

THE MANITOBA

Teacher

DECEMBER 2017 VOLUME 96 NUMBER 3 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY



**CONCERN
GROWS OVER
FRENCH ED.**

WORKPLACE

HARASSMENT

it's **NOT**
OK

Harassment is **NOT** acceptable
at any time, to any teacher,
from any one.



gossip * exclusion
coercion intimidation
threats ridicule bullying abuse
humiliation slurs % innuendos @ @



The
Manitoba
Teachers'
Society

Stand up even if you stand alone.
Report harassment to your local teachers' association.

THE MANITOBA Teacher

DECEMBER 2017 VOLUME 96 NUMBER 3 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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MTS & Blue Bombers event highlights public school teachers





FROM THE PRESIDENT

NORM GOULD

If you needed some ideas for renovating your kitchen and had access to free advice from thousands of trained cabinet makers, electricians and plumbers, would you hire an accountant?

Well, you might not, but the provincial government probably would.

Take, for example, the province's long-promised goal of improving literacy among young people in Manitoba. First promised before the election, the government has apparently been wondering how to actually fulfill that commitment.

The answer came last month when it turned to consultants who have no obvious expertise in public school education or literacy. Because, in a province with 16,000 public school teachers and a dozen universities and colleges, why not?

In a glowing news release, the province pointed out "North Forge Technology Exchange is an innovation-based economic development agency and a powerhouse community to fuel Manitoba's innovation economy providing entrepreneurs with award-winning mentors, rock star subject matter experts and a two-stage start-up program."

Well, that's literate, clear and meaningful. Almost Shakespearian.

And "rock star subject matter experts." Wow, just like your typical public school teacher.

For its part, North Forge doesn't promise to develop any kind of plan to improve literacy, it's going to call for people to send them ideas and, one supposes, they will pick something for the government to do.

It's the Dragons' Den approach to public education policy. Pitch your literacy idea and see if the business community bites. And so far, almost all participants listed by the government are private businesses, from insurance and accounting firms to software and digital media companies.

It is baffling that since the promise two years ago to come up with a plan to improve literacy, this is the best the government can do. Did it not have any ideas when it made the promise?

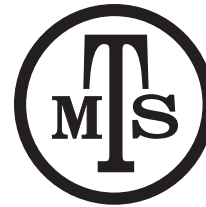
But it is part of what seems to be a trend: pass off tough decisions to consultants.

The most obvious of these, of course, was the hiring of KPMG to look into whether government services were being "provided at reasonable cost". Someone would have to be living in a parallel universe if they thought that KPMG's answer would be that everything is great, nothing to see here, move along.

When the auditing firm was hired, the province's intentions were clear. It wanted cover to begin cutting staff and services. That's often why they hire consultants, who in turn recommend that governments get rid of their own experts. No surprise then that the government moved to eliminate 1,200 positions and use KPMG recommendations as its rationale.

Governments have the right to make changes, but they should stand behind their ideas and actions. Responsibility should come with authority. They shouldn't be making promises with no ideas on how to implement them.

Or, they could consult the thousands of experts they already have on the payroll rather than hire accountants to give them pre-conceived results or embrace the idea of creating knock-offs of reality shows to develop public policy.



The Manitoba Teachers' Society

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INSIDE MTS

MTS PD DAY: A MASSIVE VENTURE WITH A FEW CONCERNS

BOBBI TAILLEFER, GENERAL SECRETARY

I often have been asked why The Manitoba Teachers' Society puts such an emphasis on The Manitoba Teachers' Society Professional Development Day in October and why we actively discourage any other programming that is offered that day that is not through a SAGE. So, let me explain.

We have more than 28 SAGE Conferences run exclusively by volunteers who work all year long to provide professional development opportunities in their particular subject matter. Many of these SAGE groups produce newsletters and manage websites so that, throughout the year, teachers can find timely resources in specific subject areas. SAGEs are also one of the only ways where public school teachers and private school teachers can work together side by side. This collegial experience promotes sharing and is very enriching for all.

It would seem that a professional development experience tailored by teachers for teachers and, in many cases offered by teachers, would be something that MTS members would eagerly embrace. This wonderful exercise in professional autonomy is something that teachers in some other provinces are still actively seeking.

So why am I still writing about The Manitoba Teachers' Society PD day in December? Because we continue to have three problems.

Problem # 1 – Opt out to stay at school for an in-school session

We have seen over the years that principals will ask school staffs to opt out of MTS PD Day and stay behind for a school-based PD day. We have heard from these teachers and they feel intimidated and disappointed because, while teachers may want to work together as a school staff to plan or address school-based issues and priorities – they just don't want to do that on this day. They want to take advantage of networking and sharing with other teachers who teach the same level and subjects as they do. Staying at school makes them feel isolated and disconnected. MTS has been talking to COSL and Superintendents in order to eliminate this practice and allow teaching professionals to choose the professional development that they require and desire.



Problem # 2 – There aren't any interesting sessions for me

To be polite, that is simply hogwash!!! There are over 1,000 sessions offered by teachers who have prepared lively and interesting workshops for their peers. There are experts that have been retained to share their research with Manitoba teachers. There are also sessions that are offered at interesting venues where teachers may later want to bring their students such as museums, gyms and community centers. And if you still believe that we don't have what you need, then consider offering a session yourself. In this way, you can help meet the needs of others like you who are searching for something else. This is the epitome of being a professional educator! If you feel that this would be of interest to you, we have an MTS workshop called the Workshop on workshops that can help you to prepare and present a session.

