

MANITOBA *School Counsellor*

SPRING 2018



SCHOOL CHALLENGES AND GANG
INVOLVEMENT IN REFUGEE YOUTH

SEX TRAFFICKING
IN CANADA'S
HIGH SCHOOLS

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TO COMBAT WINNIPEG'S
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MESSAGE FROM THE PRESIDENT OF THE MSCA

Jennifer Stewart

It is an honour and a privilege to serve as president for the Manitoba School Counsellors' Association (MSCA) for the 2017-2018 school year. MSCA has had a great year so far. The board met to discuss planning professional development sessions that will fit the needs of the counsellors we serve here in Manitoba. We came up with many great ideas and had many opportunities to share what is going on in our divisions. We have a great PD session planned on consent, happening March 8, 2018. Check out our website for all the details on this event and others. It's also that time of the year to apply for our scholarships. See the website for all the details. Also check it out for many great resources and information for counsellors, msca.mb.ca.

I appreciate the commitment of the MSCA executive and board members in helping to provide quality professional development to Manitoba school counsellors. I would like to thank Carolynne Pitura, John Hasenack, Jennifer Streilein, Shamain Hartman, and Joelle Emond for all of their time and effort they have put into planning our meetings this year. As well, I would like to thank all of our board members who have stepped up to represent their divisions in planning and sharing ideas. Our goal is to be

able to reach as many members as possible and to reach all of our communities to provide support and share knowledge. We look ahead to planning more opportunities in the upcoming year to make this happen.

We had a wonderful turnout for MTS PD day with our speaker, Dr. Michael Unger, who spoke about working with children and youth with complex needs focusing on skills to build resilience. Thank you to everyone that came out to this event. We are well on our way to planning for next year's event which is going to be awesome! We will be launching our MSCA book club and we will be starting with a book from our presenters. More news to share on that as we finalize all the details. Keep an eye on the website.

In closing, I am writing these words as I am looking outside and seeing the falling snow and must admit, I am looking forward to the transition to spring in Manitoba. We are lucky to have so many wonderful events that happen in the winter here to keep us active in our communities, from eating at restaurants on the river, to skating on it. That is amazing! The things we can do in this great place we call home is inspiring. Have a great last half of the school year as we continue to strive, maintain, and support the wellness of our students. ♦

The New Winnipeg Outreach Network Street Resource Guide

In March 2018, the Winnipeg Outreach Network (WON) is launching its first resource guide called the *Winnipeg Street*. The concept was adopted from the *Toronto Street Guide*, which was developed in partnership with the social planning committee in Toronto. The guide will serve as a multi-resource package created by community members and the WON team. The guide will provide access to life-saving resources, including mental health, homeless shelters, employment, clinics, programs, and much more. This will support those who are marginalized and otherwise not connected to social services through a pocketbook of resources available for distribution by the Winnipeg Outreach Network and any organization providing services to this population.

In 2006, WON was formed by outreach workers in Winnipeg that worked with street-involved youth. Members met every second week to capacity build, identify sexually exploited youth, and identify and connect

missing youth to placements, as well as identify gaps and needs in services. Today, WON is a grass-roots collaborative of street outreach teams in the city that work with street-entrenched peoples, including youth, exploited youth, women, experiential folks, transgender, males, homeless, transient, gang-involved, and children in care and not in care.

The WON members are as follows: Winnipeg Police Service (Missing Persons & Counter Exploitation Unit), A.N.C.R. (Child Abuse Investigators), R.A.Y. Inc., Ma Mawi Wi Chi Itata Centre, Sage House (Mount Carmel), WRHA (Street Connections), N'Dinawe Resource Centre, West End 24/7 (Spence Neighbourhood Association), Salvation Army, End Homelessness Winnipeg, North End Women's Centre, MacDonald Youth Services, Daniel McIntyre/St. Matthews Community Association (Our Place), Winnipeg Booth Centre, V.O.I.C.E.'s and the Canadian Centre for Child Protection. ♦

WON's commitment is to:

- 1 Provide information/resources to youth and adults.
- 2 Coordinate outreach efforts and network between partners on missing youth and adults.
- 3 Promote safety for all outreach workers by sharing information about streets and neighbourhoods of risk.
- 4 Provide training opportunities for outreach workers.
- 5 Identify youth that are street involved, transient, and gang involved in the care of CFS and not in the care of CFS by building/maintaining relationships.
- 6 Respond to the needs of the community under a coordinated response with outreach teams where exploitation factors are extremely high with an influx of visitors when special events are put on in Winnipeg.
- 7 Create awareness on human trafficking and sexual exploitation by teaching people who work with youth who are at risk.

SCHOOL CHALLENGES AND GANG INVOLVEMENT IN REFUGEE YOUTH

BY MATT FAST

We all have basic human needs that need to be fulfilled. Some of these needs are physical, such as food, clothing, and shelter, but other needs are social, such as belonging, love, self-esteem, acceptance, and opportunity. If these needs continue to go unmet, newcomer youth may feel pushed to the margins, and some may seek acceptance in the waiting arms of street gangs.

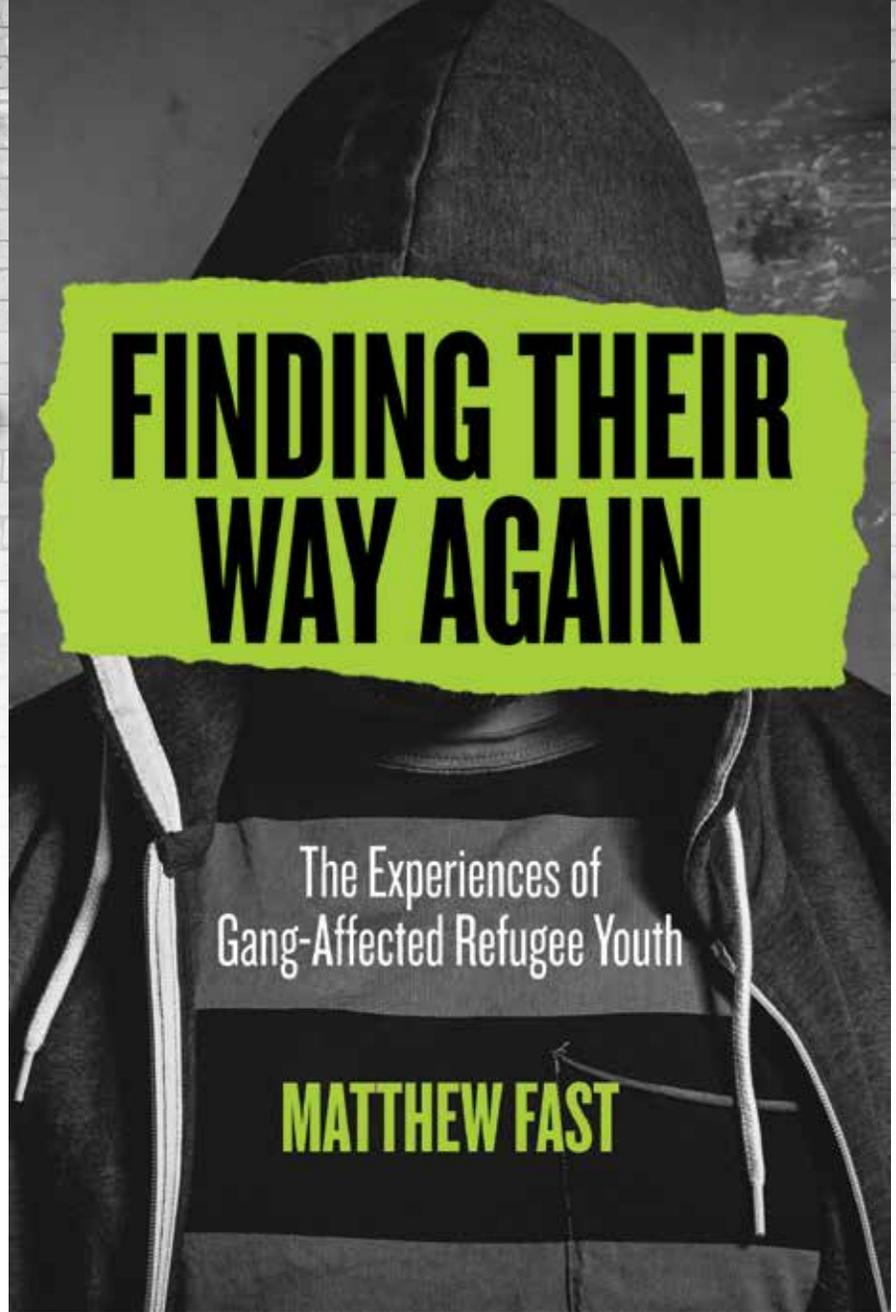
My research on the gang involvement of refugee youth in Winnipeg found that they face multiple barriers and challenges during their settlement experience, which prevent them from meeting some of these needs. Transition into the Canadian school system is one challenge that can be particularly difficult for refugee youth. All of the young men I interviewed expressed to me that adapting to the Canadian school system was one of the hardest challenges they faced after being settled in Winnipeg. Bashir came to Canada at 17 years old, this is what he shared regarding his experience at school:

“Even if you sit [in class], [the teachers and other students] just keep talking and you’re just going to be listening to them [not understanding anything]. And some people make fun of you, ya know? Like they make fun of you, like your English, [the] way you talk. It makes me feel bad. Sometimes I don’t go to class if you’re pissed off at someone.”

