

THE MANITOBA

Teacher

JUNE 2018 VOLUME 96 NUMBER 7 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY



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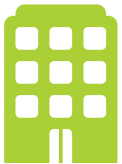
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A CENTURY OF SOLIDARITY

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It comes as no surprise that in a field predominantly represented by women, there is no shortage of noteworthy female personalities that pepper the history of the MTS.



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1,500 teachers and supporters packed the front of the Legislature



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Hugh John Macdonald school group brings music instruction to inner city students



FROM THE PRESIDENT

NORM GOULD

In May of 1996, hundreds of teachers marched on the Manitoba Legislature protesting cutbacks to education funding and interference in collective bargaining.

Teachers packed the hallways on several levels. Their anger meters had hit the red zone after experiencing years of cutbacks and direct attacks on their bargaining rights.

Of course, over the past couple of decades the problems were solved.

Except, like a bad horror film, nothing ever dies.

What's old is new again.

As education icon Sybil Shack once observed: "A battle never stays won. Memories are short and issues once resolved have an ugly habit of re-appearing as if they had never been considered before."

So, here we are, caught in a time loop, facing the same bad ideas we faced in 1986 and through much of the '90s.

In '86, it was the NDP government of the day that proposed freezing teachers' salaries. A cartoon in the Winnipeg Free Press put it accurately: It depicted Education Minister Jerry Storie wearing a dunce cap standing in front of a blackboard on which was written "Deficit + Gov't Waste = Pay Freeze for Teachers." In the cartoon, Storie was referring to it as "simple math."

Teachers fought back that idea until the '90s when more simple ideas were unleashed by the Progressive Conservative government of Gary Filmon. It reduced education funding for several years and brought in legislation to massively alter collective bargaining and arbitration. It was Storie on steroids. All the measures were designed to alter the collective bargaining system to indirectly result in wage freezes or even rollbacks.

Again, teachers protested long and loudly. Over the years those ghastly notions were put out of our misery.

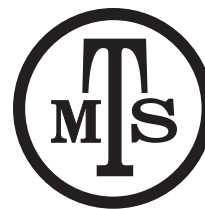
Now, long after the victory laps, it's the return of the living dead. The education system is under assault -- except this time enrolments are going up, not down. Education funding has been effectively cut. Teachers' bargaining rights are being curtailed and salaries frozen. And, as before, it's all because the province is supposedly in such a financial mess (like the prescient cartoon formula) that such heroic measures are necessary.

Yes, the province is in such dire straits that the minister of finance recently bragged that he had delivered "the biggest tax cut in Manitoba's history." How reducing revenue helps solve the deficit-debt problem is a puzzler; simple math that must be beyond the understanding of mere mortals.

So, as we hear the recycled arguments of days gone by, again we must act forcefully, together, to hold back and defeat these ill tidings. We have shown our solidarity at the recent rally at the Legislature and we may be called on to do it again, and again if necessary.

The rights of teachers were won over many, many years by dedicated colleagues and those victories can't be taken for granted.

As Sybil Shack said: "A battle never stays won."



The Manitoba Teachers' Society

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INSIDE MTS

REGROUP, REENERGIZE, CONTINUE THE STRUGGLE

BOBBI TAILLEFER, GENERAL SECRETARY

Dear member,

Please consider this column as a personal thank you to you and yours for joining us at the “Kids not Cuts” Rally on Friday, May 25, at the Manitoba Legislature. Thank you so much for your time and activism in protecting one of the most valuable public services – publicly funded education for all of Manitoba students.

The fact that education has been subjected to cuts and “efficiencies” to finance a deficit repayment scheme is atrocious. Adding insult to injury is an intransigent Premier’s vow to pay the debt by reducing the size of government spending on public goods. This, after he and his MLA colleagues awarded themselves a raise. In other words, while they profit from their political position, they are downloading the responsibility of fixing their fiscal mess on our kids and teachers.

The hundreds and hundreds of teachers that attended the Rally at the Legislature are part of a growing and important trend across North America – renewed teacher activism in defense of the profession and of their right to be treated fairly and equitably.

This growing trend is evident across North America. In Arizona, teachers are advocating for more school funding and for better wages. Oklahoma teachers won some concessions from lawmakers amid a nine-day walkout while some in Kentucky continued their protests in favour of more money for education. Last month, West Virginia’s Republican-controlled government raised pay for teachers after a statewide strike. In Canada, teachers in British Columbia fought all the way to the Supreme Court of Canada and obtained a victory as recently as Nov 10, 2017 that ensured that government was required to bargain in good faith with teachers and the union. In Nova Scotia teachers are currently battling their provincial government whose agenda includes underfunding public education, imposed wage restrictions, amalgamations, gutting of school boards and removing principals and vice principals from the union. Remember that our Manitoba government is following with the exact same Nova Scotia legislation to



impose wage restrictions here and that our very own Manitoba government has requested intervenor status for the Nova Scotia court case in the fall so that they may protect their interests in the fight against public employees and teachers.

The May 14th Edition of Education Week (an American education blog) has an article called “The Teachers Are Winning. What Does It Mean for the Profession?”

Their hypothesis is that teachers have simply been pushed too far and have had enough! Each and every day, as frontline workers, we see the struggle that our students endure, the poverty felt by families and the lack of services in schools. All these things that would help students and families flourish, are absent or targeted for cuts. In fact, at our own rally, we had two teachers – one from outside of Winnipeg and one from a metro Local share their own stories of adversity for teachers, principals and kids. The bottom line is always the same; in these trying times, no matter where they are located – teachers and students need more support, not less, from our government.

