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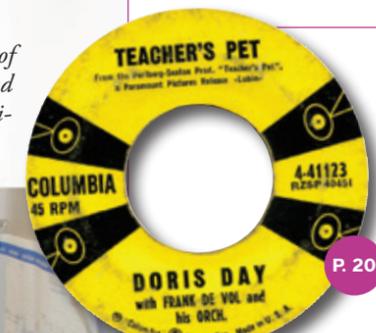
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PRESIDENT'S COLUMN

PAUL OLSON

I've been spending some time lately with labour leaders outside of the teaching profession.

I attended part of the Manitoba Nurses' Union AGM in Brandon and heard about nurses' issues for the better part of a day. I've met with the presidents of the Manitoba Federation of Labour and the Winnipeg Labour Council. If you read the last edition of *The Teacher* then you saw an interview with the President of the MGEU, and she and I have run into one another twice in the last three weeks. At a conference in Toronto several weeks ago now I met and spoke with any number of provincial and national labour leaders. I'm scheduling follow-up meetings with a few from Manitoba.

What's most interesting to me about these conversations is the commonality of the concerns facing the members of these various unions. I cannot name a single major issue that is exclusive to a particular union or type of work. Workplace Safety and Health has been a major file for the MFL for years, but it's become one for MTS as well in the areas of harassment and violence. The nurses were dealing with boundaries issues—something teachers are still dealing with in Manitoba after the last round of amalgamations.

Corporate and government attacks on the rights of people to organize, to create and direct their unions as they see fit, is a near-universal theme regardless of job, profession, age, province, or country. Indeed, the pools of capital and corporate influence that are in play easily traverse the boundaries between provinces and nations, and overwhelm them as often as not. Of the 150 largest economic entities in the world, 59 per cent of them are not nations, but corporations. You think you have laws to protect your rights? Give it an election or two—and then look again.

There are those who think that unions should work only on salaries and benefits. That we should "stick to our knitting".

I will never be among them. We are more, and bigger, and better than that. And MTS is in no way unique in this regard. Where I see my fellow presidents most often is not on picket lines, but at events in support of AIDS victims in Africa through the Stephen Lewis Foundation. I see them at the Leg in support of LGBTQ rights. I see them calling for accountability of elected officials who betray the public trust, and I see them working loud and proud in the fight against everything from child poverty to domestic violence, for public libraries and safe workplaces for everyone—union members and non-members alike.

Unions have always been about social justice, writ large. About wanting for others what we want for ourselves. We are nothing like alone in fighting for the kids we welcome every day. And as always, we are stronger when we work together.

Have a great summer—but remember to squint a bit when reading the headlines. The attacks on democratic rights are unlikely to take much of a holiday.



The Manitoba Teachers' Society

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INSIDE MTS

KEN PEARCE, GENERAL SECRETARY

Summer–School is out, but not your staff..

Once AGM is over and members turn their attention to the end of the academic year, what happens at the Society offices? Are staff also on summer vacation? The answer is no, staff continue to work.

Once the new provincial executive meeting is over in June, work for staff members involves preparation for our summer workshops and training seminars and for the early Fall sessions that occur in three basic areas: governance, professional development/French language services; and employee benefits and bargaining. In addition, our EAP and DBP staff continue to provide services to members through the summer weeks.

In our governance area, staff are preparing for presentations to be made with respect to impending legislation that will require input to committee hearings at the Manitoba Legislature; organizing the summer association presidents' summer training workshop and preparing pamphlets and other information items for the welcoming of new members to local associations across the province.

Professional issues/French language services staff will be working on their standing committee material and preparing information for implementation next year. In addition, work continues on the arrangements for meeting space, speaker invitations and content for the numerous workshops that occur in professional development areas for certification and the "Fab 5" beginning career teacher events occurring in Winnipeg and Brandon. It is interesting to note that the Society provided 19 such events last year, consisting of 40 days of presentations and seminars.

In employee benefits and teacher bargaining and pensions areas, staff will be undertaking planning for their committees and planning for seminars and summer training for both experienced and new bargainer

members. There is also much work involved in protective services, continuing to work with teachers experiencing problems in their workplaces.

In our public relations and communications department, there is the September issue of *The Manitoba Teacher*, website maintenance and updating, the design and preparation of the SAGE online program and registration process, publications for schools start-up and the production and distribution of the teacher handbook to be done.

Finally, this summer we are also implementing our new software installation and making it 'live' this summer so that our future operations reap the benefits of an entirely restructured process for managing the huge amounts of data that we handle in the building.

It has been a pleasure to work on your behalf again this year and I wish you a pleasant relaxing summer, from the staff at McMaster House, Bradley Square and the Brandon EAP Office.

Speakers named for 2014 MTS technology conference

The keynote speakers for the next major Manitoba Teachers' Society conference have been confirmed. Two well-known experts in the field of education and technology will head the speakers' list for the Awakening Possibilities conference on technology, April 16–17, 2014.

Steve Dembo, Discovery Education's director of social media strategy and online community, will open the conference. Chris Lehmann, principal at the Science Leadership Academy in Philadelphia, will be the closing speaker. They will also be involved in other sessions during the two-day event.

Dembo is a former kindergarten teacher and school director of technology. He has been recognized as one of the top 50 educational bloggers by Social Media Explorer and was one of the first to adopt the use of blogging, podcasting, Twitter, and other Web 2.0 technologies in education.

He is also a course designer and adjunct professor for Wilkes University in northeastern Pennsylvania where he serves as class instructor for the Internet Tools for Teaching course. Two years ago he was named as one of the "20 To Watch" by the National School Board Association.

He has won a number of awards for his work with the Discovery Educator Network, which can be accessed at community.discoveryeducation.com.



Steve Dembo and Chris Lehmann

Lehmann has also been recognized with a variety of awards for his work in revamping the education system.

His talks often focus on the idea that students are often force fed irrelevant material.

He has received the 2012 Lindback Award for Excellence in Principal Leadership in the School District of Philadelphia. He was also honoured by the White House for his educational reform initiatives, and was named a 'Champion of Change,' in September, 2011.

Conference updates and information can be found on the MTS website, www.mbteach.org

BLOCK FUNDING PILOT RUNS ITS COURSE

BY PAUL OLSON

Three years ago, Seven Oaks School Division and Manitoba Education began a three year pilot of a “formula based” or “block” funding model for Level 2 Special Needs students. In brief, it was a model that allocated funding based on history and trends, rather than individual applications.

And it has been brief. The province has said it will return to the previous model.

It was commendable in theory. More time with kids, and less time on paperwork. More teacher time, and less reliance on EAs.

I still remember the first time the president and vice president of SOTA discussed the pilot at an MTS meeting. They were cautiously optimistic, but a lack of meaningful consultation prior to implementation left them with more questions than answers.

SOTA leadership soon raised the alarm. Their members were talking to them about resources having diminished or disappeared. Teachers were expressing grave concerns about their ability to meet their professional and legal obligations, and I spoke with more than one member who was shaking and crying with the stress of their lived professional reality. The gap between theory and reality took a heavy toll.

Many meetings have been held over the last three years. Surveys, focus groups, and large sample polling were conducted by both SOSD and MTS. All results were consistent: while some “positives” were voiced by some members, there was nothing like the level of positive response needed to support a continuation or expansion of the new model.

Government has committed to working with the division to transition back to the application-based funding model, even

as MTS has committed to working with government to discuss ways to improve special needs funding in general.

Governments and school boards should, in collaboration with teachers, question the status quo, try new ideas if they seem reasonable, and find ways to do better by our students. Teachers do this all the time, and such innovation needs to be considered not just at the classroom or the school level, but system-wide. But it must be done prudently, as our students’ and members’ welfare is depending on it.

Not every new idea can be a winner. We greatly improve our chances, however, when teacher voice is at the planning table from day one. We work on the front lines, we look into our students’ eyes every day, and we know the impact we have—or are prevented from having.

We all owe gratitude to our members in Seven Oaks for raising a red flag. Thank you.



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Judy Hiebert

THE SLOW CLIMB

BY SHERRY KANIUGA

Even as a young English teacher at Sisler High School in the early 1980s, Maxine Geller knew her ultimate goal was to end up in school administration. But when she mentioned her ambition to an older male principal, he told her, “You’re young, you’re female, and you don’t have enough grey hairs, so you might want to wait a while.”

That conversation stuck in Geller’s mind and drove her to chase her goal even more aggressively.

“If I had given up when I was told ‘no’ for the first time—or that I didn’t have enough grey hairs—I wouldn’t be where I am today,” says Geller, who after going back to school for her pre-Masters in Educational Administration and Educational Psychology became the first female principal at a high school in the Interlake School Division. She has now been Principal of Champlain School in Winnipeg’s inner city for four years, and sits on the leadership team of the Council of School Leaders of The Manitoba Teachers’ Society.

Geller is part of a group that’s growing—albeit slowly.

Only in the past few years have women become a majority in the administrative offices of Manitoba schools. They now make up just over half—54 per cent—of all school principals and vice-principals in Manitoba. Ten years ago, when *The Manitoba Teacher* last looked at the numbers, only 45 per cent of in-school leaders were women.

But the statistics still don’t quite reflect equality, given that women make up a far higher percentage—70 per cent—of all teachers in the province.

While strides have been made, many in today’s society still tend to think of those in school leadership roles as male, and those in the service industry or support roles as female,

Only in the past few years have women become a majority in the administrative offices of Manitoba schools.

says Joycelyn Fournier-Gawryluk, vice-principal at Winnipeg’s Institut collégial Vincent Massey Collegiate and past-president of the Canadian Association of Principals.

“If you’re a female principal in a school and you’re sitting at the front desk, often you’ll be more likely perceived as being the secretary, whereas if a man is sitting there, someone walking into the office may think ‘Oh, that’s the principal,’” says Fournier-Gawryluk. And yes, that case of mistaken identity has happened to her—several times.

The numbers game

There are a number of reasons the figures aren’t growing rapidly enough to reflect the male-female teacher ratio—and those reasons haven’t changed much over the years.

“Everything is specific to the strengths of the individual, but from a big-picture perspective, the qualities we look for in a school leader may not necessarily be those that are based on the skills that females seem to come by more naturally,” says Fournier-Gawryluk—such as taking a process-oriented approach to decision-making rather than delivering immediate



Maxine Geller

BY THE NUMBERS

Female principals and vice-principals in Manitoba now slightly outnumber males, but the numbers are still not fully reflective of the ratio of male to female teachers. We compared the numbers from last year to 10 years ago.