Problem # 3 - I'll just stay and clean my room or do my report cards

While a clean classroom and doing report cards is important, the MTS PD day is not the day for these activities. In fact the MTS PD Day will help you realize your duties and responsibilities under the law – and as a reminder here they are:

General responsibilities

39 A teacher is responsible for:

- (a) teaching the curriculum prescribed or approved by the minister;

- (b) providing an effective classroom learning environment;
- (c) maintaining order and discipline among pupils attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school;
- (d) advising pupils as to what is expected of them in school, reviewing their progress and reporting on that progress to parents;
- (e) administering and marking any assessment of pupil performance that the minister may direct, in the manner that the minister directs;
- (f) **ongoing professional development.**

We have very much appreciated the support of superintendents and trustees who have joined us in highlighting the value of the MTS day. In many school divisions, joint letters of support are sent out by superintendents and local presidents encouraging educators to attend and explaining the benefit received through engaging in the professional learning offered on that day.

At the end of the day, it is about you and how you view the importance of professional autonomy. Are you a "turtle" who pulls their head back into the shell and stays in the building or are you out there, benefitting from the one day a year organized by teachers so that you can work and collaborate with other teachers. We encourage you to be the latter. Enjoy the upcoming break with your friends and family.



FRENCH-LANGUAGE EDUCATION *at risk*

A large group of Manitoba education partners says over 30,000 public school students in Manitoba will suffer a reduced quality of K-12 education because of the Manitoba government's gutting of the Bureau de l'éducation française (BEF) – and the cutting of its Assistant Deputy Minister (ADM).

Partners for French Education had written a letter to Manitoba Premier Brian Pallister asking for a meeting to outline their concerns. The premier's office acknowledged receipt but Pallister has yet to respond to the meeting request. In mid-November the partners decided to hold a news conference at Collège Louis-Riel to make their concerns public.

Partners for French Education says the BEF creates and administers programs on French curricula, educational support services, Official Languages commitments, and libraries and materials in Manitoba. It also provides professional development to teachers. And the Manitoba government's recent cuts are putting all French-language and French immersion students' educations at risk.

"The BEF's ADM used to bring issues

in French-language education directly to decision makers in government," says Bernard Lesage, president of the Division scolaire franco-manitobaine (DSFM). "Without that direct access, parents and other stakeholders have lost their voice at the table. Not only has the ADM been cut, but some of the Bureau's employees have already been cut or reassigned."

Lesage said that historically, Manitoba has a vibrant past fostering both French and English education in our public schools. "Canadians have a great national commitment to education in both official languages and Manitoba has been a leader in French-language education within our country."

"French-language education is not simply the translation of English education," says Norm Gould, president of The Manitoba Teachers' Society, "it's a unique educational and cultural experience with a curriculum of its own. A fully functioning BEF is essential to the quality of French-language education that Manitoba teachers and schools provide to students."

Gould pointed out that the money spent annually on French-language education

in Manitoba's K-12 system – more than \$400 million – is greater than or on par with the budgets of nine current MB government departments, all of whom have Deputy and Assistant Deputy Ministers leading them.

"Keep in mind that over the past 14 years French language programming has represented the fastest growing segment of Manitoba's K-12 education system with enrolment up nearly 40%," says Gould.

Christian Monnin, president of the Société de la francophonie manitobaine (SFM) says pulling the plug on the Bureau demonstrates the Manitoba government's "lack of understanding of French-language education, and a lack of respect for French minority language students, parents and partners."

"We expect a quick restoration of government funding and resources to the BEF," says Brigitte L'heureux of the Fédération des parents du Manitoba (FPM), "and the immediate appointment of an ADM to properly represent French-language stakeholders' concerns to the Manitoba government."

Two MTS committees to avoid

BY DIANE BERESFORD

Deep in the bowels of McMaster House two little known groups meet periodically. The names of the members of these committees are not publicized, much of their proceedings are in-camera, and generally only the outcomes of their proceedings are reported to members. Notwithstanding the truth in these statements, these two groups of twelve give the Society credibility as the arbiters of member conduct. They are the Professional Conduct Committee and the Review Committee.

The Conduct Committee investigates allegations of unprofessional conduct by teachers and makes decisions on the laying of charges; the Review Committee hears cases, decides on guilt or innocence, and applies penalties.

On November 3rd these two groups met for training under the tutelage of distinguished lawyers, Thor Hansell of MLT Aikins LLP, who advises the Conduct Committee, and Q. C. Garth Smorang of Myers Weinberg LLP, who advises the Review Committee. They examined the relevant sections of the Constitution and By-laws, tested case studies against the Code and the definition of Unprofessional Conduct, and discussed appropriate penalties.

Allegations of unprofessional conduct can be anything from “my colleague went to my principal to complain about my teaching without talking to me first” to “this teacher posted something so egregious on a public Facebook page that it is detrimental to the teaching profession as a whole.”

Most complaints come about as a result of an alleged breach of The Manitoba Teachers’ Society Code of Professional Practice, the ten principles which govern Manitoba teachers’ professional lives. The Code (on our website) deals with our obligations to our students, our colleagues, and our union. These complaints generally come from other teachers, although there is nothing preventing a private citizen from laying a complaint.

