

THE MANITOBA

Teacher

DECEMBER 2018 VOLUME 97 NUMBER 3 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY



GOERTZEN BEGINS The Big Review



WORKSHOPS

WHO: TLLT workshops are available to MTS members. Non-members, including educational assistants and support staff, may attend TLLT workshops in their school for an additional charge of \$10 per person.

WHAT: TLLT workshops are half-day (3 hrs) or full-day (5.5 hrs) sessions offered by teachers for teachers. The cost is \$150 booking fee.

WHERE: TLLT workshops are offered at your school site or divisional PD day.

WHEN: TLLT workshops can be requested for any date, subject to the availability of TLLT facilitators. Book early to avoid disappointment.

WHY: The mandate of the Teacher-Led Learning Team is to design and facilitate workshops for Society members across the province.

HOW: To request a TLLT workshop: <https://www.mbteach.org/professional-development/tllt.html>

Current LGBTQ* Realities – HALF DAY

Participants will learn strategies for developing LGBTQ inclusive classrooms and schools.

Topics: Terminology (gender and sexual identities); societal norms of sex, gender, orientation and gender expression; supporting students who are coming out; starting and maintaining a GSA; and addressing everyday discrimination.

Difficult Conversations – FULL DAY

Participants will explore knowledge and skills to have purposeful conversations when stakes are high, emotions are strong, and opinions vary.

Topics: Exploring the 3W's of avoidance – what, why, ways people avoid important conversations; clarifying motive, mindset, conditions, and purpose in preparation for conversations; and applying new knowledge and reflecting on conversations using a framework; and considering communication stumbling blocks, triggers, and diffusion techniques to stay in dialogue.

Difficult Conversations 2.0 – FULL DAY (Available March 2019)



Participants will explore knowledge and skills to have purposeful conversations when stakes are high, emotions are strong, and opinions vary.

Topics: Emotional intelligence, habits of mind; and conscious communication.

Fishing for Fun – HALF DAY

Participants will learn about the Fish! Philosophy, a mindset that inspires creativity, joy, and productivity to enhance the work we do with students and the way we work with colleagues. This is important because the ability of teachers to collaborate and work together is paramount to student success.

Topics: Working with a gameful mindset, choosing attitude, finding joy, and being present. **This workshop complements High Impact Teams.

High-Impact Teams – HALF DAY

Participants will identify characteristics of and strategies to enhance meaningful collaborative work within grade-level teams, PLCs, and departments.

Topics: Qualities of high-performing groups, strengths and impacts of work style preferences; tools for talking about things that matter. ** This workshop complements Fishing for Fun.

More than Just Classroom Management: Planning for Teacher and Student Success – HALF OR FULL-DAY

Participants will reflect on their experiences and current practice, dialogue with colleagues, and discover how to deepen connections with students to improve student learning. Based upon the professional needs in your school, choose your own adventure to explore either a half-day (two topics) or full-day (all topics) of learning.

Topics options include: 3P'S of teaching (passion, presence, power); classroom routines and other considerations; the Brain Trumps; and intervention strategies.

Opening the Door to Reconciliation through Story & Fact – HALF-DAY

In 2015, The Truth and Reconciliation Commission released 94 Calls to Action to “redress the legacy of residential schools and advance the process of Canadian reconciliation” (TRC, 2015). The role of education in the calls to action is paramount.

Topics: Story and fact; The Indian Act; Sixties Scoop; enfranchisement; residential schools; The Peasant Farming Act; Pass & Permit systems; and internalized oppression.

Working with Educational Assistants – HALF DAY

Participants will explore practices and guidelines that enhance dynamic working relationships between teachers and EAs.

Topics: Roles and responsibilities of Educational Assistants; MTS policy and provincial regulations; effective communication strategies; preparation, guidance, and supervision of EAs.

**workshop descriptions are subject to change due to ongoing reflection and revision*

For more information, please contact Danielle Fullan Kolton dfullankolton@mbteach.org

THE MANITOBA Teacher

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choc



FROM THE PRESIDENT

NORM GOULD

If you've ever heard a song and had it stuck in your head all day, you understand the staying power of a catchy tune or turn of phrase. There's something about it that resonates, gets you thinking.

When something sticks with me that way, I tend to think it's because, even if I didn't know it, I've been searching for a way to express a thought or feeling. And then, suddenly, there it is!

That happened to me recently when I came across a quote by the late Andrew Carnegie, the famous American philanthropist. And I can't stop thinking about it.

Carnegie said: "Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

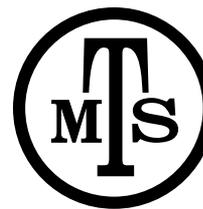
It was that last bit that really struck me, that teamwork is the fuel that allows common people to attain uncommon results.

I read the quote while on the plane to the Canadian Teachers' Federation meeting in Ottawa last month, on the heels of my latest round of regional meetings with members across Manitoba. In my travels I've heard loud and clear that our classrooms are growing in size and complexity, that librarians and clinicians are disappearing, that substitutes are often few and that teachers are struggling to deliver the academic and socially supportive environments that classrooms are intended to be.

Still, in spite of all those challenges, MTS members show up, every school day—in urban, rural and even isolated settings—and they certainly won't give up. No matter what issues one Division might face—and there are some issues unique to particular regions—our members are united in their commitment to kids, knowing that the classroom can be a place of belonging, the gateway to a future where students' dreams and potential are realized.

It's clear that teachers across Manitoba have much more in common than they don't. I come back again and again to that quote, that expresses so well the thoughts and feelings I've had meeting teachers here at home and across the country. It's undeniably true that when "common" people—which is to say all of us—stand together for a "common" purpose, we can achieve results that are most "uncommon". Such results are rooted in what we know to be good and right, conditions that give voice and vision to those who, without our help, could lose sight of their potential, and with it the great gifts that teachers unlock in young people each and every day.

