



The Leadership Committee for English Education in Quebec

February 11 and 12, 2019
Sheraton Laval Hotel and Convention Centre

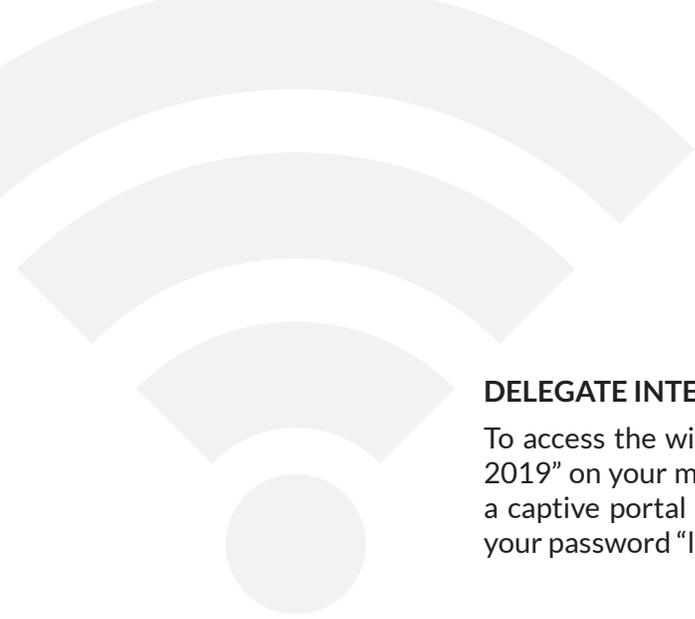
In recognition of its 10th Anniversary, LCEEQ has adopted as the theme for its Annual Conference, **Well-Being – Being Well**.

There are many daily stresses and pressures on students and educators alike at all levels from pre-school through university. In recent times, much more attention has been given to the need for both physical and mental wellness in society in general, but particularly in the field of Education. Mindfulness activities have become part of daily routines both in school and at home. There are numerous research studies examining the impact of stress on teachers, including a pan-Canadian study for which McGill University is a key partner. Our conference will bring together experts from both the medical and educational communities to consider the many aspects of this important issue.

The 2019 LCEEQ Conference, **Well-Being – Being Well**, will celebrate existing practices and innovation in the realm of wellness.

Sponsored by:
The Leadership Committee for
English Education in Quebec

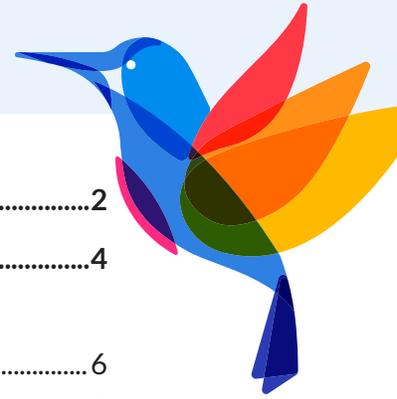




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On behalf of the **Leadership Committee for English Education in Québec (LCEEQ)**, it is with great pleasure that I welcome you to our 10th Annual Conference, **Well Being – Being Well**.

As you know, LCEEQ is a professional learning community with members from all sectors and levels of our English Educational Community. Our membership meets regularly to discuss issues related to teaching and learning, always with the objective of supporting you! One of our primary functions is to promote pedagogical leadership in response to identified needs and the LCEEQ Conference is just one of many professional development activities we offer to teachers, professionals, administrators, and paraprofessionals. Our goal is to promote and nurture educational excellence across the province.

I am sure that you share my sentiment in that education is by far the most rewarding profession, but with all of the stresses and pressures that face us as we continue to produce Quebec's highest student success rate, choosing to attend a two-day conference is not any easy feat. Some of you have traveled great distances and will be away from your family and your work for several days. Many of you have spent time preparing lessons for your students while you are away, and you are certainly concerned about their care during your absence. There are unfinished projects at home, and professional events to attend. So what are the effects of this struggle to find the balance between our personal and our work life? I am sure we would all agree that it has become harder and harder to take time for ourselves, to be in the moment!

Well Being – Being Well is an opportunity for you to take some time and reflect upon the things we can do for ourselves, our students, each other, as we navigate the pressures of today's world. We have brought you professionals like Dr. Michael Unger to help you deepen your understanding of resiliency, and Dr. Jean Clinton who will share with you her ideas on the power of relationships. Our featured speakers and our workshop presenters will offer us multiple topics that address how we can adopt habits of self-care and at the same time provide care for those around us. This year, we have moved outside of the box and are offering **you** sessions on Tai Chi, Yoga, Line Dancing and an organized Mall Walk – for **you** and your personal well-being.

This conference is an opportunity for those working in English-speaking educational institutions to come together and learn something new, meet new people and share your knowledge, and celebrate being part of this wonderful profession. I hope you can take the time to visit our website (<https://lceeq.ca/>) to find out how you can become more involved in the Quebec English Educational Community. Being part of such a network helps us take action in supporting what the English education system has to offer.

I would be remiss in not mentioning that a conference such as this does not happen without the hard work of many people. I would like to take this time to acknowledge the efforts of those who have worked behind the scenes and those who are helping to facilitate your experience over the next two days. Perhaps a nod to these people from a kind stranger will offer you both a rewarding moment.

As always, during this conference you will be invited to complete an electronic evaluation, commenting on the sessions you attended, as well as the overall organization of this year's conference. Your input helps us improve our offerings year after year.

Geoffrey Hipps
President, LCEEQ

Au nom du **Comité de Leadership en Éducation Anglaise au Québec (LCEEQ)**, c'est avec grand plaisir que je vous souhaite la bienvenue à notre 10e Congrès Annuel, **Le Bien-être – Être bien**.

Comme vous le savez, LCEEQ est une communauté d'apprentissage professionnelle comptant des membres de tous les secteurs et niveaux de notre communauté éducative anglophone. Les membres se réunissent régulièrement afin de discuter de questions reliées à l'enseignement et à l'apprentissage, toujours avec l'objectif de vous soutenir! Une de nos fonctions principales est de promouvoir le leadership pédagogique en fonction de besoins recensés et le congrès n'est qu'une seule parmi plusieurs activités de perfectionnement professionnel que nous offrons aux enseignants, professionnels, administrateurs et paraprofessionnels. Notre objectif est de promouvoir et de soutenir l'excellence en éducation partout dans la province.

Je suis persuadé que vous partagez mon sentiment que l'éducation est de loin la profession la plus gratifiante qui soit mais avec toute la pression et le stress que nous vivons tout en continuant à produire le meilleur taux de réussite étudiante au Québec, le choix de participer à un congrès qui dure deux jours n'est pas une tâche facile. Quelques-uns d'entre vous avez voyagé de grandes distances et vous serez éloigné de votre famille ainsi que votre travail pendant plusieurs jours. Plusieurs parmi vous avez consacré du temps à préparer des leçons pour vos élèves pendant votre éloignement et vous êtes sûrement préoccupés de ce qui leur arrive pendant votre absence. Il y a du travail inachevé à la maison et des événements professionnels auxquels on pourrait assister. Donc, quels sont les effets de cette lutte pour trouver l'équilibre entre notre vie professionnelle et notre vie personnelle? Je suis sûr que nous sommes tous d'accord qu'il est de plus en plus difficile de prendre du temps pour soi, de vivre l'instant présent!

