


MANITOBA

School Counsellor

SPRING 2016



**THE WINNIPEG
SCHOOL DIVISION
LEARNS TO JUST
BREATHE**

**TIPS FOR TEACHERS
WHO WANT TO CARE**

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President
David Langstaff

Publisher
Jason Stefanik

Managing Editor
Shayna Wiwierski
shayna@delcommunications.com

Technical Editor
Jan Stewart

Contributing Writers
Cindy Chan | Sharon Ferriss
David Garvey | Cheryl Hoffman
Priya S. Mani | Jerrad Peters
Blythe C. Shepard | Kelly Singer
Deb Smith | Jordyn Wegner
Judy Wilson

Sales Manager
Dayna Oulion

Advertising Account Executives
Gary Barrington
Ross James

Production services provided by:
S.G. Bennett Marketing Services
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Art Director
Kathy Cable

Layout/Design
Sheri Kidd

Advertising Art
Joel Gunter
Dana Jensen

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MESSAGE FROM THE PRESIDENT OF MSCA

Susan Hocken-Attwell



I hope you are doing well and have been having a great school year! I have really enjoyed my year so far at Kildonan East Collegiate (KEC).

One of the wonderful things about KEC is that we have so many options for our high school students. We are one of the biggest dual diploma schools in the province, offering courses that focus on careers such as culinary arts, building construction, electrical, power mechanics, refrigeration and air conditioning, hairstyling, and graphic design, to name a few. Having these options at the high school level enables our students to be exposed to the world of work and careers earlier. It gives them a flavour or what is possible for them as they transition to life after high school. In an ideal world, every high school would have all these different opportunities for their students.

All too often we leave our students' career choices to chance, but with a comprehensive school counselling program, which includes career development, students can be given the tools to make optimal choices for themselves. Career development is about understanding self, including strengths, abilities and interests, exploring post-secondary choices and the world of work and how to integrate all these together to navigate their career path. This is not an easy task, but there are some great resources that are available for counsellors, teachers, students, and

parents to use. Careercruising.com is a very popular Canadian website that is free to Manitoba schools and easy to use. Another website that has been introduced to Manitoban schools is the program and website called myblueprint.ca, which has lessons from kindergarten to Grade 12. It seems very user-friendly and has vibrant visuals and interactive tools for our tech-savvy students.

Another Canadian resource to look into is the website startsmartcareers.com, featuring information for students, parents, teachers and counsellors by Robert Shewchuk, who also wrote an excellent book called *Careers for Kids: How to help your kids choose a career*, which has many types of career development activities, including researching careers and gathering information, as well as questions that teachers and parents can use to guide conversations on finding satisfying occupations. Another couple of great resources to use that have been put out by CERIC are *Career Development Practice in Canada: Perspectives, Principles and Professionalism*, by editors Shepard, B. and Mani, P. and *Career Crafting the Decade after High School* by Campbell, C. and Dutton, P. Both of these resources can be found at ceric.ca.

Finally, in regards to careers, I encourage all schools with students from Grade 8 to 12 to attend the Rotary Career Symposium, which will take place this year from May 2 to 4. The career symposium is an excellent venue for students and parents to explore career and post-secondary choices in a very concrete and interactive way.

Take care and have a great 2016. ♦

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Susan Hocken-Attwell

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Joanne Rusen (back right, standing) and her students practicing mindfulness at École Stanley Knowles school in Winnipeg.

JUST BREATHE

*The Winnipeg School
Division implements
mindful teaching
and learning*

By Tammy Schuster

The classroom lights have been dimmed and a chime rings softly. “I invite you to be present in this moment,” says Joanne Rusen to a room of Grade 4 students. “When you hear the chime, listen to the sound as long as you can,” she rings the chime again and waits. “Close your eyes and bring your attention to your breath.”

Rusen, M. Ed., an elementary guidance counsellor, is practicing mindfulness with Winnipeg School Division (WSD) students at École Stanley Knowles. Her philosophy behind mindfulness is to give students the tools and knowledge they need to have successful relationships, live joyfully, and reduce anxiety.

The school district is using evidence-based programs such as the MindUP curriculum, a practice developed by the Hawn Foundation in B.C., that teaches social and emotional learning skills and mindful awareness to children. MindUP draws on research that shows improved social and emotional skills have a positive impact on academic performance.

“There was a noted increase in anxiety and stress at the Grade 5 and 8 levels,” says Jón Olafson, student services consultant, Winnipeg School Division.

“Developmentally, that makes sense because those students are preparing to move out of the elementary school system and into middle school, there is a lot of stress, anxiety, and worry attached to that,” he says. “We looked at developing an intervention model to bring mindfulness into a classroom, particularly at the Grade 4 and 7 levels, before those anxieties could develop.”

One of the core exercises of the mindfulness curriculum is deep belly breathing, a guided practice using scripts and chimes that calls attention to breathing, being calm,

taught how to recognize when they are in an emotional state.

“Our brains respond to stress, and if a student’s amygdala is fired up, it affects the pre-frontal cortex — thinking and learning,” she says. “We teach them about the stress brain and how to calm their stress through breathing exercises, so they can focus on learning and absorb information. It’s all based on neuroscience.”

By teaching students about the connection between mind and body, and by practicing strategies for quieting their minds, students become better at self-regulating their emotions. This results in better decision-making skills rather than acting on impulses.

“I teach them how to be aware of

Olafson says counsellors and teachers are reporting that students are very receptive to the program. “We’re hearing stories about students who are now able to self-regulate, calm themselves down, and even integrate mindfulness into their home practice and share it with their siblings and family.”

At the beginning of the 2013/2014 school year, the school division introduced the PRACY project (Preventing and Responding to Anxiety in Children and Youth) as part of the WSD’s mental health strategic plan. Developed to teach students about mental health and reduce the stigma surrounding it, the pilot project was introduced to 32 elementary and middle schools throughout the district. It is now in its third year of practice and is becoming a part of the regular school curriculum.

The need for a program like MindUP was identified after a survey called *Tell Them From Me* was circulated to students throughout the WSD. The survey asked students where they experienced stress and anxieties in their daily lives.

and being present. The students are responding and the word is spreading.

“The results I am seeing are staggering,” says Rusen who has extensive training in cognitive behaviour therapy, including formal training on the MindUP curriculum and the Mindfulness Based Stress Reduction program, developed by Dr. Jon Kabat-Zinn at the University of Massachusetts Medical Center.

“Children have increased their capacity for learning and their social and emotional skills have improved,” she says. “I’ve seen a decrease in negative interactions and kids speak to each other in a more constructive and respectful way.”

Rusen says students are shown how stress levels, anger, and worry can affect the brain. They are also

their thoughts, and how to breathe to reduce feelings of anger or sadness,” says Rusen. “I am inviting students to create a toolbox of things to use when they feel worried, frustrated, or scattered.”

Implementation of the program looks different in every school and classroom. “Entire schools are practicing mindfulness by broadcasting a mindfulness activity over the intercom after recess or lunch hour,” says Olafson. “Some classrooms practice mindfulness and breathing techniques as they transition between subjects.”

