



# SELF-REG

SUMMER SYMPOSIUM 2015

*towards flourishing for all • science • practice • leadership*



# PROGRAM

JULY 13th to 17th, 2015 | PETERBOROUGH, ONTARIO

# Schedule Overview

## Part 1: Science, Practice and Leadership of Self-Reg

	Monday, July 13th	Tuesday, July 14th
6:30 - 8:00 am	Optional early morning self-reg activities, including: yoga, biking, walking trails, canoeing, kayaking, meditation, access to the Trent University recreation facilities	
7:00 - 8:15 am	Breakfast	Breakfast
8:30 am	Morning welcome	Morning welcome
8:45 am or 9:00 am	Morning keynote: Stuart Shanker, D.Phil., <i>The science, practice and leadership of self-reg in schools and communities</i>	Morning keynote: Graham Clyne, M.A., <i>Introducing self-regulation to schools and community: What are we learning?</i>
10:00 am	Nutrition break with optional self-regulation activities	
10:30 am	Morning session (see pages 3 to 4 for options)	Morning session (see pages 5 to 6 for options)
11:45 am	Lunch break with optional self-regulation activities	
1:00 pm	Afternoon keynote: Rod Allen, M.Ed., <i>British Columbia's learning transformation; Enabling cultural change</i>	Afternoon keynote: Jim Iker, <i>Self-reg in our schools: Teachers as leaders, learners and partners</i>
2:15 pm	Nutrition break with optional self-regulation activities and yogurt bar	
2:45 pm	Afternoon keynote: Luke & Bria MacDonald, <i>Why I donated 116 Thursdays to self-reg in the education system</i>	Afternoon keynote: Charles Pascal, Ph.D., <i>Leading and learning for effective change</i>
4:00 pm	Closing: Symposium Day 1	Closing: Symposium Day 2
Late afternoon	Wine & Cheese, sponsored by Pearson Education	Optional self-regulation activities
Dinner	Optional buffet dinner inc. in Trent accommodations	Optional gala dinner
Evening	TBA optional evening activities	TBA optional evening activities



# Schedule Overview

## Part 2: Putting the Science of Self-Reg into Practice

	Wednesday, July 15th	Thursday, July 16th	Friday, July 17th
6:30 - 8:00 am	Optional early morning self-reg activities, including: yoga, biking, walking trails, canoeing, kayaking, meditation, access to the Trent University recreation facilities		
7:00 - 8:15 am	Breakfast	Breakfast	Breakfast
8:30 am	Morning welcome	Morning welcome	Morning welcome
8:45 am or 9:00 am	Morning keynote: Stuart Shanker, D.Phil., <i>Self-reg in the cognitive domain: Digging down to the roots of attentional and learning problems</i>	Morning keynote: Jane Bertrand, <i>Play, learning and self-regulation</i>	Morning keynote: Stuart Shanker, D.Phil., <i>Self-reg and the roots of safe and caring schools and communities</i>
10:00 am	Nutrition break with optional self-regulation activities		
10:30 am	Morning session (see page 7 for options)	Morning session (see page 9 for options)	Morning session (see page 11 for options)
11:45 am	Lunch break with optional self-regulation activities		
1:00 pm	Afternoon keynote: Brenda Smith-Chant, Ph.D., <i>Moving beyond the ivory tower: A community-based research approach</i>	Afternoon keynote: Jean Clinton, M.D., <i>Adolescence and self-regulation... What do we know? What myths are ready to be banished? How long did you say it lasts?</i>	Closing session: The MEHRIT Centre, <i>"Great symposium, but now what?": Reflection, dialogue and facilitated exploration of potential next steps</i>
2:15 pm	Nutrition break with optional self-regulation activities and yogurt bar		Closing words with Stuart Shanker, D.Phil.
2:45 pm	Afternoon session (see page 8 for options)	Afternoon session (see page 10 for options)	
4:00 pm	Closing: Symposium Day 3	Closing: Symposium Day 4	
Late afternoon	Optional self-regulation activities	Optional self-regulation activities	
Dinner	Optional buffet dinner inc. in Trent accommodations	Optional buffet dinner inc. in Trent accommodations	
Evening	TBA optional evening activities	TBA optional evening activities	