Percentage of female principals and vice-principals:

- As of 2012:
 - Principals: 52 per cent (351 compared with 319 men)
 - Vice-principals: 56 per cent (203 compared with 157 men)
 - Total: 54 per cent (554 compared with 476 men)
- In 2002: 45 per cent

Percentage of female teachers:

- As of 2012: 70 per cent
- In 2002: 66 per cent

solutions to issues, like males may be more prone to do. “But I do think that paradigm is changing, and the qualities that women often bring to leadership are being recognized more as being valuable.”

Another factor is female teachers taking time off from their careers to dedicate to raising their families, which while not as common as in recent decades, still happens. But when a female teacher does choose this path, it often leads to their entering into leadership roles later in their careers, says Fournier-Gawryluk.

“If you get involved in leadership 10 years before you retire, but the males around are getting 20 or 25 years prior to retiring, there’s likely less chance for your advancement,” she says.

However, many female teachers choose to return to their schools after a maternity leave, working at finding balance between their careers and family.

“I think women have a lot more opportunities for support, and some women who might have stifled these feelings are now saying ‘the opportunity to pursue a leadership role is there and I’m going to do it,’” says Judy Hiebert, principal at Niverville Elementary School in Niverville.

While Hiebert says she received a lot of encouragement from female colleagues as she worked her way up to her current role, the competition appears tighter these days.

“At least in our division, with the Hanover Education Leadership Program (HELP), we’re starting to develop a pool of trained

people ready to step in,” she says, so it’s more difficult for teachers who aren’t part of the program to get to the administration level.

Another one of the likely issues is that in elementary schools where the numbers of female teachers are highest, there may be a lower percentage whose plans include landing a leadership role.

“I think the qualities that typically attract people to being an early years teacher are those of working directly with children and nurturing them—they don’t go into it seeing it as a way to move along a ladder of being promoted to being a school leader,” says Fournier-Gawryluk.

Higher grade levels = fewer female leaders

While the numbers of female school leaders have indeed been rising, they are still far more rare than males when it comes to high schools. Irene Nordheim, principal at Glenlawn Collegiate in south Winnipeg, suspects that one of the issues is that finding work-life balance around the high school environment, with its numerous after-hours school commitments, can be difficult.

But, she adds, in high schools there is also simply a higher number of male teachers to compete with for leadership roles.

However, the numbers do show overall that more women are recognizing their own skills in organization and management, and in turn, in the area of being an educational leader, says Nordheim.

“I think in the past, being a principal was kind of more of a business-focused, ‘old boys’ model, where it was about the discipline, the budget, and more union-centred kinds of things. Now it’s truly about how we can best educate students.”

Nordheim says despite being in the minority as a female high school principal, she doesn’t feel her gender has had a significant impact on her roles.

“Confidence is gender-neutral,” she says. “If you’re confident in who you are and what you’re doing, I think once you establish a relationship with students, you find that their parents and your co-workers just want you to be good at your job, to care about them and show that they can trust you.”

Self-promotion is key

In all grade levels, another important factor influencing women in becoming school leaders is that men are typically more likely to promote their own capabilities and throw their hats into the leadership ring, says Fournier-Gawryluk.

Men are typically more likely to promote their own capabilities and throw their hats into the leadership ring

“From my observations, I think unless someone has seen leadership qualities in you, females may be less likely to pursue it as easily,” she says. “So it might take a colleague, or a principal or vice-principal in the school to speak to you to and say ‘I think you’ve got some great qualities to be a leader.’ I think women don’t necessarily see that in themselves enough to self-promote. But I also think we have some work to do when it comes to females advocating for other females—I’m not sure that’s happening as much as it could be.”

Back at Champlain School, Maxine Geller says she tries to encourage the staff to take on leadership roles somehow in whatever they’re doing, but she also notices a difference between male and female teachers’ willingness to opt in.

“I try to push them all to take the next step to do something different, and I think females need a bit more pushing. The males seem more inclined to jump on the opportunities,” she says, adding that the issues of work-life balance likely come more into play for women considering taking on leadership roles of any type that might result in more time spent at school and away from their families.

A balancing act

It’s not just about equality for educators—it can be beneficial to students for both genders to be represented in their school’s leadership. At Glenlawn Collegiate, Nordheim works alongside three vice-principals: two men and a woman.

“I think men and women do have a very different style of leadership, and I believe there should be balance in the admin office. Of course it should be based on who is the best person for the position, but there’s something to be said for kids needing to have both role models. It’s a really good balance here,” she says.

While female students are encouraged more than ever to take on any type of role in their future careers, Nordheim believes having strong role models in the school in both the office and the classroom definitely helps—and the evidence seems to be there at Glenlawn. For example, over the five years she’s been at the school’s helm, the student council president role has been held by three girls and two boys.

Seeing strong females in leadership roles can also affect much younger students, Hiebert says.

“I’ll see a group of Grade 1 girls at the water fountain look at me and say ‘she’s the principal’—and I can tell something’s going on in their minds, seeing a female leader. I love what it’s doing to them,” she says.

And it’s not just the kids. Seeing female role models is meaningful for teachers eyeing a future in administration. Hiebert says she wouldn’t have gotten where she is today without a principal who helped her when she first started as a vice-principal.

“She developed and encouraged all of my potential in the role, and in fact many of the females in that school were mentors for me. They made the next step attractive and encouraged me.”

While reinforcement from other females is inspiring, the encouragement doesn’t only come from the same gender. Hiebert says she’s always felt respected by her fellow school leaders, both male and female.

“I’ve had males ask me if I was going to go for a role, or tell me I should apply for something. Why should that be affirming? It just is,” she explains. “It says something to me, because of where we used to be, with traditionally males usually getting the role. I think it’s a sign that the world is changing in many ways.”

Back to the future

So what do the coming years hold for females in leadership roles? While her involvement with both Manitoba’s and Canada’s school leader associations found her working with a higher number of males, and having seen some of the hurdles for women with leadership goals, Fournier-Gawryluk says she “remains optimistic”.

“My personal experiences are that I’ve had been able to hold leadership positions in schools now for over 20 years. The will is there, but we do still need to be encouraging females and I think one of the ways to do that is by heightening awareness of leadership opportunities and perhaps providing opportunities to learn more about what leadership means,” she says.

And one more factor of huge importance is for teachers to have confidence that they can break through any barriers in their way.

“I think you have to truly believe you can make a difference, and people will listen to you,” says Geller. “I think I’ve had that experience, and I’ve been lucky with it.”

FOCUSING ON CHANGE

Female school leaders were given a voice through six MTS focus groups held last fall, asking them for their personal observations and thoughts on the challenges that existing and aspiring leaders face. The participants recommended a number of ways women could be better supported and encouraged to enter administrative roles. Here are a few of them. Some of the resulting recommendations for supporting and encouraging women in administrative roles were:

- Courses related to administration should be offered as part of Bachelor of Education programs and student teacher practicums
- MTS should ensure teachers understand the rewards of being a principal
- The requirements and selection process for principals in each division should be made more straightforward and transparent
- School divisions should be encouraged to develop more collegial, team leadership models in schools, as well as ongoing, meaningful mentorship programs for new principals
- Steps should be taken to enable teachers to take practical professional development related to the realities of being a principal.



Irene Nordheim



Fees up, down, CMHR donation OK'd

BY GEORGE STEPHENSON

MTS members will see one fee increase and another decrease, following decisions made at the 94th MTS Annual General Meeting.

Delegates approved a budget that will see the annual MTS membership fee increase from \$835 to \$882, or 5.6 per cent.

At the same time, annual premiums for the MTS Disability Benefits Plan will decrease from 1.62 per cent of salary to 1.33 per cent. That will be the second lowest premium the plan has seen since it was created.

Museum donation approved

As expected, the largest financial decision that faced delegates to the AGM was whether to spend \$1.5 million to purchase naming rights for a classroom at the Canadian Museum for Human Rights.

After a debate of almost an hour, delegates agreed to the donation that will be paid to the museum over the next few years.

Supporters of the idea spoke of the need for teachers to show support for human rights, including labour rights, through the donation.

Others said Society members should not have to be forced to make a charitable donation even if they supported the museum. They also argued that there would be questionable, tangible benefit for \$1.5 million.

A number of delegates suggested a donation should come from the Canadian Teachers' Federation because it is a national museum.

President Paul Olson said CTF did not have the resources to make such a large commitment.

The Manitoba teachers' money will come from an Operations Stabilization Fund and the rest paid out over the following 60 months.

The down payment from the fund will be \$300,000, with the remaining \$1.2 million paid out over five years, amounting to \$1.52 per member per month.

Olson said the museum, to which MTS has already donated \$62,000, will provide a wide array of educational programming.

While MTS will have no official role in the kind of programming, Olson pointed out that the museum has four or five teachers on staff who will be putting together educational aspects of the museum.

As well, the museum is expected to have a large component on labour rights.

LGBTQ resolution approved and expanded

Another somewhat contentious resolution also met with approval—asking the province to review policies to ensure that same-sex families and LGBTQ people are reflected in curricula.

Delegates voted overwhelmingly in favor of a resolution aimed at making sure all students feel included in Manitoba classrooms.

After passing the resolution aimed at inclusion of LGBTQ students, delegates passed another that asked the same for all protected groups under the Charter of Rights and Freedoms. The charter specifically mentions racial equality, sexual equality, mental disability, and physical disability. That resolution passed after some delegates questioned why the Society wouldn't ask for the same protection and inclusion for all protected groups.

The first resolution, however, had drawn most public comment beforehand.

"This isn't about sexuality," said Bea Walker, a member of the provincial executive. "We are not asking that curriculum be rewritten. It's about support for teachers and students."

The resolution emphasized that the recommendations "seek to explicitly speak to sensi-

tive issues being addressed in the classroom and in the Manitoba curriculum. In addition, these will aid in creating inclusive learning environments for all students and teachers."

Another member of the provincial executive, Ray Desautels, said that at the classroom level it is no different than the evolution of including all students.

For example, teaching material includes people of colour where once they were predominantly, if not exclusively white.

Desautels said a math problem might include a mother and father, but can also include a single parent or parents of the same gender.

"We need to make sure that all kids in the class feel accepted," he said.

As well as lobbying the province, which has already said it will consider the request, the resolution mandates that MTS continue offering professional development focused on gender identity and gender expression.

It also calls on the province to ensure safe schools legislation specifically addresses homophobia and violence prevention.

President to be selected by AGM delegates

One resolution that did draw more discussion was to return the election of MTS president to the floor of AGM.

Delegates voted to eliminate the membership-wide vote for president. The AGM will now select the president as it already does with provincial executive and vice-president.

WTA President Dave Najdich, whose association introduced the motion, said under the current system incumbent presidents have a huge advantage over anyone else who wishes to run.

"The weight of incumbency gives them too much of an advantage," he said, adding the cost of running for anyone else can be prohibitive.

In its reasoning, the WTA said that "the lack of general member knowledge and understanding of the candidates across the province creates a problem when voting takes place."