Guided by teachers, counsellors, and clinicians using resources such as books, DVDs, online tools and apps, classroom lessons can include exercises that demonstrate how to take another perspective and how to think positively. They are

shown physical exercises that help students tune into tensions in their body, and Rusen says these exercises can be used in situations outside of school or at home.

"I have children telling me they have downloaded apps on their tablets at home to help them settle down and fall asleep."

Rusen says many children have trouble falling asleep, or are unable to go back to sleep if they wake up in the middle of the night. "There is an astounding amount of students, from Grade 1 all the way up, who have problems with sleep."

She says anxiety can build over a school assignment, an issue at school, or even the thought of going to school. "I've been teaching them to be in the moment, that they can't problem-solve in the middle of the night because everything seems worse at night."

Olafson says counsellors and teachers are reporting that students are very receptive to the program. "We're hearing stories about students who are now able to self-regulate, calm themselves down, and even integrate mindfulness into their home practice and share it with their siblings and family."

While the program is continuing to expand

beyond the target groups and into more classroom and schools, Olafson says the WSD would like to look at training aimed at adolescents, and further extend the program to the parents.

"I feel like we are giving young children tools to manage their lives through their emotions," says Rusen. "When children believe they

can have an impact on their world, this translates to learning power."

Rusen speaks softly to the quiet classroom. "When you hear the chime again, listen for as long as you can, then slowly, gently open your eyes." She rings the chime and waits for the sound to end.

"Thank you for being mindful today." ♦

The Optimistic Classroom

Getting to Know and Love Your Brain

Three important parts of your brain help you think and react to everything that happens around you: the prefrontal cortex, the amygdala, and the hippocampus. Learn how to help these parts work together to become a happier, healthier, brighter you!

Prefrontal Cortex
(pree-FRUN-tuhl KOR-teks)
The prefrontal cortex (PFC, for short) uses important information to focus, decide, compute, analyze, and reason. Here's the catch: the PFC gets information only when the amygdala is calm. Then it passes on to the hippocampus any info worth remembering.

Amygdala
(uh-MIG-duh-luh)
Feeling frightened? Urrrr! Your amygdala is on alert! It regulates and blocks information from going to your prefrontal cortex (PFC), so you can react in a flash. When you feel safe and happy, the amygdala will pass information on to the PFC so you can think.

Hippocampus
(huh-puh-KAM-puhs)
The hippocampus creates, stores, and processes all important facts and memories the PFC passes on to it—such as birthdays, your friends' e-mail addresses, and the brisk, salty smell of the ocean.

Breathing
Anytime you're stressed out, breathing can come to the rescue. Deep, full breathing calms your amygdala and helps you think and remember clearly.

SCHOLASTIC



Supporting refugee children

Tips for teachers who want to CARE

By Jan Stewart

Mohamad Al Ziab, a recent
newcomer to Manitoba from Syria.

An unprecedented 59.5 million people are displaced because of various crises and conflicts happening around the world (UNHCR, 2015a). At present, 19.5 million refugees are running from armed conflict, persecution, torture, and extreme violence. With little hope of ever returning home, the average time for refugees to be displaced is a staggering 17 years.

Driven from their homes, refugees may be involuntarily displaced within their countries or in neighbouring countries, while a small portion (approximately half a per cent) may be relocated in host countries such as Australia, Canada, the United Kingdom, or the United States (UNHCR, 2015b). In 2014, Canada received approximately 21,000 refugees, and with the recent government commitment to increase the numbers of refugees from Syria, these numbers are

expected to increase significantly over the next year (Immigration and Refugee Board of Canada, 2016). With the majority of refugees being families with school-aged children, Canadian schools and teachers need to be ready. Resettlement can be a challenging journey or it can offer renewed hope of promise and opportunity. Canadian schools and teachers might be one of the most integral people who can make a difference in how this journey unfolds. Here are a few tips to consider for creating a safe and supporting school environment for newcomers.

CONNECT

Connect with children and their families, connect students to other students, and connect staff to students

Don't worry about language. If the student or their family does not speak English, don't panic. Your non-verbal actions will say more than words. Smile, offer open and friendly gestures, look approachable

and children/youth will know they are welcome. Translate school information and letters into different languages so that parents know what is happening in the school and so they feel acknowledged and accepted. Parents may not feel they are welcome in the school or they may be working or tending to children and coming to school may not be possible. Sometimes children will naturally gravitate to someone in the school who they feel is safe and accepting. This could be a teacher, a coach, a counsellor, an administrator, a custodian, or an office assistant. All staff and students have a role to play in connecting newcomers to your school environment. Provide opportunities for other students to meet newcomer students. Sports, music, drama, art, cooking, gardening, whatever it is, provide a variety of opportunities for students to connect with each other both inside and outside of class. Offer up your own talents and gifts and start a club in the school

to forge connections that might not normally occur. Reaching out and connecting students to each other is the most effective way to prevent discrimination and racism.

ACCEPT

Accept difference, foster culturally responsive schools, and provide a safe environment to learn about diversity.

Provide a safe environment in your classrooms and schools where students can ask questions about cultural differences and where they can look for and identify injustices and inequality. Accept everyone and keep your expectations high for all students. No one rises to low expectations. Know how your own cultural lens informs your teaching and interactions with others. Accept that students who have come from refugee backgrounds will have diverse histories and could have had very traumatic or disrupted experiences that may seriously affect their ability to feel safe or accepted in school. Accept that it will be nearly impossible to teach someone who is feeling threatened or unsafe in your classroom. It will take time to build trust. Allow time for the student to feel safe in your classroom by establishing routines and consistency. Some newcomers may have had limited or no schooling prior to arriving in your classroom. Accept that they are in your class now and it is your responsibility to provide the most supportive and accommodating environment to them.

REFER

It is ok not to know what to do or to feel incapable of supporting children. You can not be everything to everyone.

There are instances when a student may have experienced such horrific events that he or she will need more than you can offer as a teacher. There may also be multidimensional issues that are far beyond your level of expertise. Know who can support you in the school and community. Know who you can reach out to for additional help. Keep a list of community agencies, settlement services, psychosocial support workers, youth organizations, or teacher networks who can assist you. Do not feel isolated and do not think you need to do this alone. If you contact someone and they do not help, try another person until you find someone who will help. Work together and collaborate with others who are committed to assisting children and who are willing to work to solve problems with creative solutions. It is common for refugee students to have many interrelated and intersecting challenges concerning education, housing, health, employment and settlement. Rarely do issues occur in only one system. Work together, share information, and rely on them when you need assistance and be there when they also need you.

EMOTIONAL EXPRESSION

Help students learn how to express themselves in a healthy and helpful way. Develop your

own skills to maintain work life balance and keep a hopeful and helpful perspective.

