

2018 Education & Health Professional Development Workshop

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**SOCIAL EMOTIONAL LEARNING AND MENTAL WELL-BEING
FOR INDIGENOUS AND NON-NATIVE CHILDREN & YOUTH**

November 21 – 22, 2018

Best Western Plus Chateau Granville Hotel & Suites

Vancouver, British Columbia

Presented by:

W. Zarchikoff & Associates

and

Stratcom Consulting

About this Workshop

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students. Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following skills: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

This two-day workshop offers participants an engaging and interactive approach to incorporating social-emotional learning and mental well-being into the lives of children and youth as well as into their own lives as adults and educators.

Workshop Agenda

Wednesday, November 21	
0830 – 0845	Opening Remarks and Introductions Facilitator: W.W. (Bill) Zarchikoff Location: Granville Room
0845 – 1145	Adventures in Social-Emotional Learning: Social-Emotional Learning Toolbox – Part I Social-Emotional Learning is about building self and social-awareness to enable change and growth - the foundations of resiliency. This session will explore experiential and adventure-based games and activities that can be used to enhance social-emotional learning, well-being, and resiliency with all students. Increase the size and scope of your social and emotional learning activity toolbox by experiencing how to effectively use movement-based activities to engage students in learning about themselves and each other. These tools and resources can be used in your classrooms and schools immediately. Participants will learn how to promote self-awareness, self-regulation, social-

<p>Weds, Nov 21 (cont)</p>	<p>awareness, relationship skill, and responsible decision making - the foundations for resiliency.</p> <p>Come ready to be active, participate, and engage in a variety of adventure and experiential based social-emotional learning and resiliency activities. Participants will leave the session with practical tools that they can take back to their schools and classrooms immediately, adaptable to meet the learning needs of any population.</p> <p>Sheldon Franken, Director/Owner, Inquiry Adventures and School Counsellor, Vancouver School Board, Vancouver, British Columbia</p>
<p>1145 – 1300</p>	<p>NO-HOST LUNCH</p>
<p>1300 – 1530</p>	<p>Adventures in Social-Emotional Learning: Social-Emotional Learning Toolbox - Part II</p> <p>Sheldon Franken, Director/Owner, Inquiry Adventures and School Counsellor, Vancouver School Board, Vancouver, British Columbia</p>
<p>Thursday, November 22</p>	
<p>0830 – 1015</p>	<p>Adversity and Trauma: The Impact on Life and Learning</p> <p>Overt the past 10 years there has been significant research done to better understand the impact that adversity and trauma has on life and learning. Culminating in 1998, the Adverse Childhood Study laid new groundwork for understanding the impact childhood trauma has on health outcomes. Continued study has deepened that understanding to include social/emotional development and learning. This session will introduce concepts outlined in the book, "The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success," which was co-authored by the staff from the Student Support Section of The Office of Superintendent of Public Instruction in Olympia, WA and Western University (Bellingham) in 2009. The book underscores how and why the work took shape in Washington State schools. One focus of this session will be the impact of historical trauma for indigenous people.</p> <p>Ron Hertel, Program Supervisor, Social and Emotional Learning/Compassionate Schools, Office of Superintendent of Public Instruction, Olympia, Washington, USA</p>
<p>1015 – 1030</p>	<p>HEALTH & NUTRITION BREAK</p>

<p>Thurs, Nov 22 (cont)</p> <p>1030 – 1145</p>	<p>Now That We Know, Now What?</p> <p>This session will pick up from the introduction in the previous session with some applications including:</p> <ul style="list-style-type: none"> • Understanding that learning is contextual • How it intersects with Social and Emotional Learning (SEL) • The impact of historical trauma for indigenous people • The sometimes-negative re-enforcing impact of “traditional” school discipline • The importance of building student, family and community partnerships • The importance of adult SEL • How the work can be implemented and sustained at school, in the community, and at home <p>Looking at ourselves through the lens of self and social awareness, self and social management, social engagement and efficacy we can begin to see the importance of helping our youth develop skills that will help them to thrive in life and learning.</p> <p>Ron Hertel, Program Supervisor, Social and Emotional Learning/Compassionate Schools, Office of Superintendent of Public Instruction, Olympia, Washington, USA</p>
<p>1145 – 1300</p>	<p>NO-HOST LUNCH</p>
<p>1300 – 1415</p>	<p>An integration of Mindfulness, SEL & Self-Regulation: A Lens for Viewing Educator Wellness - Part I</p> <p>How do we stay in an optimal or self-regulated zone given the pace of change that is occurring in society where stability is short-lived before another change or stressor arises? Self-regulation and social-emotional functioning serve as an important lens for viewing wellness. Moving from theory to practice participants will gain an understanding of how self-regulation and social emotional learning concepts can be incorporated into their everyday lives to improve well-being.</p> <p>Stace Burnard, Co-Owner Cloudberry Wellness, Whitehorse, Yukon Territory</p>
<p>1415 – 1515</p>	<p>An integration of Mindfulness, SEL & Self-Regulation: A Lens for Viewing Educator Wellness - Part II</p> <p>Stace Burnard, Co-Owner Cloudberry Wellness, Whitehorse, Yukon Territory</p>
<p>1515 – 1530</p>	<p>Evaluation & Closing</p>