Supporters of the one-teacher, one-vote system said putting the decision in the hands of AGM delegates removed one of the ways the general membership engages with the union and was contrary to the principles of democracy.

Those supporting the change pointed out that an incumbent has rarely been defeated by a challenger and vice-presidents, who also have the advantage of incumbency, always become presidents.

MTS BRINGS BACK WOMEN'S CAUCUS

BY MIREILLE THERIAULT

For the first time in over 15 years, this AGM saw the return of the Women's Caucus, partly in response to recent indications that female educators need additional support in order to embrace leadership roles at all levels.

Terry Price, staff officer, welcomed the 55 women and men to Thursday's breakfast meeting to focus on issues of particular relevance facing female members of the society.

"The 2/3 Minority Revisited", a historical overview of challenges and victories from the female teachers' perspective by Nancy Kerr, staff officer, set the tone. From blatant sexual discrimination to equal pay for equal work, progress has been remarkable, yet as Kerr pointed out, there is much work yet to be done.

The key to effectively addressing issues that impact women is having a comparable number of women in administrative roles and executive level representative women in MTS, yet as Kerr pointed out, while 68 per cent of Manitoba teachers are women, only 33 per cent of MTS presidents have been women, 53 per cent of MTS AGM delegates in 2012 were women and only 31 per cent of the MTS Provincial Executive members are women.

Attendees launched into the second portion of the meeting, a brainstorming session on three big questions: 1) What issues and goals for women still require our attention? 2) How can we work on these through MTS and local associations? and 3) What are some specific steps to move us toward these goals? Comments were posted on sheets along the walls just outside of the main AGM hall afterwards.

Among the top issues to surface from the session were maternity and family leave related concerns:

- Returning to a position in rural areas could mean driving to a job an hour away
- Women returning from parental leave may have to negotiate a date of return
- The extension to buy back maternity leave was too short and is now too expensive for many women

Several comments clearly indicated that women also felt at a disadvantage in developing their teaching careers as well as leadership potential not only because of family obligations but a lack of mentoring, education and training that would boost the confidence and qualifications required to assume those roles.

Feedback from attendees was very positive with many wishing they'd had more time to delve into the questions as well as network at the meeting. Female delegates who chose not to attend the Women's caucus stated a variety of reasons including that they were unaware of the event, that they were comfortable and preferred to "jump right into the proceedings."

New disability plan

Delegates agreed to a plan for MTS to create its own short-term disability plan, to come into effect in September, 2014.

The resolution calling for the plan's creation said it must have "terms no less beneficial to plan members than are presently in the short-term disability plan insured by Wawanesa."

The provincial executive resolution points out that more than half the membership of MTS is currently covered by the Wawanesa plan. There are, however, a number of benefits that could be accrued through MTS having its own plan similar to the Disability Benefits Plan.

Electronic Teacher approved

The Society will offer an app in the upcoming year to allow members to view *The Manitoba Teacher* on tablet devices.

Delegates to the AGM approved a report by an ad-hoc committee that examined operations of the news magazine.

It is expected that the number of copies of *The Teacher* printed in future will decrease as more members subscribe through their tablet devices. A survey of members last November found that more than 30 per cent were using tablet devices.



TEACHERS URGED TO LOOK AT PENSION OPTIONS

Manitoba teachers should begin a conversation now about the long-term sustainability of their pension plan, says Jeff Norton, president and chief executive officer of the Teachers' Retirement Allowances Fund (PICTURED ABOVE, FAR RIGHT).

The plan is currently about 95 per cent funded and would need investment returns of seven per cent to bring it up to 100 per cent. TRAF is projecting average investment returns of 6.25 per cent.

If those projections are accurate, then contributors to the plan—teachers and the provincial government—will have to look at increasing contributions or reducing benefits, he said, adding those options have to be addressed.

"We are encouraging you to start the discussion today," Norton told delegates to the MTS Annual General Meeting.

Currently, the plan is in the midst of a series of contribution rate increases that continue each year to 2015. At that time, further adjustments might have to be made.

When the approved increases are complete, teachers will contribute just over nine per cent of salary to the plan. That might have to be increased to just over 11 per cent, he said.

An alternative would be to look at reducing plan benefits, he said.

"This is not a unique conversation," he said, pointing out that all pension plans are reviewing the same kinds of issues. "It has to be part of the conversation."

While investment returns of less than seven per cent create some problem, so does the fact that teachers are living much longer. In other words, they are collecting a pension for more years than ever before.

Brenda Venuto, TRAF vice-president of member services, said there are currently 13,149 retired teachers collecting a pension and 15,403 active teachers contributing to the plan. If the trend continues, retired teachers will outnumber active teachers sometime in the next four to five years.

There is also a growing number of teachers who are eligible to collect a pension.

Almost 2,500 active teachers are over the age of 55 and another 2,100 are between the ages of 50 and 55. In recent years fewer teachers have been retiring. In 2012 only 400 teachers retired, the second lowest number since 2003.

At the same time those who have retired are living longer. TRAF has one member still collecting a pension at age 106. She retired in 1971. There are 1,000 retired teachers over the age of 85.

Grad thanks teachers for lasting impact

BY KIT MUIR

In the past 13 years I've spent some 525-plus weeks at school. Either in class or in the gym with my team or at school concerts, I spend almost more time at school than I even do at home. I see my teachers probably just as much as I see my own parents, which is why I'd like to thank them.

Thank you to the kindergarten teacher. The one who gave me a blanket and let me sit on her chair when I cried the first day of school because I didn't know anyone. Maybe without that support way back then I would've ended up crying my first day of high school too, where I also didn't know anyone.

Thank you to the elementary teachers. The one who taught me that together, 'Kicking King', 'Impy Ink' and 'Talking Tess' would spell my name. The one who I drew a picture of that I'm still proud of to this day, although I'm sure if I actually saw it now it would look nothing like the spitting image that I imagined it to be back then. The one who could draw and who made the entire class a colouring book of flowers and animals that she had seen in her favorite picnic spot. Thank you to the one who taught me how to play the recorder. I remember my school played the soprano recorders, one step up from the sopranino that the other schools would play when we went to the division's recorder festivals. This would always make us feel special; apparently it was harder to play so it made us feel more advanced as well. The one who showed me that teachers are just people too, when he blushed as me and a friend quietly told him he had a

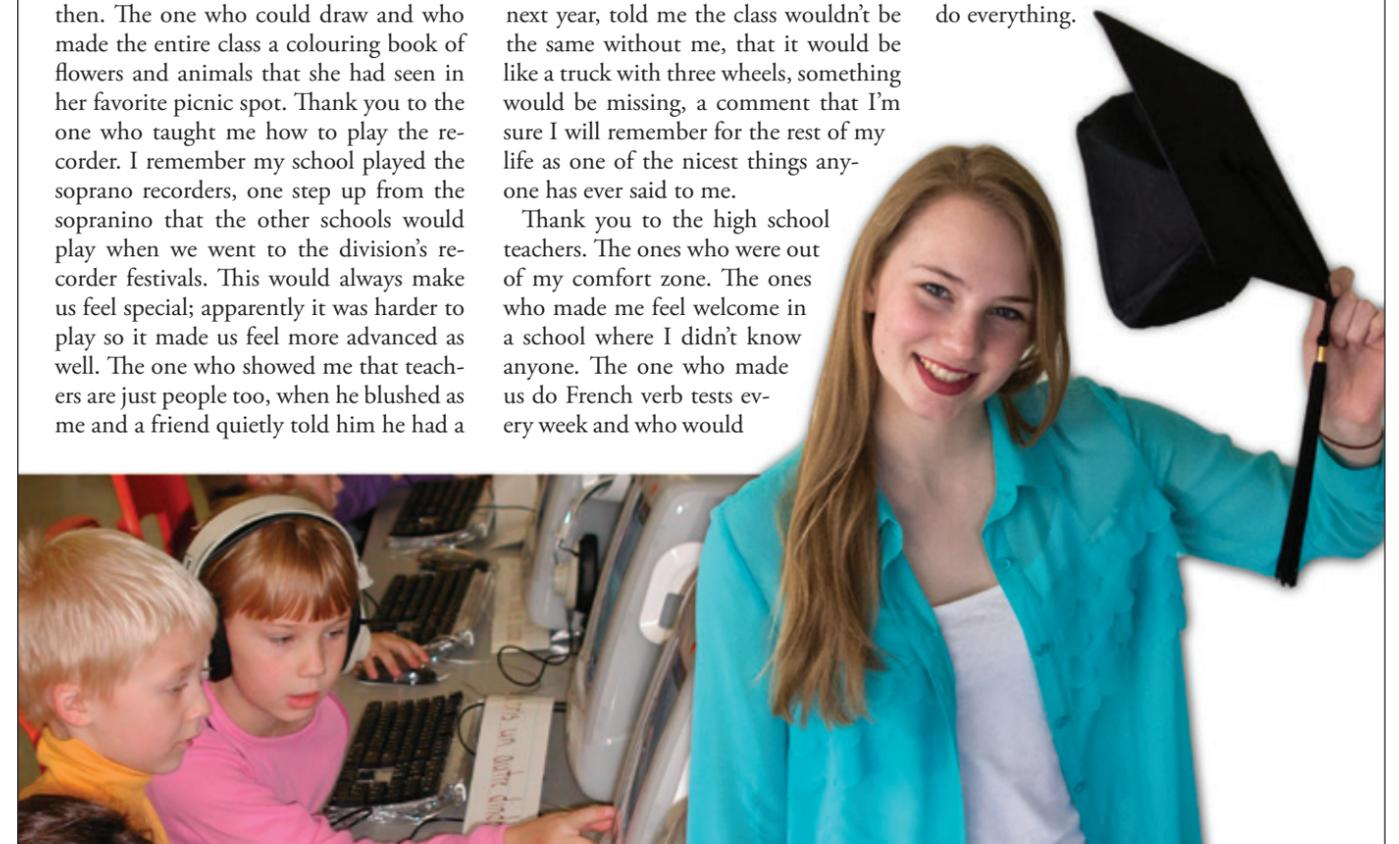
rip in the back of his pants. Thank you to the teachers who gave me a foundation of knowledge and skill upon which I have been building ever since.

Thank you to the junior high teachers. The ones who had to take the beginnings and turn them into something that made sense in the bigger picture. The one who thought I was good enough at playing the clarinet that I shouldn't switch to the saxophone, whether that was true or not I have yet to find out. The one who asked if she could use my newspaper project as an example for future years because it was one of her favorites, a gesture that instilled a mountain of pride within me. The one who gave his time after school hours to help me with my defense in basketball and who I will always remember as the reason I still love the sport. And to my favorite teacher, the one who made math easy and science fun. The same one who, when I told him I was switching schools next year, told me the class wouldn't be the same without me, that it would be like a truck with three wheels, something would be missing, a comment that I'm sure I will remember for the rest of my life as one of the nicest things anyone has ever said to me.

