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THE MANITOBA Teacher

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Shortage of French language teachers across Canada is keeping many Manitoba school division leaders up at night





FROM THE PRESIDENT

NORM GOULD

When we talk about leaders, we're usually referring to that one person at the top of the org chart. The one who decides on the goals and strategies of an organization. The person who determines the direction in which the troops will march.

But is that leadership? Is it really so solitary?

I don't think so. If there's one thing I know for sure as I approach the end of my tenure on MTS Provincial Executive, it's that true leadership is anything but siloed. I could not do the work of representing, advancing and advocating for more than 15,000 MTS members province-wide, and to do it well, if I called all the shots.

In fact, my experience has been that the clearest, most defensible positions are those defined not by me, but by our members. When I conducted regional meetings across the province in the spring and fall of 2018 I received valuable guidance from teachers who showed up and spoke up, creating the framework of priorities that MTS will fight for throughout the government's comprehensive K-12 review.

As we've said before, the review itself is welcome and overdue. We need change. Our kids need change. But one of the questions we must ask ourselves is where does that change need to occur. Can we improve our classrooms, our pedagogy? Of course we can. There is always room for improvement. But what if the classroom is only part of the equation. What if, in order to achieve great things in the classroom, big change has to occur outside of it?

I'm hopeful that if, as Minister Goertzen says, "nothing is off the table", that fundamental change both in and outside of school is part of the discussion. Tackling that takes leadership.

For me, true leadership, whether that of a premier or an education minister or a teachers' union president, is informed, not willful. It listens. It collaborates. It cares.

It dares.

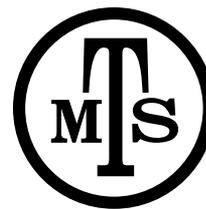
I believe that no one person can carry and communicate the message of teachers – that every day they welcome into their classrooms children with myriad intellectual, physical and emotional realities: some of them hungry, some battling anxiety, some new to Canada, some with physical or intellectual disabilities, some who don't have a safe place to sleep. And some who are just fine.

The job of a teacher – the calling of a teacher – is to meet those needs as best they can with the resources at their disposal. And depending on where those students go to school, those resources vary widely. It isn't fair, and it isn't right, but with this review we have before us—all of us, no matter what our partisan leanings—a chance to make it right.

Manitoba's classroom is diverse, dynamic, and deserving of investment.

You spoke up at those regional meetings, and I implore you, don't stop now. Watch your email in mid-March for a survey from MTS. Your responses will inform ours to the Commission. Please take a moment to respond.

Let's lead the way together.



The Manitoba Teachers' Society

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Winnipeg, MB R3J 3H2
Phone: (204) 888-7961
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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

REVIEW SPARKS MEMORIES OF SCHOOL DAYS PAST

ROLAND STANKEVICIUS, ACTING GENERAL SECRETARY

When told that I needed to write a short column for *The Manitoba Teacher* as the Acting General Secretary of The Manitoba Teachers' Society I began to think about my relationship with public education and my new role with the Society. In this time of a mandated Comprehensive Education Review by the provincial government, my thoughts went to my own K-12 years in the 1960s and '70s. I was the youngest of three immigrant kids in our family, my parents fled a war ravaged Europe and settled here. My dad as a displaced person who came from Lithuania in 1948. My mom arrived in Winnipeg – just in time for the historic Winnipeg 1950 flood – from the Sudetenland, which no longer existed (thank you Stalin and your Iron Curtain/Wall). My parents were trying hard to be new Canadians. Despite having no English and no money, they made up for it with HUGE motivation to work and succeed; to contribute to something that looked like opportunity and peace with a brighter future as a goal. Our main conduit to that journey was our enrollment in our local public school at the corner of Edmonton Street & St. Mary Ave. Hello Alexandra School (1902 - 1969)!

School for me and my brothers was a gateway to making Canadian friends and we embraced that opportunity with zeal. As with most immigrant households, the family plan was to keep a distance from new Winnipeg ways and to stay aligned

with 'family' traditions and culture. But the draw of new games, new names, new influences and values steered our relationships to be open to this new varied Canadian society. We had a great mix of friends – French, Polish, Metis, Ukrainian, English, to name a few. This didn't always sit well with my parents, but on the rare occasions that they would interact with school they very quickly understood that the teachers, the curriculum and overall school program was having a positive impact on our development. We were learning to get along with others, learn new ideas and concepts that would prepare us to be part of a progressive multi-cultural Canadian society.

It wasn't always a positive experience, there were many instances of hurtful ethnic and racial commentary and embarrassment, sometimes intended in the vein of humour, but too often as ignorance and cruelty. My memories of my teachers and the school in these instances is that they rose above the malice and that they modelled and expressed a positive vision for their students. It made me, too, feel and believe in my own value. They implicitly engendered that school was an important public good that was a mainstay of how a healthy society would progress with more fairness and civility than in past generations. It was this inspired leadership from my many teachers that undoubtedly influenced my future choice to become a teacher and to continue with that important vocation.



So as we embark on the Comprehensive Education Review it is vitally important that the very essence of our public education system is strengthened. It must continue to positively influence and invest in our most important resource, the young people of our communities. Today we are more diverse, complex and informed on a vast array of subjects and interests. At the same time, the fundamentals of developing social equity, social justice and democracy, through a caring and responsive public school system, is my take away through my journey from Alexandra School to McMaster House.

Courage, my friends; 'tis not too late to build a better world.

- T.C. Douglas

NOTICE OF CALL

This notice is given in compliance with Bylaw II of The Manitoba Teachers' Society.

The 100th Annual General Meeting of the Provincial Council of The Manitoba Teachers' Society will be held beginning at 8:30 a.m. on May 23, 24 and 25, 2019 at The Fairmont Winnipeg.

The Provincial Council consists of representatives named by teacher associations and Les éducatrices et éducateurs francophones du Manitoba plus the members of the current Provincial Executive. The number of delegates representing each association depends on the number of members in that association.

Roland Stankevicius, Acting General Secretary



Elaine Egan (right) and Brenda Stewart (left) Principal, École Crane School, looking to connect with French Immersion teachers at McGill University as part of the Pembina Trails School Division recruitment efforts.

A SCARCITY

In any language

BY SAMANTHA TURENNE

The shortage of French language teachers across Canada has been keeping many Manitoba school division leaders up at night.

“There is a shortage of qualified French language teachers, especially in the rural parts of the province,” said Alain Laberge, Superintendent, Division scolaire franco-manitobaine (DSFM). “And to make matters worse, we also have a shortage of qualified French language substitute teachers.”