Less understood is that the term “unprofessional conduct” encompasses far more than just the Code. The definition in our by-laws also includes conduct “detrimental to the best interests of students, the teaching profession, or the collective interests of teachers” and “conduct



Lawyers Thor Hansell of MLT Aikins LLP, who advises the Conduct Committee and Q. C. Garth Smorang of Myers Weinberg LLP, who advises the Review Committee examined the relevant sections of the Constitution and By-laws, tested case studies against the Code and the definition of Unprofessional Conduct, and discussed appropriate penalties.

unbecoming a teacher”.

A complaint must go first to Bobbi Taillefer, General Secretary. It must outline in writing the allegation, identifying all parties. The General Secretary has a fair bit of power and may offer mediation, or deem the complaint unfounded, out of jurisdiction, or out of time. The General Secretary’s decisions may be appealed to the Professional Conduct Committee.

If the General Secretary thinks the complaint might be founded, it will be referred to the Conduct Committee for investigation. Three members of the Conduct Committee engage in a process that may include reviewing documentation and interviewing witnesses in order to arrive at a decision as to whether to lay a charge.

The Review Committee adjudicates the charges in a legal process akin to a trial, with a slightly less formal flavour. The member charged attends the hearing with the assistance of a staff officer or legal counsel. Up to two members, or the legal counsel

for the Conduct Committee prosecute the charges. At least six members of the Review Committee hear the case, including sworn direct testimony and documentary evidence, cross-examination, and summations from the prosecution and defense.

A finding of guilty results in the application of penalties which range from a reprimand, suspension or termination of Society membership, fines, costs of the proceeding, to a recommendation to the Minister that the teaching certificate be revoked. A conviction and penalties may be published in the teacher or in local newspapers.

Being investigated and tried before the Review Committee is traumatic and bruising for not just the person under charge, but also witnesses and the complainant. Know your Code, remember you can never remove your teacher hat, and be grateful the Professional Conduct Committee and Review Committee members are quietly guarding the integrity of the profession.



U ❤️ d

PD DAY & FAB 5





FAB 5 Conference

October 18 & 19, 2017 Winnipeg and Brandon

Who puts the FAB in FABULOUS? Just over 150 teachers in their first five years of teaching – that’s who! Once again, experienced Manitoba educators and the Society’s Staff provided workshops and information in Winnipeg and Brandon at the annual FAB 5 conference. Session topics included wellness, what to expect in one’s first year in terms of supervision and evaluation, building positive relationships with parents and students, practical ideas on classroom management, planning for when one has to be away, how to plan for the future in terms of finances and retirement and more.

Special thanks to Wendy Loewen and Michael LeBun of Achieve Centre for providing keynote presentations on Wednesday evening to kick off the conference and to Ashley Richard and Mitch Bourbonniere who inspired attendees with their personal stories about the positive impact teachers had in their lives. All of our special guests encouraged participants to embrace and celebrate the special role they play in each student’s academic and personal journey.

MTS Professional Development Day

October 20, 2017

When you get a chance, take the time to thank a colleague who was involved in the planning, development and hosting of any conferences provided by 30 SAGE groups, EFM, COSL and LIFT this past Fall. Collectively, each one played a pivotal role in providing over 1000 workshops for more than 10,000 members who engaged in professional learning opportunities across the province. A quick scan of the programs reveals each SAGE Executive’s dedication to providing workshops based on Manitoba curriculum, current or emergent topics in Education and an invitation to explore new strategies and ideas in one’s own practice.

Welcome to the newest SAGE – The Manitoba Association of Dance Educators on providing a successful inaugural conference!

If you have an idea for a workshop, want to connect with a network of professionals in your curriculum area, find out more on a certain topic or even become involved in a group’s Executive, contact a SAGE through The Manitoba Teachers’ Society’s webpage under the Professional Development tab or contact Staff Officer, Lia Baksina 204-831-3062 or lbaksina@mbteach.org



Members face **class size crunch**

Almost a third of Manitoba public school teachers faced larger class sizes this year than last.

That was one of the findings of The Manitoba Teachers' Society workload survey, conducted every two to four years.

More than 8,600 members participated in the 2017 survey, 55 per cent of the union's overall membership.

The survey found that along with 30 per cent of all teachers reporting increased class sizes, 37 per cent of secondary classroom teachers said they had at least one class with at least 30 students. The provincial median was found to be 20 to 24 students with three exceptional students per classroom.

Class size and composition has been a top concern of MTS before and after the provincial government eliminated mandatory limits on class sizes in early years.

Results of the workload survey are used by MTS and local associations to help in collective bargaining and, if necessary, to support arbitration cases.

Survey participants said their typical workday was between nine and 10 hours and that they spend between 90 minutes and two hours per week at home doing school work. The median work week was 45 to 49 hours.

As well a large majority of teachers are also involved in extra-curricular activities. Only 10 per cent said they were not involved, while just over a quarter said they were involved in more than 100 hours of extra-curricular activities each year. This was higher at the secondary school level where 41 per cent said they put in that amount of time.

