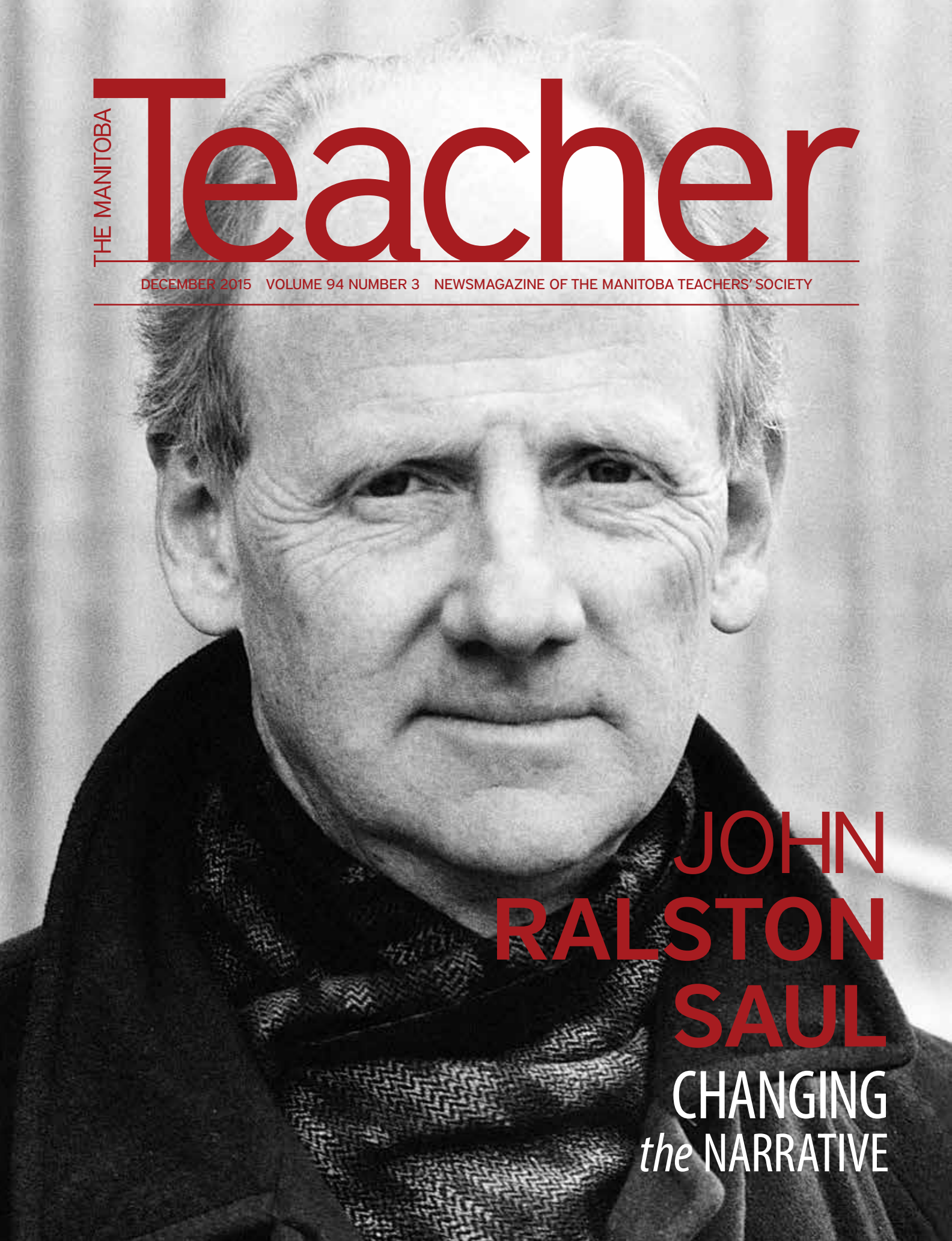


THE MANITOBA

# Teacher

DECEMBER 2015 VOLUME 94 NUMBER 3 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

A black and white close-up portrait of John Ralston Saul, an older man with white hair, looking directly at the camera with a serious expression. He is wearing a dark jacket and a patterned scarf.

**JOHN  
RALSTON  
SAUL**  
CHANGING  
*the* NARRATIVE



The  
Manitoba  
Teachers'  
Society

# Sign up for your MyProfile account in 4 steps

Go to the MyProfile members' area of the MTS Website at <https://memberlink.mbteach.org>

First Time Here? **Sign Up Now**

Sign In

Forgot your MTS Number?  
Forgot your password?

MTS Number\*  
Password\*  
Login Remember Me

If this is your first visit to the MyProfile site, you will need to follow these four steps:

- 1 Click on the red button named **"Sign Up Now"**;
- 2 Fill out the four required fields;

Registration

Please fill in all of the required fields, and Option 1 or Option 2 to register.

Required

First Name\*  
Last Name\*  
Password\*  
Confirm Password\*

Optional

Option 1  
MTS Number

Option 2  
Email Type  
Email  
Address Line 1  
Address Line 2 (Optional)  
Postal Code  
City  
MobilePhone

Register

- 3 If you are a MTS member or a new MTS member and have never entered the site previously, fill out all the fields under Option 2;

*\*If you are a member and do not know your MTS number, please use the **"Forgot your MTS Number?"** link on the right side of the page. Or, you can contact the Information Management department at 204-837-4666, ext. 331 or toll free at 1-866-494-5747, ext. 331.*

- 4 Click the red button labeled **"Register"**. You will receive an email, to the address you provided, indicating that you now have access to the site.



# Teacher

DECEMBER 2015 VOLUME 94 NUMBER 3 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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## FROM THE PRESIDENT

**NORM GOULD**



I was in Brandon recently to attend the grand opening of the Brandon Teachers' Association office.

The walls of the office were adorned with student artwork from some of the schools within Brandon and memorabilia from the history of Brandon Teachers' Association. What caught my eye were the various versions of the local charters issued by The Manitoba Teachers' Society; in particular one with an old MTS logo with the Latin phrase *Quisque pro omnibus*, or "one for all".

It was fitting to see it in Brandon where, in 1922, 80 teachers of the newly-formed Manitoba Teachers' Federation (MTF) were fired for banding together and rejecting a 25-per cent salary cut. One of those teachers said at the time that their action was worth it because "we had perhaps saved others from such an ordeal." Other members of the MTF, to become MTS, came to the aid of the teachers, helping out financially, but were unsuccessful in getting their jobs back.

It got me thinking that while it has been a little lost in the mists of time, the sentiment on that old logo is as pertinent today, perhaps more so, than at any time in our history.

The history of MTS, its major struggles and successes, have relied on teachers helping teachers, supporting a common cause.

A columnist recently wrote that a big difference between the new federal Liberal government and that of the Conservatives is that the success of promises made by Liberal Leader Justin Trudeau will involve regular citizens.

Many promised changes cannot be made by the government alone, but will need the support and active work of organizations, other levels of government and the public at large.

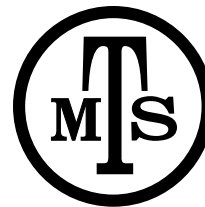
It's not much different in an organization like MTS. Your provincial executive can guide, set a long-term vision and make its collective voice heard, but sometimes that is not enough. Indeed, opponents will sometimes claim, and have, that MTS does not even represent "real teachers".

At times, such as the upcoming provincial election campaign, we often need a much louder voice to show that we do support one another, that we support students and public education.

We don't yet know what any of the parties have in store for public education, but we are preparing to be heard if we see threats to public education.

If any party is looking to diminish the education of students or the working conditions of teachers, we will need the voices of all public school teachers. Just as those teachers in Brandon did for their colleagues 93 years ago, it will be a shared responsibility.