It is a great gift to me, to have these opportunities as MTS president, to listen to teachers and work to ensure that your voice is heard. In doing that work I hope to ensure a future that is bright for teachers, who show up every single day to raise their students up, so that one day they, too, come together to achieve most "uncommon" results.



The Manitoba Teachers' Society

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Published seven times a year (September–June) by The Manitoba Teachers' Society. Articles and views published herein do not necessarily represent the policies nor the views of the Society.

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Publications Mail Agreement

40063378 ISSN 002-228X

Return undeliverable Canadian addresses to:

Information Management
The Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, MB R3J 3H2
email: mts-im@mbteach.org



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INSIDE MTS

MORE THAN 10,000 TEACHERS ATTEND MTS PD EVENTS

BOBBI TAILLEFER, GENERAL SECRETARY

When describing what The Manitoba Teachers' Society is and does for our members, I liken it to a stool that has three legs. Each leg is critical to the functioning of the stool as each one carries weight and you must count on each one, in collaboration with the other two, to perform its very important function, otherwise the results will be disastrous.

It is more than evident that none will achieve success on its own. At the MTS, our three legs are Teacher Welfare (the union work-bargaining, personnel issues, benefits, and pensions), Professional and French Language Services (the professional work - professional learning, SAGE groups, *Éducatrices et éducateurs francophones du Manitoba*, certification issues and much more) and the Educator Assistance Program and our Disability Plans (our looking after members).

In each of these three areas, there are incredible staff who work with member volunteers to ensure that their efforts respond to member needs and that the results are appropriate and correspond to the needs of our members and our profession.

The Manitoba Teachers' Society has been extremely busy and this can be demonstrated by the scope of the work in Professional and French Language Services! Since the start of school we have had 9,404 members register for MTS events – that is almost two-thirds of the MTS membership.

In addition, we have had a number of staff attend schools, school divisions and other work sites to offer customized workshops on subjects such as Circle in a Box, Team Building, Collaborative Cultures, Indigenous Education, and Secret Path where, to date, 230 members have participated.

Another way that we engage in learning is through our TLLT Team



(Teacher-Led Learning Team). These are members who have received a great deal of education and facilitation in order to offer sessions such as Difficult Conversations, Opening the Door to Reconciliation and High Impact Teams and 800 members have received these sessions! All of these offerings can be found on our website www.mbteach.org.

So if you haven't had an opportunity to join us in professional learning,

in either English ou également en français, please do and experience what the 10,434 MTS members have discovered already - that The Manitoba Teachers' Society has some outstanding and exceptional professional learning opportunities. Come and join us!

Wishing you a wonderful, restful and rejuvenating winter break.



BY GEORGE STEPHENSON
& SAMANTHA TURENNE

OPINIONS WANTED

K-12 Review Begins

When Kelvin Goertzen was the province's health minister he recalls how many people working in the field were reluctant to make suggestions on how to improve the system.

"It took me awhile to realize people were scared to bring forward ideas," he said in an interview with *The Teacher*. "People had a learned experience that it wasn't appreciated when they brought ideas forward. It took a while to get that message in the system that we may not accept all of your ideas but we don't want you to stop bringing ideas forward."

Now, as education minister in charge of the upcoming once-in-a-generation review of K-12 education, he says he wants that message heard.

"So, very early now, as minister of education, I'm trying to send a message that, listen, bring forward ideas that you might feel are outside the box or that you brought forward before and they weren't accepted. We accepted a lot of ideas in health that had been kicking around for 20 years.

"If you have an experience with education, whether you're a teacher, a parent, a superintendent, a trustee, a janitor, whatever, bring forward an idea."

He's calling on the ideas for the education review, to begin early next year, which could bring about monumental changes in the K-12 system that would touch every classroom and teacher in Manitoba. At the time of the interview, Goertzen had yet to announce the five-to-10 member commission that would carry out the review. As well, terms of reference, had yet to be set, but Goertzen said there will be obvious areas of interest.

"I think you know the areas you'd expect to be on the table. We want to hear about classroom experience both from the perspective of a teacher and parent. I think there will be quite a bit of discussion around school boards, the number of school boards, and the role of school boards."

He said it is especially important to hear from teachers because "whose opinions would have any more value than the people who are in the classrooms every day?"

Goertzen couldn't say specifically if one issue or another would be examined, since much will depend on how broad the commission wants to make the review and it's unknown which issues will be raised in public forums.

For example, one of the concerns of MTS is whether changes in teachers' pensions might be contemplated.

"I don't think we'll be getting into questions

of wages and pensions," Goertzen said. "It is more about how the system works."

He does, however, see some other concerns of teachers being raised during the review. The idea of principals and vice-principals being taken out of MTS might be raised and possibly the creation of a teachers' college, which would govern the profession.

On both those issues, Goertzen said he doesn't have strong feelings one way or the other, but raising the ideas could be beneficial.

He did emphasize he has no preconceived plans for changes to the system, except to ensure transparency and accountability.

"So, very early now, as minister of education, I'm trying to send a message that, listen, bring forward ideas that you might feel are outside the box or that you brought forward before and they weren't accepted. If you have an experience with education, whether you're a teacher, a parent, a superintendent, a trustee, a janitor, whatever, bring forward an idea."

- Kelvin Goertzen, Minister of Education

"There's no point in having consultations on anything if you already have the solutions to everything. And these have to be real consultations.

"I hear a lot about why do we have so many school divisions compared with other provinces, why does Winnipeg have so many compared with other cities? Well, that's a legitimate question. I don't know the answer to that. Those are the sorts of discussions that we should have.

"Maybe there are some very legitimate reasons why we have more school divisions than other provinces, but maybe there are not, but I'm trying to keep as open a mind as possible going into the review or why would we bother to have a review?"

There is one general area in education, however, where Goertzen says his views are set.