So what is the plan now that the Rally is over? Stay in touch with us through MyProfile, connect with your Local, join our Fall Regional meetings, stop by and

see us at Pride events, and finally come in to McMaster House. MTS is you! Our duty and privilege is to represent you and provide services that will meet your needs and the best way for us to do that is to have a conversation – a two way street kind of conversation! We are a very strong organization and our strength comes from the collective wisdom of a determined and talented membership and a fiercely dedicated staff.

If we are to counter the Pallister government’s austerity agenda, we will need each and every one of you – or as Pallister likes to say – we need all hands on deck - and we agree! The Manitoba Teachers’ Society will continue the activism on your behalf and, as always, we will count on your support in order to protect the students of Manitoba, the integrity of your jobs and our excellent publicly funded education system.

I wish you the best as you finish up the school year and do have a wonderful, relaxing summer with family and friends. Regroup and reenergize for our next collective action.

Yours in solidarity,
Bobbi Taillefer



Anti-cut rally draws 1,500 supporters

BY GEORGE STEPHENSON

More than 1,500 spirited public school teachers, principals, vice-principals and supporters packed the front of the Legislature Friday, May 25, putting the government on notice.

As one of the crowd's chants put it:

"When education's under attack, what do we do?"

"Stand up, fight back."

Among other issues, teachers have been roused by provincial funding that has fallen short of the rate of inflation for two straight years. That has resulted in cutbacks at the classroom level and the loss of teaching positions in some divisions. And this is happening at a time when enrolment is increasing.

Brandon teacher Tammy Tutkaluk told the crowd that an extra dollar a day for every Manitoba student would make a profound difference.

"Students who have said, 'I'm not dumb. I'm just as smart as everyone else. I just have to work harder because I don't have the words.'

"For a dollar a day these students could

have EAL teachers to work with them."

Tutkaluk said she has a student who stutters.

"He is a brilliant and intelligent student, quick and clever in all subject areas. But when it comes to speaking, he struggles with every word.

"He struggles so badly talking aloud that he frequently ends up in tears.

"If he could have one more dollar a day, he could have more speech therapy than his 15 minutes once a six day cycle."

Speeches at the rally were punctuated by loud applause and chants:

"Kids not cuts! Kids not cuts!"

Winnipeg principal Michelle Jean-Paul said fading funding makes it more difficult for schools to meet the obligations and responsibilities to students.

"In my ten years as a school leader, I have seen an increase in the needs of our children. As we try to create equitable spaces within our schools and within the greater society, public school educators are expected to do more with less.

"In our school, we have an acronym that

captures our school's values. The "E" in PEACE stands for "Everyone Counts". If we believe that everyone or every child counts, then we need to create conditions in which every child can flourish."

MTS President Norm Gould pointed out that 21 school divisions will receive less funding this year while 16 will receive more. Meanwhile, Manitoba continues to grow and, along with that, classrooms continue to grow. Even so, the province eliminated mandatory class size caps in early years.

"This means less one-on-one time with students who need it most. This program was cancelled before it was out of the five-year pilot stage."

Gould outlined a list of government actions that have, or will have, an impact on students. After each, the crowd shouted "Shame!"

He said that the rally showed a commitment to public education that was lacking in the current provincial government.

And, he said, the rally was just the beginning of turning commitment to action.

Slight increase in members' fee

BY MATEA TUHTAR

Delegates to the 99th Provincial Council approved the 2018-2019 budget calling for a \$20 yearly increase in members' fees, for a total of \$1,008.

Adoption of the fee followed three days of debate on a wide-range of topics from provincial bargaining to mental health education.

Bargaining study

An MTS committee will study various provincial bargaining models and make recommendations to next year's annual meeting.

The provincial government has announced its intention to adopt province-wide bargaining and the Collective Bargaining Standing Committee will examine the Society's current position.

"There are aspects of the model that need to be further developed and defined," the resolution said.

Whistleblower protection put off

Delegates decided to defer the whistleblowing protection resolution to the provincial executive for further study. The resolution stated that members who report concerns will not be subject to repercussions, or reprisal, within the Society, its locals and associated organizations.

The resolution emphasized that wrongdoing within any organization should be reported. It says wrongdoing "includes, but is not limited to, significant and serious matters that are: potentially contrary to the interests of the Society" or "unlawful, dangerous, involve gross mismanagement of funds or assets or are contrary to the constitution bylaws or policies."

Delegates had numerous questions on the resolution, including changes to the wording.

Principals, vice-principals supported

The Manitoba Teachers' Society will oppose any attempt to separate principals and vice-principals from the teaching profession, or to deny principals and vice-principals the full rights of membership in



the Society, and/or membership of a local bargaining unit.

Delegates to the annual meeting voted unanimously in favour of the resolution, which mentioned events from Nova Scotia earlier this year and the impending system-wide educational review here in Manitoba in January 2019.

The resolution said that "we must reaffirm the position of the Society that principals and vice-principals are first-and-foremost 'principal' teachers of the school, and that their inclusion in the Society fosters collaborative, collegial, consultative and cooperative working relationships with schools."

Study on substitutes approved

The Society will investigate the lack of certified substitutes, and the use/misuse of uncertified substitutes and that further action with the government will be based on the findings.

The Society has heard many complaints from members who feel limited in participating in professional development activities due to a lack of available certified substitutes. When there are no available substitutes, principals and vice-principals have to step in and fill those roles.

Mental health education needed

The Society will request that Manitoba Education and Health review and embed mental health education in Grade K-12 curriculum.

"We are aware of the prevalence of mental health like never before and we are aware of how it affects our students," said Kerry Enns. Delegates were told that while present in the curriculum, mental health issues are not taught in ways that meet students' needs.

Cannabis cash for education

Delegates passed a resolution that calls for MTS to lobby the provincial government to allocate revenue from the sale of cannabis for:

- An education program for students and their parents on the effects of cannabis.
- A professional development program for public school teachers that would include recognition of addiction, cannabis policy awareness and an overview of support services for drug use and addictions.