Propelled by the growing demand for French Immersion programs in Manitoba, with enrolment increasing by 40 per cent over the last 14 years, and the

number of teachers retiring or nearing retirement, Laberge predicts that the situation will worsen in the next five to six years.

Lynette Chartier, Acting Executive Director of the Bureau de l’éducation française (BEF) agrees with Laberge’s prediction, but added that a closer look must also be given to the distribution of teachers.

“Is it mostly a question of numbers, or is it that we cannot get teachers in rural and northern areas? There is currently no baseline data on numbers of teachers needed, and the shortfall,” she said. “Yet every school division offering

an Immersion program and French courses in the English program, along with the Français school division find it challenging to hire the required staff.”

The DSFM relies heavily on graduates from the Université de Saint-Boniface (USB), the only French language university in Western Canada, to fill its teacher roster. According to Stéfán Delaquis, Dean of Education at USB, enrollment is rapidly increasing in the education faculty, and is expected to graduate 67 French language teachers in 2019, 56 in 2020 and approximately 70 in 2021.

And while much of Canada is fending off would-be poachers from other

provinces and struggling to keep their French teacher graduates, Delaquis said that the majority of USB grads choose to stay and work in Manitoba.

“Needless to say, graduates from USB’s education faculty have no trouble finding jobs upon graduation,” he said. “Strong community roots, favorable working conditions and a growing French community certainly play a role in staying in Manitoba.”

Unfortunately, even with the high retention rate and increasing number of graduates, USB is unable to meet the demands of DSFM and Immersion.

“The situation is complicated for Immersion and DSFM as we are both looking for French speaking teachers and let’s face it, besides USB, the number of available qualified French speaking teachers in the province does not cover the number of position to be filled,” said Laberge.

Laberge is quick to point out the important role of Immersion in developing French education in the province, he admits that going after the same pool of teachers presents some issues.

“I have nothing but the utmost respect for the work they are doing in Immersion, but I would say there is a healthy competition when it comes to recruiting teachers.”

While salary is comparable in both DSFM and Immersion, the choice between teaching at a DSFM school versus an Immersion one usually comes down to linguistic aptitude and something a little deeper – the sense of self and duty.

“Some teachers feel more confident than others in mastering the language and therefore will feel more comfortable teaching in Immersion,” said Laberge. “For others, teaching at DSFM is part of their heritage; it is in their blood and it often is a matter of who they are.”

This “healthy competition” between DSFM and Immersion schools has prompted many school divisions to cast their nets far and wide to find teachers to fill their French language classrooms and many are turning to out-of-province recruitment to fill the gap.

According to Canadian Parents for French, in their report on The State of French Second Language Education in Canada 2018, the uneven concentration of French speakers across the country, varying provincial requirements for students to study French, the demand for French speaking individuals in many



“There is a shortage of qualified French language teachers, especially in the rural parts of the province, and to make matters worse, we also have a shortage of qualified French language substitute teachers.”

- Alain Laberge, Superintendent, Division scolaire franco-manitobaine (DSFM)

other economic sectors, and ultimately, the hard-to-predict decisions people make in choosing a career path weigh into the challenge of recruiting, hiring and retaining French Immersion teachers.

Elaine Egan, Assistant Superintendent, Pembina Trails School Division has travelled to McGill University, in Montreal, for several years in the hopes of recruiting bilingual teachers for the division’s 13 Immersion schools.

“We are always looking for quality educators,” she said. “We do not have a shortage of bilingual teachers, but it is

certainly more challenging so we start early and spread our search widely. We are always proactively looking to attract talent to Pembina Trails.”

Egan said Pembina Trails is creative in its approach, using tools such as social media to help spread the word as well as attending local university career fairs and working to create relationships with education departments.

“This layered approach has helped us get in front of staffing needs,” she said.

Once recruitment moves outside the province, school divisions pull out all the stops as they try to entice French language teachers to make the move to their respective provinces. For example, the Vancouver School Board offers a \$1,500 moving allowance to teachers willing to come from outside of the province, while schools in Southern Ontario rely on the beauty of the region as their major selling point.

Furthermore, the British Columbia Department of Education is now funding scholarships to encourage French students and teachers to study and teach in the province, while the Ontario government is funding professional development initiatives to help qualify more French teachers as well as helping new immigrants who can teach and speak French find jobs.

“Experience has shown us that it is important to have good supports in place if we are bringing in new immigrants to teach in Manitoba, as our system is very different than the one in France, for example,” Chartier said. “Bringing new immigrants in requires them to have some training upon arrival before going into our school system. Supports are also needed for those who find themselves in a small rural setting. Helping new immigrants integrate into the community is critical to their well-being and hence staying here long term.”

She said that the French educational stakeholders are looking to develop a “home grown approach” to solving the French teacher shortage issue.

“Currently, as a group, we are looking at having youth, undergraduate students, post-secondary educators, and other French-language learning stakeholders be informed about the career path of teaching in French and given insight to teaching as a career option that is viable, worthwhile, personally enriching and rewarding,” she said.

LETTER TO THE EDITOR

GOERTZEN MUST SUPPORT INCLUSION, JOIN THE PARADE

ROBBIE SCOTT, DAKOTA COLLEGIATE

In reading the cover article in December's "Manitoba Teacher", it reminded me of a significant concern I've had since it was announced that Kelvin Goertzen was the new education minister. For three years now, Mr. Goertzen has refused to attend or support the Pride Parade that takes place in his home riding of Steinbach (in fact, the parade route goes right past his constituency office). He has said in interviews that he would not attend the Steinbach Pride Parade because he considers the event to be about "shaming". He also has in the past publicly stated his opposition to same sex marriage.

As an educator who has been involved in the Gender-Sexuality Alliance (GSA) at our school for more than 10 years, it greatly troubles me that the education

minister would hold such views. For many Manitoba students, Pride Parades such as the one in Steinbach are a rare chance for them to feel respected and valued for who they are (which is, in fact, the exact opposite of shaming). The fact that we have an education minister who isn't able to see or honour that is beyond troubling.

