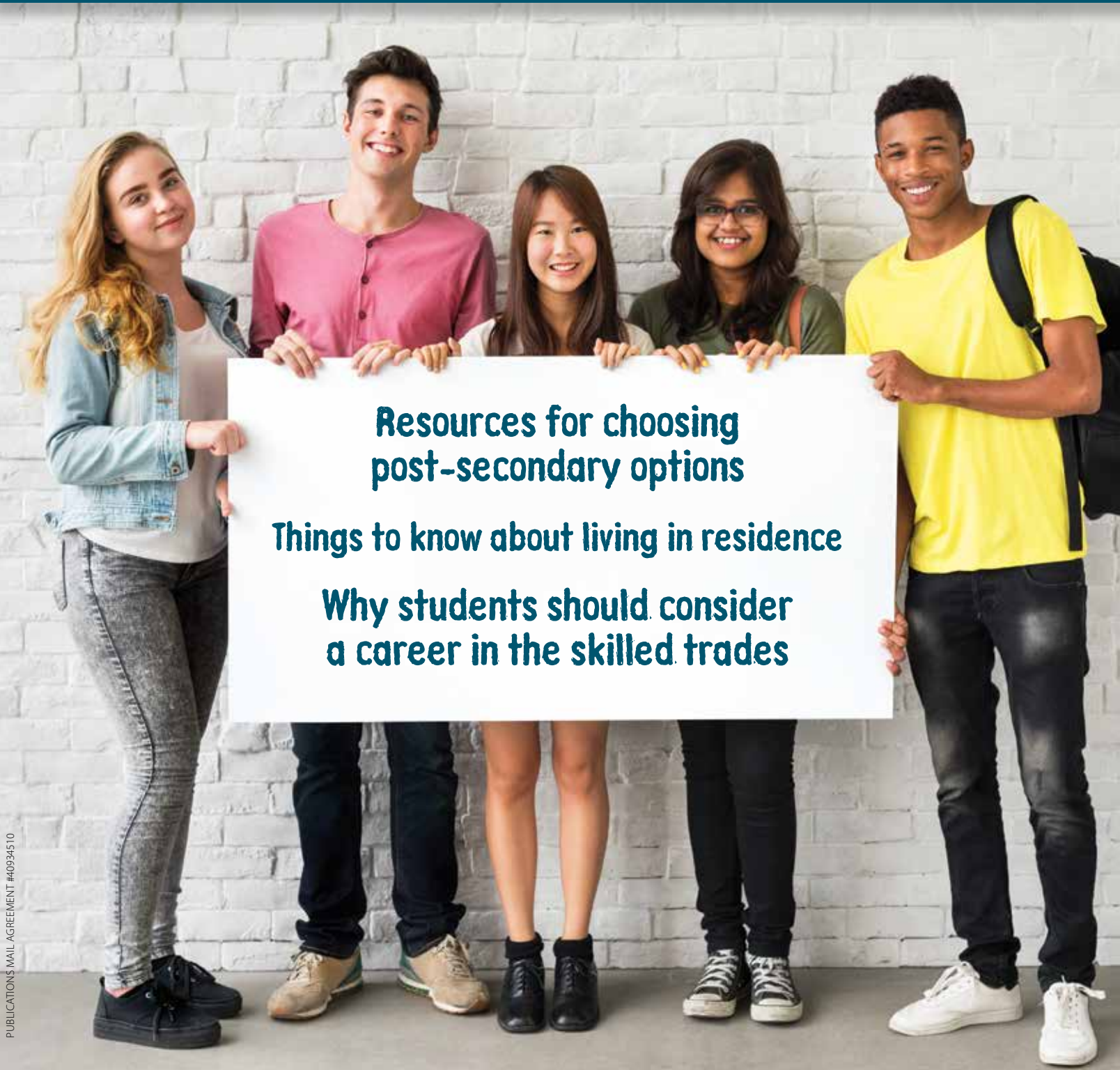


MANITOBA

School Counsellor

SPRING 2019

A group of five diverse students (three girls and two boys) are standing in front of a white brick wall. They are all smiling and holding a large white rectangular sign. The student on the far left is a girl with long blonde hair wearing a denim jacket. Next to her is a boy with dark hair wearing a pink shirt. Then a girl with long dark hair wearing a white shirt. Next is a girl with dark hair and glasses wearing a green shirt. On the far right is a boy with short dark hair wearing a yellow shirt and a backpack.

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post-secondary options**

Things to know about living in residence

**Why students should consider
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President & CEO
DAVID LANGSTAFF

Managing Editor
SHAYNA WIWERSKI

Technical Editor
JAN STEWART

Sales Manager
DAYNA OULION

Advertising Account Executives
GARY BARRINGTON
ROSS JAMES

Contributing Writers
JEREMY DYCK, DAVID GARVEY,
JOHN KOOP HARDER,
DR. GORDON NEUFELD,
TARYN RITTEBERG, L. STEPNUK

Production Services Provided By
S.G. BENNETT MARKETING

Art Director / Design
KATHY CABLE

Advertising Art
DAVE BAMBURAK
DANA JENSEN

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MESSAGE FROM THE PRESIDENT OF MSCA

Jennifer Stewart

Hello MSCA members, I am writing this in message to you in January right before January 21, which is known as Blue Monday. For those of you who haven't heard of this, it is called the most depressing day of the year. So I thought I would include some things we can do for ourselves to take our blues away, regardless if it is Blue Monday or not.

- 1** Don't live for the weekends. Studies show people who are stressed at work tend to be much happier on the weekend. So don't only look forward to Saturday and Sunday; try to spread out the joy and plan something fun during the week, like a movie night with pals.
- 2** Relax. Pick either Friday or Saturday night to go out, and spend another evening staying home with friends. (Game night, anyone?!) Too much time out and about may lead to less sleep.
- 3** Don't sleep in. Who can resist sleeping until noon? Instead of waking up just in time for lunch, try sticking to the same sleep schedule all week to feel rested and energized all week long.
- 4** Plan ahead Sunday night. Lay out the Monday morning outfit and pack a good lunch the night before – eliminating any stress in the morning will only make Mondays more tolerable. And remember to re-set the alarm in order to wake up on time and avoid being late for work.
- 5** Hit the hay early on Sunday. Make sure to get seven-to-nine hours of sleep to gear up for the work week. Getting to bed at a reasonable hour will make the alarm clock our new friend.
- 6** Don't skip breakfast. Boost metabolism and jump-start the day with a hearty breakfast. (Morning hunger crankiness is the last thing anyone needs.)
- 7** Get pumped with some tunes. While getting ready for work, turn up the music. Listening to music can boost your mood and get us pumped for work.
- 8** Hit the gym. It's no secret that exercise amps up endorphin levels, so try getting in early morning exercise to start the day off right.
- 9** Look snazzy. Wear your favourite outfit on Mondays.
- 10** Smile! Smile in the shower, flash a grin to the barista, and show those pearly whites to the whole office. Some contagious smiles could help make us feel a lot better.
- 11** Treat yourself. Make Monday rewarding: Indulge in a piece of chocolate or do some online shopping during your lunch hour.
- 12** Take a break during the day. It's easy to get caught up in work. Take a walk to get some fresh air, avoid eating lunch at the desk, or if possible, hit the gym for a quick workout.

I hope these tips are helpful!

Check out our posts and emails about our upcoming professional development session in March. We also celebrated Canadian School Counsellor Week from February 4 to 8, 2019!

Lastly, be sure to follow us on Instagram, @mscasocialmedia and on Facebook, @MSCA.

Keep smiling!♦

SEE WHAT'S OUT THERE FOR YOU WITH ACCESS

Join the University of Manitoba community

Antonina Kandiurin always knew she wouldn't be able to achieve her dreams and goals if she stayed in the only place she had ever known, her small northern community. Fortunately, she took some good advice.

"My dad always said Churchill will always be there. You can go back if you need to. Try leaving and see what's out there," says Kandiurin, a second-year University of Manitoba (U of M) Access Program student. "It was hard to leave. I don't know if I would still be in university if it wasn't for Access. It was such a big change."