Help foster positive coping skills, such as stress management, relaxation, mindfulness, and expression of anger. Students may need guidance and support to help them work through feelings of anger from being displaced or from experiencing violence. Smells, sounds, or people could trigger a very unwanted feeling of anxiety or stress. Students with refugee backgrounds may run or panic when they are in a difficult state. Western techniques may not work with students from other parts of the world. Music, dance, drama, drumming, colouring, drawing, or physical activity may be more therapeutic or helpful as opposed to one-to-one meetings or group discussions. Be open to new techniques. Develop your own strategies for keeping calm and maintaining a positive outlook. Anticipate setbacks, see them as challenges and maintain a hopeful attitude.

When you find strategies that work, share them with others. Join the conversation on Twitter, @janlstewart, or through my website, bookworksed.com.

There are great teachers out there doing a lot of creative and meaningful activities to help assist newcomers and refugees adjust to life in Canada. Let's collaborate, show we CARE, and make Canada a more welcoming place for newcomers. ♦

SOURCES

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There are a lot of things that Manitoba is known for – our vast natural resources and fertile farmland, our large manufacturing sector, being the polar bear capital of the world, and, let’s not forget, being the Slurpee capital of the Canada. But did you know that one of the province’s major industries is apparel?

We are far from Toronto, New York, Paris, and Milan, but fashion is a real economic driver for Manitoba. According to the Government of Manitoba, the province’s competitive operating costs and taxes have made Manitoba one of the least expensive provinces in Canada to do business.

“You wouldn’t think of Winnipeg as a fashion hub,” said Lisa Dyck, fashion instructor for MC College in Winnipeg, which offers the Fashion Design and Apparel Production program. “Even 15 years ago, Winnipeg was a hub for fashion and we had lots of manufacturing. Lots of companies have stayed here, but many have sent their manufacturing overseas, with the head offices staying [in the province]. We have a lot of fashion here in Winnipeg, but people may not have known that. It’s not as prominent;

you wouldn’t have seen the factories because there aren’t signs for them. It’s not that it isn’t here, we just don’t notice it right away.”

Mondetta, a Canadian casual and sportswear designer; Nygard International, one of the largest women’s clothing manufacturers and suppliers in the world; Western Glove Works, which produces, among other brands, \$100-million denim giant Silver Jeans; and Manitobah Mukluks, which are

celebrity-favourite mukluk makers, all have their head offices and, in most cases, production facilities in the province. In fact, Canada Goose, the luxury outerwear company, which is known for its warm winter jackets, as well the people who wear them, recently opened their second factory in Winnipeg this past winter. The brand, which makes all its products in Canada (aside from the gloves), was propelled to fame when supermodel Kate Upton donned a \$600 parka on the cover of Sports Illustrated in 2012. Drake has his own line with the brand, and everyone from Daniel Craig to Emma Stone have been seen wearing the line.

“The province has been very helpful, we love it here,” said Dani Reiss, the president and CEO of Canada Goose, in an interview during the official opening of their Mountain Avenue factory. Reiss said that his goal is to have 364 people working in the 103,000-square-foot factory by the end of March 2017. The company, which also has a factory in Toronto and a factory on Bannatyne Avenue, partnered with the Manitoba government on the hiring of employees, which has also helped support the training.

MANITOBA THE NEW BLACK

Students wanting to pursue a career in fashion don’t need to look further than their backyard

By Shayna Wiwierski

For those still in school looking to pursue a career in fashion, Winnipeg is the perfect place to start. MC College offers a year-long course, the Fashion Design and Apparel Production program, that takes place September to August. Students are then required to complete a 160-hour unpaid internship and take part in the final fashion show in October.

The program features courses on pattern-making and fashion construction (sewing), as well as fashion sketching and colour theory.

"It's been fairly popular. We don't have a huge amount of space and capacity, and we want to keep the class sizes small, so two classes of nine students. We like to keep smaller classes to have more one-on-one time with each student," said Dyck, who added that the program has been gaining in popularity the more people hear about it. "Sometimes it's hard, as people haven't heard about this kind of program in the city. They don't know that there's a lot of jobs for fashion in the city, so they don't know these programs exist here."

Currently, MC College only offers this program in Winnipeg and Edmonton. She said that because there is such a large fashion industry in the two cities, and the fact that there's jobs for students once they graduate, the college saw it being worthwhile to offer.

"Starting a fashion program is a big deal; it takes a lot of work. They had to see that it was a necessary thing in the city. They've had it in Edmonton for 25, 30 years, so expanding it into Winnipeg, they saw a need for it and saw the potential," she said.

Red River College also offers a fashion program, which is offered as a continuing education program at their Roblin Centre campus. Apparel Design, which is not a certificate program, offers six courses which typically take two years to complete. Courses include Pattern Design, Textiles, Advanced Pattern Design and Construction, Fashion Illustration and Terminology, Ladieswear Details, Coats and Jackets, and more.

"Students do not have to apply for the program, they can begin by registering for the first course, Pattern Design," said Margaret Braid, program manager for applied arts and communication. "The other five courses are usually taken in order. There's a maximum of 25 students per class, but 18 to 20 is the ideal number. It's a hands-on course; students draft patterns, experiment with pattern design, work with other students, and learn all aspects of good fit. They use the pattern they created in class to sew their item at home and bring it back for assessment the next week."

Both Braid and Dyck mentioned that usually they see older students enrolling in the program, but a career in fashion doesn't just mean operating a sewing machine or tracing a pattern. Dyck also mentions that you have to really love fashion, because it's not as easy as it looks in the movies and television.

"It's intensive, so you have to love it. Fashion is so interesting and it's always changing. There's so many options once they graduate, such as fashion journalism, event planning and styling, it really opens up the industry to them." ♦



Luxury outerwear company Canada Goose just opened their second Winnipeg factory this past winter. CEO Dani Reiss hopes to have 364 people working in the Mountain Avenue factory by the end of March 2017.



The 5th annual MC College Fashion Show at the Royal Aviation Museum in October 2015.

Planting Seeds of



When I started out, I felt like a dried-out bulb. I didn't know if I was going to make it. Now, as they would say on the farm report, there's moisture content in the soil!"

"The first week after the first weekend, I felt like I was high every morning. I feel unstuck!"

"I feel more at home with myself. It reinforced a belief in the power of community."

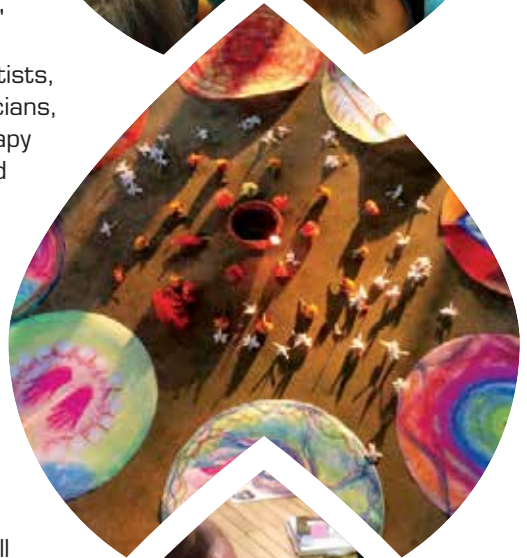
"The first weekend I got here I thought, this is totally what I'm into, and I didn't know it existed. It refreshed my belief in the possibilities within each of us."