Many of Mr. Goertzen's Progressive Conservative colleagues have attended Pride Parades (indeed, Manitoba Premier Brian Pallister spoke at last year's Winnipeg Pride Parade), so this is not something that is dictated by party affiliation. Clearly, Mr. Goertzen's decision to not attend this event is a personal choice (which, of course, is his choice), but it seems very obvious that this decision sends a message of disrespect and exclusion to many staff and students

across the province (particularly in his home town of Steinbach, where there has been a significant history of issues around GSAs and the inclusion of LGBTTQ students in the Hanover School Division)

In the article, Mr. Goertzen said that he wanted to hear from teachers, since "whose opinions would have any more value than the people who are in classrooms every day?" Well, Mr. Goertzen, here's advice from one classroom teacher – you need to attend this year's Steinbach Pride Parade if you have any respect for inclusion and diversity. If not, then you will have truly brought "shame" to the office of the ministry of education by putting your own personal prejudices ahead of the well-being of the students and staff of Manitoba schools.

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Become a better adult educator

Experts can learn from online program too

Marie Antaya knew Program Development for Adult Learners (PDAL) was a good program when her first round of students reported how much value they got out of the two core courses she developed and instructed.

“Even an industry expert was able to learn from it,” says the instructor and content developer for the new PDAL certificate program offered online through Extended Education at the University of Manitoba.

“A good program can help to transform a person’s career. In our first one, students were fully engaged and learning. They made a strong connection with their classmates. A number of students emailed me to say it was so user-friendly and a better learning experience.”

Find your answers

In Antaya’s PDAL courses, during the first week, she asks students to pose three questions they would like to have answered by the end of the course. “I have yet to have a student who cannot answer their questions. They all do it. They work



Marie Antaya, PDAL instructor

through, and find the answers they are looking for.” Online learning has come a long way from the old correspondence courses, she says. “Students can get to know each other even better online, and still feel a part of the class.”

In the summer of 2017, Antaya was asked to develop the PDAL program, and the first session started in January of 2018. PDAL was designed to replace the former Certificate in Adult and Continuing Education (CACE) with a more current and relevant program to be conveniently offered online.

“CACE was a lot of theory-based design. PDAL is more practical, so students can neatly take the ideas and apply them to the work they do. It is also built on the Institute for Performance and Learning (IPL) competencies framework. These key principles for effective training look beyond what needs to happen in the classroom so students are trained for the classroom and beyond.”

The Winnipeg resident and owner/operator of Eclectic Communications for the past 10 years has worked in learning and development for nearly 18 years. Eclectic has a team of consultants providing training programs to improve communication skills across Canada.

Create a safe place to learn

Her first teaching job was teaching adults how to skate. “I learned that adults can be petrified and need support. It is so important to provide emotional support first, and create a safe place for them to learn.”

“I kind of fell into learning and development,” she says, noting how she found herself in her first job after university in the corporate training division of a CEGEP in Quebec. “Through the years, I have done a lot of work with adults and children in learning environments. I have had a lot of mentors.”

Her work on the two PDAL required courses, Adult Learners and Program Design, was a rewarding challenge, she says. “The results exceeded my expectations. I was amazed at how students took the initiative and the instructor became secondary. They got involved and started learning from each other. That’s how it should be.”

Keep learning

In addition to her degree, Antaya holds a Certificate in Adult Education, and a Teaching English as a Second Language (TESL) certificate from the University of Manitoba. She encourages adult educators to keep learning, with PDAL.

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    #AccessUM

BY JENNIFER MCFEE

SEEDS

From the time they're just young sprouts, students can cultivate a healthy appreciation for gardening that flourishes in the classroom and beyond.

And gardens are popping up more and more in classrooms across Manitoba through all seasons.

"That's one of my passions," says Suzanne Simpson, school garden consultant with Sage Garden Greenhouses. "I know what the research says about best practices for gardening with students and also the pitfalls to avoid so you don't end up with a garden full of weeds."

Sage's school support services are one of the reasons school gardens are a growing business.

Simpson studied education herself. For her master's thesis, she explored garden use in Manitoba elementary schools.

As one option, they provide consulting services for staff or committees about possible projects they hope to undertake.

"We worked with some schools in the past year that wanted to install a garden, but they weren't quite sure which plants should be included or what the specific needs for those plants would be," she says.

"No one wants to invest time, money and effort and then have the garden fail. So we get involved to make sure that the plants are put in the right place for them to thrive and succeed so that your garden is a success."

Allowing ideas to take root, they also offer professional development days for teachers. Then through their kids' programming, the students' interest truly begins to blossom. All programs are available in English and French and they can be delivered in classrooms, at conferences or at the greenhouse.

"Schools can hire us to come in to deliver a program to a specific grade or to a classroom. It's very customizable," Simpson says.

"I had one teacher whose kindergarten class was doing an inquiry about bees and they were really interested in plants. We created a program about the type of plants that bees are attracted to, and now we're able to offer that to other classes too."

Pre-packaged programs are another option, with a list of themes posted on the Sage Garden website.





KNOWLEDGE

“We’ve done one with the medicine wheel garden, not from a cultural perspective but from a botanical perspective,” Simpson says. “We talk about the four plants that are included in the medicine wheel, the sacred herbs, and what they need to live and survive. We also talk about why they’re so representative of Manitoba and this corner of the world.”

In her experience, one of the main pitfalls occurs when someone tries to take on a school garden project without any backup help.

“You really need to have a committee. That’s one of the suggestions of the research. Another recommendation would be to make a plan before you start a garden. Unfortunately, a lot of schools start to think about gardening in the springtime, but the fall is really when you need to be thinking about your space and preparing your garden,” she says.

“I would even encourage the staff to pick it as a PD theme for a year and revisit it through different lenses. Then they can really consciously make decisions about where they are going to place it, how they are going to use it, and who is going to take care of it.”

Summer can pose another challenge for managing gardens since so much growth occurs during the months when school is closed.

“I have a list of 15 or 20 solutions, and I encourage teachers to sit with the committee and decide which one will work for them in their community,” she says.

“In some schools, parents take over the whole thing. Other schools go to different models, like hiring somebody. We have garden nannies at Sage Garden that can come and tend it for the two months that the children are away. Some schools use planters to send plants home with children to care for. In September, they can share their successes or failures. There’s a lot to be learned from plants dying too.”

Although there might be some hurdles to overcome, the benefits far outweigh the challenges of growing a school garden.

“When teachers think of gardens, they always think right away of the science curriculum connection. There are so many

fabulous hands-on science applications, but gardening goes way beyond that,” Simpson says.

“When you garden with students, you give them interpersonal benefits. When you bring the kids outside, it changes the dynamics between students and teachers — and between students and themselves. It also allows for intergenerational interaction because all of a sudden you have a very effective way to bring in the community.”