Access Program

The Access Program at the University of Manitoba provides holistic support to Indigenous, newcomer, and other U of M students, empowering them on their path to success.

In Churchill, Kandiurin, who identifies as Métis Cree Russian, had only 200 students attending her preschool to Grade 12 school. She knew her school did the best they could to prepare students for university, but she wasn't sure if she was ready.

Fortunately, she learned about the Access Program.

"Access is not just for health careers. More students need to know about the Access Program," she says, noting all students heading to U of M can apply.

As an Access student, Kandiurin was placed in smaller classes for her first year and had the opportunity to make several close friends. "Having friends is really helpful."

The Access academic advisor helped her to explore her course possibilities when she had no idea how to proceed. Access staff helped her to find out about and apply for bursaries when she struggled with expenses, and her Access personal counsellor was there to talk about her transition to university.

"I didn't always think I would have something to say at our meetings, but I always do."



Antonina Kandiurin from Churchill, Man. is a student in the U of M Access Program.

Tutoring

With the support of Access tutoring, Kandiurin's studies go very well, and she has attained good grades. "I wouldn't have been able to do that without Access. It's not an embarrassing thing to reach out for help. My grades improved and I finally understand what was hard to understand."

It's important to have people who care about you, she says.

Identity and belonging

With Access, Kandiurin also learned how to properly self-identify and how to embrace being an Indigenous person. She realized her Métis identity was about her connection to the Red River Métis, and that sense of identity became a huge part of how she feels about herself. "It's important to belong to something."

Access is located in Migizii Agamik (Bald Eagle Lodge) on the U of M's Fort Garry Campus. "Migizii is one of my safe spaces. I am very comfortable here. There is always someone I know around. This is my second home."

Of the less-than-a-dozen students who graduate from Kandiurin's high school each year, only a couple go on to university. "Students don't realize what else is out there. They are intimidated to leave. A lot of people spend their whole life in the same community."

See what's out there

She encourages others to see what's out there for them, especially at the U of M with the Access Program.

"My brother didn't care about school growing up, but he saw me and he realized it is possible."

Since high school, Kandiurin has dreamed of being a doctor. "There is inadequate health care in Northern communities. Little things can be fatal. Doctors are rotated. Forming trust can be intimidating. I want to go home and be a permanent doctor."

She encourages Indigenous residents of Manitoba to apply to the Access Program and attend the University of Manitoba.

For more information, visit umextended.ca/access. ♦



SERVICES FOR STUDENTS AT THE UNIVERSITY OF WINNIPEG

Student Counselling Services, our contract psychiatrist, and Indigenous Elders are all options for students at The University of Winnipeg who may be experiencing stress or mental health issues.

Excellent program and course choices coupled with knowledgeable faculty, student research opportunities, and so many possibilities can be extremely meaningful and growth-inspiring for students as they pursue their post-secondary education. But what if it is not feeling that way for a student? New classmates, new friendships, and new groups in which to make strong connections are exciting and fulfilling. But what if a student is feeling lonely? And what if a student has an academic or personal challenge during their studies?

As indicated in the *Post-Secondary Student Mental Health: Guide to a Systemic Approach*, a collaborative effort between the Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA), mental health is needed in order for students to be successful in their studies. At The University of Winnipeg, similar to other universities and colleges, there are a range of student services set up to assist students in times of crisis and to support them in maintaining mental health throughout their academic journey.

Services are conceptualized as being part of a continuum, a spectrum of options which are available to students and can be accessed depending on the type and urgency of their needs. Needs can vary, but issues related to stress and mental health concerns, as well as sexual violence can be

present for students, and there are resources on campus to support them around these issues and others.

Students who enter The University of Winnipeg with a diagnosed mental health issue can register with Accessibility Services to receive accommodations in the classroom, during tests and exams, and on campus. There is no requirement to provide diagnosis, but instead Accessibility Services utilizes information from medical practitioners regarding students' functional limitations and accommodation needs. Accessibility Services staff, instructors, and the students collaborate to set up and implement their accommodations, and then staff provide ongoing support.

If students indicate that counselling around stress or mental health issues would be helpful, that can also be arranged. Student Counselling Services, our contract psychiatrist, and Indigenous Elders are all options for students. Requests for counselling in 2018 increased over the previous year, demonstrating that the need for this type of service continues to be high and is growing.

The University of Winnipeg counsellors also provide support around issues related to sexual violence. One of the counsellors is a member of the Sexual Violence Response Team (SVRT) along with other senior Student Services, Security and Campus Living staff. The SVRT works



Inga Johnson Mychasiw, director of student services at the University of Winnipeg.



Students who enter The University of Winnipeg with a diagnosed mental health issue can register with Accessibility Services to receive accommodations in the classroom, during tests and exams, and on campus.

together to support students who have made disclosures of sexual violence and arranges for academic accommodations, referrals to campus and community resources, and other services as requested by survivors. Options for reporting sexual violence are also explained to students, in keeping with The University of Winnipeg's Sexual Violence Prevention Policy.

There are, of course many times when students do not need accommodations, counselling, or the SVRT. They may just need to ask for some information about ways to connect on campus or hear about strategies to study more effectively and Student Services provides this as well.

From simple information provisions to more extensive support, there are many options for students if they find themselves having difficulty as they transition to becoming a university student or at any point during their studies at The University of Winnipeg.

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LOOKING AT POST-SECONDARY OPTIONS: RESOURCES FOR GUIDING FAMILIES THROUGH THE PROCESS

BY DAVID GARVEY

As high school counsellors know all too well, students have a variety of approaches when it comes to planning for what happens after graduation.

Some start planning at an early age and do their best to understand all of the new terminology and requirements well before it becomes common parlance, while others put off that visit to the guidance office until much later.

Whenever they start, parents and guardians will do their best to facilitate that exploratory process, but that can present challenges. Former students will likely try to help by recalling their old procedures (it's changed!), while others are also discovering the world of post-secondary options for the first time along with the prospective student.

Getting started

Having an end goal in mind is a great start. That will allow students and parents to work backwards from the profession to the degree or qualifications needed. Then they can research the university program or courses required to get that degree, and finally find out which Grade 12 courses or grades are needed to get into that program.

If students start this discovery process early enough, it can also help to inform Grade 10 or 11 course selection as well.

For students who do not have a clear end goal in mind, not to

worry. There is time to figure out a professional pathway while still a university student. And, many students tend to change their mind even if they started with a definite goal in mind.

How can guidance professionals assist?

To alleviate the decision-making pressure, remind families that during a degree program students are required to take at least some elective courses, and these do not need to relate directly to a professional goal. Electives allow students to discover interests with a greater focus, and any courses taken in the first year will be applied to a degree once a major is declared.

The institution's academic advisors can also help to develop a degree plan and consider options for the following year.

Resources to help

Consider hosting a parent information night where a university or college recruiter can provide details about program options, the process for scholarships and applying, and important deadlines. Schools with smaller Grade 12 classes may consider teaming up with other institutions in their region or school division.

Encouraging families to visit the institutions together is also key to helping students assess their 'fit' with a particular school. Prepare families with a checklist of areas to consider, for example: class size, cost, location, campus environment, as



Encouraging families to visit the institutions together is also key to helping students assess their ‘fit’ with a particular school.

well as academic and research opportunities.

Most post-secondary institutions offer an open house or information evening, allowing families to meet with recruiters, professors, and current students. A campus tour is also a great way to see the campus in action and get a feel for what it’s like to be a student there.

Of course everything is online these days, but university websites can seem daunting. The institution’s viewbook is a streamlined program guide that distills the information essential for post-secondary planning, and exploring a website in conjunction with the viewbook can be helpful. Keep hard-copy resources on hand in the guidance office and encourage students to take them home and share.

Finally, speaking with a recruiter is a great way to get definitive answers as the questions start to accumulate. Contacting a recruiter can typically be done by phone, email, or by scheduling an appointment on campus, and is often your best asset to help families with the next steps.