These students, including guidance counsellors, artists, resource teachers, mental health workers and clinicians, participated in the Advanced Expressive Arts Therapy Certificate Program with the WHEAT Institute, and received much more than what they had anticipated from a university course. Most experienced nothing short of a personal transformation.

Working therapeutically with art is a powerful, timeless, and often effortless way of engaging and supporting clients. The imagination allows a channel to both conscious and unconscious thought and fosters experiences that allows for insight and contact with deep emotions. Clients of all ages and developmental stages are able to meet their needs through tapping and cultivating the senses using all manner of squishy, fuzzy, squirty, squeeze materials.

The WHEAT Institute provides top-quality training in the therapeutic use of the arts, and is the only institute in Central Canada offering Art, Drama, and Expressive Arts certificate and diploma programs.

Director Darci Adam, a registered art and expressive arts therapist, began her quest for training in the therapeutic use of the arts after she attended a conference in San Francisco at age 17 called The Healing Power of Laughter and Play. In that eye-opening, playful, fun-filled and artful experience, the seed was planted for a lifetime career in exploring and mastering the ways and worldview of expressive arts therapy.



Transformation and Healing

The work honours diversity, multiple intelligences, and the power of individual and community goals. Human development is understood as holistic and non-linear, as we adapt to the circumstances of our lives, at times moving forward and at times regressing. The arts provide a limitless container for processing and allow a finely focused client-centered lens. Transpersonal perspectives are easily integrated in the work, and nature is valued as a potential therapeutic agent.



Through creative self-expression, harmonizing with nature, and celebration of our cultural origins, the WHEAT Institute fosters physical, mental, emotional, and spiritual well-being through a culturally conscious, social justice lens.

Reach us at
www.wheatinstitute.com ♦

Certificate programs are open to all and provide students with an experiential and theoretical foundation in the expressive arts. School counsellors, resource teachers, classroom teachers, social workers, clinicians, mental health workers, and clergy may be interested. Courses are cross-listed with the University of Winnipeg Faculty of Education Post-Baccalaureate Program and can be used as credits with the Counsellor and Special Education Certification Program through the Province of Manitoba.

Post-Masters Diploma Programs begin July 2016 to fulfill training requirements for students to register as professional art and drama therapists.

WHEAT works in collaboration with the National Drama Therapy Association, International Expressive Arts Therapy Association and Canadian Art Therapy Association to ensure our training meets association standards.

In addition to featuring locally celebrated instructors, we feature master teacher/therapists including Dr. Kate Donohue, who was one of the founders of the International Expressive Arts Therapy Association, as well as Armand Volkas, internationally regarded for his drama-based, intergenerational, trauma resolution program called Healing the Wounds of History.

Wheat
WINNIPEG HOLISTIC EXPRESSIVE
ARTS THERAPY INSTITUTE

NOW IN MANITOBA!

- Expressive Arts Therapy Certificate & Diploma
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- Education Credits with the University of Winnipeg

**ART + DRAMA
+ MOVEMENT
= WELLNESS**

COME LEARN WITH US!

WWW.WHEATINSTITUTE.COM

CAREER AWARENESS ACTIVITIES for students in Grade 6



Manitoba Minister of Jobs and the Economy Kevin Chief and students on Aerospace & Aviation Day in Manitoba.

Aerospace & Aviation in Manitoba (AAiM) Day



The first Friday after the Victoria Day long weekend in May has been designated as the annual Aerospace & Aviation Day in Manitoba (AAiM Day). The program brings together the aviation and aerospace communities to provide a learning experience for Grade 6 students.

The program is a one-day event that is hosted at Red River College's Stevenson Campus and is designed to provide hands-on activities that relate to the aviation and aerospace industries and correlate with the Manitoba Grade 6 science curriculum units on flight and space science. Since its inception in 2006, the program has grown annually to include up to 700 students from both urban and rural schools, as well as private and home-school organizations.

AAiM Day hosts and organizers include:

1. Boeing Winnipeg
2. Magellan Aerospace
3. StandardAero
4. Manitoba Aerospace Human Resources Council
5. Career Trek
6. Red River College, Stevenson Campus
7. Manitoba Rocketry Group
8. Tec Voc High School - Aerospace programs
9. Women in Science and Engineering (WISE), University of Manitoba
10. 1 Canadian Air Division Headquarters
11. 17 Wing
12. Canadian Forces School of Aerospace Studies (CFSAS)
13. Air Cadet League of Canada (MB) Inc.

The program is run in two sections (morning and afternoon) with approximately 350 students participating in each. The sessions are made up of six 20-minute learning modules. The program runs like a well-oiled machine with each of the organizations taking a lead role on one or more of the activities, which include:

Flight Theatre

Students learn about various aviation and aerospace careers by taking an imaginary flight.

Rockets

Students learn about rockets and design and fly a paper rocket.

Space Crater Fun

Students learn about craters and space science by creating a variety of simulated craters.

Over 150 volunteers from industry and the affiliated educational institutions/ organizations are involved as group leaders, instructors or assistants, etc. Industry volunteers enjoy the experience and most sign up for the next year.

Feedback from the students indicates that learning about flight in school can be confusing, but having experienced the activities through a hands-on approach makes the science much easier for them to understand. The educators involved have commented on the whole event as being very positive and that it complements their teaching of flight as part of the Grade 6 science curriculum. They eagerly express their interest in having their future classes attend year after year. ♦



Aircraft Inspection

Students learn to identify parts of the aircraft by taking on the roles of aircraft maintenance engineers on inspection.

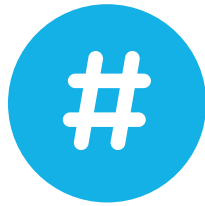
Characteristics of Flight

Students learn about the characteristics of flight and then design and fly a paper glider.

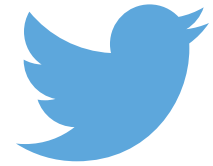
Composite Materials

Students learn about the latest composite materials used in aircraft manufacturing and create a composite part.





Tweeting for a living? Yes, really!



Businesses rely on marketing to raise awareness of their organization, products, and services. Online marketing has become an increasingly important part of the marketing mix, including websites, search engine optimization (SEO), and social media. According to webfuel.ca, Canada ranks in the top three countries from around the world in terms of online engagement, and are global leaders in social networking usage. A recent report from Media Technology Monitor indicated that two out of three Canadians now use social media in one form or another.

Companies are recognizing the need to hire skilled individuals to create and manage their online presence. This unique and exciting career path can lead to many opportunities within organizations of all sizes and across many different industries. A recent report from BMO Financial Group shows 57 per cent of small businesses in Canada now use social media.

In 2015, Herzing College introduced the Media Coordinator program. This unique nine-month diploma program is designed to provide students with a wide

range of marketing skills, including social media and online marketing, advertising, and communication techniques. Areas of study include social media fundamentals and strategizing, communication and writing skills, marketing and advertising, graphics and web management, basic video skills, crisis management, and search engine marketing.