One for All.



# The Manitoba Teachers' Society

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Association





## INSIDE MTS PROMOTING VOTING

**BOBBI TAILLEFER**, GENERAL SECRETARY

The Manitoba Teachers' Society is a non-partisan organization representing 15,000 members of all political stripes. This, however, does not mean that we aren't interested in politics. We firmly believe in the view expressed by Pericles, a Greek populist born in 495 B.C when he said, "Just because you do not take an interest in politics doesn't mean politics won't take an interest in you." We know that all political parties have positions on education, taxes, pensions, employment, parental leaves, health, mental health, workplace safety and health and so on and that these affect teachers, students and the classroom environment.

Most recently, in the 42nd federal election, your MTS was highly involved as a member organization of the Canadian Teachers' Federation in a campaign to raise awareness, at the national level, on issues

affecting teacher work. The Hear My Voice campaign urged teachers to engage with all candidates on two important issues – child poverty and mental health. Teachers were asked to insist that politicians make children and youth a top priority. MTS distributed door hangers and posters with the tag line "I teach. I vote." as evidence of our interest in politics. The national campaign saw over 200,000 teachers involved and was a rousing success.

As the Society is not only a union, but also the workplace for your incredibly talented and dedicated staff, it was important to me, as General Secretary, that in addition to the activities we had planned for teachers that we engage in similar activities for the Society's employees. It was therefore a natural fit to join the "Work the Vote" initiative which was created to help educate, encourage and

facilitate voting for MTS staff, irrespective of their political affiliation. Four members of staff volunteered to take the lead as "Pro Vote Ambassadors" which entailed providing accurate Elections Canada information on voting, polling stations and the proper ID required to cast the ballot. I would like to thank Ralph Ramore, Arlyn Filewich, Liam Martin and Matea Tuhtar for embracing this opportunity and for helping their colleagues in navigating the political process.

As we enter into the next campaign period with the provincial election being held on April 19, 2016, you will see MTS engage in many discussions with all the political parties regarding issues that affect our members and our staff. We hope that you too will become very interested in politics before, as Pericles noted, politics becomes interested in you.

# Digital dialogue makes history

BY LIAM MARTIN

On September 30th, over 800 Manitoba teachers helped make history by participating in the first ever Manitoba Teachers' Society telephone town hall to discuss federal election issues important to teachers and public education in Canada.

MTS President Norm Gould hosted the hour long phone call from the McMaster House Boardroom. Special guests from the Canadian Teachers' Federation joined Norm on the call from Ottawa to talk about the I Teach, I Vote campaign and participants were invited to ask questions about the federal election campaign either by connecting to the call live or through social media using the Twitter hashtag #mtstownhall.

"This was an unprecedented display of membership engagement," said Gould. "Using the virtual townhall technology allowed us to

**"This was an unprecedented display of membership engagement. Using the virtual townhall technology allowed us to hear directly from teachers across the province from the comfort of their homes."**

*- Norm Gould, MTS President*

hear directly from teachers across the province from the comfort of their homes."

Virtual townhalls, also known as telephone townhalls, are used by organizations such as labour unions and political parties across North America to engage and mobilize their membership. Here in Canada, provinces like Manitoba and Alberta now use virtual townhalls to engage their communities when conducting pre-budget consultations.

This past Fall over 90,000 Albertans joined their Minister of Finance for a conversation about the upcoming budget.

The success of the inaugural virtual townhall means that MTS members can expect to be invited to participate in more of these events in the future, especially leading up to the April 2016 provincial election. However only those members who have registered for a MyProfile account will be able to participate, so in the coming months efforts will be undertaken to urge MTS members register for their online account.

The town hall will be one of many tools employed by the Manitoba Teachers' Society to engage and inform teachers leading up to and during the Provincial Election, but it will be the most effective and simple way to learn about where the main political parties stand on issues important to teachers and public education.

by JOHN  
RALSTON  
SAUL

# CHANGING *the* NARRATIVE

*The following is part of a speech given by John Ralston Saul to the Presidents' Council of The Manitoba Teachers' Society.*

I am actually here to talk to teachers.

If you happen to come from a division where you don't have many Aboriginal kids that doesn't mean that you don't belong to precisely the same situation as everybody else and that your obligations are exactly the same as everybody else's. In terms of what our civilization is in Manitoba, on the prairies, in Canada it is absolutely clear the role of the indigenous people in our civilization is central for a whole series of reasons.

You could be living in Rosedale in Toronto and never meeting, knowingly, an Aboriginal person. It doesn't change a thing, it doesn't make the Aboriginal issue any less central to the kids in the schools, whether it's language, whether it's culture, whether it's history, it is the key issue.

Just as in the 1960s we felt it was Quebec and Francophone minorities and bilingualism and we all set about, the public education system, changing the situation. What I think was astonishing was that the public school system which had given me and some of you, very basic French, turned around and created, not just immersion French, but intensive core and all these different models and we went from 99.9 per cent of bilingual Canadians being Francophone to one half being Anglophone. But you can't say that anymore because the kids coming out of French immersion, are they Anglophones or Francophones or both?

That was done by the public school system.

This didn't exist 40 or 50 years ago. This was done by the public school system. You can actually go into places where there is no French, no French culture and produce kids who are, in effect, Francophone, bilingual, whatever. This is easy to do and we have the system in place.

If you look really profoundly at what is not done in the country, what is missing, what's the big missing piece? The big missing piece is that Canada as a whole has not come to terms with the Indigenous reality. We have not got over the betrayal that really started in the second half of the 19th Century and lasted 100, 150 years. Things have been done. We're going in the right direction, but I would say we've done 25 per cent and I'm being generous.

It's not just the dirty water, the garbage school building, the housing, the treaties. It's the whole narrative of the country, the way in which we talk about ourselves. It's not about saying let's have a course on First Nations history. Ok, sure, fine, do that. But that's not really what it's about. If you do that, what you're doing is just placing this good course on First Nations history beside an enormous misrepresentation of our history, who we are and how we function.

I do not believe for one minute that the change that is required is going to come from the universities. The universities aren't capable of doing it. They are far too locked up in their specializations, their narrowness. I think the profound leadership which is going to change the country is going to come out of the public school system. It is going to be done by you because it is much more flexible, teachers are

more on the ground. You will be, just as you were with bilingualism, at the core of the way we rethink language, language teaching, narrative, history, politics, ideas and so on.

When people say Canada is a product of European civilization, I say really? I don't think so, because actually we don't believe this is a country shaped by war as in Europe. Soldiers don't believe it. I don't see any of the military nodding when they are identified as the people who founded and shaped Canada. They don't see themselves that way at all, they see themselves as servants of a place that sees it as far better not to go to war. We'll go to war if necessary, but let's not go to war if we don't need to and let's not talk about it all the time. That again is a tradition which is not European, this idea that a country is not shaped by military victories. Again, where does that come from? Indigenous people were absolutely ready to go to war and were pretty good at it and we're pretty good at it, but we don't want to go to war and we think that if we just keep talking we can figure out a way out of it. It's an Aboriginal root, it's not a European root.

