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Teacher

SEPTEMBER 2015 VOLUME 94 NUMBER 1 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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SEPTEMBER 2015 VOLUME 94 NUMBER 1 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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FROM THE PRESIDENT

NORM GOULD

Elections Canada says on its website that the role of teachers in elections “is more crucial than ever in showing the relevance of our parliamentary and democratic institutions to students – the voters of tomorrow.”

That’s no small responsibility and not an unreasonable expectation.

With two major elections in the next eight months, we teachers will have the added obligation to show how important democracy and elections are in a free society.

We do it by being involved ourselves -- even if only to vote -- and by discussing with our students, some of whom will be voting for the first time, the relevance of elections.

It seems teachers have been doing a good job of getting students involved. An Elections Canada study showed that participation among youth 18 and 19 years old in the 2011 election was fairly high before dropping off in the 20-24 age category.

This year teachers might want to give students an added bit of help in that it will be harder for them to cast a ballot in the federal election than it has in the past. Thanks to the so-called Fair Elections Act, there is an added burden on citizens, especially groups such as students and Aboriginal people, who want to vote. For example, it says you must show one government issued ID that has a photo, name and current address. Or, you need two pieces of qualifying ID, one with a name and one with a name and address. Elections Canada lists all acceptable forms of ID, many of which students will not have.

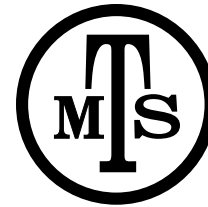
That is certainly a role teachers can play, but beyond that teachers also have the responsibility to their community and profession to be involved themselves.

While actions of the provincial government have a more direct bearing on the day-to-day lives of public school teachers and principals, certain federal initiatives impact the lives of teachers both inside and outside the classroom.

From poverty to Aboriginal education to immigration to equality rights to the anti-union Bill C-377, national issues find their way into the work we do day-to-day. And there is help available to wade into the pool of policies and promises.

The Canadian Teachers’ Federation, ctf-fce.ca, has created a variety of resources touching on an array of issues that teachers see every day. The Hear My Voice campaign offers tools to help teachers become as active as they wish in this election.

As Elections Canada says, the role of teachers is crucial to students, but also to the community at large. Check out the issues, check out the candidates, check-in your students.



The Manitoba Teachers’ Society

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INSIDE MTS TEACHERS MUST MAKE THEIR VOICES HEARD

BOBBI TAILLEFER, GENERAL SECRETARY

As I undertake the role of General Secretary I am reminded of my experience as a beginning teacher, waiting for my new students to arrive, anxious to launch into the unknown quantity that is a new school year.

As a beginning teacher, I was supported and guided by a great principal, resource teacher and other colleagues; I am now supported and complemented by the staff of The Manitoba Teachers' Society. Your employees are the best of the best and have been working hard all summer to provide you with excellent service in this new school year.

I am happy to have had the preparatory experience of spending years on staff advocating for members as well as the invaluable experience I have garnered as Assistant General Secretary where I learned the inner workings of MTS and helped guide this organization which is so important to members and the profession. So, as I begin the year, I am filled with excitement, anticipation, some anxiety and as ready as I can be to do the best job I can.

The MTS staff and your elected officials have had a busy summer. One of the summer experiences we had was the Annual General Meeting of the Canadian

Teachers' Federation (CTF) followed by the Education International (EI) World Congress. These two organizations play an important role in promoting the teaching profession and assisting educators nationally and internationally.

The debates that occurred at this CTF AGM were supportive in enhancing the policies on anti-homophobia, anti-racism, French language education and equality and respect for women and children with a particular look at human trafficking. A new policy was proposed on the continued hypersexualization of women and girls and a vivid debate occurred on the impacts of this trend on childhood.

EI's seventh Quadrennial World Congress was hosted, for the first time, by Canada in Ottawa. There, the Canadian delegates were slightly embarrassed by our federal government. It was the first time in EI's history that a host country's leader or representative did not open the conference and this was seen as a slight by the 5,000 attendees. In fact, when Susan Hopgood, President of EI, opened the Congress she stated in her speech that Canada's stellar international reputation was NOT carved in stone. It was an eye-opener for the Canadian delegates to see how

much our international reputation and presence have been eroded. No longer are we seen as leaders in social justice and progress. May this international wake-up call serve as an opportunity for us as educators and citizens to rethink the type of Canada that we want domestically as well as to redefine our role on the world's stage.

While these are very weighty topics, especially in summer, it is important for members of The Manitoba Teachers' Society to embrace our privileged role as educators and ensure that our students, their parents and our communities hear our voices on the peaceful, progressive and inclusive society that we wish not only for Canada but also for all global citizens. And as you know we will do our part in progress too. As always The Manitoba Teachers' Society is committed to maintaining OUR reputation by continuing with the high level of service, representation and advocacy its members expect so they can fully engage in the important daily work they do with their students.

I want to wish you the best for this next school year and please take the time to care for yourself throughout the year.



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Our Profession.**

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BY GEORGE STEPHENSON

where the

BOYS

AREN'T

Students entering school this month could well spend years of their education without ever being taught by a male teacher.

And that is becoming more likely every September.

Numbers supplied by the Teachers' Retirement Allowances Fund (the pension plan), show that almost eight of every 10 new teachers in the past decade have been women.

In Manitoba, 76 per cent of public school teachers and principals under the age of 35 are women. More than 85 per cent of teachers 25 and under are women. That compares with 70 per cent between the ages 45 to 50 and 68 per cent 50 to 60.

The imbalance between men and women is most acute at the elementary level, where there have been schools in Manitoba with no male educators and others with only one or two. Overall, the percentage of women at the elementary level is estimated to be about 85 to 90 per cent.

The issue is not new to Manitoba or the country or to most countries. For more than a decade there have been tables, statistics, discussions, arguments about what the trend means and whether it matters. There have been a few efforts to attract men to teaching. But still the trend line continues, unbroken.

"It's a very important issue," says Bobbi Taillefer, MTS General Secretary and former teacher and principal. "All kids need to see all different people in different roles. All bring different gifts to the classroom. We should be providing that as an education in itself.

"Encouraging men to become teachers is part of encouraging diversity."

These days, with more kids being raised by single mothers, students may seldom, if ever, see a male in a guardianship or parenting role through pre-school and elementary school, she says.

And it does extend to junior high and high school now.

In 1996, across Canada, half the teachers in high school were women, according to Statistics Canada. Women now make up more than 60 per cent of those educators. Over the same period the ratio in elementary schools went up only a few percentage points.