Choosing a post-secondary option is a process, and guidance counsellors play a key role in connecting students and parents with the available resources, as everyone works through the journey together.

David Garvey is the student recruitment officer at The University of Winnipeg. ♦



Most post-secondary institutions offer an open house or information evening, allowing families to meet with recruiters, professors, and current students. A campus tour is also a great way to see the campus in action and get a feel for what it’s like to be a student there.





A COMMUNITY RESIDENCE

How the University of Winnipeg has created a communal environment for students in university housing

BY TARYN RITTBERG

Live. Learn. Thrive. This is the motto that reflects the community that students living on campus at The University of Winnipeg (UWinnipeg) become a part of. Beginning a new school year always brings with it an aura of both excitement and stress, and perhaps the best example of this is the transition from high school to university. But with help of dedicated individuals, such as Jennifer Trotman, the director of campus living at the University of Winnipeg, this transition is made much easier.

At the end of August each year, a group of incoming students moves into McFeetors Hall, as well as the additional university-organized housing spaces surrounding the university campus.

"There are 176 dorm rooms in the building and 25 family apartments," says Trotman, describing McFeetors Hall, the primary residence at UWinnipeg.

"There is a daycare right next door used for all of the university, for students, as well as for faculty and staff."

Trotman works diligently to make sure that students living in university housing are provided with everything they need to make their transition into their new homes more smoothly and without excess anxieties and stress.

"We think it is important for these students to come in and get to know the campus and community, and get connected," she says. "Student living and room advisors go out of their way to foster this, especially during the first week of classes."

When it comes to student living, UWinnipeg provides a healthy meal plan, provided by Diversity Food Services. Diversity Foods provides locally grown healthy options to students across the entire university campus, throughout the entire year.

"Students apply for housing alongside their applications," says Trotman, when asked about the application process. "As soon as they are given a UWinnipeg student number they can apply for housing. Generally, people apply for housing aid along with student aid. We do a first-year priority with first year, new, and transfer students to make sure they have the first pick in securing housing."

Living in residence at The University of Winnipeg connects students to the heart of student life on campus, but it also comes with new responsibilities and stress for a lot of students. Room advisors, who are students who have lived in student housing themselves, reside on each floor of McFeetors Hall, as well as in each of the four stand-alone houses along Balmoral Street.

"Room advisers (RAs) are responsible for the programs and atmosphere of what we call our micro-communities,"



McFeetors Hall at the University of Winnipeg, located at 370 Langside Street, a quick walk to all downtown campus locations.

explains Trotman. “They act as the contact point for our office and the students. There is someone on-call 24/7, and once our office closes for the day the RAs are on call.”

Trotman and the entire campus living team work diligently all year to provide a sense of community and a safe

place to live and learn for all students in residence. She mentions that they connect with student services so if someone is struggling with their mental health, the RA can connect them with their counselling team.

“They do a lot of training with our counseling team at the university. They

have to have lived in residence at least one year to be a resident advisor, and generally lean towards a leadership role,” Trotman says. “Former student counsel leaders, tutors, people going through teacher education, those who like academic planning, they go out of their way to create a positive experience.” ♦

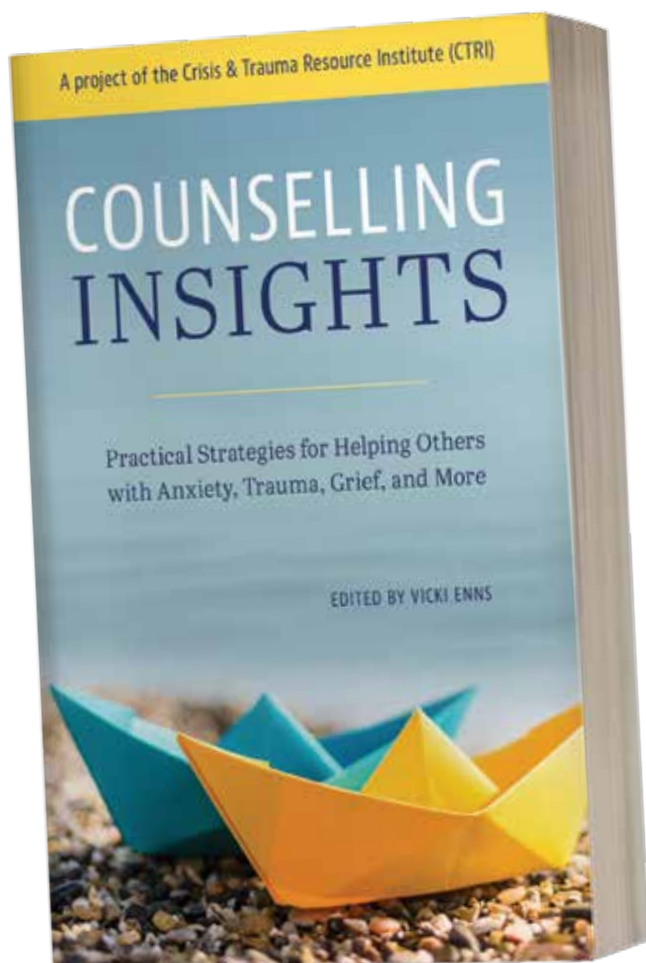


Students sit in one of the communal kitchen spaces in McFeetors Hall.

A CONVERSATION *with grief*



BY JOHN KOOP HARDER, MSW, RSW



Although grief is painful, uncomfortable, and difficult to work through, it has the power to teach us about what's important. When grief visits, we should turn towards it so that we can learn from it.

As learning comes best in dialogue, I often encourage those who are grieving to imagine a conversation with grief. If I had the opportunity to interview Grief, it might go something like this:

[JOHN]

Hello. Can I call you Grief? Or what would you prefer to be called?

[GRIEF]

Some know me as Sorrow or Despair, but you can call me Grief.

[JOHN]

Tell me about yourself. What keeps you busy?

[GRIEF]

Busy? Everyone knows and spends time with me whether they like it or not! With such a social calendar, I have very little down time.

[JOHN]

And how do people view you?

[GRIEF]

Unfortunately, I'm often avoided. People think I'm out to cause misery. However, I don't think people can have love, joy, or happiness without me. Tolstoy put it best: "Only people who are capable of loving strongly can also suffer great sorrow, but this same necessity of loving serves to counteract their grief and heals them."

[JOHN]

That's a great quote, but how do you see yourself?

[GRIEF]

I think I'm a teacher. To quote Lord Byron, "Sorrows are our best educators. A person can see further through a tear than a telescope." People need patience, courage, and support to work through the lessons I have to teach, and can learn a lot as a result.

[JOHN]

Another great quote! You're a lot smarter than you let on.

[GRIEF]

I'm funny too! Have you heard this one? According to most surveys, people's number-one fear is public speaking. Number two is death. This means that if you go to a funeral, you're better off in the casket than doing the eulogy!

[JOHN]

(laughing) I don't think most people expect you to have a sense of humour!

[GRIEF]

Yes, I find I work well with Laughter.

[JOHN]

I'm seeing a different side of you, but it's not all learning and laughter. Do you ever find problems follow you?

[GRIEF]

Yes, people often "turn off" as a way of coping. For most, "turning off" can manifest itself in the form of Addiction, Depression, and/or Anxiety. The unfortunate thing is I'm still there – these things just mask the pain.

[JOHN]

Addiction, Depression, and Anxiety are friends of yours?

[GRIEF]

I wouldn't call them friends, but they sometimes follow me around and tend to get in the way of things.

[JOHN]

That sounds complicated. Do you have any advice I could pass on to those who are grieving?

[GRIEF]

Tell them I'm a part of their life. They've known me since birth and will continue to know me until death. It's important they take the time to invest and reflect on our relationship, as it may help them prepare for my next visit.

[JOHN]

Thanks for taking the time to meet, Grief. I found this most interesting, and I'm assuming we will meet again.

[GRIEF]

It's only a matter of time!

We all have a relationship with Grief. As with any relationship, it's important to be engaged and intentional. I wonder what you will learn from Grief during its next visit.

