:30am	January 7, 2026 Online Synchronous 9:00am – 11:30am	March 11, 2026 In-Person 9:00am – 3:30pm Location: Portage La Prairie- Stride Place

Cost

\$325 per participant up to 4 participants based on 20 participants
\$225 per participant for every participant over 4 per division

Facilitator: Amanda Rivers

Towards Engagement and Independence: Building Capacity in Reading and Writing for Middle Years Students

Intention

Participants will come away from the 4 sessions with deeper understandings and elements to “try tomorrow”. Participants will:

- Leave each session able to implement intentional moves to create more engaged readers and writers within a middle years classroom.
- Develop a sense of how to create a reading/writing culture while building identity and skillsets along the way.
- Examine authentic ways to integrate rich literacy opportunities across different curricula that align with the Global Competencies.
- Examine the renewed Manitoba English Language Arts curriculum and discuss the impacts for instruction.

Learning Description

Reading, writing, and thinking are all key elements to literacy practice. How do they work together to build capacity within our students? How do we get middle years students to “buy in” and take an active role in these areas while increasing their skillsets? What are the intentional moves that we, as teachers, make to ensure our students are critical thinkers and communicators of the world? What resources can help support this work?

Utilizing our agency as teachers is key as we continue to develop fresh ideas alongside our students. There are also core practices that will be shared in this network. Thinking and communicating will be the key threads throughout this network. We will look closely at how we can help develop motivated and proficient writers, readers, and thinkers within our classrooms. We will examine how to scaffold and integrate this work so that students can articulate and develop deeper understandings of themselves, others, and the world.

Each session will offer glimpses into Amanda’s own classroom along with voices and/or work from students. With each session, participants will come away with something big or small that teachers can add to their practice to make things run a bit smoother, deeper, or be more engaging. Topics covered will include essential components to a workshop (beginning of the year set-up), key practices for writing (and reading), the use of mentor texts, and the roles of assessment and feedback. *(Note: If you have taken sessions with Amanda in the past, there will be some overlap of information along with some new ideas.)*

Towards Engagement and Independence: Building Capacity in Reading and Writing for Middle Years Students Cont'd

Target Audience

Grade 5–8 Classroom Teachers and Literacy Support

Session Dates: Online and In-Person

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 7, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Good Shepherd Church	December 3, 2025 Online Synchronous 1:00pm – 3:30pm	February 5, 2026 Online Synchronous 1:00pm – 3:30pm	April 7, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Stride Place
Cost			
\$325 per participant up to 4 participants based on 20 participants \$225 per participant for every participant over 4 per division			

	Facilitator: TBD		
Planning Using Manitoba’s 9-12 English Language Arts Curriculum			
Intention			
Following a review and feedback process with educators from across the province, the new Manitoba English Language Arts high school curriculum will be available for September 2025: In this network, teachers of ELA in Grades 9-12 classrooms will explore the newly released Manitoba ELA Curriculum (built within the Manitoba Framework for Learning), including enduring understandings, Manitoba’s Global Competencies, grade-band descriptors, learning outcomes, key resources, and guiding principles of learning, assessment, evaluation, and reporting.			
Learning Description			
Learners will: <ul style="list-style-type: none">Plan, design, and teach using evidence-based practices based on the ELA Curriculum for grades 9-12.Collaborate and plan rich learning experiences.Connect enduring understandings, Global Competencies, grade-band descriptors and learning outcomes.Reflect on assessment through responsive teaching.Use Manitoba’s grade-band descriptors in the triangulation of classroom evidence.			
Target Audience			
Grade 9–12 Classroom Teachers and Literacy Support			
Session Dates: Online and In-Person			
Zoom links for online sessions are available at mRLC.ca			
Session #1	Session #2	Session #3	Session #4
October 14, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Stride Place	November 20, 2025 Online Synchronous 1:00pm – 3:30pm	February 17, 2026 Online Synchronous 1:00pm – 3:30pm	April 8, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Stride Place
Cost			
\$325 per participant up to 4 participants based on 20 participants			
\$225 per participant for every participant over 4 per division			

Facilitator: Faye Brownlie

Literacy Leadership for System and School Leaders

Intention

In this network, participants will explore the idea of a responsive literacy approach. They will address key questions such as the following:

- What counts in teaching reading and writing?
- How do we reach the wide range of learners in our classrooms?
- How do we measure the impact of literacy approaches and strategies?
- What should leaders notice and wonder about literacy classrooms?
- How can leaders best support teachers and literacy classrooms?

As divisions contemplate literacy programming, they will be invited to consider the implications of the responses to these questions.

Target Audience

Division Leaders, School Leaders, Middle Leaders (Coaches, Learning Support Teachers)

Online Session Dates

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3
Cohort 1 October 7, 2025	Cohort 1 December 9, 2025	Cohort 1 March 3, 2026
Cohort 2 October 8, 2025	Cohort 2 December 10, 2025	Cohort 2 March 4, 2025
Online Synchronous 9:15am – 11:15am	Online Synchronous 9:15am – 11:15am	Online Synchronous 9:15am – 11:15am

Cost

\$325 per participant up to 4 participants based on 20 participants

\$225 per participant for every participant over 4 per division

Impactful Change

Action Learning Schools

Intention

Action Learning Schools are focused on the good work of improving teaching and learning. The intention of this work is to provide practical hands-on support to schools (through a critical friend) to develop the school's capacity to effectively collect and use evidence and, in turn, take actions that improve student achievement in literacy and numeracy.

