

THE MANITOBA

Teacher

JUNE 2017 VOLUME 95 NUMBER 7 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

Indigenous connections





my teacher, my story

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JUNE 2017 VOLUME 95 NUMBER 7 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

P.4

From the President

P.5

Inside MTS

P.10

Bill 28

Public Services Sustainability Act's impact on all public servants in Manitoba



P.17

WAG embraces Indigenous connections

Interactive education program to overcome geographical barriers



P.12

Dogs in school

Jem helps students learn about what it's like to be hearing impaired



P.14

COACH "wraparound" educational program

Supports students who have behavioural difficulties due to trauma





FROM THE PRESIDENT

NORM GOULD

Premier Brian Pallister has publicly acknowledged that early in his career as a teacher his union, The Manitoba Teachers' Society, came to his aid when he was being treated unfairly by the school administration.

The union was successful in wiping out a negative evaluation and, perhaps, saving his job.

Too bad he no longer seems to have a grasp on what is fair.

Now, he thinks it's fair to take cheap shots at unions. He thinks it's fair to go further than words and punish the tens of thousands of people, including 15,000 teachers, who work for the citizens of Manitoba.

Focusing just on teachers and education, Pallister thinks it's fair to cut resources for students and cut teachers' salaries. The government is funding education at a rate less than inflation, has abandoned class size caps in early years, but imposed salary caps on public servants for four years.

The moves, including salary increases of zero per cent for the next two contract years, are built on a foundation of sand, the flimsy argument that the province is on the edge of a fiscal catastrophe. Even if that were so, is it fair public servants and students are the only ones expected to fill the fiscal abyss?

The disaster we are supposedly facing doesn't warrant actually spreading any pain to the general electorate.

Meanwhile, teachers should know how much they will be contributing. A lot.

Bill 28, which imposes the salary freeze, will see every full-time public school teacher handing over an average of about \$15,000 in future earnings to fund the Pallister crusade. A breakdown of how we arrive at this figure can be seen on Page 8.

Of course, the premier and his cabinet are claiming to be making the same sacrifice, but that comes after the government politicians awarded themselves a 20 per cent pay increase after winning the election. Public servants would likely have accepted that questionable display of self-sacrifice, too, if given the option.

While pocketing employees' cash, the government intends to funnel money into the Fiscal Stabilization Fund, commonly known as the Rainy Day Fund. Normally such funds are to be enhanced during the good times so there is cash around for the bad times.

This government has flipped that script, borrowing \$110 million to build up the fund even while running a deficit, counter to the objectives of the government and its aim to balance the budget.

So, by 2020, the Rainy Day Fund will be \$225 million and Manitoba teachers alone will have contributed some \$217 million in foregone salary increases.

And who knows what will constitute a rainy day in the future. Will a rainy day be the need to find the \$300 million-plus to fulfill the Pallister's election promise to reduce the provincial sales tax by one per cent? Or, it could be spent to fund some other promise for the next election.

Whatever, the government should thank students, teachers and other public servants for making it all possible. That's unlikely to happen. After all, it would only be fair.



The Manitoba Teachers' Society

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INSIDE MTS

FIGHTING BACK AND FIGHTING FORWARD FOR SCHOOLS

BOBBI TAILLEFER, GENERAL SECRETARY

In the thirteen months since the last provincial election, the landscape of public education in Manitoba has changed. Because of this, The Manitoba Teachers' Society is now in full fight back and fight forward mode. What does that mean and what does it look like?

It means that in this political climate, where public policy from the government has a detrimental impact on education and schools, we are fighting back. When the government eliminated the very important K-3 initiative, a policy that teachers embraced as it enhanced learning at the early years, we fought back. When the government said that there wasn't any evidence that children flourished in classrooms where they received more one on one time with their teacher – we fought back. We did so by referencing evidence collected from across the world which proved that students in smaller classes benefitted both academically and socially. When the government said that they had evidence from anecdotal comments on student report cards that showed there was no benefit to having smaller classes in K-3 – we fought back. We did so because it is unbelievable that anyone would take anecdotal comments and use them as a measure of failure for this policy. We fought back with more evidence and facts – providing over eight studies and analyses conducted in a number of settings that clearly show that a student will thrive emotionally and academically in a small class.

So let's get to the fight forward piece. The K-3 class size initiative added approximately 454 new classes in Manitoba schools. With the removal of the initiative, these classes are disappearing – and there is a significant impact on our membership. For the first time since the 90s, we are experiencing teacher lay-offs across the province. When Mr. Pallister was seeking Manitobans' support to form government, he promised that he would not eliminate front line workers. We asked him to define what he meant by front line workers and he would not. From our perspective the members of the Manitoba Teachers' Society are all front line workers. Yet despite the assurances that front line workers would not lose their jobs, they are. At this point we don't know how many members will be affected by this regressive policy. "Our students need more resources, not less" is the message that we continue to impress upon the government and the public while we keep this issue alive in order to ensure that the government will be kept accountable for this short-sighted cost cutting measure.

Your Society is also in constant communication with other labour unions and, where we have common goals, is participating in a number of pro-active initiatives to try and mitigate the damaging effects of poorly drafted public policy. The ability to coordinate and share information is crucial at this time and never before have we been as connected. We are organizing and informing members – through regional meetings, virtual

town halls, Society committees and other means. The more members know about our situation, the greater impact they will have in holding the MLA in their community to account.

As well, we are involving our members in the fight forward. At Provincial Council, 300 delegates from across the province will be discussing the fundamental issues regarding public education in our province. Delegates will be working in breakout groups in order to assist the Society in charting the path forward.

At the end of the day, The Manitoba Teachers' Society wants to work with all governments, irrespective of political stripe. But, we will fight forward to protect public education, to enhance the resources available for our students and to ensure that Manitoba students, regardless of their economic and social status, will always have access to a free and quality education provided by our members. That is what a fight forward means. Join us in the fight forward – fill out a volunteer form available on our website, contact your Local President and volunteer to help, ensure that your contact information on the Society's MyProfile database is updated with your personal email (not your work email) so that you will be receiving all of the most current Society and Local information. There is simply no better time to be informed about your organization and to join us in the fight forward. In solidarity.

PROVINCIAL EXECUTIVE 2017-2018

Following elections at the annual meeting of the MTS Provincial Council, the following is the provincial executive for 2017-2018:

Norm Gould, President

James Bedford, Vice-president

Members-at-large

Nathan Martindale

Jonathan Waite

Jeff Cieszecki

Ashleigh Deeley Michaluk

Kerry Enns

Cathy Pellizzaro

Cynthia Taylor

Sandy Turcotte

Frank Reeves

Suzanne Jolicoeur

Ray Desautels

Minister ignores teachers' issues

Minutes after MTS President Norm Gould outlined issues facing teachers in the coming years, Manitoba's education minister had no words to reassure public school educators.

The two were speaking at the opening of the MTS annual meeting of Provincial Council (the Society's annual general meeting) May 25.

Gould told the more than 300 delegates that initiatives taken by the provincial government show a disregard for public education. Among other issues, he listed the abandonment of class size caps for early years, effective cuts to overall funding and the freezing of teachers' salaries.

Education Minister Ian Wishart followed Gould to the podium and didn't address or defend any of the issues raised by Gould.

In an address shorter than any education minister has given to the meeting in recent memory, Wishart simply said the province is willing to work with teachers on improving public education.

In his opening address, Gould pointed out that MTS, along with other public sector unions, has tried to work with the government in advance of the province's recent decisions and those talks proved fruitless.

Teachers and students are heading into trying times in Manitoba, he said.

"We will continue to be asked to do more with less and under increased pressure," he said. "I foresee a testing regime in the province the likes of which we haven't seen in years, increasing class sizes, threats to teacher autonomy, a cookie-cutter, one-size-fits-all approach to education and attacks on our professionalism."