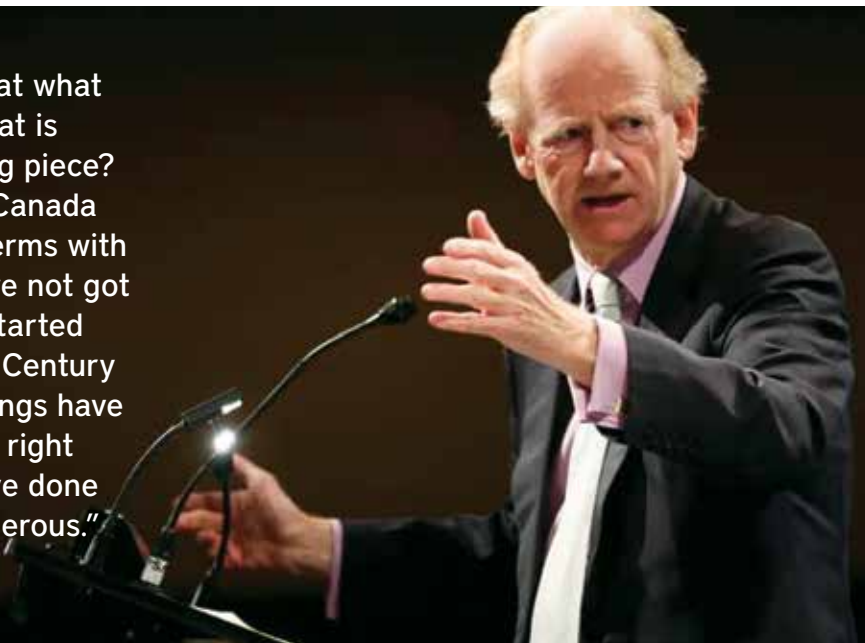
As far as this applies to Aboriginal students, I think this is what I would call restitution. There is no such thing as reconciliation without restitution. Changing the education system so that it both serves Indigenous kids but also reflects the Indigenous reality is part of the restitution. It is, in a sense, admitting a different story line which brings Indigenous people into the story.

This view of narrative is absolutely central. We have to find new ways to tell the story



**"If you look really profoundly at what is not done in the country, what is missing, what's the big missing piece? The big missing piece is that Canada as a whole has not come to terms with the Indigenous reality. We have not got over the betrayal that really started in the second half of the 19th Century and lasted 100, 150 years. Things have been done. We're going in the right direction, but I would say we've done 25 per cent and I'm being generous."**

**- John Ralston Saul**



about who we are, what we're doing here and what it means and how we relate to each other. Thousands of years Aboriginal people were here, 400 years Europeans and others began arriving. And for the first 250 years, minimum, we were smaller in numbers than the Indigenous population. We were deeply reliant on them in every possible way and later on we were partners. So, 250 to 300 years of European and others living with a dominant population and working with them and learning from them is a very long time. In that period of time it is not at all surprising that we took on habits that we accepted ways of doing things. Why don't we recognize what happened to us, to our way of thinking? Because by the time you get to the second half of the 19th Century . . . suddenly there were a lot more immigrants than there were Aboriginal people. That wave of immigration of English and northern Irish to Canada in the latter half of the 19th Century had enormous impact because they came in with the full flood of the British Empire's self-confidence behind them and they imposed themselves on the country. They took over our universities, they set our curricula, based on the British model. They set in place a whole model of teaching at the post-secondary level which was really all about England and Europe, European culture and they wiped out of our memories our previous thousands of years of history. They white-washed it over and brought in this new thing that everything we did had to be somehow brought from British roots or French roots or Scottish roots or whatever.

And we're still there. They really had an enormous impact on us and we have not rethought seriously the narrative and how we deliver the narrative.

We struggle. We struggle when we do something interesting, single-tier health care, bilingual education, not worrying too much about the fact we've never settled our constitution. There's just a long list of things we have a great difficulty explaining because we are so reliant on European intellectual methodology. I have spent a lot of time in Europe trying to explain immigration and citizenship in Canada and they simply don't know what I'm talking about until I stand back and say here's the thing: immigration and citizenship policy in Canada is basically put in place over two and a half to three centuries according to Indigenous methodology. It has nothing to do with you Europeans, the reason you're having so much trouble in Europe to this day is because you have a method . . . which comes out of the idea everybody is held together by some combination of race, language, religion and mythology. Your method makes it very difficult for you to absorb or integrate people. We have a different method and it comes out of the Aboriginal experience of Canada. There is nothing in our immigration and citizenship policy that has European roots. Yet we don't teach anything in our schools and universities which would lead us to understand that. In order to make sense of ourselves, we have to get the narrative right.

A lot of it is really basic stuff that I think we are starting to get right. I mean, stop talking

about explorers; maybe we should call them, I don't know, adventurous passengers? There's still that statue in Ottawa that used to have a native crouching at Champlain's feet. There's Champlain pointing nobly up the Ottawa River where he's going to be taken. He has no idea where he is. He thinks China is just about 15 kilometres down the river. He's completely lost. We have to write it in a way which admires the courage of these people. From a European point of view they did want to know what was going on, but somehow that has to be written in a way which clearly indicates that people whose canoes they were passengers in knew where they were and had civilizations based on the fact that they knew where they were and had very complex systems of alliances and so on.

So, we have to think very hard about how we redo the narrative. As I said at the beginning, it's not just about native history in a special course. It really is about rethinking how we describe what happened and how it happened and what native leaders were saying. We haven't got it into our education system as a way of thinking, a way of representing ourselves and that is a big job, but not that hard a job because we know what this is really about.

We have to actively, consciously say there is a door to be opened wide to another narrative and it has to come through the public school system.

*John Ralston Saul is an award-winning essayist and novelist, a Companion of the Order of Canada, the Order of Ontario and a Chevalier in the Ordre des Arts et des Lettres of France.*

A group of elementary school students' appetite for change, cultivated through a hands-on learning experience with Winnipeg Harvest.

# HUNGER FOR CHANGE

BY JENNIFER MCFEE





A group of elementary school students hungers for change, cultivated through a hands-on learning experience with Winnipeg Harvest.

And retired schoolteacher Lynda Richard is helping to create a partnership that feeds this mindful outlook.

After her retirement five years ago, Richard began volunteering at Winnipeg Harvest to lead school tours and host groups. From there, she was hired part-time to develop school programs.

A unique project began after Louis Riel School Division responded to a letter sent out to determine interest in partnering with the non-profit organization.

“With a team on both sides, we came up with our concept. Louis Riel had a few other partnerships going on, so they already had the mindset,” Richard says.

“Winnipeg Harvest was able to step on board and offer what we could. Together, we’ve got a pretty awesome program. I am seeing great results in many ways.”

Harry Bell, a curriculum co-ordinator for Louis Riel School Division, worked with Richard to develop the initial plans.

Three years ago, a pilot project launched for two Grade 5/6 classes, one from an English school and another from a French immersion school. Since then, the program has expanded to include two English classes plus two French classes each year. The participating students visit Winnipeg Harvest four times over the school year, focusing on four different learning hubs.

“We used an early-years model of centres. We decided that there was always going to be a warehouse centre and there was always going to be a general food centre,” Bell says.

“Another creative-based centre had a drama and art focus. And the fourth centre was trying to tie it all together, connecting to the previous centres through something where they were giving back. Often it was writing thank-you cards that could be used by Harvest.”

At the same time, the initiative focuses on education for sustainable development that hinges on issues such as social justice, the environment and the economy.

“We make sure that each time we go, there is something from each of those pillars. For example, for the economic pillar, there would be a poverty simulation, having those kids learn how to live on a certain number of dollars per day,” Bell says.

“That was really powerful, and that connects to mathematics curriculum and problem solving. It’s really the whole picture.”

During each visit, the students also focus



on a different food group from the Canada Food Guide, notes Richard.

“They do some food preparation in that area, but we’re also asking them to bring a donation of food for Winnipeg Harvest from that food group, if possible,” Richard says.

“We’ve been weighing all the food donated, and we’ve been getting many more donations on a regular basis because of that. Hopefully it becomes ingrained and they will continue giving at their local grocery store because it’s now become a habit.”