Le Bien-être – Être bien vous présente l'occasion de prendre le temps de réfléchir au sujet de ce qu'on peut faire pour soi-même, pour ses élèves, pour l'un l'autre faisant face aux pressions de la vie. Nous avons invité pour vous, des professionnels tels Dr. Michael Unger afin d'approfondir votre compréhension de la résilience, et Dr. Jean Clinton qui partagera avec vous ses idées au sujet du pouvoir des relations. Nos conférenciers invités ainsi que nos présentateurs d'ateliers nous offriront divers sujets qui traitent de la façon d'adopter des habitudes d'autothérapie tout en prenant soin de ceux qui nous entourent. Cette année nous avons choisi de penser différemment en vous offrant des sessions traitant de Tai Chi, de Yoga, de danse en ligne, une promenade organisée dans un centre commercial – pour **vous** et votre bien-être personnel.

Ce colloque représente une occasion pour ceux et celles qui travaillent dans le système d'éducation de langue anglaise de se réunir et d'acquérir de nouvelles compétences, faire de nouvelles rencontres et partager vos connaissances, et aussi célébrer le fait que nous faisons partie de cette merveilleuse profession. J'espère que vous pourrez prendre le temps de visiter notre site web (<https://lcee.ca/>) afin de découvrir comment vous pouvez vous impliquer davantage dans la communauté éducative anglophone du Québec. Faire partie d'un tel réseau nous permet de prendre des actions soutenant ce que le système d'éducation anglaise a à offrir.

Il serait négligent de ma part de ne pas mentionner qu'un colloque comme celui-ci ne pourrait avoir lieu sans le travail acharné de plusieurs personnes. J'aimerais profiter de cette occasion pour reconnaître les efforts de ceux et celles qui ont travaillé dans l'ombre ainsi que les gens qui faciliteront votre expérience au cours des deux prochains jours. Il serait gratifiant et pour vous et pour eux de les saluer personnellement.

Comme toujours, au cours du colloque, on vous demandera de compléter une évaluation électronique faisant des commentaires en marge des sessions auxquelles vous aurez assisté ainsi que l'organisation générale du colloque de cette année. Vos données nous aident à planifier le congrès d'une année à l'autre.

Geoffrey Higgs
Président, LCEEQ

It gives me great pleasure to welcome you to the 10th annual conference of the Leadership Committee for English Education in Québec (LCEEQ). This year, as in the past, the organizing committee has worked very hard to find inspiring guests in the areas that constitute the focus of this conference. The committee has also called upon many educators who, by sharing their knowledge and experience in the conference workshops, will offer you a highly stimulating program. For this 10th anniversary, it has even scheduled time for exercise, so that you can appreciate all the benefits of physical activity for the body and mind!

This year's theme, Well-Being, Being Well, is very broad in scope and reminds us of the importance of well-being and why we must continue to strive for it on behalf of our students, our staff and ourselves! Well-being and safety together constitute, in fact, one of the areas of intervention targeted by orientation 3 of the 2017-2020 strategic plan of the Ministère de l'Éducation et de l'Enseignement supérieur. I leave it to our guests to share their knowledge of the subject with you and to have you reflect on its impact on student retention and educational success.

As adults we know that, when we feel well physically, mentally and socially, we are doing well in all aspects of our lives; and we also know that, when we don't feel well, it can negatively impact these different spheres. Sometimes, we know what to do to make ourselves feel better, or we have at least an idea of what to do, but without necessarily knowing quite how to proceed. We may also simply not know why we feel the way we do and, when this is the case, asking for help can be a promising path to recovering our state of well-being.

We never know what preoccupations our students are carrying. We must, therefore, ensure that our schools have everything they need to help our children, teenagers and adults to feel well and to be fulfilled and successful in both their studies and their lives.

As educators, we must encourage students by providing them with the motivation and tools they need to lead healthy and active lives in and outside the school. And we must do this in collaboration with parents and with our various community and health-care partners. The same holds true with respect to the satisfaction and overall success of all.

I therefore invite you to take advantage of what is shaping up to be a very rewarding conference and to use this opportunity to share ideas with your peers from across the province. On behalf of the Ministère de l'Éducation et de l'Enseignement supérieur, I wish to thank in advance the members of the organizing committee, the speakers, workshop leaders and participants for making this 10th conference an event that will enable us to make further progress in how we think about the subject of well-being.

Have a rewarding conference!

Steven Colpitts, *Assistant Deputy Minister*
Secteur des relations interculturelles, des Autochtones et du réseau éducatif anglophone

C'est avec grand plaisir que je vous souhaite la bienvenue à la 10^{ième} édition de la conférence annuelle organisée par le Comité d'orientation pédagogique du réseau scolaire anglophone du Québec (COPRSAQ). Comme à chaque année, le comité organisateur a travaillé très fort pour vous trouver des invités de marque dans les domaines visés par la conférence. Le comité organisateur a également mobilisé plusieurs éducateurs qui partageront, lors des ateliers, leurs connaissances et leurs expériences pour ainsi vous offrir une programmation des plus stimulantes. Pour son 10^{ième} anniversaire, il a même mis dans sa programmation des espaces pour vous faire bouger et pour vous faire apprécier tous les bienfaits, pour le corps et l'esprit, de l'activité physique!

La thématique de cette année, Well-Being, Being Well, est vaste mais elle nous rappelle l'importance du bien-être et surtout qu'il faut continuer à s'y attarder pour nos élèves, notre personnel et aussi pour nous-mêmes! Au Ministère de l'Éducation et de l'Enseignement supérieur le bien-être et la sécurité est un des axes d'intervention de l'orientation 3 de son plan stratégique 2017-2020. Je laisserai donc le soin à tous nos invités de partager avec vous leurs connaissances sur le sujet et de vous faire réfléchir sur son impact sur la persévérance scolaire et la réussite éducative des élèves.

En tant qu'adulte, nous savons que lorsque nous nous sentons bien autant physiquement, mentalement que socialement, alors, c'est dans toutes les dimensions de notre vie que nous nous portons bien. Et lorsque nous nous sentons moins bien, cet état peut avoir des impacts dans ces différentes sphères. Parfois, nous savons comment remédier à notre mal-être ou du moins, en avoir une idée, mais nous ne savons pas nécessairement comment y faire face. Enfin, il peut aussi arriver que nous n'ayons aucune idée de la raison de notre état et demander de l'aide peut être une voie prometteuse pour arriver à nouveau à un état de mieux-être.

On ne sait jamais ce que contient le sac à dos de l'élève que nous côtoyons.

Nous devons donc nous assurer que nos milieux ont tout ce qu'il faut pour aider nos élèves à se sentir bien et à être des enfants, des adolescents et des jeunes adultes épanouis et accomplis dans leurs études comme dans leur vie.

En tant qu'éducateurs, il faut encourager les élèves en leur fournissant les outils et la motivation nécessaires pour mener une vie saine et active tant à l'école qu'à l'extérieur, avec la collaboration des parents et de nos divers partenaires de la santé et des milieux communautaires. Il en va, ultimement, de la satisfaction et de la réussite globale de tous et toutes.