A typical teacher said stress levels should be about a five or six on a 10-point scale,

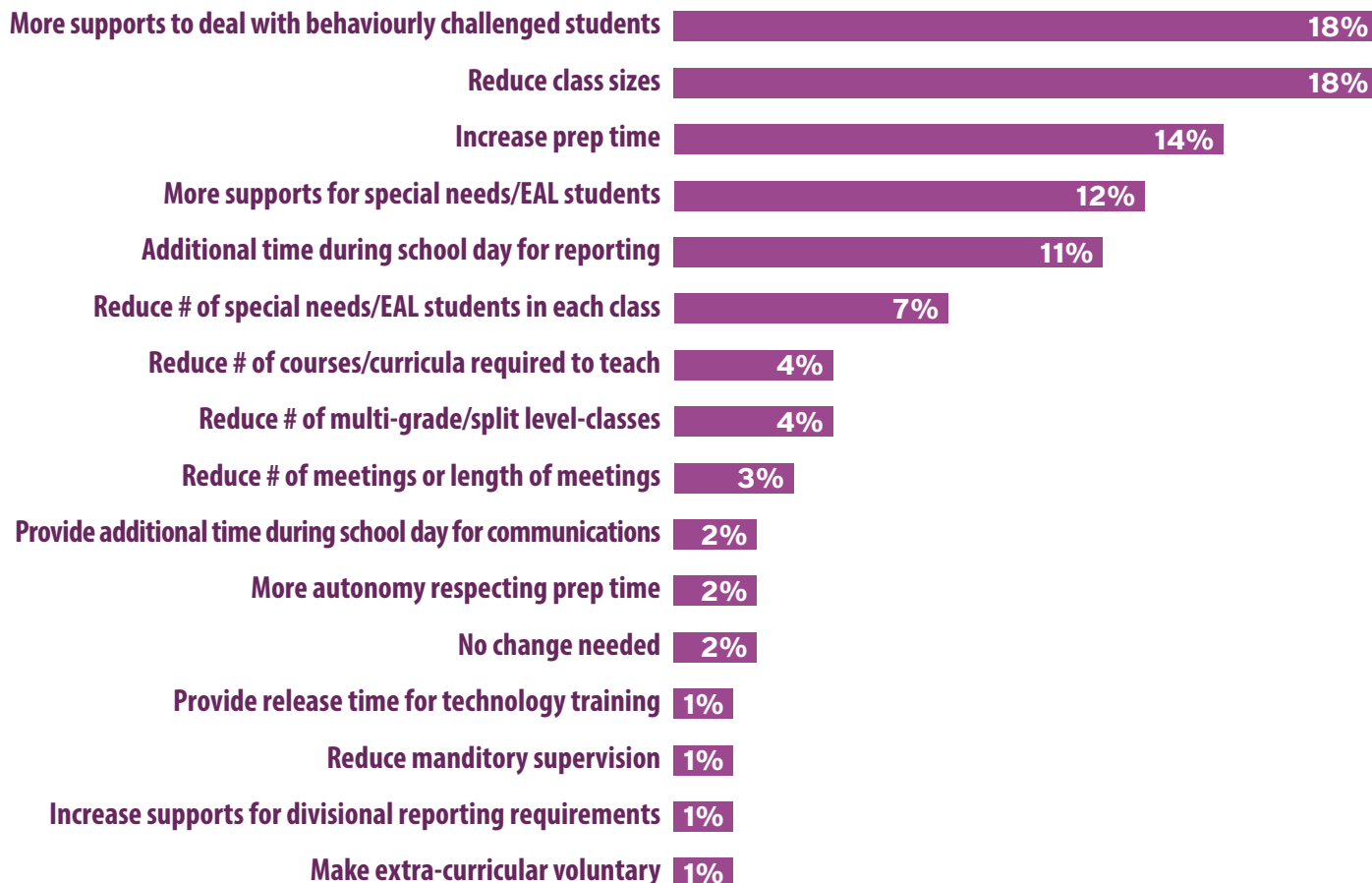
but the actual levels were seven or eight. Just over 20 per cent said their levels were nine or 10.

The survey also found that:

- Just over 70 per cent of MTS members are female.
- Just over 90 per cent of teachers in elementary schools are female.
- Twelve per cent of respondents have term-only contracts.
- One in 10 members work in more than one school.
- Half of the members had children under the age of 18 living at home.

The survey, coordinated by Economic Analyst Mike Bell of the MTS teacher welfare department, found that results did not differ significantly among members in various parts of the province. There were more commonalities than differences.

What one thing would improve your workload issues?



Maternity & Parental LEAVE

Information packages are available from:

Nancy Kerr, Staff Officer

The Manitoba Teachers' Society
Teacher Welfare Department

191 Harcourt Street, Winnipeg, MB R3J3H2

Phone: 204-831-3086 / 1-800-262-8803

Fax: 204-831-3077 / 1-866-799-5784

Email: nkerr@mbteach.org



The
Manitoba
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2017-2018 Workshops for Educators



Spirals Of Inquiry For Equity And Quality

Dr. Judy Halbert & Dr. Linda Kaser lead the Transformative Educational Leadership Program at the University of British Columbia, the Networks of Inquiry and Innovation, and the Aboriginal Enhancement Schools Network.

Thursday, February 1, 2018

Canad Inns Destination Centre Club Regent
Casino Hotel, 9:00 am

Instructional Coaching: A Partnership Approach To Improving Instruction

Dr. Jim Knight, University of Kansas Center for Research on Learning. Promoting collaboration between teachers and their coaches so they can choose and implement research-based interventions to help students learn more effectively.

Thursday, May 10, 2018

Viscount Gort Hotel, 9:00 am

To learn more and register, go to www.mbascd.ca.