Last year, Simpson helped a school to create a diversity garden to forge intercultural connections that extend beyond the classroom.

“They were really struggling with ways to make school an inviting place for the neighbourhood. In their community, about 90 per cent of their student population spoke English as an additional language, so they wanted parents to feel welcome. But they weren’t involved in the school in the traditional volunteer capacities because language was such a barrier,” she says.

“So they approached us about starting a diversity garden. Gardening is a great way to overcome those language barriers because everyone can plant a seed and tend a seedling and pull a weed. You don’t necessarily need to speak the same language for that.”

In addition to these interpersonal benefits, gardening also promotes positive intrapersonal impacts.

“It gives a really grounding moment for students to connect with nature around them. Some of the research talks about how children with ADHD experience a calming effect by just spending time around plants,” she says.

“It lends to those kind of experiences where you can have a calming oasis in a little corner of your school.”

Of course, gardens also produce environmental benefits that can be a springboard for further learning.

“We talk about students needing to make little changes in their lives. But if all they know of nature is what they hear in the news about West Nile and Lyme disease, they’re not going to think favourably about nature

and they’re not going to change any practices to save it,” Simpson says.

“Research says if they have authentic positive interactions with nature before the age of 11, then they will make changes to their lifestyle and they will think about how their actions impact the world — and hopefully those actions will resonate at home as well.”

While there are ample opportunities to plant a spring garden, indoor winter gardens are another way to incorporate nature right in the classroom.

“Thanks to recent technology advances and more efficient lighting, we now have very affordable full-spectrum light. With this light, you can actually grow happy plants from seeds in your classroom, so it opens a world of possibilities for teaching,” Simpson says.

“This opens the door so you don’t need to rely on natural light; you can create greenery in your classroom with artificial light. You also create those interpersonal benefits from having that touchstone of something living and green and calming.”

As a related idea, Simpson encourages teachers to consider starting a salad club at school using veggies that they grow themselves in their indoor garden.

“I can come in and teach them how to start it up. You sow the seeds with the students once a month and it takes 28 days to get a crop of micro-greens. It’s really amazing how you can get such a variety of flavours at such a small stage,” she says.

“So every 28 days, you harvest this crop and you enjoy a little classroom salad together. Everyone shares. They’re eating greens and vegetables. They’re learning about the plant parts and the seeds and the stages of growth. You do it every month, so it becomes part of your classroom routine and a little bit of a celebration too.”

Research shows that if children grow the food themselves, they are more likely to try it — even if they’re fussy eaters.

“If they grow it, their household is also more likely to eat more vegetables and fruits,” Simpson says. “You don’t often see that transfer from school to home life so clearly.”



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.

TECHNOLOGY IN THE *classroom* WITH EACH GENERATION, A REVOLUTION!

BY MIREILLE THERIAULT

If ever there was a common thread in education these last hundred years or so, it is technology in the classroom.

Each incarnation of the newest trend in teaching tech – from radio, to teaching machines to iPads – has been met with a mix of enthusiasm and condemnation by educators as well as the general public.

Along the way the Society has been a voice of moderation, speaking on behalf of the interests of both students and the profession.

Within a half dozen years after the union was established in 1919, the first of many revolutions came over the air waves. It was, literally, a voice in the wilderness for hundreds of teachers around the province and they had Miss Lila Staples to thank for it.

The long-time history teacher at Kelvin School spearheaded the weekly programs aired through CKY starting in the spring of 1925. As head of the committee, she was instrumental in recruiting urban teachers to prepare high-school level programs on topics ranging from literature and music to science and history.

Schools, or listening groups if the radio lesson was outside the classroom, were urged to have a recording secretary report on the number of listeners each week. Teachers as well as the general public

submitted letters of praise and thanks from across the province, although there were naysayers too in the debate over the place of such daring innovation. Peering far into the future of 1950, some predicted the teacher would be replaced with no more than a speaker at the front of the room. Later, the Department of Education would take over the work of arranging broadcasts for another 30 years or so.

By the time television was common in living rooms around Manitoba, radio programs were still around but mostly used in rural, elementary school settings. Having seen the benefits of broadcasts in schools, television should have been an easier “sell” but if the number of articles the Manitoba Teacher ran on the topic is any indication, there was plenty of discussion. To be fair, it wasn’t so much a question of whether or not television should be used in the classroom, but how and to what extent.

“When first considering TV, some questions seem almost automatically to come to mind. Can TV really teach? Is it just automation in education? Does it destroy the teacher/pupil relationship? Is it a threat to teacher security? Is it expensive?”

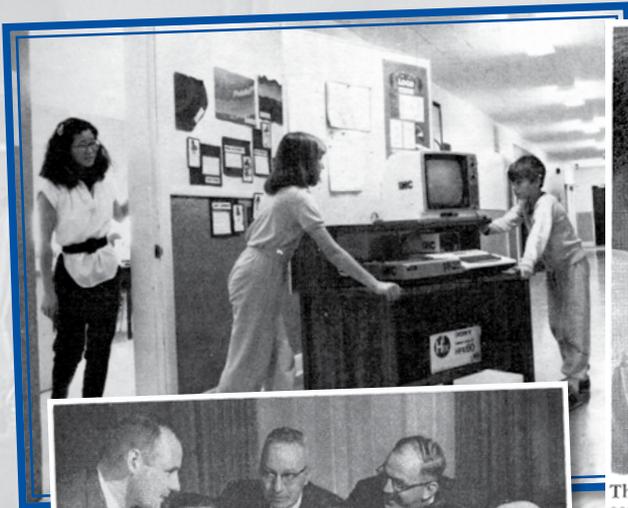
“In the matter of teacher/pupil relationships what, indeed, do most of us

dealing with 35 and more children per class in our urban secondary schools have to lose? Even here, however, a “closed - circuit” system can permit the specialist teacher to maintain his pupil contacts and relationships.”