Bashir’s experience at school reflects a sense of frustration and isolation for not being able to understand what is happening in class. His coping strategy for the frustration,

isolation, and bullying he was experiencing was to skip classes.

The other young men I interviewed during my research echoed Bashir’s experiences at school citing that they felt like a “dumb kid” when they were sitting in a class where they were unable to understand what was going on. Another young man expressed his difficulty making friends and fitting in, noting that he “wasn’t really accepted at school”, and so he too would skip classes because he was being bullied. Another participant expressed that “they weren’t interested in what was going on



with me” in reference to his anger boiling over at school because of the family violence he was experiencing at home. None of these young men found the safety, acceptance, and sense of belonging they should have within their schools.

All of the young men I interviewed ended up being expelled from school for either too many absences or for getting into fights when they could no longer contain the anger they were feeling from being bullied or from other trauma-related experiences. Expulsion was the turning point in the lives of these young men as they were being told once again that “they don’t belong”. As a result, they found acceptance and belonging in gangs.

School attachment and engagement is key in keeping young people out of gangs and becoming involved in antisocial behaviours. Of the four formerly gang-involved young men that I interviewed, only one has since received their Grade 12 equivalency several years after he was expelled from school. In fact, research shows that the majority of students who end up getting expelled from school never return. Lack of education only compounds the challenges and barriers that newcomer youth face as finding meaningful employment without an education can be difficult. The impact expulsion can have on the well-being of a young person was expressed by Bashir when he shared that, “when I got kicked out of high school that’s the time when I gave up, I gave up already like in life, to go find a job again or go back to high school.”

Although the young men whom I interviewed expressed some positive experiences at school, such as a teacher who spent extra time with them on an assignment, or an after-school program that they really connected to, the negative

experiences outweighed the positive. All of these young men lacked essential supports not only at school, but also from their families, ethno-cultural groups, their peers, and from service-providing organizations. As a community, we need to come together and do better for these youth. Community agencies that run after-school programs, schools, government, and families need to communicate and collaborate with each other more effectively in order

to build up the positive experiences in these young peoples’ lives.

**Note, all quotes and other research for this article were taken from the book Finding Their Way Again: The Experiences of Gang-Affected Refugee Youth by Matthew Fast.*

For those interested, the book can be purchased online at www.fernwoodpublishing.ca, or at McNally Robinson Book Sellers in Grant Park Shopping Centre. ♦

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WORKING WITH AGGRESSIVE & VIOLENT CHILDREN & YOUTH
Vancouver | Feb 21 & 22

BULLIES: THEIR MAKING & UNMAKING
Vancouver | Feb 23

Hold On to Your Kids

PROTECTING refugee children from GANGS



BY SANDRA HODZIC, MPA
AND BOB CHRISMAS, PHD



Canada is a multi-cultural country, comprised of hard-working newcomers who are seeking a better life. Now, more than ever, people from war-torn countries are seeking refuge here. In 2015/16 alone, Manitoba welcomed 1,100 Syrian newcomers, all of whom were refugees (Citizenship and Immigration Canada, August 2016).

The refugee experience is typically very different from the immigrant experience in that refugees are forced to leave their homes in haste to escape violence or political unrest, with no time to plan, and often without documents, money or cherished possessions, or a chance to say goodbye to relatives (MacKay & Tavares, 2005, p.7-14). Refugees carry a painful burden of having witnessed and experienced inhumane treatment in concentration camps or the places they were driven out of. Consider Bosnian Muslims and their children who were the victims of genocide in the former Yugoslavia during the second-largest European massacre since the Holocaust (United to End Genocide, 2016). Innocent civilians, many of whom were children, witnessed the cold-blooded murder of their parents, friends, and neighbours, and a general sense of loss due to the life they had to leave behind. Those who

were lucky enough to escape the brutality of the Srebrenica massacre were forced to leave their homes on the basis of their identity and religion (Vollen, 2001).

Many struggle with a feeling of non-belonging that lingers long after they have left their countries of origin. Refugee children also share the persistent feeling of marginalization in their new homes, which drives many towards delinquent behaviour. Dipietro and Mcgloin (2012), for example, examined 1,799 Chicago youth over a five-year period and they concluded that immigrant and refugee youth were more susceptible to gang recruitment due to an intense desire to belong, at any cost. In his recent research into gang involvement among refugee youth in Manitoba, Matt Fast made the same observations.

The newcomer children and youth eventually become Canadian citizens. Some are taught the value of hard work from an early age, watching their parents persevere in a new country, often working two jobs to provide a better life. But what happens to the kids while their parents are working multiple jobs, attending English as an Additional Language (EAL) classes, and struggling to make ends meet? Many lose their way due to a profound

and inescapable interruption in their childhood, and a constant pursuit to belong in society, in their new homes, and at school. This is where our refugee children associate with anyone who is willing to take them in and offer them a sense of belonging or friendship. This can be a good thing and an offering of resources they need to flourish; however, other times, it can lead to a path of destruction and criminal behaviour if they fall into the wrong crowd.

Rossiter and Rossiter (2009) found that visible minority youth, and/or those whose first language is other than English or French, tended to be more unequally represented in Canadian jails, compared to other Canadians. Their research also found that marginalized refugee youth are at higher risk of running astray of the criminal justice system, becoming involved with gangs, violence, theft, drug use, and other delinquent behaviour.

MacKay and Tavares (2005) examined 690 public schools in Manitoba, and found that 400 of those schools had adolescents that use EAL. In Manitoba, 202,164 adolescents were reported to be enrolled in school systems from kindergarten to Grade 12, and of those, 6,174 adolescents were eligible for EAL. This research also

found that school-aged newcomers, including refugees, comprised 50 per cent of all newcomers to Manitoba, which sheds some light on their challenges with resettling. Newcomer adolescents face multiple challenges integrating into schools, including literacy issues, poverty, cultural differences and unfamiliarity with new environments, family stress, trauma of resettlement, racism, lack of role models, marginalization, slower pace of learning, curriculum and resources that may be culturally ethnocentric, teachers lacking resources and support to be culturally aware and competent, separation from family and lack of academic support at home, fear and distrust of authority figures, fast-paced curriculum, acculturation, and limited resources for EAL training (MacKay & Tavares, 2005, p.40). Many others have mental health issues stemming from psychological trauma, untreated post-traumatic stress disorder (PTSD), depression, and anxiety (Henley and Robinson, 2011). Thirteen years after the MacKay and Tavares study (2005), refugee children and adolescents still face some of the same challenges. This calls for reinvention to service delivery that will better meet their needs, especially in light of the current influx of newcomers to Manitoba (Christmas & Christmas, 2017).

First, we need to educate our educators on the assimilation trajectory that refugee children and their families face when coming to a new country. This includes understanding the challenges that these vulnerable individuals experience in their new homes and connecting them with the appropriate supports early on. We know that there's a lack of psychological services available to refugee children and this needs to change, in light

of recent research (Henley and Robinson, 2011). Schools should be equipped with trained mental health professionals who are able to make informed needs assessments and connect refugee youth with the right resources. Second, schools and governments must offer coordinated and thoughtful resources for refugee children. If we want to see a real difference, we have to make it about something more than just adhering to a strict policy or curriculum. This will involve broad-based discussions with multiple players and sectors that serve refugee children, youth, and their families to create a child-centered dialogue. Last but not least, somewhere in the midst of service delivery, empathy will be critical.