The changing demographics of secondary schools was beginning to show nine years ago when MTS prepared an extensive report – the "Feminization of Teaching." The report said the most significant change over the preceding decade was the declining proportion of male teachers in grades 9 to 12.

It may be a natural progression as women

move into areas such as math and the sciences that have traditionally been held by men.

A 2011 Statistics Canada report said at that time women had accounted for a majority of university enrolments for several years.

"Although there may be clear gender differences in some disciplines (engineering and architecture, for example), women have also strengthened their presence in doctoral programs in all fields of study and in all fields of instruction among full-time university educators," the report said.

While women have increased their presence in all university faculties, the increase in women students in education is still much higher.

Even 10 years ago, the percentage of female students in education faculties in Manitoba was approaching 80 per cent, compared with 60 per cent for all other undergraduate faculties.

The MTS report said enrolment data is revealing because it shows potential employers have a limited pool to choose from if they are concerned about a teaching team with an equal balance of women and men.

"The origins of the problem are either not known or understood, in part because it may be institutional and historical in nature," the report said. "Whatever the origins, it is complex and multi-faceted, but apparently employers don't seem concerned about this as no action has been taken by either Manitoba Education or MAST (now the Manitoba School Boards Association) on this front."

Since that report, which was filed by the MTS provincial executive, there have been

no major initiatives in Manitoba to encourage men to become teachers even though the issue has been growing since 1975 when the number of men entering the field all but stopped.

Indeed, from 1930 to 1975 the percentage of women teachers was actually declining. It reached a point where there were as many men as women in Manitoba classrooms. As more and more women entered the workforce in the '60s and '70s, many went into teaching and nursing as two of the few careers open to them at that time.

But while more and more have entered male-dominated fields, men have not correspondingly gone into areas such as education or nursing.

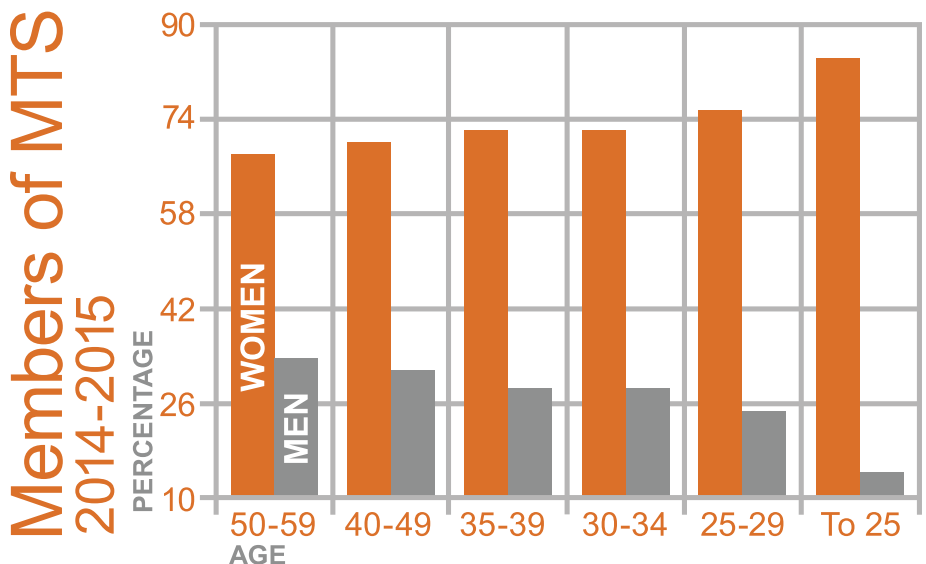
MTS's Taillefer said there are numerous reasons why men may not be choosing education as a career, many based on general perceptions of the profession.

A major study, *Attracting Men to Teaching*, by the Ontario government in 2005 put it bluntly.

"These perceived barriers are not mysterious," it said. "They include: an overall impression that teachers are badly overworked, sadly underpaid and seriously ill-appreciated in relation to other more glamorous or status-rich professions. There is also a pervasive cultural perception that men are less nurturing than women and, thus, less able to educate and oversee young people."

Taillefer agrees that society in general may view teaching as so-called women's work, but that itself might be because young people heading for their own careers mainly see women as teachers. It can be a self-fulfilling perception.

She adds that there is a more modern reason men may not look to teaching as an option: the real and imagined threat of being accused of sexual impropriety.



The Manitoba Teachers' Society has had to deal with many unfounded allegations of sexual impropriety made by students against teachers, mainly men, over the past several years, Taillefer said. This, along with intense coverage of isolated incidents and a general anxiety in society about the vulnerability of children has made many men uncomfortable working with children.

The Ontario study said "students, teachers and administrators all raised the matter of actual or feared accusations of sexual misconduct."

Taillefer said that the problem is also linked to many other societal issues, such as the hyper-sexualization and objectification of young girls. It all contributes to a "chill" on men becoming teachers.

And the gender gap is riven by other issues.

According to economists quoted in The New York Times, because of pay inequity outside of teaching, men can earn much more outside, "while women's teaching salaries more closely match the average pay for women outside of education."

As well, many point out that women are still the primary caregivers in their own families and teaching can offer the same kind of schedule as their children.

The Ontario study examined reasons students gave as to why they wouldn't consider teaching as a career choice.

"Despite acknowledging the need for male teachers, very few of the male students said that teaching attracted them personally as a career," it said. "Many students, casting themselves in the role of primary wage earner, said that other professions promised higher incomes – lawyer, doctor, pilot, engineer, entrepreneur. Some wanted work that was more physical. Several indicated that too much post-secondary education was needed to become a teacher.

"Others perceived teaching, particularly in the lower grades, as a feminine, caregiving profession for which men in general were probably not suited. A few students in every group expressed concerns regarding allegations of sexual misconduct."

Interestingly, while they weren't contemplating teaching themselves, most of the students involved in the study could recall one or more male teachers who had made a significant difference in their lives, "often because the male student could relate better to a male teacher than a female teacher."

As to whether men and women teach differently or whether girls or boys do better with male or female teachers appears to be an open debate.

Several years ago, the education minister in Ontario blamed the poor academic performance of boys with the fact there were

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(all public school
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and vice-principals)

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of MTS
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under the age of

30

ARE WOMEN

85%
of MTS
members

25

and under
ARE WOMEN

too few male teachers.

"We have a problem with boys; male students are struggling in a number of areas," Kennedy told the London Free Press. "There is some reasonable research that's suggesting that the lack of male role models in teaching positions can be an influencer here."