"By providing professional development for teachers we continue to support teachers not just in their role in the classroom, but also as role-models for their students," said Sandy Turcotte.

“Pension plan doing fine for now”

The Teachers’ Retirement Allowances Fund is strong, and there will be no need for a contribution increase, said Jeff Norton, chief executive officer of the Teachers’ Retirement Allowances Fund, thanks in part to a healthy investment return in 2017.

The plan projects it will stay fully funded for at least the next 20 years, though there are trends that could affect the plan in the future, including investment returns and the increasing longevity of retirees. On average, TRAF members who retire at age 60 in 2018 will collect a pension for almost 7 years longer than members who retired at age 60 in 1979, and that trend is on the rise.

“While the teacher contribution part of the pension funding is fully funded, the government’s portion of the pension will need further funding to prevent the funded status from deteriorating,” said Norton.

Delegates were also told that retirees who have been retired for longer than 18 months will be receiving a 1.35 per cent bump in their COLA, commencing July 1, 2018, due to a disbursing of the restricted surplus, in equal amounts over the next five years. Retirees who have been retired for less than 18 months will have their COLA pro rated.

The current membership profile of TRAF is 42.6 per cent active teachers, 39

per cent retirees, and 18.4 per cent deferred members (inactive members who have contributions remaining in the plan, and who will be entitled to a benefit). TRAF projects the average years on pension will be 30 years for females, and 28 for males.

TRAF also shared that:

- The average age of retirement for females is 59.8, and for males 59.7
- The average age of service for females is 25 years, and for males 28.9 years
- The oldest retired female is 107 and the oldest male is 101 years old.

Women initiatives supported

Recommendations of the MTS Women in Educational Leadership Commission were approved by delegates to the AGM.

The commission was established two years ago at the 2016 AGM, and has held focus groups across the province, including in Thompson, Gimli, Steinbach, Brandon, Winnipeg, Carman, Flin Flon and Dauphin.

“Educational partners should undertake a variety of specific actions to ensure the proportional representation of women within their structures,” the report says. “These actions must address the barriers

women have identified and provide the support they need to be successful in a leadership role.”

The commission’s recommendations include:

- Using technology to provide members living outside Winnipeg to network and engage in learning experiences.
- Hosting an annual event to “support and encourage networking among women who are taking on leadership roles at the Local level and with the Society.
- Dedicating Society staff to women’s issues.

- Providing child care at the annual general meeting and MTS summer seminars with the goal of expanding that to other events.
- Providing grants to assist Locals in developing a strategic plan to implement the recommendations at the local level.
- Review of AGM electoral process for Provincial Executive to facilitate and encourage women’s involvement in the political process.

NEW PROVINCIAL EXECUTIVE 2018-2019

Following elections at the annual meeting of the MTS Provincial Council, the following is the provincial executive for 2018-2019:

Norm Gould, President

James Bedford, Vice-president

Members-at-large

Chris Darazsi

Nathan Martindale

Jonathan Waite

Jeff Cieszecki

Ashleigh Deeley Michaluk

Kerry Enns

Cynthia Taylor

Bea Walker

Cale Dunbar

Catherine Hart

Valérie Rémillard

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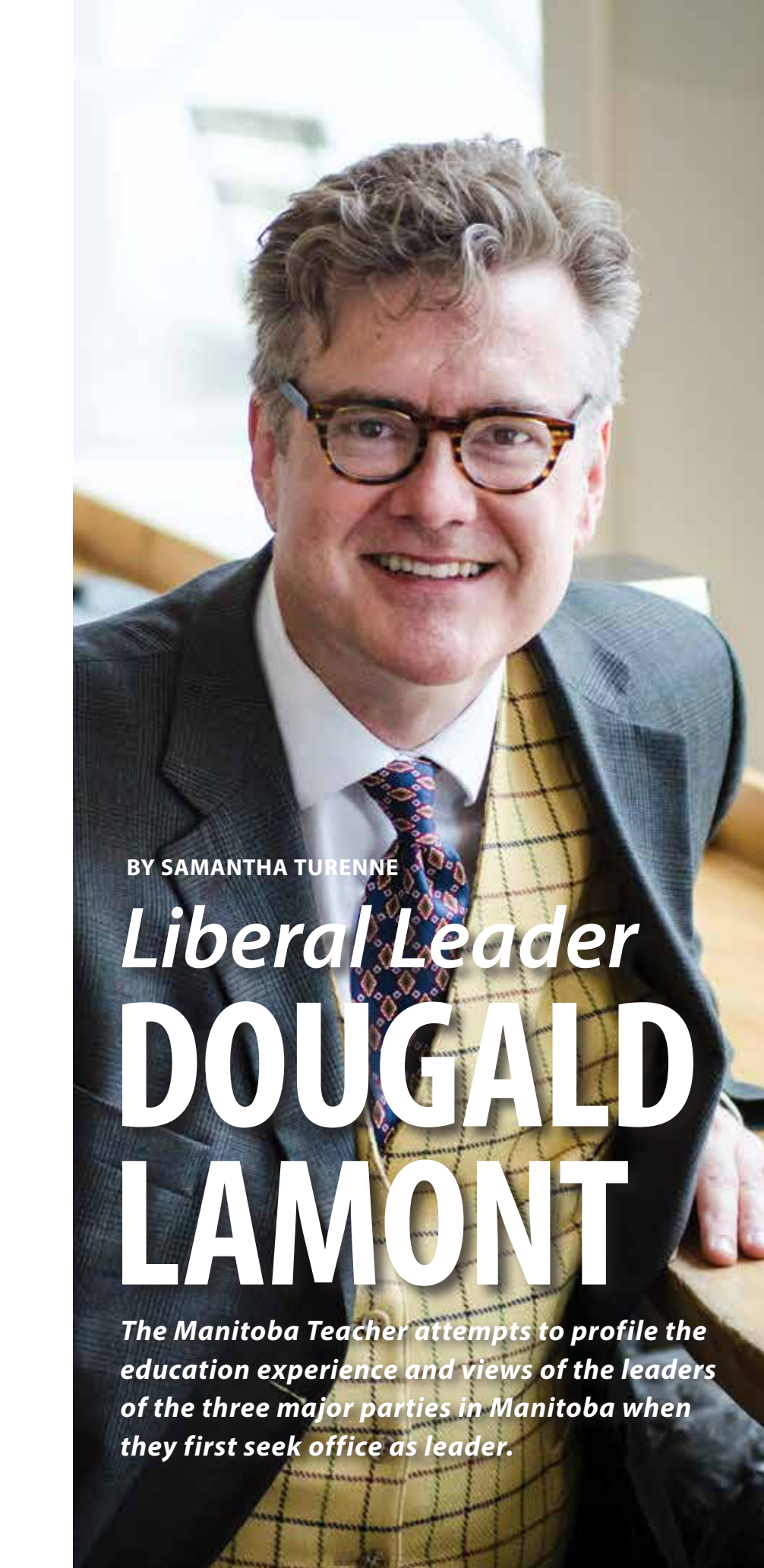
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Services you can access with your card and number include:

- Registration for workshops
- Registration for MTS PD Day
- Member discounts
- Support for personnel and workplace issues
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Keep your card and number handy.



A portrait of Dougald Lamont, a man with curly grey hair and glasses, wearing a grey suit jacket, a white shirt, and a patterned tie. He is smiling and looking towards the camera. The background is a bright, out-of-focus indoor setting.

BY SAMANTHA TURENNE

Liberal Leader **DOUGALD LAMONT**

The Manitoba Teacher attempts to profile the education experience and views of the leaders of the three major parties in Manitoba when they first seek office as leader.

Liberal leader Dougald Lamont was running late for his interview with *The Teacher*, but the fact that he bothered to show up at all is reason to give credit. A few hours prior to the interview, Lamont's bid to win a seat in the St. Boniface by-election took a major hit when five volunteer members of the Manitoba Liberal Party suddenly resigned, citing various professional and personal obligations, as well as health issues.

It would appear that even a new leader and the chance of gaining official party status for the first time since 1995 was not enough to save the Manitoba Liberals from going down a familiar path marred by decades of infighting, bruised egos and ultimate self-destruction.

Enter, Dougald Lamont. Apologetic (15 minutes late), frazzled and clearly in need of a strong cup of coffee. At first glance, in his three piece suit, glasses and unruly mop of hair he seems more like a university professor than a politician. In the past, he has taught government-business relations at the University of Winnipeg, but right now he is focused on legitimizing his role as party leader by gaining a seat in the Manitoba Legislature.

He takes a sip of his espresso – a double shot, and smiles as he reminisces about running into his elementary school principal, earlier that week.

“She is an actual legend in education. She won the Order of Canada,” he said. “It’s been over 40 years, but she looks exactly the same. She still has black hair.”

Lamont attended École Sacré-Coeur, the first French immersion school in Manitoba’s public school system. His parents, Judy and Frank Lamont, were part of the driving force behind the establishment of the school.

“My parents wanted their kids to be educated in French and they wanted everyone else, regardless of who they were or where they came from to have that same opportunity,” he said. “They didn’t want a little private school, so they said let’s get this publicly funded and I’m thankful for that, because I was able to reap the benefits of French-language education.”

Lamont said that École Sacré-Coeur represented a significant shift in thinking not just about the benefits of learning a second language, but for many Franco-Manitobans it was acknowledgment of the important link between language and the preservation of a unique culture.

“There are still Franco-Manitobans who remember a time when they weren’t

allowed to go to school in French at all. A school inspector would come and they would have to hide all their French books,” he said. “To go from having to hide your language to being able to not only speak it freely but to be able to share it with others is really amazing.”

He said that the provincial government is clearly not listening to Manitobans when it comes to French-language education, calling the cuts to the Bureau de l'éducation française (BEF) “ugly” and “frustrating”.

“French-language education is being treated like it’s an extra, but it’s not. It is something that is fundamental to our education system,” he said. “French immersion is the area that is growing the most. This is where the demand is. The BEF has to be rebuilt. I fully support the reinstatement of the assistant deputy minister position.”

Lamont’s four children are all enrolled in French immersion schools, and both he and his wife are bilingual.

With four children in public school, he is no stranger to the education system and it has afforded him some valuable insight.

“You can’t have 30 kids in a classroom and expect them to all learn at the same level. That’s not reality. That’s not manageable for teachers. That’s not fair to students,” he said. “I have a son that needs a little extra help in school. There are many children who, if given the right supports, will thrive, but we can’t achieve that in crowded classrooms.”

He agrees that K-3 class sizes should be capped at 20, to help facilitate more one-on-one interaction between the teacher and the student.

In addition to crowded classrooms, he said that Manitoba has some of the “deepest poverty” in Canada and the government has to step up and do a better job of dealing with social issues that impact a child’s ability to learn.

“It’s not like you can wave around a magic wand and make poverty disappear, but we have to make investments in order for education to work,” he said. “Kids are coming to school hungry. Right now, there are parent groups across this province raising money for washing machines, so kids can come in and do their laundry. All of these things that occur outside the school impact a child’s ability to learn in the classroom.”

While he recognizes the correlation between social economic conditions and literacy and numeracy scores in Manitoba, he is quick to point out that funding to



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– Dougald Lamont

improve social programs should not come out of a school’s education budget.