Thank you to the high school teachers. The ones who were out of my comfort zone. The ones who made me feel welcome in a school where I didn't know anyone. The one who made us do French verb tests every week and who would

mouth the words to the songs for which we had fill-in-the-blank papers as we played them in class. The one who gave me the highest mark in the class on a commentary and made them my new favorite thing to write for class. The one whose puns were sometimes cringe worthy but never failed to make me smile. The one who gave his time and energy to coach a team that never won a single game. And the one who sent the entire IB class an email telling us how proud of us he was for pushing through and accomplishing two long years of difficult work.

These are the teachers whom I will never forget. They are the ones who have prepared me for whatever is next in my life. I don't know what I want to do with my life. I don't even know what I want to do next year but all my teachers throughout the years have given me such an amazing foundation that I truly do feel like I could do anything. The only problem with that is that because of them I now want to do everything.



HOLY REDEMPTION, BATMAN!

BY PAT ST. GERMAIN



nce banned, burned and blamed for everything from drug abuse to juvenile delinquency, comic books and their graphic-novel cousins are becoming heroes in the classroom.

Touted as tools to appeal to reluctant readers, increase comprehension and develop literacy skills, graphic novels in particular are championed for promoting visual literacy—an increasingly vital skill in the information age.

Lorie Battershill, former editor of the *Manitoba School Library Association Journal*, says adults who still think of graphic novels as low-rent literature aren't seeing the big picture.

"Kids need to be literate in this format because it's growing," she says. "The movement in that direction is huge."

Battershill points out that manga—Japanese graphic novels that are read back to front and left to right—are pervasive across the culture in Japan, where they're read by everyone from schoolgirls to businessmen.

Graphic novels require readers to interpret pictures as well as text, and these days the ability to read pictures is useful for everything from navigating the Internet to installing printer ink cartridges and deciphering the user instructions for home appliances.

Acadia Junior High School teacher-librarian Jo-Anne Gibson says manga is so popular at her school that kids have to be restricted to two books per day. But choices in graphic novels of all stripes are growing by the day.

The term encompasses fiction and non-fiction, with original titles and an increasing number of adaptations of existing novels and classics, which can help kids who don't naturally visualize text in novels.

"They'll say that when they're reading, they can't get a picture of what's being talked about in their head," Gibson says. "If they're not having this sort of movie playing in their head when they're reading, comprehension-wise they're going to lose it, so that's often why they don't like reading."

Starting with a graphic version of a novel or a Shakespeare play can give kids an idea of the overall plot, cue the visuals and aid comprehension when they move on to the original text version.

Researchers say a combination of pictures and text aids memorization and that reading comic books and graphic novels boosts confidence and leads kids to more complex books.

"It is for some kids a way into reading that maybe they didn't have that option before, and it can help kids be successful at reading," Gibson says. "It's just one book that can change a kid's life, right?"

Frontenac School teacher Joe Laxdal incorporated KidsCanPress non-fiction graphic novel *The International Space Station* in his combined Grade 5/6 science class for the first time last year. Now he plans to introduce historical fiction graphic novels about the First World War and Second World War into social studies.

"The kids really like the fact that things can be represented not just through the written word but through art," Laxdal says.

Kids can already relate to the format, and Laxdal used the novel to expand their understanding of reading and writing as well as science.

Before reading the book, Laxdal's students learned about Canadian astronauts, Canada's contribution to the space exploration and key moments in space history. The book deals with astronaut training and life in a weightless environment, but Laxdal also had students analyze

the graphic novel format. They looked at how the art signifies the passage of time, how every frame contains an action and how speech bubbles are used.

Afterward, the kids chose a historical event and created their own graphic novels, writing dialogue and hand-drawing six frames per page. Laxdal says it's a great process for kids to use to tell their own stories.

"I believe there are more students who can use a graphic novel format and tell a story than there are students who can write a story, so it seems to be a good transition into that writing piece."

Battershill says she's broadened graphic novel collections at every school she's worked in over the past decade, and she always meets resistance from some teachers.

But a few raised eyebrows beats having angry mobs set them on fire, as some foes did in 1954, when a U.S. Senate Committee on Juvenile Delinquency took aim at comic books.

The history of comic books and graphic novels overlap. Cartoonist Will Eisner is credited with creating the first graphic novel, *A Contract with God*, in 1978 and today, many graphic novels are based on web comics.

Graphic Novels cover a wide range of topics. Check out some of these titles for kids and adults:

Clan Apis, by Jay Hosler

Biologist Hosler uses a honeybee named Nyuki to paint a fascinating picture of the insect world.

The Sandwalk Adventures, by Jay Hosler

A follicle mite in Charles Darwin's eyebrow engages him in a conversation about evolution.

Louis Riel: A Comic Strip Biography, by Chester Brown

Meticulously researched biography of the famed Manitoban.

Bone, by Jeff Smith

Wildly popular hero fantasy and comedy series that grew out of a comic book collection.

Maus: A Survivor's Tale, by Art Spiegelman:

The first graphic novel to win a Pulitzer Prize, in 1992, is based on the life of cartoonist Spiegelman's father, a Holocaust survivor.

Persepolis: The Story of a Childhood, by Marjane Satrapi:

A vivid biography about a feisty girl growing up in Iran during the Islamic revolution.

Battershill says there are many raunchy graphic novels, but people have to remember the term refers to a format, not a genre, and kids can find graphic novels on everything from history to physics and chemistry.

"It makes the information tremendously accessible, and I find that really exciting."



Smile (A Dental Drama), by Raina Telgemeier

A web comic published as a graphic novel in 2010, this endearing title follows an 11-year-old girl's epic experience with braces.



As it is now, we reward people who have done little or nothing except being born into the right family, while heavily taxing those who do.

one

BY GEORGE STEPHENSON

Economic inequality in society will continue to grow unless progressives take back the conversation on taxes, unions, economic growth and the common good, says author, columnist and activist Linda McQuaig.

In a speech kicking off the national conference of the Canadian Association for the Practical Study of Law in Education in Winnipeg, she said conservatives—politicians and corporations—have dominated the public debate.

“We progressives have been afraid to talk about higher taxes on the rich,” she told the 300 delegates at the May conference, hosted by The Manitoba Teachers’ Society. “We let the right take over the conversation.”

McQuaig’s address dovetailed with the release last month of a report from the Broadbent Institute warning of the “significant attempts” in Canada to import “radical U.S.-style anti-labour laws.”

The Institute’s study said that the attack on labour unions will continue to diminish the share of the national income held by the middle class in favour of the top one per cent.

McQuaig pointed out that since 1980 the right has managed to get governments to cut taxes for the rich and corporations. As one example, she pointed to the elimination of the Canadian inheritance tax in the 1970s.

If that tax was reinstated today and only taxed inheritances of \$1.5 million, the rev-

enue could be used to create a trust fund that would ensure every child in Canada receive \$16,000 for post-secondary education, she said. As it is now, we reward people who have done little or nothing except being born into the right family, while heavily taxing those who do.

“We never hear that debate because progressives are afraid to push for it,” she said. “We should unabashedly say it is about redistribution; take from the winners in the ovarian lottery to ensure every young Canadian can get an education.”

McQuaig acknowledged there would be a loud clamor, enhanced by the media, against such a move. The rich and corporations would call it an economic catastrophe and they would threaten to leave the country.

The response to that should be: have a nice trip, she said, pointing out that such threats have always generated more thunder than light.

“What? Are they going to take the oil and the forests and the banks with them?”

Citing a number of studies, the Broadbent report shows that anti-union legislation in the U.S. has had very little impact on where firms invest or locate. For example, 10 years after Oklahoma adopted an anti-union law, manufacturing had fallen to a third of what it was. North Carolina, which has the lowest rate of unionization in the U.S., lost a third of its manufacturing jobs over the past decade.

“A major World Bank study finds that there is no relationship between the rate of unionization and national economic or employment performance.”

As well, it points out, a similar conclusion was reached in economic studies by the Organization for Economic Co-operation and Development.

McQuaig emphasized that the problem of inequity is not just about money, nor envy directed at the rich, but about the well-being of most people specifically and the world in general. The rich have not just gained overwhelming economic power, but with that has come social and political power, as well. Using money has given them the power to influence public policy, to dictate operations of institutions such as universities and to have laws, such as those against union activity, enacted to fulfill their agendas.

The Broadbent report said unions are one of the few roadblocks they face.

“The radical Canadian right sees unions as a major obstacle to implementing its broad political agenda: dismantling social programs and public services, privatizing services such as health care and implementing further tax cuts.”

The report, *Union Communities, Healthy Communities*, shows that unionization in Canada has not just improved the lives of union members, but that the union tide has lifted all boats.

“The positive, equalizing impacts of unions on wages spill over to lower-paid, non-union workers in communities with high levels of unionization.”

It points to research that showed in the U.S. that “a fall from higher to lower levels of unionization is related to rising levels of wage inequality among non-union workers.

“The correlation exists because non-union employers in a strong union environment will pay higher wages to lower-paid workers in order to avoid unionization. Strong unions therefore establish norms of fair wages which spill over into the non-union sector.”

you,

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“If you collect money through taxes, then the public makes the decisions and that is the essence of democracy.”

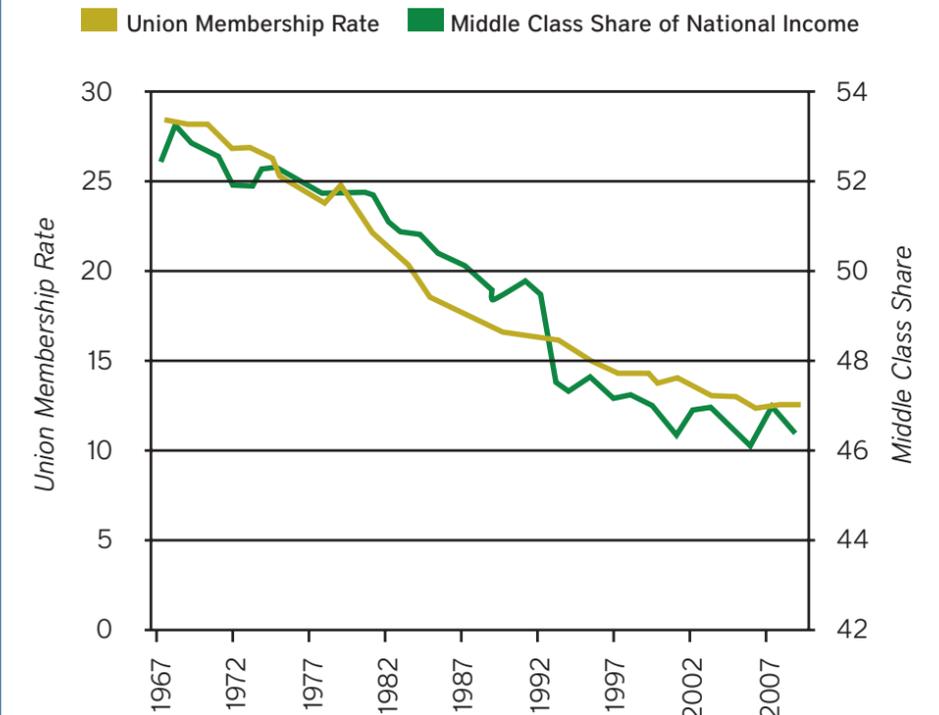
McQuaig countered many of the neo-conservative arguments about compensation, inequality and taxes.