Many teachers themselves say that men and women teach differently and students can benefit from both styles.

Whether the differences are clear among genders or just individuals isn't clear, but a Harvard study of men and women in the classroom concluded there are contrasts in teaching.

They discovered that female teachers had a significant impact on female students.

"We concluded that male students talked much longer in the...situation in which the instructor is male and the majority of the students are male. On the other hand, the presence of female instructors had an inspiring effect on female students. They spoke almost three times longer under instructors of their own sex than when they were in classes led by male instructors."

The study didn't recommend that more female instructors were necessary, but that male instructors had to make an effort to ensure all students felt comfortable participating in classes.

Rather than focusing on accomplishing a gender balance, the recommendation is unusual among the many studies on the gender gap in teaching.

Many, many studies and reports have carried a long list of recommendations all aimed at getting more men into the classroom, but few in North America have been implemented. The priority in both Canada and the United States has been on achieving racial diversity with the hiring of Aboriginal, African-American and Latino teachers.

As far as taking measures to attract men to teaching, Taillefer says: "There are things we can do – but should we?"

Many initiatives carry with them their own problems and questions. Should men be given preference in hiring? Should they be given preference in education faculties? Some have even suggested male teachers be paid more than women.

The MTS report said there would be negative consequences to many proposals.

"While such initiatives might seem promising on the surface, if in fact quota or discriminatory hiring systems are introduced, this will represent a backlash against women as evidence shows that the most important factor is not the gender but the quality and model of the teacher."

Next month: Women in unions.

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MTS unveils new wellness program

This year MTS begins a new, extensive program aimed at providing resources and education to help members stay healthy.

Called Balance, the program will provide a wide variety of resources from workshops to publications to smoothie deliveries.

"The commitment to education takes a lot of energy and with that need for energy we want to ensure our members have access to the resources they need to take care of themselves," says Robyn Braha, MTS wellness facilitator.

A number of workshops are already available, including:

- Leadership coaching and development
- Fitness and technology
- Yoga and Zumba classes
- Vocal hygiene
- Professional organizing
- Financial literacy
- Mindfulness stress reduction
- Ergonomics

The program can also offer massage therapists to provide onsite massage therapy at members' wellness events conferences, PD days or regular school days when teachers can take a break.

Then there is smoothie desk-side delivery.

"You may have ordered smoothies for your students, but what about your staff? Discounted rates for orders for Winnipeg schools will be available through the Balance program with free delivery right

to the reception desk."

The program is also aimed at helping schools build a cache of material to help teachers.

"There is an array of literature and resources available to assist in building a wellness resource library for your lunchrooms," says Braha. "Posters, pamphlets, magnets, booklets and cookbooks on a variety of wellness-related topics are available on request."

"The commitment to education takes a lot of energy and with that need for energy we want to ensure our members have access to the resources they need to take care of themselves,"

- Robyn Braha, MTS wellness facilitator

Publications include:

- Balance magazine
- Budgeting made easy
- Coping with financial stress
- Holiday survival guide
- Identity theft
- Vacation budgeting
- Physical activity guidelines

The Balance wellness magazine will be published seven times during the school year with copies in print and will be posted



to the MTS website, mbteach.org.

Balance will also be offering a Wellness Forum on Nov. 7., which will include guest speakers and training in wellness programming.

Details of workshops and other parts of the program will be available in the magazine and special section of the website created for the Balance program.

project overseas A Gift to the Globe

Project Overseas is accepting applications from Manitoba educators wanting to assist colleagues in developing countries in the summer of 2016.

Application deadline:
Friday, October 30, 2015.

This year, MTS, in conjunction with The Canadian Teachers' Federation, will be sponsoring five teachers. Criteria include membership in MTS, an appropriate teacher's certificate, five full years teaching experience in Canada, Canadian citizenship and excellent health.

For more information and application forms, contact Nancy Kerr at:

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Teacher-led learning initiative begins

The Manitoba Teachers' Society is beginning a new initiative to deliver teacher-developed and teacher-led workshops throughout the province.

The Teacher-Led Learning Team (TLLT) replaces the Teacher Action Cohort and Primary Prevention Team with newly created workshops.

Danielle Fullan Kolton, staff officer spearheading the project, says the initiative aims to maintain teacher-led workshops with enhanced structures and support for consistent design, coordination, and delivery of workshops. The new TLLT has 18 members from across the province who have teaching, leadership, and facilitation experience in a variety of areas.

TLLT facilitators will also receive training in facilitation skills and workshop-specific delivery.

"As the number of available workshops increases, it is anticipated that we will increase the team size accordingly," says Fullan Kolton.

TLLT members are currently designing workings in the areas of classroom practices, collaborative cultures, student support services, and social justice, and these workshops will be available beginning in January. Workshop descriptions and booking information will be available Nov. 1, 2015.

The program design is similar to those offered by the Alberta Teachers' Association and British Columbia Teachers' Federation.

TLLT was developed to enhance professional services by

- building member capacity;
- soliciting input from field practitioners on the content and relevance of professional learning;
- increasing the consistency and branding of MTS workshops;
- coordinating workshop planning among facilitators and staff;
- responding to member requests for customized PD; and
- raising the profile of MTS professional learning services.



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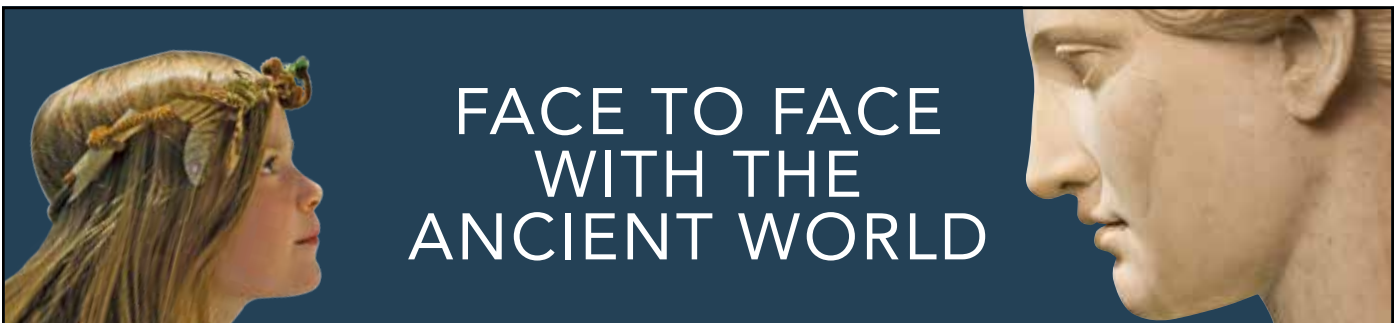
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Hera, 1st century AD. Marble. © Antikensammlung, Staatliche Museen zu Berlin, photographer Johannes Laurentius

OH, THE HORROR!