The program is also approved to be offered in the new Flex-Ed format. The Flex-Ed program format offers the best of both worlds. A convenient online learning environment with the option to work at the campus and receive support from your instructor. Students can choose to work completely or partially online and come to the campus during set hours each day to meet with their instructor and use our facilities.

To find out more about the Media Coordinator program and a career in social media marketing, students are encouraged to call (204) 775-8175, or email wpg-info@herzing.ca to request more information or register. ♦



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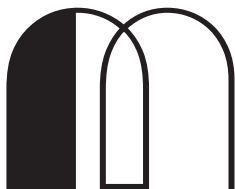
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Manitoba Building Trades – Come build with us



Manitoba Building Trades (MBT) is an organization that

represents 13 construction and trades unions 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 6,500 construction and trades professionals in Manitoba. Together, they are the largest suppliers of skilled labour in Manitoba. For large public and private sector projects, their members have the opportunity to work on some of the most exciting and iconic projects.

MBT's members have been instrumental in building significant infrastructure and large-scale projects that have created some of the most recognizable structures in Manitoba. These include the iconic Canadian Museum of Human Rights, Investors Group Field, the MTS Centre, the floodway, and the ongoing Hydro projects at Keeyask and Keewatinohk. Their members have translated spectacular designs into reality. Many different trades and skilled workers came together to build these complex and important structures. Their people build what others can only imagine.

These projects not only change the look of our city and province, many will generate economic opportunities for thousands of Manitobans for

a century or more. MBT's work at Northern 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 markets for at least a century.

Many of their 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 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. Their affiliated union organizations are the best alternative for mobility, long-term employment security and excellent wages and benefits.

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

If they choose a skilled trades profession, working in the unionized construction industry will give them a challenging and rewarding environment to be the best in their profession by working on the very best projects underway across Manitoba and Canada. ♦

Come **build**
with **US.**



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Building Trades

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www.mbtrades.ca



By Judy Wilson

Katharyn Burczynski, Lukas Neville, Mike Gussakovsky.

You can spot the natural-born leaders in any classroom: the confident decision-makers and problem-solvers who communicate well, motivate others, and think beyond their own needs and priorities.

Leadership skills such as these are of huge benefit to students looking to pursue careers in just about any field. They're especially important in the world of business. Nowadays, companies face an ever-growing gauntlet of challenges—globalization, social inequality, climate change, political and economic uncertainty—that make great leadership an urgent and ongoing necessity.

That's good news for the natural-born leaders. But what about everyone else? Are great leaders born or made? And are business schools doing enough to train the leaders of tomorrow?

MAJOR ADVANTAGES

"Leadership absolutely can be learned," says Lukas Neville, assistant professor of Business Administration at the University of Manitoba's Asper School of Business. "It's true that some people are born with strong leadership traits. But experience has shown us time and again that you can study, practice, and hone them."

Bachelor of commerce programs too often focus only on hard or soft skills, says Neville. "But management work involves both: business skills and knowledge, and the ability to lead people."

To achieve this balance, the Asper School offers an impressive variety of opportunities for students to reach their full leadership potential inside and outside the classroom. For instance, the school's undergraduate program offers a major in Leadership and Organizations, one of 13 degree specializations. Courses prepare students to motivate and engage a diverse workforce, navigate power and politics, manage change, negotiate, resolve conflicts, make decisions effectively, and lead sustainable, responsible, and ethical organizations.

"On its own, it's a good major," says Neville. "Paired with another area, it's a fantastic double major."

Fifth-year Asper student Katharyn Burczynski agrees. She initially majored in marketing because she wanted a creative business career. "Then the Leadership major became available and I learned about the classes. Really, they're courses every student should be taking, they're so relevant to every aspect of your potential career. Switching to a double major was a no-brainer."

HANDS-ON, APPLIED TRAINING

Courses offered in the Leadership and Organizations major strive to transform students into well-rounded, confident individuals already experienced in the techniques and best practices of responsible, ethical leadership.

Team exercises and hands-on activities are the teaching method of choice. In Corporate Social and Environmental Responsibility, for example, assignments challenge students to make a positive change in their personal lives, and to do something that improves the lives of others. Negotiation and Conflict Resolution immerses students in exercises ranging from simple buyer-seller bargaining to complex, multiparty, multi-issue negotiation. Another course challenges students to lead their own fundraising initiatives.

“Giving back to the community is a vital component of strong leadership,” says instructor Sean MacDonald. “As future business leaders, our students are expected to contribute back to a society that is contributing to their development.”

Training can offer insight into how organizations function, adapt and thrive. But “practice counts, and experience matters,” says Neville—which is why the Asper School offers so many opportunities for students to take what they’ve learned about leadership and put it into action outside the classroom.

BEYOND THE CLASSROOM

Each of Asper’s student groups (there are over a dozen) are organized and run entirely by students. UMLO, the University of Manitoba Leadership Organization, is dedicated to building leadership skills through negotiation competitions, presentations from inspiring local leaders, and public speaking workshops.

UMLO president Mike Gussakovsky, a fourth-year Finance/Leadership and Organizations major, has grown UMLO into one of the business school’s largest and most popular student groups. “Everyone benefits from what we offer, no matter what they’re majoring in.”

Add to that, extracurricular leadership training provides a competitive advantage in the job market. “Recruiters tell me it sets students apart from those who just go to class. It shows that you’re a well-rounded human being,” says Gussakovsky.



Asper prof Sean MacDonald says, “As future business leaders, our students are expected to contribute back to a society that is contributing to their development.”

Students can take on leadership roles in the Commerce Students’ Association, where student leaders organize and carry out more than 60 events and conferences each year. They can also join Asper’s award-winning business school competition teams and compete in national and international competitions, such as JDC West and countless others.

And they have ample opportunities to meet local business leaders through the Asper School’s unique relationship with the Associates, a network of leading-edge Manitoba executives. The Associates host networking events, foster mentorships, and lecture in the classroom. Their active presence in the school offers students invaluable first-hand insights into leadership techniques and experiences.

Katharyn Burczynski says she actively participated in “all of the above” and emerged a stronger leader for it.

“Every class at Asper teaches you about the person you can be,” she says. “The personal and professional possibilities expand the more you get involved and participate outside the classroom. Don’t be afraid to step outside your comfort zone. It’ll change the outcome of your degree. It may even change your life.”

Judy Wilson is the director of marketing & communications at the Asper School of Business at the University of Manitoba. She can be reached at judy.wilson@umanitoba.ca or 204.474.8960. ♦



St. John Ambulance – Over 100 years of training everyday heroes

By Emily Baxter

Eun-Ah Lee, a volunteer with St. John Ambulance, is a strong example of the relationship between St. John Ambulance, volunteering and education.

As one of 339 Medical First Responder volunteers throughout Manitoba, a group which provides over 25,000 hours of service at over 300 events annually, Lee has received advanced training at no charge, providing her with the skills necessary to treat injuries from scraped knees to cardiac events.

