

THE MANITOBA

Teacher

OCTOBER/NOVEMBER 2014 VOLUME 93 NUMBER 2 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

CMHR:

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teachers



The Manitoba Teachers' Society is looking for photos, artifacts and other records of teaching and Society activities from 1919 to the present.

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The Manitoba Teachers' Society



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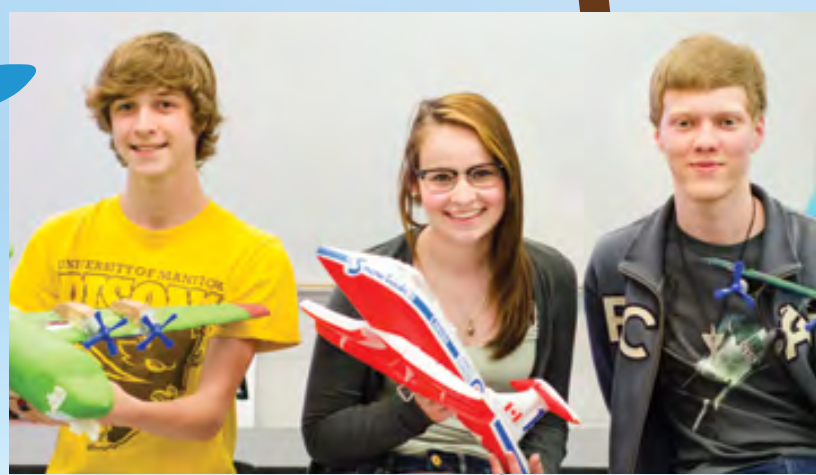
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CMHR opens, offers range of resources for teachers and students



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Students at Sturgeon Heights are flying high in a unique aviation program.





PRESIDENT'S COLUMN

PAUL OLSON

B.C. teachers have reached a deal with the B.C. government. In Manitoba that would mean something, but unfortunately the B.C. government has ignored previously negotiated collective agreements and two B.C. Supreme Court decisions directing them to make good on their commitments.

In other words, I trust the B.C. Liberals about as far as I can push a school bus up an icy hill.

But they have to try something. Our colleagues haven't been paid in months. Local fundraising drives are going on to help B.C. teachers pay the bills. Some of our colleagues have been selling their furniture in order to buy groceries.

I'm outraged at the treatment of our colleagues, at the treatment of their students, and at the lessons being taught in B.C. about arrogance, power, and abuse of the public trust. I doubt that the Premier's day planner would stand up to evaluation against a rubric that includes 'don't be evil'. (Hey! How about a standardized test for politicians? No? Didn't think so.)

In a crisis—whether a teacher, doctor, police officer—one responds first to the acute need. If a kid is “bleeding out”—educationally, or literally—we put pressure on the wound, and move mountains to make sure they see another day. And then, we drag ourselves home, hands shaking, voice cracking, and hug our kid, spouse, dog. And we try to recover enough to go back the next day.

I've been there. Almost all of us have. And yet if I have any message to share with you after 20+ years in elected positions, it's this: crisis response is not enough. Coping is not enough. Surviving is not enough.

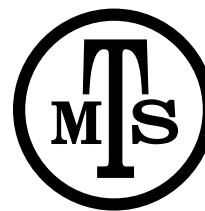
Resourcing education properly—or not—is a political decision. Ensuring health care and food security and water security is a political decision. When I saw a kid in crisis 20 years ago, I saw a kid in crisis. Today, I see a kid in crisis due to the preventable and predictable results of decisions about power, money, resourcing, and curriculum that were taken by people who look at kids as profit generators, and teachers as impediments to a better bottom line. These same people fund election campaigns and public relations campaigns. They also assert such charming notions as, “Access to water is not a human right.” (Yeah, that was the CEO of Nestlé.)

B.C. is passing through a localized version of hell, but after the groceries are bought—or donated—the question must be answered: How does a government get to the point that it can ignore legal contracts and court rulings with impunity? How do the corporate and political spin masters so manipulate the public that this becomes acceptable?

Funding, PR, spin, and marketing do not make laws, regulations, policy, or curriculum. Politicians do.

If you're as tired as I am of watching kids and teachers bleed out, then the fight is at the ballot box, people. School board. Council. Legislature. Parliament.

Ask every single candidate about public services, health, and education. Citizen is a verb.



The Manitoba Teachers' Society

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INSIDE MTS

KEN PEARCE, GENERAL SECRETARY

The archiving project at MTS continues to progress. As you can see, publications' staff has completed the first stage of the changes to our auditorium foyer, a mural that reflects part of the history of the Society in its advocacy role.