“To be clear, I want the school system to provide education, but because other areas are failing there is the temptation to say the school has to pick up the slack,” he said. “We can certainly deliver other social services in schools, but the onus shouldn’t be on the school to deliver these services on their budget.”

Lamont said that he has spoken to many teachers across the province and they are seeing an increase in mental health issues in their students. He said that this is a perfect example of a social service that can be delivered in schools, but should not be funded by schools.

Speaking specifically about Manitoba’s ranking (last in reading and math) in the latest Pan-Canadian Assessment Program, he said that there seems to be a big focus on STEM (science, technology, engineering, and mathematics), which comes at a cost of deemphasizing subjects like art and literature which are viewed as “soft subjects”.

“STEM skills will get you a good job quickly but what keeps you moving up the ladder are things like empathy, teamwork skills, being able to see things from different points of view. We have to

remember the human side of education,” he said. “Education should be about helping students to fulfill their potential. We all have different abilities and this needs to be recognized and taken into account.”

For the past several months, Lamont has been religiously door-knocking in the St. Boniface constituency, speaking about education, health care, taxes and of course the Winnipeg Jets. This is his second time campaigning in the constituency, where he ran in 2003, losing handily to Greg Selinger.

But a lot has changed in 15 years, and Lamont is confident that Manitobans are ready for change.

“For too long life in Manitoba has been getting harder bit by bit for a lot of people. This cuts across all lines: age, gender, Indigenous, non-Indigenous, newcomer, whatever your faith, whatever your political belief,” he said. “Kids shouldn’t have to worry about where their next meal will come from. Seniors shouldn’t have to choose between putting a roof over their heads and their medication. We don’t have to live in a place like this. We’re going to turn it around. This is my promise to Manitobans.”

Premier Pallister has yet to call the election, but it must be held by August 28, 2018.



MUSIC SPANS

BY MATEA TUHTAR

It's a Sunday evening in late February and the Park Theatre in Winnipeg is buzzing with excitement and nervous energy as a group of middle school students tune their guitars, fiddle with their saxophones and warm-up their vocal cords in preparation for their first solo concert.

The kids come from all over the world and are as diverse as the songs they sing – tonight three of them are in Arabic – but together they share the same language.

"Music is truly the universal language," says Neil Watson, a professional musician and music instructor for The Bridge – Music for Life program at Hugh John Macdonald school. The program was conceived in 2012 as a way of bringing music instruction to inner city students that wouldn't otherwise have that opportunity.

"Although the way we teach the music is a little different from the way most people learn music," says Watson, largely due to the high number of new immigrant students at the school.

At the beginning, the plan was to just have another band program with all the typical things that go along with it, but Watson quickly realized it wasn't going to work.

"When we started we had 35 kids and around 16 first languages. We just couldn't communicate with each other. Those early songs in the method books were taking so long and it was just tedious. And the band didn't sound good, and more importantly, it wasn't fun."

So, they changed their tune and began to play by ear. For the most part the students don't use sheet music though they do a little bit of note reading and music theory starting in Grade 9 – "for no other reason than they're going to need that if they continue with music in high school," says Watson. Mostly the band uses song-based technique where they learn how to play instruments through individual songs.

"Within that, there's a lot of great stuff going on. So, if you're learning the horn part for the song Superstition, you're really learning the pentatonic scales. We're just not identifying them as such but their fingers are still moving in the exact same way. It works!"

There are different levels for each part, so if a student is a brand-new saxophone player they can simplify their part by just playing one or two notes rhythmically with the rest

of the band. This way the new students still get to participate and perform. "And then we just advance on that. But this way we get the kids to the stage quickly. Because in my experience once the kids have a taste of performance – they're hooked. That's their payoff."

Most of the kids in the band have never had any musical instruction before, but "it's amazing, when you get rid of all that other stuff they have to worry about, and let them just concentrate on the rhythm, things sound musical very quickly."

Today there are over a hundred kids who are part of the program – in a school of 295. "We have to divide it into three groups because we don't have enough instruments for everyone at once."

The growth of the program speaks to its success. "It's become an important part of life at Hugh John Macdonald," says Watson whose partner in the program is musician Todd Martin. "I think it's become a big part of the identity of the school. I can't say enough good things about the staff at the school – they support their rehearsals, they drive kids to gigs. This would not work without their



DIFFERENCES

hundred percent support and help.”

The Park Theatre show is a part of The New Sound Series produced by Jazz Winnipeg and is the first time the group did a full show by themselves – two full sets with no other performers.

Hugh John Macdonald has welcomed a large number of Syrian refugees over the past few years and Watson has used that opportunity to explore new music.

“Right away my Syrian students just started off firing suggestions of what we should play. Mostly pop hits from Syria, and I had never heard of these musicians but they’re huge superstars in Syria. It’s amazing to me how important it was for these students to share some of the music from their homeland.”

A lot of the kids who sign up for the band program are new to Canada and looking for a place to belong. “When you think about some of the things that these kids have seen or experienced, music is a really healing process. Even if everything else is kind of tough, we have this little beacon of positive energy that they can come and be a part of three times a week.”

Watson has seen huge differences in the

kids over the past six years.

“They become leaders, not just in the band but in school. There’s so much that you get out of practicing music – you have that pursuit for perfection, to get a song to performance level requires endless repetition. And you have teamwork, and in our case our team consists of so many different people from all walks of life, and you have management skills. And those skills lend themselves to all parts of life.”

“One boy who got in the band in Grade 7 had anger management issues. It was not uncommon for him to fly off the handle for the smallest things or get in a fight with another student. And then he discovered the piano and he started working on this music. And he would just painstakingly practice these songs over and over again. He became a leader in the band and one of the most remarkable people I’ve ever met. I know part of that is maturing but I think a big part of it is being in this band and working on an instrument really helped him.”