Facilitators

Ron Hertel

Ron Hertel is the Program Supervisor at the Office of Superintendent of Public Instruction (OSPI) in Washington State. He began his teaching career in an inpatient psychiatric facility for adolescents in Minnesota from 1975 – 1979. From 1979 – 1989, he served as a child protection social worker for Boulder County Department of Social Services in Colorado. After moving to Washington in 1989, he supervised a county child welfare services office, administered the Children’s Administration state-wide group care program, and was the administrator of statewide children’s mental health for the Mental Health Division/Department of Social and Health Services. In 2000, he returned to the field of education at OSPI and beginning in 2008, led the development of the Compassionate School Initiative in Washington State. Ron is a nationally recognized trainer for Compassionate/Trauma Responsive Schools and has co-authored three books: *“The Heart of Learning and Teaching; Compassion, Resiliency, Academic Success”* and *“Supporting and Educating Traumatized Students: A Guide for School-Based Professionals”* (Oxford University Press, 2012), and *“Optimizing Learning Outcomes: Proven Brain-Centric, Trauma-Sensitive Practices”* (Routledge – Taylor and Francis books, March 2017).

Sheldon Franken

Sheldon Franken has a B.Ed. in Physical Education and a M.A. in Counselling Psychology. Sheldon is a school counsellor for the Vancouver School Board, the workshop facilitator and owner of Inquiry Adventures, and has been on the Association of Experiential Education North West Regional Council. Sheldon is known for his activity-based and hand-on learning style of facilitation. He has presented workshops and PlayNotes on active and experiential social-emotional learning to educational, psychological, and human resources organizations across North America

Stace Burnard

Stace Burnard, MA, MBA, B.Ed, Yukon, Canada has worked in the field of education for over 20 years. A background in clinical psychology she has held positions in the area of special education, educational psychologist and social-emotional learning. She has led a self-regulation in northern Canada. Published articles appear in Insights Magazine (BCACC), AdminInfo (BC Principals’ & Vice-Principals’ Association) and a number of British Columbia Teacher Federation (BCTF) magazines. She has published *Putting the Pieces Together: Building a Curriculum of Caring* in 2008 and has presented at First Nations Education Steering Committee conferences, BCTF conferences and the CCBID International conference in the U.S.

Management Information

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Policies & Other Information

DISCOUNT RATES

Groups registering by email, phone, fax or mail, must submit all registration forms at once. Full time students (3+ classes per semester) must provide proof of enrolment

EARLY BIRD DEADLINE

Registration and payment must be received by this date. Upon receipt of registration and payment, a confirmation email will be sent.

REGISTRATION FEE INCLUDES

Training materials, certificate of completion, morning coffee, snacks and refreshment breaks. Lunches are not included.

CONTINUING EDUCATION CREDITS

Many accrediting organizations recognize these, and other, workshops. Upon completion of the workshop and receipt of a Certificate, you may approach any of the following, plus others, to request continuing education credits: Canadian Psychological Association (recognized by the Alberta College of Social Workers), Canadian Counselling & Psychotherapy Association, Canadian Addiction Counsellors Certification Federation, Canadian Vocational Rehabilitation Association, Canadian Professional Counselling Association, Employee Assistance Certification Commission (EAPA), Indigenous Certification Board of Canada (ICBOC). The number of course credits will vary for each event.

TERMS & CONDITIONS

Our liability is limited to refunds for workshop fees only. W. Zarchikoff & Associates reserves the right to cancel an event. Please make hotel & travel arrangements with this in mind. In the event of a cancelled workshop, we will issue a full refund for workshop fees only. The use of audio and video taping devices, beepers, and cell phones by workshop participants is not permitted at any workshop. Children and unregistered guests are not permitted in the meeting rooms. Seats cannot be shared between individuals. The contact information provided during registration will be added to our mailing list. We will not sell our mailing list or grant access to third parties; you can unsubscribe at any time. To unsubscribe please email us.

CANCELLATION POLICY: All cancellations for any workshop, forum, or conference must be submitted by email to wzarchikoff@gmail.com. Non-attendance at an event will not be grounds for any or partial refund /credit under any circumstances.

REFUND OPTIONS: 14 business days or more prior to the event: refund, minus a \$100 administration fee. Less than 14 business days prior to the event: credit to a future workshop, minus a \$100 administration fee. Less than one week prior to the event: no refund or credit under any circumstances will be available.

CERTIFICATES: Provided to attendees by email.

RECEIPTS: Sent by email once your registration has been processed.

CUSTOMIZED COURSES

We can offer this workshop in your community or customize a course that meets your specific needs. Contact us for further information. Check out our website for a full listing of events.