Gould said that a year ago it was unclear what the provincial government's approach to education would be. That picture has come into focus.

"The government has shown its true colours."

While pointing out decisions the province has taken that will diminish classroom resources and the collective bargaining rights of teachers, he said the government has placed the burden of its supposed fiscal problems on public sector workers.



"The premier likes to say that we need 'all hands on deck' to right this ship, but in reality it is the public sector workers who are in the bowels of the boat rowing toward his destination."

And so far the only ones on the oars are public sector workers, including teachers.

Two years of salary freezes followed by two years of slight increases, as outlined in Bill 28 (see page 8), will cost every teacher in the province over \$15,400.

"That's a lot less money we're all going to have to invest in the Manitoba economy or in savings for our children's future," he said. "And to add insult to injury, this money isn't even going to fund the deficit, but to fund the province's Fiscal Stabilization Fund, also known as the rainy day fund, which is targeted to sit at \$225 million by 2020."

Gould said all teachers and their

partners in education need to make their voices heard by this government.

"I cannot stress enough how important that is as we enter into this new normal defined by austerity. The truest way we can honour those who have fought to advance and safeguard public education and the status of the teaching profession is to remain united, eliminate complacency and use every tool at our disposal to mobilize our members and our allies."

Much of the meeting (see additional coverage at www.mbteach.org) referenced the backdrop of the provincial decisions regarding education. In more than one instance, delegates were told to prepare to both fight back against cuts and to fight forward to promote improvements to public schooling (See Bobbi Taillefer column, page 5).

Pension plan doing fine

The Manitoba teachers' pension plan is doing well and there is no need at the moment for any adjustments, says Jeff Norton, chief executive officer of the Teachers' Retirement Allowances Fund.

"No immediate contribution rate increases or benefit adjustment are required," he told delegates to the MTS annual Provincial Council meeting.

Norton said investment revenue and member contributions have meant the plan is 100 per cent funded, a level that hasn't been achieved since the economic downturn in 2008.

Delegates were warned, however, that the situation can always change depending on "adverse events such as

unexpected increases in longevity or a prolonged drop in investment returns."

As with other pension plans, the longevity of retirees has a significant impact. Retirees are living longer, with many receiving a pension for more years than they worked. And TRAF expects that within the next two or three years there will be more retirees collecting benefits than active teachers.

Currently there are 16,212 active teachers compared with 14,554 retirees. Currently TRAF projects that the average number of years a retiring teacher will be on pension will be 30 years for women and 28 years for men.

Delegates were also told:

- The plan has 19 retirees over 100

years old; the oldest being 106.

- The average age at which teachers now retire is 60 for men and 59.6 for women.
- The average years of service for new retirees is 28.4 for men and 25.8 for women.
- The average age for active teachers is 43 and for retirees, 71.
- More than 2,500 members will be eligible to retire in the next few years.
- The average monthly pension for new retirees is \$3,182 a month for men and \$2,857 for women, many whom have breaks in service for maternity leave.

MTS members' fee up slightly

Fees for MTS members will increase to \$988 from \$976 in 2017-2018.

Delegates to the MTS annual Provincial Council approved the budget recommended by the provincial executive.

The increase amounts to less than 1.5 per cent.

The total budget for MTS, excluding the Disability Benefits Plan, will be \$15.5 million for the upcoming year.

The fee for the Disability Benefits Plan remains at 1.39 per cent of salary, subject to change in March, 2018.

MTS bows out of We Day

The Manitoba Teachers' Society will no longer be involved in promoting or participating in We Day events.

Delegates to annual meeting agreed with a recommendation from the organization's Equity and Social Justice Committee and provincial executive.

"The Manitoba Teachers' Society model of social justice is not reflected in We Day," the resolution said. "We Day doesn't promote, support or include a model of social justice that the Society identifies as effective in advancing social

change. We Day is more of a charity model that doesn't address the roots for systemic inequity."

We Day is a yearly concert and speaker series attended by tens of thousands of students in Canada, the U.S. and Britain.

In recent years it has attracted controversy because of the number of corporate sponsors involved in the events. Some of those sponsors have been accused of actions in other countries that run counter to the messages on which We Day is based.

The decision by delegates does not extend to the involvement of schools and students. In the past, both MTS staff and elected officials have promoted and been participants in We Day.

Delegates: Province should pull out of PISA

MTS will ask the provincial government to withdraw participation from the Programme for International Student Assessment (PISA).

Delegates agreed that continued involvement in the international standardized tests is not worthwhile.



"The Society has carefully considered the research around the costs and benefits associated with continued participation in these ... tests. The results of these standardized tests too often drive very narrow agendas rather than supporting positive decision-making with respect to broad, high-quality public education policy and funding."

PISA has been roundly criticized by many educators for a wide variety of reasons.

90-year-old fixture at MTS AGM

If you've ever attended the MTS Provincial Council chances are you've met the legendary Howard Loewen. Loewen worked for the Society for 25 years and since becoming an honorary member in 1990, has been a guest at the MTS AGM every May.

The fact that he's now 90 years old and lives in Alberta has not changed that.

And his reason for attending year after year is simple: "Friends. Old friends. And I'm sorry to say fewer old friends every year."

Some of those old friends included the Society's historic figures such as Tom McMaster and his successor Emerson Arnett, as well as many other presidents and General Secretaries over the decades. These days Loewen enjoys the reception he receives every time he comes. "Everyone spoils me and is just so good to me."

Loewen worked for the Society mostly in public relations and as an editor for *The Manitoba Teacher*. Born and raised in Elk Horn Manitoba, he made frequent trips to Pilot Mound and Crystal City area during his time with the Society. "I always enjoyed keeping in touch with rural Manitoba."

Besides coming out to the AGM every year, Loewen still reads every issue of *The Manitoba Teacher* magazine. "I get it every month and I read it cover to cover. I really enjoy it."



As such an active participant over the last few decades, Loewen has seen the Society grow and change year to year and says "I can't say enough good things about The Manitoba Teachers' Society, I really can't."

"Of course, I benefited it from it personally, being there for 25 years, with a good pension plan. But it has always treated me better than it should have.

I'm not perfect – like Frank Sinatra 'I've made a few', but the Society has always been there for me. I can't thank the Society

enough. It's a wonderful organization and what pleases me the most is that as far as I can see there is no sign of division within the organization. It seems to me the organization hangs together very well, especially in tough times."

Loewen says he has no plans to stop attending the AGM. "I am anxious to be here for the 100th anniversary. That's my goal. God willing I'll be here for the next 3 years at least."

YHA 2017 WINNERS!

Courage, compassion and humility were in the spotlight May 24th at the Fairmont Winnipeg as the 20th annual MTS Young Humanitarian Awards show highlighted 13 public school students from seven school divisions in Winnipeg, Gimli, Bird's Hill and Moosehorn.

You can learn more about the annual Young Humanitarian Awards at mbteach.org.