The band program also help keeps the kids busy and gives them a place to forge new friendships.

“I was backstage before the show with all the students and they just started this impromptu jam and I was struck by it – you know we have Syrian students, Filipino students, Indigenous Canadian students and African students who are all from different parts of the globe and they were all singing at top of their lungs, and drumming on the walls, and it was so cool. This is what music is.”

The Bridge Program is funded by the Children’s Heritage Fund through Winnipeg School Division, and donations are always needed and welcomed. Watson hopes the program continues well into the future. “This is the greatest job I’ve ever had. I would love to see it go on and grow and stabilize financially. I know there are a bunch of schools who don’t have a formal music training and this program would be great for them.”

Watson has seen many kids come along who are naturally skilled musicians but it’s not his goal to necessarily make them professional musicians. “Let’s face it, that’s a tricky life,” he laughs. “But I’d love for music to always be a part of their lives.”



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.

Women key in MTS history

BY MIREILLE THERIAULT

It comes as no surprise that in a field predominantly represented by women, there is no shortage of noteworthy female personalities that pepper the history of the MTS. And at a time when we are encouraging more women to step into leadership roles in education overall, looking back on the paths of some of these trailblazers seems particularly appropriate.

Most people will recognize names like Edith Miller and Sybil Shack or, even Judy Bradley, to bring up a more modern reference, partly because they were all elected president of the Society. They are still part of a historical minority. There have been only 26 female presidents compared with 54 male.

However, women have been active on the provincial executive and local associations, right from the beginning of what was first known as the Manitoba Teachers' Federation.

Speaking of the inaugural meeting of The MTF where the election of the first executive capped off the historic meeting at the Industrial Bureau on April 22, 1919, J. W. Chafe wrote in *Chalk, Sweat and Cheers*, "A New Executive: Enter the Women - If up to this point in the MTF's founding the initiative had been taken by men, the choosing of a vice-president heralded the role the women teachers were to play. The meeting unanimously

elected Miss B. Stewart of Winnipeg. ... other members of the executive were to be Miss E. Moore, Winnipeg and Miss Yemen, Souris."

Barbara Stewart would have been 60 at the time, with a long and distinguished

Most people will recognize names like Edith Miller and Sybil Shack or, even Judy Bradley, to bring up a more modern reference, partly because they were all elected president of the Society. They are still part of a historical minority. There have been only 26 female presidents compared with 54 male.

teaching career behind her, and in 1921, Miss Yemen was elected vice-president in turn. The honour of being elected the first female president of The MTF went to Caroline "Carrie" Parkinson in 1935, after having served as secretary from 1932 – 1934. She too would have been about

60 with respect due from years as the first Principal of King George School (1911-1922) and David Livingstone School in Brandon before moving to Winnipeg and teaching at Norwood Collegiate Institute.

Even while MTS welcomed women teachers, they were further encouraged to get involved by discriminatory actions against them because of their gender.

In the 1930s, Aileen Garland was thrust onto the front lines to fight cost cutting measures that would reduce the salaries of female high school teachers and principals before applying an additional percentage to the rest of the staff.

"When I was asked to represent the high school women on the conference committee, I declined because of my obligations to the Little Theatre," Garland said in an article in *The Teacher* in 1968. "The next day I met Elizabeth Colwell in Eaton's notions department and in no uncertain terms she told me that I must accept the nomination. She swept my protests aside, pointing out that the theatre was my hobby but teaching my profession."

During the war years of the 1940s, women kept The MTS running. Just as many, if not more women than men, led local associations and steadily stepped into provincial executive positions. That trend, at least within the executive, continued into the 1950s with five female presidents.



**Caroline Parkinson,
MTF President**



**Aileen Garland,
1930s Equal Pay Advocate**



**Edith Miller,
MTS President**



**Phyllis Moore,
MTS President**



**Linda Asper,
MTS President**



**Judy Bradley,
General Secretary**



**Agnes MacDonald (MTS President), Sybil Shack (MTS President)
and Janet L. More (Provincial Executive)**

Edith Miller (1953-54) is perhaps most well known for her work alongside Doris Hunt who also served on the Provincial Executive as Chairperson of the Pensions Committee and member of the Teachers' Retirement Allowances Fund.

From *The Manitoba Teacher, Special 60th Anniversary* insert in 1979:

"Having mastered the intricacies of every teachers' pension scheme in the country and several major industrial schemes as well, she became Canada's Wonder Woman of teachers' pensions.

"In 1948, with Miss Miller spearheading the pressure, the Winnipeg school board passed a new pensions bylaw, retaining the service basis. In the same year, the TRAF Act was amended to adopt a similar formula. Thus the way was prepared for the eventual amalgamation of the two plans in 1957. In the interval, Miss Miller headed the campaign for full recognition by both plans of war service, survivor's allowances and portability."

Before Sybil Shack took the helm of the Society in 1960, she also had served at the local level, on the provincial executive for several years and as vice-president in 1959. She was in good company with other women who served on the executive such as Enid Cousins, Janet More, Aileen Gunter and Elizabeth Redmond. In 1964, Redmond was elected president, but that

election preceded a period dominated by men.

In the late '60s and into the '70s, as issues such as women's equality and rights were raised in society in general, MTS actually faced a decline in women's participation. In 1975, International Women's Year, the number of female elected representatives on provincial executive was at the same level it had been in the 1920s and '30s.

In 1966, there was only one woman on provincial executive. Until 1976-77, there were only three at most with the exception of four in 1973. The women of that era included Dorothy Slaughter, Jean Grant, Donna Feniuk, Shirley Chappell and, not surprisingly, Marilyn Thompson, Linda Asper and Dorothy Young. The latter three all to be president themselves in the next few years.