She noted that before 1980, there were much higher taxes on the rich and on corporations. The middle-class was doing better and the economy was growing. Everyone was doing well. As she said, “the benefits of capitalism were much wider spread through society.”

Indeed, conservatives themselves had a much stronger belief in the common good, not just a belief in enhancing the gains of a privileged few. Before 1980 average incomes doubled every 25 years. It was “the Golden Age of Capitalism.”

Since then, there has been a massive transfer of wealth from the middle class to

As union membership decreases, middle class income shrinks



Source: Center for American Progress

for me

the wealthy. Before that, corporate CEOs earned 25 times what the average worker earned. Now, they haul in 250 times what the average worker earns.

McQuaig pointed out one hedge fund manager, who made a killing on the economic collapse, earns 82,000 times what the average worker gets, the equivalent of one person earning the same as 82,000 nurses combined.

“In what moral universe is that hedge fund manager worth 82,000 nurses? In what moral universe is that hedge fund manager worth one nurse?”

These are the types of inequities, along with the attack on unions, that progressives must be loudly condemning, she said.

“Canadians are ready to move beyond this neo-conservative agenda,” she said. “The ground is shifting.”

“It’s time we demanded this be a country where everyone enters by the front door.”

The TV show *Glee* has resonated through the hallways of some Manitoba schools, sparking a surge of interest in choral programs, but not all teachers are singing its praises.

“What we’ve noticed in our school division is a huge increase in the number of kids participating in choral ensembles and in particular our vocal jazz,” says Carol Ridd, Music Education Co-ordinator in River East Transcona.

“We traditionally have band and guitar in our middle years, but in the last two years we’ve had three choral programs emerge that we didn’t have before. There’s not a lot of new programming at the high school level but there has been an expansion of programs and more ensembles being added at two of our high schools.”

She says teachers do laughingly call it the *Glee* Effect but have also said it’s a great time to teach singing with all the shows that are on TV.

“They are excited about the conversations and the opportunity for deeper teaching because they can engage students by pointing to how they approached music on the show.”

But the whole idea of TV shows creating the idea that choral is cool strikes a sour note among some music educators.

At Miles Macdonell, Zane Zalis cringes at more than the highly-enhanced vocals of the show’s actors.

“Here’s the danger, and it’s the same that comes from *American Idol*, *The Voice* or any number of these programs. There’s a mythology created that says if I look good, bounce around, smile and belt out a tune, I can make music.

“But no one tells them about the years of practice, the scales, the discipline when everyone else went out to have fun.”

In Sunrise School Division, Kevin Doell, the Music Program Leader says he hasn’t seen any particular increase in interest or participation among students over the last few years in the music education opportunities offered.

Eric Marshall, Music Education Co-ordinator at St. James School Division hasn’t seen a difference.

“I couldn’t with any confidence point to any direct evidence that it’s impacting enrolments. Choral programs in middle years and high school have been pretty strong for many years and I haven’t noticed a signifi-



cant change in the numbers. As opposed to an external influence, the engagement of the choral person is still the key factor. *Glee* is great in that it captures their imagination but if the kids come out and they’re not connecting with the teachers that are leading, then they won’t stay.”

Jen Werner at Chief Peguis Junior High School agrees. He credits the formation and steady growth of their choral ensemble to the efforts of student teacher, Jorrel Camuyond. But that doesn’t mean the kids on the small screen didn’t have a role to play.

Camuyond began the group in 2009, the same year *Glee* made its debut, with 15 students and sketchy attendance.

When the following year began with only 12, he changed the name from ‘choral’ to ‘Glee’ and soon doubled the number of kids involved. The following year it climbed to 35 and from there came a turning point”. The choir started performing with the band at more school events and enthusiasm. As well, participation rose to its highest level ever.

“Our doors are always open and we get new kids in every week. Often they do come and go because the most we’ve had at any one time is more like 45 or 50 this year. Whether they stay or not, I think it’s great for them to be exposed to choir music, to

be part of a group that has to listen to each other and learn musical techniques.

“Jorrel is always teaching them something new and in fun ways. We’re both passionate about this and the kids pick up on that,” says Werner. “Even when you’re picking through the songs, they don’t mind it because they know that it’s that work that’s going to produce a great performance. They are so proud of themselves after they perform. It’s amazing how their confidence increases along with their pride in being part of choir.”

Alice Russell, Choral Director at Westwood Collegiate, says their numbers have also gone up steadily over the last few years. They have 80 students in four differ-

ent groups. Add another 45 students if you count musical theatre.

“As for boy/girl ratios, we have a lot of boys here. We actually used to have a girls’ chorus exclusively, but now it just doesn’t make sense because the guys want to sing more too. We just did *Phantom of the Opera* and the guys were clamouring for that role.”

“Our Show Choir is a direct spin-off. That’s essentially what is going on in *Glee*. It is completely extracurricular and runs for about four months every year. Brian Toms is our dance choreographer. As a teacher it’s been really cool to connect with someone like that and putting it all together has been more fun than I can say.”

If there is a downside, it’s that it can lead to unrealistic expectations at least at the beginning.

“Musically it can be a problem because on the program they Auto-Tune (a processor that corrects off-key performances) everything. So we talk about that. When we sing, it’s real. The beauty of a live performance is that it’s not perfect.”

For groups that want to test their mettle there are the annual music festivals and now even a real-life version of the Nationals. Russell points to the Show Choir Canada competition in Toronto.

“That’s been a really good connection for us. We’d love to compete someday.”

The three Rs have changed a lot over the years. Ditto the other two Rs—rock 'n' roll. And as education has moved with the times, music has moved right along with it.

From the innocence of '50s and '60s bubblegum to the topical folk and rock anthems of the '70s and '80s—and right up to the worldly, plugged-in

sounds of the moment—popular music has reflected each new generation's attitude toward the educational experience. And when it's done right, it can be as insightful and intelligent as any academ-

ic thesis. Plus, it's got a good beat and you can dance to it. A quick history lesson from the school of rock:

Schoolhouse ROCK

1950s

The Age of Innocence

Hair was short. Laces were straight. Values were conservative. Just like the tunes on the malt-shop jukebox.

School Days by Chuck Berry (1957) "Up in the morning and out to school / The teacher is teaching the Golden Rule."

Teacher's Pet by Doris Day (1958) "One kiss will do at the start / I'm sure with a little homework, I'll graduate to your heart."

High School Confidential by Jerry Lee Lewis (1958) "Everybody's hoppin', everybody's boppin' / Boppin' at the high school hop."

Charlie Brown by The Coasters (1959) "Who walks in the classroom, cool and slow? / Who calls the English teacher Daddy-O?"

School is In by Gary U.S. Bonds (1961) "I'm so glad that school is in / Now I can see my old classmates again."

Be True to Your School by The Beach Boys (1963) "Ain't you heard of my school? / It's No. 1 in the state."



1960s

The Age of Enlightenment

As pep rallies and sock hops gave way to protests and sit-ins, music followed suit, adding message to melody—and sometimes urging kids to tune in, turn on and drop out.

Play it Cool, Stay in School by Brenda Holloway & The Supremes (1966) "When you learn more / You're bound to earn more."

Don't Be a Dropout by James Brown (1966) "Without an education, you might as well be dead."

Itchykoo Park by The Small Faces (1967) "You can miss out school / Won't that be cool? / Why go to learn the words of fools?"

Getting Better by The Beatles (1967) "I used to get mad at my school / The teachers who taught me weren't cool."

High School by The MC5 (1970) "The kids know what the deal is / They're getting farther out everyday / We're gonna be takin' over / You better get out of the way."

1970s

The Age of Rebellion

Eventually, the idealism of the hippie era curdled into disillusionment—as reflected in the increasingly dark rock and punk nuggets of the era.

School's Out by Alice Cooper (1972) "Well, we got no class / And we got no principals / We ain't got no intelligence / We can't even think of a word that rhymes."

Smokin' in the Boys Room by Brownsville Station (1973) "Sitting in the classroom, thinking it's a drag / Listening to the teacher rap just ain't my bag"

Education by The Kinks (1975) "You can teach me about biology / But you can't tell me what I am living for / Because that's still a mystery."

Rock 'n' Roll High School by The Ramones (1979) "I don't care about history / 'Cause that's not where I wanna be."

Another Brick in the Wall Part 2 by Pink Floyd (1979) "We don't need no education / We don't need no thought control."

I Don't Like Mondays by Boomtown Rats (1979) "School's out early and soon we'll be learning / That the lesson today is how to die."



1980s

The Age of Excess

Ah, the Me Decade. Conspicuous consumption. Big hair. Big shoulder pads. Miami Vice. And, for some reason, songs featuring teachers as sex symbols. Maybe it was the shoulder pads.

Don't Stand So Close to Me by The Police (1980) "Loose talk in the classroom / To hurt they try and try / Strong words in the staffroom / The accusations fly."

Teacher, Teacher by Rockpile (1980) "Teacher, teacher, teach me love / I can't learn it fast enough."

High School Confidential by Rough Trade (1980) "What's the principal doin' with her?"

Hot For Teacher by Van Halen (1984) "I think of all the education that I've missed / But then my homework was never quite like this!"

Adult Education by Hall & Oates (1984) "The student body's got a bad reputation / What they need is adult education."



1990s

The Age of Alienation

It was a time of peace and prosperity. Despite—or perhaps because—of that, it was also the era of disaffected slackers and angst-fueled sounds like grunge and indie-rock. Unsurprisingly, none of them felt welcome in the classroom.

Jeremy by Pearl Jam (1991) "We unleashed a lion / Gnashed his teeth / And bit the recess lady's breast."

Grade 9 by Barenaked Ladies (1992) "I went out for the football team to prove that I'm a man / I guess I shouldn't tell them that I like Duran Duran."