Her involvement with St. John Ambulance (SJA) began by taking a CPR course through her school – one of many organizations throughout Manitoba which have certified SJA instructors on staff. These organizations gain the full advantage of a fully certified instructor, and are able to place their emphasis on first aid, CPR & AED to their students or employees by incorporating it directly into the curriculum. The tie between education and SJA is also reflected in the instructor base – a dozen instructors have ties to both instructing and volunteering, and many instructors are practicing or retired paramedics and teachers choosing to share their skills and knowledge in the classroom.

The CPR course in school spurred an interest in first aid & CPR, which Lee pursued after graduation, joining the University of Manitoba SJA First Responders group. Operating on campus at the University of Manitoba and Brandon University, as well as through the SJA office for the general public, these groups provide free training and weekly meetings with skills practice and guest speakers. These are a great opportunity for volunteers to take on leadership roles, and offer a sense of comradery – approximately 95 per cent of the University of Manitoba group is from the Faculty of Science, a great fit for Eun-ah's pursuit of a bachelor's degree in Genetics and Biotechnology. The group operating out of SJA is incredibly diverse, and the inclusive nature of these groups is often spoken of by volunteers as one of their favourite things – not only do volunteers get to socialize and attend events for free when providing coverage, but the lack of fees to the volunteers removes the barriers often associated with extra-curricular activities.

The funding for these programs is provided through the first aid, CPR & AED classes St. John Ambulance offers throughout Manitoba. Whenever a participant takes training through SJA, they are not only learning to save a life – they are helping others learn life-saving skills, and train the next generation of paramedics, doctors and nurses. SJA is committed to supporting the community, keeping funds within Manitoba. First responders can be seen at Winnipeg Blue Bombers games, Festival du Voyager, Centennial Concert Hall events, Special Olympics, and more. The first aid, CPR & AED classes, which support these volunteers, are offered seven days a week in Winnipeg and weekly in Brandon. While the first aid training is a staple of the offering, specialized classes, such as babysitting and pet first aid help teach different demographics specific skills, and the new addition of Mental Health First Aid draws attention to the many aspects involved in helping those around you. This combination of public education funding local volunteerism

culminates in life-saving events, as Lee experienced in 2015. While volunteering at a local sports game, a fan complained of chest pains. An ambulance was called and Lee and her teammate Ilana administered CPR and AED until the casualty was revived and removed in an ambulance. This incredible contribution to public safety was recognized in a lifesaving award from SJA & the Lieutenant Governor of Manitoba Janice Filmon.

While busy with school and volunteering, Lee is helping introduce the next generation to life-saving skills as a SJA babysitting instructor, which covers everything from changing diapers to CPR. She explains how kids love the course – not only do they get to learn how to take care of the babies, but the fact that they are well prepared for first-aid emergencies, just in case something does happen.

Lee is an example of the relationship between education, volunteerism, and St. John Ambulance and their focus – promoting education, saving lives, and community involvement. ♦



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This program, at no cost to participants, gives children a judgement-free opportunity to enhance their reading skills as they "help a dog learn new words" by reading aloud.





UWINNIPEG, A LEADER IN INDIGENOUS INCLUSION

Education plays important role in advancing reconciliation

The University of Winnipeg (UWinnipeg) is increasingly renowned for its progressive ideas, socially-just values, innovative research, and community-minded impact — all of which emanate from its people: students, faculty, staff, and alumni.

UWinnipeg is now one of the first universities in the country to mandate that all students have a baseline knowledge about indigenous people and culture. Approved in November by the university's senate, the new Indigenous Course Requirement (ICR) makes indigenous learning part of the undergraduate degree requirements for all new UWinnipeg students, beginning in the fall of 2016.

This decision exemplifies the university's leadership in responding

to the recommendations made in the final report of the Truth and Reconciliation Commission (TRC), while its spirit epitomizes the diversity-minded approach of the UWinnipeg community and its commitment to leading indigenous inclusion.

The ICR proposal was originally brought forth in February 2015 by the University of Winnipeg Students' Association (UWSA) and the Aboriginal Students' Council, in consultation with the university's Indigenous Advisory Council. To fulfill the requirement, students may choose from a number of three credit-hour courses, in which the greater part of the content is local indigenous material — derived from or based on an analysis of the cultures, languages, history, ways of knowing, or contemporary reality of the indigenous peoples of North America. Graduation requirements for current UWinnipeg students will

not be affected, nor will the number of credit hours required to graduate.

While a university education rooted in the liberal arts provides graduates with skills needed for success in the modern workplace, it also provides a breadth of knowledge that helps learners see the big picture. This advantage will be heightened by an academic experience that is also grounded in a richer understanding of the Treaty 1 territory in which it is delivered.

"This knowledge will help our students to understand the contributions indigenous people have made to our world, and prepare them to engage in a society where reconciliation with indigenous peoples is an important reality," said Dr. Annette Trimbee, UWinnipeg president & vice-chancellor.

"Education plays a huge role in advancing reconciliation. In every field, from science to business to

education, engaging with First Nations, Metis and Inuit peoples is the new reality in this country. I'm very proud to say our students will be better prepared for that environment and that will be a competitive advantage for them," said Wab Kinew, associate vice-president, indigenous affairs.

Shortly, a full list of courses that qualify for the ICR will be determined by academic departments for selection by new students who register for the 2016-17 school year. Those who choose to begin their study at the University of Winnipeg in September have the opportunity to be a part of the history-making, first class to graduate with a degree that includes this progressive requirement.

"Students will have the opportunity to learn about indigenous perspectives and build positive relations with indigenous peoples," said Sadie-Phoenix Lavoie, co-president of the Aboriginal Students Council at UWinnipeg. "This is one step of many we must take together." ♦



Photos courtesy of Cory Aronec Photography.



THE UNIVERSITY OF WINNIPEG

TOP 5 REASONS

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Program Gets Kids Face-to-Face with Industry Professionals to Help Them Make Career Decisions

Manitoba Career Prospects is a program that helps teachers, parents, and students discover career opportunities in Manitoba by getting them face-to-face with industry

professionals. Through their website, www.manitobacareerprospects.ca, educators can request speakers, informational interviews, and industry tours.

Below is an example of three industries in Manitoba with promising careers for those entering the work-force. For more of the same, check out their website.



THE CONSTRUCTION INDUSTRY OFFERS CHALLENGE & GROWTH

Overall investment in the commercial construction industry is expected to stay well above historical levels beyond 2019, and presents promising opportunities for young people looking to start their career.

Positions that exist in construction are varied and include welders, concrete finishers, construction managers, framers, HVAC, electrical power-line workers, electricians, heavy-equipment operators, painters, tilesetters, administration, marketing, finance, supervisory and more.

The demand for qualified workers in the construction industry continues to surpass availability, making this a good industry for students looking to further their education and start their full-time career.

Students looking for a job or career with wings might consider the aviation and aerospace industry. This industry employs over 5,000 people in Manitoba, the largest tally in Western Canada.