For the milk and alternatives group, the Dairy Farmers of Manitoba provided nutritional information and resources. Then for grain products group, students sorted and bagged oatmeal in the warehouse. Then they also had the chance to measure ingredients and make oatmeal pancakes.

For the vegetables and fruit group, students sampled foods on tasting platters while also sorting potatoes in the warehouse.

And for the meat and alternatives group, the students created pasta packs with protein as part of their warehouse duties.

“The kids do an assembly line and make recipes cards. In a bag, they put in all the items necessary to make that meal — a bag of pasta, a tin of soup, a protein and a vegetable. Then they measured out spices in spice bags and put it all together,” Richard says.

“We made hundreds of these meals. It was amazing. It’s something personal. A family going to a food bank will be able to take this Ziploc bag with all the items in there and they can make a casserole with their family. There’s a beautiful card and picture in there. It was really cool, very empowering.”





In between trips to Winnipeg Harvest, Bell and his colleague Lauren Mitchell-Lawson continue to work with students in their classrooms.

“That helps teachers develop and create curriculum connections between the visits. Quite often it’s in art, so I’ll go in and do demonstration lessons for the teacher with the hope for building capacity,” Bell says.

“I’m hoping that they’re going to carry on doing these things themselves. They’ll have some tools in their toolbox to be able to do the same thing next year with the kids.”

Throughout the entire school year, the partnership remains a key focus that is integrated into as many areas as possible.

“It wasn’t just a little piece added on,” Bell says. “All of their fundraising efforts, all of their awareness efforts, anything that happened in their classes — social justice, environment, economy — had something to do with Winnipeg Harvest and the partnership.”

For the 2015-16 school year, the format remains the same with participation from both French immersion and English classes at four Louis Riel schools: Ecole Howden, Ecole Marie-Anne-Gaboury, Shamrock School and Glenwood School.

“I didn’t want it to be a field trip, so this year the teachers were responsible for the content. That’s much better for the teachers and much better for the class,” Bell says. “It’s harder for us as organizers because that means each teacher had something different. The intent is to carry on making it the teachers’ responsibility to determine what needs to be done. Then our job as co-ordinators in the division and staff at Harvest is to support that.”

Even though the project has only been in effect for a short time, Bell can already see

the positive impact on students and their families.

“We’ve got kids and parents who now volunteer at Harvest often because this is what they’ve seen and it’s become part of their routine,” he says.

“So after they became part of the programming, they’re carrying on, which is helpful to Harvest. It’s also helpful to the students as they figure out how they can effect change as they’re getting older.”

Like Bell, Richard has witnessed a transformation that extends beyond the students.

“When we educate children and get them excited and inspired, when we help them see social injustice and help them find their voice, they go home and share that with their families. Their families then go and share that with their place of work, and then it becomes bigger and bigger,” she says.

“Even with the parent volunteers who are coming to Harvest to support their children over those four sessions, they want to keep helping. That’s very exciting. We are planting the seeds of these kinds of things, which is fantastic.”

The overall purpose of the partnership is to develop a sense of citizenship, she says.

“I want children to have a more sustained and deeper experience with social justice issues,” Richard says.

“I want to find ways that they can actively make a difference in the world and feel empowered to do that.”

The first level of citizenship involves a personal connection, such as dropping a tin in a donation bin, she explains. The next level encompasses a community-based approach, such as organizing a food drive within a school.

“That’s a target area we’re looking at for

elementary and middle years kids because that’s the stage they’re at. We’re hoping that with the sustained activity, they will move their way up to become more globally minded and social justice-oriented students,” Richard says.

“That’s our hope because the only way we’re going to change the world is if we influence and impact these younger children.”

While the project creates a positive ripple effect in the community, the students also reap rewards from their involvement.

“It’s a delight for any teacher to motivate children to do real-life meaningful activities and use their academic skills and talents in a positive community way,” Richard says.

“I was always trying to make learning opportunities more relevant for the kids, so this is a great way to do it.”

Although this particular partnership program has reached its maximum number of participants, Richard says Winnipeg Harvest is open to other ways of creating connections with classes.

Another way schools can get involved with the organization is through the Empty Bowls initiative. With this project, students create bowls that are later filled with soup at a community dinner. Parents and other community members provide donations to pay for their bowls, with all funds going towards Winnipeg Harvest.

“Although we’re at capacity with the partnership program with Louis Riel, we’re very open for all kinds of creative ways of having meaningful interactions with kids in schools,” Richard says.

“We have volunteers and paid staff who will come out and work at the school level to create powerful service opportunities for the children under the umbrella of sustainability. It’s a win-win-win for everybody.”

# Shout out on 103.1

BY LIAM MARTIN



**M**anitoba Teachers' Society, Virgin Radio Team Up to Tell Your Stories.

The Manitoba Teachers' Society has entered into an exciting partnership with Virgin Radio that will provide schools, teachers and students the opportunity to share the great things going on in schools and classrooms with tens of thousands of Virgin Radio listeners across the province.

The initiative, called School Shoutout, can be found on the Virgin Radio Winnipeg website (<http://winnipeg.virginradio.ca/index.aspx>) where information about everything from student achievements to fundraising events and school concerts will be posted.

The events will be shared via social media using the Twitter hashtag #SchoolShoutout1031 and will be posted on the website through a Twitter widget that will be updated in real time. Each month, an assortment of events and articles from The Teacher magazine will be highlighted and Virgin Radio on-air personalities will steer listeners to the website so they can learn more about what's going on in Manitoba's schools.

Virgin Radio and its on-air personalities' strong social media presence expands The Manitoba Teachers' Society audience significantly, thereby enabling the Society to communicate all the great things happening in our schools with families across Manitoba.

So, the next time you want to promote something or someone great in your school, post it to Twitter using the hashtag #SchoolShout1031 to get Manitobans talking about public education.

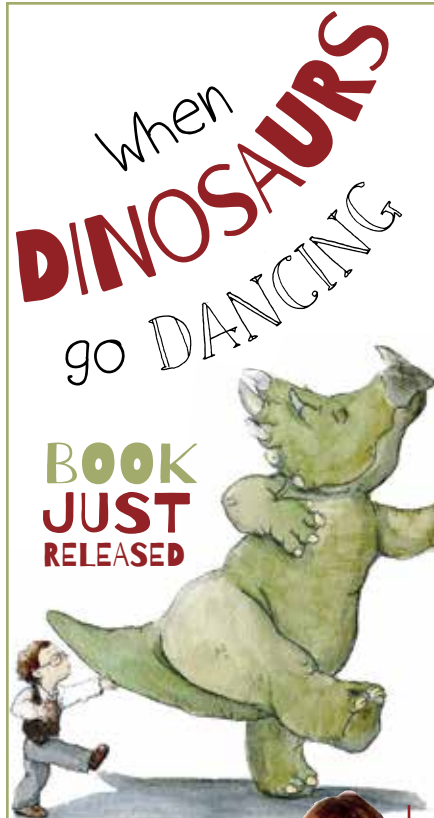


**RTAM Presents Pre-Retirement Seminars**

- Retirement from a retired teacher's perspective!
- Are you contemplating retiring in the next 5 years?
- Retirees talk about finances, benefits, and lifestyle change

**For Westman and surrounding area:**  
Saturday, January 23, 2016  
Central Community Centre, 529 - 4th Street, Brandon, 1:00 to 3:00 p.m.  
Please call Ray Sitter to register at 204-725-1745 by January 19, 2016

**For Winnipeg and area:**  
Saturday, February 20, 2016  
RTAM Board Room, 206 - 1555 St. James St., Winnipeg, 1:00 to 3:00 p.m.  
Please call RTAM office at 204-889-3660 to register by February 10, 2016.