BY MATEA TUHTAR

(and other stuff)

SEVEN
OAKS
STUDENT

FILM
FEST



It's no Cannes Film Festival, but for Saul Henteleff it might as well be.

Henteleff, a teacher from Maples Collegiate, was recently recognized at the Manitoba Legislative Assembly for spearheading the Seven Oaks Student Film Festival. A self-described film nut who also makes his own films on the side, Henteleff said he was extremely surprised but honoured by the recognition.

"My interest in education in film goes back 35 years, and almost immediately I sensed that films were great and that kids were doing some really creative and inventive things, and there wasn't much opportunity for kids to display those films."

"One of my favorites this year was a LEGO animation of the entire Michael Jackson 'Thriller' video. It was ridiculous! There are some really funny ones too. I'm really impressed with all of them — there's great drama, comedy, French films, horror. . ."

*— Saul Henteleff, Teacher
Maples Collegiate*

Going into his fifth year of teaching film at Maples Collegiate and formerly at the Winnipeg School Division and the Royal Conservatory of Music, Henteleff came up with the idea of the film festival in the fall of 2013. The festival has been a success and now going into its third year. Henteleff says they're keen on expanding it because it's fun and important.

"We want to expand our catchment and get more schools involved. We want to reach out and offer this opportunity to as many as we can manage."

The precursor to the festival are teacher workshops held each year that talk about creating capacity for teachers and developing classroom pedagogical processes they can use. "That's been an important piece because teachers are then going in knowing what they have to do in a short period of time," says Henteleff.

The students get three months to make their films which are then displayed in spring at the film festival and where they also get to enjoy other students' creations. This year's festival featured 75 films from students in Seven Oaks, as well as some from the Winnipeg School Division. The films ranged from 30-second animations to four to five-minute dramas. The festival is split into early, middle and senior years but there are no awards, and no rules about what sort of films students can make.

"It's more of a showcase than contest — we have such a variety and range of work," says Henteleff who says one of his favorites of this year was a LEGO animation of the entire Michael Jackson 'Thriller' video. "It was ridiculous! There are some really funny ones too. I'm really impressed with all of them — there's great drama, comedy, French films, horror. . ."

Henteleff says it's easier than ever to create films in the classroom.

"Most schools have some kind of film equipment and kids can use all kinds, from phones to DSLR's. Maples also has a lot of equipment kids can borrow and use, and we also lend out equipment to teachers. And then a lot of schools have some kind of editing software on their computers. It's just about getting teachers and students to utilize all that stuff."

The curriculum outcomes of film making are huge, according to Henteleff. "You have a two-week project, there's planning, literacy, team building and then at the end they get to display their work. It's so much fun."

But the Seven Oaks Student Film Festival is not just about students displaying their work — it's really a week-long celebration and introduction to film — in every capacity.

"It's about introducing the kids to film, to Canadian film, to animation and great story telling," says Henteleff. Besides a gala evening of student work, the festival also has daytime screenings from the National Film Board, the Winnipeg Film

Group, and Reel Canada films.

"Some kids had no clue that Canada has this kind of film making so it's really been interesting for them," says Henteleff, adding that Winnipeg has a large film community, with the Winnipeg Film Group just having celebrated 40 years. "Winnipeg is a film center and it's been since the 70's. We're not as big as Toronto or Vancouver or Calgary, but we're a strong presence and an important one in Canada. What comes out of Winnipeg has been awesome — from feature films to TV shows."

"We want to expand our catchment and get more schools involved. We want to reach out and offer this opportunity to as many as we can manage."

*— Saul Henteleff, Teacher
Maples Collegiate*

Henteleff says he's not sure which students of his might go on to work in film but he brings in people from the film industry to present to his classes and he wants students to know there is opportunity to work in film in Winnipeg if they so choose. But that's not the important part — "I've been teaching film for all these years but it's the actual hands-on stuff that's the explosive part. The fact that kids are performing, remembering lines, managing it all, there's so much that goes into film making that's so positive for kids."

And they're not shy about letting him know they're having a great time. "They laugh and giggle and really get that encouragement. And parents really like seeing their kids' work at the festival. I've received fantastic feedback from superintendents to school trustees, and other teachers and students. That's encouraging and I think we're doing a good job. I'm lucky to teach something I'm so gung-ho about."

Changes for SAGE day

For the first time, MTS will be offering some teachers the option of online registration for the MTS PD Day, October 23.

This year, a pilot project consisting of four different groups will be rolled out this fall to test the system and determine whether the Society has the capacity to provide the service to all SAGEs in the future. The four groups: MMEA, MASTARS, CAEM and VTAM, were chosen based on their size, registration, format, and complexity of conference.

The Society has been using the UnionWare system for internal events for the past two years, and recognizes the potential for offering it to all Special Area Groups in order to provide a no-cost online registration service.

“The Special Area Groups are run by volunteers and we’ve been looking at ways of providing support to reduce their workloads,” said Terry Price, Department Head of Professional and French

Language Services. “There are several things that take up major time for them and one of those is the registration process for the MTS PD Day Conferences.”

In partnership with the MTS PI department, the UnionWare system allows groups to post their program and have individuals register and pay for their conference through PayPal. The system will also let SAGEs access their registration lists at any time through the member link portal, and will show all the registrants, their payments status, any responses to questions asked during the registration process, as well as a summary of all the sessions that have been selected; allowing SAGEs the ability to track how full their sessions are in real time.

Once a member registers through UnionWare and pays online they will receive a customized confirmation email. Cancellations will also be available through the system.

If the pilot is successful, the Society is



looking to offer the online registration to all the SAGE groups in 2016. Training will be provided to the groups during the 2015-2016 school year.

“There is definitely interest from groups,” says Price. “The bottom line is that volunteers are working too hard, and we have a system here to help them.”



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Resource breaks down barriers

The Rick Hansen Foundation is offering a wide range of teaching tools to help educators create a positive school environment, beginning with the first days of school.