John Koop Harder is a registered social worker who holds a master of social work degree. He is also a trainer with the Crisis & Trauma Resource Institute and a co-author of Counselling Insights: Practical Strategies for Helping Others with Anxiety, Trauma, Grief, and More. ♦

"Only people who are capable of loving strongly can also suffer great sorrow, but this same necessity of loving serves to counteract their grief and heals them."

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REFLECTIONS ON MAKING SENSE OF KIDS

BY DR. GORDON NEUFELD

Thirteen years ago, when choosing the motto for the Neufeld Institute – Making Sense Of Kids – I was convinced that insight was what was needed most. I am now more convinced of this than ever.

There would be no need for insight if our culture still carried its wisdom and our society was conducive to healthy development. There would be no need to make sense of our children if maturing was automatic or if there was a pill to grow children up. There would be little need for understanding if life was a skill that could be learned or if acting mature would make it real. There would be less need for insight if the 'experts' who parents and teachers depend upon had sufficient insight themselves.

The paradox of the information age seems to be that the more knowledge we accumulate, the less wisdom we retain. Knowledge can be a dangerous thing when blinded to its meaning. For example, knowledge about what works when managing a child's behaviour, when devoid of an understanding about what has caused the problem and how development unfolds, can actually make matters worse. Yet this kind of superficial advice is rampant these days. It is rather irresponsible of us, and even risky, to attempt to address problems when we do not understand what is wrong.

The more information we have, the more insight is required to turn this knowledge into wisdom.

We also need insight more than ever because of the loss of a culture that draws out our natural intuition. Just as our bodies seem more able to find their natural rhythms when out in nature, our intuitions are easier to access when in the context of a culture that is developmentally friendly. Given that intuition is knowledge without consciousness, it is culture that needs to provide the wisdom through its rituals, traditions, and customs. Once our culture loses its embedded wisdom, we also lose access to our natural intuition. In this case, insight becomes our only hope for restoring our natural intuition with regards to our children.

A third reason we need insight these days is that our children are different than the children of yesteryear. We deal best with children who are intensely and deeply attached to us, with children who are motivated to be good for us, with children who are taking their cues from us. Today's children are less likely to be in the right relationship with the adults who are responsible for them. We push the wrong buttons in them and they push the wrong buttons in us. Only insight can compensate for attachments that are not properly aligned.

A fourth reason that insight is needed is that understanding, and only understanding, can truly answer our questions of what to do, while at the same time restore our confidence in ourselves. The science of perception informs us that what we do is the primary result of what we see – not what we know or what we've learned. When my students in university would ask me what to do, I often retorted, "I see that you do not yet see". But there is still another problem. Ironically, when we blindly follow instructions, we lose our inner confidence, something we cannot afford as parents or teachers. Once again, the solution is insight. Only when we can truly make sense of our children do we find our way back to interaction that is effective and satisfying and confidence-producing.

To clarify, I am NOT talking about insight regarding ourselves or our reactions to our children, although this certainly helps. Self-understanding has become the focus of a growing number of approaches to parenting today. There is certainly merit in self-reflection and in becoming conscious of ourselves, but in my opinion this does not really provide the answer to lost intuition. For example, no matter how reflective or conscious one may be, if one perceives a child as angry when they are really just frustrated, the interaction will be correspondingly misguided. I am convinced that, despite one's past experience, the best way through is to truly make sense of our children.

For more information, visit www.neufeldinstitute.org. ♦



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THE OTHER POST-SECONDARY EDUCATION

Post-secondary education typically invokes an assumption that students are pursuing a degree or diploma program at a university or college. Technical training in a skilled trade is usually not part of the mix. A historical bias towards college and university programs had relegated skilled trades options for students who were not considered “book smart”. Skilled trades were often deemed a lesser choice for those who could not make it in more worthwhile pursuits.

This paradigm ignored the fact that a significant segment of our economy requires highly skilled trades professionals and that many students have a natural aptitude and interest in pursuing the trades and could gain challenging and rewarding careers in multiple industries. This stigma often pushed many of these students into pursuing learning that was outside of their aptitudes and interests. In Canada, the average age of a skilled trades entrant is 26, and many hold degrees and diplomas in other fields. That represents a significant loss earlier earning potential due to delayed skilled career entry.

The other complicating factor is that unlike typical educational programs at universities and colleges where obtaining a degree or diploma is a continuous program, apprenticeship programs require alternating segments of

classroom and workplace training over a four- to five-year period and involves oversight of provincial apprenticeship authorities. It can be challenging to navigate and needs significant employer support. Educational programs and apprenticeship authorities have not fully integrated with employers to facilitate these segmented programs.

For Canada, the inherent bias and a complicated system have combined to impose a significant economic cost, it has often faced significant skilled trades shortages and had to rely on temporary workers while Canadians remained underemployed because they were not ready for high-skill construction and industrial jobs. The worker shortages delayed projects or projects incurred higher labour costs related to costs of importing temporary workers.

While the tide has started to turn, skilled trades careers are still not considered a legitimate alternative and viable career choice, particularly for girls and young women. Workforce participation among women in most construction and industrial trades is less than five per cent. As Canada’s skilled workforce ages and a third of skilled workers near retirement, the skills gap will grow. Continuing to exclude one gender and not actively promoting trades occupations will leave Canada in a precarious state.

As suppliers of a skilled workforce, Manitoba Building Trades (MBT) and its union partners are actively pursuing opportunities to extend skilled training capacity to high schools. MBT partners operate five training institutes, and a large multi-trade training facility is being planned to expand training capacity in the future.

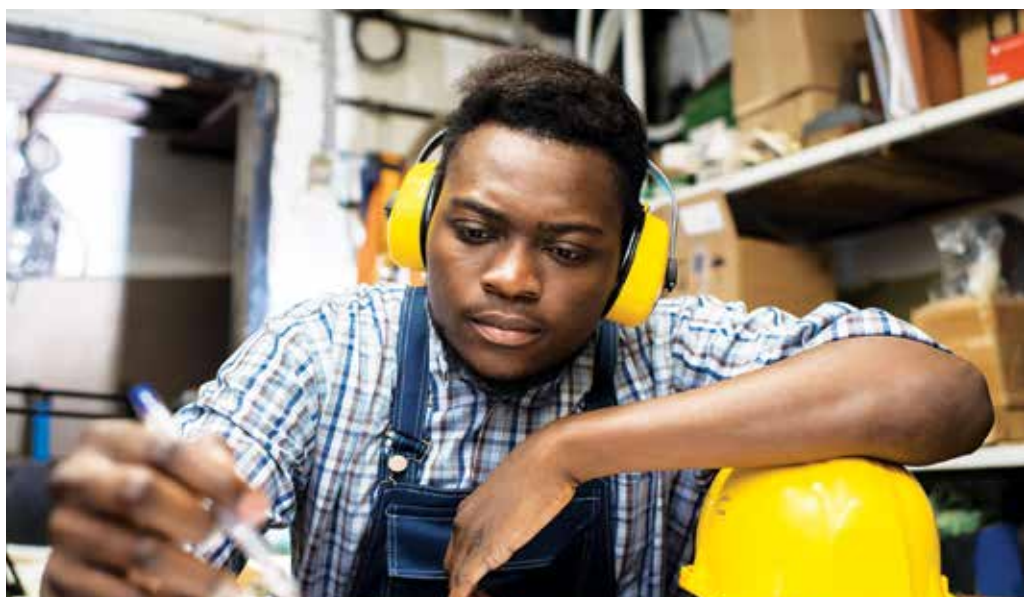
The electrical and plumbing and pipe-fitting trades are already delivering training programs for Winnipeg and the Seven Oaks School Divisions. MBT is in discussions to launch additional programs in skilled trades and emerging technologies in partnership with more school divisions.

MBT partner unions perform the human resource function for many small and large employers and provide workers in various trades as and when required. As such, MBT partner unions fully integrate with employers and apprentices, and trainees have significantly better opportunities to gain employment to compete the workplace training requirements mandated by Apprenticeship Manitoba.