By JUDY COOK,  
illustrations by  
SONIA NADEAU



"Funny and educational... terrific artwork amplifies the humour. What more could you ask for... Oh wait I know... it has DANCING DINOSAURS!" – Al Simmons

"Dinosaurs waltz, tango, and shuffle. Instead of running from predators or migrating across lands, they time-step, double pirouette, and bunny hop." – Kirkus Review

"Scientists have long puzzled over fossilized dinosaur foot prints. What do they tell us? With a wink and a click of her tap shoes, author Judy Cook provides an answer, one that is as fun as it is informative."  
– Edwin Dobb, co-author of *Dinosaur Lives: Unearthing an Evolutionary Saga*

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A portrait of Diane Roussin, a woman with long dark hair, smiling and wearing a purple sleeveless top. She has her arms crossed and is wearing a gold ring, a gold bracelet, and a necklace with a pearl. The background is a bright, out-of-focus outdoor setting.

## *Diane Roussin*

*is director of The Boldness Project, which aims to create a better future for the youth of Point Douglas through a six-year strategy the Boldness team is developing, to have young children better prepared when they enter the school system.*

BY DONNA MAXWELL

# Bold Moves

## Getting kids ready for school

An outsider might look at Winnipeg's Point Douglas neighbourhood and react in any number of ways, ranging from fear to empathy or even apathy.

But the people who live in the north end community see it differently. They live there, they were raised there and now they're raising their own families there, and while they acknowledge there's drugs and gangs at work in Point Douglas, there's also so much more.

Diane Roussin is director of The Boldness Project, which aims to create a better future for the youth of Point Douglas through a six-year strategy the Boldness team is developing, to have young children better prepared when they enter the school system.

Two years into the aptly named project, Roussin is invigorated, excited, and looking to continue moving forward.

"There's a lot of good stuff going on in the north end, that doesn't often get highlighted or it doesn't get as much time of day as the bleeding and the negative stuff," Roussin said.

"We're trying to shine a light on the good stuff in the north end, things that work and build the strategy from that place of strengths of what works, versus the deficit of what doesn't work."

The Boldness Project, funded by the J.W. McConnell Family Foundation and the province, as well as The United Way and others, aims to create a six-year strategy to help kids in the community, highly populated with indigenous families and newcomers to Canada, be better prepared when they start school. They want to arrive at that strategy with direction from the community and build the strategy with a

child-centred approach.

Roussin said they're not making a case for early childhood development, everyone agrees the case has already been made – rather The Boldness Project is looking at why so many kids in Point Douglas, as much as 40 per cent, don't meet the outcomes defined by the Early Development Instrument and what can be done about it.

She said in Year 1 they engaged the community, taking direction from the people and setting up several guide groups to help steer the project. She said they talked to everyone, the people and groups that always get asked, and others whose opinions get overlooked.

"We're really trying to get at those folks that don't often get asked, which tends to be parents of the kids we're talking about it a lot of ways," Roussin said.

She said they learned quickly that the people of Point Douglas might not speak the same language as the educators who write books on things like early childhood development, but they were saying the same things in many cases. While book-smart people talk about toxic stress and secure attachment, Point Douglas families don't, but they talk about knowing that babies need to be held, Roussin said, and that they need to be surrounded by love and care.

"We're kinda saying the same thing, just different language," Roussin said.

And she said she learned too that some of her language had to be brought down to a street level.

"We were talking about The Winnipeg Boldness Project, it's a collaboratory, it's a

lab, you know, we're testing prototypes, rapid feedback loops and all this crazy language and the committee is kinda going, 'OK, interventions, labs, testing, weird language,'" she laughed.

"The committee told us these ideas we're talking about are really possibilities for kids."

The leaders were more than willing to listen to what the community had to say. Roussin said they walked in saying they were looking at kids aged 0-6, and right away one of the elders questioned their numbers.

"Where'd you come up with six? How is that significant? And we were like, 'oh, well, (laughs) that's an interesting question,'" she said, adding it was one of their first realizations that they had to consider whose concept of childhood they were talking about.

"We're trying to pair up that community wisdom with that mountain of science around early childhood development that's there."

Armed with the community's suggestion that what they had were possibilities, they came up with a list of what they now call proof of possibilities, or POPS. They've narrowed it down to five that they'll work on achieving first, and they include education, family centred decision making, creating a hub of strength, transportation and getting more supports for dads.

"What we're trying to do is design interventions and then test them, to prove and get data to show they work," she said.

In January of this year, Roussin said they started what's called social innovation, a concept she says was new to her, and very exciting. Social innovation tries to tackle a problem in a new way that is more effective,

efficient, sustainable or just than other solutions.

Roussin said what's innovative about their approach is that they're really involving the community, and essentially "co-creating" their solutions. By getting together with the people she called the "unusual suspects" they're looking to improve in a whole new way.

By talking directly to the parents of young children, they've learned a lot. She said the first POP is education and The Boldness Project is trying to get Point Douglas parents to access the Canada Learning Bond, which is available to parents across the country. It's grossly underused everywhere, and especially in Point Douglas.

She said when they let people know about it, they were excited, but accessing it was difficult, and the reasons why shocked even Roussin.

She said they created a systems map to show all the things people needed to do to sign up for a Canada Learning Bond, and residents quickly pointed out several barriers.

"Huge one, ID. Who knew?" she said.

"You need a relationship with a bank so the federal Canada Learning Bond can be deposited into it...Birth certificates cost 30 bucks, huge barrier to families."

They're now working with the federal government and community-based organizations to try and get around the ID situation and make it easier for families to access.

"People are dealing with basic needs, housing, food, clothing, why would they invest all the time and energy to sign up? You go through a crazy process to sign their kids up for some money when their kids are gonna turn 18. Their kids are babies right now and they're just trying to deal with housing," Roussin said.

Besides including the community in the decision-making process, Roussin said they're involving other agencies, like the federal government and the Winnipeg Regional Health Authority, who are working on the ID issue. She said involving partners early on and having them co-create and design interventions gives them a better chance at success.

"People are involved at the start and people are then taking this into their own system and going, OK, this is what we need to do."

Shannon Meaniss is a 34-year-old Point Douglas mother of five kids, aged two to 15, and she and her common-law husband Kevin Shingoose are members of the Parent Guide Group. She also interviews families trying to help them access the Canada Learning Bond.

She said The Boldness Project is a good thing for the community, and it is being



## Shannon Meaniss & Kevin Shingoose

*worked on a mosaic called 'Our Roots – Where We Belong' for the Boldness Project and it will be displayed in different areas throughout the north end.*

embraced. When she and Shingoose started attending the guide group meetings, there were just three families. Now, she said there are about 12 who attend monthly.

She said she knows others view Point Douglas in a negative way, but she's lived there her entire life and has a different view of the community.

"I think of the community as a very together community. I find the community, to me, I find the community very close. When you go out there, you always see a smiley face. We're labelled as a very harsh neighbourhood, but this is the most friendliest neighbourhood you'll ever see," Meaniss said.

But she acknowledged they do have issues.

"Oh yes, there's a lot of issues, but the issues aren't only here in the north end, they're everywhere. When I say that, gangs, drugs, I would say that's basically about it."

She's excited for the opportunities The Boldness Project will provide in the future, and with a two-year-old son, it's very personal to her.

"We can see our children succeeding in the future...when you tell your children that there is money there for you when you

graduate, and if you wanted to further your education, it brightens them up and it gives them more incentive to want to continue to go," she said.

Meaniss and Shingoose, 38, worked on a mosaic called 'Our Roots – Where We Belong' for the Boldness Project and it will be displayed in different areas throughout the north end. They went to places like the Austin Street Fest and Picnic in the Park over the summer and had families work on tiles for the mosaic. They were asked to write or draw what they thought was the most important contributing factor to the success of families living in Point Douglas.