“Teachers know that the first days of school are important for establishing routines, expectations, rules or norms,” says Karen Morrison, curriculum developer of the Rick Hansen School Program. “Often they start with some getting to know you activities, activities to establish routines and guidelines to develop positive working relationships.”

The Rick Hansen Foundation works to break down barriers for people with disabilities, changing attitudes and encouraging an inclusive society.

“We all understand the importance of a safe learning environment but for many of us creating that environment in practice can be a challenge,” says Morrison.

She says the program provides lessons and activities that engage students in a number of ways:

- Students learn to set goals, support others,

and take leadership. Through practical activities and projects the program fosters respect for differences and social responsibility.

- The program focuses on disability awareness, which promotes key characteristics of a positive class climate such as equity, fairness, caring and sensitivity. An independent report by leading consultancy firm Deloitte LLP found that 100 per cent of educators saw positive change in student willingness to interact with people with disabilities after an introduction to the program.
- Moreover, the impact of the program goes beyond people with disabilities. By supporting acceptance of diversity, respect and understanding of differences, disability awareness programs encourage positive interactions among all students.
- The program aligns with Manitoba’s education philosophy of inclusion by increasing students’ understanding of differences.
- The program can support diversity



education in Manitoba, enabling classrooms to explore diversity and equity issues, and the theme of belonging.

The materials are easy to use and support the Manitoba curriculum.

The Rick Hansen Foundation was established in 1988, following the completion of Rick Hansen’s Man In Motion World Tour.

Free resources can be downloaded or ordered at www.rickhansen.com/schools.



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BY DONNA MAXWELL

RESPECT Ed.



HEALTHY YOUTH RELATIONSHIPS

Quick question – what would your answer be if a student asked you what a healthy relationship looked like?

If the question has you a little tongue tied, you're not alone. Relationships can be tough for people of all ages and can be really confusing for pre-teens and teens that are just beginning to think about things like dating and intimacy.

The Canadian Red Cross offers a RespectED program, called Healthy Youth Relationships, to help both teachers and staff, as well as older students, tackle the topic and give younger students the tools to navigate through some new emotions and the confidence to ask for help if they need it.

Rebecca Ulrich, provincial manager, education programs and volunteer resources for the Canadian Red Cross, said the program has actually been around for about 20 years but it's evolved over time.

Originally presented to schools by Red Cross-recruited volunteer facilitators, the program is now taught to school staff and older students, who can deliver the message to younger students in a variety of ways.

Ulrich said any staff members can take the training, whether they're classroom teachers, resource teachers or guidance counsellors, and it's really up to the school what the delivery looks like. The Red Cross will also train older students.

The Red Cross has a bullying prevention program that trains students to help other students, and Ulrich said the Healthy Youth Relationships program is following that same model.

"One of the things we know... is in all of the research that's out there right now the first people that young people talk to are their friends. They go to their friends first," Ulrich said.

"From that perspective, what's really important to us is for us to empower all of those students in a school to know how (to) help if your friend comes to you."

A 2008 Teenage Research Unlimited report says one in three youth reported knowing a friend or peer who had been physically abused by a dating partner.

"It's a staggering number when you think about it," Ulrich said.

The same report said one in two youth said they knew friends who had been verbally abused. And a Sears H.A. & Byers E.S. 2010 report said 40 to 44 per cent of youth aged 12-18 had experienced sexual coercion in their dating relationships.

The numbers speak for themselves and clearly demonstrate schools need to make sure students know there's someone they can

talk to if it's happening to them.

Once teachers and students are trained, Ulrich said it's up to individual schools to decide how they run it.

She said one delivery model could have the teacher presenting to a classroom with the student leaders taking part. That way, younger students will see the older students and make a connection with them, making approaching them later easier.

Sometimes student leaders will put on activities throughout the entire school, things like leading assemblies, having education contests based around video submissions or poster making.

And teachers, after the initial classroom presentation, can include healthy relationship discussions as part of their curriculum. Ulrich said because healthy relationships can be difficult for teachers to discuss with students, the recent reinstatement of health and phys ed for grades 11 and 12 has provided teachers with an appropriate forum.

"Only with the recent addition of health and phys ed as mandatory for grades 11 and 12 has there really been classroom space to have

identify that as an issue or as dating violence, and yet it really is," Ulrich said.

"And it's the precursor to what we can see as physical abuse that comes in later, or physical assault, or sexual assault as well."

Rhianna Holter-Ferguson is an 18-year-old recent high school graduate who was a student facilitator at Stonewall Collegiate for two years. Holter-Ferguson presented the Beyond The Hurt program, and she said though it is primarily an anti-bullying message, it touched on healthy relationships as well.

She said the anti-bullying program was needed and the new healthy relationships one will be too.

"There was definitely a need for it in our school and I think in every school there's a need for students who are willing to stand up and just say, 'you know what, I can help to stop this problem and if I do my part, someone else will do their part and hopefully it'll be a chain reaction,'" Holter-Ferguson said.

She presented to students in grades 6-11 in the Interlake School Division and said she and her co-facilitators would use an exercise on power to show students that haven't

"It wasn't just about safe sex or sexual health, but looking at relationships as a whole and how to be able to help young people develop communication and conflict resolution skills. Learning about setting personal boundaries, talking about community resources that are available to them."

- Rebecca Ulrich, Provincial Manager, Canadian Red Cross

these conversations, or curriculum that matched this kind of discussion. And even still we were hearing from teachers that they were really looking for resources around how to have these conversations," Ulrich said.

"It wasn't just about safe sex or sexual health, but looking at relationships as a whole and how to be able to help young people develop communication and conflict resolution skills. Learning about setting personal boundaries, talking about community resources that are available to them."

According to Ulrich, current research shows that emotionally abusive relationships are happening to kids as young as 10 and 11 years of age. And, she said, kids that young have a difficult time recognizing the abuse because they're experiencing so many new emotions all at once.

"There's the controlling, the ignoring or mixed messages, a lot of threatening or isolating from friends, jealousy becomes a part of that, and so young people don't necessarily

experienced bullying what it's like to be on the receiving end.

She said it was an eye opener for many students. Having students deliver the message was impactful and it gave younger kids the confidence to approach their older peers with concerns.

"We always encouraged that," Holter-Ferguson said.

"Our main goal was to make it a comfortable environment. Because it's peers presenting to you, we aren't an authority figure as much as a teacher would be, because people don't always feel comfortable going to an authority figure in those kinds of situations."

She said as a facilitator, she always tried to share personal stories, or a story of another person that she had permission to use, to help make a connection.