"I do certainly have some strong feelings about ensuring we are bringing transparency to the system, accountability within the system. I think that's important and I'm looking for ideas on that. How do we ensure we are all more accountable?"

An example of his quest for transparency was the decision to make public Grade 12 test scores by division.

He says he has had many discussions on such issues as student achievement and about who is responsible.

"Sometimes I hear that we are all responsible. The problem is when everybody is responsible, nobody is responsible. We need to ensure we have those clear points within the system where we have responsibility for such things as outcomes and classroom environment and how our kids are doing.

"Those are things that to all of us, whether an education minister or parent, are important."

Goertzen said he expects the review to take at least a year, with a report completed in early 2020. However, he says the process won't be rushed and will take longer than the health care overhaul. Work had been done in advance of the revamping of health care. That hasn't happened in education.

"So, it's going to be a longer process, but we don't want to rush this. If you're only going to do this every 20 or 30 years, and that seems to be the pattern, then don't rush it when you do it. It will take the time that it needs to take to get it right and to give everybody the opportunity to have input."

Consultations will involve an online component, public forums and direct discussions with education organizations. This will give everyone a chance to comment, he said, adding the online component is important because it will provide the opportunity for those who don't feel comfortable making a public presentation.

Some work will be done by staff in the education department, but the commission will have the flexibility to hire outside expertise if necessary. Goertzen says outside eyes can be important.

Goertzen says he expects plenty of diverse views and differences of opinion, but that is all to the better.

"I think we're all going for the same outcomes. Everybody wants to ensure that the young people and those in university are getting to do the best they can. We're all aiming for that same goal, but in any big system, people will have different ideas on how to get there."

MLA

Meet & Greet

The second annual MTS-MLA Meet and Greet, hosted by the provincial executive, was a great networking opportunity that put public education front and centre.

The event was attended by 30 MLAs, with representation from all three provincial parties.

Provincial executive members spoke with the corresponding MLAs based on their home address and school, giving them the ability to tailor the conversations to the specific issues affecting their home and work lives.

Feedback from a poll sent out to MLAs and provincial executive members following the event was extremely positive, with an event satisfaction rate of 100 per cent.

When asked about the best part of the event, comments included, *"getting to connect in a personal way with MLAs"*, *"human connections are always important even if you do not win the argument"* and *"freewheeling discussions along with honest and open interactions."*

Ninety-four per cent of respondents indicated that they had an opportunity to speak with the appropriate individuals during the event, while all attendees agreed that event met its objective of making public education a priority.

Following the Meet and Greet, the provincial executive attended a Question Period as guests of the Minister of Education. Plans are already underway for next year's event.



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Encourage students to enter Norm – The Safety Contest!

SAFE Work Manitoba invites high school students to tap into their creativity and create projects that show young Manitobans how to **Make Safety the Norm**. Create videos, art, mixed media projects, theatrical productions, songs, campaigns, resources, school events or activities and anything else you can think of! This year's theme is **"There's no room for bullying at work"**

and we're looking for projects that focus on bullying and harassment in the workplace.

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Norm - The Safety Contest

Make Safety the Norm!



Deadline to submit your project: April 5, 2019

Winners notified by: May 31, 2019

Visit www.safemanitoba.com/Resources/Pages/Norm-the-Safety-Contest.aspx for more info





BY JENNIFER MCFEE

Breaking Barriers

A ground-breaking new program aims to also break down barriers and broaden awareness by delving into disability studies.

Student services teacher Michael Baker developed a course called Introduction to Disability Studies, which he is now offering to Grade 11 and 12 students at Springfield Collegiate Institute.

It took nearly a year to gain approval from the Ministry of Education, but Baker persevered because he noticed a knowledge gap that needed to be filled.

“Disabilities is a subject that affects one in seven Canadians. Yet we don’t talk about accessibility and we don’t talk about equality. A lot of scholars actually deem disabilities to be the last legitimate way to discriminate against people in Canada,” he said.

“We talk about all types of subjects in high school. We’re quite thorough and broad in terms of the subjects we touch upon. But in Canada, disability continues to be a contentious issue.”

The course received approval last year after most students had already selected their second-semester classes, yet 11 students signed up for the inaugural term. This year, the class size has more than doubled, with representation from some students with both physical and intellectual disabilities.

“It’s an interesting subject and it’s extremely relevant. Statistics Canada projects that in the

“Disabilities is a subject that affects one in seven Canadians. Yet we don’t talk about accessibility and we don’t talk about equality. A lot of scholars actually deem disabilities to be the last legitimate way to discriminate against people in Canada.”

- Michael Baker, student services teacher

next few years, one in five Canadians will have a disability or will know a family member who has a disability,” Baker said.

“So, theoretically, if I have a class of 25, everyone will be affected by disability in that class, whether it would be themselves or a family member.”

Although disability studies have been offered at the university level for more than 20 years, it’s not a subject that’s readily

available in secondary school.

“I went to high school in Barrie, Ont., and it was never offered there. When I submitted it for approval, it had never been offered in Manitoba. They call it a unique course in the province,” Baker said.

“It may not be offered anywhere else in Canada or even North America in a high school. That’s where the kicker comes in — it’s offered at the next level, but the high school system largely does not talk about disabilities.”

In his disability studies course, Baker brings education beyond the borders of the classroom through guest speakers and outings to venues such as the Canadian Museum for Human Rights.

“We don’t look at disabilities from a deficit perspective; we look at it from a positive perspective. We refer to people first and a disability second,” he said. “We look at things like disability poetics, disability in culture, disability in film. It’s a broad course so there are a lot of topics that are touched upon.”

During the semester-long course, students also discuss different approaches and mindsets towards disabilities.

“There are two different models that are present in Canadian society. One is the medical model, which views the disability as the person’s own problem. The other is the social model, which has the viewpoint that they’re only disabled because the society

around them causes them to be disabled,” he said.