Registration fee per workshop: \$200

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A CENTURY OF SOLIDARITY





The Manitoba Teachers' Society has completed a project that highlights and honours the teachers who have helped shape and enhance the profession over the past 100 years.

Seven walls in the common area outside the Arnett Auditorium in McMaster House have been dedicated to the history of MTS, which will see its 100th Anniversary in 2019.

The project, spearheaded by Archivist Mireille Theriault and Graphic Artist Krista Rutledge of the MTS communications department, has been in development for more than a year.

Visitors to MTS can walk along the walls and see, decade by decade, how classrooms looked and what issues were facing teachers of those periods. From pensions to declining enrolment to the Society's support of diversity, advances made by teachers tell a story around the room.

Pages from *The Manitoba Teacher* underscore many of the challenges faced by members since the founding of what was then called The Manitoba Teachers' Federation. Against the background of wall-sized photos of teachers in classrooms, the exhibit contains almost 100 items from the Society's archives from old pay cheques to the first code of ethics created by the Society.

MTS President Norm Gould (seen in the upper left with General Secretary Bobbi Taillefer) said the display gives life to material that might have otherwise been forgotten.

"The history of the Society comes alive with our new history murals and archival materials," he says. "MTS artifacts that have not seen the light of day in decades now adorn the halls surrounding the auditorium."

Taillefer said she is proud of the work and archival digging that went into creation of the walls.

"What I find most interesting in looking at the wall is that the evolution of gains for teachers over the decades. It's startling to see the acquisition of women's rights, a good salary, pension, worker rights and professional rights for teachers. What is also startling for me is to see that governments over the years have tried in many ways to take some of these earned rights away from all educators."

"When you have a chance to check the wall out you will feel pride in our organization and in the colleagues who fought the hard fight over the years and have now passed the baton on to us."



The teachers honoured were Lauren Dyck, Amber Britsky, Megan Young, Kirsten Mangin, Robert Marcoux, Mike Johnston, Faridah Shams, Kim Guimond, Wayne Schultz, Shelly Dankochik, Nadia Krachenko-Chaput and Anita Maharaj.



TEACHERS

HONOURIED

AT HALFTIME

BY RAMAN JOB

Frigid winds blustered around the stadium at halftime. But MTS President Norm Gould and the 12 parka-clad Manitoba teachers we honoured at Investors Group Field at the last Bomber game had a glow about them.

There they were up on the jumbo HD video board being introduced to 25,000 Winnipeg Blue Bomber fans – all the while smiling, waving, and repping their 15,000 amazing colleagues across the province. Then, in a special shoutout, every teacher at Investors Group Field was asked to stand.

The occasion was a special MTS/Winnipeg Blue Bombers Teacher Appreciation event held on October 28th that highlighted the positive influence public school teachers have on students.

The game dovetailed with the Society's *My Teacher, My Story* campaign which asks Manitobans to share their stories about teachers who've made a big impact in their lives.

The teachers honoured at Investors Group Field were Lauren Dyck, Amber Britsky, Megan Young, Kirsten Mangin, Robert Marcoux, Mike Johnston, Faridah Shams, Kim Guimond, Wayne Schultz, Shelly Dankochik, Nadia Krachenko-Chaput and Anita Maharaj.

If you'd like to share your story about an amazing Manitoba teacher you can post to our webpage or to our social media sites using the hashtag [#myteachermystory](#).

Susie Moloney

#myteachermystory



BY JUDY OWEN

Most students could tell a horror story or two about high school math class, but not Susie Moloney.

The Winnipeg-born author of four horror fiction novels recalls her Grade 9 math teacher at Stonewall Collegiate living up to her name.

“I had a string of impatient math teachers up until Grade 9, and that’s when I had my favourite teacher of all time,” Moloney says from Edmonton, where she lives with her husband, playwright Vern Thiessen.

“On the surface, Mrs. Sweetland came off as a little stern and maybe even chilly, but when I asked for extra help she proved to be surprisingly warm.

“At the time I had quite a troubled home life and it was known among the administration. A lot of teachers handled it by avoiding eye contact – ha, ha – but Mrs. Sweetland handled it by teaching me math.”

Moloney, in tears, had approached Sweetland after school one day and admitted she was completely lost attempting to do algebra. A straight-A student in all her other subjects, her lowest mark in math had been a C and she feared getting the dreaded F.

“She took the time to work with me at lunch time, giving up her own lunch break to help me understand the conceptual world of variables, expressions and constants, the mysteries of $3x - 4 = 7 + 2x$,” Moloney says.

“We ate at our desks. She checked my work. She listened to my problems, and sometimes they weren’t about algebra. She unlocked whatever door was keeping me from a relationship with numbers, allowing me in later years to instantly



figure out what 15 per cent of anything was – that’s what my agent takes.”

Sweetland’s influence also carried over to other parts of the award-winning author’s life.

“I made sure my children were not afraid to ask for help or to try something they were told they couldn’t do,” says Moloney, who’s moved almost exclusively into television and film writing.

She’s written an episode for Season 5 of the Canadian TV series *Blackstone* and one episode for a United States show called *Fear Thy Neighbor*, which is made in Canada.

“I’m also writing my first romantic comedy, which is really the scariest thing I’ve ever written,” she says with a laugh.