As though having swung from side to side, from one gender to the other, the pendulum had finally come to rest. By the time Young was president in 1981 the number of men and women on the provincial executive was equal. There was even a five-year trend of female presidents that led into the 1990s. Since then, with rare exception, years with male presidents had the lowest number of women on the provincial executive, but having a more even mix with a female president.

Pursuit of Equality

The pursuit of equal, if not equitable, representation of women in the field of education has been fraught with roadblocks and stumbling blocks.

In response, MTS has supported several initiatives over the years aimed at promoting women in leadership roles and examining the causes of under-representation. But while great numbers of women did become members of provincial executive over the decades, staff within the union itself didn't reflect that fact.

The nameplates on offices within the Society headquarters remained conspicuously masculine until the 1980s.

There were two women in support positions – Miep van Raalte and Eleanor Woloshen, but Margaret Bean became the first and only administration level staff person, serving through the 70s as Assistant Director of Professional Development. She later became Co-ordinator of Professional Development in 1977.

When Martha Colquhoun took on the job in 1980, she was still the one and only female in an administration job. It wasn't until 1982 that Kathy Lautens, Donna Lucas and Mariette Ferré-Collet were hired and a new, modern parity could begin.

Brian Bowman

#myteachermystory

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BY JUDY OWEN

Teachers often write messages on the board that are meant to inspire.

Winnipeg Mayor Brian Bowman recalls one uncommon message high school math teacher Chuck Hatfield always put up on the board at Shaftesbury High School.

“He would write ‘Math is beautiful’ on the board at the beginning of every math class,” Bowman recalls.

“We would dive into the math exercises for the day, and at the end of his instruction he would point to the board and say, ‘See, math is beautiful!’”

Hatfield also emphasized his proclamation by pausing in between each of those words.

It was that kind of entertaining connection with students that made Bowman admire Hatfield and recall the impact he had on him.

“He made learning fun, he made going to school fun,” Bowman says. “He demonstrated – all the time – a level of optimism and engagement with students.”

Hatfield also took part in sports during the lunch hour, which was evident to the students who had his math class after the mid-day break.

“He would race up to class, dripping in sweat in his gym wear, and we’d go from being on the court playing basketball with him to running back to class to get right into math,” he says.

“There was always wonderful banter and engagement with Mr. Hatfield.”

Bowman, 46, saw Hatfield in the first few years after graduation, but not since then.



Being able to recall those high school days crunching numbers with Hatfield reinforces to him the importance of teachers in students’ lives.

Since becoming mayor in October 2014, he says he’s visited almost every high school in Winnipeg, participated in ‘I Love to Read’ month events at elementary schools and has worked with educators across the city.

“These experiences have reminded me of how amazing and invaluable teachers

are for our community and make me grateful on a daily basis to know the young minds in Winnipeg are being shaped by such a passionate group of educators,” he says.

“I appreciate the important work teachers do now even more than I did as a student.”

my teacher, my story

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**Subject to change*



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DATES

Aug. 13 - 17 and 20 - 24, 2018
10 am - 3 pm daily

FORMAT

3 hours lecture, plus daily discussion

TOPICS

logic, set theory, proof techniques, number theory,
mathematical algorithms, bases of arithmetic

FUNDING

A \$500 stipend is available to all participants. Participants from out of Winnipeg can apply to have their travel and accomodations paid for.

REGISTER

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Teacher Julia from École Île-des-Chênes, friend Nicki and their kids at the MTS Teach Your Bear tent at #TeddyBearsPicnic #teddybearspicnic2018 #Winnipeg



The Manitoba Teachers' Society

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PORTFOLIO

THE BRING-A-ROCK-TO-A-GUNFIGHT SOLUTION

No need to control guns. The superintendent of a school district in Pennsylvania explained to a legislative committee how his schools are prepared in the event of a gunman entering any of them.

“Every classroom has been equipped with a five-gallon bucket of river stone. If an armed intruder attempts to gain entrance into any of our classrooms, they will face a classroom full of students armed with rocks, and they will be stoned.”

Hidden meanings of ‘All Hands on Deck’

BY GEORGE STEPHENSON



Right after the last provincial election, Premier Brian Pallister was like the captain of the Titanic, constantly calling for “all hands on deck” to save the good ship Manitoba from sinking.

Hair on fire, the new premier never missed an opportunity to bullhorn that feckless phrase.

- “All of us are in this together and I need all hands on deck now.”
- “I believe this is an all-hands-on-deck situation.”
- “I need ... all hands on deck, I need our union bosses to understand that this is a positive endeavour.”

And on and on.

Of course, Manitobans probably thought “all hands on deck” meant that everyone in the province was needed to make sacrifices to fix the alleged fiscal debt and deficit disaster that faced the province.

We were wrong.

Once the premier force-marched government employees onto the deck, with his plans to freeze their wages, it appears that was all the hands he was talking about.

His speeches are now devoid of the call to arms (or hands). In fact, now the government crows about bestowing “the biggest tax cut in Manitoba’s history” on the rest of the province’s hands. So much for the deep, deep concern for the debt and deficit.

But maybe we just misunderstood the phrase from the beginning. Maybe its origins had nothing to do with debts and deficits.



Dictionary.com reports that searches for certain words skyrocket following tweets by President Donald Trump. The Tweeter in Chief commits so many crimes against words that readers head to the dictionary to determine the correct usage and spellings.

When Trump said he was “honored” to serve America, searches for the word honored surged some 3,800 per cent.

When he said the country needed to “heel” rather than heal, searches increased 760 per cent.

And when he complained the former president had put a “tapp” on his phone, searches for the word tap went up more than 46,000 per cent.



Google? What's that?

Correction of a Washington Post feature story on the rise of barbecue in Brooklyn:

“An earlier version of this story incorrectly located Brooklyn in the Canadian province of Quebec. It is in New York.”