Je vous invite donc à profiter de cette conférence qui s'annonce enrichissante et je vous invite aussi à profiter de cette occasion pour échanger avec vos pairs des quatre coins de la province. Au nom du ministère de l'Éducation et de l'Enseignement supérieur, je tiens à remercier à l'avance les membres du comité organisateur, les conférenciers, les présentateurs des ateliers et les participants de faire de cette 10^{ième} conférence, un événement qui nous permettra d'aller plus loin dans notre réflexion autour du bien-être.

Une excellente conférence à toutes et à tous!

Steven Colpitts, *Sous-ministre adjoint*
Secteur des relations interculturelles, des Autochtones et du réseau éducatif anglophone



KEYNOTE Speakers

DR. MICHAEL UNGAR – February 11, 2019 at 9 A.M.

Dr. Michael Ungar is among the best-known writers and researchers on the topic of resilience in the world. His work has changed the way resilience is understood, shifting the focus from individual traits to the interactions between people and their families, schools, workplaces, and communities. As the Canada Research Chair in Child, Family and Community Resilience and Professor of Social Work at Dalhousie University, as well as a family therapist, he has helped to identify the most important factors that influence the resilience of children and adults during periods of transition and stress. He is the author of 14 books that have been translated into five languages, numerous manuals for parents, educators, and employers, as well as more than 135 scientific papers. Dr. Ungar's immense influence comes from his ability to adapt ideas from his research and clinical practice into best-selling works like *Too Safe For Their Own Good: How Risk and Responsibility Help Teens Thrive* and *I Still Love You: Nine Things Troubled Kids Need from Their Parents*. His blog *Nurturing Resilience* appears on *Psychology Today's* website.



Dr. Ungar is also the founder and Director of the Resilience Research Centre where he coordinates over five million dollars in research in more than a dozen countries. Dr. Ungar regularly provides consultation and training to organizations like the World Bank, UNESCO, and the Red Cross. He is the former Chair of the Nova Scotia Mental Health and Addictions Strategy, executive board member of the American Family Therapy Academy, and a family therapist who works with mental health services for individuals and families at risk. In 2012 Dr. Ungar was the recipient of the Canadian Association of Social Workers National Distinguished Service Award for his outstanding contribution to clinical work with families and communities.

DR. JEAN CLINTON – February 12, 2019 at 9 A.M.

Dr. Jean Clinton is a Clinical Professor, Department of Psychiatry and Behavioural Neurosciences at McMaster University, division of Child Psychiatry. She is on staff at McMaster Children's Hospital with cross appointments in Pediatrics and Family Medicine, and an Associate in the Department of Child Psychiatry, University of Toronto and Sick Children's Hospital. She is also a senior scientist at the INCH (INfant Child Health) Lab at McMaster University. In addition, she is a Fellow of the Child Trauma Academy, as well as a Zero to Three Academy Fellow since 2013. She has been a consultant to children and youth mental health programs, child welfare, and primary care for almost 30 years. Dr. Clinton was recently appointed as an education advisor to the Premier of Ontario and the Minister of Education.



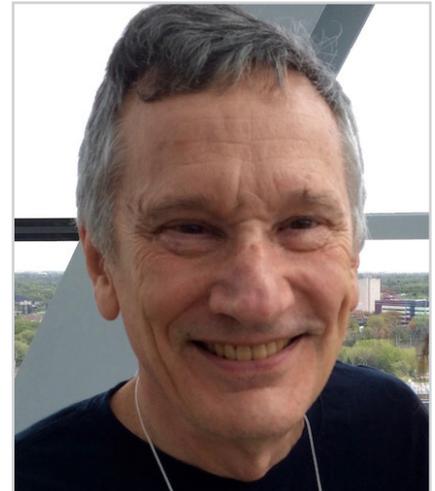
Dr. Clinton is renowned locally, provincially, nationally, and more recently internationally as an advocate for children's issues. Her special interest lies in brain development, and the crucial role relationships and connectedness play therein. Jean champions the development of a national, comprehensive child well-being strategy including a system of early learning and care for all young children and their families. She is equally committed to ensuring that children's and youths' needs and voices are heard and respected.

Featured Speakers



DR. JOHN MILLER – February 11, 2019 at 10:30 A.M. & 1:00 P.M.

Dr. John (Jack) Miller has been working in the field of holistic education for over 40 years. He is author/editor of 20 books on holistic learning and contemplative practices in education which include *Whole Child Education*, *The Holistic Curriculum*, *Transcendental Learning: The Educational Legacy of Alcott, Emerson, Fuller, Peabody and Thoreau*, and soon to be published *Love and Compassion: Exploring Their Role in Education*. His writing has been translated into nine languages. *The Holistic Curriculum* has provided the program framework for the Equinox Holistic Alternative School in Toronto where Jack has been involved in an advisory role. Recently he was asked to co-edit a book series for Information Age Publishing entitled *Current Perspectives in Holistic Education* and *Holistic Education and Embodied Learning* was published last spring. This book includes several chapters written by his thesis students at OISE.

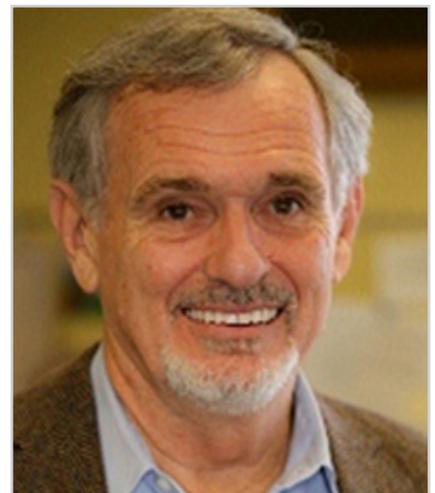


Jack has worked extensively with holistic educators in Japan, Korea and Hong Kong for the past 20 years and has been a visiting professor at universities in Japan and Hong Kong. In 2009 Jack was one of 24 educators invited to Bhutan to help that country develop their educational system so that it supports the country's goal of Gross National Happiness. Jack teaches courses on holistic education and spirituality education for graduate students and students in Initial Teacher Education Program at the Ontario Institute for Studies in Education at the University of Toronto where he is Professor.

DR. BRUCE FERGUSON – February 11, 2019 at 1:00 P.M.

Dr. Bruce Ferguson is a psychologist and Senior Consultant to the Child and Adolescent Mental Health Research Unit at SickKids as well as being an Emeritus Professor of Psychiatry at the University of Toronto. He works to promote success for children and youth by considering all factors essential to well-being including health/mental health, home life, school, community life and peer relationships.

He was a member of the Minister's Advisory Group on Mental Health and Addictions Strategy which led to *Open Minds, Healthy Minds*, the Ontario initiative in child and youth mental health. Dr. Ferguson participates in School Mental Health ASSIST, Co-Chaired the EDU Expert Panel on Accepting Schools and currently Co-Chairs the Expert Panel on Well-being.





FEATURED Speakers (cont.)

DR. NANCY HEATH – February 11, 2019 at 1:00 P.M.