Sandra Hodzic, MPA, is a public-sector professional who focuses on the relationship between public/private relations. Hodzic is also a sessional instructor in the Political Sciences Department at the University of Winnipeg and she has spent over a decade researching the re-integration of professional newcomers to Canada. More recently, Hodzic has been a leader in public policy modelling that improves outcomes for vulnerable Manitobans through innovative social finance tools such as pay-for-performance.

Bob Christmas, PhD, is an author, scholar, consultant, passionate speaker and social justice advocate, police professional with internationally recognized expertise in community engagement and crime prevention. A recent graduate of Peace and Conflict Studies at the University of Manitoba, Christmas is an advocate for social reform, and has written and speaks extensively on innovative trends in policing, community partnership, and governance. For more information on Christmas, visit BChristmas.com. ♦

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SEX TRAFFICKING IN CANADA'S HIGH SCHOOLS

BY ASHLEY FRANSEN-TINGLEY

Trafficked persons, including minors under the age of 18, are sexually exploited when they are forced into prostitution or forced to perform sex acts, including exotic dancing or the production of pornography. Most sex trafficking victims are coerced, tricked, or forced into prostitution. Minors under the age of 18 cannot legally consent to participate in prostitution; under Canadian law they are always classified as trafficking victims. According to Public Safety Canada, over 90 per cent of sex trafficking victims come from within Canada, and the average age of entry into trafficking is approximately 14 years of age. Persons in Canada are also susceptible to being trafficked for the purpose of forced labour. Traffickers do not respect laws, international borders, or human rights.

Sadly, sex trafficking can affect anyone – girls and boys, women and men – at anytime and anywhere in Canada. Those who are more likely to be at risk include those who are socially or economically marginalized, Indigenous women and children, foreign nationals and new immigrants, homeless teens, LGBTQ2S persons, and children who are involved with the child welfare system. High school students still living at home can be trafficked through the control and deception of organized crime groups, gangs, individual pimps and, in some cases, their peers.

There are reports of peer-to-peer recruitment and trafficking at the direction of older traffickers within Canadian high schools. This crime impacts victims from all socio-economic backgrounds, ethnic identities, and those living in rural, urban, and on-reserve communities. Schools, malls, and parties are targets for traffickers

because they are populated with vulnerable young people. The increase in digital technology on school campuses, and in many homes, means that traffickers can more easily facilitate their crimes with direct access to young people via popular social media and messaging apps.

Trafficking is clandestine by nature and the grooming, luring, and recruitment tactics used by pimps are often subtle and hard to spot. There are two main types of pimps. The “Gorilla Pimp” is a someone who uses brutal, sadistic violence to force another person into the sex industry. A “Romeo Pimp” is often an older person (male or female) that will position themselves as a potential romantic partner. Over a brief period of time, the Romeo Pimp uses promises of gifts and love to manipulate and coerce vulnerable young people into “the game” (commercial sex industry). Pimps are experts on figuring out how to exploit a child’s vulnerabilities. They look for



ARE YOU THE ONE ...

- being **CONTROLLED** by threats, force or deception?
- being told to keep in **CONSTANT CONTACT** (given 2 or more cell phones)?
- receiving **EXPENSIVE GIFTS**?
- being **ISOLATED** from your family and/or friends?
- earning or making **MONEY** and not able to keep it?
- who has someone holding your **ID**?
- who is told to look **SEXY**?

Photo courtesy of Peel Regional Police Service.

gaps in a young person's life, and they try to fill those deficiencies with false promises.

For a full list of red flag indicators of human trafficking, please visit the Signs of Human Trafficking page on The Canadian Centre to End Human Trafficking's website. To learn about how trafficking happens, please see the centre's How it Happens page.

We encourage those working with youth in the school system to:

- 1) Learn the signs and indicators of human trafficking and talk about this important issue;
- 2) Work to understand the impact this crime has on school communities and individuals; and
- 3) Integrate policies, partnerships, protocols, and trainings to address and prevent exploitation of school-aged children.

In Manitoba, if you suspect a child under the age of 18 is at risk of being trafficked, or is being trafficked, you have a duty to report under the Child and Family Protection Act. Please call 1-866-345-9241, or visit

www.gov.mb.ca/fs/childfam/child_protection.html.

For additional resources, please refer to the following:

Klinic, a Winnipeg-based service provider currently operates a 24/7 Human Trafficking Hotline for the Province of Manitoba, 1-844-333-2211, and it also offers additional other drop-in, support and counselling services, klinik.mb.ca/.

The Winnipeg Police Service has a Counter Exploitation Unit working to address human trafficking in Winnipeg. Please call (204) 986-3464, or visit winnipeg.ca/police/ceu/default.stm.

Please visit the Canadian Centre for Child Protection to access additional resources, training materials, and information on sexual exploitation and cyber bullying for youth, protectchildren.ca/app/en/.

For more information and resources on human trafficking, labour trafficking, and how you can get involved, please visit The Canadian Centre to End Human Trafficking's homepage, www.ccteht.ca.

Ashley Franssen-Tingley is the programs coordinator for The Canadian Centre to End Human Trafficking. You can reach her at ashleyft@ccteht.ca. ♦



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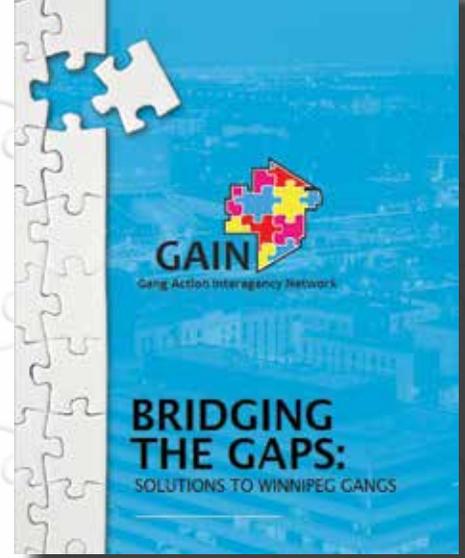
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GANG ACTION INTERAGENCY NETWORK: *A COMMUNITY-BASED RESPONSE TO GANGS*



The Gang Action Interagency Network (GAIN) is a Winnipeg-based organization working on grassroots solutions to the city's gang problem. It is comprised of over 180 government, law enforcement, and community-based organizations and representatives. Eight years ago, out of the success of the Sexually Exploited Youth (SEY) Coalition, which brought together organizations to fight the growing issue of sexual exploitation of youth, GAIN was born, with the hopes of attaining similar success to SEY, but with a focus on gangs. In its eight-year history, GAIN has held various city-wide forums and both community- and youth-based consultations. In 2014 they released a report, *Community Assessment of a Gang Exit Strategy for Winnipeg*, which highlighted the importance of identity and belonging, healing, and expanding programming as the three crucial elements to combating gangs in Winnipeg. A multipronged approach, including prevention, intervention, and suppression, is required in order to tackle Winnipeg's gang problem.

With an estimated 1,400-1,500 active street youth gang members, the city of Winnipeg is widely considered the street gang capital of Canada. While all young people can succumb to the pull of gangs, 58 per cent of Winnipeg street gang members are of Indigenous descent,

and the number of newcomer members are growing. Identity and belonging, healing, and expanding programming and resources were identified as ways to help young people both avoid and exit gang involvement. As a result, they form the basis for GAIN's gang strategy, *Bridging the Gaps: Solutions to Winnipeg Gangs*, which was released in 2017. The strategy focuses on mentorship, mental health and addictions supports, employment and education, support for parents, 24/7 navigators, access to recreation and appropriate cultural programming, creating connections among young people and their communities, and public education. Additionally, the strategy also outlines a specific gang exit strategy path for services providers and young people to access when they are wishing to exit gangs.

GAIN acts as a coordinating body for all gang-related information in the city of Winnipeg. Building off of its 180 partner organizations, GAIN enhances service alignment and collaboration through information and resource sharing.

Services

GAIN offers a referral process for young people on the cusp of gang involvement. Through this service we help connect young people to

relevant resources and programming in their communities.

GAIN also offers free gang tattoo removals. We have partnered with a local tattoo artist who can remove or cover up gang-related tattoos for anyone referred through GAIN.

ResourceConnect is a free Android app that GAIN launched in the summer of 2017. The app, which takes up less space than three MP3s, contains information on over 6,000 Manitoba-based services. Once downloaded, all information can be accessed without the use of data or WiFi. ResourceConnect helps to empower young people with find and access services and resources in their communities. GAIN has plans to release an IOS version of the app in the near future.