Take Pallister’s awkward comments a few months ago about Winnipeg Chamber of Commerce chair Johanna Hurme, thanking her “for dressing up. I want to thank her for those heels. I notice they’re a foot high.”

Maybe Pallister was just recalling the song from the 1960 musical, *All Hands on Deck*.

All hands on deck!

*'Cause there's a ship
shape girl coming
toward us*

*She's a doll, she's a
dream, she's a pip,*

*And when she gets her
high heels on board us*

We'll all be glad to give up the ship!

Sure we're a half Century on, but some attitudes are hard to shake. Then again, maybe he's just a Pat Boone fan.

Or in a more contemporary mood, it might be that he is a fan of American singer-songwriter Tinashe. It could well have been her song *All Hands on Deck* that was running through his mind when he decided to knock down public servants.

**One by one, I watch you
fall down, watch you fall
like dominoes**

*Take no prisoners,
search and destroy*

*Baby look at what
you've done*

**One by one, I watch 'em go down,
watch 'em fall like dominoes
Watch 'em go down, watch 'em
go down, watch 'em go down**

Hmm, that could well have been the meaning we all missed. Whatever, it is obvious that he didn't really mean everybody – all hands – were going to have to forfeit rights and income to make the province ship-shape again. Although he has downsized his metaphors and now talks in speeches about everybody pulling on the oars, as if the province was some longboat with him at the stern banging on a drum. But again, not everybody has been assigned an oar.

Whether the province is the Titanic, a longboat or a Viking warship, we have yet to see whether the captain's plans deliver them to their destination.

Perhaps the answer lies in the song *Faceplant Scorpion Backpinch* by Fishbone.

**Left foot twisted, spine
bent**

**All hands on deck,
calculations incorrect
FACEPLANT!**

BEFORE / APRIL, 2016:

“The Progressive Conservative Party believes that small class sizes are one factor in improving educational opportunities, especially for young students.”

(PC CAMPAIGN MATERIAL)

BEFORE & AFTER

After / March, 2017:

“School divisions will no longer be held to the guidelines of the Smaller Classes Initiative, which the minister noted capped class sizes arbitrarily.”

(PC GOVERNMENT NEWS RELEASE)

**WE DON'T
NEED NO
EDUCATION**



A man in Thunder Bay was charged after he was stopped while driving his pickup truck. Police found the front seat of the truck had been replaced with a folding lawn chair.

A woman in Ohio tried to cheat a drug test by borrowing someone else's urine. The borrowed sample tested positive for drugs.

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 Teachers crushing summer PD



Kirsten Thompson

During the summer, personal reflection is the most valuable PD for me. Social media is essential because I'm based rurally with a young family so connecting with others face-to-face isn't always possible. I plan to use teachthought.com's 30-Day Challenge as inspiration for blogging prompts to guide my reflection while away from the classroom.



Andy Mead

I plan to read *The Principled Principal: 10 Principles for Leading Exceptional Schools* by Anthony McConnell and Jeff Zoul and *What School Could Be: Insights and Inspiration from Teachers Across America* by Ted Dintersmith. I'll also survey my staff near the end of the year to see what they think I need to work on and to see how I can help them.



Jon Sorokowski

This summer, I'll be going to Parma, Michigan in July to participate in Nerd Camp – a true book lover's dream. I can't wait to mingle with some literacy greats and some middle-grade authors. Then in August I'm heading to Toronto to take part in Facing Canada's workshop "Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools."



Jo-Anne Gibson

We keep harping on students not to do certain things online – and you need to do that. But I want to develop social media all-stars at FRC who harness the power of social media to do good. So I'll be reading Jennifer Casa-Todd's *Social LEADia: Moving Students from Digital Citizenship to Digital Leadership*.



Leah Obach

I am attending my first ISTE EdTech Conference in Chicago at the end of June. I think it will be a fabulous opportunity for professional learning and networking. Over the summer, I will be working on two university courses for my Master of Education program in Educational Technology and Design.



Blue Jay Bridge

I will be following along with the learning happening at the 2018 National Physical Education & School Sport Institute conference in Ashville, North Carolina. This conference livestreams all of their keynotes and the presenters and attendees are very plugged in to social media. They'll be using the hashtag #PEInstitute18.



Maria Nickel

This summer, I'm going to Shenzhen, China, to give PD for Chinese science teachers and run space STEM workshops for Grades 3 - 8 students. I'm there for a month and I'm the only Canadian in the delegation. I'm excited to see how the kids pick up our lessons.



Georgette Nairn

I am heading to Nerd Camp in Michigan (#nErDcampMI) because I love connecting with other educators about literacy and I love kids' literature. Also, I'll get to meet several teachers that I've communicated with on Twitter for a long time – Brian Wyzlic, Colby Sharp and Niki Ohs Barnes.



Brandi Bartok

I'll be finishing my thesis on multimodal literacy: visual, linguistic, spatial, gestural, audio – or combinations of print, sound, image. I don't think you can be literate in this day and age if you aren't able to interpret and communicate in more than one sign system at a time.



Darren Kuropatwa

I will be presenting and attending Building Learning Communities 2018 in Boston. I also have professional reading I want to do and I'm hoping to start my YouTube series #whilewalking again.



Mike Nantais

I'll be heading to the Canadian Society for Studies in Education (CSSE) conference so I can connect with teacher educators from across Canada. I also hope to take the free Google course on computational thinking.



Jennifer Young

This summer break I'll be going to Europe to improve my French language skills, for facilitating in French.

**SAVE
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**PROFESSIONAL
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2018/2019**

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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
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MARCH	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
MAY	Women in Educational Leadership Symposium LEAN IN/LEAD ON: Building Capacity, Confidence, and Voice May 3-4, 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:

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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/

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