Learning Description

Participating schools will:

- Understand and work towards creating a culture for school change which ultimately takes place in classrooms.
- Collect evidence that shows student improvement over time.
- Have clarity on the learning targets that support this process and implement those targets.
- Engage in a staff self-reflection process that explores:
 - The conditions that need to exist to make change happen.
 - The tools that are required to support this work.
 - The strengths and hurdles to implementation.
 - Effectively use the support of their critical friend through their 4-5 school visits per year.

Target Audience

Any school committed to improving student achievement and believes the capacity for change lies within their school.

Note: A maximum of 3 school divisions will be considered for participation in 2025-2026. The scope of a school division's participation will be decided in conversation with the mRLC.

Dates

Ongoing throughout the school year

Cost

To be negotiated with the schools or school divisions

Contact

Please contact Carolyn Cory at ccory@manitobarurallearning.org for more information.

Lead Facilitator: Steven Katz, Working Group Facilitators: TBA

Impactful Change: The Manitoba Provincial School Leadership Framework

Intention

The aim of this network will be on learning to enact the five focus areas highlighted in the Provincial School Leadership Framework. The network will be centred on building an understanding of the practical implications of each focus area in order to build the necessary capacities to lead effectively via “influence”. Although the Leadership Framework stands as a provincial document, participants will be asked to make connections with their particular school and divisional contexts as they work to answer two key leadership growth questions: “Am I getting better?” and “How do I know?”

Learning Description

The network will be designed to mobilize the leadership framework through a learning by doing methodology. Throughout the sessions, participants will be encouraged to consider how the framework will . . .

- Serve you as a school leader.
- Serve you as you work with other school leaders.
- Support what you already know and do as a school leader.

The network will be designed to meet the following learning goals:

- Explore the practical implications of the 5 leadership focus areas through collective inquiry, knowledge exchange and active research.
- Apply learning to your specific school and divisional contexts.
- Network with colleagues from across divisions around shared leadership challenges of practice.
- Illustrate how to turn personal leadership challenges into opportunities for growth.
- Provide relevant, job embedded professional learning for school leaders.

Each session will be a combination of responsive instruction by Steven Katz and collaborative conversations based on participant working groups.

Target Audience

Current and future school leaders; current and future divisional leaders

Online Session Dates

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3
October 7, 2025 Online Synchronous 9:00am – 11:30am	November 25, 2025 Online Synchronous 9:00am – 11:30am	January 13, 2026 Online Synchronous 9:00am – 11:30am
Session #4	Session #5	
February 24, 2026 Online Synchronous 9:00am – 11:30am	April 28, 2026 Online Synchronous 9:00am – 11:30am	

Cost

\$325 per participant up to 6 participants based on 75 participants
\$275 per participant for every participant over 6 per division

Facilitator: Dionne Potapinski

Progressive Assessment: Cultivating Belonging and Purposeful Learning for Every Student

Intention

As educators across Manitoba reimagine assessment, the need for approaches that honour students' identities, experiences, and potential has never been more critical. This network brings together educators committed to decolonizing traditional grading practices and co-creating assessment systems where every student feels a deep sense of belonging, experiences academic safety, and is supported in their ongoing growth as a learner.

Participants will engage in collaborative inquiry and knowledge exchange that bridges research and practice. Together, they will deepen their understanding of progressive assessment strategies such as **ungrading**, skill/outcome-based assessment, and the power of student metacognition. This learning is grounded in the belief that assessment should empower students by honouring their growth, preserving their dignity, and creating equitable opportunities for all learners.

Learning Description

Participants will collaborate with educators and assessment leaders across Manitoba to deepen their understanding of progressive assessment practices that support decolonizing classrooms and advancing culturally responsive pedagogy.

Participants will gain a comprehensive understanding of the following:

- What is progressive assessment and how does it differ from traditional grading?
- How do colonial structures shape current assessment practices, and how can we dismantle them?
- Principles and models of decolonizing, research-informed, and culturally grounded assessment.
- The role of feedback and metacognition in student growth, with a focus on centering student voice, identity, and lived experience.
- Strategies for implementing **ungrading** and the pursuit of mastering skills and outcomes.
- Building networks of practice to share innovations and sustain change.
- Culturally responsive ways to communicate learning with families and communities.
- Evidence-based practices that support learner and educator growth.

Participants will have opportunities to apply new strategies in their own classrooms, then return to the network to reflect, adapt, and grow in community. The goal is not just better assessment practices but a more inclusive, responsive, and transformative learning experience for every student.

Target Audience

Intended for teachers and administrators of grades 5-12

Progressive Assessment: Cultivating Belonging and Purposeful Learning for Every Student Cont'd

Online Session Dates

Zoom links for online sessions are available at [mRLC.ca](https://mrlc.ca)

Session #1	Session #2	Session #3	Session #4
September 25, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie - Good Shepherd	December 11, 2025 Online Synchronous 9:00am – 11:30am	March 5, 2026 Online Synchronous 9:00am – 11:30am	May 7, 2026 In-Person 9:00am – 3:30pm Location: Portage La Prairie - Stride Place
Cost			
\$300 per participant up to 2 participants based on 20 participants \$250 per participant for every participant over 2 per division			

Facilitators: Corinne Thiessen & Tara Klassen

**Professional Development Series for Manitoba School
Counsellors: *Empowering Student Success through Best Practice***

Intention

This professional learning series is designed to support and strengthen the role of school counsellors across Manitoba. Grounded in the *Manitoba Sourcebook for School Counsellors*, this series offers a comprehensive exploration of best practices, ethical guidelines, and effective strategies to meet the diverse academic, social/emotional, and career development needs of students.

Each session focuses on a core area of school counselling, providing practical tools, guided reflection, and collaborative dialogue. Counsellors will deepen their understanding of their role within the school team, enhance their service delivery models, and engage in meaningful discussions around real-world case scenarios.