GAIN has also piloted a set of parent support circles, with the aim of creating a safe space where parents, caregivers, and guardians have the opportunity to learn from others' experiences and share their own. This is a much-needed resource in our city as there are no other programs offering similar support to families of gang-involved young people.

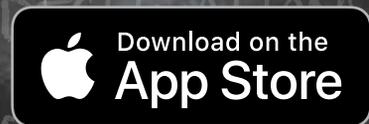
For more information on any of GAIN's resources, or to read the strategy, please visit www.gainmb.org, or contact the coordinator at gain@spenceneighbourhood.org. ♦

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Download the **Canadian School Destinations** app

on the Google Play or Apple App Store to browse local destinations, as well as

school field trip ideas across Canada.



USING ALL MEANS POSSIBLE TO REACH ALL TEENS POSSIBLE

BY AMBER ANDERSON SKRABEK



Youth for Christ's (YFC) Work Force program helps young people living in Winnipeg's north end gain employment training and job experience.

There are close to 80,000 young people in Winnipeg and surrounding area (2016 Census). Some have everything while others do without. Some are given every opportunity to succeed, while others must struggle to find their own way, with an estimated 1,400-1,500 Winnipeg youth active in street gangs.

How do so many kids end up in these gangs? According to a 2014 Community Assessment of a Gang Exit Strategy completed by GAIN (Gang Action Interagency Network), young people need more mentorship, a better sense of identity, the feeling of belonging to a community, diverse programming to keep them off the streets, and greater access to mental healthcare.

For over 60 years, Youth for Christ (YFC) Winnipeg has been a leader of innovation and excellence in positive youth development. As a faith-based, non-profit charity, YFC exists to help young people attain their full life potential. YFC is not a church, but we do work with churches, schools, government, and other youth-serving agencies to help meet the needs of teenagers.

Access to services such as after-school recreation and sports leagues, along with education/training and sustainable employment are well-proven methods in reducing the chances of young people becoming involved in gangs. At YFC, we see the hope and potential in every young person and believe every youth needs ongoing relationships with caring adults, safe places with structured activities during non-school hours, to be equipped with



Access to services, such as after-school recreation and sports leagues, are proven ways to reduce the chances of young people entering gangs.





Whether it's discovering a new talent at YFC's dance studio or rock-climbing wall, or being part of a vibrant skateboard community at The Edge Skatepark, youth who come to YFC are welcomed and encouraged to overcome fears and challenges.



marketable employment skills, opportunities to give back through community service, and encouragement to nurture a healthy, vibrant, grace-based spirituality. Through our diverse offering of programs, we strive to provide young people with the mentorship and relationship they are looking for, whether it be in the form of a ball hockey or soccer coach, a volunteer at our drop-in, or a professional counsellor at Turning Point Youth & Family Counselling.

Youth for Christ Winnipeg is a member of GAIN and is a partner in Winnipeg's Indigenous Accord, believing that a respectful community that works together is a safer, healthier community for all. Many of the young people we interact with are longing for belonging. Whether it's discovering a new talent or ability at our dance studio or rock-climbing wall, or being a part of our vibrant skateboard community at The Edge Skatepark, youth who come to YFC are welcomed and encouraged to overcome fears and challenges.

Our central location at the corner of Main & Higgins has allowed us to be accessible to those young people who live in the inner city, as well as those who live in the suburbs. Bringing youth of different backgrounds and experiences together to play soccer, or try a ninja-warrior style workout at The RIG, gives us all a better sense of community and caring for each other's welfare.

While our location is accessible for many, we recognize not all youth are able to get to us at 333 King Street, therefore we offer programming in other locations. Our Work Force program, for example, helps young people living in the north end gain employment training and job experience. It operates in partnership with Bethlehem Aboriginal Fellowship at 467 Manitoba Ave.

YFC Winnipeg also has satellite youth drop-in centres in smaller communities throughout Manitoba (Arborg, Carman, Niverville, St. Pierre, Stonewall, Selkirk) that combine healthy relationships with creative programs to

help young people make good choices, establish a solid foundation for life, and positively impact their friends.

Why does YFC Winnipeg offer so many different programs? We believe in using all means possible to reach all teens possible. If you are a teacher or a parent, you recognize no two young people are the same. A teen mom has very different needs than a newcomer youth who just wants a safe place to meet new friends. At YFC we offer programs for both of those kids, and thousands more each year.

For more information on our programs, to inquire about facility rentals or bringing a school group to visit YFC, visit www.yfcwinnipeg.ca, or call 204-669-4205. ♦



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Our counsellors employ various approaches to counseling, based on the needs of the client and the training of the counsellor.

To learn more about our services, visit turningpoint-yfc.com or call 204-669-4290



A Program of Youth for Christ Winnipeg

TRAIN TO PROTECT

Commit to Kids® online training helps school counsellors better understand the issue of child sexual abuse in order to create safe environments for children and youth

BY THE CANADIAN CENTRE FOR CHILD PROTECTION

The cornerstone of any good relationship is trust. This reigns especially true for the unique relationship between educators and students as it plays an integral role in shaping how children view and move through the world.

Children trust the adults who work in schools, from counsellors to principals to bus drivers, to keep them from harm, and while the majority of adults working in education are safe, there is a risk of individuals misusing their positions of authority and trust to exploit children.

The Canadian Centre for Child Protection's Commit to Kids online training is designed to help reduce the risk of child sexual abuse within child-serving organizations by building educators awareness of child sexual abuse and how they can help mitigate this risk in order to safeguard children.

It's common to ask, "Why is this type of training even necessary?" or to think, "This can't possibly be happening in my school". According to an ongoing study being conducted by the Canadian Centre for Child Protection, approximately 708 cases involving sexual offences against a minimum of 1,200 children occurred between 1997 and 2017 by about 678 employees working in Canadian K-12 schools.

In light of the prevalence of student sexual abuse, there is an apparent need to help educators better understand the issue of sexual abuse in schools beyond common

duty to report sexual abuse training. This starts with understanding the role educators play in the protection of children.

Sexual abuse is a process. It begins with boundary crossings where an adult exploits the relationship to meet personal needs. Examples include a school employee engaging in personal or casual relationships with children; spending time socially with a student outside of work hours or work duties; texting or using personal social media accounts to have personal contact with the students without accountability or transparency for the interaction.

When considering risk, generally there is a tendency to focus on whether or not the person is well liked to determine if the person is safe around children. This, however, is not an effective measure. In order to protect children from sexual victimization, it is essential to pay attention to behaviours and situations that present risk. A well-liked individual that contributes to their school community is not exempt from having the capacity to engage in behaviour that sexually exploits or harms a child. Inappropriate interactions between an adult and a child need to be corrected regardless of personal feelings towards the adult.

Although schools have clear policies regarding the reporting of child abuse, a gray area exists with inappropriate interactions and concerns that don't



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Helping families. Protecting children.

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necessarily meet the threshold of sexual abuse or a child in need of protection. While it's not always clear how to handle these gray area situations, there are formalized procedures that can be applied within the school context.

In a professional relationship with students, interactions should be tied to meeting the needs of the child, be goal-oriented, and modelled through appropriate behaviours and interactions. Modelling healthy boundaries with children provides a standard of measure for appropriate relationships with adults. Modelling appropriate interactions also increases the likelihood of inappropriate behaviours being detected early.

A tendency for people to avoid addressing concerns of inappropriate behaviour often arises out of not wanting to cause trouble or not wanting to make it seem like they are making an allegation of sexual abuse. It is important to discuss not equating questioning inappropriate boundaries to making allegations about sexual abuse. Boundary breaches can occur from poor judgment and not from intent for sexual access. Schools cannot afford to ignore behaviour that requires reporting and correction for fear of insulting school personnel. A standard of practice where individuals consult about boundary concerns reinforces professionalism and maintains safety and security.

On the other hand, if someone is seeking sexual access, this is the opportunity to disrupt the grooming process. It is not always possible to know someone's intent until after a child has been sexually abused. Holding people to high standards of expectations in their interactions with children and establishing a common understanding of standards for interactions with students in schools creates a culture that protects children.

Commit to Kids online training is designed to help educators recognize red flag behaviour and know what to do when they become aware of it. It also addresses what constitutes child sexual abuse and exploitation, how to avoid crossing boundaries and violations with children, and understanding the serious harm resulting from sexual boundary violations.