# Part 1

## Monday, July 13th

### MORNING KEYNOTE:

**Dr. Stuart Shanker, D.Phil., *The science, practice and leadership of self-reg in schools and communities***

*There has been a remarkable explosion of self-reg initiatives in schools across the country, but it is the next phase that is going to determine whether this evolves into a genuine paradigm-revolution in education. Instead of seeing “self-reg” as simply a matter of instituting a classroom makeover to reduce environmental stressors, and then tacking on one of the existing programs designed to help students calm themselves, teachers need to understand how self-reg transforms our understanding of emotion-regulation, attentional problems, poor interpersonal skills, and anti-social behaviour. Stuart will lay out a blueprint for building on the exciting changes that are happening to take this critical next step in our thinking and teaching.*

### MORNING SESSION:

**OPTION A: Ken MacNaughton, M.Sc., B.Ed., Kara Trumbley-Novak, M.Ed., *Self-regulation and systemic change in Durham: Sustaining a positive school climate by building resiliency through self-regulation***

*In its ongoing support of sustaining Positive School Climates, the DDSB initiated a Self-Regulation Framework initiative. This presentation will provide an overview of how the DDSB strategically linked self-regulation to their Safe Schools and Mental Health Strategic plans while providing support, training and resources to schools. An overview of the DDSB’s journey into introducing and embedding a whole school approach to building resiliency through self-regulation will be provided. Practical examples of whole school and classroom self-regulation strategies which support students in remaining calm, alert and ready to learn will be shared. The collaboration of the Safe Schools Department, Mental Health Lead and Community Partners in supporting both Elementary and Secondary schools teams will be discussed as a critical element to the successful implementation of the Self-Regulation Framework.*

**OPTION B: Jill Fergus, M.A., *The Thyulshen um Project: The journey of building self-reg from the ground up in a school with complex needs***

*Jill will map out the outline of the journey taken to establish a self-reg approach in a British Columbia Elementary School with students in grades K to 7. The student population is diverse, has very high needs and many have significant learning challenges. Jill will incorporate interviews of leaders from her school and share the steps taken over the past four years to develop and nurture a self-reg community. Looking towards this community structure, criteria such as cultural considerations, finding options, concerns regarding staff turnover and ongoing school-wide plans and objectives will be examined.*

**OPTION C: Chris Robinson, B.Sc., O.T., *Bio Domain: Moving beyond environmental makeovers***

*This session will explore the Bio Domain, beyond environmental makeovers, specifically looking at how schools are developing workable and doable self-regulatory routines and activities, to meet the Bio Domain needs of their students. We will explore the mile makers on the journey to becoming a Bio Domain self-regulatory school, sharing the experience of those who are a little further ahead in the journey, the celebrations and pitfalls, and providing suggestions for how to support your staff to go to the next level.*

# Part 1

## Monday, July 13th, *continued*

**OPTION D: George Brown College: Susan Toews, M.Ed., Alex Irwin, M.A., M.S.W., Robert Malowany, M.Ed., M.R.E., and Jaswant Kaur Bajwa, Ph.D., *Prioritizing the wellness of students on campus: Why we need to think about self-reg in a college context***

*George Brown College, a large urban college in downtown Toronto with 25,000 students, has increasingly been focusing on proactive approaches to increasing student retention and success, working toward a healthy campus community where all students can flourish. In this workshop, GBC administrators and faculty will share an overview of the GBC context, the challenges facing current students and the supports that have been implemented, including peer coaching, specialized counselling-integrated programming and self-regulation support. In March of this year, Dr. Stuart Shanker delivered a full-day presentation on self-regulation at GBC's annual mental health conference, engaging the college community in thinking about the impact of self-regulation on learning and the role of college in supporting student development in this critical area. This coming fall/winter, GBC will be engaging with The MEHRIT Centre in carrying out a self-regulation pilot project, exploring the application of self-reg to counselling, peer coaching, and teaching in both supported education and mainstream diploma programs.*