These pictures are from a rally at the Legislature in the 1990s, protesting imposition of what was seen as draconian interference in the ability of teachers to bargain professional working conditions and salaries in good faith with our employers.

I recall this was my first duty as newly-elected MTS president of the Society to address close to 4,000 people—a daunting task for a classroom teacher, especially as I had to follow the leader of the opposition, Gary Doer.

The next step in the foyer project will be to create a decade-by-decade portrayal of Society challenges and successes in the province, starting with 1919 to 1929. If you have stories or material in your attic or you know of a source of artifacts, pictures, magazine articles, or anything that would help us to create a history of Manitoba's schools and teachers, please do let us know. This includes material from each decade to the present. A personal example I could use would be to outline the changes in equipment we used in our schools over the past several decades. Remember the 'ditto machine', a spirit duplicator that was a form of isopropyl alcohol-based lithographic printing device? This machine would not meet Workplace Safety and Health requirements today. The purple ink stained fingers we had then were soon replaced by inky fingers from the Gestetner ink duplicator. Remember the Epidiascope? It was used to project text book pages on the wall. Of course we also had slide projectors in use and overhead projectors and the digital overhead projectors and smart boards that came after this. Oh, and those who taught typewriting saw rapid change—in just a decade and a half we went from manual to electric, electronic daisy wheel and golf ball



printing typewriters to microcomputers and from dot matrix to ink jet to laser printing. From blackboards to smartboards, if you have anecdotes or pictures, please send copies to us!

As we prepare for the 100th anniversary and our 2019 AGM, we would like to hear from anyone who has a treasured memory of their experience with the Society. We hope to create a truly representational history of teachers and The Manitoba Teachers' Society.

There are so many aspects to our lives as members—working in schools, participating in Society and other committees, undertaking professional development, running for political office or serving on staff and providing backroom planning and organizing, experience that created our history.

Please share this with us. See the ad on page 2 for more information.





The human rights

classroom

When teacher Anita Maharaj Kumar brings the issue of human rights into her classroom, she strives to prepare lessons that will engage and enlighten her students. But every once in a while, the lessons come from the students themselves.

Now an English, History and Global Issues teacher at River East Collegiate in Winnipeg, Maharaj Kumar recalls a previous junior high class with two students who had both emigrated recently from different regions of Somalia.

“These young men were constantly at odds with each other and would argue at any opportunity in my classroom. After a couple of weeks, I realized, “This is more than just two kids squabbling,” she says. Maharaj Kumar sat the students down to talk and learned they were from neighbouring, enemy tribes back home.

“They explained that it was natural for them to dislike each other as that was how it was back home, and they didn’t ever have to interact with one another. But here in Canada things were different. Nobody had ever explained to them that here, we are viewed as equals within a diverse society, we celebrate differences as this is how we live; this is what makes us Canadian.”

This experience prompted Maharaj Kumar to begin sharing stories in class about empathy and compassion while focussing on different life experiences, as well as teaching the value in learning from injustices and instilling a sense of power in students to make positive change.

“At the end of the year, those two boys came to me and said, ‘If we hadn’t had the opportunity in this classroom to discuss some of the things we did, we would have walked away and never examined why we were doing what we were doing.’ That was a pretty amazing experience for me,” Maharaj Kumar says.

A champion of UNESCO schools like her own, Maharaj Kumar has been incorporating human rights teaching into her lessons for years. However, she knows there is more that she and her colleagues can do to address human rights issues—a topic that all teachers across Canada are required to include in their teaching. Over the past decade, all provincial and territorial departments of education have integrated human rights education into curriculum. However, research shows that only one in four teachers has received any formal training in human rights education, and that there is a gap in resources, especially in human rights education designed for elementary students and in French.

ROOM

BY SHERRY KANIUGA

Teaching human rights does two things: it helps students connect with others, and it grows compassion for understanding and empathy. When kids are brave enough to bring their ideas forward and their ideas get challenged, they grow. They want to actively start building a world that allows for a peaceful existence.

Anita Maharaj Kumar

English/History/Global Issues teacher, River East Collegiate, Winnipeg

Thanks to a collaboration between the Canadian Teachers' Federation (CTF) and the new Canadian Museum for Human Rights (CMHR) in Winnipeg, a new resource has been launched that can help teachers with some of the biggest barriers they say they face with teaching human rights: resources on human rights are available, but difficult to find because they are not centrally accessible anywhere or organized in a way that is easy to search.