For more information, visit protectchildren.ca/training. ♦



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Membership information: membership@mcja.ca
Event registration: events@mcja.ca
www.mcja.ca





Come build with us



Manitoba Building Trades (MBT) is an organization that represents 13 construction and trades organizations in Manitoba. MBT is responsible for business development, marketing, and representing the interest of its member organizations, as well as the individual construction and trades professionals each of its member unions represent.

As a group, MBT speaks for some 8,000 construction and trades professionals in Manitoba. Together, we are the largest suppliers of skilled tradespeople in the province. For large public and private sector projects, our members have the opportunity to work on some of the

most exciting and iconic projects. Our members have been instrumental in building significant infrastructure and large-scale projects that have created some of the most recognizable structures in our province. These include the iconic Canadian Museum for Human Rights, Investors Group Field, Bell MTS Place, the floodway, and the ongoing Manitoba Hydro projects at Keeyask and Keewatinohk. Our members have translated spectacular designs into reality. Many different trades and skilled workers came together to build these complex and important structures.

These projects not only change the look of our city and province, but many will generate economic opportunities for thousands of Manitobans for a century or more. Our work at northern Manitoba Hydro projects will require almost 3,000 workers at peak, and their efforts will create what are truly the pyramids of modern times. Once completed, these hydro dams will generate electricity for use in Manitoba and for sale to other

Gaining a skilled trade will open up a world of exciting and rewarding opportunities.



projects can supplement our local workforce.

If you are considering a career in the trades, you will have an opportunity to shape our future by working on similar projects in the future. Gaining a skilled trade will open up a world of exciting and rewarding opportunities. Our affiliated union organizations are the best alternative for mobility, long-term employment security, and excellent wages and benefits.

But more importantly, our affiliated organizations offer the opportunity to work on the very best projects in Manitoba and often, across Canada. Whatever profession you may choose, you will draw satisfaction from having a meaningful opportunity to work at the leading edge of creativity and innovation.

If you do choose a skilled trades profession, working in the unionized construction industry will give you a challenging and rewarding environment where you can grow to be the best in your profession by working on the very best projects underway across Manitoba and Canada. ♦

markets for at least a century.

Many of our affiliated union organizations also provide opportunities for skilled trades professionals to work on large-scale projects across the country. Their national and international affiliation means that skilled workers can work in other provinces when workers are required. Similarly, when demand for skilled workers exceeds availability in Manitoba, inviting Canadians from other provinces to work on Manitoba

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Taking the next steps

The Fort Garry campus features abundant green space, walking trails, and a mix of traditional and modern buildings.

Applying for university is like taking a big leap towards your future. For first-year University 1 (U1) student Clare Brigham, it was about exploring her interests and knowing she could figure out where her passions lie at the University of Manitoba.

"I was very excited to get my acceptance letter," recalls Brigham. "I didn't know exactly what I wanted to do, so that's why I chose U1. I learned that the program would allow me to explore all my interests like the sciences and art."



Orientation is a great time for new students to explore campus and make new connections.



Student volunteers are on hand to welcome new students at orientation.

Once students receive that special letter saying 'you've been accepted', it's time to take these critical next steps.

"Students are usually feeling excited and anxious to learn what's to come," says U of M recruiter Kerri Gregoire. "Accepting your offer of admission will trigger a series of access points and email communications to help clarify what to expect in the next little while."

The most important first step is for students to accept their offer, so that they'll be able to register for classes. They should also take advantage of the many resources available to new students, like the First Year Planning Guide, and connecting with an academic advisor.

"Advisors are key individuals in the student's academic cycle in a degree program," explains U of M advising services coordinator Brigitte Wiebe. "At a personal level, advisors will build a relationship and develop a deeper understanding of a student, both individually and within the university setting. Advisors consider a student's goals and work with them to see how those goals and reasons for academic progression may change over time."

Registering for classes is critical to ensuring the most optimal schedule available. There are several video tutorials available to guide students through the process and ensure they're ready on registration day.

Incoming students should mark their calendars for all the great U of M summer events and resources available to welcome them to our community and prepare them for campus life. The June 2nd Head Start event allows students to get to know the U of M a little better with the support of family and friends.

"One of the biggest takeaways for students who attend Head Start is that they start to get familiar with the campus, through tours and meeting representatives from their target programs and faculties," says orientation coordinator Melissa Warden Black. "They also get to connect with upper-year student volunteers who can offer great perspectives on what it's like to be a U of M student."

They should also make sure not to miss fall orientation for a fun way to kick off the new school year.

U1 student Clare Brigham credits this annual event for easing her transition to first year. "It was such a great way to connect with people. They really make you feel comfortable and show you all the opportunities available at the U of M."

These steps position students to start their University of Manitoba experience off on the right foot and set themselves up for success.

Learn more at umanitoba.ca/nextsteps. ♦

CLASSROOM TEACHING AND WORK- INTEGRATED LEARNING

OPENS VOCATIONAL
PATHWAYS AT **CMU**

COMPILED BY AARON EPP

A practicum – a work-integrated learning experience – is a degree requirement within all bachelor degrees at Canadian Mennonite University (CMU). Alongside BA studies, and including CMU's bachelor of music and bachelor of business administration degrees, practicum experiences enrich learning and provide students with opportunities to discern vocational calling and career paths. CMU connects with over 500 local and international community partners. Below, two recent alumni reflect on how they have connected their degrees with their practicum experiences to open career opportunities.



Craig Neufeld (2016) BA, four-year, Communications and Media

Practicum: *Red River Valley Echo*, summer 2015

Currently: Sales and marketing representative, Friesens Packaging, Altona, Man.

"Studying Communications and Media at CMU made it clear to me that communication is at the heart of everything we do. Whether it's work, relationships, sports, or life in general, communication will always be at the forefront. My practicum as a reporter for the *Red River Valley Echo* also helped shape this view. As a reporter, I did a lot of interviews. I took those interviews and turned them into stories for the public to read. A poorly executed interview and a sloppy article holds no value, so strong communication skills were needed in developing questions, creating a comfortable atmosphere for the interviewee, and then relaying the story to the public. Both CMU and the *Red River Valley Echo* taught me how to be clear and concise, and I carry that with me today as I work as a salesman for Friesens Packaging in Altona, Man. Making phone calls and typing emails are my avenues into building relationships with a wide range of people, and being able to do so clearly and concisely is a large part of what allows me to be successful."



Esther Derksen (2016) BA, three-year, General/Sciences

Practicum: Assiniboine Park Zoo Veterinary Hospital, 2015-16

Currently: Studying at Western College of Veterinary Medicine, University of Saskatchewan

"When I first arrived at CMU, I felt I was fulfilling my parents' wishes; this was a means to an end. I had decided I wanted to be a veterinarian, and the only thing that kept me from going to vet school was knowing that at least CMU offered the science classes constituting vet school prerequisites. Besides these necessary courses, classes on food, peace, and philosophy lectures – all with an explicit faith focus – became common in my schedule. In retrospect, this was no accident, and I can only be thankful I wasn't more stubborn and contrary. In my third year, I did a practicum with the veterinarians at Winnipeg's Assiniboine Park Zoo. This was my first exposure to ecosystem health and conservation medicine. My mind exploded. For a long time, I'd felt the need to do something in the conflict that exists between agriculture and care for the Earth. Here, as a veterinarian, I could see a future. CMU demanded an evolution from me, though it took me time to recognize it." ♦



PROVIDENCE GRADUATES *ARE IN DEMAND ALL OVER THE WORLD*

BY JERRAD PETERS

From its rural, picturesque campus outside Winnipeg, Manitoba, Providence University College & Theological Seminary is graduating students who pursue careers all over the world, making a difference wherever they go. Providence grads have worked at tech start-ups in Germany, relief organizations in South Sudan, and Canadian embassies in Eastern Europe.

Last November and December, a Providence delegation visited some of the institution's difference-making alumni in Southeast Asia. One of them – Samson Hkalam – is currently trying to help find a peaceful solution to ethnic conflict in Myanmar's Kachin State.

Hkalam, who graduated from Providence in 1999, is general secretary of the Kachin Baptist Convention, which counts nearly half-a-million members. Much of his time

is spent organizing, administering, and serving camps for internally displaced persons (IDPs) who have fled the marauding federal forces, leaving behind their homes and livelihoods.

Having met personally with politicians, including Myanmar state counsellor Aung San Suu Kyi, former U.S. president Barack Obama, and previous Canadian prime minister Stephen Harper, Hkalam is a well-respected voice at peace negotiations.

“The IDPs are the biggest issue for the Kachin people,” he told his recent visitors from Providence. “People want the military to withdraw so they can go back to their homes. They’re worried because they’ve lost their

land, and they're worried their land will become banana plantations. But they are very scared to go back."