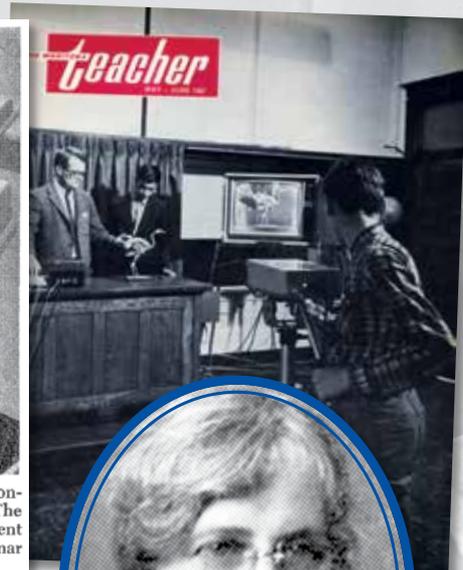
- The Manitoba Teacher, 1958

The MTS created an Ad-hoc educational television advisory committee in the early 1960s which included union activist and educator Sybil Shack. As principal of Isaac Brock School, she was actively involved in school broadcasting for many years and, if not the very first school in Winnipeg to have teachers prepare and broadcast TV lessons, Isaac Brock was a pioneer. Others like Tec Voc followed, but overall, in-school studios were uncommon given the cumbersome equipment of the day and complexities of editing and airing the programs.

If anyone was concerned – and again there were a few – that teachers would be replaced by a cold, talking box, they were soon relieved. While educational television in Manitoba began with great promise in the mid-1950s it never reached the kind of diverse programming and ease of access hoped for. There were numerous problems; a



This teaching machine is called a Koncept-O-Graph and was purchased by The Manitoba Teachers' Society at the recent Canadian Teachers' Federation Seminar on Programmed Learning.



The Canadian Teachers' Federation sponsored a four-day seminar on Programmed Learning last November. About 40 representatives from the ten provincial teacher organizations attended, among them W. B. Gordon, assistant general secretary, who is seen operating a teaching machine, while other delegates look on.



Lila Staples

maze of bureaucracy within government, broadcasters and producers, constantly changing hardware requirements, and value for tax dollars. In other words, many of the same concerns teachers and administration have encountered time and again, right into the modern times.

Still, the use of video technology became embedded in schools. The influence of TV news in particular gained a foothold, but the source of programming evolved beyond the scope of that provided by the department of education.

At the dawn of a new century, corporations were eager to get their commercials in front of the young captive audiences in Manitoba schools. They offered free equipment to schools if they would show their Youth News Network to students. The Manitoba Teachers' Society was a big part of the successful fight to keep YNN and its corporate-branded messages out of schools.

Then came the Internet.

Even though computer applications in schools began in the 1970s for administration and specialized computer courses, classroom integration didn't begin until the early 1980s. Once the microchip revolutionized processing, the age of personal computers was upon us.

Recognizing the revolutionary impact of computers on education and society generally, the Society's Provincial Executive on June 12, 1981, established a task force on the implications and use of computers in education. The task force has been assigned to:

- *compile information on current technological advances;*
- *examine applications of electronic technology, such as Telidon and Videotex;*
- *study the implications of the use of electronic technology for Manitoba teachers;*
- *and make recommendations for Society policy and activities toward the use of computer education.*

The work of the task force should alleviate fears that "the chips are down," as some teachers have suggested. The notion that teachers will be replaced by computers and their training has become outmoded does not have to come true. Instead, through the work of the network, Manitoba teachers will have the opportunity to develop a balanced perspective on the role of computers in society, establish policy on the appropriate use of computers in the classroom, and view the revolution in computers as a chance to be in the chips."

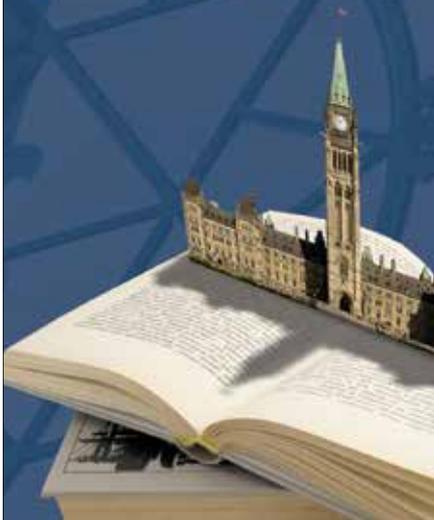
- The Manitoba Teacher - December, 1981

Aside from the usual problems of hardware and infrastructure, the use of computers led to new questions of access and equality, especially from the standpoint of regions within the province and even among divisions. Much like the first days of radio, virtual classrooms and distance education have been a boon to students and teachers alike, but modern questions of copyright over lesson plans and the value of work done under contract became a concern to the Society. Likewise, the recurring warning that teachers could be replaced altogether by a talking screen has died down but the very real consequences of technology, positive and negative, have been the topic of countless PD sessions, and addressed in collective agreement seminars.

Today's environment harkens back to the television era where the question is not whether the current technology belongs in the classroom but how and to what extent and how it impacts a teacher's relationship with students and even parents. In this capacity the Society's role is, as always, to keep the dialogue open and moving forward with the best interest of students and teachers top of mind.

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Teach English as a Second Language



Tatiana Galetcaia, TESL instructor

Online program with practicum could change your career

Just because you can speak English doesn't mean you are automatically ready to teach it. There's so much more you will learn to develop your skills and add a university credential to your resume with Extended Education's online TESL program.

The Teaching English as a Second Language (TESL) certificate program offered by Extended Education at the University of Manitoba is the perfect practical addition to your degree and/or experience, says Tatiana Galetcaia, instructor, TESL.

"Teaching English is about more than speaking it. The program's practicum is very important, to build on your learning and experience," she says, noting her students must get a feel for the classroom, and create strategies for interacting with students face-to-face so they can polish their teaching skills. "We consider what it means to study and learn a language."

Cultural differences

With over 25 years' experience teaching TESL programs, Galetcaia encourages her TESL students to consider the cultural differences that make a difference in how we communicate. For example, in China, students don't criticize the experts, so asking a Chinese student for a critique can be challenging.

It's also important to learn the right way to correct your students and provide constructive feedback. If you constantly correct them, it can be discouraging. If you don't guide them enough, you are doing them a disservice because they will not learn to communicate effectively. "Corrective feedback provided with too big of a heart can do students a disservice."

You don't have to be a native speaker to teach ESL, Galetcaia says. In fact, she is originally from the Republic of Moldova in Eastern Europe, and she holds advanced degrees in applied linguistics, followed by TESL training in Canada that honoured her knowledge and skills. "When I was learning English, I had language teachers who impatiently correct you, and I have had some who don't tell you when you are wrong. That's disappointing."

Understand your learners

Native English speakers tend to see themselves as a resource to copy, but they also need to understand where their learners are coming from, she says. "They must be ready to ask why we do this, why we say this. They must anticipate the questions of learners."

Non-native English speakers have the advantage of understanding the learner's perspective because they

were once in the learner's shoes. But they must ensure their pronunciation is clear and error-free so they are easily understood.