Dr. Nancy Heath is a James McGill Professor in the Department of Educational and Counselling Psychology, in McGill's Faculty of Education. She is an internationally recognized leader in student stress and self-injury and has worked in collaboration with schools for more than 25 years. Throughout her career, she has helped schools to enhance their response to mental health challenges including stress, anxiety, depression, and self-injury. She has published and presented nationally and internationally in the area and currently leads McGill University's National Teacher Mental Health and Well Being Initiative.



DR. IAN MANION – February 12, 2019 at 10:30 A.M. February 12, 2019 at 1 P.M. (Closing Plenary)

Dr. Manion is a clinical psychologist and scientist-practitioner who has worked with children, youth and families for over 30 years. He is an adjunct professor in the School of Psychology at the University of Ottawa. Currently he is the Director of Youth Mental Health Research at the Royal's Institute of Mental Health Research. Dr. Manion is actively involved in research on mental health promotion, youth depression and suicide. He has a particular interest in systems research and how services are organized to best meet the mental health needs of youth. He is a committed advocate for child and youth mental health sitting on local, provincial, national and international boards and committees. He is scientific director for FRAYME, a newly funded international Network of Centres of Excellence (NCE) Knowledge Translation Platform focusing on integrated youth mental health care globally. Dr. Manion is co-founder of Youth Net/ Réseau Ado, a bilingual community-based mental health promotion program with satellites across Canada as well as in Europe. Ian is a person with lived experience and was one of the spokespersons for the Bell Let's Talk campaign in 2018.



Conference **SCHEDULE**



MONDAY, FEBRUARY 11, 2019

7:30 a.m.	Special Session	Carrefour Laval
8:00 a.m.	Registration/Coffee	Hotel Lobby
8:40 a.m.	Words of Welcome	Laval 1-2-3
9:00 a.m.	Plenary 1 Keynote Address: Michael Ungar	Laval 1-2-3
10:00 a.m.	Health Break	Foyer Laval/Terrebonne
10:30 a.m.	Workshops – Block A <ul style="list-style-type: none"> • Michael Ungar • John Miller 	Designated Rooms
12:00 p.m.	Boxed Lunch	Foyer Laval/La Piazza/Terrebonne
1:00 p.m.	Workshops – Block B <ul style="list-style-type: none"> • Bruce Ferguson • Nancy Heath • John Miller 	Designated Rooms
3:00 p.m.	Special Sessions	TBA
7:00 - 8:30 p.m.	Parent Session <ul style="list-style-type: none"> • Bruce Ferguson 	TBA

TUESDAY, FEBRUARY 12, 2019

7:30 a.m.	Special Session	Carrefour Laval
8:00 a.m.	Registration/Coffee	Foyer Laval
8:45 a.m.	Words of Welcome	Laval 1-2-3
9:00 a.m.	Plenary 2 Keynote Address: Jean Clinton	Laval 1-2-3
10:00 a.m.	Health Break	Foyer Laval/Terrebonne
10:30 a.m.	Workshops – Block C <ul style="list-style-type: none"> • Jean Clinton • Ian Manion 	Designated Rooms
12:00 p.m.	Boxed Lunch	Foyer Laval/La Piazza/Terrebonne
1:00 p.m.	Closing Plenary: <ul style="list-style-type: none"> • Ian Manion 	Laval 1-2-3
2:00 p.m.	Adjournment	Laval 1-2-3

LIST OF WORKSHOPS

MONDAY, FEBRUARY 11, 2019



PLENARY 1 (9:00 - 10:00 a.m.)

Session # P1

Resilience at Home and on the Job: Maintaining Our Capacity to Cope During Times of Change and Challenge

All Levels

Despite the myth of the rugged individual, studies of resilience are showing that our ability to cope with change is not just about having the right personal qualities, it is rather about being a resourced individual with the supports necessary to cope with crises. Our resilience is as dependent, and sometimes more dependent upon the types of support we receive from our employers, families and communities when workplace stress is high. In this inspiring, story-filled presentation, Dr. Ungar will use his research from around the world and examples from his clinical practice to explain twelve factors that are critical to the resilience of employees on the job:

Michael Ungar
Canada Research
Chair in Child, Family
and Community
Resilience, Director,
Resilience Research
Centre, Scientific
Director, Child and
Youth Refugee
Research Coalition,
Dalhousie University

1. the need for structure and opportunities for advancement,
2. the benefits of predictable consequences related to performance,
3. the value of the many different relationships people need to cope well with and the sense of belonging that results,
4. strategies to maintain a powerful identity during employment disruptions,
5. ways to experience personal control when job stress increases,
6. the need for employees to advocate for fair treatment,
7. the importance of ensuring access to the necessities of life,
8. the need for one's work to be meaningful,
9. the necessity of making workplaces physically and psychologically safe,
10. positive thinking,
11. physical health, and
12. financial stability.

In the second part of Dr. Ungar's presentation, he will show that which factors matter most always depends on the kind of stress we experience and the quality of the physical and social environments that surround us. A number of innovative strategies to improve resilience will also be shared in ways that the audience can use immediately.

WORKSHOPS BLOCK A (10:30 a.m. - 12:00 p.m.)

Session # A1

Helping Those Who Help Nurture and Maintain Their Resilience

All Levels

Sustaining our resilience as professional helpers can be a challenge during times of change. Based on Dr. Ungar's research around the world and his clinical practice, this presentation will explore how those who help others can avoid burnout and maintain their own career and life resilience when stressors pile up at home and on the job. Twelve factors that make us more resilient as adults will be discussed, along with practical tools participants can use to find the resources they need to cope successfully in culturally and contextually relevant ways. Using the concepts of navigation and negotiation that are key to understanding resilience in complex, changing environments, audience members will have an opportunity to reflect on their own resilience in life, as well as times at work and at home where they had the resources they needed to succeed. Finally, Dr. Ungar will talk about vicarious resilience, the positive impact we experience as helpers when we nurture resilience in others.

Michael Ungar
Canada Research
Chair in Child, Family
and Community
Resilience, Director,
Resilience Research
Centre, Scientific
Director, Child and
Youth Refugee
Research Coalition,
Dalhousie University

Session # A2 Whole Child Education

All Levels

This session will explore how we can educate the whole child through the concept of connectedness. Six connections that can form the basis for curriculum will be explored- thinking, subjects, body/mind, earth, community and soul. A public school in Toronto, Equinox Holistic Alternative School, which has implemented this vision of curriculum will also be discussed.

John Miller

Professor, Ontario
Institute for Studies
in Education,
University of
Toronto

Session # A3 13 Reasons Why - Stress, Sex, Suicide and Spirituality

Secondary-
College

In the not so distant past, when Romeo and Juliet took their own lives, it was in the safety of the classroom under the supervision of a teacher. With the advent of technology, Hannah Baker – from the Netflix series 13 Reasons Why - dies on laptop screens, in front of teenagers who are alone in their bedrooms. In part II of this series, school has not become safer, less emotionally taxing, or certainly not more fun. In fact, the teenagers in Hannah Baker’s school are in more danger than ever. What is going on? What are the root causes of this malaise? Most importantly, what are the emotionally healthy students doing to avoid the fray? Watching this, without guidance and structure, leaves many young people perplexed, depressed, confused and disoriented. Teachers are often the first to detect depression, self-harm, and suicidal ideation. James Watts has been a high school principal at Education Plus High School for the past 24 years. His final project in his Master’s degree was on thanatology. His dissertation for his PhD will explore the correlation between spirituality and student success. In this presentation, you will learn how to make your classroom a healthy learning environment that produces emotionally and psychologically resilient students.