FAITH NICKEL



DOG HOUSE CANTEEN



CAMERON LOZINSKI



PEACE OF MIND 204

SAVE THE DATE

2017-18 PROFESSIONAL DEVELOPMENT

<p>Workshop on Workshops September 30, 2017 Danielle Fullan Kolton</p>	<p>FAB 5 Beginning Teacher Conference - Winnipeg & Brandon October 18 & 19, 2017 MTS Staff</p>	<p>Supervision & Evaluation: A Toolbox for Principals October 19 & 20, 2017 MTS Staff</p>
<p>The Role of the Resource Teacher: Supporting Teachers and Students in Diverse Classrooms November 6-7, 2017 Barb Melnychuk, Lia Baksina</p>	<p>Crucial Conversations® November 20-21, 2017 Danielle Fullan Kolton, Sarah Gazan</p>	<p>Understanding the Impact of Residential Schools: The Circle and the Box December 8, 2017 Sarah Gazan</p>
<p>Managing Conflict with Clarity, Confidence, and Courage December 11-12, 2017 Jennifer Abrams</p>	<p>Religious Diversity: From The Charter to the Classroom January 15-16, 2018 Brahim Ould Baba</p>	<p>Leading and Learning Through Collaborative Inquiry February 2 & 3, 2018 Jenni Donohoo</p>
<p>Creating a Culture of Dignity February 12-13, 2018 Rosalind Wiseman, Charlie Kuhn</p>	<p>Indigenous Education Unconference March 2, 2018 MTS Staff</p>	<p>Crucial Conversations® March 12-13, 2018 Danielle Fullan Kolton, Sarah Gazan</p>
<p>Mental Health First Aid for Adults who Interact with Youth March 26 & 28, 2018 Debra Radi</p>	<p>Crucial Conversations® 2.0: Reflection & Follow Up April 7, 2018 Danielle Fullan Kolton, Sarah Gazan</p>	<p>Women in Leadership Symposium April 13 & 14, 2018 MTS Staff</p>
<p>Mental Health First Aid for Adults who Interact with Youth April 23-24, 2018 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 register through MyProfile Member link:

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To access information about other workshops offered by MTS:

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

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



The Manitoba Teachers' Society

What Bill 28 means to you

Bill 28, the Public Services Sustainability Act, will have an impact on all public servants in Manitoba, including a huge shock to teachers' future earnings.

On page 4, MTS President Norm Gould examines the bill, its fairness and the hit teachers will be taking when current contracts expire next year.

The Act imposes salary caps over the next four contract years. At the same time the province takes away money from public sector workers, it will be increasing the size of its Fiscal Stabilization Fund (Rainy Day fund), rather than reducing the deficit.

Below are three charts that show how the Act will directly impact Manitoba's 15,000 public school teachers and how the Rainy Day Fund will increase. Chart 1 shows how much the average teacher will lose and how much all teachers combined will be contributing over the four years compared with the stabilization fund. Chart 2 shows the percentage impact and Chart 3 shows the loss for teachers in dollar terms for an average teacher.



The Act does not affect an employee's entitlement to a pay increase as a result of a promotion or reclassification, or to periodic or performance-based increases within an established pay range.

1 While freezing public servants' wages, the government plans to borrow money to increase its Fiscal Stabilization fund. The projected increase in the fund compared with loss of teachers' future income:

Manitoba			The Manitoba Teachers' Society
FISCAL STABILIZATION FUND (MILLIONS)	BILL 28	INDIVIDUAL	ALL TEACHERS COMBINED
17/18	+10.00		
18/19	+ 50.00	0%	-\$1,724
19/20	+50.00	0%	-\$3,483
20/21	????	0.75%	-\$4,630
21/22	????	1%	-\$5,591
2019/20 OBJECTIVE	+\$225.00		-\$15,429

2 Impact of Bill 28 on the average public school teachers' purchasing power in dollar terms, compared with increases of two per cent for the next four years.

	LEGISLATED ANNUAL INCREASES	COLA	% DIFFERENCE
2018-19	0%	2%	-2.0%
2019-20	0%	2%	-2.0%
2020-21	0.75%	2%	-1.3%
2021-22	1.00%	2%	-1.0%
	CUMULATIVE DIFFERENCE PER TEACHER		-6.3%

3 Impact of Bill 28 on the average public school teachers' purchasing power as a percentage of salary, compared with increases of two per cent for the next four years.

	LEGISLATED	COLA (2.0%)	\$ DIFFERENCE
2017-18	\$86,211	\$86,211	
2018-19	\$86,211	\$87,935	-\$1,724
2019-20	\$86,211	\$89,694	-\$3,483
2020-21	\$86,858	\$91,488	-\$4,630
2021-22	\$87,726	\$93,318	-\$5,591
	CUMULATIVE DIFFERENCE PER TEACHER		-\$15,429

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Learn about different career development programs available to marginalized youth populations and how they work.

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2017-2018 Workshops for Educators



Intentional Interruption: Breaking Down Learning Barriers To Transform Professional Practice

Dr. Steven Katz, OISE, University of Toronto. Opening address by Dr. Danielle Fullan Kolton (The Manitoba Teachers' Society). Interrupt the status quo of professional learning to enable changes in thinking and practice.

Thursday, October 5, 2017
Viscount Gort Hotel, 9:00 am



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 or \$500 for all three workshops.
ASCD Manitoba | 2533 Portage Avenue | Winnipeg MB R3J 0L5 | 204-813-1695



one dog's purpose

PHOTOS & STORY BY
MATEA TUHTAR

When Cindy Neil visits a school she's instantly the most popular person there – thanks in large part to her friend at the end of the leash. Jem is a five year old standard poodle who accompanies Neil on her trips to schools around Manitoba where she works with students with hearing loss. Trained as a service dog, Jem not only helps Neil do her job but also helps students learn about what it's like to be hearing impaired, and what they can do to help classmates who have trouble hearing.

Jem is the only hearing service dog working in the Manitoba school system. We sat down with Cindy Neil and asked her a few questions about her unique position.

Q Could you tell us a little background about yourself and your career?

A My name is Cindy Neil and I have a profound hearing loss. Since I was 19 years old, I knew I wanted to be a teacher of the deaf and hard of hearing. It has given me a chance to step into the lives of some very special students and to share my personal experiences with them. When I was 10 years old, I started to lose my hearing for unknown reasons. By the time I was 15 I had a profound bilateral sensorineural hearing loss. I was deaf. I lived in a small rural community and there were no supports available for students who were hard of hearing. It is through my acquired personal experiences and experiences working directly with deaf and



hard-of-hearing students that I have grown and become passionate about supporting the rights of my students. I try to teach them to be strong self advocates and to offer them support in their educational journey.

Upon completing my Masters in Educational Psychology, Special Education, Deafness Studies at the University of Alberta, I moved back to Manitoba and worked at the Manitoba School for the Deaf for a short time. I then moved to Toronto and started a program for deaf and hard-of-hearing students. After that, I moved back to Winnipeg and became the teacher of deaf and hard-of-hearing students at St. James Assiniboia School Division, where I worked for 17 years. I have now accepted a secondment at Manitoba Education and am working as an educational consultant in the Deaf and Hard of Hearing unit in the Program and Student Services Branch.

I hear approximately 10 per cent of what is said and the rest I pick up from cues and strategies such as lip-reading, moving myself in close proximity to the speaker, reducing background noise and even asking people to move to a quiet place if possible, keeping well-read so I am more likely to know some of the background info, etc.

When and why did you get Jem? What kind of stuff was Jem trained for?

Due to a new position in my job, I realized that I was too mobile for regular assistive listening devices to be used. Whereas I used to have a light to signal class change and fire alarms, many of the buildings do not have that. Jem can let me know about emergencies such as lock-downs and fire alarms. She also alerts me when someone knocks on the door or calls my name when I am walking down the hallway. Jem is also trained to respond to a special sound on my phone that I can activate as a timer. She wakes me up in the morning and best of all, she lets me know when the oven timer goes off so I don't burn cookies in the house anymore!

Was your plan all along to bring Jem to classrooms with you?

No, I had never really intended for her to such a focus in the classroom, but it did not take me long to realize how valuable she is in engaging the students and having such a positive impact on them. I like to think that after seeing what Jem can do and learning about other strategies that help deaf and hard-of-hearing people be more included in

everyday activities that everyone has a new and positive perspective about how they can do small things to make big differences for the hard of hearing or deaf people in their inner circles.