The programs offered by MBT partner unions can be customized for individual school divisions to identify aptitude and interest at an earlier age and deliver training to support progression from high school to continued post-secondary skilled trades training beyond Grade 12. As MBT expands training capacity and introduces new programs in 2019 and beyond, we would welcome the opportunities to work with counsellors and other high school academic professionals to develop learning and career options for more students. ♦



In Canada, the average age of a skilled trades entrant is 26, and many hold degrees and diplomas in other fields.



The programs offered by MBT partner unions can be customized for individual school divisions to identify aptitude and interest at an earlier age and deliver training to support progression from high school to continued post-secondary skilled trades training beyond Grade 12.

A promotional graphic for 'THE OTHER POST-SECONDARY EDUCATION'. It features a person in a blue shirt and orange safety vest holding a white hard hat. The background shows industrial structures like a crane. The text 'THE OTHER POST-SECONDARY EDUCATION' is prominently displayed in large, bold letters. Below it, 'ARTICLE PAGE X' is written. At the bottom, there is contact information: 'CONTACT US TODAY!', '@MBTrades', and 'WWW.MBTRADES.CA'. The MBT logo is in the bottom right corner.

THE
OTHER
POST-SECONDARY
EDUCATION

ARTICLE PAGE X

CONTACT US
TODAY!

@MBTrades
WWW.MBTRADES.CA

Manitoba
Building Trades



Career Trek Days are a condensed version of Career Trek's core programming that can be delivered affordably and in a single day.

EXPLORING THE FUTURE: KNOWING WHAT TO DO NEXT

You've probably asked the question, "so, what are you going to do next?" to a student, colleague, friend, or family member, and more often than not, they give you that I-really-wish-you-didn't-ask-me-that face.

It's time to ask better questions – "What do you enjoy doing? What do you know you don't want to do? What makes you excited?" These questions spark introspection and can eventually trigger understanding about future career goals.

Career Trek Days can help you answer these questions. Children can better

grasp what they want to do with their futures, when they know their options. Being able to say, "I've recently tried out four different careers and I know what I want to do with my future," or "I've recently tried out four different careers and I know which one isn't for me", is exactly what Career Trek Days can do.

Career Trek Days are a condensed version of Career Trek's core programming that can be delivered affordably and in a single day. Career lessons are designed to get them thinking about how their current school subjects are linked to future education and career opportunities.

Career Trek Days

You board the bus in the morning, knowing adventure is awaiting the students. You arrive at the post-secondary campus of your choice with a full day of hands-on career exploration. The energy is high, not only because students are spending a day outside of the traditional classroom, but because they might be discovering the career of their dreams today.

You enter the post-secondary institution and are introduced to the scenario for the day – you're working at the Health Sciences Centre where you find that patients need help, systems need support, and everyone needs to be working in sync to be ready for any situation.

You start the day as an electrical repair technician and need to make repairs to some electrical work at the hospital. This work is vital to the hospital as all technology and electrical needs to be functioning at all times.

Next up, you're working as a paramedic for the ambulance service to the hospital. This means you need to be



Career Trek Days can be fully customizable according to your needs and experience desired.

prepared to respond to any emergency calls you might get.

The afternoon is filled with trying out health care aide and software developer occupations. At the end of the day, the students are given time to reflect on the careers they experienced over the course of the day and understand the difference they can make in those careers.

Fully customizable

Career Trek Days can be fully customizable according to your needs and experience desired. Career Trek Days can work with groups as large as 60 and can be created in the NorMan, Westman, Parkland, and Winnipeg regions. Career Trek Days have traditionally been built for Grades 5 and 6 students, though can be modified for your group.

Career Trek

As an award-winning not-for-profit organization, Career Trek provides education and career development experiences for young people in realistic settings. Participants are provided with hands-on experiences that are designed to ignite their passion, grow their confidence and increase their understanding of the important role that education and career planning can play in their lives.

Career Trek's exclusive and original program help students answer the question of "what do I want to do next?" If you think this is a valuable question to answer and want to help students 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. ♦



As an award-winning not-for-profit organization, Career Trek provides education and career development experiences for young people in realistic settings.

STOP ASKING "WHAT ARE YOU GOING TO BE?"

Career Trek Days



As an award-winning not-for-profit organization, Career Trek provides education and career development experiences for young people in realistic settings. Participants of Career Trek Days are provided with hands-on experiences that are designed to ignite their passion, grow their confidence and increase their understanding of the important role that education and career planning can play in their lives. **Let them experience what could be.**

Contact: Lasha Stordeur

204.944.1800 ext. 119

lstordeur@careertrek.ca



EARN WHILE YOU LEARN

An apprenticeship with Manitoba Hydro takes four years to complete with 80 per cent of the training completed on-the-job all while earning a paycheck.



Trades people are the backbone of Manitoba Hydro. They play a major role in ensuring that both electricity and natural gas are available to customers 24/7.

A career as a tradesperson at Manitoba Hydro is rewarding, challenging, and full of variety. Earn competitive salaries, travel the province, and advance your education. Start as a trainee and retire as a specialist, a manager, or a vice-president...the choice is up to you! At Manitoba Hydro, you have the opportunity to explore the company, find your passion, and build your career!

An apprenticeship with Manitoba Hydro takes four years to complete with 80 per cent of the training completed on-the-job all while receiving a nice paycheck. Yes, you can get a post-secondary education and avoid massive student debt! As a trainee with Manitoba Hydro, you will have the costs of your classroom studies, books, travel, and living expenses covered.

What type of education and qualifications are needed to qualify? A high school diploma with 40S Math [Applied or Pre-Calculus], 30S or 40S Physics (depending on the trade) and 40 English. You will also need a valid Class 5

Province of Manitoba Driver's Licence (Intermediate or Full).

What apprenticeship/training programs are available at Manitoba Hydro?

Power Line Technician – They construct and maintain the hydro lines that get the electricity from the generating stations to your house, school, or business. They respond to “no power” calls 365 days a year, 24 hours a day in all types of weather to ensure customers have electricity. They work outdoors, at heights, and in confined spaces on overhead and underground wires or cable.

Power Electrician – They work mostly in substations constructing, maintaining, and commissioning electrical equipment used to distribute the power to your homes and businesses. They install, maintain, and repair power generators, power converters, power transformers, circuit breakers, disconnects, distribution apparatus, metering, and associated supporting equipment.

Service Person (Gas Fitter) – They change gas metres and verify that customers' gas appliances are operating properly. They inspect and service natural gas appliance installations like furnaces and hot water tanks. They monitor and maintain the natural gas distribution system which requires they respond to emergencies such as gas line damages and reports of gas leaks in and around homes and businesses.

Indigenous pre-placement programs

These pre-placement programs were designed for Indigenous (Aboriginal) candidates who do not meet the minimum academic qualifications for one of our apprenticeship programs. These programs provide selected candidates with paid academic upgrading and on-the-job training and work experience to qualify them to compete for one of our apprenticeship programs.

You would make a good tradesperson if you:

- Have a mechanical aptitude;
- Like working with your hands;
- Enjoy working outdoors;
- Are comfortable working at heights and in confined spaces;
- Have good physical coordination and manual dexterity;
- Enjoy travel;
- Are a good problem solver;
- Are a team player.

Why choose Manitoba Hydro?

- We offer great training and development.
- We provide educational upgrading and funding.
- We provide a wide range of career prospects, diverse job and project opportunities, and a variety of work locations.
- We offer work life balance. For most, this is a nine-day work cycle...usually every second Monday off plus vacation time.
- We offer competitive salaries and a top-ranked benefits package.
- We provide group life insurance and a pension plan.
- We work in a team environment.
- We offer a fitness subsidy program.
- We offer career opportunities with Manitoba Hydro International.

For more information or to schedule a classroom Career Awareness presentation, please visit our website at www.hydro.mb.ca/careers/training_programs or call our Employment Line at 204-360-7282 or toll-free 1-800-565-5200. ♦

Manitoba Hydro is generating bright futures.