### **AFTERNOON KEYNOTE:**

**Rod Allen, M.Ed., *British Columbia's learning transformation: Enabling cultural change***

*At the heart of British Columbia's learning transformation is a recognition that large scale system change cannot be achieved through top down approaches. Radical new curriculum and assessment models have been developed through co-construction with teachers and other partners. New ideas have been openly debated and discussed. A new curriculum, however, no matter how good, is not the goal. Curriculum and other policies are only successful if they enable the types of learning opportunities we all want for our children: a system that allows time and space for teachers to focus on the needs of the whole child, encourages self-regulation and mindfulness, and supports personalization for all students, while maintaining the high academic standards students need to be successful in the 21st century. Rod Allen, the architect of BC's transformation, will discuss the journey and provide examples of how this enabling approach is leading to a cultural change in "how learning is done" in BC.*

### **AFTERNOON KEYNOTE:**

**Luke and Bria MacDonald, *Why I donated 116 Thursdays to self-reg in the education system (and what my brilliant daughter has to say about that)***

*Luke and Bria will share their personal example of how it is often necessary to miss your mark before you can hit your target, or even find your target in the first place. They will discuss how they became involved in the movement of self-regulation promotion in the education system through the Sparks Fly Initiative. The session will cover the inception and implementation of the initiative, as well as some of the science behind why silent, child-sized spin bikes in classrooms can help promote self-regulation in children.*

# Part 1

## Tuesday, July 14th

### MORNING KEYNOTE:

#### **Graham Clyne, M.A., *Introducing self-regulation to schools and community: What are we learning?***

*Work has recently started in the Region of Peel to engage both School Boards and representatives of various community agencies so they can incorporate the principles of self-regulation into their personal and organizational practices. As an organization dedicated to promoting evidence-based change to the practices and policies of those agencies and systems that serve children, youth and families, PCYI is uniquely positioned as a community resource and facilitator of collaborative and innovative strategies. Graham will share the origins of the self-regulation strategy in Peel; how the work is progressing; and the many things they are learning about the challenges—and the opportunities—of engaging schools and community partners in the adoption of practices to support better self-regulation (warts and all!).*

### MORNING SESSION:

#### **OPTION A: Cyndi Gilmer, D.Hlth.Sc., *Green Wood Coalition: A self-reg informed community initiative***

*Cyndi will discuss how self-regulation theory informs our community activator project work at Green Wood Coalition. Green Wood is a grass roots organization that is partnering with local social service and health agencies in West Northumberland (Port Hope and Cobourg) using social settings as a way to connect with persons living in poverty and often with mental health challenges. This involves helping folks connect with social support agencies and health care through comfortable, non-threatening social interactions. An example is having the Nurse Practitioner from our local Community Health Centre attending the weekly community dinner and engaging with folks first on the social aspect of sharing a meal and then, as they begin to feel calm, safe and connected with her, they transition to discussing their health care concerns and receive primary care in a private area adjacent to the dinner.*

#### **OPTION B: Susan Hopkins, Ed.D., *Rethinking program overload: Conceptualizing self-regulation as a framework and not just another program***

*What are the systemic enablers of a shift from self-reg as another add-on to a program to self-reg as the framework for leadership and practice?*

*Explore program overload and how it can get in the way of the best of intentions with self-reg initiatives. It is hard to conceptualize just how much is put on the plates of teachers day-in and day-out: Massive amounts of curriculum to cover, multiple programs to implement, new initiatives, changes to legislation and policies, standardized testing, public pressure, academics, safe schools, personalized learning, inclusion, mental health, restorative practices, behaviour programs, leadership, resiliency, social emotional learning, self-regulated learning, ... and of course the list goes on. Let's take a collective breath and use Dr. Shanker's 5 domain self-reg framework to explore the 10,000 foot view of program overload. Together we will explore the 4 "musts" and the 6 "sure would be nice to haves" for self-reg at a systems level.*