“So we’re looking at architecture, accessibility and attitudinal problems. Canada runs on an ableist thought. If you can’t participate in the economy like everyone else, you’re looked at as lesser and as a burden on the system. But humans come in a variety of forms.”

Yet there’s hope that some of these attitudes are beginning to shift, at least for the students in Baker’s class.

“There’s been a big change in the way the kids think, perceive and notice things, like if a business is not accessible or if someone doesn’t use person-first language. Basically, we’re learning about people. There is a drastic change in attitude and in viewpoints, so now they have a broader view of the people who make up Canada,” he said.

“When you see people, you start to see the human side of things — and you see a society that largely excludes people with disabilities. There are conflicting ideas and processes that are at play in Canada and are slowly being worked through.”

For Baker, it’s important to encourage students to ponder these topics as they prepare for life beyond high school.

“These are the future police officers, firefighters, doctors, lawyers, everybody in society. They gain some knowledge that can be readily applied to their surroundings and everyday life, and I think that’s fantastic,” he said.

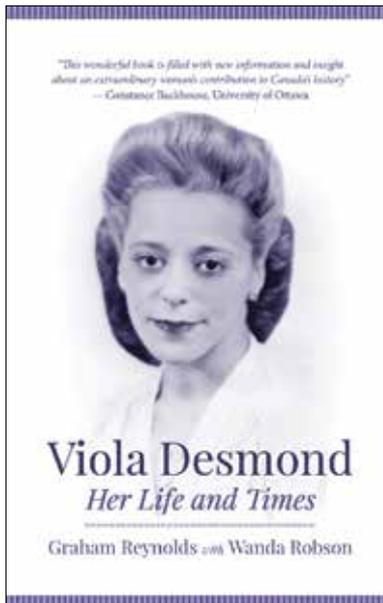
“Then if they’re interested in disability studies, they can pursue it further in college. Red River College pairs with the University of Winnipeg, and the University of Manitoba offers it right up to a master’s degree.”

Baker also gives credit to his administration for allowing him time to network with post-secondary institutions and providing him with creative leeway to develop the course. In particular, he extends his gratitude to school principal Jackie Julien for her continued and unwavering support.

Looking ahead, he hopes to present and promote the Introduction to Disability Studies course at conferences so that others might consider offering it too.

“When we encounter someone with a disability in society, some people respond in a relaxed fashion just like you would when you meet anyone new. Other people are visibly afraid because they lack the understanding, knowledge and background,” he said.

“That’s what I would like to see changed. I would like to see a course like this offered everywhere so that the topic of disabilities is not taboo anymore.”



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The
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Heading into the 100th year of The Manitoba Teachers' Society, The Teacher will be running articles about the revolution and evolution of the organization, its challenges and successes.

THE ROAD TO TALENTED *teachers*

BY MIREILLE THERIAULT

The term Normal School routinely elicits a perplexed chuckle these days, but for generations of teachers, graduation from one of the province's training centres was the official start of their careers.

So named because of the emphasis on established "norms" of social and moral behavior for students and teachers as well as basic curriculum, the first teacher education institutions of Europe were established in the 17th century. At home, the Manitoba Teachers' Federation was a driving force in bringing them into the 20th century.

When the MTF formed in 1919, there were four English Normal Schools in Winnipeg, Brandon, Manitou and Dauphin. Other such schools in Mennonite communities as well as the French, St. Boniface École Normale were shut down in 1916 as the government of the day amended the Public Schools Act to a secular, monolingual system.

The entrance requirement was, ideally, Grade XII or Grade XI for particularly well-suited candidates, but students with no more than a Grade 9 were all too common. The Winnipeg and Brandon Normal Schools provided the one-year teachers' course required for Second and First Class Certificates, while Manitou and Dauphin also offered a 12-week course and conferred to graduates a Third Class Certificate.

The Federation had numerous issues to contend with in its first few years but lost no time in seeking allies within the normal schools and the provincial Department of

Education when it came to teacher training.

In what would be the first of many such presentations of its kind over the years, the MTF made its position clear to the 1924 Educational Commission. The September 1925 issue of the Manitoba Teacher reported, "The short-term Normal has at last disappeared from Manitoba. This change

So named because of the emphasis on established "norms" of social and moral behavior for students and teachers as well as basic curriculum, the first teacher education institutions of Europe were established in the 17th century. At home, the Manitoba Teachers' Federation was a driving force in bringing them into the 20th century.

in teacher-training is likely to be very far-reaching not only in regard to the profession itself but in the broader matters of citizenship. At a meeting of the Advisory Board this spring the decision was finally made that the minimum training shall be a year's course at a Normal School. ... Whilst the change

grew directly out of the recommendations in the report of the Murray Commission, it originated in representations made to the Commission by the Federation. We believe this to be an important advance in our educational system, probably the most important of the year."

In 1929, the MTF announced with great satisfaction that permits and Third Class certificates were practically non-existent, while Second and first Class certificates were at an all-time high.

"Conditions in many parts of the province are such that it is impossible for some school districts to persuade a properly qualified teacher to take charge of their schools. The day will come when every child will receive equal educational opportunities, but until that day dawns, we must be content to allow an unqualified teacher to do the best he can."

Of course, we know hard times were just around the corner. Entrance to Normal School was relatively cheap and anyone who left teaching for greener pastures in the past dusted off their certificate now. The abundance of teachers kept salaries lower than ever, but since there were not enough jobs, those who could afford to do so continued their education for a second year and added university courses, earning a First Class, Collegiate or even a Principals' Certificate. Due to increased demand, and support not only from the MTF but within the Department of Education, the University of Manitoba established the Faculty of Education in September, 1935. For all the



emphasis on higher education, the salaries of teachers didn't reflect their improved qualifications and when the economy improved, many left the profession again. The result was a swift about-face in teacher supply that left the province scrambling to fill positions, especially in rural schools.