In Extended Education's TESL program, Galetcaia teaches two courses: Fundamentals and Principles of Teaching ESL, and TESL Speaking and Listening. The first course offers some important initial information on principles and theory, and advises on creating lesson plans. The second focuses on how to teach people to express themselves and be understood.

Proven lesson planning

Creating an effective lesson plan requires a proven approach, and in the program, instructors learn how to structure their lessons with a systematic structure that won't confuse their students, she says. "You build a lesson plan step-by-step with a scaffolding approach. You can't jump into things without preparation. We explain the stages of each lesson."

There are many reasons professionals take the TESL program. Some want to add an additional credential to their resume. Others want to teach abroad. TESL is a great opportunity to impress an employer or make a career change too, says Galetcaia. "You will open yourself up to the English language and new opportunities. If you are wondering what else you can do, to feel useful, help others, and advance in the labour market, this program could be the way. You will also discover so many things about your own knowledge and understanding of language. This could change your career."

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    #AccessUM

Connecting to the climate

STORY BY JENNIFER MCFEE

PHOTO BY MATEA TUHTAR



A local non-profit is helping students and schools that want to take action against climate change.

Climate Change Connection, hosted by the Manitoba Eco Network, focuses on one primary goal: to educate Manitobans about climate change, thereby encouraging them to take action.

Project manager Susan Lindsay says the most successful way to achieve their goal is through presentations — including the ones they deliver to about 50 schools each year.

“We customize our presentation to meet the needs of our audience. We have different ideas on what each audience wants,” she says. “So for younger-aged kids, we don’t even use the words climate change. We talk about connecting kids to nature. We talk about solutions and things we are already doing that are good for the environment and for the community — and even more things that we can do on top of that.”

For youngsters, Lindsay finds that they can easily understand — and apply — the information.

“The kids are stars. They are already on the path to being environmentalists, so they have the mindset that they need to protect the Earth and keep it healthy. It seems like they are eager to figure out what else they can do,” she says.

“They love to hear about how they can help to keep the animals well and to keep our air and water clean. They are such an eager audience.”

The presentations are ideal for any age group, from elementary school all the way up to high school. Beyond that, the non-profit also provides presentations to community groups and other organizations.

One of Climate Change Connection’s most popular projects is to distribute traffic signs that declare “Idle Free Zone: Healthy Communities Don’t Idle” and to reinforce the message through their presentations.

“We have distributed those signs across Manitoba. Almost all schools in Winnipeg have them,” Lindsay says.

“Some school divisions have taken it upon themselves to order signs to put up at each school. Other school divisions have allowed their schools to contact us themselves.”

These signs also create an entry point for presenters to come into schools and talk about the importance of idle-free areas.

“They’re a very simple prompt to do something good. We’ll talk to students about transportation and emissions or exhaust. It’s something that they can see and they can understand. It makes sense that it creates dirty air, so we’ll talk about that,” Lindsay explains.

“Then at the end of most of our presentations, we ask them about what else they can do other than turning off their cars and not idling. They always come up with many ideas.”

To wrap up presentations to younger kids, the presenters hand out stickers that say “Idle Free Expert: Ask Me Questions.”

“When they go home, their parents hopefully see it and ask them about it,” Lindsay said.

“And hopefully they can tell their parents about climate change or idling or keeping the Earth healthy — basically whatever they picked up from the presentation that day.”

“We customize our presentation to meet the needs of our audience. We have different ideas on what each audience wants. So for younger-aged kids, we don’t even use the words climate change. We talk about connecting kids to nature. We talk about solutions and things we are already doing that are good for the environment and for the community — and even more things that we can do on top of that.”

- Susan Lindsay, Project manager

The presentation format is flexible, so speakers could come to a school for a one-hour session with a class or they could return for a series of multiple sessions.

“Climate change is such a complex subject. Grade 7 is a great grade where climate change is introduced in the curriculum,” Lindsay says.

“Weather also comes up in Grade 5, so you can start talking about climate change at that point. Then you can use climate change as a unit in each grade after that. It actually could take up to five classes of time or longer.”

The presenters are willing to come to any school and talk to any level, Lindsay adds.

“If they’re not interested in the formal presentation, we have activities that we can do in the classroom,” she said.

“We’re also willing to talk to environmental groups about what they want to do in their school. We could even mentor them or help them come up with ways to take action in their school because that’s what we want to see.”

For teachers who’d like to extend the learning beyond the presentations, they can turn to the Climate Change Connection website (for additional resources, including activity sheets and lesson plans).

“We have created lists of things that classrooms or whole schools can do. That could be anything from holding an assembly to actually reducing transportation emissions. They could try taking school buses or just encourage people to bike and walk to school.”

As another idea, students could aim to reduce waste and start composting.

“If it’s a high school, they could even do a school waste audit, and we would help them with that,” Lindsay said.

“They can tackle food issues in their school, whether it’s through litterless lunches or hosting a 100-mile fall supper. They could work on gardening or get a refillable water station. There are so many great ideas and every school is so different.”

As another initiative, Climate Change Connection also hosts youth conferences on climate change.

“These are usually for high school students that we get for a full-day conference. We bring in experts and we talk to them about climate change, transportation, consumerism, energy or issues in the North,” Lindsay said.

“Usually in the afternoon, we talk about what you can do and how we can solve the problem. There are great action items at the end of the day so that their school walks away with a plan or ideas of what they can do.”

Looking ahead, Climate Change Connection is also planning a project that would use climate change as a thematic unit throughout all subjects, from math and science to geography and language arts.

“A teacher could teach it for a whole unit and cover all of those disciplines,” Lindsay said.

“The goal that we have in the next year is to be able to provide a resource for teachers to help them understand climate change and also bring it into their classrooms in all the disciplines.”

For information about Climate Change Connection or to request a presentation, visit www.climatechangeconnection.org.

My Classroom. Our Future.

BY ANNE BENNETT

On January 23, Education Minister Kelvin Goertzen announced the names of nine commissioners who will lead the long-awaited review of K-12 education in Manitoba. At that time, MTS was well into production of an advertising campaign slated to begin in late February and continue – save the summer months – up to the provincial election in 2020.

Reflecting the reality of Manitoba classrooms through the voices of those who create them, the “My Classroom. Our Future.” campaign is anchored in 30 second television ads, supplemented by billboard, digital and sharable social media advertising. Longer form interviews with the teachers will be housed on the MTS website, with links provided for use on social media platforms.