# Part 1

## Tuesday, July 14th, *continued*

### **OPTION C: Sam Gardner, M.A., Ph.D. candidate, *How educators understand self-regulation: Findings from a longitudinal qualitative study***

*This session will have two parts. First, findings will be presented from a research study conducted during the 2014-15 school year concerning how educators understand the construct of self-regulation, as well as how that understanding changes over time. Second, on the basis of these findings, participants will discuss how educators can be supported in their work, building amongst themselves more and more sophisticated understandings about self-regulation and other important developmental constructs (e.g., resilience, emotional development).*

### **OPTION D: Linda Warren, B.A, B.Ed., *System-wide self-reg initiative: Building on strengths in the schools and community***

*Self-regulation is a strengths-based framework, so it makes sense that implementing self-regulation into your classroom, school or district is best developed by utilizing the strengths in your sphere. You will have the opportunity to reflect on how self-regulation can further enhance the achievement of your goals when paired with the strengths in your field. Strategies for developing common language and understanding across all partners will be shared.*

### **AFTERNOON KEYNOTE:**

#### **Jim Iker, *Self-reg in our schools: Teachers as leaders, learners and partners***

*Like any important initiative in education, the front line workers in schools need support to make it happen. Self-regulation is quickly catching on amongst teachers who are looking to add successful classroom management and learning strategies to their skill sets. But, in an era of funding cutbacks, do strategies like self-regulation get the time and attention they need? In order to be successful, self-regulation in our schools requires all the partners to come together and develop approaches that support students and teachers.*

### **AFTERNOON KEYNOTE:**

#### **Charles Pascal, Ph.D., *Leading and learning for effective change***

*Charles will cap off Part 1 of the symposium with a keynote that builds on his experience in early child and higher education, community development, government and strategic philanthropy. Using ideas and advice taken from his upcoming book—*Confessions of a Public Servant: Hard Earned Leadership Lessons*—Charles will encourage participants to reflect on their own leadership values and their application to collaborative efforts to impact on healthier human development.*

# Part 2

## Wednesday, July 15th

### MORNING KEYNOTE:

**Stuart Shanker, D.Phil., *Self-reg in the cognitive domain: Digging down to the roots of attentional and learning problems***

*Our goal in every domain of self-reg is always to reframe the problem: to distinguish between symptom and cause. The same is not just true, but especially true in the Cognitive Domain. We always want to ask, when children present an attentional challenge (e.g., things like inattentiveness, heightened distractibility, trouble remembering things, poor sequencing): Why am I seeing this problem? Do we need to strengthen the roots of cognition before attempting meta-cognitive exercises? And how might we set about this in the classroom?*

### MORNING SESSION:

**OPTION A: Jane Mackie, Ph.D., *Watch out University, here I come: The trials of transition to University and the tribulations of an educator trying to support this change***

*Students who enter first year university experience a significant amount of transition. For example, it is the first time away from home for many; they must manage their home life and be successful in their academics with less support than at home. Evidence shows that engaging students in their new community helps to reduce anxiety and benefits academic performance. As adult learners, students must buy into this without the requirements that are possible in younger students. The challenges to create that engagement will be discussed, along with a specific plan to build online communities with first year nursing students.*

**OPTION B: Tracy Kryz, *Self-regulation & data-informed decision-making in the Durham District School Board***

*Participants will have an opportunity to review and reflect on tools designed to assist them in tracking and measuring students' abilities to self-regulate in the school setting. Throughout the session, a variety of tools will be provided to aid educators in investigating self-regulatory behaviours and sources of stress for students. Connections between optimal learning states and academic success will be discussed, and findings and resources from the Durham District School Board's collaborative inquiry into self-regulation will be shared. Moving forward, educators will be equipped with tools, strategies and templates to begin to monitor and measure the impact of teaching self-regulation on students' academic success in the classroom.*