For the most part, the MTF had no issues with the Normal Schools themselves, save for insisting on higher entrance standards, but permits granted by the Provincial Department of Education was another matter. Allowing the unqualified to teach undermined everything the Federation was fighting for. The MTF supported the permittees; welcoming them into the fold, encouraging further study and giving credit where it was due since many taught in the most wretched conditions. Rather than ever admit the connection between professional status, training and salaries, the government of the day continued to issue hundreds of temporary permits, erasing the last 10 years' progress by 1939.

In 1942, the organization, now called The Manitoba Teachers' Society, celebrated the victory of having the Society recognized as the official voice of teachers.

Unfortunately, the government still wasn't listening as reported in the Winnipeg Tribune of July 1944: "About 300 high school students, who recently graduated from Grades 11 and 12, are attending a special short course for teachers, which commenced in the University of Manitoba (Broadway) buildings this morning. This course,

sponsored by the provincial department of education, will last six weeks, and is designed to meet as far as possible the serious shortage of teachers in Manitoba, authorities stated."

Six weeks. If the abolition of the 12-week course almost 20 years before was one step forward, this 'temporary' measure was two steps back. The MTS opposed it but couldn't

Throughout the 1970s, MTS pushed for more say in the content and structure of university courses and in the practicum of student teachers. As issues such as differentiated staffing arose, Emerson Arnett outlined the MTS' position circa 1973: "The Society, implicitly or explicitly, has established general policies on teacher certification."

be seen to criticize what was essentially a 'war measures' solution to keeping schools open. And when the war ended? The course persisted for over 10 years. It was then replaced by another to offset the shortage of high school teachers.

That 'emergency' 12-week course was

offered from 1957 until 1971. The province attempted to re-brand the ongoing permit situation by calling them 'student teachers' just as it renamed the Provincial Normal School, the Manitoba Teachers' College.

For many, their time in residence at the college brings back happy memories, but the two-tiered stream in teacher education kept Manitoba behind the times and undermined the value of a degree even when all teacher training came under the umbrella of the U of M's Faculty of Education in 1965, The University of Winnipeg, 1968 and Brandon University, 1969.

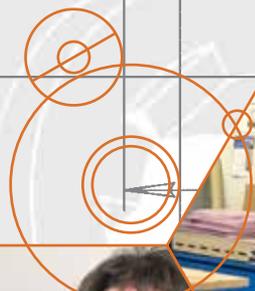
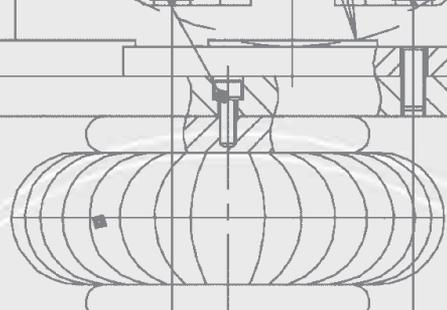
Throughout the 1970s, MTS pushed for more say in the content and structure of university courses and in the practicum of student teachers. As issues such as differentiated staffing arose, Emerson Arnett outlined the MTS position circa 1973: "The Society, implicitly or explicitly, has established general policies on teacher certification."

Those policies included that teachers' certificates should be based on a four-year degree program, that teacher preparation is a life-long process and that preparation is a shared responsibility of MTS, the province and employer.

MTS has been a player in teacher training and professional development since, ensuring MTS representation on a long list of boards, in organizations and on committees influencing everything from the selection of teacher candidates to disciplinary action affecting a member's certification.



J.H. BRUNS STUDENTS
CREATE THEIR PROTOTYPES



SCOTT COWLEY
TEACHER
J.H. BRUNS



PEGGY HOBSON,
PRINCIPAL
HENRY G. IZATT



STUDENTS ALL
SMILES WITH THEIR
3D PROJECTS



SANDY WELBERGEN
LIBRARIAN
HENRY G. IZATT



LIAM TULLOCH PROTOTYPES COMPONENTS
FOR THE SWAMP BUGGY CHALLENGE



BY ANNE BENNETT

LEARNING

It's hard not to get swept up in Peggy Hobson's enthusiasm for the potential of 3D printing in the classroom. The principal at Henry G. Izatt Middle School in Winnipeg, like a growing number of teachers, is finding this particular piece of hardware to be a formidable catalyst for student-led learning.

"There are literally no bounds to what this technology can produce," says Hobson. "Kids are finding new ways every day to integrate 3D printing into their work."

Those ways have ranged from creating HGI Town, a series of buildings designed and printed by students who knit them together to define their own urban landscape, to printing a pinball machine, to students whose novel study was articulated through a 3D printing of the protagonist's home.

"It's a way into learning that has never been possible. Students are running with it. It's amazing."

Located in the library for maximum access, students at all grade levels are finding ways to use the Makerbot printer and its companion software, Tinkercad, to imagine and realize a seemingly infinite realm of learning. The uses and sophistication of projects has evolved over the years, and the school is on its third 3D printer since the technology was acquired six years ago.

"There are art, math, social studies, English applications, everything," says Hobson. "The teachers are as excited as the kids."

And the best part—the move was entirely student-driven.

"I got an email from a boy one August, just before school started," said Hobson. "He and some other students felt strongly that the school needed a 3D printer, and wanted to meet with me to discuss it when school started. There were about six kids in total. We sat down on the first day of classes and it was clear they'd thought it through. I gave them a budget, and off they went."

The students selected the printer, priced at just under \$2,000. The unit arrived in November of that school year and students assembled it themselves in the library. The

first thing they printed was a Yoda from Star Wars.

For Hobson, the excitement lies in the opportunities to capture what students are learning as they interact with their environments—in and out of school—and bring it to life.

"Kids are learning all the time and we're missing it," she says. "The question for me was, and continues to be, how do we connect what they're thinking about with what they need to learn? This technology builds that connection by putting kids in charge of their learning. They even contribute to their own report cards to reflect on what they've accomplished and what it means to them."