The cohort will collaboratively explore the following questions:

- How can school counsellors effectively deliver a comprehensive and tiered guidance program that supports all students as well as be responsive to the increasing number and intensity of needs?
- What are the ethical and legal responsibilities of school counsellors in Manitoba when it comes to confidentiality, record keeping, and documentation?
- In what ways can school counsellors support student mental health and respond to crises while maintaining professional boundaries and collaborative practices?
- How can school counsellors strengthen partnerships with school teams, families, and community agencies to support student growth across academic, personal/social, and career domains?

Learning Description

- Role and Responsibilities of the School Counsellor
- Tiered Interventions and Comprehensive Guidance Programming
- Ethical Practice and Confidentiality in Schools
- Supporting Mental Health and Crisis Response
- Career Development and Transition Planning
- Building Collaborative Relationships with School Teams and Families
- Record Keeping, Documentation, and Legal Considerations

Participants will leave each session with resources and frameworks aligned with provincial expectations, while also having the opportunity to network with colleagues, share experiences, and grow their professional practice.

This series is ideal for both new and experienced school counsellors looking to align their work with provincial standards and enhance their impact on student well-being and success.

Professional Development Series for Manitoba School Counsellors Cont'd

Empowering Student Success through Best Practice

Target Audience
School Counsellors

Blended Session Dates: Online and In-Person
Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 22, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Good Shepherd Church	November 20, 2025 Online Synchronous 9:00am – 11:30am	February 12, 2026 Online Synchronous 9:00am – 11:30am	April 9, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD
Cost			
\$275 per participant up to 4 participants based on 20 participants \$175 per participant for every participant over 4 per division			

Facilitator: Mike Thiessen

Empowering Educators: AI Awareness for Today's Classroom and Beyond

Intention

Generative artificial intelligence (AI) is increasing in access and becoming embedded into many of the platforms that students, educators, and families use every day. Understanding how AI works enables educators to effectively integrate technology into the curriculum and prepare students for the impact AI plays in both their educational and social life. Awareness of AI's capabilities and limitations empowers educators to teach critical thinking skills, ethics, and responsible AI usage. In addition, an understanding of AI empowers educators to adapt teaching methodologies and assessment strategies, foster innovation, and strengthen digital literacy to align with the Manitoba Framework for Learning.

Learning Description

In this four-part learning series participants will:

- Be introduced to what artificial intelligence is, develop an understanding of the capabilities and limitations, and work through how to assess the validity and appropriateness of AI software.
- Align the role of AI within the *Manitoba Framework for Learning* and adapt existing practices to ensure instructional and assessment practices reflect the presence of AI.
- Frame the role of AI within existing provincial and divisional policies.
- Identify the ethical, equity, and accessibility components related to the use of AI
- Develop classroom-/school-based supports for students, staff, and families to reduce reactive situations stemming from AI-use and shift to a proactive model of implementation.
- Implement AI software into their unique role and share their experiences with others in the network.

Note: The default approach will be to share AI software that are embedded into existing divisional software (ie: Microsoft Office 365, Google Education Suite) and software options that do not require a cost to staff or students. When paid software are discussed, alternatives will be provided to increase accessibility and equity.

Target Audience

Teachers, Principals, Instructional Support Staff, Superintendents

Blended Session Dates: Online and In-Person

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 1, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Stride Place	November 5, 2025 Online Synchronous 9:00am – 11:30am	January 28, 2026 Online Synchronous 9:00am – 11:30am	March 18, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – Stride Place

Cost

\$200 per participant up to 4 participants based on 20 participants

\$125 per participant for every participant over 4 per division

Facilitators: Leanne Braun & Shauna Hamm

What Science Teachers Do Matters! A Deep Dive into the Discipline of Science Grades 5 - 12

Intention

Teachers in this network will inquire into making thinking visible in Science. The network will engage in collaborative inquiry into these questions:

1. How might the Science curriculum deepen our understanding of Science as a discipline and support our planning, instruction and assessment?
2. How does learning science contribute to a good life?
3. How do we apprentice students into the discipline?
4. What are the valued ways of thinking, talking, representing, reading and building knowledge in Science?

Teachers will use the **Reading Apprenticeship Framework** and Manitoba's Framework for Learning (including the renewed Science curriculum and Global Competencies) to build their understanding of the practices, routines, and strategies that are needed for equitable and inclusive classroom instruction that supports students' scientific literacy and deep learning.

Learning Description

This is a two year network.

Year 1: 4 days in person plus 2 online sessions with small groups using a protocol to reflect implementation (max 2 hours)

Year 2: 3 days in person plus 2 online sessions with small groups using a protocol to reflect on implementation (max 2 hours)

Target Audience

Science Teachers Grades 5 - 12

What Science Teachers Do Matters! A Deep Dive into the Discipline of Science Grades 5 – 12 Cont'd

Session #1 October 30, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD	Session #2 October 31, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD	Session #3 November 27, 2025 Online Synchronous 9:00am – 11:30am
Session #4 January 8, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD	Session #5 February 25, 2026 Online Synchronous 9:00am – 11:30am	Session #6 April 23, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD
Cost		
\$400 per participant up to 4 participants based on 30 participants \$300 per participant for every participant over 4 per division		

Well-Being

Facilitator: Jenni Donohoo

Building Collective Teacher Efficacy

Intention

To realize improved outcomes, educators must perceive themselves to be capable of meeting the needs of all students in ways that will result in better performance and increased achievement. Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement despite other factors in students' lives that might pose challenges to their success. This network provides the foundation for understanding collective efficacy, its bidirectional relationship with teacher wellness, and how strengthening one naturally enhances the other.