**OPTION C: Jill Fergus, M.A., and Chris Robinson, B.Sc., O.T., *Informed practice for educators with children and adolescents in trauma***

*We will share how self-regulation theory has informed and changed the practice of educators working with a population that is experiencing both intergenerational and ongoing trauma. From creating a working definition of trauma through a self-regulatory lens, and learning how the brain is impacted by trauma in self-regulatory terms. We will also explore the significant impact of self-regulatory theory on the practice of education with this population of students.*

# Part 2

## Wednesday, July 15th, *continued*

### AFTERNOON KEYNOTE:

#### **Brenda Smith-Chant, Ph.D., *Moving research beyond the ivory tower: A community-based research approach***

*In this keynote, Brenda Smith-Chant will outline an approach to research that embodies the “calm, alert, and ready to learn” philosophy. Instead of viewing a program of research as an academic exercise developed by researchers and conducted “on” participants, the benefits of a community-based, participatory-action research method will be outlined. Inherent in this method is the goal of research to serve the goals of a community, to use research to empower and facilitate the answering of questions deemed important by the community, and to rethink the research experience as conducted “with” those who are in the community. The benefits of a community-based approach are particularly important when examining complex issues. How this type of research relates to a rigorous, scientific program will also be addressed.*

### AFTERNOON SESSION:

#### **OPTION A: Sonia Mastrangelo, Ph.D., *The “how to” of self-regulation with children on the autism spectrum in inclusive schooling environments***

*This presentation will provide a brief overview of the research on self-regulation within the context of young children with autism spectrum disorder. By delving into the important contributions made by researchers, we will review the importance of addressing self-regulation from a holistic perspective. The focus of the presentation will be on the translation of research into practical and deliverable strategies in both school and home settings with an emphasis on inclusive classroom environments. Questions to be addressed include: Why is self-regulation important in the development of children with ASD? How do we promote self-regulation in our young children with ASD within inclusive school environments and at home?*

#### **OPTION B: Chris Robinson, B.Sc., O.T., and Jill Fergus, M.A., *Self-reg and anxiety through a research lens***

*In recent presentations, Dr. Shanker has been speaking to a growing “anxiety epidemic,” evident in as young as primary-aged children. Before we can research the efficacy of self-regulation as a paradigm and practice in schools specifically to support children who experience anxiety, we first need to create working definitions of what anxiety looks like in our primary and intermediate students as defined through a self-reg lens. In this session we will explore how Dr. Shanker’s Self-Reg Emotional Domain theory is informing our work with children and young adolescents.*

#### **OPTION C: Brenda Smith-Chant, Ph.D., *The challenge of parent engagement: What should we be doing if they don’t come?***

*This will be a working session to challenge the status quo of how we involve parents into activities that are designed for family involvement, focusing on the growing issue of “failure to engage.”*

#### **OPTION D: Sean Montieth and Shannon Bailey, *Self-Regulation in the Keewatin Patricia District School Board***

*Description TBA.*

# Part 2

## Thursday, July 16th

### MORNING KEYNOTE:

**Jane Bertrand, *Play, learning and self-regulation***

*What are the connections among young children's play, learning and self-regulation? What is play and why do children play? The link between play and learning is central to early childhood education, but how does the link actually happen? Understanding self-regulation offers a unique perspective on play and learning. Educators and others can leverage the power of play when they are able to incorporate strategies that support children's regulation of behaviour, emotions and attention.*

### MORNING SESSION:

**OPTION A: Jane Mackie, Ph.D., *Medicating our way out of behavioural change: The fundamental problem of medication and developing brains***

*Psychotropic medications are being used more often and in younger children. These medications have not been extensively studied in children. Should we be concerned about altering neurochemistry in brains that are still under development? Are there other risks of these medications in children? A review of the benefit versus risk with these medications can help to answer these questions.*

**OPTION B: Amanda Binns, Ph.D. candidate, *Fostering co-regulation en route to self-regulation in home and early learning settings***