Some of the career/job opportunities in this industry include designers, engineers, inspectors, mechanics, machinists, technicians, and technologists. Canadian aerospace companies also value employees who specialize in avionics, chemistry, gas dynamics, hydraulics, metallurgy, microelectronics, physics, and pneumatics.

This is an exciting industry with lots of potential for individuals with the right education and training. Find out what kind of training you might need on the Manitoba Career Prospects website, www.manitobacareerprospects.ca.



THE AEROSPACE INDUSTRY OFFERS EXCITING POTENTIAL



THE TOURISM INDUSTRY OFFERS DIVERSITY & ADVENTURE

Manitoba's tourism industry is a \$1.45 billion industry employing over 40,000 people in the province. If you have students who are people-oriented and want to work face-to-face with the public at the many attractions and seasonal events in Manitoba, the tourism industry may be a good fit.

Support services and operations like restaurants, hotels, parks and outfitters also offer promising careers in food preparation, management, administration, sales and marketing.

The diversity of opportunities throughout the province may be viewed as very desirable for qualified candidates who want to explore the province as they advance their career.



**Manitoba is rich in career opportunities.
Help your students explore the options.**

The **Manitoba Career Prospects Program** gives teachers, parents and students the ability to connect and engage with industry professionals in one-on-one scenarios.

Use our website to request some 'face time' for your students with industry professionals.

- Request a speaker to come to your school
- Schedule an industry tour so they can get a first-hand look at different work environments
- Book our display for your school
- Arrange an informational interview

Visit our site, **manitobacareerprospects.ca** and help your students make informed career choice decisions.

Explore • Connect • Engage



**MANITOBA CAREER
PROSPECTS**
EXPLORE • CONNECT • ENGAGE

Do the pieces fit?

Help your students discover diverse careers in accounting

The days of calculator punching, paper filing and cubicle-dwelling accountants are long gone. Today, the business and accounting profession calls for individuals who can keep up with industry trends, have a passion for learning, and enjoy working with others to achieve common goals. Accounting has grown to be an incredibly diverse field that makes it possible for anyone to find their niche. However, with so many career paths to explore, how can high school students determine if a career in business or accounting is the right fit for them?

If you teach business, accounting, or are a career counsellor, you are in a great position to talk to students about post-secondary options and the possibilities an education can unlock. To better help your students explore the profession of accounting, CPA Manitoba offers the *Diverse Careers in Business & Accounting* presentation. This presentation was developed with students in mind and discusses career opportunities, the changing landscape of the profession, educational pathways to an exciting career, and how to become a chartered professional accountant (CPA).

There is now only one professional accounting designation in Manitoba – Chartered Professional Accountant. CPAs serve the public across all sectors of industry with integrity, sound ethical practices, and proven strategic management and financial expertise. CPAs across Canada work in government, fashion, not-for-profit, gaming, pro-sports, entertainment, and every type of company in between. Becoming a CPA doesn't only open the door to a career as a professional accountant, but it also opens doors to entrepreneurship,

project management, business development, and the ability to fit into significant roles for any organization a student is passionate about. *Diverse Careers in Business & Accounting* highlights different ideas and potential goals for students to consider for their futures. As a CPA, the possibilities are endless.

Today, employers are looking for business and accounting professionals who can do more than calculate budgets and revenue. Companies rely on these

Becoming a CPA doesn't only open the door to a career as a professional accountant, but it also opens doors to entrepreneurship, project management, business development, and the ability to fit into significant roles for any organization a student is passionate about.

professionals to communicate what numbers mean, solve problems and advise on ways to improve business functions, all of which are core skills for CPAs. CPAs are at the heart of an organization, serving important roles in all areas and at all levels of the business.

We want to ensure that you have the tools to help your students explore this exciting career path.

Thinking about career options, much less choosing one, is an especially daunting task for high school graduates. While we may not have all the answers, as mentors we can certainly help them explore their options. If your students have exhibited strong technical and problem-solving skills, enjoy learning and work well on a team, they may be the perfect fit for the accounting world.

Help your students determine if they are the right fit for business. Contact Lisa Tachan at ltachan@cpamb.ca to schedule a presentation on *Diverse Careers in Business & Accounting*. ♦





SHAPING STUDENTS FOR THE SOCIAL ECONOMY

Special events such as the annual We Day gathering in Winnipeg underscore just how engaged today's youth are in social issues. Naturally, this desire to do more and make a meaningful difference in the world has also heightened their interest in exploring career options that also have a social purpose.

"Millennials are looking for more than just a paycheck. They're looking for a job where their values are reflected, and where they can give back to their community and feel a sense of pride and fulfillment," said Dr. Donald Burke, president of Booth University College. "Providing them with an education that prepares them for their career, but also equips them with skills to create transformative social change is essential."

That message bodes well for today's employers who are now more than ever committed to corporate social responsibility and are increasingly looking for employees with values-based, social leadership qualities. While pursuing a degree or diploma will help students acquire the education and career-specific skills employers require, those who opt for post-secondary institutions that also prepare them for the social economy can gain an added edge in the job market and set them up for success as skilled social leaders.

The core promise of Booth University College, a

Christian institution in downtown Winnipeg, is to provide its students with education for a better world. By bringing together Christian faith, rigorous scholarship and a passion for service, the university college educates students to understand the complexities of the world and develop the knowledge and skills necessary to be active contributors to society.

"We have a dedicated faculty and staff who are united by compassion and a strong conviction to change our world for the better and to inspire our students to want to do the same. To support that, a faith-filled education, service learning and student volunteer opportunities are at the very heart of our student experience," said Dr. Burke.

"Helping those most in need and giving back to our communities is an incredibly powerful learning experience," he said. "Our goal is to prepare and inspire our students to change lives during their studies and to carry that with them into the real world after they graduate."

Booth University College offers a variety of programs, including a bachelor of social work program, a bachelor of business administration program, and five bachelor of arts programs (in Behaviour Sciences, English and Film Studies, General Studies, Psychology and Religion).

Learn more at BoothUC.ca. ♦

LEARNING BEYOND THE CLASSROOM



Justin Shave is turning his love for animals and the outdoors into a biological sciences degree. The University of Manitoba (U of M) science student has made experiential learning an important part of his education—he's done fieldwork in South Africa and spent an alternative reading week in Ecuador.

"My trip to Ecuador this past year broadened my perspectives on social, economic and environmental issues," says Shave. "I not only experienced personal growth, but it gave me insight into the direction of a future career I would like to explore."

Experiencing the world beyond campus makes for a richer educational journey. The U of M offers many ways for students to take part in experiential learning, whether they want to explore their own backyard or a community on the other side of the world.

Programs like Alternative Reading Week and International Service-Learning invite students to travel to another country and experience new cultures. These programs foster more than just a love of travel—Service-Learning integrates community service with activities designed to develop civic awareness, critical thinking and intercultural communication skills. The U of M offers more than 100 international exchange programs with destinations in more than 30 countries.

FIND YOUR FOCUS AND CHANGE THE WORLD.