With the technology evolving by the minute, how do you plan what's next? Hobson replies, laughing, "You don't!"

"This is something that takes on a life of its own. It takes the student down a path of their making to places they counted on and places they never imagined. They create things to understand and they create things to solve a problem. It's fantastic!"

Over at J.H. Bruns Collegiate, Pre-Engineering teacher Scott Crowley is equally enthusiastic about the potential for multi-dimensional printing. Among the assignments this semester he's overseeing six teams of students in what he's dubbed "The Swamp Buggy Challenge".

In it, each team creates their own amphibious vehicle, commonly used in places like the Florida Everglades. Using one of three 3D printers in their shop, the teams will design, prototype and create their swamp buggy. Once complete they'll put their designs to the test on a body of water, where they'll rescue a stranded doll and return to shore.

"It's a really creative exercise made moreso by the technology," he says. "If you can dream it, you can print it."

Grade 12 student Liam Tulloch is particularly keen on the challenge. His team has already prototyped a number of swamp buggy components.

"The 3D printing is a huge advantage,

especially in the design process," he says. "When you prototype you spend a ton of time building the pieces, sourcing the materials. This is way more efficient because you can design it in Tinkercad, then print it and see what works and what doesn't. It's pretty exciting."

"When we start Pre-Engineering in Grade 9 you pretty much get a kit with everything you need. As you go through the program you have to put more thought into it because you have less to go on. In Grade 12 you have to use more brain power. You have to be more creative because it's all up to you."

Crowley agrees. He says the value in the class is the way students problem-solve together, envision, and then create solutions to the challenges they face.

"When I introduce the course I tell the kids it isn't product-based. It's not like Industrial Arts where at the end of the course you've made this object and you go home with it and that's the end. In this class the end-product is the least-weighted part of the course. What they're doing right now," he says, scanning the room, "is what counts. It's the teamwork, the collaboration. It's their personal contribution to the group, the tests they take, the assignments they do—and, yes, it's the failure they experience."

Failure, says Crowley, is almost essential. "If what you do crashes and burns, that's not a problem if you worked hard, if you contributed, if you thought it through and learned from it. What I ask them at that point is "where do you take it from here?"

Like Hobson at Henry G. Izatt, Crowley lights up sharing the many ways in which 3D printing transfers to other facets of student learning.

"Math is a factor, human anatomy and mobility are factors, social studies is a factor. This engages kids on so many levels it's mind-boggling. At the end of the day what I really love about it is the thought process the technology takes them through—the way they articulate what they've learned. It gives them that language. These kids are incredible and I'm so proud of them."

Human face of the political machine

BY WILL BURTON, MAPLES MET SCHOOL

Being immersed in the Canadian Parliament for a week may not seem to some like the most matchless professional development opportunity, but is one that will translate into learning opportunities for students.

For one week each year, the Parliament of Canada hosts 74 educators from across Canada for the Teachers Institute for Parliamentary Democracy (TIPD), the 22nd edition being held in Ottawa last November. The program has emerged as a highly respected professional development opportunity for educators from the K-12 system.

As teachers, we often look to experts and field experiences to scaffold understanding for our learners.

The TIPD provided us ample opportunities for this, such as visiting Rideau Hall and hearing from the Governor General Julie Payette, Prime Minister Trudeau addressing the group and participating in a question and answer session, visiting the newly renovated West Block where Parliamentarians will relocate during the renovation of Centre Block.

In addition, participants were provided with the opportunity to meet with the Speaker of the House, Clerks, Parliamentary Staffers, Pages, members of the press as well as one-on-one meetings with their respective Members of Parliament and Senators through panel discussions and learning lunches.

What made this week different from other professional development experiences? Essentially it provided space for attendees to learn first-hand from experts in purposeful, immersive and sustained practice for a full week on Parliament Hill.

In addition educators were able to seek answers to questions from experts – to plug the gaps in their, or their students' knowledge. In our classrooms, we do not have to be the expert, we do not have to reinvent the wheel – we can use what we have in our communities to build experiences for our students. These ideals were put into practice for the week in a variety of media. It was an outstanding example of authentic learning.



For one week each year, the Parliament of Canada hosts 74 educators from across Canada for the Teachers Institute for Parliamentary Democracy (TIPD), the 22nd edition being held in Ottawa last November. The program has emerged as a highly respected professional development opportunity for educators from the K-12 system.

Action is a key component of experience, and at TIPD, and this was a key focus for the week.

Teachers were engaged in activities such as participating in a mock Parliament, Committee Meeting, as well as working and learning from colleagues to develop a plan for implementation of the new learning upon return to their respective communities. Reflection was cultivated through small group discussion and daily reflections.

Maybe the most resonant piece of the Teachers Institute was the human component.

As Cathy Piccinin, Acting Principal Clerk of the Chamber Operations and Procedure Office stated, "Parliament is a human institution".

In our workshops with the gatekeepers of these institutions, Parliamentary Perspectives panels and meetings with Senators and

Members of Parliament, what was gained was real empathy for what these elected and appointed officials do on a daily basis.

These experiences humanized the Canadian democratic process, and at the same time brought it to life -- they put a human face on a political machine. Ultimately this led participants to become both more empathetic and knowledgeable about the Parliamentary Process, which in turn will translate into stronger learning opportunities for their respective students.

The Teachers Institute for Parliamentary Democracy opens up applications every January. Educators looking to deepen their understanding of Canadian Parliament, teaching democracy and meeting like-minded colleagues pushing the boundaries of what progress in education looks like are encouraged to apply.