*This interactive workshop will focus on the importance of co-regulation as a foundational capacity for developing self-regulation. We will highlight how to engage in and support co-regulating interactions between children and adults using both external and internal resources.*

**OPTION C: Durham Public Health: Linda Cassin, R.N., B.Sc.N., *Building resiliency to support self-regulation and mental health across the lifespan: A public health approach***

*Good mental health is important for everyone as it helps us to cope with life's stresses and reach our goals. This session will demonstrate how public health works collaboratively with community partners such as education to build resiliency, support self-regulation and promote positive mental health across the lifespan.*

**OPTION D: Jill Fergus, M.A., *The Thyulshen um Project: The journey of building self-reg from the ground up in a school with complex needs***

*Jill will map out the outline of the journey taken to establish a self-reg approach in a British Columbia Elementary School with students in grades K to 7. The student population is diverse, has very high needs and many have significant learning challenges. Jill will incorporate interviews of leaders from her school and share the steps taken over the past four years to develop and nurture a self-reg community. Looking towards this community structure, criteria such as cultural considerations, finding options, concerns regarding staff turnover and ongoing school-wide plans and objectives will be examined.*

# Part 2

## Thursday, July 16th, *continued*

### AFTERNOON KEYNOTE:

**Jean Clinton, M.D., *Adolescence and self-regulation... What do we know? What myths are ready to be banished? How long did you say it lasts?***

*The years of adolescence are full of significant social and biological changes. Creativity, emotionality, and risk taking all at the same time! It is a time of brain sculpting, pruning and redefining. Are we doing enough as a society? Do we have the right mindset to support their thriving? Come and engage!*

### AFTERNOON SESSION:

**OPTION A: *Self-regulation across the lifespan and contexts: Students dialoguing with Jane Bertrand, Jean Clinton, Jane Mackie and Brenda Smith-Chant, facilitated by Susan Hopkins***

*This session provides an opportunity for students to join some of the week's presenters for a dialogue on self-regulation and topics that have been discussed during the symposium. As a collective, we will be looking for a few of the "sticky" ideas that have come out of going broader and deeper into the science, practice and leadership of self-regulation, as well as opening up some of those big "yet-to-be resolved" questions. The intention is that this dialogue will take on a conversational tone and a life of its own; advance questions will be gathered from the audience as a starting place. Those questions not answered during the dialogue will go to The MEHRIT Centre's online community of practice—Peersite—for further discussion.*

**OPTION B: *Katie Costa, A framework for explicit teaching of self-regulation at the secondary level***

*This workshop will outline the work of a group of teachers from Maxwell Heights S.S. who have used Dr. Shanker's research to explicitly teach, model and practice self-regulation with grade 9 students. The pilot is now evolving and promises to change the culture of the whole school, grades 9 through 12. Samples of the lessons, strategies and resources will be shared, as well as data relating to the improvement of student's learning skills and academic success.*

**OPTION C: *Allison Potts, M.S.W., Self-regulation: Making the link to student mental health and well-being***

*This session will make explicit connections between school-based strategies to foster self-regulation and student mental health and well-being. Aligned with the provincial mental health strategy and growing awareness of the interconnection of student achievement and well-being, this presentation will provide support for the implementation of system-wide approaches in education. Building staff capacity for self-regulation with the intention to create a sustained and embedded approach to supporting mental health and well-being will be a focus of this discussion.*

# Part 2

## Friday, July 17th

### MORNING KEYNOTE:

**Stuart Shanker, D.Phil., *Self-Reg and the roots of safe and caring schools***

*There are certain unmistakable signs of when a child doesn't feel safe: the child is very withdrawn and subdued; emotionally volatile; overly anxious; highly impulsive; inattentive, or easily distracted—or bullying other children. We have so much research now telling us how important it is for children's well-being that they feel safe. So, what exactly does "safe" mean for all children and youth, including those acting aggressively towards others? The problem with seeing "safe schools" solely in terms of stamping out bullying is that this may lead us to think that this is simply a problem of locking the danger out and addressing student's self-control. A school actually becomes safer with an inside out approach. The 5 domains of self-reg can provide the framework for safe and caring schools; the 5 steps of the self-reg process.*