How has Jem helped you as a teacher, and now consultant?

Jem opens doors for me with students. She is so adorable and many students are quite taken with her. The minute I show up at a school to work with a child who has a hearing loss, I allow them to take hold of Jem's leash. From that point on, they are the boss. I think it is very empowering for them. Now they are not just the kid with hearing aids or a cochlear implant, they are the kid with the dog that every other kid wants to learn about and engage with. This is the perfect opportunity for me to talk about hearing loss and give the kids some tips on how to be a good friend to someone that has hearing loss.

What is the reaction from the students when Jem comes to school?

I have always had a very positive reaction. There is much curiosity and enthusiasm when Jem arrives! All of the schools I have been to have always been very curious about Jem and most of the administration and office staff are too polite to even ask about her. They just take it in, accept it and try very hard to resist the urge to come and pet her.

Students are a lot more open with their curiosity. When I travel with my interpreter, I am surprised at all of the questions she is alerting me to that the students are calling out left and right. Is that your dog? Can we pet her? I love your dog. She is working now, right? She has to pay attention so we can't pet her, right? I love asking the students to guess about how Jem can help me in my daily life. Some of the top answers I hear the most are that she is going to save me from burglars and intruders and help prevent me from getting hit by a car. Unfortunately, I'm not so sure she would do any of those things, but she is particularly helpful in so many other ways!

Do you have any specific instance of Jem helping out a student that has stayed with you?

There's one particular boy who I work with and he has a lot of emotions bottled up inside of him. He tends to be kind of quiet/sullen and sometimes acts out. When I visited him for the first time, he didn't talk a whole

bunch, but he took hold of Jem's leash and we sat down on the floor near the doors to go outside and started chatting. It was pretty basic stuff. He started telling me about how he does not like to wear his hearing aids and asked me some questions about my hearing aids. We figured out he had outgrown part of his hearing aids. He had a few more questions and then he started to kind of loosen up and just talk about his favorite video games and things. We went to the school yard and him and Jem romped around a little and he laughed and giggled as she chased him around. Then it was time for him to go back into the school and I walked around the corner to see the principal and EA all watery eyed and fighting back tears. They told me that this young man has not agreed to talk to anyone in a long time and they were pretty shocked at how he was laughing and sharing info and asking questions. I have to think that Jem just melted down his resistance, she's sneaky that way!

Are there other dogs like Jem in the province? Do you see a need for more service dogs?

I know of at least one other hearing-ear dog who lives in Portage la Prairie. We bumped into each other in Walmart of all places! I think service dogs provide much freedom, independence and peace of mind to people who have disabilities. The most positive aspect is that it opens a door for communication about a disability that is invisible. I have met many interesting people and been able to have an impact on what people perceive as deafness.

When you go for the two week training program while being assigned a service dog, I was able to see certified service animals that were working in many capacities. I saw dogs that were able to help people who had limited mobility, they could open doors and retrieve items etc. I saw dogs that could detect seizures 20 minutes before they happen and allow people who suffered from seizures to get to a safer place before one occurred. I saw dogs that were trained to comfort children with autism and keep them safe by preventing them from bolting quickly (they would pick 80-pound dogs who would go limp and fall to the ground if their child tried to run off fast). I saw dogs that could detect when blood sugar levels were too high or low. I saw seeing-eye dogs and of course I saw many other hearing-ear dogs. All of these service animals offered people a level of comfort and security and it is amazing what they can do!

A young man with dark hair, wearing a dark jacket over a light-colored shirt and blue jeans, is walking away from the camera down a long, brightly lit school hallway. The hallway has wooden floors and white walls with dark trim. The lighting is warm, suggesting indoor lights.

BY ALLISON DUNFIELD

Easing the trauma

It's early on a wintery morning in a church near Mulvey School, and the students who are part of the COACH 1 program are buzzing with activity.

One child with hair hanging over his eyes shyly takes several adults on a tour of the church which is used to house the COACH program; from the bright kitchen where students are fed breakfast and lunch to the gym where a rowdy game of dodgeball is being played, to the quiet classrooms which have cozy floor cushions and even a tent to curl up in.

During the tour, the boy answers questions about why he likes being there. This same student would not have been able to interact with adults with anywhere near the comfort level he now has, without the COACH program, says COACH 1 program manager Nancy Mazur.

"All of our kids are capable academically, but a lot have had gaps in learning...the trauma or disruption in their lives has caused them to be behind."

The quiet student even gives out hugs at the end of the tour, something that would have been unheard of when he started

the program. In regular school, his angry outbursts kept him out of the classroom, as he would often throw items or yell, says Mazur. Now, he is calm.

COACH is a "wraparound" educational program that supports students who have behavioural difficulties due to trauma in their lives. The students are unable to thrive in a regular classroom, so they attend school in an alternate location—with the ultimate goal of being re-integrated into the regular classroom.

Children supported by COACH have experienced severe emotional, sexual and or physical abuse or neglect and have previously attended school only sporadically or not at all. They come from homes which may have involvement with Child and Family Services; there may be violence in the home, addictions, or gang affiliations.

The program is also preventative—many children who exhibit behavioural issues in school also have potential to get involved with the criminal justice system, says Peter Correia, principal and director of the COACH 1 program for elementary students, which runs out of Mulvey School. The COACH 2 program is for junior high

students. COACH is a partnership with Winnipeg School Division, Healthy Child Manitoba, Macdonald Youth Services and the four Child and Family Services authorities. COACH 1 is funded by Healthy Child, while COACH 2 is funded through the Department of Families.

COACH serves all students within Winnipeg city limits, not just those who reside in particular school divisions. There is no high school program yet, but it's hoped that it will come.

The reason the program was developed 16 years ago, says Correia, was that educators "saw a void in programming, needed for students who were in the regular school system, were involved in other programs at the division but who still weren't being as successful as they could be."

At the time, there were no resources available to reach a group of children with multiple and complex needs. COACH, which has been funded by Healthy Child Manitoba since day one, was the first program in Canada, outside an institutional setting, to use professionals from multiple disciplines and agencies to work together to



address children's complex mental health and behavioural needs in the school setting.

What makes the approach unique is that the coaches are not only hired to spend the entire day with students, but also during after school hours and on weekends.

"Where they [educators] found another void was the community piece—the wraparound piece away from school hours where students weren't being as successful as they could be," says Correia.

"That was the impetus that drove the program. How can we also look at after school and weekends—not just school hours."

Having coaches pick students up and bring them to the program is key to the students' success, says Mazur, program manager for COACH through Macdonald Youth Services.

"Many families are fearful of CFS intervention. We are there to support families."

She says parents and children may take a while to come around to the program. But she says within a few weeks of attending COACH, students who have had little to no school attendance "want to be there."

Correia has the attendance numbers to prove it. For example, Correia says, last

Children supported by COACH have experienced severe emotional, sexual and or physical abuse or neglect and have previously attended school only sporadically or not at all. They come from homes which may have involvement with Child and Family Services; there may be violence in the home, addictions, or gang affiliations.

year one student went from a 25 per cent attendance rate to 99 per cent. Another went from zero to 100 per cent. Overall attendance for COACH is 96 per cent.

And academics are another success story.

Students enter the program far behind their peers and progress through their academics quickly.

Average reading levels go up at least 1.4 grades per year, says Correia. One student went from being a non-reader (not even knowing alphabet sounds) to a Grade 3 level. Another student went from a Grade 3 reading level to a Grade 6 reading level in a year. "It is quite significant," he says.

And the behavioural incident reports also drop for students in the program—last year there was an overall 37 per cent decrease. "It's really quite something to see," says Correia.