Learning Description

Participants will explore how collective efficacy serves as both a protective factor against burnout and a catalyst for professional fulfillment, the natural stages of concern that emerge during change, the role of positive emotions in developing and maintaining collective efficacy, and the 'enemies of efficacy' and micro-moves that prevent the enemies from derailing improvement work.

Target Audience

School/divisional teams of 3-5 participants

Blended Session Dates: Online and In-Person

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 1, 2025 Online Synchronous 9:00am – 11:00am	December 10, 2025 Online Synchronous 9:00am – 11:00am	February 11, 2026 Online Synchronous 9:00am – 11:00am	April 27, 2026 Online Synchronous 9:00am – 11:00am

Cost

\$250 per participant up to 3 participants based on 30 participants

\$200 per participant for every participant over 3 per division

Facilitator: Fiona England & Michelle Diawol-Strongman

Trauma 1.0: Foundations in Trauma-Informed, Resilient Schools – Grades K-12

Intention

Students impacted by trauma and adverse life experiences (ACEs) often face significant challenges with emotional regulation, behavior, and attention, all of which can impede academic success. *Trauma 1.0* is an evidence-informed professional learning opportunity designed for all school staff seeking to deepen their understanding of trauma, its effects on students and families, and how to create supportive, trauma-informed learning environments.

Learning Description

Participants will leave with insight, resources, tools and an actionable, personalized plan that supports their own resilience and enhances their ability to foster safe, connected, and supportive learning environments for all students.

Learning Description:

Participants will:

- Develop a comprehensive understanding of trauma and stress responses within school settings.
- Explore the science and impact of Adverse Childhood Experiences (ACEs) and trauma on brain development, the nervous system, behavior, relationships, mental health and learning.
- Examine the role of bias and cultural responsiveness in trauma-informed education.
- Explore seven core trauma-informed principles that promote resilience in students, families, and educators.
- Explore practical strategies for embedding trauma-informed practices into school systems.
- Understand the continuum from co-regulation to self-regulation and gain practical strategies for supporting student and staff regulation.
- Learn to respond effectively to challenging behaviors, emotional and behavioural escalation, and trauma responses through a trauma-informed lens.
- Identify signs and symptoms of chronic stress, compassion fatigue, vicarious trauma, and educator burnout.
- Explore your “Why” and learn evidence-based strategies to support personal and professional wellbeing and resilience.
- Gain awareness of systems, mental health promotion programs/ resources and community supports that reflect trauma-informed practice.

Trauma 1.0: Foundations in Trauma-Informed, Resilient Schools – Grades K-12 Cont'd

Target Audience

Sessions are intended for all staff and adults within the school and/or division. This includes, but is not limited to, principals, teachers, educational assistants, administrative assistants and custodial staff.

We are committed to fostering a safe, inclusive, respectful, and trauma-informed training environment. Sessions will address sensitive topics such as abuse, neglect, addictions, domestic violence, racism, and more and may be emotionally activating for some participants. To support participant well-being, opportunities for debriefing and deeper discussion will be available between and after sessions, as needed.

If you have any questions, concerns, or specific needs, we encourage you to reach out to the trainer(s) in advance of the session. Fiona England fengland05@gmail.com Michelle Diawol mdiawol@hotmail.com

Blended Session Dates: Online and In-Person

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 16, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD	December 11, 2025 Online Synchronous 9:00am – 11:30am	January 22, 2026 Online Synchronous 9:00am – 11:30am	March 18, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie – TBD

Additional Session for Principals/Vice-principals of participants*:

January 28, 2026
Online
Synchronous
9:30am – 11:00pm

Cost

\$325 per participant up to 4 participants based on 30 participants
\$225 per participant for every participant over 4 per division
Maximum participants: 75
Maximum participants per division: 6

Facilitator: Fiona England & Michelle Diawol-Strongman

Trauma 2.0: Trauma-Informed, Resilient Schools: From Theory to Implementation

Intention

Building on the foundational knowledge from *Trauma 1.0*, *Trauma 2.0* offers a deeper, more applied exploration of trauma-informed practices. This advanced session is designed for school teams ready to move from theory to practice by implementing trauma-informed strategies within their classrooms and broader school communities.

Participants will gain the tools, confidence, and collaborative support needed to embed trauma-informed principles within their schools, with a focus on sustainable, school-wide change that supports student and staff wellbeing. Bring your school team, deepen your impact and take the next step in building a trauma-informed, resilient school culture.

Learning Description

- A concise review of *Trauma 1.0* concepts to ensure a shared understanding.
- Personalized content delivery tailored to participant needs, learning styles, and school-specific contexts.
- In-depth exploration of trauma-informed behavioral planning, including the development and implementation of individualized Behaviour Intervention Plans (BIPs) and school-wide responses to challenging behaviours.
- Case study analysis and collaborative discussion to apply trauma-informed approaches in the school setting.
- Exploration of strategies for engaging and working effectively with families and community through a trauma-informed lens.
- Examination of trauma-informed leadership and the development of trauma-informed school systems.
- Capacity building to empower participants to lead professional development initiatives within their schools.
- Structured collaboration time for school teams to co-develop next steps and action plans for trauma-informed implementation.
- Opportunities for self-directed learning supported by experienced facilitators.

Trauma 2.0: Trauma-Informed, Resilient Schools: From Theory to Implementation cont'd

Target Audience

This network offers a deeper exploration into trauma-informed educational practices and **is designed for school/divisional teams of 3-4 who have completed the Trauma-Informed Resilient Schools 1.0 network** and are looking to implement effective, school-wide/divisional strategies that support resilience and well-being across their learning community.

We are committed to fostering a safe, inclusive, respectful, and trauma-informed training environment. Sessions will address sensitive topics such as abuse, neglect, addictions, domestic violence, racism, and more and may be emotionally activating for some participants. To support your well-being, opportunities for debriefing and deeper discussion will be available between and after sessions, as needed.