Her first novel, *Bastion Falls*, was

published in 1995, followed by *A Dry Spell*, *The Dwelling* and *The Thirteen*. All four have been optioned for films. *The Suburbanight*, from her 2013 *Things Withered* collection of short stories, has been made into a short film for Bravo. She was co-producer.

After her writing gained notoriety, she was asked to be a guest speaker at Stonewall Collegiate in 1998.

“I wanted two things: my old cheerleading costume and a visit with Mrs. Sweetland,” Moloney says.

“My buddy had to steal the first one for me – sorry Rams cheerleading squad – and I got the second one. It was a lovely, well-remembered reunion. I bet Mrs. Sweetland has changed a lot of lives. I hope she knows it.”

my teacher, my story

Tell us about a public school teacher that made a difference in your life at mtms@mbteach.org

Garth Pischke

#myteachermystory

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mbteachers](https://twitter.com/mbteachers)

BY JUDY OWEN

Garth Pischke has two teachers to thank for helping him achieve his Olympic dream.

Unfortunately, only one of them lived to see him play volleyball for Canada at the 1976 and 1984 Olympic Games.

Pischke, in his 36th season coaching the University of Manitoba men's volleyball team, attended Bruce Junior High School in Winnipeg. His volleyball coach for grades 8 and 9 was physical education teacher Mary Jean England, who instilled in him a committed work ethic.

"I remember the second year that I played for her she called me over after the first practice and said, 'Garth, I have something special for you and I hope you will agree to this,'" Pischke recalled.

"She went on to tell me that she felt I had a special gift for volleyball, but in order to push me to continue to improve in the environment that I was in she needed to challenge me."

That challenge was having him successfully complete every drill twice.

"Of course, I said no problem and I know it truly helped push myself to improve every day in practice."

England went on to coach for one season at the U of Manitoba, but she was killed in a car accident on the way to a tournament in Regina. Volleyball Manitoba's coach of the year award is named in her honour.

"Sadly, she never got to see me play at an elite level beyond high school," said Pischke, 62.

Pischke played high school volleyball at Silver Heights Collegiate under the guidance of coach and phys ed teacher Ralph Milton.

"Ralph taught me to love every aspect of the sport," Pischke said. "He possessed a genuine passion for volleyball improvement, combined with the ability to develop a love for whatever his athletes were pursuing.

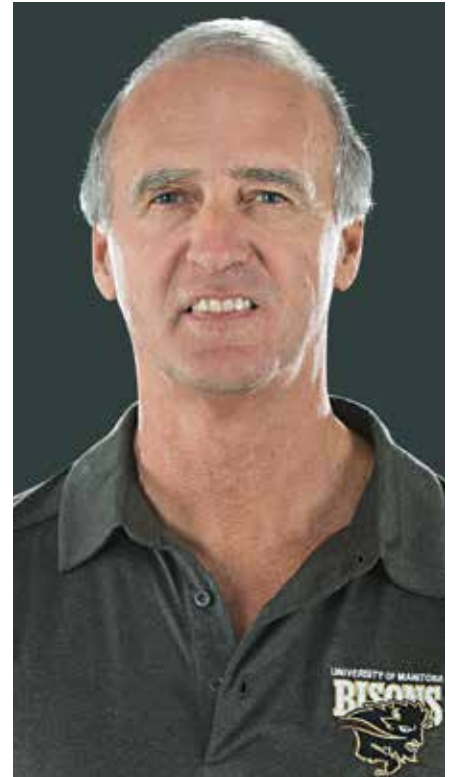
"Being around Ralph, in and out of practice, was always a learning situation, an educational experience, but always a lot of fun. I remember those three years very fondly and believe they helped mould me into the player and coach that I have been over the years."

He's also never forgotten the team's annual get-together at his coach's home. Milton's wife, Marge, would serve players her famous "Momma Milton's lasagna."

Remarkably, Pischke was named to Canada's 1976 Olympic team in Grade 12.

He went on to play for both the U of M and U of Winnipeg teams and competed professionally in the International Volleyball Association with the El Paso and Denver clubs. He was named the league's top rookie in 1978 and league's most valuable player in '79.

His coaching career began in 1979 at the U of M, where his teams have been to the national championship 27 times and won nine gold, nine silver and five bronze medals. He took a hiatus from 1996-2000 to coach Canada's men's



team, boosting its world ranking to 10th from 21st.

His numerous honours include inductions into the Manitoba Sports, Canadian Volleyball and Canadian Olympic halls of fame. In 2000, he was named Manitoba's amateur athlete of the 20th century and Canada's best male volleyball player of all time by True North Volleyball Magazine.

my teacher,
my story

Tell us about a public school teacher that made a difference in your life at mtms@mbteach.org



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Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project

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DESTINATION: DEMOCRACY, ON ROUTE 338

The Cable Public Affairs Channel (CPAC) has launched a project designed to help students get to know Canadian democracy.

The project, Route 338 aims to make the work of Parliament more digestible and more relatable for young people, says Catherine Cano, president and general manager of CPAC.

“It’s a set of innovative resources intended to help young people better understand and appreciate our democracy, providing teachers with a much-needed free and bilingual toolkit to tackle this complex subject.”

Cano says the team at CPAC, also known as the Parliamentary Channel, meets with teachers across Canada each fall. It had a booth at MTS PD Day last October.

“Over the years, teachers expressed to us that motivating students to learn about Canadian political institutions and processes was a considerable challenge. Time and again we heard the same story; that the world of politics was so important, if only they could get their students to realize it.”