If you're interested in the Healthy Youth Relationship program, go to redcross.ca/RespectED.

BY JESSE BROWN
EDITOR, CANADALANDSHOW.COM

The Oils Sands,



Petroleum association sponsors and edits school material.

When teenagers at a Vancouver high school demanded in a November 2013 open letter/petition that the Canadian Association of Petroleum Producers stop spreading oil sands “propaganda” to their school in the form of free lesson content, CAPP was adamant: they did no such thing.

Yes, they acknowledged sponsoring Energy IQ, “an energy education resource” distributed for free online and to 13,000 classroom teachers in public schools across Canada. CAPP’s involvement was clearly labelled.

But CAPP spokesperson Geraldine Anderson told the Vancouver Sun that the oil sands lobby group “had no control over content or development of lesson plans.” She directed questions about the educational material to the people who, she said, created it - CAPP’s partners at Canadian Geographic.

Another CAPP representative, Chelsie Klassen, reiterated that message to CANADALAND this week, stating that it was Canadian Geographic, not CAPP, who “created a teaching tool that provides independent and objective energy information in Canada’s classrooms.”

Canadian Geographic supported CAPP’s story in comments to the Vancouver Sun (they have not responded to CANADALAND’s requests). Gilles Gagnier, then the magazine’s vice-president of content creation (currently its publisher) said that “Canadian Geographic maintains full editorial control of all content created for this program.”

Documents obtained by CANADALAND seem to tell a different story.

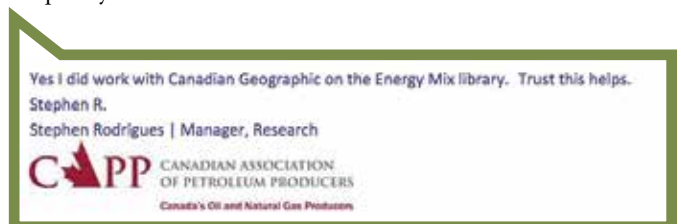
The email in question appears to be sent from Canadian Geographic’s “custom publishing editor” Michela Rosano in July of 2013 to a summer intern, Jimmy Thomson.



Attached to the email are four Word documents, containing Thomson’s drafts of articles for EnergyIQ’s “Energy Mix Library” on four subjects: coal, crude oil, natural gas, and oil sands. The text in each is marked up in red with some words added and others struck out. The changes are attributed in the Word documents to “Rodrigues, St...”.

A search of the terms “Stephen Rodrigues + CAPP” turns up a research manager by that name employed by CAPP.

While CAPP spokesperson Chelsie Klassen has not replied to CANADALAND since being confronted with the documents, CANADALAND emailed Rodrigues directly to ask if he indeed worked with Canadian Geographic to edit the text in question, a fact he quickly confirmed:





Here are excerpts of other lessons offered to schools through Canadian Geographic Education in partnership with CAPP:

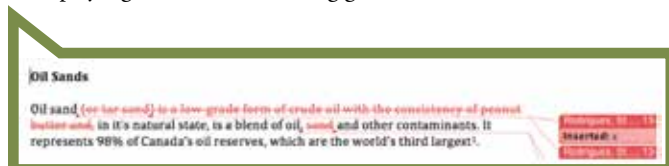
Q. I am considered to be a safer way of transporting large quantities of oil and natural gas over land, compared to other modes of transportation.

A. **I am a pipeline.**

Q. In September 2012, Canada became the first country in the world to ban new coal plants that use traditional technology. In the first 21 years, these regulations are expected to result in cumulative greenhouse gas emission reductions of about 214 megatonnes. This is equivalent to how many oil sands industries, ONE, TWO, FIVE or EIGHT?

A. **5 Oil Sands Industries.**

Rodrigues removed terms such as “tar sands,” and “low grade form of crude” from Thomson’s entry on the oil sands, and added that “oil sands production is forecasted to double by 2020,” and that this sector will “play a greater role in meeting global demand.”



Rodrigues also removed the term “clear-cut” from Thomson’s explanation of how boreal forest is unearthed to make way for oil sands strip mining.

That CAPP was allowed to vet Canadian Geographic’s educational content challenges the claim of independence and objectivity, and raises questions: Is the rest of Energy IQ also edited by CAPP? What about Canadian Geographic’s other sponsored educational programs?

Whether CAPP’s hands-on editing means that they “control” the lesson plans or not is perhaps a matter of debate. What can be said for certain is that CAPP’s changes were executed by Canadian Geographic in the resulting versions of the lessons that appear on the Energy IQ website:



“The whole thing makes me sad,” says Jimmy Thomson, the former Canadian Geographic intern who is publicly credited with writing the lessons. Thomson tells CANADALAND that during his internship he mostly wrote for the magazine and blog, but did take on this one task for CG Education, the magazine’s educational wing.

“The EnergyIQ thing was egregious,” he says. “I would call my ethics prof weekly and ask her: ‘Is this okay? Do people do this in the media?’ And she would always say no. Yet it was just a part of the culture [at Canadian Geographic]. Everyone knew it was wrong but everyone had their reasons to ignore it.”

Thomson’s not the only former Canadian Geographic contributor to take a dim view of the educational products, which were offered to corporate sponsors on a menu of possible options.

“Sponsors could pick and choose,” remembers former Canadian Geographic senior editor Alan Morantz. “They could have a cover story, a poster map, a module for the online atlas, or educational material.”

According to CG Education’s website it offers lesson plans, quizzes, giant floor maps and online games for free to thousands of “member teachers” who use these materials to instruct students in elementary, middle, and secondary schools across the country.

Some of the keenest sponsors of these educational products, according to Morantz, have been oil companies.

“[The] energy industry certainly took advantage of the educational offerings,” he says.

“The corporate partners really liked the classroom stuff, the lesson plans,” recalls another former editorial employee.

“They really wanted to get into the classrooms.”

This article first appeared on the website Canadalandshow.com

Unions look at election activism

BY LIAM MARTIN

This October, Canadians will have the opportunity to elect a new federal government and labour unions across the country have launched significant campaigns to ensure that Prime Minister Harper does not have an easy road back to 24 Sussex Drive.

This comes as no surprise given the Harper government's economic and social policies, including his attack on labour with the passing of Bill C-377 (see page 24).

Before provincial and federal elections the question arises whether unions should be involved in elections and whether they should endorse specific parties.

The country's largest private sector union, Unifor, answered that question in the last Ontario election when it encouraged strategic voting to ensure the province's Conservatives did not win.