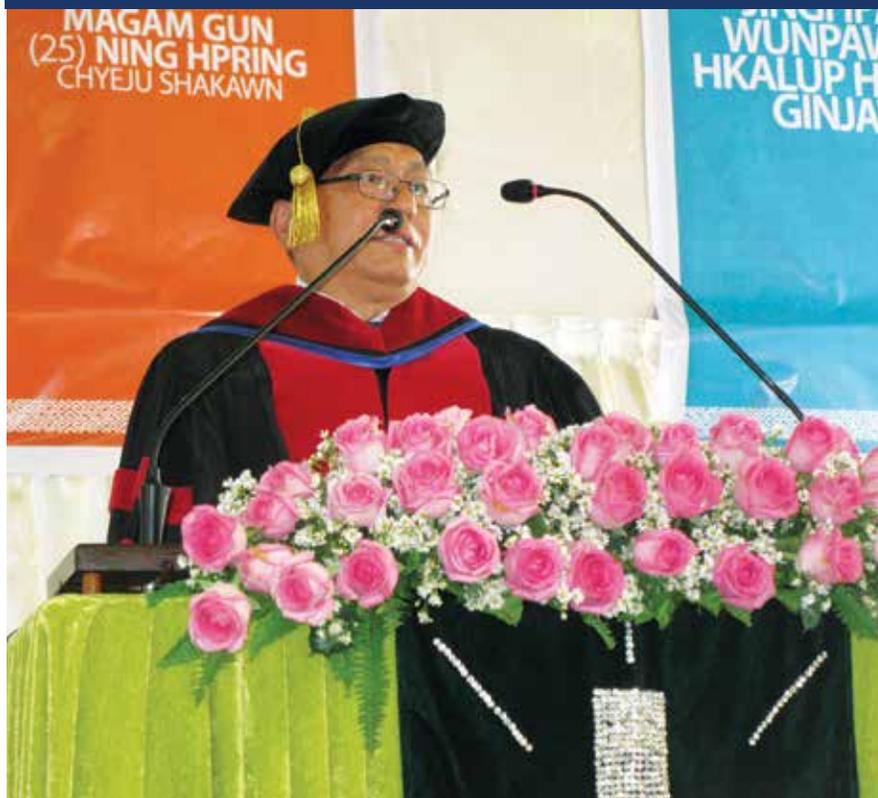
Nevertheless, Hkalam continues to work for peace in a country torn along ethnic lines. "He continues to grow in knowledge and character for leadership and service," points out Providence president Dr. David Johnson.

As part of its visit to the region, the Providence contingent also connected with alumni in Hong Kong. These recent graduates have gained employment in TESOL, church ministry, and banking.

Among their friends and fellow students during their time at the Otterburne campus were individuals who are now working in agribusiness, broadcasting, church leadership, and social services. They say they remember their professors fondly, as experts in their fields who genuinely cared about their professional success and character development.

In a recent Noel Levitz survey, current Providence students underlined the approachability of faculty and also revealed that they believe the quality of instruction they receive is "excellent", that the campus is safe for all students, that students across genders "are treated with equal respect", and that the institution "has a good reputation".

Alumni like Hkalam and his peers in Hong Kong are the faces of that reputation. Providence graduates are in demand all over the world, and they're making it a better place wherever they go. ♦



Samson Hkalam graduated from Providence University College & Theological Seminary in 1999. He is general secretary of the Kachin Baptist Convention, which counts nearly half-a-million members.



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Figuring out the future

FIND THE CAREER TREK FOR YOUR STUDENTS

Creating stimulating and engaging activities and field trips can be a daunting task for anyone. Finding something that your students WANT to do, that's even more complicated. Add in being cost-effective and proximity, and you have quite the challenge. One Manitoban non-profit has created a solution...Career Trek Days!

"This experience has left me feeling more confident about myself, and about my future," says a Career Trek Day participant after experiencing this innovative program.

Career Trek Days are a condensed version of Career Trek's core programming that can be delivered affordably in a single day. Your students would be brought to a post-secondary institution where they experience up to four interactive and interconnected career lessons designed to get them thinking about how their current



As an award-winning non-profit organization, Career Trek provides education and career development experiences for young people in realistic settings.

school subjects are linked to future education and career opportunities.

As an award-winning non-profit organization, Career Trek provides education and career development experiences for young people in realistic settings. Participants get hands-on experience in up to 80 occupations, igniting passion, growing self-confidence, and increasing understanding in the importance of education and career planning.

In this one-day event, up to 60 students would be lead through team-building exercises to feel comfortable and ready to learn. Each group tries out four occupations, and participates in hands-on career-specific activities, just like the professionals in those fields.

Allow your students the chance to have a positive

How many careers can you name?

Our kids can name up-to 80 careers and tell you the educational path to get to each one. Career Trek Days can help your kids do the same.



Career Trek Days are a condensed version of Career Trek's core programming that can be delivered affordably in a single day. Your students would be brought to a post-secondary institution where they experience up-to four interactive and interconnected career lessons designed to get them thinking about how their current school subjects are linked to future education and career opportunities. Answer "Why do I have to learn this?" with Career Trek.

Contact us:
Lasha Stordeur
lstordeur@careertrek.ca
(204) 944-1800 ext. 119
careertrek.ca



experience on a post-secondary campus where they can try-out occupations, not just receive information about them. Selected lessons provide a snapshot of the occupation and focus on essential skills development and establishing a sense of social responsibility.

"I loved the delivery of the information, with the combination of lecture, hands-on activities, movement, and independent/team work," says a teacher who used Career Trek Days for her students. Career Trek Days allow your students to discover a potential occupation and discover their personal gifts, talents, and likes and dislikes.

Career Trek's exclusive and original models help students answer the question of "why do I have to learn this?" If you think this is a valuable question to answer and want to help your students to develop the knowledge, skills, and experience needed for future education, career and life success, contact Lasha Stordeur at lstordeur@careertrek.ca, or (204) 944-1800, ext. 119 to schedule a meeting to discuss how your school can participate in Career Trek Days.

Now, what about you? Career development is in the forefront of conversations in education. Just like history,



During Career Trek Days, up to 60 students are led through team-building exercises to feel comfortable and ready to learn. Each group tries out four occupations, and participates in hands-on career specific activities, just like the professionals in those fields.

math, or chemistry, we must know the foundations of these principles ourselves and how they relate to our own journey if we are to guide others in theirs. The University of Winnipeg, in partnership with Career Trek, is offering the Career: Life/Work Planning course, where PBDE in education or undergraduate students from any department will examine their values, interests, skills, and personality and how they relate to work. This course helps provide the tools to understand one's personal journey. Visit UWinnipeg Web Advisor for more details. ♦



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The Spaghetti Bridge Competition.



Girls in STEM.

ENGINEERING CHANGES LIVES INITIATIVE

ENCOURAGING MORE FEMALES INTO ENGINEERING

BY GEMMA KEATCH

A celebration to launch the Engineering Changes Lives initiative, which aims to achieve the goal that 30 per cent of newly licensed engineers in Manitoba are women by the year 2030, was held in January at the RBC Convention Centre in Winnipeg, Man. Honourable Rochelle Squires, minister responsible for status of women, was the guest speaker representing the Manitoba Government's endorsement of this initiative.

"This initiative is an ideal fit with our government's priorities to be the most improved province with respect to increased job creation and economic growth, improved education outcomes for our children, and better cooperation with communities and businesses in our province," said Hon. Rochelle Squires. "These opportunities are key to women succeeding in, and remaining in various male-dominated fields, including engineering, science, trades, and technologies, and I hope that someday we can get rid of that phrase 'male-dominated fields', especially when we're talking about engineering."

This new initiative will increase both the number of women entering engineering and the retention rate of women working in the field, as currently, in Manitoba, women represent 15.1 per cent of newly licensed engineers, and approximately nine per cent of all registered engineers. Thirty per cent is universally held

as the tipping point for sustainable change, hence the '30 by 30' initiative being instigated as a driver towards a meaningful and lasting effect on representation in the field.

The time is now

2030 seems like a long way off, but if we look closely at the breakdown, we see how ambitious this initiative is, and why we need to take action now.

By 2026, Engineers Geoscientists Manitoba will need well over 20 per cent of new applicants to be female and to sustain the intern program for the four year requirement to ensure 30 per cent of newly licensed engineers are women by 2030. This means that in 2018 and 2019, female high school students will need to be taking the electives of physics, math, and chemistry. At this time, our target audience is in Grade 9.