James Watts
Concordia
University

Session # A4 Creating a Community of Practice for CEGEP Teachers: A Journey from Research to Application Fostering Well-Being

Secondary-
College

Part 1: As CEGEP level instructors, we often underestimate and even overlook the value of interpersonal relationships with our students, particularly with those students who are at risk of leaving college. In this presentation, Dr. Andrea Videtic will share findings that were gleaned from her recent doctoral research focusing on the structure and process that forms a meaningful student/teacher relationship within the CEGEP context. In this session she outlines how the teacher interacts with students; who the teacher is and what approach he/she employs to foster a relationship with students. She then follows with an exploration of how at-risk students experience the relationship. Dr. Videtic demonstrates that the meaningful relationship promotes student personal development and school persistence, as well as teacher enrichment and professional satisfaction.

Part 2: An unexpected outcome of this research involved uncovering that teachers who focus on student support are often marginalized within the CEGEP context. As a result, Dr. Videtic launched a support group within her college to provide a place where teachers could discuss ideas, solve problems without fear of judgment, and share successes and challenges. This group has become known as the Community of Practice. In this second part of the presentation, Dr. Videtic outlines the process by which this group was formed, how it is sustained, and how it has unexpectedly led to teacher well-being.

Andrea Videtic
Champlain College

Session # A5

Elementary-
Secondary

Erica Tomkinson
Kelly Connolly
Western Quebec
School Board

Cannabis - It's Legal! But is it Wellness?

Cannabis is a product that so many Canadians use as a means to “de-stress” and manage their emotions. In light of the legalization for recreational use there is an opportunity to provide unbiased education about the drug. Canada is host to the largest number of adolescent users in the world and nationally, about 4.2 million or 14% of Canadians aged 15 years and older reported some use of cannabis products for medical or non-medical purposes in the past three months. (“National Cannabis Survey, quarter 1, 2018”, Statistics Canada) Providing evidence-based education and information is important so that we can make the best decision for ourselves and ensure that all members of our school communities have the knowledge and resources needed to educate themselves, parents and community members. This presentation will provide attendees with a basic overview of Cannabis as a legal substance for recreational use. The goal of the presentation will be to have attendees leave with a better knowledge of what cannabis is, how it is used, and what are some of the potential impacts on the lives of those who use it.

Session # A6

Elementary

Janet Strike
Schurman
New Frontiers
School Board

Malene Bodington
Concordia
University

Strategies for ABAV Planning and Accessing Resilience at School (ABAV: ANTI-BULLYING AND ANTI-VIOLENCE PLAN)

This workshop introduces the idea of accessing resilience to the complex dynamics surrounding children with learning difficulties who are involved in bullying situations. The workshop will allow teachers to create intentional, deliberate action on building resilience in students. Recent literature in the field points to using an ecological, whole-school perspective (Esplelage & Swearer, 2003) to help students who are at-risk in elementary schools (Smith, Schneider, Smith & Anadiadou, 2004). Their parents and school personnel play pivotal roles in providing the environmental and ecological resources that allow students to overcome difficulties, such as when they are involved in bullying situations (Beaumont, 2010).

In this workshop, participants will be introduced to the practical implications of the findings regarding how parents and teachers support these students (Harcourt, Hasperse & Green, 2014; Mishna, Pepler & Weiner, 2006). We will introduce techniques that permit in-depth consideration of the issues. Using research-based, aggregated case studies, participants will separate into groups of hypothetical resource teams to collaboratively discuss the implementation of ABAV plans and generate appropriate interventions for each case. Each team will then present summaries of their discussions to the workshop participants.

Session # A7

Elementary-
Secondary

Cindy Finn
Elana Bloom
Gerry Weintraub
Lester B. Pearson
School Board

Sowing the Seeds for School Mental Health

How do you grow a mentally healthy school? How can our provincial Centre of Excellence support you in this quest? Join members of the Centre of Excellence for Mental Health and explore what teachers, professionals, and administrators can do to promote emotional well-being at school. Classroom and school-wide strategies aimed at positive mental health promotion and prevention of difficulties will be shared. Examples of successful initiatives taking root in schools across the province will be highlighted.

Session # A8

Daily Physical Activity at School - Let's Get A Move On!

Elementary

Katherine Baker
Michael Brown
Carmelina Colafabio
Mike Creamer
David Lee
Myrienne Lusignan
Jessica Monti
Melanie St. Pierre
English Montreal
School Board

"Canadian kids need active bodies to build their best brains. All kids deserve to thrive in mind and body. But in order for them to reach their full mental, emotional and intellectual potential, their bodies have to move to get the wheels in their brains turning" – The 2018 ParticipACTION Report Card on Physical Activity for Children and Youth. As the place where children spend the majority of their time outside the home, there is a lot to be gained by schools by maximizing the well-documented benefits of physical activity. Whether looking through the perspective of cognitive functioning, physical health, behavior management, focus, stress-reduction or engagement in the classroom, building physical activity into the school day is a no-brainer. Throughout this workshop, principals and teachers from three English Montreal School Board Elementary Schools will present the initiatives that have been put into place at their schools to create a more active school environment. A variety of strategies will be examined, including movement-based learning experiences in the classroom, physical activity breaks, brain boosters, active hallways and schoolwide events to motivate students and families to be active. The impact of physical activity programs on students, staff and school culture as well as the challenges to consider will be discussed.

Session # A9

The Power of Social Wellness on Positive Student Outcomes: A Social-Emotional Learning Perspective

Elementary-
Secondary

Chiaki Konishi
Yanghua Huang
Tracy Wong
Xuedi Liu
Chloe St. Onge-Shank
McGill Faculty of
Education

There is a growing body of research indicating the importance of social-emotional learning (SEL) in schools. SEL is the process of acquiring different skills to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. It can be fostered through both, direct instruction as well as the establishment of safe, caring, and supportive learning environments in which all students feel valued, respected, and connected. In support of such arguments are studies linking SEL to a number of positive student outcomes, including better academic achievement, mental health, social behavior, and emotional well-being.

This interactive workshop addresses how SEL, especially relationships as a critical component of SEL, contributes to school success and mental health among children and adolescents. Further, on the basis that we often do not feel efficacious in fostering SEL due to inadequate training and information, this workshop provides a variety of SEL programs, techniques, and resources that can be used to promote healthier school environment, cultivate higher academic achievement, and establish better school-family collaboration for elementary and secondary school students.

Session # A10

Creating a Community of Practice for CEGEP Teachers: A Journey from Research to Application Fostering Well-Being

Secondary-
College

Dana Carsley
Nancy Heath
Jessica Mettler
McGill Faculty of
Education

The application of mindfulness in educational settings to enhance well-being has become increasingly popular over the last couple of years. As such, it is critical for teachers to be aware of best practices when implementing mindfulness-based activities for students in their classrooms. Drawing on current research and knowledge of mindfulness in education, this workshop will include specific hands-on strategies for integrating mindfulness in the classroom for students, as well as how teachers and parents can support their students and children in implementing mindfulness activities in their lives.