If you have any questions, concerns, or specific needs, we encourage you to reach out to the trainer(s) in advance of the session. Fiona England fengland05@gmail.com Michelle Diawol mdiawol@hotmail.com

Blended Session Dates: Online and In-Person

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 21, 2025 In-Person 9:00am – 3:30pm Location: Portage la Prairie - TBD	December 4, 2025 Online Synchronous 9:00am – 11:30am	February 10, 2026 Online Synchronous 9:00am – 11:30am	April 14, 2026 In-Person 9:00am – 3:30pm Location: Portage la Prairie - TBD

Cost

\$325 per participant based on 30 participants
\$225 per participant for every participant over 4 per division
Maximum participants: 50
Maximum participants per division: 6

Networks for



Literacy

Facilitators: Faye Brownlie, Lori Emilson

Teaching Literacy K-3 In Diverse, Inclusive Classrooms

Intention

Year 3 will continue to explore some of the same literacy questions as Year 1 and 2 as we grow our own practice and respond to the strengths and stretches of our participants.

- What counts in teaching literacy – reading and writing?
- How do we reach and teach the wide range of learners in our classrooms today?
- How do we support the growth of each child in their literacy journey, helping them not just become more skilled, but also become readers and writers who find joy and purpose?
- How do we develop oral language – discussing, reflecting, reasoning, building vocabulary development and building a community of learners?

Learning Description

In this 4-part series, the focus will be on applicable, responsive, classroom practices. While we build a mental model of literacy together, each session will be centred on what this theory looks like in the classroom. Participants will leave each session with strategies and structures to try with their learners and return to the next session to share 'what worked' and 'what didn't work'. Noticing the impact of our teaching on our learners is critical. We use this to build toward 'what's next'. Growing from rich oral language experiences, each participant will learn how to teach literacy in a purposeful, responsive, strengths-based way.

Target Audience

This network is relevant to all K-3 teachers, literacy coaches and school principals. Although participation in year 1, 2, or 3 would be beneficial, new teachers or teachers reassigned to these grade levels are welcome.

Blended Session Dates: Online and In-Person

All 4 network sessions will be a blend of online with Faye Brownlie via zoom for the first 2 hours then with Lori Emilson and your divisional coaches in-person for the entire day.

Teachers and Coaches/Leads

Session #1	Session #2	Session #3	Session #4
October 21, 2025 In-Person + Online 9:00am-3:30pm Locations: SD Mystery Lake, Flin Flon SD, Kelsey SD	December 2, 2025 In-Person + Online 9:00am-3:30pm Locations: SD Mystery Lake, Flin Flon SD, Kelsey SD	February 17, 2026 In-Person + Online 9:00am-3:30pm Locations: SD Mystery Lake, Flin Flon SD, Kelsey SD	April 22, 2026 In-Person + Online 9:00am-3:30pm Location: SD Mystery Lake, Flin Flon SD, Kelsey SD

Cost

No cost to school divisions

Impactful Change

Facilitator: Steven Katz & TBA

Impactful Change: The Manitoba Provincial School Leadership Framework

Intention

The aim of this network will be on learning to enact the five focus areas highlighted in the Provincial School Leadership Framework. The network will be centred on building an understanding of the practical implications of each focus area in order to build the necessary capacities to lead effectively via “influence”. Although the Leadership Framework stands as a provincial document, participants will be asked to make connections with their particular school and divisional contexts as they work to answer two key leadership growth questions: “Am I getting better?” and “How do I know?”

Learning Description

The network will be designed to mobilize the leadership framework through a learning by doing methodology. Throughout the sessions, participants will be encouraged to consider how the framework will . . .

- Serve you as a school leader.
- Serve you as you work with other school leaders.
- Support what you already know and do as a school leader.

The network will be designed to meet the following learning goals:

- Explore the practical implications of the 5 leadership focus areas through collective inquiry, knowledge exchange and active research.
- Apply learning to your specific school and divisional contexts.
- Network with colleagues from across divisions around shared leadership challenges of practice.
- Illustrate how to turn personal leadership challenges into opportunities for growth.
- Provide relevant, job embedded professional learning for school leaders.

Each session will be a combination of responsive instruction by Steven Katz and collaborative conversations based on participant working groups.

Target Audience

Current and future school leaders; current and future divisional leaders

Online Session Dates

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3
October 7, 2025 Online Synchronous 9:00am – 11:30pm	November 25, 2025 Online Synchronous 9:00am – 11:30pm	January 13, 2026 Online Synchronous 9:00am – 11:30pm
Session #4	Session #5	
February 24, 2026 Online Synchronous 9:00am – 11:30pm	April 28, 2026 Online Synchronous 9:00am – 11:30pm	

Cost

\$325 per participant up to 4 participants based on 75 participants
\$275 per participant for every participant over 4 per division

Well-Being

Facilitator: Fiona England & Michelle Diawol-Strongman

Trauma 1.0: Foundations in Trauma-Informed, Resilient Schools – Grades K-12

Intention

Students impacted by trauma and adverse life experiences (ACEs) often face significant challenges with emotional regulation, behavior, and attention, all of which can impede academic success. *Trauma 1.0* is an evidence-informed professional learning opportunity designed for all school staff seeking to deepen their understanding of trauma, its effects on students and families, and how to create supportive, trauma-informed learning environments.

Learning Description

Participants will leave with insight, resources, tools and an actionable, personalized plan that supports their own resilience and enhances their ability to foster safe, connected, and supportive learning environments for all students.