Students at the University of Manitoba are inspired to transform ideas into action. These outstanding students do just that. A leader in the Indigenous community, Monica inspires youth to create a bright future for themselves. Jayden balances his studies and athletic pursuits, excelling in the classroom and on the football field. And Anna is one of only four students in Western Canada to receive the prestigious Fessenden-Trott Scholarship this year.

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The U of M's Service-Learning program help students connect to community organizations, like Winnipeg Harvest.

Through experiential education, U of M students are active members of their local and global communities. They build on their academic learning, strengthen their connections not only within the university community, but beyond—and become a part of something larger than themselves.

The U of M also provides opportunities for students to make a positive contribution right here at home. The local Service-Learning program help students connect to community organizations. Initiatives like Gowns for Grads and the Christmas Cheer Board have all benefited from the outreach efforts of U of M students.

The U of M also has more than 200 diverse student groups on campus, including the Astronomy Club, the Photography Club and the Swing Dance Club. In addition, the university also offers programs, which equip students to become strong and skilled leaders.

Students also have the opportunity to gain practical work experience by taking advantage of career development opportunities like co-op programs, mentorships and on-campus work placements. With experience gained through undergraduate research fellowships and entrepreneurship opportunities, U of M students build a robust resume before they officially join the workforce.

“Your competitive edge will develop when you take what you learn in textbooks or courses and find opportunities to apply it,” says Jaysa Toet, Asper School of Business graduate. “A solid combination of academics and experience is important to build up while in university to maximize your potential after graduation.”

Through experiential education, U of M students are active members of their local and global communities. They build on their academic learning, strengthen their connections not only within the university community but beyond—and become a part of something larger than themselves.

“I truly can say that two years of experiential learning has been the most impactful part of my university education,” says Darby Cumming, Faculty of Arts graduate and Teaching English as a Second Language Certificate Program student. “I think it’s something everyone should get involved in.”◆

New Environmental Studies program equips students for challenging new realities

By Ellen Pauley

Canadian Mennonite University (CMU) is pleased to announce the creation of a new Environmental Studies major, which will launch in fall 2016. The interdisciplinary, four-year bachelor of arts degree will draw on the fields of science, social science, and humanities.

“Environmental studies is by nature interdisciplinary,” says Dr. Rachel Krause, assistant professor of biology. “It looks at economic, biophysical, political, and private spheres, and how they fit together in the natural world.”

With a foundation in natural sciences, students will gain knowledge of the underlying scientific principles and processes required to understand environmental issues such as climate, soil and water systems, nutrient cycles, and ecology.

“Students will have a foundation in natural sciences such that they can understand the ecology and the science of the issues we face relevant to the environment,” says Krause.

Through incorporating courses in the social sciences, students will gain an understanding of how economic, political, and social structures interact with the environment and inform how natural resources are used.

“Environmental issues always have a natural science component, but they also impact communities and populations,” says Dr. Ray Vander Zaag, associate dean of international development studies. “To work in the broad field of environmental studies, you need to have understandings in both areas.”

The humanities component addresses the

question of how areas such as literature, philosophy, and theology can contribute to understanding problems and visualizing solutions.

“Students will be equipped with the tools to enter the challenging new realities that face our future and cross the boundaries of science and social science,” says Dr. Gordon Zerbe, vice-president academic at CMU. “We’re very pleased we have the capacity to deliver this kind of program.”

Three new ecology courses are being developed that will offer lab and field research methodologies, and will be implemented over the next few years. With the addition of these courses, students interested in education will be able to attain a teachable in biology.

The interdisciplinary nature of the degree will allow students to personalize their studies according to their interests, drawing on the many courses CMU offers that are directly or indirectly relevant

to environmental studies. A practicum component will provide students with the opportunity to integrate knowledge and practices related to the field.

Graduates may pursue careers with agencies and non-profit organizations working in areas such as conservation or resource management, or pursue graduate studies in related fields.

A Christian university, CMU’s Shaftesbury campus in Winnipeg, Man. offers undergraduatedegrees in arts, business, humanities, music, sciences, and social sciences, as well as graduate degrees in theology, ministry, peacebuilding and collaborative development, and an MBA. CMU has over 800 full-time equivalent students, including those enrolled in degree programs at the Shaftesbury and Menno Simons College campuses, and its Outtown certificate program.

For information about CMU visit www.cmu.ca. ♦

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FAITH AND SCIENCE MINGLE IN NEW PROVIDENCE OFFERING

By Jerrad Peters



Providence University College is making an investment in science education through additional programming and the development of laboratory space.

Construction is already underway, and the facility will be completed in the spring.

We're excited to be adding biology and chemistry courses to our curriculum, and we're eager for students to make use of the new lab. We intend to supply southern Manitoba with competent scientists who can become leaders in business and the non-profit sector.

"For many of our students the knowledge and service they're

pursuing requires a sound education in the sciences," explains Cameron McKenzie, academic dean of Providence University College. "This means we as an institution must see to it that our students can acquire the formation in the sciences they need to flourish in their chosen careers."

The bachelor of science will equip graduates with the educational foundation to pursue post-baccalaureate qualifications such as nursing and physiotherapy, provide the training required for professional and business opportunities that requires scientific expertise, develop skills and competencies that are vital to careers in community and global development, and enable graduate and post-graduate studies.

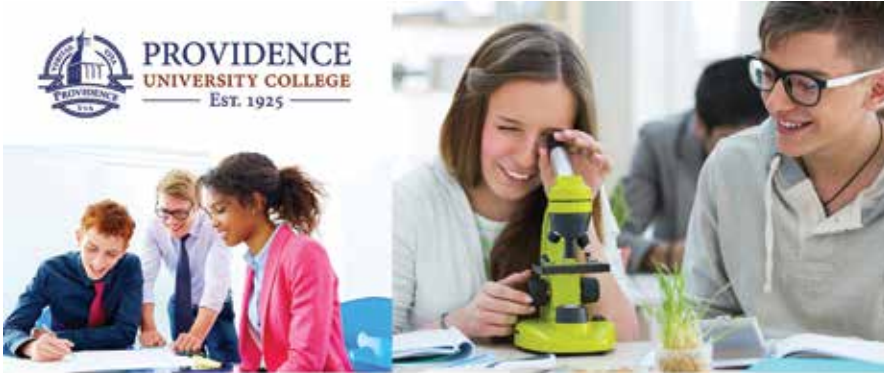
And, says McKenzie, "what will make studying science at Providence transformational is the way in which we bring high-quality science education into conversation with Christian faith and character formation."

Given the practical centrality of science to modern life, as well as the benefits of understanding the physical world, we believe our bachelor of science will transform graduates into difference-makers with unique expertise, formed not only by their studies, but also by the Providence community.

Scientific curiosity and study could not be better facilitated and encouraged! Check us out at prov.ca and join us at Providence, where faith and science mingle. ♦

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Education in the sciences is a must for many students. Our science offerings—delivered in a new laboratory—will equip graduates for professional opportunities that require scientific expertise and enable graduate and postgraduate studies in fields such as nursing, physiotherapy, and community development.



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