WORKSHOPS BLOCK B (1:00 p.m. - 2:30 p.m.)

Session # B1

All Levels

Bruce Ferguson
Psychologist and
Senior Consultant
to the Child and
Adolescent Mental
Health Research
Unit, SickKids
Emeritus Professor
of Psychiatry,
University of
Toronto

Making and Keeping our Children and Youth Well

Dr. Ferguson will discuss what we know about how to work together as parents, teachers and communities to establish the conditions that will make and keep our children and youth well.

Session # B2

All Levels

John Miller
Professor, Ontario
Institute for Studies
in Education,
University of
Toronto

Love and Compassion: Exploring Their Role in Education

This session explores eight different forms of love and their relevance to teaching and learning. These include self-love, personal love, impartial love, love of learning, love of beauty, nonviolence, presence and universal love.

Session # B3

All Levels

Nancy Heath
James McGill
Professor Associate
Dean, Research and
Graduate Studies
Faculty of Education,
McGill University

Using Mindfulness for Stress Management in the Teaching Profession

This interactive practical session will:

- Review latest findings on educator stress and the benefits of mindfulness in demanding professions
- Actively engage participants, highlighting the applicability of this approach to their situation
- Describe how mindfulness works to decrease stress, increase well-being and enhance focus under difficult circumstances
- Present a variety of techniques to manage stress and enhance well-being within the context of the teaching profession
- Demonstrate and practice these techniques
- Discuss common obstacles and solutions to implementing these techniques

Come and learn evidence based easy techniques to help you cope better with the substantial stress in today's teaching profession!

Session # B4

All Levels
BILINGUAL

Sylvie Archambault
Sir Wilfrid Laurier
School Board

Caroline Jourdain
Gender Creative
Kids Canada

The ABC's of Diversity: Better Understanding of Trans Children and Non-Binary Youth... / L'ABC de la diversité: mieux comprendre les enfants trans et les jeunes non binaires...

More and more children and teenagers express their gender identity differently than what they were assigned at birth. Recent research has opened our eyes to the reality and the vulnerability that grows with stigmatisation of those kids. This presentation will help you understand that reality and create an inclusive classroom for all.

De plus en plus de jeunes affirment une identité de genre qui diffère du concept du sexe assigné à la naissance. Les recherches actuelles convergent à mettre en lumière la réalité particulière des enfants et des jeunes transgenres et non binaires ainsi que la vulnérabilité accrue émanant de la stigmatisation systémique des identités non-cisnormatives. Cette présentation a pour but de démystifier les composantes de l'identité sexuelle et d'adresser les expériences particulières vécues par ces enfants et ces jeunes afin de mettre en lumière l'importance de l'approche affirmative. Aussi, d'outiller les intervenants du milieu scolaire sur cette réalité encore peu connue.

Session # B5

Secondary-
College-
Adult/Voc.

Tracy Rosen
Commission scolaire
de la Seigneurie-des-
Mille-Iles

#selfies: Reflection of Our Well-Being

How we represent ourselves in Social Media is linked to well-being. When we explore the topic with our students, we can model healthy ways of being online. This workshop will be an interactive session where you will read, view, and talk about the varied ways we represent ourselves online and the impact that has on our well-being. You will need a laptop or mobile device (or a friend with one!) to fully participate in this workshop.

Session # B6

El.-Post Sec.

Jacob Tetreault
Maria Fernanda
Martinez Bendezu
Champlain College

Feeling Well, Doing Well: Getting High Schoolers Mentally and Sec. Physically Ready for Learning

Using our personal experiences, we will discuss the issues we encountered through the course of our elementary and high school education. Topics such as the impacts physical and mental health have on academic success will be addressed. For instance, this presentation targets the importance of educator intervention to facilitate student well-being.

How do punitive measures and educator support differ in terms of the student's performance? How are the student's personal struggles reflected in his or her ability to do well in the class? Furthermore, we will be discussing the importance of being physically active, and how this reflects on the students' mental well-being and success at school. Lastly, we aim to raise awareness about the role nutrition plays on students' mental and physical health.

Session # B7

Elementary

Peter Chan
Peter Craigmyle
Lester B. Pearson
School Board

Mystery Club - Transforming Your School's Culture

Last year, Mystery Club swept through Kingsdale Elementary and was nominated for the OSEntrepreneure Social Entrepreneurial competition. It won the contest at the board level and then again at the regional level for being the best innovation project in schools of the greater Montreal area (registered for cycle II elementary). This program can transform the unity, the culture and the social dynamics at a school. It has expanded and is present now in 7 schools in both Ontario and Quebec and its creator Peter Chan, and cofounder at Kingsdale Elementary will present the steps to implementing this simple club in your school. Problems on the courtyard with bullying? Unmotivated students in a classroom? Less school spirit than you would like? You need Mystery Club today!

Session # B8

All Levels

Christine Canzani
Eastern Townships
School Board

The 14 Needs for Every Day" A Nurse's Perspective on Health and Wellness

For close to 30 years Christine, a registered nurse, cared for the people of her community at her local hospital in Cowansville, Quebec. She dispensed medications, changed dressings, monitored, encouraged, comforted, and accompanied patients from birth right to the end of life. In order to facilitate an organized and comprehensive approach to patient care, nursing care is typically categorized into 14 needs. Over the years Christine has become increasingly aware that, while nurses are providing excellent care for the very ill of society, more needs to be done within our communities to promote health and wellness for day to day living. This workshop strives to teach people how they can improve their physical, mental, sociological and environmental health, based on the 14 needs model.

Session # B9Elementary-
Secondary

Sergine Gauvin
Central Quebec
School Board

Mindfulness Practice in the Classroom

This workshop is intended to provide participants with some basics of mindfulness practice with children in simple and practical ways. Techniques that can be easily done in the classroom. The presenter will introduce some key concepts to guide children in their cultivation of presence of mind, presence of heart and presence of body. In our busy lives, we need to nurture a calmer state of mind, heart and body as well as growth towards the cultivation of kindness towards ourselves and others. Medicine and neuroscience studies both are showing that mindfulness is an essential life skill that can have great consequences on physical and mental health. Practicing mindfulness has been shown to improve attention and reduce stress as well as increase one's ability to regulate emotions and feel compassion and empathy. Mindfulness is also widely considered an effective psychotherapy treatment for adults, children, and adolescents with aggression, ADHD, or mental health problems such as anxiety. Mindfulness is a conscious, purposeful way of tuning in to what's happening in and around us. This specific approach to paying attention and honing awareness improves mental focus and academic performance. It also strengthens skills that contribute to emotional balance.

Session # B10

Keep Calm and Collaborate!

All Levels

As educators, we are all working collectively to guide our students towards success. Despite this common purpose, we sometimes end up feeling like we are working on our own. Research has shown that purposeful collaboration diminishes this feeling of isolation and has immediate benefits on student learning and professional practice.

Sylvie Archambault

Sir Wilfrid Laurier
School Board

Come and discover a practical and adaptable framework that facilitates collaboration for teachers who share the same students. This process can help teachers feel supported and when teachers feel supported, they are more willing to explore and try new things they've learned from one another. Together, through interactive activities, we will discover strategies and tools that will make this collaboration possible and enjoyable!