Participants will:

- Develop a comprehensive understanding of trauma and stress responses within school settings.
- Explore the science and impact of Adverse Childhood Experiences (ACEs) and trauma on brain development, the nervous system, behavior, relationships, mental health and learning.
- Examine the role of bias and cultural responsiveness in trauma-informed education.
- Explore seven core trauma-informed principles that promote resilience in students, families, and educators.
- Explore practical strategies for embedding trauma-informed practices into school systems.
- Understand the continuum from co-regulation to self-regulation and gain practical strategies for supporting student and staff regulation.
- Learn to respond effectively to challenging behaviors, emotional and behavioural escalation, and trauma responses through a trauma-informed lens.
- Identify signs and symptoms of chronic stress, compassion fatigue, vicarious trauma, and educator burnout.
- Explore your “Why” and learn evidence-based strategies to support personal and professional wellbeing and resilience.
- Gain awareness of systems, mental health promotion programs/ resources and community supports that reflect trauma-informed practice.

Trauma 1.0: Foundations in Trauma-Informed, Resilient Schools – Grades K-12 Cont'd

Target Audience

Sessions are intended for all staff and adults within the school and/or division. This includes, but is not limited to, principals, teachers, educational assistants, administrative assistants and custodial staff.

We are committed to fostering a safe, inclusive, respectful, and trauma-informed training environment. Sessions will address sensitive topics such as abuse, neglect, addictions, domestic violence, racism, and more and may be emotionally activating for some participants. To support participant well-being, opportunities for debriefing and deeper discussion will be available between and after sessions, as needed.

If you have any questions, concerns, or specific needs, we encourage you to reach out to the trainer(s) in advance of the session. Fiona England fengland05@gmail.com Michelle Diawol mdiawol@hotmail.com

Online Session Dates

Zoom links for online sessions are available at mRLC.ca

Session #1	Session #2	Session #3	Session #4
October 2, 2025 Online Synchronous 9:00am – 11:30am	November 26, 2025 Online Synchronous 9:00am – 11:30am	January 20, 2026 Online Synchronous 9:00am – 11:30am	March 12, 2026 Online Synchronous 9:00am – 11:30am

Additional Session for Principals/Vice-principals of participants*:

January 28, 2026
Online
Synchronous
9:30am – 11:00am

Cost

\$300 per participant up to 4 participants based on 20 participants
\$200 per participant for every participant over 4 per division

Indigenous Education

		Facilitators: Rina Whitford	
Mamàhtawisiwin – Applying the Indigenous Education Policy Framework to the Classroom			
Intention			
Mamàhtawisiwin: <i>The Wonder We Are Born With - An Indigenous Education Policy Framework</i> , has been designed to support the holistic achievements of First Nations, Métis and Inuit learners by assisting Manitoba educators in incorporating Indigenous pedagogy, languages and cultures into their teaching and practices. The framework incorporates strategies and actions that will create inclusive learning environments that will benefit all learners.			
Participants will:			
<ul style="list-style-type: none">• Gain an understanding of the policy framework and reflect on how it supports or challenges their existing belief systems.• Understand their roles and responsibilities regarding the framework.• Learn how to and then implement ideas, strategies and processes into their regular classroom practice.			
Learning Description			
In this four-part network participants will:			
<ol style="list-style-type: none">1. Receive an orientation to <i>Mamàhtawisiwin-The Wonder We are Born With-An Indigenous Education Policy Framework</i>.2. Unpack personal biases, understanding of worldview and how they impact practice.3. Develop classroom plans and identify priority areas for teaching and learning using the Four Directions/Policy Areas in four sessions.4. Learn about the Mamàhtawisiwin Self-Assessment Rubric and reflect on how it will transform their work.5. Teachers will implement and share their planning and implementation work with others in the network.			
Target Audience			
Superintendents, Principals, Indigenous school division leaders, and teachers.			
Blended Session Dates: Online and In-Person			
Zoom links for online sessions are available at mRLC.ca			
Session #1	Session #2	Session #3	Session #4
October 9, 2025 In-Person 9:00am – 3:00pm Northern Location TBD	November 5, 2025 Online Synchronous 9:00am – 11:30am	December 3, 2025 Online Synchronous 9:00am – 11:30am	January 15, 2026 In-person 9:00am – 3:00pm Northern Location TBD
Cost			
\$275 per participant up to 4 participants based on 20 participants \$200 per participant for every participant over 4 per division			

Facilitator Biographies

Leanne Braun and Shauna Hamm

Shauna and Leanne have both taught at the high school level and in alternative and adult education settings. Leanne Braun is the principal at Ecole Parkside School, and Shauna Hamm is the Assistant Superintendent of BLSD. In August, 2011, they began leading the implementation of Reading Apprenticeship in Border Land School Division as part of a three-year provincial pilot. They have been provincial trainers for Reading Apprenticeship since 2013 and led an annual provincial Open Institute for Reading Apprenticeship for 6 years (2014 to 2019)



Faye Brownlie

Faye Brownlie is a passionate literacy and learning educator. She believes that collectively we know enough to teach all our learners to become readers and writers, and recognizes the promise of building our professional capacity as leaders of literacy learning. Faye creates engaging, thoughtful literacy experiences for students in diverse classrooms, K-12, through her writing, her in-class teaching, and in workshop settings.



Michelle Diawol-Strongman

Michelle is a school psychologist and therapist, and has worked with the Winnipeg School Division for 22 years and in private practice for 16. She is honoured to work with educators and believes schools are in a powerful position to provide students, families and communities with the mechanisms that foster resiliency, hope and empowerment. She has served in leadership roles as a director in clinical support services, psychology supervisor and on the executive with the Manitoba Association of School Psychologists.