CPAC wondered if younger Canadians were really that uninterested in politics.

Daniel Rubenson, associate professor of political science at Ryerson University is one of the leading academic voices on the topic of youth voting and political participation. He says that while there is a clear gap in voter turnout between younger and older Canadians, “[it] isn’t because young people are more cynical or less committed to democracy.”

Perhaps it’s the approach. In the 2015 documentary *The Drop: Why Young People Don’t Vote*, the producers interviewed young people from all over North America to uncover some of the root causes of voter apathy.

Co-producer Kyle McCachen told iPolitics that young people weren’t apathetic

at all. “People wanted to talk about it, but they didn’t want to be scolded.”

Interestingly, the youth-led NGO Apathy is Boring regularly surveys the voting habits of thousands of young Canadians. They found that while youth generally do not seek out information about political affairs on their own, they are actually very open to learning about politics if the information is presented to them.

“Like so many teachers, I believe that the earlier we study and learn about our democracy, the better our chance to have a society that is curious, knowledgeable and engaged,” Cano says.

Rubenson agrees.

“The practice of voting can be encouraged early on through socialization and education. Well-designed civic education programs can contribute greatly to the development of active and engaged citizens.”

Over the past 20 years, studies conducted all over the world have shown the positive impact of civic education on voter turnout, intent to vote, political knowledge and interest, and civic participation, Cano says.

But in an era of uncertainty between real and fake news, every Canadian’s ability to be knowledgeable and engaged relies largely on the quality and availability of non-partisan, factual, high-quality information about political issues and events.

Cano says that’s where CPAC comes in.

“CPAC is Canada’s window on parliament and politics. It’s our job is to give Canadians the information and context they need to make up their own minds.

“With more than 30,000 hours of bilingual, commercial-free political content in our extensive digital archives, we knew that our content had rich educational value.

We just needed to make it more practical for educators to use this content in the classroom.”

The Route 338 website offers students a virtual road trip across Canada. It’s an interactive experience that profiles and showcases all of Canada’s 338 federal ridings through photos, fast facts and videos from CPAC’s extensive archives.

“Why are there 14 ridings in Manitoba and 34 in Alberta? What does an MP do? How far is it from Brandon-Souris to Ottawa? What are some of the local issues in Elmwood-Transcona, and how do they differ from those in, say, Newfoundland?”

“We also partnered with the Royal Canadian Geographical Society to produce a series of giant floor maps and develop lesson plans themed around Canadian democracy. These giant floor maps are presently touring schools across the country, helping educators make democratic literacy a more hands-on classroom experience.”

Cano says working with teachers has resulted in creation of a series of 11 curriculum-linked learning activities designed to help teach students at all levels about the many facets of a democratic society.

She says the interactive activities are user-friendly, engaging and adaptable. The teacher’s guide comes with lesson plans, handouts, lecture notes, assignments and discussion questions. Each lesson-plan indicates the appropriate academic levels for the exercise and includes a clear statement of the desired pedagogical goals and outcomes.

“This year, the reactions from teachers have been decidedly different than in past years.”

“I just wanted to thank you,” said one individual from Prince Edward Island. “In two decades of teaching, this is the first resource I’ve ever come across that can take something so dry and make it so compelling.”

The route 338 website can be found at www.route338.ca

Twas the night before New Year's



**PORT
FOL
FO**

BY GEORGE STEPHENSON

*WITH A TIP OF THE HAT TO
CLEMENT CLARKE MOORE (1779-1863)*

ILLUSTRATION BY MATT KEHLER

*Twas the night before New Year's and all through the world
We look back at the year and all that's unfurled.
History was written with victories and defeat,
And some things we're hoping we'll never repeat.*

*The year it began with an incredible thump,
With the inauguration of one Donald J. Trump.
The greatest event ever, everybody was told,
The first of a million lies set to unfold.*

*The Russians were happy, all snug in their beds,
While thoughts of their Twitter King danced in their heads.
They had come to his aid over so many weeks,
With an army of hackers and Wiki-Leaks.*

*It's all fake news, the orange one cried,
As Mueller pressed on, to see who had lied.
The Donald was angry, as all could see,
He said lock up Hillary, don't look at me.*

*The president's past, with its absence of class,
Helped a movement against those who harass.
A dam holding back allegations did break,
Men in movies, politics and music did quake.*

*Now, Weinstein! Now, Spacey, Now Ratner and C.K,
On, Tobak! On Moore! The list grew by each day.
They had groped and harassed to the top of the wall,
And like Humpty Dumpty, they had a great fall.*

*In Manitoba, we weren't feeling left out,
One politician's history became a great shout.
A new NDP leader with a past he can't vault,
An allegation unknown of domestic assault.*

*That he denied, but it became clear,
That other past comments were nothing to cheer.
His hip-hop lyrics called women gross names,
But it's all OK now, because he's totally changed.*

*Across the aisle, the Conservatives laughed,
As they plotted to give their own workers the shaft.
It's a laugh freezing wages and cutting the herd,
And meeting with unions without hearing a word.*

*Cuts are needed, they say, 'cause we're all going broke
Backing up their wild claims with mirrors and smoke.
Transit, health care and French ed. gets the axe
All because they promised to cut a sales tax.*

*Conservatives in Britain, too, were quite flat
They called an election and almost lost that.
Their infighting, it's said, is getting quite rough.
The exit part of Brexit is surprisingly tough.*

*Overall, world politics left us perplexed,
Always facing the fear of what would come next.
Still, the world survived the actions of kooks,
Even North Korea and Trump rattling their nukes.*

*But that year is past, father time drifts away.
We have to move on without any delay.
And we hear him exclaim, ere he drives out of sight,
Happy New Year to All, Next Time Get It Right!*

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



It's your conference or PD session, you have a high-profile keynote lined up, registrations are through the roof and you want the world to know about it.