Shannon Robins, a special education resource teacher for COACH, says many of the students have never had anyone take a closer look at their behaviour. "We have the opportunity to look at where's the behaviour coming from, and get a diagnosis." Part of COACH's success is the "tremendous support and resources that the students receive from Clinical Support Services," says Correia. Students have access to a school psychologist along with a social worker, speech and language clinician and occupational therapist.



And while students in the COACH 1 program used to need CFS involvement as a criterion, that's no longer the case. Now, says Correia, he sees the coaches and the program as "maybe the next layer of keeping the families together."

Student Life at COACH 1

Students work with Winnipeg School Division teachers, along with their coaches, in their classrooms. How and where they work is flexible. At COACH 1, there are two somewhat traditional classrooms, but one has a pile of comfy cushions for students to work on the floor. The other has a tent in it that children can hang out in for some down time. There are also several smaller quiet rooms and an office, and children are not kept out of any room—if they want to work in the office with one of the adults, that's fine, too, says Robins.

On a busy Tuesday morning at COACH 1, some students are sitting with their coaches, reading or doing math, one is in the tent, and several are in smaller rooms off the classroom, by themselves or talking quietly with a coach. Their artwork lines the walls—paintings of Inukshuks and pretty snowflake cutouts.

Along with taking part in the regular curriculum, students also go swimming once a week, and go on lots of field trips, including the zoo, bowling or volunteering at Winnipeg Harvest. That's important, says Correia, because if they have behavioural issues, the first thing that's often taken away from student programming are field trips in the regular school system. Students also take part in extracurricular activities such as sports or arts programs on evenings and weekends, and their coaches are responsible

for taking them to and from the activities. If the family wants to be involved in the after school hours programming, that too would be supported.

Life at COACH 2

Coaches provide a stable adult figure in the lives of students that may not always be there, says Kerri Koblun, program manager at COACH 2.

At COACH 2, located at a youth services building, students—many who may live in challenging conditions—are allowed flexibility in terms of coming to school. They can come in the afternoon if they need to sleep in the morning, for example, if they have been out on the streets at night.

While children know that academics come first, the relationship building with adults at COACH 2 is very important, says Gwen McLean, principal of General Wolfe School and the COACH 2 site.

"The balance between academics and building relationships—it needs greater attention at junior high," says McLean.

"If you have a kid coming in and they haven't slept all night, the first thing is to stabilize and get those basic needs met and then do the academics."

The facility includes a full kitchen for hot meals that are provided, along with a gym and a quiet room with a couch. The walls feature professional-looking prints that are all photos taken by the students during summer programming.

COACH 2 sees more students who are in trouble on the streets, in gangs or at risk of sexual exploitation. All of the COACH 2 students are involved with CFS and are either in foster care or group homes. Often COACH

is the only stability they have in their lives.

"A lot of our kids—if they weren't here, they would be off of everyone's radar," says Koblun.

She says children soon learn to trust their coaches implicitly. Often, if they need a ride late at night or go AWOL from their group homes, they call their coaches, who then call CFS.

"CFS is accountable for our kids—but we are in constant contact," says Koblun, who is popular with the students. Many come by to chat and joke with her.

At both locations, student groups are kept small—to a maximum of 16. Children in both programs get at least one hour of integration to the regular school system each week, whether it be gym class or an assembly, to ease them into the regular school system.

Many students go on to successful re-integration in regular classrooms and continue on through the school system, says Correia. Last year alone, the entire Grade 6 COACH class was fully re-integrated.

"Sometimes it takes a little bit more to show them that we have faith, that they can really do this. Other times they are motivated to do it. We want them to be successful," he says.

And COACH has some amazing success stories. One former student is a business owner who comes back to visit often.

"He drives by in his big Cadillac Escalade," laughs Correia. "He's made it. He owns his own roofing company." Another former student is working as a chef in British Columbia, and another is working full time in a cycle shop.

Koblun says she has been working with the program for 15 years and she sees the difference it has made.

"It works. They'll come back and say, 'I wouldn't be in this spot' if it wasn't for COACH."



BY JENNIFER MCFEE

CREATING CONNECTIONS TO INDIGENOUS art & culture

Through a revamped vision, the Winnipeg Art Gallery is embracing Indigenous connections and forging relationships with remote communities.

With the goal of expanding its reach outside city limits, the art gallery is currently piloting an interactive education program to overcome geographical barriers.

The Winnipeg Art Gallery has joined forces with a company called TakingITGlobal, which connects with schools in Northern Canada through its program Connected North. Offered in partnership with the technology firm Cisco, this program uses a two-way video

system to reach distant communities.

Winnipeg Art Gallery's head of education Rachel Baerg is looking forward to the long-distance collaboration.

"TakingITGlobal is a non-profit technology networking group that consists of young millennials that really want to empower youth throughout Canada and throughout the world to make changes," she said.


"They use technology to connect youth and to embolden them and support them in the things that they want to see happen. Currently, they have over 500,000 connections with youth around the world."

In particular, TakingITGlobal aims to use technology to unite northern communities with specialists across the globe.

"It really fosters student engagement," Baerg said. "Knowing that we have wonderful exhibitions and programs here, they wondered if we wanted to do a virtual field trip for some of these schools that are interested."

Plans are in the works to forge virtual connections with a high school in Arviat, Nunavut, to tour the gallery exhibit called Our Land. Other classes in Brampton and Vancouver are also interested in getting involved.

"We're going to be giving them a



The WAG is embracing Indigenous connections and forging relationships with remote communities.

45-minute virtual tour through this exhibition, which has all kinds of carvings, wall hangings, implements and clothing, including a beautiful loon hat and a caribou parka. It's a great opportunity for us to expose them to all different mediums and to Inuit art and culture in general, as well as how an art gallery works behind the scenes," Baerg said.

"For the kids in Arviat, maybe some of them have never been in an art gallery before. They might be surprised to see that artists from their community actually have work in the art gallery and it looks so amazing in this space."

After the virtual tour, discussions can continue through a question-and-answer period.

"We give the northern kids the ability to chime in with their stories because this is their artwork," Baerg said. "We want to facilitate the discussions and use the artwork as a catalyst for learning and for sharing."

These virtual tours also act as a lead-up to the launch of the Winnipeg Art Gallery's new Inuit Art Centre, which is expected to break ground this year and

open its doors in 2020.

Once the Inuit Art Centre opens, local students can gather in an on-site classroom and connect virtually with other classes around the province, particularly those in the north. Through technology, the students can engage in discussions and learn from each other — and possibly even enjoy real-time visits from Indigenous artists or elders in northern communities.

"We're super excited about education in the new Inuit Art Centre because we're going to have more versatile spaces, beautiful art studios, interactive galleries, maker spaces and global classrooms," Baerg said.

"We're going to embrace technology like we never have before, so there's all kinds of potential for us to do really unique things."

Once the new centre opens, teachers can look forward to exploring the Winnipeg Art Gallery's full Inuit art collection of nearly 14,000 pieces. In addition, the Government of Nunavut is providing another 7,500 pieces of fine art and artifacts on a long-term loan.

"There's always going to be amazing

exhibitions, but the kids can see the entirety of our collection when they come in. It's certainly going to be a lot to explore. The hope is to create engaging experiences when people come to visit the gallery but also to create some really interesting satellite or online opportunities," Baerg said.

"We're working with other technology groups to look at things like 360 films or perhaps an online educational game. There could maybe be educational trails with QR codes using Inuit symbols. There are all kinds of possibilities that we're in the process of exploring."

Currently, about 25,000 students visit the Winnipeg Art Gallery each year. Once the Inuit Art Centre is built, that number is expected to rise to around 100,000.

In the meantime, the plan is to continue pushing forward with interactive education in an effort to engage with every school division in the province, either virtually or in person.

Through its renewed vision and direction, the Winnipeg Art Gallery is also bolstering its focus on Indigenous programs, tours and workshops available



for classes who visit the venue.