Despite infuriating the NDP, Unifor has adopted the same approach: that defeating the Harper government trumps its traditional support for the NDP.

"For us, we know that another four years of Harper will be disastrous for working-class people in Canada, Unifor national president Jerry Dias told the Toronto Star.

"If the New Democrats have a legitimate, good shot at winning, absolutely that's where we're going, no question about it. But if there's not a hope in hell, why would I waste resources? It doesn't make a stitch of sense."

For example, Dias pointed to ridings such as Brandon-Souris, where the Liberals came within 400 votes of winning a byelection in 2013.

"The New Democrats got wiped right out (7.4 per cent of the vote). So for us to even consider supporting the New Democrats in Brandon-Souris, in my opinion, may very well just hand the seat back to the Conservatives."

Political activity among unions varies depending on their constitutions. Some unions choose to be more directly partisan by putting their efforts behind (or against) one particular political party while other unions choose to not engage politically at all.

Many, like The Manitoba Teachers' Society, remain silent on specific parties but are not hesitant to speak out on specific issues.

Unifor introduced www.uniforvotes.ca, a piercing website designed to help its 300,000 members make informed decisions by equipping them with information about how decisions made by the Harper-government have affected the various sectors it represents.

Other campaigns have been launched by the Canadian Labour Congress and the Public Service Alliance of Canada to insert their issues into the public debate.

The Canadian Teachers' Federation launched its Hear My Voice campaign in April. This national non-partisan advocacy campaign is intended to increase awareness of issues important to teachers, such as child poverty and mental health issues among students.

CTF is asking teachers to make their voices heard in their federal ridings by "thinking federally and acting locally".

The campaign includes a website that includes a downloadable toolkit for teachers that will help them to engage candidates in their riding and encourage conversations with their friends and neighbours.

Comparatively, the American Federation of Teachers has taken a blatantly partisan approach in the 2016 Presidential election.

In July, The American Federation of Teachers endorsed Hillary Clinton as their choice in the Democratic presidential primary. They have received a fair amount of criticism for their decision to endorse a candidate this early in the race.

AFT President Randi Weingarten defended the decision, saying the AFT felt it necessary to endorse the candidate it feels is best positioned to win the Democratic Primary and take on anti-labour Republicans such as Scott Walker, Jeb Bush or Bobby Jindal.

"Educators know that our kids, families and communities can't risk a Walker presidency or a Bush Presidency or a Jindal presidency," wrote Weingarten in a recent blog post. "That's why our leaders decided to get in the mix early, so our union can shape the debate, not chase it."

The Manitoba Teachers' Society also hopes to shape debate around education issues, without endorsing any party, in the lead up to the April provincial election.

While The Manitoba Teachers' Society acknowledges the right and duty of Members

to participate in the political process, the Society has no political affiliation with any political party. However, this does not mean that the MTS will be silent in the coming months.

The MTS Mission Statement says: "The Manitoba Teachers' Society is dedicated to safeguarding the welfare of teachers, the status of the teaching profession and the cause of public education in Manitoba... address broad societal issues that promote social justice, cooperation and understanding."

Honouring this mission statement means protecting the gains that teachers have won through collective bargaining as well as promoting social justice and equal opportunity.

As in past provincial elections, The Manitoba Teachers' Society will use the provincial election as an opportunity to generate conversation around issues important to teachers, students and families that are key to the success of our province.

It will make sure members are aware of the education policies of all political parties in Manitoba.

Canadian Labour Election Websites

CTF – Hear My Voice:
<http://www.vox.ctf-fce.ca>

Canadian Labour Congress:
<http://www.betterchoice.ca>

Unifor, Public Service Alliance of Canada:
<http://www.votetostopthecuts.ca/>

Canadian Union of Public Employees:
<http://cupe.ca/cupe-2015-election-hub>

<http://www.uniforvotes.ca>

The Society's Archives

is working to complete its collection of *The Manitoba Teacher* magazine!



Questions about these or any other potential archival donations? Contact Mireille Theriault at 204-837-4666 / mtheriault@mbteach.org

Issues from every decade are welcome but those from the 1930's, 40's and 50's are of particular interest.



The Manitoba Teachers' Society

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PORTFOLIO



Parliamentary math

Canadian taxpayers spent \$21 million on the audit of Senate expenses to catch less than \$1 million in questionable, but not necessarily fraudulent payments.

In 2013 it spent \$528,842 to get back about \$520,000 from four senators.

At the trial of Sen. Mike Duffy it was revealed taxpayers spent more than \$10,000 to fly him to a charity fundraising event that raised all of \$1,500. Another charity event he attended in the Yukon cost taxpayers more than \$8,000. It raised \$3,000 for the local food bank.

In the Senate, you have to spend money to lose money, or something like that.



C-377: the anti-union buffet

BY GEORGE STEPHENSON



If you want to know my salary, you can click around on our website and take a look at the contract under which I slave. Same for everybody else who works here. Same for all public school teachers.

All that clicking, though, is apparently too difficult for our Internet-challenged prime minister and his legion of bobble heads that nod away on his Parliamentary dashboard.

As the clock ran out on legislative business at the beginning of the summer, the Senate pushed Bill C-377 across the goal line. High fives all around. Of course, the Tory majority in the Senate had to change the rules of the game – cutting debate, overruling the Speaker – to notch its latest victory.

The Senate! Where the high bar on ethics is paying for your own coffee and donut.

And what a victory it is. The law is an all-you-can-eat buffet for the anti-union core that props up Stephen Harper.

If it stands the inevitable court challenges, the law provides a bottomless bag of hoops through which unions will have to jump, or face huge fines.

Among the hoops, unions must:

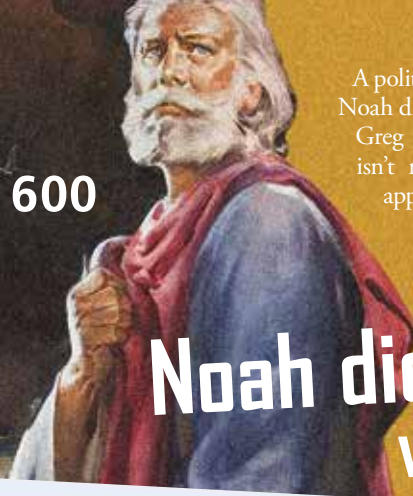
- disclose officers or executives who earn over \$100,000;
- make public financial statements including details of spending, borrowing and accounts receivable;
- make public details on all contracts over \$5,000, including those with third party vendors;
- and detail money spent on lobbying, political activities and other non-labour relations activities.