Stream it with Facebook

Many organizations are turning to Facebook Live to stream their events. It's not hard to create really valuable content in real time. And you can do it yourself. Sure there are other options. One is to get a professional, vocational school or community college video crew in to record and edit video so you can upload it to your website. But that will cost you money and time. And is your website really the best place to host that content?

Facebook Live will let your followers view and interact with your video stream during and after the event, and let you easily save it as a legacy piece. Plus it's enticing for other reasons.

- It's easy on your budget.
- You don't need extra equipment - although a tripod and a good microphone do help.
- Your organization likely has a Facebook page (not a Facebook profile) already with a built-in audience, your likers.
- Facebook notifications get pushed to your followers on their smartphones, tablets

or laptops. Your members don't have to actively seek out your broadcast by going to your website.

- Facebook's penetration is unparalleled. Everyone has a Facebook account.
- Your livestream video is automatically recorded and saved to your camera roll.
- You can share the Facebook Live link to platforms your members already have.

Before you start envisioning your event as a full-blown CBC townhall, let's do a reality check. Yours will probably not be an event where cameras roam the audience and switch between different speakers and people reacting to them. You will likely have one camera, probably your smartphone. Audio will also be a challenge. Not quite the CBC experience.

Reality check

So, take a step back and ask why you want to livestream. "We want members who can't make it to the event to participate," is a good enough answer. But there are some other questions to consider.

1. Can you accomplish the same thing through shorter video clips and conversations on Twitter, Facebook and Instagram? If it's just a matter of letting your members know something really cool is

happening and giving them the flavour of the event, social media posts may work just fine.

2. If you go ahead with the livestream, how do you get permission from your members to record them? Well, make sure your broadcasting intentions are upfront and specified early, even as members register online. Reinforce that message by posting signage on the doors of the venue and at the reception desk letting them know your event is open to media and they may be recorded.

3. Does your guest even want to be livestreamed? Many speakers will recognize the value in posting their talk online - it often leads to more speaking engagements. But some may look at the content in their keynote as proprietary and may not want any of it recorded, much less posted to your website or social media channels. Agree on those details in your contract.

You can make Facebook Live work for you. Just do your research. Touch base with people who've used it before. Use YouTube as a fount of inspiration and ideas. You can even test whether livestreaming is right for you by using Facebook Live to stream only to yourself or a limited group. Practicing and working the bugs out long before the big day will be an adventure and confidence booster.

SAVE THE DATE

2017-18 PROFESSIONAL DEVELOPMENT

<p>Understanding the Impact of Residential Schools: The Circle and the Box</p> <p>December 8, 2017</p> <p>Sarah Gazan</p>	<p>Managing Conflict with Clarity, Confidence, and Courage</p> <p>December 11-12, 2017</p> <p>Jennifer Abrams</p>	<p>Religious Diversity: From The Charter to the Classroom</p> <p>January 15-16, 2018</p> <p>Brahim Ould Baba</p>
<p>Leading and Learning Through Collaborative Inquiry</p> <p>February 2 & 3, 2018</p> <p>Jenni Donohoo</p>	<p>Creating a Culture of Dignity</p> <p>February 12-13, 2018</p> <p>Rosalind Wiseman, Charlie Kuhn</p>	<p>Indigenous Education Unconference</p> <p>March 2, 2018</p> <p>MTS Staff</p>
<p>Crucial Conversations®</p> <p>March 12-13, 2018</p> <p>Danielle Fullan Kolton, Sarah Gazan</p>	<p>Mental Health First Aid for Adults who Interact with Youth</p> <p>March 26 & 28, 2018</p> <p>Debra Radi</p>	<p>Crucial Conversations® 2.0: Reflection & Follow Up</p> <p>April 7, 2018</p> <p>Danielle Fullan Kolton, Sarah Gazan</p>
<p>Women in Leadership Symposium</p> <p>April 13 & 14, 2018</p> <p>MTS Staff</p>	<p>Mental Health First Aid for Adults who Interact with Youth</p> <p>April 23-24, 2018</p> <p>Debra Radi</p>	

For details about workshop times, fees, locations, topics, certification, and facilitator bios:

www.mbteach.org

For information about our Field-Led Course:

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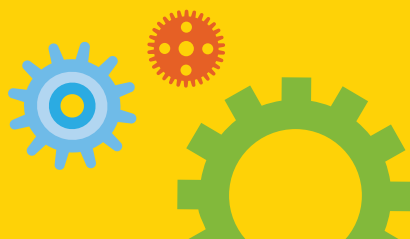
To access information about other workshops offered by MTS:

www.mbteach.org/professional-development/tllt.html

www.mbteach.org/balance/Balance%20pages/balanceprograms.html

Plus d'ateliers sont disponibles en français sur le site des ÉFM : efm-mts.org

More PD for Principals can be found at cosl.mb.ca



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