Youth art educator Allison Moore has been working on new school programs this year, including many that maintain an Indigenous focus.

Tours for early years students include Art of the First Peoples of Canada and Inuit Art & Life in the North. Middle years students can enjoy tours called Indigenous Art of Canada as well as Living Traditions & Stories in Inuit Art. For senior years students, the art gallery offers tours called Aboriginal History through Art and Inuit Art in the Contemporary World.

“We looked at the social studies curriculum for each level,” Moore said. “We selected some particular outcomes that we want to connect with, and the tour guides are aware of those. As the exhibitions change, we figure out how we can connect the curriculum with the art that is in the gallery.”

Adding to the experience, some classes opt to include a workshop with their tour. Currently, the art gallery offers three workshops that focus on Indigenous artwork.

Through the Inuit Wall Hanging

workshop, participants can explore felt and stitched wall hangings before they create their own out of coloured paper.

In the Inuit Print workshop, students create their own Inuit-inspired artwork by carving and printing on Styrofoam.

For the Promise Medals workshop, students learn about treaty medals and then create their own three-dimensional medal out of self-hardening clay.

Through these ongoing initiatives, the

The gallery can act as a conduit for adding Indigenous perspectives to classroom learning.

art gallery can act as a conduit for adding Indigenous perspectives to classroom learning. In Moore’s experience, some teachers have been struggling with how to teach topics that they might not have learned in school themselves, such as those stemming from the Truth and Reconciliation Commission.

“They were feeling a little bit like they needed support in terms of starting to teach this new material, particularly the calls to action. As a cultural organization, we felt that we could really help teachers to bring their kids in and to support the kind of learning that they’re doing in class as it relates to Indigenous history,” Moore said.

“So we see the WAG as playing an important role, and we work together with the Manitoba Museum as well. We both feel the responsibility to help support teachers as they’re learning these curriculums and starting to put them to action in their own teaching.”

For more information or to book a tour, visit www.wag.ca/bookatour or call 204-789-1290.

FILLING 40-YEAR-OLD SHOES

BY JUDY OWEN



Next door to Chad Falk's office are reminders of Manitoba sports history – and now he's part of it.

As the new executive director of the Manitoba High Schools Athletic Association hangs a left outside his office, he walks into the Manitoba Sports Hall of Fame.

Its displays of memorable events and athletes are familiar to Falk, as well as one notable person who was inducted into the hall as a builder five years ago.

That would be Morris Glimcher, the man Falk replaced last July and the only executive director the MHSAA had since 1975.

"I mean, 40 years, he's basically created the MHSAA," Falk says.

"To be the second person to step into that role in the history of Manitoba high school sport is overwhelming, and really cool at the same time."

Many people have told Falk he has big shoes to fill, but the 37-year-old isn't planning to reinvent the wheel.

"(Glimcher) left things here on a very solid footing," he says. "I kind of view it as an opportunity to put a new slant on a great organization and modernize it and move it forward now."

It was one of his brothers, Nathan – a teacher and athletic director at Elmwood High School – who heard about Glimcher retiring and suggested he apply.

Falk's first year has mostly been spent reviewing the association's policies and

procedures. His responsibilities in the three-person office include managing revenue and handling transfers and eligibility appeals.

It's a lot of paperwork he plans to bring into the digital world.

"We're still a very paper-based office and I'm trying to move us more to technological solutions," Falk says.

"I know teachers and school administrators are very busy and they're the ones who have to file all the paperwork with it. I'm trying to make that a more friendly process."

Another one of Falk's responsibilities is overseeing 50 provincial championships.

He attended one championship this year that took him down memory lane.

In his hometown of Altona, he watched the junior varsity girls basketball championship in the W.C. Miller Collegiate gym where he played volleyball and badminton.

It was inside that gym where Falk's sports path took shape, thanks in part to his now-retired physical education teacher and volleyball coach Terry Braun.

"He's the one memorable coach I've had," Falk says. "I played a ton of sports growing up."

"He's the one that actually spent time and would invest directly in someone's individual development. He was the one that nudged me along the way. I kind of had my doubts about volleyball and he would be like, 'No, come on, keep trying.'"

"I played varsity in grade 11 and 12 and I had such a great experience because of him."

Falk attended the University of Manitoba and got a degree in recreation management.

His first job was a three-month placement at Sport Manitoba as part of the mission staff for Team Manitoba at the 2003 Canada Winter Games in New Brunswick. He was kept on for the Western Canada Summer Games hosted the same year in Manitoba.

His resume continued expanding in the sport administration and event realm. His "dream job" was venue general manager in Winnipeg for the FIFA Women's World Cup in 2015 at Investors Group Field.

He's had opportunities to move outside Manitoba, including working at an Olympics, but it wasn't the right fit for he and his wife, Sandra Hodzic, a senior policy analyst for the provincial government.

"I've always just wanted to stay kind of closer to home," he says. "My wife and I are here, we're happy here."

He's stepped outside sports a few times to manage events for the Multiple Sclerosis Society of Canada, Manitoba Restaurant Association and Manitoba Opera.

The opera job was right up his musical alley. He sang in a choir through high school and university and has been a member of the Renaissance Voices choir for more than 10 years.

Falk doesn't plan to overhaul the association's policies, which included some controversial ones during Glimcher's tenure.

“TO BE THE SECOND PERSON TO STEP INTO THAT ROLE IN THE HISTORY OF MANITOBA HIGH SCHOOL SPORT IS OVERWHELMING, AND REALLY COOL AT THE SAME TIME.”

- Chad Falk
Executive Director MHSAA

There was the updated policy coming out of a 2006 Manitoba Human Rights Commission case that allows girls to try out for boys' sports teams even if there's a girls' team.

The association is also in the second full year of a transgender policy, which states “any transgender student athlete may participate fully and safely in sex-separated sports activities in accordance with his or her gender identity.”

“We’ve tried to be as inclusive as possible,” Falk says, adding students aren’t required to file any paperwork related to the policy. “I haven’t even fielded a call yet. I’m sure they are participating.”

One “hot-button” issue these days is concussion protocol, which is currently dealt with at the school division level or by provincial sport organizations.

“We’re trying to figure out where best to manage the issue,” he says. “It’s something I’d like to see formalized a bit more here at the organization.”

After almost a full year in his new job, his highlight was watching some of the province’s 30,000 student athletes compete in championships.

“Whether you’re at a (junior varsity) provincial championship or you’re at a four A finals, more of our signature events, it’s great just to see them giving their best and making those memories.”



Roberta and Carl Dahlen were visiting the #TeddyBearsPicnic May 28th from Fargo, North Dakota and loved the MTS tent!



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A teacher's cautionary tale

BY JENNIFER MCFEE

At the end of every experience, no matter how intense, perhaps all we're left with is our stories.

That's how teacher John Sadoway feels about a chapter of his life that began when he was a teenager and continues to resonate to this day.

After decades of reflection, Sadoway will bring his story to the stage this summer for his one-man Fringe Festival production called *Trued on a Base Story: A Cautionary Tale*, produced through his own theatre company The Opposite of People.

The tale told is Sadoway's journey after being seduced by a married teacher when he was a 17-year-old student in Saskatoon.

"This is 23 years after the conclusion of the 12-year relationship that started with that teacher," said Sadoway, who works as a substitute teacher in Sunrise School Division. "I'm writing it because it's the only thing I really have out of the experience."

And the experience had a profound effect.

"The fall was after a decade of believing that she was my true love and the relationship that was truly meant for me," he said. "I had been building my life around that relationship, so when it collapsed, it was a pretty hard fall."

Years later, a counsellor suggested that he write down everything he could remember to gain a better understanding of his experience. His Fringe play stems from that process.