Mmm Mmm Mmm Mmm by Crash Test Dummies (1993) "Once there was this girl who / Wouldn't go and change with the girls in the change room / But when they finally made her / They saw birthmarks all over her body."

Everyone I Went to High School With is Dead by Mr. Bungle (1995) "Whether I hated their guts / Or hardly knew them at all / I always felt far away / Beside them there in the halls."

Cool to Hate by Offspring (1997) "I hate the office / I hate the Quad / Don't wanna learn nothing / I want to be a slob."

Bishop's Robes by Radiohead (1998) "Children taught to kill / To tear themselves to bits on playing fields."



2000s

The Age of Saturation

Thanks to the Interwebs, you can hear, see or buy everything all the time at the click of a mouse. So perhaps it's no surprise that there are school songs of all stripes out there, reflecting everything from the innocence of the '50s to the alienation of the '90s. The lesson: What goes around comes around.

Education by Pearl Jam (2000) "I'm questioning my education / Is my education all I am now?"

We Are Gonna be Friends by The White Stripes (2002) "Fall is here, hear the yell / Back to school, ring the bell."

Children in Pieces by Morrissey (2008) "Nuns called mothers and their Christian brothers / Kick the s*** out of very frightened children."

Fifteen by Taylor Swift (2009) "It's your freshman year and you're gonna be here / For the next four years in this town."

Strange Arithmetic by The Coup (2012) "Teacher / My hand's up / Please don't make me a victim / Teachers / Stand up / You need to tell us how to flip this system."



Some musicians are uniquely qualified to write about education – they've seen it from both sides of the lectern.

Sheryl Crow

The singer-songwriter taught music at an elementary School in St. Louis for two years before heading to L.A.—a change that did her good.



Sting

Unsurprisingly, female students supposedly had crushes on Mr. Sumner during his two years at St. Paul's First School in England. Hope they didn't stand too close.



Peaches

Now known for her sexually charged electronica, Merrill Nisker used to teach music and drama at Associated Hebrew Schools of Toronto.

Kris Kristofferson

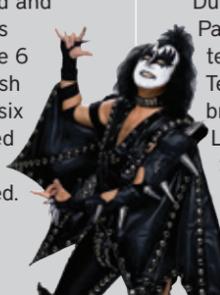
A one-time Rhodes Scholar and Army chopper pilot, Kristofferson briefly taught English at West Point, but quit to move to Nashville and write songs.



A few rockers who used to be teachers:

Gene Simmons

Before spitting blood and breathing fire, KISS's bassist taught Grade 6 in New York's Spanish Harlem. "I did it for six months, and I wanted to kill every single kid," he once claimed.



Art Garfunkel

During his early days with Paul Simon, Garfunkel attended Columbia University Teacher's College—and briefly taught math at the Litchfield Preparatory School in Connecticut.

Roberta Flack

Though she earned a music scholarship to attend Howard University at 15, Flack became a high school English teacher in North Carolina.



Greg Graffin

Bad Religion's frontman juggles punk rock with his work in the biology department at Cornell, sometimes grading papers during the day while performing at night.

Small school CHAMPION of the GREEN SCENE

From releasing butterflies to gathering bags to saving energy and water, William S. Patterson School in Clandeboye might just be the province's greenest.

Its 165 students and dozen teachers have bagged, boxed and built their way to making the school as friendly to the environment as possible.

And the work has led to some more immediate rewards.

Most recently, students collected more than 1,300 candy wrappers and shipped them to TerraCycle, a company specializing in hard-to-recycle waste. The effort was part of a cross-Canada collection.

The school ranked third among 200 schools which took up the challenge and qualified it for a draw that resulted in a \$1,000 prize.

Sandra Ross, co-ordinator of the TerraCycle club and volunteer with the Parent Advisory Council, under whose name the cheque was awarded, says \$200 will go towards a contest encouraging classrooms to keep all other waste out of their special recycling bins while the other \$800 will go a long way to fulfilling the school's wish list.

Since the school began concentrating on recycling, it has grown in interest and results.

Ross says their TerraCycle group went from seven kids in its first year, up to 40 at one point in year two and was cut back to a manageable 20 kids now in their third year.

Up until June, they had shipped 25,974 pieces of waste this school year, including everything from cookies and cracker wrappers to personal care product containers and e-waste. Each item counts for points that can be cashed in (usually for two cents each) or traded for items from the company's store. From day one, Ross estimates the program has made a bit over \$1,000 aside from the recent windfall.

"This isn't so much about the fundraising aspect as the recycling message," says Ross. "We like to reward and recognize members of the TerraCycle Brigade with things like pencil cases made from Kool-Aid Jammer pouches that lets them see for themselves the sort of products that come from things they've recycled."

And it is but one of many initiatives of the EcoKids club at the school, co-ordinat-

ed by Phys. Ed Teacher Robin Craig. The club, with members from grades 3 to 6, look after trees planted in the school yard and are often on the front lines of activities that engage the whole school like the "Take Pride" Winnipeg's Bag It Up Challenge. The school has ranked consistently well and for 2012 was highest in the total bags category for their enrollment size with over 23,000 plastic bags collected.

"We are a green and ecologically-aware school" says Principal, Diane Brandon.

They also raise and release butterflies and have several bird and butterfly houses. The school yard includes an outdoor classroom with planter boxes made of 50 per cent recycled plastic and designed to provide for 80 per cent less water consumption.

They plan to add a hedge row of native shrubs and berry trees. The plantings will benefit from the compost generated by the row of bins lined up outside to collect waste from the class and staff rooms.

Inside the school, energy conservation is a combination of new technology and opting not to upgrade for the sake of convenience.

The computerized heating and cooling system automatically uses fans and dampers to keep the school at an ideal temperature during the day but

runs at a minimum at night and weekends. At the time the school was built, hydro-electricity was the only option but they have chosen not to switch to gas, opting instead to stay away from a fossil fuel.

Likewise, they are sticking with their manual as opposed to newer self-flushing urinals to keep water waste at a minimum.

Cleaning solutions are all phosphate free and lake-friendly, while everything from mops and garbage bags to hand towels are made from recycled products.

Outdoor lighting is low sodium, the most energy efficient, and inside fluorescent lighting is used.

Students who live in town are encouraged to walk or ride their bikes, but being a rural school means that the majority of students are bused.

"We choose to use diesel fuelled buses because they get better mileage than regular gasoline but also because diesel emits lower amounts of carbon monoxide, hydrocarbons and carbon dioxide," says Brandon.

They also encourage efforts to use the least amount of paper in the office, library and classrooms and promote litterless lunches.

Students are carrying the message of environmental awareness home and into their community. Over the past year, they have organized bottle and pop can drives to fundraise for the outdoor classroom as well as with the community club for Earth Day. The parent council group also organized a community ditch clean up with the Rural Municipality of St. Andrews.



Rewarded for the Bag it Up Challenge: Sitting pretty on the bench they earned –the third in as many years–as well as bird houses, all made from Trex, a combination of recycled plastic bags and sawdust. FROM LEFT: Tom Ethans from Take Pride Winnipeg; Sandra Ross – TerraCycle coordinator, Karen Melnechuk of MMSM and Mary Bloor of school PACommittee... FRONT ROW: students from Grades 1 and 2.

MTS voices support for Bill 18

The Manitoba Teachers' Society believes the province's proposed anti-bullying legislation, Bill 18, should be even stronger.

In a brief to be presented to the legislative committee studying the new law, the Society says it should be amended to reinforce the right of students to form gay-straight alliances (GSAs) in their schools.

Currently the law mandates that schools must accommodate students who ask for the right to form a GSA.

MTS believes that "this bill does not go far enough to protect our students. MTS is concerned that Bill 18 places the onus on a student or students to request a GSA in their school.

"MTS would like to see this subsection amended to put the onus on schools to establish GSAs to ensure there is a safe place for LGBTQ students and their allies in every school without requiring a request to come from students."

The presentation says for some students merely requesting a GSA will in essence be outing themselves to other students and teachers. As well, putting the onus on students destroys confidentiality and diminishes the safe environment GSAs are designed to help foster.

Overall, however, MTS strongly supports Bill 18, believing it will help Manitoba teachers ensure that their schools are as safe as they can possibly be.

The presentation points out that the definition of bullying in the legislation, while all-encompassing, is not unlike definitions in place in other provinces.

"The opposition has suggested that this definition is too broad. That the innocent will be caught in the web of this definition and spurious claims of bullying will occur."

Teachers know better

"Teachers aren't looking for bullying when it isn't there. They know the difference between an off the cuff remark and hurtful words intended to cause harm."

It will, however, make schools safer, caring and inclusive environments. And the new definition will ensure that school divisions expand their existing policies to include social media, text messaging and instant messaging and to establish respect for human diversity policies.

Specifically allowing formation of GSAs will also engender a safer school atmosphere.

"Although there are currently more than 30 gay-straight alliances in Manitoba schools, for some reason, legislation requiring schools to allow students to form gay-straight alliances, if a request has been made, has caused uproar in some Manitoba communities.

"This uproar may illustrate why our public schools need to do more to create a safe environment for LGBTQ students and their allies."

Schools can't teach students tolerance and respect for diversity and then deny them the right to hold activities or form organizations that promote these values, the MTS brief says.

"MTS believes we need to stand beside our students and support them in making their schools safer places where all students feel a sense of belonging and support."

Teachers attend rally, Pride Parade

MTS has again shown its support for LGBTQ rights with its presence at a recent anti-homophobia rally, the Rainbow Resource Centre's annual fundraising gala and Pride Parade.

Teachers and MTS officials were among more than 300 people who showed up at the Manitoba legislature on International Day Against Homophobia to show support for the province's anti-bullying legislation, Bill 18.

Education Minister Nancy Allan told the rally that all students must be protected from bullying.

"We have to stand up against homophobia because we can't be bystanders. Students can't work if they're humiliated, intimidated or marginalized."

While making specific provisions for LGBTQ students, the new law also broadens the definition of bullying to include such platforms as social media and the Internet.

"Bullying has taken on a new form and homophobia is changing," she said. "Our laws need to keep up."

MTS President Paul Olson, who attended the rally, has said that Bill 18, which mandates that schools form gay-straight alliance groups if so requested by students, helps teachers ensure schools are as safe as possible for everyone.

The issue has created controversy since a Steinbach student, Evan Wiens, ran into roadblocks in attempts to set up a gay-straight alliance in his school.



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EDUCATOR ON THE FRINGE

It's likely Maryka Chabluk will hear excited whispers from the audience of 'that's my teacher' a few times over the course of her show at this year's Fringe Festival which runs July 17 to 28.

"People tease me that I never really take any time off because all year long I'm teaching, but come summer I'm doing workshops and continue to work with children," says Chabluk.