The first flight of the campaign, from late February to late May, features three teachers: Tammy Tutkaluk of Brandon

School Division, Wade Houle of Mountain View and Michelle Jean-Paul, a principal in Metro’s Seven Oaks. Each teacher reflects on the joys of their practice, while acknowledging the increased complexity brought on by poverty, growing class sizes, and reduced resources. While each teacher’s school environment is unique, the common thread is the degree to which Manitoba teachers are stretching to respond to student needs.

MTS is currently in pre-production for the second flight of ads, slated to run from early September, 2019 through the holiday season. Six teachers will come on stream at that time, relating both the unique experiences and common ground that define the life of an educator.

While pointed and sincere – the ads are not scripted – they are also non-partisan. They are intended to create awareness and generate dialogue at a crucial time for the



public education system. Above all, the campaign should encourage MTS members to use any and all opportunities at their disposal, from parent-teacher conferences to staff meetings to presentations to the commission, to add their own voice and perspectives to the conversation.

Warming hut hits the ice

After months of preparation, the MTS one-room school house warming hut is on display on the Red River Mutual Trail at the Forks.

Students from Tec Voc High School’s Carpentry, Design Drafting and Welding Technology programs all worked on the project, which was commissioned by The Society to help mark its centennial anniversary.

In addition to providing an escape from the cold, the warming hut serves as a mini museum complete with old class photos from some of Manitoba’s first one-room school houses and furniture from that time period. The furnishings inside the hut were also built by the students at Tec Voc.

Situated on the Assiniboine River, closest to the Forks Market, the hut will remain on the skating trail for as long as the trail is open.



See what's out there for you with Access



Antonina Kandirun always knew she wouldn't be able to achieve her dreams and goals if she stayed in the only place she had ever known, her small northern community. Fortunately, she took some good advice.

"My dad always said Churchill will always be there. You can go back if you need to. Try leaving and see what's out there," says the second year University of Manitoba Access Program student. "It was hard to leave. I don't know if I would still be in university if it wasn't for Access. It was such a big change."

Access Program

The Access Program at the University of Manitoba provides holistic support to Indigenous, newcomer, and other U of M students, empowering them on their path to success.

In Churchill, Kandirun, who identifies as Métis Cree Russian, had only 200 students attending her preschool to Grade 12 school. She knew her school did the best they could to prepare students for university, but she wasn't sure if she was ready.

Fortunately, she learned about the Access Program. "Access is not just for health careers. More students need to know about the Access Program," she says, noting all students heading to U of M can apply.

As an Access student, Kandirun was placed in smaller classes for her first year and had the opportunity to make several close friends. "Having friends is really helpful."

The Access academic advisor helped her to explore her course possibilities when she had no idea how to proceed. Access staff helped her to find out about and apply for bursaries when she struggled with expenses.

Her Access personal counsellor was there to talk about her transition to university. "I didn't always think I would have something to say at our meetings, but I always do."

Tutoring

With the support of Access tutoring, Kandirun's studies go very well, and she has attained good grades. "I wouldn't have been able to do that without Access. It's not an embarrassing thing to reach out for help. My grades improved and I finally understand what was hard to understand."

It's important to have people who care about you, she says.

Identity and belonging

With Access, Kandirun also learned how to properly self-identify and how to embrace being an Indigenous person. She realized her Métis identity was about her connection to the Red River Métis, and that sense of identity became a huge part of how she feels about herself. "It's important to belong to something."

Access is located in Migizii Agamik (Bald Eagle Lodge) on the U of M's Fort Garry Campus. "Migizii is one of my safe spaces. I am very comfortable here. There is always someone I know around. This is my second home."

Of the less than a dozen students who graduate from Kandirun's high school each year, only a couple go on to university. "Students don't realize what else is out there. They are intimidated to leave. A lot of people spend their whole life in the same community."

See what's out there

She encourages others to see what's out there for them, at the U of M, with the Access Program.

"My brother didn't care about school growing up, but he saw me and he realized it is possible."

Since high school, Kandirun has dreamed of being a doctor. "There is inadequate health care in Northern communities. Little things can be fatal. Doctors are rotated. Forming trust can be intimidating. I want to go home and be a permanent doctor."

She encourages Indigenous residents of Manitoba to apply to the Access Program, and attend the University of Manitoba.

umextended.ca/access

"Access provided me with the resources to ensure my success along the way in my academic journey. The environment in itself is very inspiring."

Naomi Edwards, Access Student

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- University of Manitoba Access Program (UMAP) supports students in degree and diploma programs.
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To learn more visit www.umextended.ca/access or call 204-474-8000



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PORTFOLIO



OH,
SAY
CAN
YOU
BET

While the Super Bowl may have been boring, betting on the pomp around the event definitely had its moments. Most bookies set the over-under on the Star Spangled Banner at 110 seconds. In other words you could bet Gladys Knight would sing it in less time or more time. Knight finished at 120 seconds, but controversy followed when it was discovered she said the last word "brave" twice. Rules are that timing stops after the word "brave." Turned out some bookies paid the under and some the over, and no need for a replay decision from New York.

When the closets of **history** spring open

BY GEORGE STEPHENSON



There was a time in politics when there was a saying, coined by the governor of Louisiana, that the only thing that would derail a career was being caught with a dead girl or a live boy.

Crude, yes. True, probably.

No longer, though.

In the past year political careers, along with others, have been piling up like so many garbage bags in an overflowing dumpster. Many, possibly most, have involved the uncovering of indiscretions from decades long past.

The pinnacle has to be the situation in Virginia where a picture of a couple of white guys, one in blackface and one dressed as a Ku Klux Klansman, had been discovered on the governor's 1984 yearbook page from his days in medical school.

The governor first admitted it was him, then backpedaled and said it wasn't, then admitted that he had on another occasion put on blackface for a dance competition in which he pretended to be Michael Jackson. As for the picture, Governor Moonwalk couldn't remember if it was him; because who could be expected to remember a time in their lives they put shoe polish on their face and posed with someone wearing Klan robes?

With the revelations and obfuscations, there came a resounding chorus for him to resign.

Lt. Gov. Justin Fairfax come on down! He was next in line if the governor resigned (which hadn't happened at this writing),

AND THE MOON IS A FRAGRANT LIMBURGER

A municipal councillor in Quebec is questioning whether the earth is actually round. Nathalie Lemieux of Gatineau says information about the shape of the world is being withheld. "Who decided that the Earth is round, and why should we believe it?" she asked. "Now that people realize that it's possible that the Earth is flat, why do they want to hide the explanations that prove it." Lemieux had already been known for claiming that Islamophobia was something invented by Prime Minister Justin Trudeau. "These people do a lot of things wrong, with their trucks and all that, it's normal to be scared." Huh?