So, unions have to spend time and money compiling detailed lists of everything from snow removal to discussions with

UNION



**Freedom 600
Financial**



A politician gearing up to run for Governor of Montana told a group that Noah didn't retire so there's no reason anyone else should.

Greg Gianforte, a multi-millionaire tech entrepreneur, says retirement isn't mentioned in the Bible, so people should keep on working, apparently until they drop.

"How old was Noah when he built the ark? 600. He wasn't like, cashing Social Security checks, he wasn't hanging out, he was working. So, I think we have an obligation to work."

Noah didn't retire, why should you?

Toddlers and Terrorists

As in Canada, fear of terrorists has been fodder for the political machines in the United States, but maybe the real threat is closer to home.

Forward.com pointed out before the summer:

Number of persons killed on American soil so far this year by terrorists: 3.

Number of persons killed on American soil so far this year by toddlers: 5.

One five-year-old killed his two-year-old sister with a child-sized .22 caliber long gun, dubbed "My First Rifle" by the manufacturer, Crickett Firearms.

Other shootings involved shooters and victims no older than six.



"Rifle"



politicians and ship it all off to the Minister of Revenue who will then make it all public. It will be no doubt juicy reading for employers and competitors of businesses who do work for unions.

And it's all supposed to start January 1, 2016.

Ironically, the supposed rationale for the law is to make unions more transparent because, well, union dues are tax deductible and so it's an issue for all taxpayers. That's why the government made the law an amendment to the Income Tax Act. Back here on earth, the federal government has no jurisdiction over unions. That's the job of the provinces (most of which opposed Bill C-377).

It's doubtful whether the law will survive, which makes it all the more contemptible.

Unions and the provinces in opposition will have to spend members' and taxpayers'

money fighting the Bill, which numerous experts have said is unconstitutional. And if Justin Trudeau or Thomas Mulcair becomes the next prime minister, it will be repealed.

As it stands, though, it is a blatant attack on unions and their members and those who are hired by unions to provide services. It has nothing to do with transparency or protecting taxpayers. And it has nothing to do with protecting union members.

It has everything to do with the government securing the vote of its extreme base that are not in unions and, obviously, know nothing about them. Union members can get pretty much all the information about how their organizations spend their money.

They can certainly get more information about their unions than they can about the current federal government.

Straight outta Dickens

Apparently auditioning for a remake of A Christmas Carol, the head of the Canadian Federation of Independent Business was encouraging business owners to "rethink" giving any donations to the United Way.

"Given the United Way's growing role as a left-wing advocacy group, I suggest small firms rethink participation & support," said Dan Kelly, the CFIB's CEO. Kelly was all in a lather because the United Way in Halifax was partner in a study to determine what a living wage in that city was. The report said a person working a full time would need to be paid \$20.10 an hour.

In a Twitter rage, Kelly said the United Way was advocating "mass unemployment" and was "advocating" measures to kill small businesses. Yes, a living wage; the worst idea since letting kids out of the mines.

NS

KILL THE BILL

BILL C-377

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

QUICK: What do Ellen, the Winnipeg Blue Bombers, CNN's Ashleigh Banfield, Mayor Brian Bowman, Chris Hadfield, and Manitoba teachers Jennifer Young and Blue Jay Bridge have in common?

They're all on Periscope, the hassle-free, interactive livestreaming app that's reached 10 million users since it was launched on March 26.

Sure, you'll find big names using this new Twitter product, but most scopers are ordinary people like you and me who collectively watch, get this—over 40 years of Periscope video every day.

A few days after I jumped into Periscope, I saw Canadian astronaut Chris Hadfield fielding questions from intelligent, adoring fans, just before serenading them with his guitar at bedtime. After that, every time he scoped, 600 – 800 viewers would hop in. They texted him with comments that, in typical Periscope style, floated up the left side of the screen, and sent him love via colourful hearts that rose up from the right.

Fascinating conversation? You bet.

And there's so much more. Bomber games from scopers at Investors Group Stadium, live media scrums of provincial leaders by reporters who scope, great science demos from Julia H. Majors, a laser physicist. One evening, my son and I saw CNN's Winnipeg-born Ashleigh Banfield broadcasting from a taxi on Portage Avenue while heading to the St. Charles Country Club for her 90-plus-year-old grandfather's birthday.

What about ordinary folks? They are the majority. Moms, entrepreneurs, techies, craft and hobby fanatics, musicians, travellers, dog lovers—and increasingly, teachers.

Teachers scoping their big "classroom reveal" before school officially starts. Teachers talking about their favourite first day

strategies for early-years students. Teachers sharing opinions on the best planners to use, explaining great math puzzles, discussing class sizes and other challenges.

Blue Jay Bridge, a phys-ed teacher at Beaumont School was one of the first Manitoba teachers on Periscope. "I love using Periscope to share experiences and engage with my immediate and virtual audiences. It helps me gain more perspectives from fellow teachers."

Jennifer Young, who teaches at Emerson Elementary is also a Periscope fan who was introduced to the app at Ed Camp Winnipeg. "I love the immediacy and live interaction. There's nothing like experiencing the world through another person's lens," she says. "I've also made great connections with a neuroscientist, an archeologist in Rome, even an entrepreneur who taught my class the Chinese national anthem. I can collaborate with other teachers, invite guests into my classroom through private scopes, and travel the world from the comfort of my armchair."

So how do you dip your toes into this brave new livestreaming world?

1. Download the free Periscope app from the App Store or Google Play Store.
2. Follow teachers you know and those whose bios seem interesting.
3. Watch a number of scopes to see how people give hearts and interact.
4. Jump into conversations on other people's broadcasts (also called "casts" or "shows").
5. Brainstorm your own ideas for a cast. Or simply scope events that are important to you.

Keep in mind.

1. Connecting with other teachers on Periscope is great PD.
2. Like any other social platform, Periscope has trolls. They're easy to

block, but refrain from using students in your scopes just in case.

3. If you do use kids, make your scopes private or limit comments to people you know. Always make sure you have the proper releases and that you're following divisional policy.
4. Shoot vertically. Landscape mode isn't a feature yet and horizontal scopes are uncool.
5. If you're scoping away from Wi-Fi, make sure you have a good data plan or you'll chew through it pretty quickly.
6. Periscope is authentic, grassroots communication. No one expects you to scope from a studio, office or classroom. At home in your living room or even out on the deck is fine.



Thank you teachers

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



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