She teaches music as a substitute in eight schools in the River East Transcona School Division and spends other time and energy developing her musical career which she says is her passion. Still, she would be hard pressed to choose one over the other.

"They blend so perfectly," she says. She loves to compose music and write songs, but it's teaching children that makes it come alive.

"Whether in the classroom or presenting a show, I ask people to join in because it makes it more meaningful to them. I find that students retain information when they get the opportunity to dance to the music, and sing," she says.

Tying in to her own Ukrainian roots and helping children connect to their own ethnicity is also central to Chabluk's music. It's partly what led to the evolution of "Proud to be Canadian", one of the offerings of the Children's Fringe.

"I've taken the songs that are the most fun and the most interactive from my classroom experience." Running about 50 minutes, the show includes songs in German, French and Spanish as well as dance sequences from Africa, Israel and Korea.

Chabluk attended university in Regina, Saskatchewan where she majored in Music as a vocalist. She also plays guitar and keyboard and has recorded several CDs, collaboratively in Ukrainian and as a solo children's artist.

"After I got my teaching degree I went to the University of Manitoba for a pre-masters in Educational Administration. I thought I'd return home, but I found I loved the diversity of cultures here and stayed in Winnipeg."

Teachers receive awards for excellence

Six Manitoba public school teachers have received Excellence in Teaching awards from the provincial government.

The award announcement by Education Minister Nancy Allan was part of Education Week.

"This year's recipients are well-deserving of this honour," said Allan. "I am pleased to recognize each winner's commitment to their students, school and profession. They exemplify outstanding teaching and professionalism within and outside the classroom."

She added the recipients of these awards are passionate about learning and bringing out the best in students, she said, adding the awards recognize their creative, innovative and effective teaching practices and achievements as educators.

This year's public school recipients were:

- Teaching excellence, middle years — Lee Van Cauwenberghe, École Stanley Knowles School, Winnipeg School Division.
- Teaching excellence, senior years — Megan Strain, Murdoch MacKay Collegiate, River East Transcona School Division.
- Outstanding new teacher — Krista Byers, Ashern Central School, Lakeshore School Division.
- Team collaboration — Lorraine Ilagan and Kristine Stawski, Daniel McIntyre Collegiate Institute, Winnipeg School Division.
- Outstanding school leader — Yvan St. Vincent, Ste. Anne Elementary School and Ste. Anne Collegiate, Seine River School Division.

The awards were presented at a special ceremony at the Legislative Building. Each recipient receives a certificate of recognition and a \$500 cash award. The recipients' schools also receive \$500 for projects or equipment.

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Literacy program open to middle and high schools

BY MIREILLE THERIAULT

When they re-open their doors next September middle and high-schools in Manitoba will have access to new literacy resources through “Reading is Thinking” a department of education program launched as a pilot project in 2011–12.

“Reading is Thinking (RIT)” is not a plan in itself, it’s a call to action encouraging the development of a school-wide literacy plan based on their individual needs, community cultures, structures and comfort levels,” says Shelly Warkentin, a Language Arts consultant with the department of education.

RIT focuses on middle to high school because of the challenges students face at this point including an increase in the amount, diversity and complexity of reading required of them at a time when, statistically, their interest in reading declines.

Already feedback from the 14 pilot schools, chosen from the 40 that applied, has been incorporated.

The voluntary, web-based program will offer support in planning and implementing credit options focused on reading and literacy as a whole.

Through access to shared on-line discussions on how other schools are approaching challenges as well as practical guides, templates and samples tied in to curriculum, RIT seeks to address what is referred to in the context of the project as the Three Big Ideas.

“We want students to build positive identities as readers and as learners. Students need to build reading proficiency practices across and including various disciplines. Finally, students need to develop critical literacy. That means learning to question and examine the source of information.”

It’s as much for advanced students learning how to tackle progressively more difficult texts and extracting deeper meaning as it is for readers struggling with fluency and vocabulary. And it’s as much for teachers of math and science, history and social studies as it is for English and EAL.

Warkentin and teachers from three schools in Manitoba shared their experiences as part of “Reading is Thinking” pilot project at the recent Adolescent Literacy Summit organized by the Manitoba Reading Association.

The framework’s flexibility and versatility were mentioned often and favorably by the presenting teachers at the conference. Lisa Carlson and Susan Goddard were part of the team at Elm Creek School. “We chose to have all the kids do it as a separate full-credit course. Because we’re a smaller school we were able to dive right in,” says Carlson. “We were lucky enough to have a professional learning group in our school funded by the division.”

Fort Richmond Collegiate teacher Cathy Oresnik said “We used it in three places: the transitions program which focused on junior high students who had a hard time getting across to the high school due to attendance issues and the like, the credit programs where they centred on kids who may have failed courses or not completed a major project and then as an optional, additional credit.”

Brett Schmall, from Green Valley School in Grunthal, said their project team began by making it a prerequisite for all Grade 9s coming into their high school.

With less than two years to draw on, Schmall says he’s seen progress among his colleagues as well as students as they see kids applying new skills in their classes.

“It makes good sense to me that somebody who is trained in the area of science should be equipping students to unravel text from a scientist’s perspective. There is still a bit of a gap in terms of teachers coming on board but it is happening.”



A teacher who was one of those to spearhead the new Reading is Thinking program has been awarded the Reading Council of Greater Winnipeg’s Certificate of Merit for promotion of literacy in her ELA secondary classroom.

Tara McLauchlan, from Collège Sturgeon Heights Collegiate, has implemented numerous methods to enhance literacy in her classrooms.

She has a fundamental belief that if children are given opportunities to read in their area of interest, a love of reading will grow for students at any level. She spends hours researching and purchasing the latest young adult books and reads them herself.

Her students complete a reading inventory at the beginning of each semester helping her to make recommendations for students on what they may like to read. Students enjoy this personalized attention and instead of spending hours looking at a bookshelf and getting frustrated, Tara manages to get them reading in a short period of time.

Classroom work is designed to incorporate the books students have chosen to read. Innovative teaching practices in her English Language Arts classes as well as her creative implementation of the provincial pilot course Reading is Thinking puts her classroom on the cutting edge.

In addition, McLauchlan has practiced co-teaching strategies with colleagues from different departments, including Mathematics to explore reading in content areas.

In her creative writing class, students create blogs to showcase their writing skills as readers, writers and thinkers. Students learn to write short stories published on platforms like Twitter. By allowing students to create assignments based on a novel they enjoy, we see an improvement in the quantity and the quality of work completed.



Shania



Free the Children Club



Aboriginal Student Group



Mara

MTS REWARDS YOUNG HUMANITARIANS

Hundreds showed up May 22 to honour recipients of the 16th annual MTS Young Humanitarian Awards.

At five years old, Jaron Johnston of Carman Elementary School was one of the youngest MTS Young Humanitarian Award winners ever. “Where do people with no houses sleep?” asked the kindergartener one cold February night. His mom’s answer inspired him to collect “maybe even 100” blankets by the end of March for people who live in shelters and on the street. Jaron delivered those blankets to appreciative patrons of Siloam Mission and Devoted to You Street Ministries. He’s now working on a second batch.

When Mara Pinlac learned that Dane, one of her Grade 4 classmates, had leukemia, she knew compassion was not enough. She spent the next two years making jewelry to raise funds for Dane and others through the Children’s Wish Foundation. Now a Grade 6 student at Oakenwald School in Pembina Trails

School Division, Mara speaks passionately about raising money for kids with cancer.

Shania Sveinson, of Gimli High School doesn’t draw attention to herself, but working with the Manitoba Council for International Cooperation (MCIC) she’s been a huge influence in establishing Gimli as a Fair-Trade-certified town. She’s also worked on Make Wake, for protecting the health of Lake Winnipeg; Eating Lower on the Food Chain and the Provincial Envirothon.

Fort Richmond Collegiate’s Free the Children Club, may have only 12 members, but they have worked hard for many worthwhile causes this year. This self-directed student group raised money and community-consciousness about the need for clean drinking water here and abroad, collected over 1,000 food items for Winnipeg Harvest, donated more than 300 pairs of jeans to homeless youth, collected toys for disadvantaged children and held a community craft sale which raised \$1,700.

Five Teulon Collegiate Students have a



Jaron

vision and a passion to highlight issues affecting First Nations communities in Manitoba. They set out to visit as many schools as they could to be positive role models, raise awareness of water issues on reserves, provide cultural opportunities to non-aboriginal people—and even provide a little entertainment. So many students, teachers, and staff members have been touched by their presentations.

PORTFOLIO

The magical, fantasy world of the Fraser Institute

BY GEORGE STEPHENSON

That's some kind of magic the Fraser Institute has that it can mesmerize such a wide swath of the media to print and broadcast its every utterance without challenge.

Recently, CBC Radio ran a long diatribe from the vice-president of the conservative think tank, explaining a new "study" it did that supposedly showed public-sector workers earn 12 per cent more than private-sector workers.

This, of course, was followed by the standard call for all governments to make Wal-Mart-like rollbacks to the wages of public service employees.

CBC wasn't alone in handing out this free ad for the Fraser Institute's never-ending story. Newspapers across the country dutifully transcribed and repeated—with all the curiosity of a box of rocks—the institute's conclusions.

And it's not that the Fraser Institute's ramblings are actual news. They are always the same: government bad, private business good, public workers bad, private workers ... well, they're bad, too, but their employers are good. It is a one-note flute; a bunch of self-anointed thinkers long in the tank for corporate interests.

One need only look at its extensive study on public vs. private salaries. Something most of the media didn't bother to do.

Cutting through all the complex-looking math, it basically took one month's data (April, 2011) from Stats Canada's Labour Force Survey to reach some wide-sweeping conclusions. It didn't even compare wages of comparable jobs.

As David Climenhaga, a former newspaper reporter and now columnist with rabble.ca, put it, the group came up with its findings by "in effect comparing registered nurses or government meteorologists with minimum-wage store clerks to gin up numbers that fit the Fraser paymasters' ideological preconceptions."

Paul Moist, president of the Canadian Union of Public Employees, had similar sentiments. His, of course, only made it in a letter to the editor of the National Post, not into the original, trumpet-blasting story.

"The simple fact is there is a small wage gap, largely based on more equitable pay for women working in the public sector vs. the private sector," he said. "Curiously, the Fraser Institute study shows men are paid 13 percent more than women yet chose not to voice any outcry over that particular finding."

Nor does the Fraser Institute, care much about logic.

First off, the B.C.-based Fraser Institute is a registered charity in Canada; this even though it seems

to operate as a lobby group for conservatives, if not an extension of the Conservative government. While other charities in Canada have been warned about political activism or criticized for accepting donations from outside the country, it's sunny days all around for the Fraser Institute, even in Vancouver. Apparently showing its playful side, it always says on its charitable filings that it does not conduct any political activities.