Their responses are telling, and though they lack a scientific approach, might be the best indicator of the community's desires for the future, and perhaps hint at the fact that The Boldness Project is on to something.

"A lot of people had wrote love, respect, housing, stuff like that," Meaniss said.

"And when we put it all together it was quite a bit of those three things. That just goes to show it's very important in people's eyes, having that love and respect for each other."



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BY MATEA TUHTAR

# Excellence in Teaching *the Governor General's History Awards*

Out of all the subjects taught in school, Canadian History doesn't often get a reputation for being 'fun and exciting'. But some teachers are looking to change that. This past October in Ottawa, six Canadian teachers were awarded for engaging their students' "historical imaginations" and proving that Canada's history is anything but boring.

2015 marked the 19th anniversary of The Governor General's History Award for Excellence in Teaching, presented by Canada's History Society. The prestigious award honors teachers who are using innovative approaches and best practices in teaching Canadian history, and Canada's History Society wants more Manitoba teachers to know about the program.

"It's one of the biggest award programs at Rideau Hall, and certainly the biggest honors in the field of history," says Joanna Dawson, Community Engagement Coordinator at Canada's History Society, based in Winnipeg.

Almost a hundred teachers have been recognized since its inception, and in 2011 the Society, in partnership with other leading history organizations, expanded the program to include five categories and recognize the many different ways history is taught, celebrated and communicated in Canada. The five categories of the Governor General History Awards are: Teaching (K-12), Popular

Media, Museum Programming, Community Programming and Scholarly Research.

"The great part of this awards program is that it brings together so many different communities - you have your academics, teachers, heritage professionals and volunteers. It's really the only time that people from these different types of subfields get together - it's great for networking," says Dawson.

About 60 teachers from across Canada applied for this year's award, and six out of 25 finalists were selected. The finalists received a trip to Ottawa where they were presented a gold medal by the His Excellency the Right Honourable Governor General David Johnston at Rideau Hall. The award winners also got to attend related events in Ottawa including a reception with the Governor General, an admission to the History Forum, and attend a gala dinner with other award recipients and sponsors. The winners also receive an individual cash prize of \$2500, while their respective schools receive \$1000, as well as a trip to Europe in 2017 for the 100th Anniversary of Vimy Ridge tour.

"Teachers don't necessarily have to be history teachers," explains Dawson, "but they have to have somehow incorporated a significant component of Canadian history in their unit. So they could be music, art or social studies teachers - the key things we're looking for is that

they're really getting students to think critically about what they're learning, asking questions about the past, and make connections between local and national history."

Some examples from this year's awards included a project on treaty negotiations, where a teacher did a year long simulation with her students that began with a treaty negotiation. Throughout the year her classroom evolved and imitated Canadian history as the students negotiated these relationships.

Another teacher from BC did an augmented reality and gaming project where his students looked at their school specifically during the Second World War. The students were presented with primary source artifacts triggered through GPS and QR codes on their mobile devices. They could also have fictitious conversations with past students and watch present-day interviews of survivors who went to the school.

Teachers who apply for the awards have to share their lesson plans, rubric and all the materials that go along with their unit. The application process is extensive and requires a lot of documentation that has to support what the teachers are achieving with their project.

The application process isn't a big deterrent however, according to Dawson, the most difficult part is getting teachers to apply.

"There's a lot of great things happening in





# Young Citizens Program

classrooms, in Manitoba and elsewhere. But teachers are very humble and very busy as well. That's one of the biggest barriers," she says.

The teacher finalists learn a lot during their time in Ottawa and get some free PD during their stay. The History Forum is in its 8th year and is a conference style event that goes along with the awards. Each year a different theme is chosen to spark the conversation where people can discuss issues and opportunities in the field of Canadian History.

"The awards experience for teachers is definitely a highlight of their careers - it's not often that teachers are honored this way. I think they come away feeling a little more energized and inspired to continue their work," says Dawson.

Some important dates are coming up in Canadian history including Canada's 150th Anniversary in 2017 and Manitoba's 150th in 2020. "There's also the 100th Anniversary of Vimy Ridge and Beaumont-Hamel," says Dawson adding that there's a history joke that.. "there's an infinite number of things to celebrate as long as the number is divisible by five!"

Joking aside, Dawson wants to invite Manitoba's teachers to put themselves forth to be considered for an award, and to also check out the previous awards winners' work. "That's one of the goals of the awards - sharing back all this information with other teachers," says Dawson. Canada's History Society website has podcasts with the 25 finalists, as well as lesson plans and project descriptions going back the twenty years of the awards. "We keep in touch with recipients and finalists because there's so much great work that we see go through. We want to make connections and make any opportunities for teachers that we can.

For more information on the Governor General Awards visit: <http://www.canadashistory.ca/Awards>.

On October 15-18th, 26 students from each province and territory in Canada, travelled to the Canada's History Youth Forum and spent four days together exploring the capital region and learning more about our country's past.



The Young Citizens Program runs in conjunction with The Governor General's History Awards and honours students who

have completed research projects that connect with Canadian History.

It's also just.. "really cool!" according to Reed Cohen, a student at École Marie-Anne-Gaboury, and one of the winners of the 2015 Young Citizens Award. Cohen's project was "Hana's Suitcase - The Canadian Connection" - about the award winning book written by a Canadian author, Karen Levine.

"This project is about discrimination and promoting tolerance and peace for everyone," says Cohen, who read the book and thought it would make a great heritage project. The key was finding out the connection to Canada.

Turns out there's a big one - George Brady, Hana's brother, moved to Canada following the war, and has lived in Toronto since then. "He goes to a lot of schools and teaches people about Hana's story," says Cohen. "I like that because it tells people what happens when people are really mean and racist."

Cohen won the Young Citizens award at the Red River Heritage Fair last spring which came with the stipulation that he create a video talking about his project. The videos are posted on the Young Citizens website and viewers vote on their favorites. Cohen used posters and social media to encourage his friends and family to vote for his video. He ended up being one of the winners, and this October Cohen got the chance to fly to Ottawa for the very first time.

"I was really excited! It was really cool to meet kids from across Canada, I was a bit nervous going, but once I was there everyone was really nice and I made friends right away."

This camaraderie is what makes the Young Citizens program special according to Joanna Dawson, Community Engagement Coordinator at Canada's History Society. "In addition to the students learning about Ottawa and history, they really get a chance to meet all of the other kids and get to learn where everyone is from, and the different backgrounds of all the students. They share rooms together - they very quickly form a bond. And I think their eyes are opened a little bit more to our country and our history and differences."

The students got a chance to visit Parliament Hill, the Governor General's house, the War Museum and the Museum of History. They also participated in treasure hunts and a haunted tour of Ottawa. The kids were also honoured, and their videos were presented at the History Makers gala dinner.

"My favorite part was....everything," says Cohen, though when pressed he chooses the Parliament Building because..."that's where our government happens." He also admits it looks a little like Hogwarts from the outside.

Though he's not sure what he'll end up doing in the future, Cohen says he will consider a job that deals with history. Or potentially, become "the next prime minister of Canada."

To learn more about the Canada's History Young Citizens program and heritage fairs, and to view all the student videos from this year visit: <http://www.canadashistory.ca/Kids/YoungCitizens>





# MET School continues to grow

BY MATEA TUHTAR

Canada's first and only MET School has come a long way from its humble beginning in 2009 when it opened up with three classrooms housed inside Garden City Collegiate. This fall, the Seven Oaks MET School moved into its very own building, with over one hundred students attending the 2015 school year. It's a move that attests to the success of the school, and they're ready to take on the challenge.