Michelle is passionate about inspiring and supporting educators to help strengthen their resiliency both in education and in their everyday lives. Michelle prioritizes and promotes inclusivity, equity, self-awareness, acceptance and compassion in her work and in life. She encourages participants to reflect on how their inherent bias, power, privilege and experiences shape their unique world view, and affect their behaviours with students, families and others. This includes discussing how we can each be an ally with Indigenous peoples and community on a path of reconciliation. Her other areas of professional interest and practice include trauma informed practice, vicarious trauma and compassion fatigue, stress and anxiety, ADHD, positive psychology, mindfulness, and acceptance. She facilitates professional learning opportunities on all of these topics.

Jenni Donohoo

Dr. Jenni Donohoo is a professional learning facilitator, author, and researcher with more than 25 years' experience in leading school improvement. Jenni has multi-year partnerships with numerous organizations and government agencies where she works alongside system and school leaders supporting high-quality professional learning designed to improve outcomes for all students. She is a five-time best-selling author, and her books have been translated into several languages. As the Director of the Jenni Donohoo Center for Collective Efficacy, Jenni has been recognized internationally as an educational thought leader. Jenni has been a keynote speaker at conferences including WorldEduLead, Raising Student Achievement, Annual Visible Learning, Corwin's Women in Education, and the LEAP Conference in Australia.



Lori Emilson

With over 30 years of teaching experience, Lori has worked across grade levels from Kindergarten through Grade 12, serving as both a classroom teacher and support teacher, and currently as an Instructional Coach with Lakeshore School Division. Lori has a passion for literacy, numeracy, and technology, working towards cultivating a rich learning environment that empowers students to thrive. She is passionate about the belief that all students possess the potential to succeed, and that professional development and collaboration among educators is key to enhancing our collective capacity to assist every learner.



Fiona England

Fiona England is a passionate and energetic school social worker who is excited to share her knowledge about mental health and how mental wellness can be integrated into all aspects of our school communities. Fiona strives to share her 25 years of experiences both within schools and child welfare to create trauma resilient spaces for our children, youth and families. She is currently the Healthy Minds Specialist for Winnipeg School Division and has over 16 years of experience providing specialized seminars and learning opportunities on several topics such as child welfare legislation, children in care, safeTALK, mental health literacy, trauma, anxiety/ depression, staff wellness and mindfulness. Fiona believes in a child – centered, systemic approach to supporting and enhancing your safe and caring schools.



Kathy Glenesk

Kathy Glenesk is in her 15th year as a Literacy Coach in Red River Valley School Division and has more than 30 years of experience in early years teaching, 13 years of which included teaching Reading Recovery.

Kathy spends time supporting teachers in 12 schools with Kindergarten to Grade 8. Her support work consists of modeling or co-teaching with classroom teachers (small group, large group and 1-1) in order to help teachers with instruction in reading, writing and thinking focused on reflecting on the ELA curriculum when planning. Ongoing workshops are part of this role as she runs workshops on a variety of topics based on teachers'/students' needs in schools.



Wade Houle

Wade Houle has a Master of Education in Administration from Brandon University. Wade has been a teacher for 17 years with both rural and urban experience. He has mostly worked in senior years teaching Humanities and working in Student Services. Wade's current role in with Mountain View School Division (MVSD) is as an Indigenous Education Coach. Coaching allows him to work directly with teachers to build their practice, create safe environments, incorporate Indigenous perspectives into their curriculum, and provide professional development.

Wade has training in PATH/MAPS and also spent four years with the Teacher Led Learning Team with the Manitoba Teachers' Society. He's passionate about adult learning, Indigenous education, and anti-racism and anti-oppression education. He looks forward to the Mamahtawisiwin education sessions and supporting rural schools with goals and targets that will create global citizens in the education system.



Steven Katz

Dr. Steven Katz is a professor in Applied Psychology & Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT), where he teaches in the Child Study and Education graduate program. He is the recipient of the OISE/UT-wide award for teaching excellence. In addition, he is the Director of the research, evaluation, and capacity-building firm, Aporia Consulting Ltd.



Dr. Katz has a Ph.D. in human development and applied psychology, with a specialization in applied cognitive science. His areas of expertise include cognition and learning, teacher education, networked learning communities, leading professional learning, evidence-informed decision-making for school improvement, and leadership for system change. He has received the Governor General's medal for excellence in his field, and has been involved in research and evaluation, professional development, and consulting with a host of educational organizations around the world. He is an author of several best-selling books, including: *Leading Schools in a Data-Rich World*; *Building and Connecting Learning Communities*; *Intentional Interruption*; *The Intelligent, Responsive Leader*; and *Quality Implementation*.

Tara Klassen

Tara Klassen holds a Master of Education in Counselling Psychology from the University of Manitoba and has been a Canadian Certified Counsellor with the Canadian Counselling and Psychotherapy Association (CCPA) since 2014. In addition to maintaining a private counselling practice, she currently serves as the Divisional School Counsellor Support Teacher within the Student Services Department of the Hanover School Division. In this role, she collaborates with School Counsellors and School Teams to support the development and implementation of comprehensive school counselling programs that address the diverse needs of all students.



Tara began her career in education in 2000, teaching a range of grades from Kindergarten to Grade 8. In 2013, she transitioned into school counselling, working in both early and middle years settings. She is deeply committed to the belief that schools can be places that nurture the development of the whole child and be environments where every student has the opportunity to thrive.

Bobbie-Jo Leclair

Bobbie-Jo Leclair, a proud Nehiyaw from One Arrow First Nation and Métis through her mother's lineage, is a consultant with Manitoba's Indigenous Excellence for Education Team, supporting the province's Indigenous, Northern, and Language Teacher Recruitment and Retention Strategy.

With over 21 years in education, she has championed Indigenous perspectives, working with educators across Manitoba to create professional learning opportunities that foster cultural understanding and inclusion.