Caroline Jourdain

Gender Creative
Kids Canada

Session # B11

Emotional Safety in the Classroom

All Levels

What would it look like if we could create a learning environment where students felt unconditionally loved, valued and cared for? A place where they were not afraid of ridicule, reproach and self-doubt. A place where they could express their truest selves in every moment? This presentation will address the relationship between the creation of emotionally safe learning environments in our schools, and human health and wellness. It will also explore how the development of empathy and kindness between people, empowers individuals to become powerful agents of positive change with respect to both social justice and environmentally responsible behaviours. Through nurturing a culture of Kindness, Courage, Love and Gratitude, we will share examples and exercises that promote critical thinking and emotional well-being.

David Hill

John Abbott College

Jessica Brandes

Former Student -
John Abbott College

Fiona Rowlands

Vanier College

SPECIAL SESSIONS



Given the theme of the 2019 LCEEQ Conference, **Well-Being – Being Well**, we are adding a new feature this year, physical activities, to emphasise the importance of physical activities and its impact on our overall health and wellness.

MONDAY, FEBRUARY 11, 2019

7:30 – 8:15 A.M. Meeting at 7:15 A.M. at Info desk in Foyer Laval.

Session # SS4-1

All Levels

Mall Walking - Carrefour Laval Shopping Center

Start your day off on the right foot as well as the left! Whether you are interested in a relaxing solo walk or some social time with colleagues, join the LCEEQ Mall Walking group! Take advantage of being conveniently located right next to Carrefour Laval, the largest enclosed mall in the Montreal area to get some early-morning physical activity into your day!

3:00 – 4:00 P.M.

Session # SS1

All Levels

Tracey Martin
Rejean Bouchard
Central Quebec
School Board

Meditation in Movement: The Art of Tai Chi Taoist

As a grade 4 teacher, and mother of 5, I am always on the go! Through Tai Chi Taoist I learned the power of meditation through movement. Tai Chi Taoist appealed to me because of the learning of the sequence of movements (teachers are lifelong learners at heart) and the fact that we must follow the flow of the group. It was also rewarding for me, as a teacher, to become a student. This helped me remember how it feels to learn new concepts . . . something that has made me a more patient teacher. While doing Tai Chi, the hamster in my head not only stops spinning on the wheel, he gets off and does Tai Chi with me. The techniques and movements I have learned have helped me as a teacher to remain calm. When I am doing Tai Chi, I am only thinking of Tai Chi!

Note: Please wear comfortable clothes.

3:00 – 4:00 P.M.

Session # SS2

All Levels

Krista Smeltzer
Ginette Bourque
Champlain College

Beyond the Mat: Yoga for the Emerging Adult

Join us for a yoga practice aimed to cultivate mindfulness, reduce stress, and generate a sense of awareness through physical practice and thoughtful reflection! For this workshop, two college physical education teachers will guide participants through a yoga and journaling session designed with the emerging adult in mind. There will be a specific focus on creating a safe learning environment and offering opportunities for identity exploration through self-focus questions, while meeting the MEES physical education competencies. Participants will leave this session with practical ideas for teaching students about mindfulness and using self-assessment as a method for evaluating physical education competencies.

Note: If you wish, you may bring your own yoga mat.

3:00 – 4:00 P.M.

Session # SS3

Line Dancing

All Levels

Nathalie Blais
Line Dancing
Instructor

Line Dancing is fun first, activity second! You won't even notice you are getting a workout during this fun and active session. Come and learn basic line dances while enjoying some classic oldies and newer popular music as well. The wellness benefits of dancing, particularly in older adults, are well-documented. Come and experience them for yourself!

TUESDAY, FEBRUARY 12, 2019

7:30 – 8:15 A.M. Meeting at 7:15 A.M. at Info desk in Foyer Laval.

Session # SS4-2

Mall Walking - Carrefour Laval Shopping Center

All Levels

Start your day off on the right foot as well as the left! Whether you are interested in a relaxing solo walk or some social time with colleagues, join the LCEEQ Mall Walking group! Take advantage of being conveniently located right next to Carrefour Laval, the largest enclosed mall in the Montreal area to get some early-morning physical activity into your day!

LIST OF WORKSHOPS

TUESDAY, FEBRUARY 12, 2019



PLENARY 2 (9:00 - 10:00 a.m.)

Session # P2

All Levels

Jean Clinton

Clinical Professor,
Department of
Psychiatry and
Behavioural
Neurosciences,
McMaster
University, Hamilton,
Ontario

Connection is Key: The Power of Relationships

Our relationships with students are in and of themselves a key for all educators. Children and young people learn best in an environment where they feel respected and connected. How do we still maintain a focus on the First R: Relationships? This presentation will explore some of the factors in recognizing children's relational needs.

WORKSHOPS BLOCK C (10:30 a.m. - 12:00 p.m.)

Session # C1

All Levels

Jean Clinton

Clinical Professor,
Department of
Psychiatry and
Behavioural
Neurosciences,
McMaster
University, Hamilton,
Ontario

Connection is Key: The Power of Relationships - Going Deeper

What are the everyday actions that we can build into our classroom routines to connect? This interactive session will focus on ensuring that students feel safe, secure & significant - how do we do that?

Session # C2

All Levels

Ian Manion

Adjunct professor
in the School
of Psychology,
University of Ottawa
Director of Youth
Mental Health
Research, Royal's
Institute of Mental
Health Research

Practicing What We Preach: Self-Care for School and Board Staff

Being a teacher or working in education is a hard job, especially these days. The mental health of students is on everyone's radar with massive expectations being placed on teachers and school board staff to play a central role in promoting wellness and supporting those with social, emotional and behavioural challenges. Although extremely rewarding, supporting students effectively can place a personal toll on any of us. We also are individuals with our own stressors and challenges within and outside of the work environment. Teacher mental health and self-care is an emerging topic that many are still reluctant to discuss.

In this workshop, stress and coping for teachers and school board staff will be discussed. Through a mix of table talk and hands-on exercises, participants will work together to better understand what this means for them and what they can do both personally and professionally. Dr. Manion brings a wealth of experience as a clinical psychologist but also as a person with lived experience who has faced his own mental health challenges.

Session # C3

Secondary-
College-
Adult/Voc.

Jovette Francoeur Viviane Briand

Lester B. Pearson
School Board

Promoting Life Balance in Our Evolving Digital World

In our rapidly changing digital world, most of us have continuous and easy access to technology to enhance leisure and learning. While the use of our devices can provide us with invaluable resources and information, it can easily take up too much space in our lives, sometimes even impacting our well-being.

Repeatedly checking smartphones, spending countless hours gaming and turning to social media have become the norm for a number of our students. In fact, many cyber activities are actually designed to be addictive! How do we support our students with diverse needs in setting healthy limits? Even as educators, it can be challenging to strike the balance between use and overuse of technology in our own lives. What can we do as educators to model and promote life balance? In this interactive workshop, participants will learn more about cyber dependency and the adolescent/young adult brain and will explore strategies to use with learners in an inclusive classroom. Participants will be provided with practical tips and resources, promoting wellness through the mindful use of technology.

Note: The session will be delivered in English, but questions can be asked & responded to in either French or English.