"It's sort of MET School 2.0 - a fresh start in a space we can call our own," says Acting Principal Nancy Janelle. "1.0 started 7 years ago and we were in our original small location at Garden City, and it was sort of an experiment to see if we can make a go of it. So we feel that 6 years in the old building was us establishing ourselves, proving ourselves and saying 'Yes we can do this, we've got community support, parent and student support - we're making this happen!'"

This spring the MET School celebrated their fourth graduating class with students continuing their education at post-secondary institutions - some with scholarships in hand. "We've really been able to prove that the program works and doing it in this alternative way really produces capable kids."

The Seven Oaks MET School is a 'Big Picture Learning' school with the philosophy of engaging students in their learning through creative and challenging interest-based project work and internships that provide real world learning opportunities. The classes have a 1 to 15 advisor to student ratio and students have the same advisor for all four years of high school who have the responsibility to connect their projects and internships to the curriculum.

Some of the places that have provided internships to students include St. Andrews Airport, Health Sciences Centre Volunteer Services, Amber Trails Day Care and the Manitoba Sports Hall of Fame.

The new MET School building houses 8 classrooms, a great room and lobby. Each grade level classroom is next to each other and divided by a glass wall so there's still a lot of sharing going on between classes, and a lot of collaboration. Students go across the street to Garden City Collegiate for phys-ed and band or choir.

"Now that we're growing bigger we'll be



**"And now we have this space to call our own and to show people. It makes such a big difference. Being in the bigger building, we were just kind of lost in it. It was hard to create our own culture. But having this place the kids can congregate, they can socialize and you're not losing them in the crowd."**

*- Nancy Janelle, Acting Principal*

able to do more things in-house," explains Janelle. "By next year we'll do all of our math in-house including pre-calculus whereas before we relied on Garden City for that."

For the last four years the school has added a staff member and in September 2016 will see 30 new students and one more advisor, putting them at capacity. The school also has a waiting list for admission, with some students traveling across the city to attend.

"We're finally able to create our own identity," says Janelle. That identity was shown off during the school's packed Open House night on November 10th. School and school board officials, students and parents came out to celebrate the new space and were treated to skits and movies from the students

describing their life at school.

Also in attendance was the MET School co-founder Elliot Washor. "When we first opened up as a Big Picture School, part of that process was them giving us a mentor. Just as our students have mentors in the community, we get a mentor who comes and spends a certain amount of time with a new school to help them get established and answer questions," says Janelle, adding they've taken the last few years to iron out the kinks.

Janelle says she sees there is a need for MET schools and gets a great interest from other school divisions across Canada. "I started this role last year, and it feels like once a week I've got somebody coming in to meet me, to see the school, or do an interview."

"And now we have this space to call our own and to show people. It makes such a big difference. Being in the bigger building, we were just kind of lost in it. It was hard to create our own culture. But having this place the kids can congregate, they can socialize and you're not losing them in the crowd."

Janelle says it's the smaller numbers that really help kids get to know each other. "When you see Grade 9's hanging out with Grade 12's - that doesn't happen in a high school. The kids love it, the ownership they're taking of it is nice to see. The students are proud of it and that makes such a big difference."





# PD DAY & FAB 5

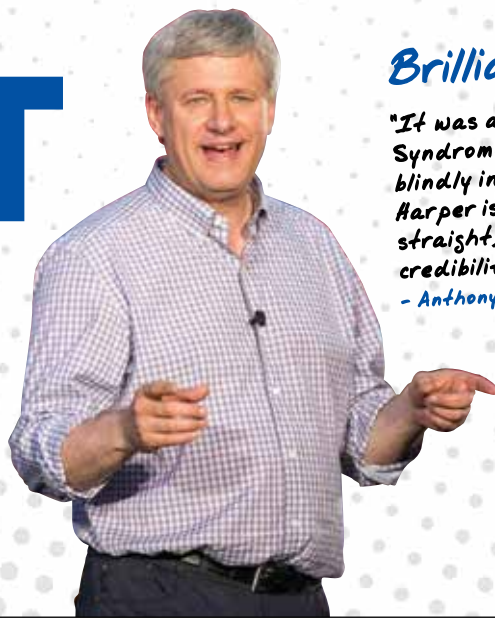
**MTS Professional Development Day** (formerly SAGE Coordinated Conference day) was held on October 23rd and featured more than 1000 workshops hosted by 29 SAGE groups, EFM, COSL and LIFT in Winnipeg, Brandon and numerous satellite sites around the province. More than 10 000 members were engaged in their choice of professional learning opportunities and shared their experiences with colleagues through #MTSPDDAY hashtag on Twitter.

**Fab 5** was FABULOUS once again! More than 140 teachers from all corners of the province were inspired by the talented Keith MacPherson and the inspirational Chief of Winnipeg Police Service, Devon Clunis. A wide variety of workshops and short information sessions engaged participants throughout the day on October 22nd.





# PORTFOLIO



*Brilliant media commentary!*

*"It was a clear case of Harper Derangement Syndrome (HDS), whereby people are so blindly incensed by the mere fact Stephen Harper is prime minister that they can't think straight, thus completely undermining whatever credibility their arguments may have had."  
- Anthony Furey, Postmedia Network*

*"Just what it is about the Conservative Leader that sends reasonable people into such fits of hysteria is best examined by historians, or better yet, psychiatrists. Somehow when it comes to critiquing Mr. Harper, all perspective gets thrown out the window."  
- Konrad Yakabuski, Globe and Mail*

## Liberal majority media minority

BY GEORGE STEPHENSON

The media now are champions of the overdog.

Even as Canadians move in the opposite direction.

Now that the federal election has faded to a dot in the rear view mirror, maybe we can take one more look back and conclude, finally, there is no such thing as a "liberal media."

The role of the media in the past campaign has not received a lot of attention, at least not in the traditional outlets. Not a surprise. Those who control traditional media put themselves last on the list of things to report. They are about as self-aware as a rock.

This election we got to gaze into credibility gap; the audience on one side, media owners and editors on the other.

Pretty well all traditional media, mainly newspapers, in Canada basically told their audience how stupid they are and that the views, values and opinions of readers and viewers really aren't that important. But send us your money, anyway. First three weeks are free.

Postmedia Network, through the help of the Conservative government and its agencies, now owns most of the ink on paper that Canadian newspaper subscribers read. Money-losing Postmedia is bankrolled by the U.S. hedge fund Golden Tree Asset Management, which has provided high-interest loans to allow Postmedia to acquire ever more Canadian media companies.

Despite the concerns about foreign ownership of the media and the decline in



competition (it now owns both newspapers in Edmonton, Calgary, Vancouver and Ottawa) the federal government and Competition Bureau let the deals slide through.

Heading up Postmedia in Canada is Paul Godfrey, long time Conservative supporter, politician and right-wing activist.

No surprise, then, that once the election rolled around every major Postmedia newspaper endorsed Stephen Harper, telling readers that they should return him to office for the fine job he had done. The editorials,

some of which were exactly the same, could have been churned out by the Conservative PR machine.

The editorials were as laughable as laudatory. They all followed the bogus media narrative carried over many years that Stephen Harper was some sort of economic Merlin. That narrative followed the election results with pundits punditizing about how the Conservatives should have campaigned on their strength: the performance of the Canadian economy.

# Who are these people?

They want to bring a more civil, respectful tone to Parliament, they want to bring back the long form census and support a federal inquiry into murdered and missing indigenous women.

They are re-elected Conservative MPs like interim leader **Rona Ambrose**, **Jason Kenney** and **Tony Clement**.