100TH ON

ICE

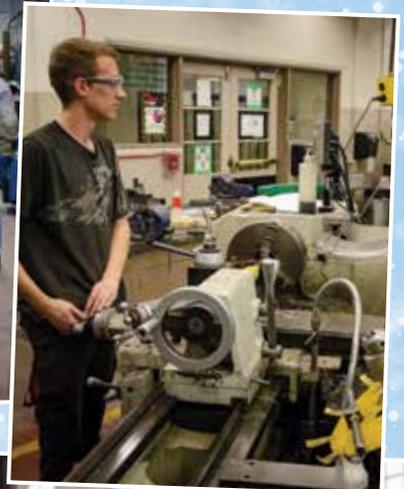
Carpentry, machine and welding technology students at Tec Voc High School are hard at work building a one-room schoolhouse to help commemorate the MTS centennial.

The schoolhouse, designed by students in the design and drafting program, will spend the winter on The Red River Mutual Trail (river trail) at the Forks.

The design, based on a generic schoolhouse, uses a few modifications to fulfill its main function as a warming hut e.g., there will be benches to allow for greater seating capacity as opposed to individual desks.

As part of our ongoing commitment to literacy, a little free library, stocked with a variety of books will be included in the hut.

We encourage you to visit the warming hut, take a photo and share with us through one of our social media networks, and join us in celebrating 100 years of standing up for public education.



A CENTURY OF SOLIDARITY



The
Manitoba
Teachers'
Society



U ♥ 'd

PD DAY & FAB 5





FAB 5 Conference

October 17 & 18, 2018 Winnipeg and Brandon

Each year the Manitoba Teachers' Society plans a very unique conference for teachers in their first five years. Experienced Manitoba educators, inspirational presenters from a variety of fields, and the Society's staff, focus on providing relevant, meaningful and practical information and ideas to new teachers at sessions in Winnipeg and Brandon. Session topics have included wellness, building positive relationships, classroom management, planning for substitutes how to plan for retirement and more! The conference is also an opportunity for all attendees to begin making those important professional connections with colleagues from across the province, our neighbouring provinces and the staff at The Manitoba Teachers' Society.

had access to on-going, high quality professional development throughout its history.

One hundred years later, conferences organized by teachers, principals or vice-principals on MTS PD Day are another example of the Society's on-going commitment to keeping Members abreast of current or emergent trends in Education. The conferences allow attendees to build or maintain professional connections, exercise their autonomy in their professional development, and gain insights into new pedagogy or strategies for teaching. It's a win-win on many levels!

This year, we celebrate the addition of two new SAGEs – The Manitoba Association of School Social Workers (MASSW) and the Gaming Association of Manitoba Educators (GAME) under the Society's umbrella.

If you would like to connect with a network of professionals in your curriculum area, become involved in a group's Executive, or host a satellite session next year, contact a member of a SAGE Executive at <http://www.mbteach.org/mtscms/2016/08/15/special-area-groups-of-educators> or Staff Officer Lia Gervino 204-831-3062 / lgervino@mbteach.org.

Special Area Groups of Educators (SAGE) and MTS Professional Development Day

October 19, 2018

The October/November issue of The Manitoba Teacher highlighted the Society's commitment to ensuring Members



PORTFOLIO

CANADA, WHAT AMATEURS

As Canada legalized cannabis use, and the Manitoba government put in rules that you could only smoke it on alternate Tuesdays in a reinforced bunker 15 metres below the earth, Las Vegas showed how it's done. A company in Vegas, where use of recreational pot is legal, unveiled Planet 13 – the world's largest marijuana dispensary. Among many features, the 40,000-square-foot "store" has glowing aerial orbs, sensory-activated LED flooring and interactive laser graffiti.

FATHER OF THE YEAR

A Kentucky man apologized after a Halloween horror that saw him dress himself as a Nazi soldier and his five-year-old son as Adolph Hitler. As photos and outraged comments spread online, the father said he was sorry. Said he: "I didn't think it through." A local rabbi offered some advice: "A good rule of thumb would be: 'If your costume calls to mind an event where millions were killed, choose another costume.'"



Twas the night before New Year's and through MTS
We looked back at the year with some small distress.
We see change a coming in the year ahead
Will we meet it with glee or some sense of dread?

The Tories were happy, all snug in their beds
As changes to schools danced in their heads.
For the first time in decades, there's things they could do
As they unfurl their massive education review.

It will take a full year, the minister stated.
Takes time! The system is far too outdated!
He says they'll listen to those with a view
Trustees, professors and custodians, too.

And teachers' ideas, he claims, will be key.
Just how much, though, is something we have yet to see.
Teachers already have taken a blow
With wages as frozen as fresh fallen snow.

What else is in store? Just leads us to guess,
There's so many things that could cause us distress.
Who knows? School divisions might become five
And boards' ability to tax may not survive.

With a commission just forming, lively and quick,
Speculation is growing with every clock tick.
More rapid than eagles, the ideas have flown,
Many soaring beyond what we have known.

Now, principals! Now discipline! Now pensions and pay!
On school boards! On voting! On length of school day!
How students learn and how teachers teach,
Is nothing beyond the big review's reach?

The minister says not everything's game,
Some things will turn out exactly the same.
Some changes will definitely not be in play
While others will be examined on some future day.

But, Goertzen and Wishart say they'll be guided,
The issues are open, not already decided.
We'd like them to exclaim as they stay in our sight
Happy New Year to all, we'll get it right.

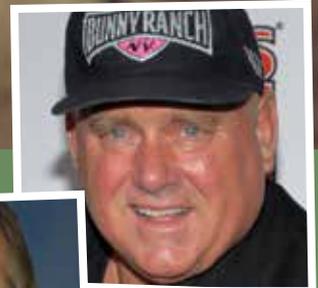


It looks like Starbucks is taking a pass (possibly) on the annual controversy over the design of its holiday cups. Every year somebody complains. A couple of years ago a politician named Donald Trump even suggested boycotting the chain because it dropped its Christmas-themed cups. The next year it decorated its cups with drawings of wrapped presents and a tree and two clutching hands. That was too much for the religious right who said it was obvious the hands belonged to lesbians. Shriek!