Although 2030 may seem far away, action in the immediate future is extremely critical to the success of this initiative, and to the greater endeavour of achieving equal representation within a typically male-dominated field. And to get to that place of equality, we need your help.

Inspiring the next generation

Encouraging more girls to consider engineering as a viable career option starts in the conversations taking



Engineering Changes Lives Initiative Launch. (L-R): Jonathan Epp, P.Eng. FEC, president of Engineers Geoscientists Manitoba; Lindsay Melvin, P.Eng. FEC, past president of Engineers Geoscientists Manitoba; Ruth Eden, P.Eng., president-elect of Engineers Geoscientists Manitoba; Hon. Rochelle Squires, minister responsible for Status of Women; Dr. Jeanette Montufar, P.Eng. FEC, chair of the Manitoba Women's Advisory Council; and Kathryn Atamanchuk, P.Eng., chair of CIPWIE (Committee for Increasing the Participation of Women in Engineering).

More resources and local events

place in school and at home. Statistics show that school counsellors are highly influential individuals for students as they are making their career choice. Traditional messages portray engineering education as difficult and emphasize the importance of superior math and science skills. Parents, teachers, and guidance counsellors should change their script. Instead of asking “are you good at science and math?”, they should begin by asking the following pertinent questions:

- Do you want to make a difference?
- Do you want to change the world?
- Do you want to help others?
- Do you enjoy solving puzzles?
- Do you like using technology to help answer questions for society?
- Do you like to invent or design things?

Talking about engineering can only take students so far and, as a practical field of work, we encourage hands-on learning wherever possible. Therefore, there are several local initiatives designed to engage the next generation of engineers, including:

- Spaghetti Bridge Competition (www.EngGeoMB.ca/SpaghettiBridge.html)
- WISE Kid-Netic Energy (www.wisekidneticenergy.ca)
- Manitoba Schools Science Symposium (www.msss.mb.ca)
- Rotary Career Symposium (www.careersymposium.ca)
- Manitoba Robot Games (www.mbrobotgames.ca)

If you'd like to find out more about engineering and geoscience, please email GKeatch@EngGeoMB.ca. Engineers Geoscientists Manitoba has several informational leaflets suitable for school counsellors and students. ♦

— ENGINEERING IS FOR GIRLS

Do you know a girl who is imaginative and creative, and excels in communicating, problem solving, or analytical thinking? If so, then a career in Engineering is a path worth exploring.

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 **ENGINEERS
GEOLOGISTS
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Photo supplied by Cory Aronec Photography

EDUCATION WITH IMPACT

BY DIANE POULIN



Stephanie Sheard and Benoit Morham inspect elm trees, summer 2017. Photo supplied.

Students come to The University of Winnipeg (UWinnipeg) to follow their passions. Whether they pursue degrees in science, the arts, kinesiology, business, or teacher education, they benefit from small class sizes where professors know their name. They also have the opportunity to tackle real-world research projects that make an impact in the community. As a result, UWinnipeg graduates emerge well-prepared to make a positive difference on the world around them.

This past summer, science student **Stefanie Sheard** fell in love with trees. In partnership with the City of Winnipeg, a team of UWinnipeg students was hired to do field research about Dutch elm disease. Sheard worked in the Wolseley neighbourhood where she discovered “people are passionate about our elm trees – this research matters.”

Her team was tasked with finding elms that are “super shedders”, that is: crawling with diseased beetles. Earlier identification and removal of these trees improves the rate at which the spread of Dutch elm disease can be slowed.

“It is great to have students so involved,” said Sheard. “I really felt I was making a difference.”



Dean Dias visits a bakery in Bogota, Columbia, which uses Canadian wheat, fall 2017. Photo supplied.

Dean Dias had a busy autumn flying off to visit customers in Chile, Peru, Colombia, Ecuador, Mexico, Algeria, Morocco, the United Kingdom, and Italy. As a director with the Canadian International Grains Institute, he builds relationships with people from around the globe to ensure Canadian wheat gets to market.

“People may not realize that when it comes to agriculture, Winnipeg is the hub. We are feeding the world,” said Dias, who graduated from UWinnipeg with a bachelor in business administration just a few years after moving here from Mumbai, India.

He credits UWinnipeg with fostering teamwork, an essential skill in business. “My classes at UWinnipeg were very interactive and project-based with simulations. You realize that not everyone thinks the same, and that is critical to understanding how to work with others. I learnt a lot of people management skills at UWinnipeg.”

Flying balloons is fun, but it is also serious research that helps gather important data on barometric pressure, air temperature, acceleration, angular rotation, and magnetic field. A UWinnipeg team of geography and environmental studies students will launch a high-altitude weather balloon at FortWhyte Alive again this spring.

Jeremy Leathers is poised to graduate with a double-major in biology and geography, and is part of the UW Cloud Punchers team.

“It is neat to watch this gigantic balloon filling up with helium, and then it just shoots upward when you let it go,” he said. “It’s equipped with a GoPro camera and that brought back really interesting video and pictures, including images of the curvature of the Earth.”

The UWinnipeg balloon is part of an international initiative called the Global Space Balloon Challenge and a national project called the Canada-Wide High Altitude Balloon Experiment, with all of the teams launching balloons during the third week of April.

Discover all of the programs that deliver education with impact at uwinnipeg.ca. ♦



UWinnipeg weather balloon launch, spring 2016. Photo supplied.



Herzing College has introduced an integrated learning model in their classrooms to improve engagement and skill building – and a FlexEd option that allows students to blend online and on-campus instruction for maximum flexibility.

INTEGRATED LEARNING AND PERSONALIZED SCHEDULING

The future of college training

BY KERRY SWANSON

What is the number-one thing most college students are looking for in a program? Flexibility.

Whether they have just graduated from high school, or are returning to college as adults, almost every student we meet wants more control over how, when, and where they study. And with the explosion of customizable, interactive, online learning options, never have we enjoyed so many ways to personalize and diversify the training experience.

And yet, many colleges and universities have been slow to capitalize on these opportunities. Classrooms operate much as they have for hundreds of years: the instructor delivers a 45- to 90-minute lecture, students take notes, and later complete an assignment to demonstrate understanding.

The limitations of this approach are well-documented. First of all, we know that the human attention span rarely exceeds 15 to 20 minutes for passive listening. And educational theory has repeatedly shown that students

must experience, interact with, and apply new concepts in order to build and retain new knowledge.

What's more, students both young and mature have come to expect more flexibility from education providers. They want training that fits around their work and personal schedules – programs they can complete at their own pace.

At Herzing, we've worked hard to address both challenges. We have introduced an integrated learning model in our classrooms to improve engagement and skill building – and a FlexEd option that allows students to blend online and on-campus instruction for maximum flexibility.

Our goal is to provide post-secondary training solutions that are more personalized, engaging, and efficient – and ultimately, far more effective in producing career-ready, confident graduates in a short span of time.

How does integrated learning work?

By “integrated” we mean blending instruction with plenty

of practical tasks and exercises. For example, at Herzing, instructors deliver lectures in bite-size portions (10- to 12-minute segments), interspersed with activities to keep students engaged, and help them build skills through hands-on problem-solving.

If the student struggles, they have many support options. They can listen to a recording of the lecture and do the exercise again; they can access additional resources through the integrated learning system; or they can call upon the instructor for one-on-one assistance.

Our experience has shown that this method of delivery significantly increases students' opportunities to succeed. It's worked so well, we now use integrated learning to deliver full-time, on-campus programs as well as flexible, online courses.

Combining integrated learning with FlexEd

Herzing's FlexEd format offers students the opportunity to blend online and on-campus learning. Students can choose to work completely or partially online, and come to the campus during set hours each day to meet with an instructor and use our facilities.

Students who work or have family responsibilities receive all the benefits of a traditional classroom environment without having to commit to a fixed schedule. They don't have to worry about missing class – they can log into the virtual classroom whenever it's convenient. And the lessons we deliver through FlexEd use the same integrated learning format we apply in the physical classroom.

The results speak for themselves

Since the introduction of the FlexEd and integrated learning models, we are seeing both an increase in enrollment, and higher rates of student satisfaction. We started off with about 25 per cent of our student population using FlexEd, and now 50 per cent of students are using this approach.

This is how Herzing has addressed the growing demand for flexibility and innovation in college learning. We truly believe that these learning models are the future of post-secondary training.