As a charity, it can gather up all sorts of donations from rightwing foundations and corporations, including Koch Industries in the U.S., the financial Daddy Warbucks for numerous far right causes in America. It is a charity for the one per cent. Champion of the Overdog. We take cash, everyone else should work for bitcoins.

Since it soaks up funds in the U.S. it has to make public disclosures in that country that it can avoid in Canada and they show the institute staff is not suffering in comparison with the public sector.

U.S. records filed online with the Internal Revenue Service show the institute's "senior fellow" and founder, Michael Walker, was paid more than Canada's prime minister in 2010. He pocketed over \$300,000.

Since the Fraser Institute likes to compare apples and bananas: according to filings with the Canada Revenue



"... it's important to look at the compensation packages that government workers have long enjoyed."

This, from a group that paid its "senior fellow" \$339,448 three years ago, only \$317,000 more than a long-term care worker earns today.

Maybe he does deserve it (and his \$2,000 health club membership), but certainly no more than care workers deserve their \$22,000.

ZOMBIE MEDIA UPDATE:

Rabble.ca's David Climenhaga says the Fraser Institute doesn't have any real magic to zombiefy the media into running its releases free of contrary views. He points out the institute simply puts a line on the top that the material is embargoed until as certain time. While this should be meaningless to the media, most apparently just keep the release to themselves until the appointed hour and then run them without making further checks until later. Says he: "In future, when journalists who want to do their jobs properly receive embargoed material ... they will be doing the right thing journalistically and morally if they nevertheless seek immediate comment from the people whose oxen the Fraserites are plotting to gore. Do you seriously think the Fraser Institute would stop sending out its news releases? Please. Press clippings are its fundamental reason for existence."

Slowly, step away from the pastry

In Baltimore a seven-year-old was suspended for nibbling a breakfast pastry into the shape of a pistol. Said his newly-hired lawyer: "Park Elementary has taken the worst possible interpretation of Joshua's actions. The chewed cereal bar looked no more like a gun than the puzzle pieces of the states of Idaho, Oklahoma, or Florida. ... There is no evidence that any other student was frightened by the pastry."

Praise the lord and pass the ammunition

Our neighbours to the south have approved a measure to allow people to carry concealed weapons in church.

Perhaps North Dakota lawmakers feel there is a divine hand that will avoid mistakes in churches because at the same time they voted down a measure to allow guns in schools and at public events. The vote follows earlier approval in South Dakota for teachers to pack heat in schools.



Facebook: Where everyone is kind

A Canadian group is trying to get Facebook to ban age-related hate speech on its pages.

The International Federation on Ageing made the plea after a Yale University study found numerous groups on the social site attacking seniors.

Of the 84 public groups looked at 74 per cent vilified older people, 27 per cent infantilized them, and 37 per cent advocated that they be barred from such activities as driving and shopping. One group proposed that anyone over age 70 face death by firing squad. The groups represented 25,489 members.

Facebook responded that self-regulation works well on the site, leaving unsaid that if it got rid of all the trolls, usage might go down by half.

Welcome to 1950

Headline on a federal government news release: "NDP's communist roots taint 96th anniversary of the Battle of Vimy Ridge."

From the office of Veterans' Affairs Minister Steven Blaney, the release was an attack on NDP MP Alexandre Boulerice who, on the battle's anniversary six years ago, wrote a questioning article about whether the sacrifices of Canadians was worth it. The comments were not that different than those of many historians.



MIME, MEME; TOMATO, TOMATA

On May 2, Conservative Education Critic Kelvin Goertzen gave the Manitoba Legislature a lesson in the modern school classroom while speaking on a bill to amend The Teachers' Society Amendment Act.
From Hansard:

Mr. Goertzen: So, when I went to his classroom, Mr. Speaker, I saw they had—I can't even remember what it was called but they don't have the chalkboards any more. They have the—

An Honourable Member: Whiteboards.

Mr. Goertzen: Or from Morden-Winkler—now I'm repeating the mistakes of the Minister for Education (Ms. Allan), you know, from—my colleague from the great constituency, the second greatest constituency in Manitoba, from Morden-Winkler, Mr. Speaker—[interjection] Of course, they're all great constituencies,

but I know that he's a former teacher and so he's got a lot of experience in this, and he was saying that they're called whiteboards.

And so they've got the whiteboards but then they have a projector that goes onto the whiteboard, and it looks like a sort of a computer screen on the board and then—[interjection] What's that? Oh, the minister wants me to describe pencils, and she probably went to school at the same time I did, judging by that because they didn't have pencils. I mean what they actually had were these computerized—

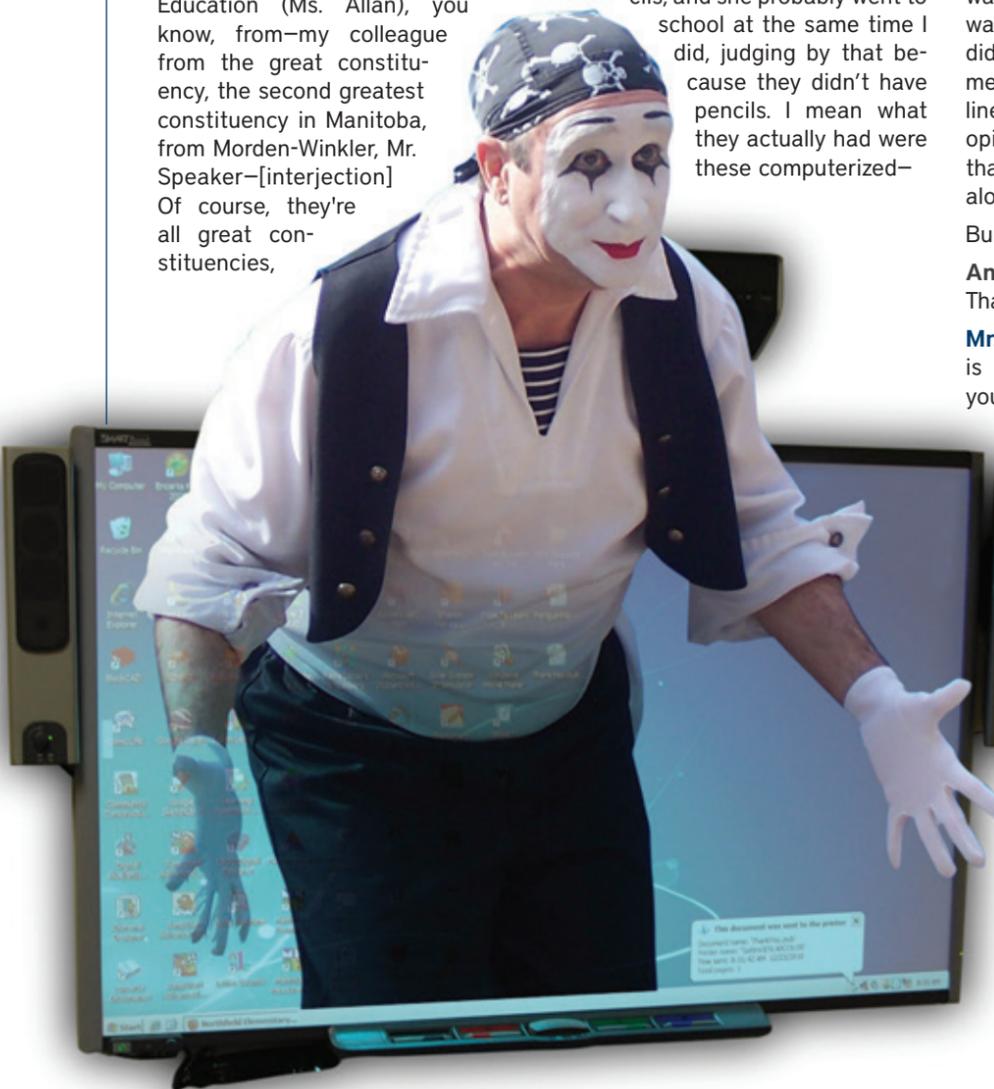
An Honourable Member: Oh, Smart Boards.

Mr. Goertzen: Smart Boards. There we go. Now I've got it. The member for Morden-Winkler (Mr. Friesen) says they were Smart Boards, and you touch on those boards actually, Mr. Speaker, and it's like a computer screen on the whiteboard. And so it was surprising to me how much it changed, and my son, you know, he was very proud to show this off and wanted me to see exactly how they did this. And I think it was called a meme or something along those lines, but now I'm getting different opinions. It might not have been that, but I think it was something along those lines.

But he—

An Honourable Member: That's a mime.

Mr. Goertzen: Not a mime. No, mime is something completely different, you know, but I could mime things, but they—it was ultimately a very interesting experience for me, how different the classroom was. And so, when we talk about education in Bill 9 and the Teachers' Society and how teachers interact with classrooms and how they interact with students, Mr. Speaker, it is interesting to see the different challenges—sometimes challenges but sometimes advantages—that today's teachers have.



NEXT STEPS

PD OPPORTUNITIES 2013–2014



DATE	WORKSHOP NAME	PRESENTER
October 3–5, 2013	FAB5: A conference for teachers in their first five years (Brandon)	Various presenters
October 17–19, 2013	FAB5: A conference for teachers in their first five years (Winnipeg)	Various presenters
October 7–8, 2013	Teaching to Diversity: Universal Design for Learning (UDL)	Dr. Jennifer Katz
November 4–5, 2013	The Changing Role of the Resource Teacher	Dr. Joan Zaretsky and Glenda McKim
November 7–8, 2013	Teaching About Human Rights	Roland Dion and MARL
November 28–29, 2013	Gifts of Our Own: Aboriginal Literature in our Classrooms and Schools	Niigaawewidam James Sinclair
December 2–3, 2013	The Language Rich Classroom – EAL Learners	Dr. Persida Himmele
December 12–13, 2013	Teaching to Diversity: Universal Design for Learning and Implementation for Aboriginal Education	Dr. Jennifer Katz
January 13–14, 2014	Gender Identity and Expression	Dr. Reece Malone
January 20–21, 2014	Successfully Bridging the Generation Gap	Eddie Calisto-Tavares
January 23–24, 2014	Making Equity Work in Schools	Enid Lee
February 10–11, 2014	Learning is Sharing	Andy McKiel and Darren Kuropatwa
February 27–28, 2014	Supervision and Evaluation, Part 2	MTS Staff and COSL
March 6–7, 2014	The 3Rs of Successful School Counselling	Carolynne Piturra
March 20–21, 2014	Universal Design for Learning – Literacy and Numeracy in the UDL Classroom: Developing Students' Love for Language and Mathematical Thinking	Dr. Jennifer Katz

More detailed information on all events will be posted on the MTS website at www.mbteach.org

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