STUDENTS OF MANITOBA CALL ON ENGINEERING EMPLOYERS TO BE READY FOR THEM

BY L. STEPNUK, B.SC. ENG.

In the spring of 2018, Engineers Geoscientists Manitoba launched a marketing campaign to middle and high school students of Manitoba, which saw them send petitions with thousands of signatures to some of the province's largest employers of engineers asking them what they will do to ensure that 30 per cent of newly licensed engineers will be women by 2030, 30 by 30.

In 2017, just over 21 per cent of newly licensed engineers were women, however, that number has fluctuated above and below 20 per cent from year to year. Overall in Manitoba, 11 per cent of all practising engineers are women, and less than 20 per cent of the applicants to the Faculty of Engineering at the University of Manitoba are women.

Decades of research is clear: the barriers nudging girls and women out of a career path in engineering range from subtle and unconscious to intentional and systemic. They start in toddlerhood and carry on throughout the lifespan of an engineer. The culprits include parents, teachers, guidance counsellors, the media, academia, workplace culture, regulatory authorities, and government. We are all responsible to some degree, sometimes from multiple social locations.

So why talk about the problems we're facing as a profession with the young women we want to recruit? Because they are best positioned to tell us what the recruitment issues are. Research also suggests that talking about the barriers helps to inoculate girls and women against them. We are more equipped to address and overcome a barrier if we can see it coming and have the language to identify it.

The petitions have led to conversations in classrooms with students, teachers, administrators, superintendents, parents, engineering professionals, and journalists.

The employers responded to the petitions by sending representatives to the Manitoba 2030 Coalition Launch event at the Manitoba Legislature on November 13, 2018, which included a roundtable discussion with students, teachers, administrators, professors from the Faculty of Engineering, the Minister Responsible for the Status of Women, government officials, and Engineers Geoscientists Manitoba.

The coalition will work together to address gendered barriers to recruitment, retention, and equity in the profession.

Students and teachers were invited to share their ideas. Here is some of what they had to say:

"We need more role models. Appearances really, really matter in this case." – STUDENT

"I believe women aren't into engineering because they don't see it. You don't have to be a boy to be an engineer." – STUDENT

"Representation is important. One of the reasons I decided to go into engineering is because I know other black women who are engineers; they made it possible."

– DANIELLA ARCHER, ENGINEERING STUDENT

"We need to remove stereotyping from engineering." – STUDENT

"It's nice to see that you've given these kids a voice today."

– TEACHER

As a result, Engineers Geoscientists Manitoba, along with the newly formed Manitoba 2030 Coalition, is enhancing its program to get engineers into classrooms.

What you can do in the meantime:

1. Talk to students about the social impacts of all engineering fields. Studies show that girls are interested in social

engagement and making a difference. In fact, when talking to girls, showing how engineering is a helping profession that deeply impacts society and communities is strongly recommended. Engineering shapes our environment, health, safety, energy sources, water, food, transportation, communications, and relationships. Engineers play a part in envisioning our future, like this Engineers Without Borders action: <https://www.cbc.ca/listen/shows/all-in-a-weekend-montreal/segment/15664975>

These conversations are the spark needed to keep girls interested in pursuing their post-secondary science dreams and put engineering on their radar.

2. Show the *Dream Big* film at your school. *Dream Big: Engineering Our World* is a 45-minute feature available on Netflix that follows the lives of four engineers from various backgrounds working on a wide variety of projects. The documentary emphasizes the social impacts of their work and their paths to engineering practice. Topics such as renewable energy, design for natural disasters, the politics of aid work, and resource availability are catalysts for classroom conversations.



Students and their science teacher attend the Manitoba 2030 Coalition Launch at the Manitoba Legislature.

3. Emphasize high school physics. Make sure your graduates know what is needed to be “engineering ready”. Ensure that students going into Grade 11 are aware of the courses required to apply. Studies show that one of the biggest gender gaps in the engineering pipeline is high school physics. ♦

Help us build a brighter future for women in engineering.

Let's change the ratio.



Only 21.3% of newly licensed engineers in Manitoba are women.

Last spring, students across the province signed petitions for change. Petitions asking Manitoba's largest engineering companies to share their plan for ensuring 30 percent of newly licensed engineers are women by the year 2030.

30 by 30.

You may have seen these petitions in your schools, and the project is gaining momentum. Now, all we need is your support. As guidance counsellors, you have a crucial part to play in the development and inspiration of young girls who can be the future of engineering.

Help change the ratio.

Learn more at Dear2030.ca and EngGeoMB.ca

SOCIAL INNOVATION LAB

Brings students and businesses together in real-world learning environment

BY JEREMY DYCK



The Social Innovation Lab at CMU matches students with social enterprises to identify and address real-world business issues.

It was with great excitement that I registered for the Social Innovation Lab at Canadian Mennonite University (CMU). This practicum course operates in partnership with CMU's Centre for Resilience, a sort of think tank and incubator that is home to several civic-minded social innovators, entrepreneurs, and researchers. Comprised of students from a diverse set of degree programs including Business Administration, International Development Studies, and Psychology, the Social Innovation Lab matches students with social enterprises to identify and address real-world business issues.

The projects we are working to solve are no less diverse. In small teams we have been partnered with different organizations and businesses, and using service design methods, we identify problems, research influencing factors, brainstorm solutions, test hypotheses, and evaluate our results. We have the opportunity to bring our own creativity to the work we do.

One of the organizations I am partnered with is Suitehom.

This fledgling social enterprise will build homes out of shipping containers. The plan is to hire former gang members as employees to provide them with work experience and skills. This will support their transition into healthier lifestyles. Suitehom is in discussion with CMU to build their first show home on campus grounds.

For Suitehom, the major project we are working on is developing partnerships to construct the prototype show home and assess its cost structure. Currently, the only materials not pledged are windows, doors, and furniture. Once these are secured, construction costs can be assessed for CMU. Our challenge as students is finding individuals and organizations that support our mission. As the project progresses, our task will shift to honouring the generosity of our donors.

Another organization I am working with is Compost Winnipeg, which provides residential and commercial composting services in the city. Compost Winnipeg is expanding and plans to break ground on a new composting facility at CMU in 2019.

The company will use an eco drum in-vessel composter to tightly control the compost process.

Our first task on their behalf is researching community opinion about having a compost site at CMU. Generally, the benefits of composting are known and supported; however, any concerns are important to discover to avoid future conflict. Working with, not against, the community is our goal as we consider communication and public relations strategies as part of Compost Winnipeg's larger expansion plan.

Through the Centre for Resilience and the Social Innovation Lab, CMU offers students a unique opportunity to apply classroom lessons and gain real-world experience that will help when I enter the workforce. It is highly engaging to work with such diverse and passionate people.

I anticipate a semester of learning and growth beyond what traditional classrooms can provide. I am excited to think about what we will accomplish.

Jeremy Dyck is a business management student in his last year of studies with the Redekop School of Business at Canadian Mennonite University. Visit them online at www.cmu.ca. ♦



Suitehom is in discussion with CMU to build their first show home on campus grounds, which will be made from a former shipping container.



Redekop School of Business

University

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Music Mentorship Business Character Vocation
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EDUCATION

with impact

PHOTOS BY DAVID LIPNOWSKI

At The University of Winnipeg (UWinnipeg), students arrive with diverse, untapped talents and leave ready to impact their field. Along the way, they discover how to best utilize their strengths, leading to unexpected career paths. For Destiny Elcock, Benjamin Dueck, and David Bosc, their UWinnipeg journeys are soon coming to an end, but now they're ready to change the world.

David Bosc is double-majoring in applied computer science and mathematics.



While his passion for math dates all the way back to calculus classes in high school, he only recently discovered his love for computer science while taking a scientific computing course at UWinnipeg.

"It turns out I really enjoyed programming, as it was a good application of my math skills," he said.

Bosc also credited the university's co-op program for giving him the confidence he needed to major in applied computer science.

"It really opens your eyes to what the industry has to offer and if you're a good fit," he said. "It was part of the reason why I pursued applied computer science as my second major."