Session # C4

Elementary

Martine Demers Catherine Ducharme

Riverside School
Board

Setting up an Emotions Room in Your School

Emotional expression is key to healthy development. However, the 'when, how and in what form' often brings social and emotional repercussions for children expressing their big emotions. The Emotions Room is a safe place to express emotions without repercussion and where no one gets hurt. Working from a relational developmental approach, staff support students in their expression and guide them to healthy emotional development. Understanding the roots of emotions is key in supporting students. The use of the Emotions Room is one step in the Intervention Continuum when a school has the benefit of creating and using this resource to support their students.

Session # C5

All Levels

Ted Temertzoglou
Former Health and
Physical Education
Teacher, Toronto
District School
Board Member, The
Canadian Society for
Exercise Physiologist
(CSEP)

Physical Literacy: Gateway to Well-Being

This interactive workshop focuses on three small lifestyle changes that we can make to help us as we move more, eat, sleep and feel better daily. We will accomplish this through fun 'exercise in disguise' games and activities that will engage all levels of abilities. Take what you discover here and participate in these activities with your families, friends, staff, students and communities.

Session # C6

All Levels

Tracy Mangal
English Montreal
School Board

Gordon Johnston
Side by Side
Counselling
Resources

Responding to Anxiety Using Cognitive Behaviour Therapy

This presentation seeks to provide information about Cognitive Behaviour Therapy (CBT) and its use to counter generalized anxiety in adults. CBT is a non-medicinal, evidence-based, scientific approach that encourages its users to change the way they think, behave and react to their feelings. Tools will be used that introduce the relationship between beliefs, thoughts and feelings, and the behaviours that can follow. Certified counsellor, Gordon Johnston, will be on hand to share and offer support from his experiences working with individuals, couples and indigenous communities in times of crisis.

Session # C7

Elementary-
Secondary

Elana Bloom
Melanie Forest
Carmelina Pietracupa
Lester B. Pearson
School Board

The Family School & Support Treatment Team: Enhancing Student & Staff Well-Being through Creative Arts Approaches

This presentation will focus on a model of school-based mental health which fosters the well-being of students through social and emotional learning (SEL) and family engagement. The Family School and Support Treatment Team (FSSTT), within 18 schools of the Lester B. Pearson School Board, uses attachment and ecological systems approaches to support students and teachers through a response to intervention framework.

Specifically, the first part of the presentation will focus on SEL and well-being initiatives at the student/teacher, classroom, and whole school level. The second part of the presentation will focus on how creative modalities are used to help students and staff engage in wellness themes, the benefits of doing so and how to incorporate these themes into curriculum and school initiatives. Participants will leave the workshop with concrete ideas about being creative, which will help enhance student and staff relationships and well-being.

Session # C8

Elementary
BILINGUAL

*Karen Rye
Joelle Barbeau
Maryse Barile
Josie Salvatore*
Riverside School
Board

Picture This: Picture Books to Promote Well-Being / Albums jeunesse pour promouvoir le bien-être

This hands-on workshop will allow teachers the opportunity to explore and discover a wide range of picture books to promote well-being for students. What does well-being in the classroom mean? How do we promote it? What picture books are available to support the development of well-being? Teachers will be given an opportunity to explore titles and engage in discussion with other participants.

Cet atelier a pour but de permettre aux enseignants de découvrir et d'explorer une variété d'albums jeunesse qui traitent du sujet du bien-être des élèves. Quelle est la place du bien-être dans la classe ? Comment y faire une place importante? Quels albums peuvent inspirer le développement du bien-être. Les enseignants auront l'occasion de discuter avec les autres participants en fonction des albums présentés.

Session # C9

Elementary-
Secondary

*Amanda Argento
Dana Carsley
Nancy Heath
Jessica Mettler
Shaun Sullivan*
McGill Faculty of
Education

Promoting Emotion Regulation during the Transition to High School

Student emotion regulation (ER) is a pressing issue in schools that can lead to difficulties related to school success and adjustment (Lane et al., 2018). As such, it is important to provide early interventions to students during vulnerable transition points such as the transition to high school. Specifically, support for emotional awareness and effective ER skills are needed to promote healthy relationships and well-being. In response to this, the Lester B. Pearson School Board in partnership with Dr. Nancy Heath from McGill University received a grant from the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) to deliver a multi-level (i.e., students, teachers, parents) ER skills-based program for cycle 3 students to support the transition to high school.

This presentation will share the surprising findings regarding teacher, parent, and student perspectives on emotion regulation and present key elements of the program. The areas of the program include emotion regulation, mindfulness, interpersonal effectiveness, and distress tolerance.

Session # C10

Elementary-
Secondary

*Anne-Marie Parent
Karissa Leduc
Xiaoxue Kong
Chiaki Konishi*
McGill Faculty of
Education

Promoting Positive Action in Witnesses of School Bullying: The Importance of Bystanders and Their Responses

This workshop will begin with a brief presentation of current findings on school bullying and provide a rationale for the importance of bystanders. Special focus is given to bystanders as it is known that students can become significant agents of intervention against school bullying by taking an active role of support for their peers who experience being victimized (e.g., Salmivalli, Karna & Poskiparta, 2010). The second part of the workshop will introduce and discuss the basics of the Anti-Discrimination Response Training (A.R.T.; Ishiyama, 2006) as a possible avenue in promoting healthy relationships and positive school climate in schools.

This program has been developed as an active bystander approach to prejudice and bullying reduction and as a source of empowerment for bystanders to become more active. In the last segment of the workshop, we will facilitate a group discussion on the challenges brought forth by social media in educators' support of victims (McQuade, Colt, & Meyer, 2009) and how A.R.T. can be used to encourage bystanders to also be positive active agents in the face of online forms of aggression/cyberbullying. Attendees will be given various opportunities throughout the workshop to discuss and practice the skills they learned.

CLOSING PLENARY (1:00 - 1:30 p.m.)

Session # CP

All Levels

Ian Manion

Adjunct professor
in the School
of Psychology,
University of Ottawa
Director of Youth
Mental Health
Research, Royal's
Institute of Mental
Health Research

Working Together for School Mental Health

In this presentation some of the emerging trends in school mental health will be discussed. Some recent findings on the scope of the issues and challenges faced by schools will be presented. The critical role that school and school personnel can play in the mental health and wellbeing of students will be explored. Issues such as promoting wellness and resilience, mental health literacy for students and school staff, school/community partnerships, dealing with situations of risk, emerging trends in Canada and beyond as well as self-care of educators will all be explored. Dr. Manion uses a mix of stories, evidence and humour to make this all resonate with the audience.



2019 LCEEQ Conference Evaluation

Your evaluation of LCEEQ Conference 2019 is crucial as we plan future conferences.
Your feedback is anonymous.

The information will be compiled electronically and available to the LCEEQ Conference planners.
Presenters will receive a copy of the results for their individual session.

To access an online evaluation form, please go to:

<https://conference.lceeq.ca/#evaluate>

You can fill in your evaluation online between February 11 and 22, 2019.

You can update your evaluation after each workshop attended
and finally submit the form when your workshops are all evaluated.

Thank you for your participation!

Workshop Handouts

Scan your QR Code to access your hand outs during the conference.

NB: Not all workshops will have handouts available

Alternatively, you may access workshop handouts during the
Conference by visiting:

https://conference.lceeq.ca/#conference_live_workshops