It is amazing what an election will do to change one's mind. Their conversion on the road to disaster is somewhat laudable, but leaves the question of where were they the last 10 years?



*We know what's best for you.*

*Major newspapers that endorsed the Conservatives in the last election:*

- *Calgary Sun*
- *Calgary Herald*
- *Edmonton Sun*
- *Edmonton Journal*
- *Ottawa Sun*
- *Ottawa Citizen*
- *Toronto Sun*
- *National Post*
- *Winnipeg Sun*
- *London Free Press*
- *Montreal Gazette*
- *Vancouver Province*
- *Vancouver Sun*
- *Regina Leader Post*
- *Saskatoon Star Phoenix*
- *Windsor Star*

**The Province**



OTTAWA  
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The Star Phoenix

LEADER-POST

Well, perhaps they didn't want to fight an election on the economy.

Perhaps the Conservatives knew something the media didn't, like facts. Economic growth and job creation through the Harper years was the worst in almost 70 years, according to more than one economic report.

And perhaps the Conservatives knew something else the media didn't: that the Canadian public didn't think the economy was helping them. A report done for the Prime Minister's office before the election showed that when Canadians were asked to describe the Canadian economy, the top three words were Fragile, Uneven and Weak. Not a collection that makes for a great campaign slogan.

While Canadians may have noticed that the emperor had no clothes, the media were enthralled by visions of silk capes and velvet cushions. And it wasn't just the megaphones controlled by Postmedia. Just before the vote, the Globe and Mail unveiled one of the most ridiculous, illogical endorsements of any political party. It suggested Canadians should return the Conservatives to power and that the party should get rid of Stephen Harper. Say what? OK, and I'll subscribe to the Globe if it gets rid of the editor who built that Jenga Tower of tripe.

Even the CBC couldn't bring itself to ask difficult questions, to deeply examine the record of the Harper government. The patty-cake interview of Stephen Harper

by the CBC's aged star, Peter Mansbridge, was about as good a use of airtime, and equally informative, as *Celebrity Apprentice*. Locally, election news on CBC amounted to stenographic repetitions of what the leaders said or bits of vacuous radio interviews squeezed between the facile byplay of CBC's giggling, chatty, faux-fun hosts.

It seems the only people who actually knew what was going on (and the pollsters were pretty accurate) were Canadian voters. They were so swayed by the media's support (or indifference) of Harper that seven of every 10 voters opted for someone else.

It illustrated the great divide between the media and their audiences that so many in the media owners couldn't even bring themselves to support a party that their own readers favoured. Of major newspapers that endorsed a party, only the Toronto Star supported the Liberals, while none endorsed the NDP. The only major paper to not endorse anyone was the Winnipeg Free Press, which unfortunately used its editorial explaining what should have been a principled stance to brag about itself and promote its online news. Argument as advertising.

Endorsements have become such a joke, too, because the NDP will never get the support of any mainstream media, even as the party becomes a major force. When Albertans went to the polls earlier this

year the Edmonton Journal endorsed the disastrous Conservatives in an editorial directed from Toronto (Paul Godfrey knows how to pick 'em). No need for change, folks, even though the Conservatives ruled Alberta longer than Muammar Gaddafi ruled Libya. Albertans -- like Libyans but somewhat more restrained -- showed they did not agree. The NDP won a majority.

Certainly there are market forces and changes in the way people consume news that have hurt the media. Losses continue to go up. Their audience continues to leave, finding new outlets online. But surely part of that downward spiral can be attributed to the fact traditional media owners and top managers have, for the most part, lost touch with their own customers. They don't even seem to care what their audience thinks or what their own responsibilities are.

They have cut newsrooms so drastically there are fewer reporters out there to even report on governments and elections. And while they do that they continue to embrace policies and values not shared by their customers.

As this was being written in mid-November there was one Conservative government in Canada. And after Nov. 30, when Newfoundlanders vote, there might be none. Yes, there are centre and right-centre governments, but the Conservative brand appears to be fading as fast as media profits.

Too bad the media are the last to get the news.



QUESTIONS OR COMMENTS?  
I'D LOVE TO HELP.  
REACH ME AT [RJOB@MBTEACH.ORG](mailto:rjob@mbteach.org)

# REFRESH



**BY RAMAN JOB**, PUBLIC RELATIONS FACILITATOR

Constant updates to your smartphone apps can be a nuisance, but as the year closes out many of them come bearing some cool gifts. Here are four of the coolest.



## Props to Periscope!

The insanely addictive livestreaming app Periscope burst on the scene March 26, 2015, and continues to gain popularity. Now, the feature every scoper's been waiting for is finally here. You can now fast-forward or rewind any replay (finished scope) simply by tapping and holding the screen, then scrubbing backward and forward. Since most scopers begin by introducing themselves and greeting people who are coming into "the house" this is a good way to bypass the niceties and get straight to the content. A little thing perhaps, but a big deal to Periscope users.



## Poll your Twitter peeps

Yes, you can actually poll your peeps from your very own Twitter account. Don't get overly excited. You can only give your followers a choice between two options and there's no way yet to target specific subsets of users. But it is a basic poll nonetheless—and it stays open for a full 24 hours. Definitely worth playing with as updates to this feature eventually come.

Another Tweak: Twitter decided to replace their long-standing "favourite" icon ★ with a "like" icon ♥ just like their Periscope and Vine apps. It's one way to harmonize the way to like content across the three platforms. Keep in mind you don't have to actually like content to

use that button. Many people understand that you could be flagging content for later reference or reading. But be careful you're not liking things that cast you in an unfavourable light.



## If Instagram's your Jam

If Instagram's your jam, you've probably noticed that cute bowed arrow sitting right next to the like and comment icons. Click it, and you can send any pic privately to up to 15 of the people you mutually follow. The feature is called Instagram Direct and it's been around since 2013, but that repositioned button makes private messaging so much easier than before. Just how private is Direct? Instagram tells us "Photos and videos sent using Direct are only visible to people who could already see them. If the owner of a photo or video has their account set to private, only people who follow their account will be able to see it if it's sent as a message in Direct."



## Rock your social calendar

Buffer, the stellar social media scheduling app, keeps knocking it out of the park. This latest run is thanks to a new calendar metaphor which makes scheduling and rescheduling more visible and much less awkward. Instead of the characteristic buffer queue, you now get to see all your upcoming posts in position. Not using Buffer? Download the free version to manage one Twitter, Facebook or LinkedIn account. Paid versions allow you to manage multiple accounts. And don't forget to check out the Buffer Blog. It's one of the best resources to rock your use of social media.



Teachers Claire & Shannon, École Île-Des-Chênes School

## How to post a selfie you take at a school event:

- 1) Take a selfie – or have someone else take it for you.
- 2) Pose with friends and colleagues, have someone take a pic with your smart phone. (Always make sure you have the consent of people in the photo.)
- 3) It often helps you and your friends smile if you have your arms around each other. Try it!

## Once you've got the perfect shot:

- Go to your phone's photos. ("Photos" on iPhone/iPad – "Pictures" on BlackBerry – "Gallery" on Android.)
- Select your photo.
- Tap the "share" icon.
- Select Twitter, Facebook or Instagram.
- Post using the event's hashtag.

# Thank you teachers

for helping shape the **leaders of tomorrow.**



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# BALANCE

mind body spirit  
THE MANITOBA TEACHERS' SOCIETY

# welcome to BALANCE

The MTS program dedicated to providing wellness resources to MTS members

MTS Balance, Mind Body Spirit, encompasses many different dimensions of wellness with diverse programming ranging from physical fitness to financial literacy. The path to healthy living has never been easier!

To view our list of Balance programming please visit [www.mbteach.org](http://www.mbteach.org).



The  
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