In addition, the small class sizes also played a role in the decision, he added, because it's easy to have one-on-one time with professors and build professional relationships with fellow students.

Now, as he looks ahead to life after UWinnipeg, Bosc is dreaming big and wants to find a career that blends together his love of both science and art.

"I'd like to become a developer, since programming caught my interest."

Benjamin Dueck is pursuing a bachelor of arts degree in rhetoric, writing, and communications.

Benjamin Dueck has always been interested in media and technologies, and the ways they influence us.

That's why the now fourth-year student is pursuing a bachelor of arts degree in rhetoric, writing, and communications.

"That convergence between human and machine, and the way our minds are connected with technologies drew me to communications studies specifically," he said.

Dueck is a recipient of the Michael Collins McIntyre Rhetoric, Writing, and Communications Scholarship and also works as a tutor in the department's Writing Centre.

Most of his research explores the ways in which the human mind manufactures meaningful stories and narratives in an age of information overload, with a focus on communications, media, and technology.

Once he completes his degree, Dueck plans to continue in academic research and pursue a master's degree in Toronto.

His dream is simple: "I want to be able to write all the time, absorb ideas, and share those ideas with people."



Destiny Elcock is currently finishing her bachelor of arts and bachelor of education in history. She dreams of being a history teacher and making a positive impact on the lives of youth.



Destiny Elcock says the biggest misconception about history is that it's dry and boring. "It allows you to explore the life experiences of our ancestors through texts, oral history, artifacts," she said. "You're able to get perspectives and see how it has shaped and influenced our lives today."

Elcock developed a passion for Canadian history — specifically Indigenous history — because it gave her the opportunity to explore her culture, language, and, most importantly, her family history.

"I could relate personally to learning about the residential school experience, because my grandmother was a survivor," she said.

That passion for Indigenous history also played an important role in choosing UWinnipeg for her undergraduate studies, because Elcock "likes how the university promotes diversity through Indigenous studies".

As she looks ahead to finishing her bachelor of arts and bachelor of education in history, Elcock dreams of being a history teacher and making a positive impact on the lives of youth.

"I want to be a role model for students and help them gain a diverse perspective, so they can become global citizens," she said. "It is important that our future generations are empowered through education." ♦

**Learn more about
UWinnipeg's programs at
uwinnipeg.ca.**



THE UNIVERSITY OF WINNIPEG



Maddy Szumlak (left) with fellow MITT alumna Lori Kohinski, (Industrial Mechanic/Millwright), and Renee Yetman (Carpentry) introduced dozens of school-aged girls to careers in skilled trades as mentors at Skills Manitoba's Young Women's Conference.

THE MYTH BUSTERS

How alumna are helping debunk myths about women in skilled trades at the Manitoba Institute of Trades and Technology (MITT)

Plying the tools of their trades in the south wing of the Manitoba Institute of Trades and Technology's (MITT) Henlow campus, one in welding, the other in auto mechanics, Jenna Nowicki and Maddy Szumlak had a few things in common. For one, they were uncommon. But the strength in numbers they lacked in the shop was no match for something else they shared—the desire and the belief that they had the right and the ability to pursue their passions.

Both women not only graduated and found careers in their fields shortly after completing their studies at MITT, but equally important, they took their student experiences to another level while they studied: Szumlak as a mentor to school-aged girls from across the city who gather annually at MITT for Skills Manitoba's Young Women's Conference; Nowicki as a competitor in Skills Manitoba, class valedictorian, and a member of the Women in Trades and Technology (WITT)

group where she found support, peers, and a platform to participate in unique on-campus opportunities. WITT members routinely provide volunteer support to charitable causes on campus and lead the planning of events like International Women's Day.

Today, as MITT alumna, Szumlak and Nowicki continue to "represent", recently taking part in SHEday 2019 as participants in the panel discussion—Women in Trades and Tech. At the same time that they continue to pursue success and assert their place in male-dominated fields, the Province of Manitoba has provided MITT a \$25,000 grant for a recruitment effort focused on attracting even more women to trades training and the many meaningful and lucrative careers it can lead them to.

At a recent event to announce the grant, MITT dean, Grace Leduc, drew on her more than 20 years at the college to

Jenna Nowicki giving the valedictory address at the MITT spring 2018 convocation.

make it clear to any woman considering a career in skilled trades that MITT is where they can do so successfully.

"What we do at MITT is provide people with the skills, the capacity, and the confidence to be effective professionals," says Leduc. "And in none of our program clusters have we ever made the distinction between male or female with regard to admissions. What we're dealing with here is a prevailing tradition, built on a myth, that professions somehow fall into gender-based categories."

Within its more than 25-program mix, MITT offers 10 different certificates in skilled trades. And in Manitoba there are more than 55 skilled trades programs. For women of all ages who want to make a living working with their hands, the opportunities exist and the time is now.

"Don't be afraid to go into a male-dominated profession," says Szumlak. "Just because you are female doesn't mean you can't do the same things [as males]. And sometimes it even surprises people what you're capable of." ♦



The Honourable Rochelle Squires, Minister of Sustainable Development, and Minister Responsible for the Status of Women, flanked by fellow MLA, Sarah Guillemard, MITT faculty, staff, and students.

Industry Driven. Student Focused.

MITT offers a range of secondary and post-secondary opportunities that lead to dozens of career choices. Our courses are designed with industry partners—an advantage that allows MITT to provide the specific, up-to-date skills that will get you hired.

MITT is the bridge to the career you want.



MANITOBA INSTITUTE OF
TRADES & TECHNOLOGY

Learn more at MITT.ca



UCN's enrolment growth reflects hard work over the past year to increase their engagement with industry and with northern communities.

Consider UCN for your students – **THE NUMBERS DON'T LIE**

Enrolment at University College of the North (UCN) as of November 30, 2018 has increased by a whopping 41.8 per cent compared to the same time in 2017. Headcount enrolment, a count of unique individuals registered in programs, grew by a total of 641 students, increasing from 1,534 students in all programs at all locations on November 30, 2017 to 2,175 students in all programs at all locations on November 30, 2018.

"UCN has been working hard to increase enrolment," said Doug Lauvstad, UCN's president and vice-chancellor. "I'm very proud of our success – in fact, at 2,175 students, enrolment at this point in the fall term is already above the 2,051 enrolment count for the entire 2017/18 academic year. It's great to see increasing numbers of students choosing UCN!"

Enrolment changes at UCN reflect growth across its different campuses and in different program areas. Enrolment grew on average by 33 per cent in UCN's main campuses in The Pas (a 35.6 per cent increase) and in Thompson (a 32.9 per cent increase), and by 59 per cent

in UCN's network of 12 Post-Secondary Access Centres, of which nine are located in Indigenous communities, as well as other off-site locations.

Certificate programs and workplace skills development account for most of the growth. Average enrolment in UCN's certificate programs increased nearly 28 per cent, led by a 195.2 per cent increase in students enrolled in the Health Care Aide certificate program and a nearly 61 per cent increase in the Educational Assistant Certificate program. Additionally, enrolment in workplace and professional development courses in support of industry needs increased by 370 per cent, growing from just 132 students in November 2017 to 620 students in November 2018.

"Our enrolment growth reflects hard work over the past year to increase our engagement with industry and with northern communities," said Dr. Dan Smith, vice-president academic and research at UCN. "I am pleased to say that our effort has paid off with exceptional growth in industry-related and community-delivered programming. We are continuing to implement our recruiting strategy, focusing this year

on increasing enrolment in degree and diploma programming, with the exception that enrolment in those programs will increase in 2019/20. I'd like to congratulate our recruiters and all of our faculty and staff for their hard work connecting northerners with high-quality and accessible education opportunities!"