"My play is mostly about where I came from and how I came out of it. All I came out of is this story, and it's about time I started telling it," he said. "The counselling session started the script 25 years ago and I finished the first draft in February. I've been working on it for a long time."

As a teacher himself, Sadoway offers a unique perspective for exploring the sensitive subject matter.

"One of the reasons behind the play is I want teachers and parents to see how important that professional relationship is," he said. "It is so important that it be preserved as one that has its boundaries because the whole setup doesn't really work otherwise."

Sadoway, who has performed at the Fringe in the past, is one of a number of teachers involved in all aspects of the festival.

"We see teachers in our audiences and as performers as well," said festival manager

Jennifer Cheslock, a former teacher herself. "There have been lots of teachers who have produced shows, directed shows, acted in shows and helped students in shows."

As volunteers, teachers are valued for their dedication to the anticipated event.

"We see a lot of teachers donating some of their free summer hours and they really act as the backbone that keeps the festival running smoothly. They sell tickets and usher shows. They serve drinks in the beer tent. They help out at the kids' Fringe by entertaining the young Fringers.

"Many of our team leader volunteers, who volunteer 40 or 50 hours over the 12-day festival, are current or retired teachers who love theatre. They love the Fringe and they keep coming back year after year. It's a perfect fit for teachers who don't have to take time off work to be involved."

This year's festival runs from July 19 to 30 featuring 189 shows with teachers involved in all areas of the annual event.

With an abundance of volunteer positions available, teachers often encourage their students to get involved.

"Teachers help spread the word about opportunities for students who are looking to fulfill their requirements for volunteer hours or who are just looking for something fun to do over the summer," Cheslock said. "There have also been a few groups of recent graduates who have put on shows in the Fringe and had a fantastic time."

The Fringe Festival creates further connections through high school work placements. In addition, teachers can encourage their students to get involved through NextGen Fringer, a pilot program that has operated for the past two years. Now, thanks to funding from the Manitoba Arts Council, it will launch to a larger group of youth this year.

"It's an opportunity for youth aged 16 to 18 to receive a free Frequent Fringer 7 pass and attend shows on their own or with a friend or family member, and then use their social media skills to spread the word about their Fringe experiences to their peers," Cheslock said.

"We're hoping to have 50 young people involved this year, seeing a variety of shows that interest them — anything from improv to storytelling, musicals, dance. It's an



John Sadoway will bring his story to the stage this summer for his one-man Fringe Festival production called *Trued on a Base Story: A Cautionary Tale*, produced through his own theatre company The Opposite of People.

opportunity to experience the Fringe for the first time."

For Sadoway, his Fringe production will provide an opportunity to tell his tale. And while he feels ready to take the stage, he sometimes wonders how other teachers will react.

"I've always been a little worried that the revelation of this story will be seen by some in our profession as not treating it with adequate respect. Yet I can't not tell a story that demonstrates how thoroughly that relationship can be violated," he said.

"I don't view this as an act of criticism of the education system. I think it's important that the risks in that education process are exposed and made clear."

For more information about the Winnipeg Fringe Theatre Festival, visit www.winnipegfringe.com.

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PORTFOLIO

Researcher:
Homer Simpson



A study in Britain has found that beer is a better painkiller than Tylenol-like drugs.

Reports said researchers at Greenwich University concluded "the more beer people drank, the less pain they felt." Perhaps they had never heard the term "feeling no pain."

The study, published in *The Journal of Pain*, found that a blood alcohol content of .08, about three or four regular drinks, can reduce pain by up to 25 percent.

Oratory today: **Ham & cheese**

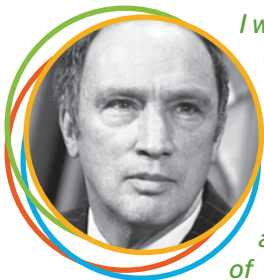
BY GEORGE STEPHENSON



It is often a roundly ignored, but simple concept in life, and especially in politics, that leaders lead with both words and deeds.

Unfortunately, these days words that can move and inspire people to follow are in short supply in the political realm. We see fewer and fewer politicians who speak with sincere passion and commitment to an ideal, a goal, a vision.

Many, perhaps most, are simply hyperbolic attacks on opponents. Donald Trump's first inaugural speech painted some Mad Max vision of America as a desolate hellscape. It was but one example of a modern speech whose words will not find their way down the long road of history.



I wish simply that the bringing home of our Constitution marks the end of a long winter, the breaking up of the ice-jams and the beginning of a new spring. For what we are celebrating today is not so much the completion of our task, but the renewal of our hope – not so much an ending, but a fresh beginning.

- Pierre Trudeau

When former premier Greg Selinger gave speeches he engaged audiences to a degree that he might as well have been reading an Apple users' agreement. Indeed, he might have been, given that 30 seconds after it ended nobody could remember what he said.

Usually, they amounted to a list of NDP achievements, groaning under the weight of various policies and numbers, followed by predictions of collapse and calamity should anyone else be elected.

The current premier, Brian Pallister, has improved on that (maybe because he has no list, yet), but only by degree. He lards on the folksy metaphors and then spends half his time bemoaning the disasters the NDP left him with.

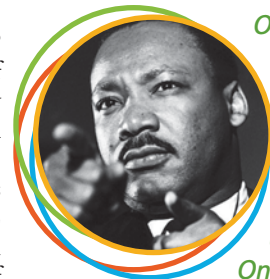
Sometimes he mixes both together, at least once comparing himself to the clean-up crew for a Manitoba social.

"At the end of the night, the hall is a mess. You've got plastic cups lying around, empty or partially filled. You've got pieces of cheese on the floor, maybe a crushed pretzel or two out on the dance floor, a piece of salami on someone's shoulder, a piece of kolbassa lodged in the wall.

"You get the picture... there's always a group that stays behind. We have a cleanup job."

Aside from the fact it's hard to picture Brian Pallister and his Trumpian wealth even at a social, his clean-up analogy came after two budgets and a year in office.

Move on, say what? And, anyway, his clean-up crew should have other worries standing in a building where the structural integrity is so questionable that a piece of wayward meat can become embedded in a wall.



One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

- Martin Luther King

Again, the premier's tortured metaphors aside, the speeches lack any kind of soaring spirit or even any clear message or vision. They sound like Selinger's policy wonk as a character in the late Stuart McLean's Vinyl Café.

There have been arguments that the ever-increasing use of speechwriters has boxed out the inner feelings of political candidates. But great speechwriters just put into words what the speaker feels. It's often all the other political consultants who pick, prod, analyze and change a text until it lies flat, limp and dead on the table. It may not

DUDE, Where's my Carrier?

U.S. President Donald Trump in a show of force told reporters that an "armada" was steaming toward North Korea to deter its missile tests. In fact the ships were 5,600 km away, steaming in the opposite direction as part of military exercises with Australia. Trump's wrong-way armada consisted of five ships, including the aircraft carrier Carl Vinson. The original Spanish Armada, in 1588, consisted of 130 ships.



WEIRDEST NEWSPAPER CORRECTION EVER

EDITOR'S NOTE: This story has been updated to more precisely describe White House press secretary Sean Spicer's location late Tuesday night in the minutes before he briefed reporters. *Spicer huddled with his staff among bushes near television sets on the White House grounds, not "in the bushes," as the story originally stated.*

- Washington Post, May 10, 2017

offend anyone, but nor will it inspire anyone. Nobody will care.



*Victory at all costs.
Victory in spite
of all terrors.
Victory, however
long and hard the
road may be. For
without victory,
there is no survival.*

- Winston Churchill

It's important. To take people where they may not want to go takes words; words that move, provoke and motivate listeners beyond saying that an opponent or a contrary idea is worse.