### MORNING SESSION:

**OPTION A: Bulkley Valley Team: Andrew Bond, B.Sc, B.Ed., Michelle Iacobucci, M.A., Nicole Davey, M.Ed., Chris Van der Mark, M.Ed., *Self-regulation: A framework for learning: BC School District 54***

*School District No. 54 is part of the First Wave Self-Regulation School Initiative in British Columbia. The focus is to embed self-regulation into all aspects of the school community. Schools are building repertoires of strategies that are unique to each context so that each student can understand how they best learn in order to be successful. The presentation will focus on: states of alertness; social-emotional awareness; choices for learning; creating a common language; and looking at the physical classroom and school environments.*

**OPTION B: Linda Warren, B.A, B.Ed., *Safe schools, self-regulation and learning as you scale up***

*Self-regulation supports safe and caring classrooms and schools, and provides a framework for promoting academic success and well-being. In implementing self-regulation, starting small with a view to the excitement that will quickly develop is the thrilling journey on which you are about to embark. There are many entry points to self-regulation, so in keeping with the strength-based foundation of self-regulation, each organization will be empowered to devise their own path to the successful integration of Dr. Stuart Shanker's Five Domains of Self-Regulation into the daily experience of all.*

**Option C: Susan Hopkins, Ed.D., *Our self-reg initiative isn't achieving the outcomes we expected: What are we missing?***

*So you believe in the importance of self-reg for the health and well-being of children and youth (and everyone who works with them) right? And the 5 domains of Dr. Shanker's self-reg framework—biological, emotional, cognitive, social and pro-social—resonate with your beliefs about educational priorities? The really big question is how do we make the leap from the science and theory to the practice in everyday ways... maybe even find those cultural shifts and pass those tipping points where everything changes. This session will provide a guided opportunity to unpack the work you and your team are doing to enhance students' self-regulation and critically reflect on what's working, what's not, what needs more time and what needs a rethink. Participants will leave with an understanding of the 4 "musts" and the 6 "sure would be nice to haves" for maximizing the impact of your unique self-reg initiative, be it in a single classroom or a school-wide initiative.*

# Part 2

## Friday, July 17th, *continued*

### **Option D: *Open session: Self-reflection and planning time***

Use this time to regroup with your teams, record observations and key learnings and connect with other symposium attendees.

### **AFTERNOON KEYNOTE:**

**The MEHRIT Centre: Susan Hopkins, Ed.D., Brenda Smith-Chant, Ph.D., Jill Fergus, M.A., Linda Warren, B.A., B.Ed. and Stuart Shanker, D.Phil., “Great Symposium, but now what?”**

*Dr. Shanker once wrote, “Every time I walk into a self-reg school it feels different. Right from the secretary and admin to the teachers and kids. I swear, you could lead me blind-folded into any school and I’d be able to tell you within seconds whether or not it’s gone self-reg.” What are the next steps to creating the kind of regulation-promoting spaces for teachers, students and families that Dr. Shanker would be able to recognize in the blindfolded instant he described? This session provides an opportunity for reflection, dialogue and a facilitated exploration of possibilities. Facilitated by The MEHRIT Centre team.*

***Thanks for a fantastic symposium! Stay tuned on Dr. Shanker’s Peersite for online learning to continue the conversation!***

# Extras



## Optional morning and afternoon self-reg activities

**MORNING YOGA:** *A daily class free to all symposium attendees. All levels are welcome! Please bring a yoga mat, water and comfortable clothing.*

**MEDITATION (GREEN SPACES):** *Trent University, with its scenic waterfront views and aesthetically appealing environment also has lovely little gardens and quiet retreats tucked into the landscape of the campus's buildings. On both east and west banks there are several green spaces, gardens, water access sports, etc. that can be utilized for meditation or quiet time.*