Kerry Swanson is the president of Herzing College, Winnipeg campus. ♦



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QUALICO BRIDGE TO SUCCESS PROGRAM

Supporting first year Indigenous student success

Every year, the University of Manitoba welcomes approximately 500 new Indigenous (First Nations, Inuit, and Métis) students to its campuses.

Thanks to a donation from real estate development company Qualico, the Indigenous Student Centre has developed the Qualico Bridge to Success Program (QBTS) to better support Indigenous students in their transition into post-secondary education.

"The University of Manitoba is committed to creating a strong foundation for Indigenous students and this program allows us to promote Indigenous student success in meaningful and intentional ways," says Christine Cyr, director of the Indigenous Student Centre.

The Qualico Bridge to Success Program is designed to cultivate the spiritual, physical, mental, and emotional strengths of Indigenous students so they can be as successful as possible in their first year of study. Benefits include pre-orientation programming, academic learning support, advising, and special events – all at no cost to students.

"The Qualico Bridge to Success Program enhances the first-year experience and allows us to provide a cost-free program with numerous benefits," says program coordinator Carla Loewen.

One of the most popular components of the Qualico Bridge to Success Program is the Neechiwaken Indigenous Peer Mentor Program, where new and experienced students are paired together. These students then participate in a reciprocal process of sharing their knowledge, skills, and expertise. In this peer-mentor relationship, new students are



The Qualico Bridge to Success Program is designed to cultivate the spiritual, physical, mental, and emotional strengths of Indigenous students so they can be as successful as possible in their first year of study.

supported through their transition into university life and experienced students are able to build on their leadership skills.

"Every day I see the positive connections and friendships being made because of the program," says Loewen.

Program participants are also eligible to enrol in a Qualico Bridge to Success lab section of ARTS 1110: Introduction to University, a course focused on developing new students' writing, research, and critical-thinking skills. Enrolling in the Qualico Bridge to Success Program lab section gives Indigenous students the opportunity to meet their peers and practice what they are learning in the class in an intimate, supportive setting.

Solana Pratt, a second-year Dakota student, says the Qualico Bridge to Success Program helped her become more comfortable on campus. "It greatly expanded my knowledge on what is expected of a university student, the resources out there, and how to approach my goals with an open, positive mindset," she says.



The University of Manitoba is home to a thriving community of more than 2,400 First Nations, Métis, and Inuit students.

The University of Manitoba is home to a thriving community of more than 2,400 First Nations, Métis, and Inuit students. Migizii Agamik – Bald Eagle Lodge serves as a home for Indigenous students and houses the Indigenous Student Centre where students can meet with student advisors and Elders to receive academic, cultural, financial literacy, and personal advice. The Indigenous Student Centre also hosts student resource offices so that students can easily access services such as the Academic Learning Centre, student counselling, student advocacy, and library services.

The donation from Qualico supports Front and Centre, the Campaign for the University of Manitoba. This \$500-million campaign has five priorities, including Indigenous Achievement – to make Manitoba a centre of excellence for Indigenous education and research, and Outstanding Student Experience – to give all our students exceptional experiences and support. The Qualico Bridge to Success Program is one example of the many programs the University of Manitoba administers to meet these goals.

The University of Manitoba believes an exceptional student experience is built on the foundation of innovative



One of the most popular components of the Qualico Bridge to Success Program is the Neechiwaken Indigenous Peer Mentor Program, where new and experienced students are paired together.

teaching, and encouraging students to learn, thrive, and grow through unique experiential and engagement activities.

Applications for the 2018/19 academic year are now available. Once students have accepted their offer of admission to the University of Manitoba, they can apply for Qualico Bridge to Success through the Indigenous Student Centre's website.

For more information on the Qualico Bridge to Success Program, visit umanitoba.ca/qualicobridgetosuccess. ♦

QUALICO BRIDGE TO SUCCESS PROGRAM

Creating pathways to Indigenous student success

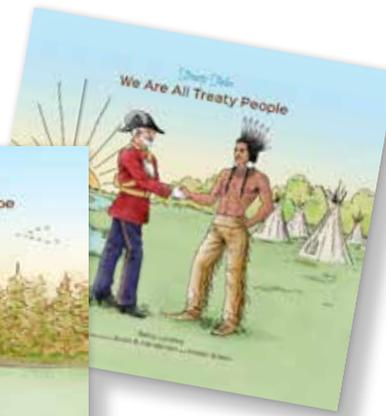
The Qualico Bridge to Success Program is designed to welcome and support new Indigenous students as they transition into the University of Manitoba by offering pre-orientation programming, academic learning support, advising, peer-mentoring and special events that will enhance the first-year experience.

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Skip the line, buy online

The Internet created a shift in book-buying trends – many people now enjoy the convenience of shopping online for page-turners in place of heading to a conventional bookstore. Realizing this shift, the Manitoba First Nations Education Resource Centre Inc. (MFNERC) started its online bookstore in 2011. Here, we feature a collection of books, posters, multimedia projects, and other materials highlighting First Nations cultures, histories, and languages. Our site and its creative content are growing rapidly.

Below are five reasons why you should shop at our online bookstore, mfnerc.org/the-shop/:

1. Convenience

Shopping online saves precious time and energy. You do not have to wander from one store to another in search of a book, and even better, our shop is always open. We know convenience is especially important for people with small children, those with mobility issues, and even for those times when you need a book but the weather is too bad to leave the comfort of your home.

2. You are supporting First Nations authors and your local economy

Our bookstore features numerous works by First Nations authors. By supporting MFNERC's shop, you are also supporting First Nations people and the local economy.

3. We have a wide selection of children's storybooks

Introducing children to the love of reading can be a difficult task for many parents. Browse our rich collection of books, and you will quickly find something to spark your child's interest in reading. The *Treaty Tales* trilogy of books by Dr. Betty Lynxleg makes learning about local treaties and their history fun and engaging – it is no wonder this bundle is our top seller!

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We have a great selection of literature grounded in education. Our books showcase rich Indigenous content, with particular attention given to First Nations cultures, histories, and languages for all ages. *First Nations Ceremonies* by Valerie Roulette is one of our favourite books, as well as a consistent top seller.

5. You'll get great service

We value our customers and strive to ensure that they have a wonderful experience while shopping online with us. We also ship promptly to ensure that you'll receive your books in the shortest possible time.

MFNERC provides certain resources free of charge to First Nations educators working in Manitoba. Please contact us at shop@mfnerc.com for more information about available resources and applicable education discounts. ♦



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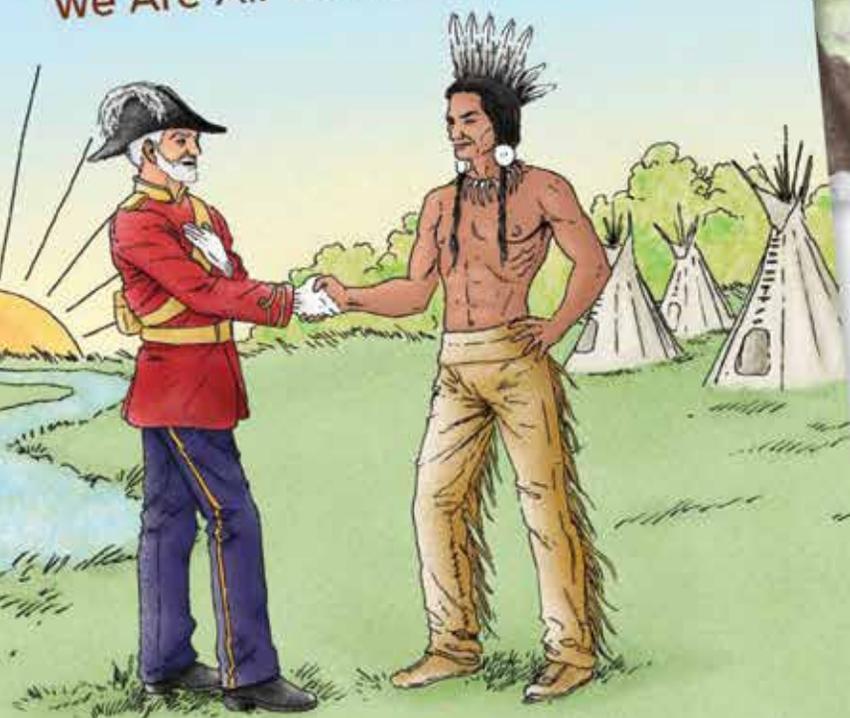
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