This year the company kept it minimal, a red cup and a couple others with almost no design at all. It will take some effort for someone to take offense. But they will.

EARLY LUMP OF COAL

A Catholic bishop in Bellville Illinois visited classes of Grade 5 and Grade 6 students and told them Santa Claus doesn't exist and that they shouldn't celebrate Halloween. Parents whose children still believed in Santa were outraged. "These kids are exposed to so much, so early. (Santa) is the last pure thing in a child's life. It hurts. He had no right to do any of that," one parent said.



TWAS THE NIGHT BEFORE New Year's

BY GEORGE STEPHENSON
WITH A TIP OF THE HAT TO
CLEMENT CLARKE MOORE
(1779-1863)

REPUBLICANS WIN!

Donald Trump was right when he said losses in the mid-term elections were actually a great victory. Consider some of the Republicans who won:

- **Chris Collins, New York**
Facing charges of wire fraud, securities fraud and making false statements involving an insider-trading scheme.
- **Duncan Hunter, California**
Indicted for campaign corruption, using a quarter of a million dollars in campaign funds for his personal use, including paying to fly the family's pet bunny on a vacation.
- **Dennis Hof, Nevada**
Hof, a Nevada brothel owner, won in a landslide despite the hindrance of having died for a month before the vote.

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



TECH THE HALLS

[HUAWEI MATE 20 PRO]

[INSTA 360 ONE X]

[GOOGLE HOME MINI]

Holidays are a time for family, friends, warm memories and an avalanche of flyers from electronics stores. From Black Friday until Boxing Day, many of us will be considering a new tech purchase. Here's a little inspiration if you're buying for yourself or someone you love.

A stunning debut - the Huawei Mate 20 Pro

Contract almost up? Consider a new Android or Apple phone. One product with a ton of buzz this year is this newly launched flagship offering from Chinese manufacturer Huawei. The Mate 20 Pro is a stunning midnight blue or green phone that boasts four cameras, one in the front and a cluster of three Leica lenses on the back including a standard, telephoto and much-coveted, ultra wide-angle lens. The phone has an oversized battery which will easily last you through the day, and then some. Plus, you can even recharge your friends' phones wirelessly just by placing them on the back of the Mate 20 Pro. Other features include four-second AI-enhanced exposures for night scenes which will give you seriously gorgeous, rock steady night

images - without a tripod. There's so much more. Just google "Mate 20 Pro".

Play with all the angles - the Insta 360 One X

Consumer-grade 360 cameras just keep getting better. A top contender this year was the Insta 360 One X. But why in the world would you need a 360 camera? Well, if you like the idea of capturing parades, festivals - and even family outings at the lake or park without having your face constantly pressed up to a viewfinder - this is ideal.

The One X can free you up to enjoy events while capturing them from every angle imaginable. The camera features built-in, buttery-smooth flow-state stabilization for videos, a selfie stick that magically disappears from your shots, 18 MP resolution for stills, plus the camera will actually stitch together the images from both lenses while underwater (in the appropriate case, of course). You also can capture tiny planets, or mount the One X to your doggo, helmet or bike. There's so much to explore, and it's perfect for outdoor vlogging and travelogues.

Best friend or eavesdropper? Google Home Mini

Many of your friends and family already have Amazon Echo or Google Home devices. At first blush, the idea of having a listening device in your living room, kitchen or bedroom seems like a tremendous breach of privacy. But our phones have had this capability for years ever since Apple launched Siri. Smart TVs now have them, and even our cable TV remotes have incorporated them.

The advantages of a digital assistant are legion. We can use them to wake us up, turn on our home lights and thermostats, launch our Spotify playlists, give us the weather, give us directions, recite recipes - even monitor our homes.

If you're thinking of testing how comfortable you are with the technology, a Google Home Mini or Amazon Echo Dot will help you get your feet wet with minimal impact on your budget. Make the cash outlay - and you can always pull the plug later.

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The
Manitoba
Teachers'
Society



JOIN THE MANITOBA TEACHERS' SOCIETY & THE MANITOBA MOOSE

Sunday, February 17, 2019 2:00 p.m.
as the Moose take on the Milwaukee Admirals in support of the MTS Young Humanitarian Awards!

Organize a group buy for your Local, or bring the family for some long weekend fun! Tickets available at www.ticketmaster.ca.

Details on a special ticket price for teachers, coming soon!

Questions? Contact Anne Bennett, MTS Public Affairs Facilitator at 204-831-3072 / abennett@mbteach.org



The
Manitoba
Teachers'
Society



Young
Humanitarian
Awards



**SAVE
- THE -
DATE**



**PROFESSIONAL
DEVELOPMENT
2018/2019**

DECEMBER	Managing Conflict with Clarity, Confidence, and Courage December 10-11, 2018
JANUARY	Mental Health First Aid for Adults who Interact with Youth January 21-22, 2019
FEBRUARY	Collective Efficacy: The Power of Working Together February 1-2, 2019
MARCH	Women in Educational Leadership Symposium LEAN IN/LEAD ON: Building Capacity, Confidence, and Voice March 8-9, 2019 Authentic Equity: Moving Beyond Celebrating Diversity March 11-12, 2019 Mental Health First Aid for Adults who Interact with Youth March 25 & 27, 2019
APRIL	Crucial Conversations® 2.0: Reflection & Follow Up April 6, 2019

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

www.mbteach.org/mtscms/professional-development-2/

For information about our Field-Led Course:

www.mbteach.org/pdfs/pd/PD_fieldledcourses_new.pdf

To register through MyProfile Member link:

<https://memberlink.mbteach.org/>

To access information about other workshops offered by MTS:

www.mbteach.org/mtscms/2016/08/14/teacher-led-learning-team/

www.mbteach.org/mtscms/2016/05/22/balance-wellness-program/

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

More PD for Principals can be found at <http://cosl.mb.ca>