A REAL SNOWPOCALYPSE

While Winnipeggers watched extreme cold warnings overtaken by extreme snowfall warnings last month, things apparently could have been worse. In Tahoe, Nevada, there was so much snow, ski resorts had to close. Some received a metre of snow in 24 hours and one reported 2.5 metres in a single week.

except that he had been twice accused of sexual assault.

Attorney General Mark Herring come on down! He was third in line, except that he admitted donning blackface for a college party in 1980 to look like a rapper he admired.

These three amigos highlight the problems of the new political realities. You have a couple of Virginia hams who, back in the day (or daze), thought it was cute to imitate African Americans. Then you have the third who might be a rapist.

It shows that we need a universal formula to deal with these situations. First would be to exclude all those who have been accused of assault, sexual or otherwise. They should be in jail, not in office.

Then we would need a numbering system for the stupid things those others did or wrote in the past. Each could have a value, like one for mooning and opposing sports team to 10 for mocking minorities. We would have to factor in their ages at the time of the offence and how long ago the indiscretion occurred and whether there was any evidence of continued douchebaggery.

Mitigating elements might be whether there was a sincere apology or aggravating factors because the apology was of the sorry-I-got-caught or sorry-if-I-offended-someone variety.

As well, we would need a method of dealing with multiple-offenders who have been accused of both assault and of being all-around jerkwads such as U.S. Supreme Court Judge Brett Kavanaugh (sexual assault, bar fight,) and our own provincial NDP Leader Wab Kinew (physical assault, vile descriptions of women).

In the end, perhaps we could come up with a final asshat rating for all those who were just dumb kids during different times and those who, as adults, simply tried to bury their idiocy with their own overarching ambition.

It might also show that we need more women in politics. At worst it would mean more diversity among the ranks of the rank (now populated almost exclusively by men) and at best have politicians who did not spend their youth in clown camp.



ŠĪĒAZY & DUMB

A school custodian in New Jersey was arrested for installing a camera in a washroom used by a female night shift employee. The creepy scam was discovered after the woman noticed the camera and viewed what was on it. The star of the show was the custodian, who accidentally recorded himself installing the camera. After the discovery he asked her for his camera back. She refused, giving it to police instead.

LIKELY HIS PARENTS NOW AGREE

A man in Mumbai says he is suing his parents for giving birth to him without his consent. Raphael Samuel. According to reports, Samuel is a committed "antinatalist", a supposed belief that it is wrong for people to procreate. "I love my parents," he writes on Facebook, "and we have a great relationship, but they had me for their joy and their pleasure." Not anymore.

QUESTIONS OR COMMENTS?
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REFRESH

BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR

[Nikias Molina - Apple World - YouTube]



Students cheating like pros?

Until I spotted a piece called Rich Kids Are Cheating in School With Apple Watches by E.J. Dickson on theoutline.com, the concept never occurred to me.

Obviously, the potential is there to use these Dick Tracey-inspired gadgets for no good. But can students even afford an Apple or Android watch? Well, most of us never dreamed students would be walking around with \$700 phones in their pockets either.

Still, how many kids do you know even wear watches? And don't these watches need to be tethered to a smart phone anyway?

Type "cheating with an Apple Watch" or "cheating with smartwatches" into YouTube and you'll pull up a healthy number of how-to videos, mostly by U.S. students, excitedly sharing their favourite tips.

As Phillip from the FamSquad media channel on YouTube makes clear. "I'm not responsible if your teacher catches you, and I'm only doing this for entertainment purposes," he says. "If something happens to you, do not blame me." Phillip then goes on to name an app (Spicker, Cheat Like a Pro) that lets you upload and scroll through tons of colour-coded notes.

Next up, a fresh-faced host on the Apple World channel shows how to download PDFs to your Apple Watch.

Huh? PDFs on a watch? You might as well look at Lake Louise through a keyhole, right? But this enthusiastic high schooler makes it work.

He has a disclaimer, too. "If you're my teacher, don't kill me. I'm only doing this video because my subscribers asked...I don't want to go to jail."

I asked a few Manitoba teachers if they've ever come across a classroom cheating incident with a smart watch. And while many didn't, it's not unheard of.

"Yes, we had our first incident with this recently," said Rob Fisher, principal of R.D. Parker Collegiate in Thompson. Fisher says it's common for teachers to ask students to put their phones in a basket before the start of a test. But not their watches. And there was an incident.

"Either we've been oblivious until now or what I really think is that most kids don't have an Apple Watch. Now we'll start asking kids to remove their smart watches before they take the test. We definitely want students to use technology, but we

certainly don't want some kids having an unfair advantage in these situations.

Maria Nickel, who teaches at École Stonewall Centennial School, says she hasn't had any smart watch infractions in her classroom. "I make them take them off before we do tests, then give them back after the test. No phones either."

A teacher at a high school in Winnipeg said, "Hmm, not that we know of, but that doesn't mean it hasn't happened."

There's no doubt students love technology, and many teachers encourage them to use it at appropriate times. After all, as the cliché goes, "There is more power in today's smartphones than the computer that sent Apollo 11 to the moon." So why wouldn't you take advantage of it?

Smart watches are just another wrinkle in the evolution of tech that students will be bringing into the classroom - one that teachers will need to police and create policies for.

As for Matt Henderson, assistant superintendent of Seven Oaks School Division, he says there shouldn't be a problem with the new-fangled time keepers. "It's pretty hard to cheat when you're working on projects of significance."

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At The Manitoba Teachers' Society, we realize there are times we could all use extra advice, support, information or inspiration. We are excited to be bringing you LifeSpeak – a digital wellness platform that can provide MTS members and their families with instant access to expert advice and confidential information when and where they need it.

There are over 480 expert-led video modules on topics such as:

- Mindfulness
- Eating for Optimal Health
- Better Sleep for Better Health
- Mental Health Stigma
- Parenting Topics - from Maternity to Teens
- Shifting Your Mindset to Wealth
- Stress Mastery
- Couples Relationships
- Professional Development & Leadership content
- Digital Addiction

LifeSpeak will be available 24/7 from your smartphone, laptop or tablet. Access is anonymous and confidential.

Look for LifeSpeak in your members' portal beginning in March 2019.