The 2018 Manitoba Colleges Review noted that UCN needed to do more work to meet the needs of northern employers and with Indigenous and northern communities. UCN has accepted all the findings and recommendations of the Colleges Review, and created an ambitious and wide-ranging response plan that included implementing a new student recruitment strategy. UCN's enrolment success reflects UCN's commitment to serving northern and Indigenous Manitobans. ♦





SHAPE YOUR FUTURE

**Campus Locations in
Thompson and The Pas**

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Email us at info@ucn.ca**

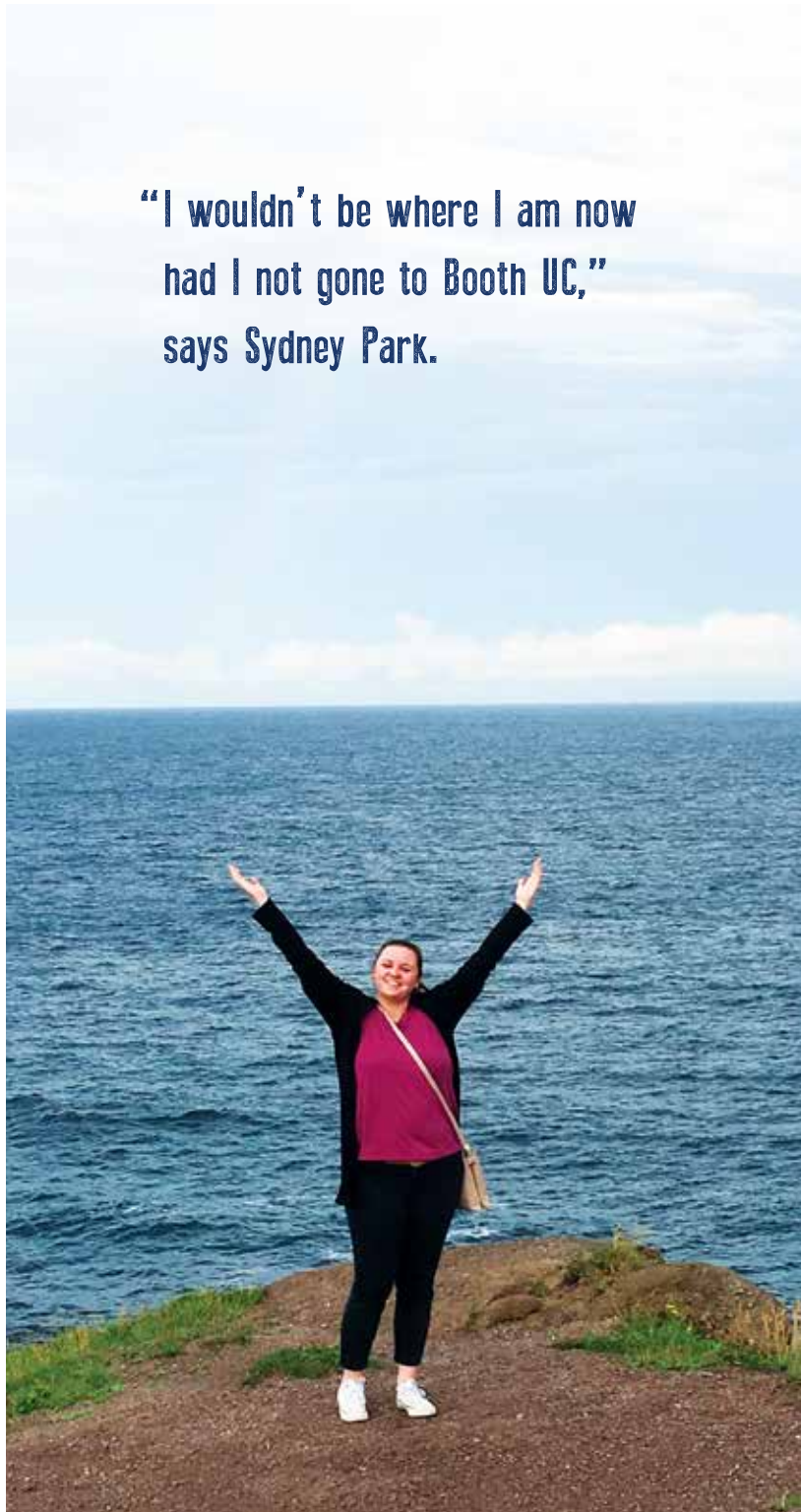
**Call us free in
Thompson at 866-677-6450
or The Pas at 866-627-8500**



ASKING FOR HELP

Sometimes, you can't do it alone

**"I wouldn't be where I am now
had I not gone to Booth UC,"
says Sydney Park.**



In high school, Sydney Park realized that social work might be in her future.

Park was born in Dauphin, Man., but grew up in Waterhen, a small community just outside of Dauphin. Her parents were both teachers for the Frontier School Division.

"I'd known about Booth UC since I was young," she recalls, "because my mom would take her students for work education experience and we'd stay at Booth UC, which had a partnership with Frontier."

Park says that she always had a passion for people.

"As a student, I was inclusive, never cliquey. I didn't have one set of friends. I would float from jocks to nerds to smokers—even though I didn't smoke! I wanted to get to know everyone; I wanted to know all about them, no matter their age, sex, or social status. I just treated them all as equals. I guess you could say that that was my first real social-work experience, and I knew that that was what I wanted to do with my life."

Park applied to pre-social work and was accepted, but she struggled for the first two years.

"I'd come from a small northern Manitoba community and I found the move to a large city rather overwhelming," she reflects. "When I moved to Winnipeg, I lost my way a little, and I found the adjustment difficult."

Park knew that whatever she had been doing was not working, and she couldn't do it alone. She approached Professor Bonnie Bryant, who was at that time the program director of the social work department. Park says she was



**“I thought I could do it by myself,”
she reflects now.**

**“Part of it was pride; I’m on my own,
I don’t need any help.
I was wrong.”**

Sydney Park graduated with a bachelor of social work from Booth UC.

willing to do anything and everything to get into the social-work program.

“So, I worked my butt off!” Park laughs now. “I was that person who knocked at every prof’s door. If they didn’t before, every professor knew who I was now because I actually asked questions during class. I used their office hours and I asked for help from them when I needed it.”

Park also really utilized the Academic Learning Centre. “I didn’t submit a paper without someone looking it over in regards to grammar, editing, and helping me revise it. They got to know

me really well there! In short, I used the facilities that were there to get me where I needed to be.”

The irony, of course, was that support had always been there at Booth UC, from the staff, the faculty, and fellow students. But Park had found it difficult to reach out.

“I thought I could do it by myself,” she reflects now. “Part of it was pride; I’m on my own, I don’t need any help. I was wrong.”

Park graduated with a bachelor of social work, and after five years as a

student, is taking a well-earned break as she looks into other aspects of the social-work field as a career.

“I learnt a lot about myself at Booth UC, both as a person and as a professional in regards to what I am looking for in a social-work position. What a great learning experience it was and I am so thankful for that!”

Park says that she wouldn’t be who she is now had she not gone to Booth UC.

“They prepared me well, and I’ll apply all that I learned there to my work in the field.” ♦



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WOMEN IN TRADES:

Crushing stereotypes – empowering young women



Women are underrepresented in occupations, including those in the construction trades and STEM (Science, Technology, Engineering, and Math) fields.

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A number of our female role models are changing the “You can’t be what you can’t see” dynamic. We have women who are crushing the stereotypes and are currently working as power line technicians, safety officers, engineers, electricians, and more! These positions offer higher entry-level wages and career advancement.

We have a tool box full of ideas to help students prepare for their dream careers. If you have students who are interested in working hard, stimulating their brain and training for a lifelong career contact us at employment@hydro.mb.ca or 204-360-7282 or toll free 1-800-565-5200. ♦



ANDREA CAPPER
ELECTRICAL TECHNICIAN

One of the best decisions I have ever made was to enroll myself in trade school. I knew early on in high school that writing essays and lab reports just wasn't for me, and that I much preferred working with my hands. Electricity always piqued my interest, and after four years with Manitoba Hydro, I have received my journeyman status. I may be a minority as a young woman in this trade, but I have never been treated unfairly. My opinion is valued, and I am given equal opportunity to learn and further develop my skills. For the young women who are starting to think about their career choices, I highly recommend trying a trade. They can be challenging, yet very rewarding.



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