*I want to have time
to look for my
children, and see
how many of
them I can find.
Maybe I shall find
them among the
dead. Hear me, my
Chiefs! I am tired; my
heart is sick and sad. From where
the sun now stands I will fight no
more forever.*

- Chief Joseph

\$605



THE RICHNESS OF THE SOIL

Want to make it look like you work in the dirt for a living. Fashion retailer Nordstrom has the product for you. It's selling jeans that make you look like you just climbed out of a sewer for the low, low price of \$605.

According to the store, the pre-muddied jeans make it look like "you're not afraid to get down and dirty." One person on social media summed it up a bit better: "They're a costume for wealthy people who see work as ironic - not iconic."

DIFFERENT APPROACHES TO HOMEWORK

A parent fed up with the amount of homework her 10-year-old daughter was expected to complete penned an online letter to her teacher. It said that her daughter would no longer be spending two to three hours a night doing homework. "Going forward, this is a homework-free household."

A father in Arizona had a different approach. He used a stun gun on his son when he didn't do his homework. According to police the son was tased multiple times. The father was charged with child abuse.

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

REFRESH

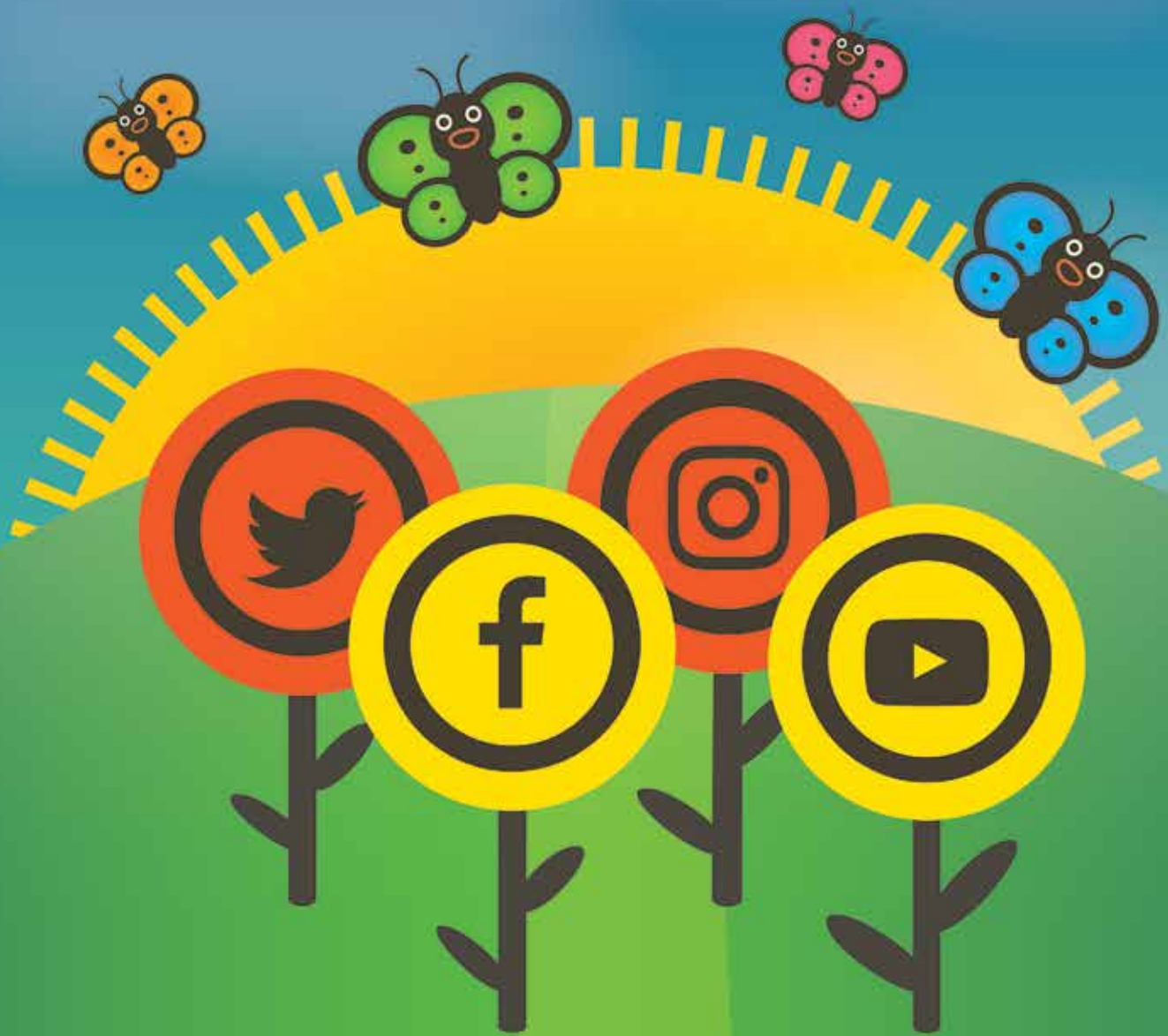
BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR



12 TIPS FOR SUMMER PHONE PICS

- 1. Take whacks of pics.** Pixels are cheap and good photographers never take just one or two shots. Always take multiples. It's like panning for gold. Choosing from 7 or 8 pics is much more exciting than being stuck with one bad shot.
- 2. Clouds are your friend.** An overcast sky is a magic diffuser. It distributes light so evenly you don't have to worry about harsh shadows on faces. When the sky is grey, get out and play.
- 3. Seek out the shade.** Even when the sun is bright, you can get perfect people pics in the shade. You get much more control and your subjects will look more relaxed.
- 4. Natural light is best – even indoors.** Taking pictures in a hotel or other building? Forget the flash and bring your friends into some natural light from a window.
- 5. Doff the lids.** Unless hats are essential to the experience – ball game, event or specific place – get your friends to take them off or at least tilt them back. Harsh sunlight will put half of their faces in shadow and the contrast will often be more than even your photo editing app can handle.
- 6. Get in people's faces.** This hardly needs to be said in the era of the selfie, but faces are everything. So fill your frame with your subjects. Unless you need to get that full body shot in, strive to get close. Classic bad idea? Going to a well known site and filling the frame with the landmark while your subject appears tiny in comparison. All you need is a hint of the landmark for context. Everyone will know where you are.
- 7. Switch up the angles.** Got a group of people that just won't fit into your frame yet you can't get any further back to shoot? Tilt your phone on the diagonal, and you'll likely fit everyone in. For other shots, experiment. Stand on a chair, get down low, try unique positions. Some of your experiments won't work but you'll learn tons.
- 8. Up your SQ.** Smiles reach us on an emotional level. Get people to smile and take tons of pics so you capture that moment. Get people who don't know each other to put their arms around each other. This single disarming move makes most people smile for a few moments, enough to catch those smiles.
- 9. Grab some gear.** A small bendable tripod can be your best friend. A Joby Gorilla Pod can be placed on a table, a window sill, or wrapped around a tree branch or door handle. You'll get more variety and rock steady images or video.
- 10. Hold the phone upside down.** Bring back a mug, trinket or statuette from your trip? Get super close, hold your phone so the camera is on the bottom and shoot from below. You'll be surprised at how your statuette suddenly looms large.
- 11. Ditch the silhouettes.** If your subjects are heavily backlit, you're guaranteed to get silhouettes, not smiling friends and family. With an iPhone you can simply touch that dark subject on your screen and the camera will expose for your awesome people, not that bright background.
- 12. Learn more.** Go to slideshare.net and look up "Don't Just Shoot" by Manitoba teacher Darren Kuropatwa for some excellent basic tips. Follow Emil Parkarklis' iPhone Photography School on Facebook. His videos are insanely practical.

Social butterfly? We can relate.



The
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