**CANOEING:** *Trent has prime real estate right on the Otonabee River, which our world class rowing teams take full advantage of. Try out the water for yourself in a morning canoe excursion. Each morning several canoes will be waiting for the early birds to get out and start their day on the water.*

**HIKING AND BIKING (TRAILS THROUGH PETERBOROUGH AND NATURE):** *Peterborough and the surrounding area are full of avid bikers, meaning we have tons of biking and hiking trails available for you! Trent lies on the edge of the Trans Canada Trail, a 24,000 kilometre trail stretching from the Atlantic to the Pacific to the Arctic oceans, through every province and territory, linking Canadians in nearly 1,000 communities. This part of the trail runs all throughout Peterborough, as well as the village of Lakefield to the north of Trent. Trent also has it's own woodland trail, the Drumlin, that runs along the property boundary of the west bank. Each of these trails offers hikers and bikers of all ages and abilities a different experience in Peterborough's beautiful environment.*

**ATHLETICS CENTRE:** *With 24 varsity sports teams, Trent offers a state of the art gym facility equipped with cardio and strength machinery, gym, indoor pool, rock climbing wall, and rowing pool. Over the summer season, the Athletics Centre (AC) also offers a variety of group class in which attendees may also partake.*

**ARTISTIC EXPRESSION (PHOTOGRAPHY, SKETCHING):** *Do you have an artistic side or just love art? During your meditation, quiet times or out on your walks, why not try drawing or capturing the beautiful campus environment on paper or camera. With the picturesque Otonabee River in plain view and the many flower gardens around campus and on the trails there is always something beautiful to see.*

**SPARK BRAIN BIKES:** *Test out these silent, stationary spin bikes designed to allow students who are struggling to concentrate to hone in on their strengths through the calming effects of independent cycling. Sponsored by Luke MacDonald, Co-Founder of Sparks Fly Initiative, Owner of Aerobics First and Preamble Footwear.*

**AND MORE!**

# Extras



## Evening activities

### **WINE & CHEESE SPONSORED BY PEARSON EDUCATION:**

*Start the symposium week off right and join us for this opportunity to network with your fellow attendees while enjoying some good food and drink, courtesy of our friends at Pearson Education publishers.*

### **OPTIONAL GALA DINNER:**

*Tuesday evening at Champlain Great Hall we are throwing a gala dinner to honour our symposium partners and guests. This is the perfect opportunity to network, celebrate, connect with colleagues and enjoy some live music over excellent food. Tickets available for purchase.*

### **SYMPOSIUM MOVIE NIGHT:**

*Movies are a great way to unwind after a long day. We will be screening the film *Manakamana*, a documentary about a group of pilgrims who travel to Nepal to worship at the legendary Manakamana temple. High above Nepal, cable cars transport visitors to the ancient Hindu temple, the site of a shrine to the wish-fulfilling goddess Manakamana. Popcorn will be provided!*

### **TIPI BONFIRE:**

*Come relax at a bonfire with traditional Canadian bonfire snacks at either our tipi behind Peter Gzowski College or our bonfire pit on the water behind the Athletics Building. See Trent in a new light, literally, as the fires light up our tipi or reflect off the Otonabee River on what (we hope) will be a warm July evening. This event seeks to build the prosocial and social connections of the participants, while connecting to the emotional domain through entertainment and opportunities to learn.*

### **OPTIONAL AND OFF-CAMPUS ACTIVITIES:**

*Join symposium volunteers on evening nature walks, campus tours or trips into town. Explore the local attractions such as the Peterborough Zoo, Lift Lock Tour, Canoe Museum, Hutchison House Living History Museum and Warsaw Caves, or catch the Wednesday showing of the Peterborough Musicfest at Del Cray Park. Check out our symposium mobile phone app for evening entertainment suggestions, or ask one of our helpful staff and volunteers!*

### **AND MORE!**



*“To me this symposium is all about taking the critical next step, going deeper and broader, turning an exciting beginning into a genuine paradigm-revolution.” —Dr. Stuart Shanker*