Passionate about transformative change, Bobbie-Jo remains deeply committed to advocating for equitable, culturally grounded education for Indigenous students and educators province-wide.



Dionne Potapinkski

Dionne's career in education is rooted in a deep commitment to supporting teenagers and creating inclusive, empowering learning environments. Her early work in Physical Education, Student Services, and Indigenous Education sparked a passion for student well-being that continues to guide her leadership today. With over a decade of experience as a principal, she focuses on transforming assessment practices through equity, mastery learning, and the decolonization of school structures. Dionne's work challenges traditional systems, aiming to replace them with approaches that honour diverse identities and ways of knowing, ensuring that every learner can thrive with dignity, purpose, and a true sense of belonging.



Amanda Rivers

Amanda Rivers has been fortunate to have a diverse and fulfilling 15-year teaching career so far. This has included her first year teaching in Ste. Rose du Lac and the remainder in Seven Oaks School Division in Winnipeg. She has taught grades Kindergarten, 4, 7/8 and 6/7 multi-age (currently) as well as having been in the role of learning support teacher. Amanda made the decision to "return" to the middle years classroom from learning support because that is where her passion truly lies. She believes that middle years students have great potential and she is passionate about helping them to evolve as readers and writers. Amanda believes that children need two main things in order to experience success in ELA: a sense of identity and purpose as both a reader and writer. The increased skillset and motivation that come as a result are the rewards.



Joël Tétrault

Joël Tétrault is a proud Red River Métis husband, father and Social Studies and Indigenous Perspectives consultant for le Bureau de l'éducation française. He is a passionate educator and has been for over 22 years now. He is currently focusing on renewing the Social Studies curriculum and helping administrators, teachers, and students understand Indigenous worldviews, history to reverse the devastating effects of colonization. For Joël, teaching is about empowering people and encouraging them to take action to improve our society and make it more equitable and just for all.



Joël Tétrault est un fier mari, père et conseiller pédagogique en sciences humaines et perspectives autochtones pour le Bureau de l'éducation française. Il est un éducateur passionné et ce depuis plus de 22 ans. Il se concentre présentement sur le renouvellement des programmes d'études veut outiller les administrateurs, les enseignants.es et les élèves afin de comprendre les visions du monde et l'histoire autochtones dans l'objectif d'inverser les effets dévastateurs de la colonisation. Pour Joël, enseigner, c'est responsabiliser les gens et les encourager à agir pour améliorer notre société dans le but de la rendre plus équitable et juste pour tous.

Corinne Thiessen

Corinne Thiessen is a dedicated educator with over 25 years of teaching experience. She currently serves as the Student Services Administrator for Hanover School Division, focusing on supporting appropriate educational programming for all students and building capacity in Learning Support Teachers, School Counsellors, and clinicians. Throughout her career, Corinne has held various roles including classroom teacher, literacy support teacher, learning support teacher, divisional curriculum coach, and vice principal.

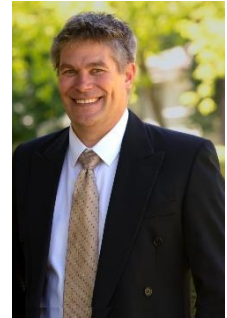


Outside of her professional life, Corinne enjoys spending quality time with her husband and their three children on their two-acre property. She particularly looks forward to summer breaks, which she spends relaxing and creating memories at the lake.

Corinne's commitment to education, ongoing professional development, and balanced family life guide her approach to leadership.

Mike Thiessen

Mike Thiessen is a dedicated education professional with over 20 years of experience in teaching, school leadership, and divisional support. He currently serves as the Coordinator of Instruction, Curriculum, and Technology for Fort La Bosse School Division. In this role, Mike supports educators in developing effective instructional practices, aligning curriculum, and thoughtfully integrating educational technology.



Over the past few years, Mike has done a deep dive into the use of artificial intelligence in education. He has actively researched the implications of AI for teaching, learning, and school operations, and is leading efforts within the division to explore practical, responsible, and impactful uses of AI tools in classrooms. His work is grounded in a commitment to practical, student-centered learning and continuous improvement across all levels of education.

Rina Whitford

Rina Whitford is a passionate educator and advocate for equitable and inclusive education. She brings a wealth of personal & professional experience leading and supporting big picture thinking with school leaders in the development and implementation of school improvement plans, as well as supporting the establishment of programs and initiatives that are grounded on integrating Indigenous perspectives.



Rina grew up in Sandy Bay First Nation and credits her current knowledge base to her lived experiences derived from her Indigenous roots. Rina's current research interests involve honoring the voices and knowledge of marginalized populations in educational settings through relationships, stories, and time. Being immersed in Indigenous ways of knowing and doing has provided her the foundations for working towards shifting mindsets that challenge current practices within the colonial education system in order to meet the needs of all learners in meaningful and creative ways.

Raven Willoughby

Raven has her Masters in Curriculum and Pedagogy from Brandon University. She has 20+ years of previous teaching experience in early years, middle years, senior years, alternative education and adult education; city and rural teaching. Raven is currently working as Brandon School Division's Indigenous Education Learning Specialist - making relationships and welcoming Elders and Knowledge Keepers into BSD buildings; as well as interacting with teachers and students to integrate more Indigenous ways of knowing and being into education. Raven has taught courses for Brandon University: Education Faculty and P.E.N.T Program.



Raven appreciates every opportunity that she has to learn with Elders, Knowledge Keepers, and students.

Raven has trekked her own personal journey of what it means to be a Métis person. She is a proud Métis woman – a member of the Red River Métis and the Westman Local of the Manitoba Métis Federation. She has become a beader, embroiderer, moccasin and ribbon skirt maker.