The Canadian Human Rights Toolkit is a new central online hub for education resources, free to all K–12 teachers across the country. The CTF and CMHR researched educators' needs in order to assemble the online database, which launched in September with more than 200 teacher-reviewed resources and tools focusing on human rights.

Teachers can search the toolkit for resources including lesson plans, teacher's guides, manuals, handbooks, study guides, and more, and filter the results by province,

language, grade level, and subject area. Still in its early stages, the toolkit will be an evolving database of Canadian and international resources, and will grow with the help of user-contributed content to provide teachers with unparalleled access to new ideas and innovative practices being used by teachers all across the country.

"The online toolkit was built by teachers to respond to a need expressed by teachers, and our plan is to ensure that resources will continue to be reviewed by teachers so that the toolkit will continue to contain high-quality educational resources," said CTF President Dianne Woloschuk. "We know that teachers will appreciate having one central location where they may find a rich selection of resources to complement their planning."

A member of the CMHR's teacher advisory committee, Maharaj Kumar says she knows the resource will be invaluable for her and her colleagues across the province and the country. It will also help them feel connected to Canada's



new national museum, which opened September 20.

"You can't teach human rights in a vacuum—it has to be dialogue-based and action-oriented. If we end up discussing an issue during class that I may not be prepared for, if I say 'Let me get back to you on this' we would lose the momentum such discussions create. Instead, I can say 'Let me get some more information about this subject now'. The idea of something right at my fingertips is really exciting," Maharaj Kumar says.



Students can feel the empowerment to make a difference. Teachers need access to those most current resources, so we can help young students understand what's happening around them right now.

Tanya Lemoine

Grade 5/6 French immersion teacher, École Saint-Avila

Tanya Lemoine, who teaches a Grade 5/6 combined class at Winnipeg French Immersion school École Saint-Avila, builds human rights into her classes by emphasizing respect, equality and children's rights around the world. But she says she would like to go even further in teaching about human rights.

"Finding the excellent resources needed to support my students at a developmentally appropriate level can be really challenging. You want to do more than just give them a book to read—you want them to see video, hear songs, to get to hear different perspectives through all kinds of media, so you are reaching those different types of learners."

The challenge lies in the time it takes to gather those appropriate resources, she says.

"When teachers have 30 minutes of prep time and they have to consult five or six different resources to prepare one lesson, you know it won't get done in that time," says Lemoine. "To have that go-to spot

and access this toolkit and all the resources from a national level that we can use to build a lesson is just going to help make our time so much more efficient. I'm really excited about it."

Before assembling the toolkit, the CTF and CMHR joined forces to survey 2,585 teachers across Canada about what, how, when, why—or why not—they incorporate human rights teachings into the classroom. The results showed a pressing need for more: not just more time, but also more resources and more trust in those resources.

"These new resources will fill gaps in human rights education and better equip Canadian teachers to prepare appropriate lessons to engage students and enrich their human rights learning experiences," says CMHR President and CEO Stuart Murray. "Wherever teachers live and teach from coast to coast to coast, regardless of whether they are teaching early, middle years or senior years in English or French, access to the toolkit and the museum is theirs."

Because the content of the toolkit is entirely chosen by teachers and peer-reviewed, it is more trustworthy than materials that a random internet search might yield, Maharaj Kumar feels.

"I can search for anything on my computer at any time, but I'm not always confident about where the information is being sourced from or how accurate it is," she says. "When I go online to use the Canadian Human Rights Toolkit, I know I'm getting information and resources that are accurate and vetted. It won't be slanted or partisan in any way. That's really

significant for me as an educator."

"The goal of the toolkit is to make the task of finding information and tools as easy as possible for the teacher, while also offering tools to build lesson plans that will deliver rich educational opportunities for the students, all with a view to increasing students' understanding about human rights, and building empathy and strong citizenship in students," says Woloschuk.

"The toolkit goes beyond the geographical borders of a province or a territory to encompass the world. It breaks down barriers and creates a human rights presence in the classroom."

For Maharaj Kumar, the challenge isn't in getting started, but in ensuring diverse experiences for students.

"As an educator, you have to make sure you have different ways of talking about the same things. Our students are much more divergent as thinkers than they've ever been. They become bored in the classroom very easily if they aren't being challenged, and the reality is that if students are interested in a topic, they can find information on their own. I think this toolkit will help give teachers new ideas and new ways of talking about the same subjects. As a teacher I'm always looking for such resources!" Maharaj Kumar says.

The toolkit is just one of many education resources that the museum will be offering teachers throughout the year, both online and in person. School programs starting in January 2015 will be curriculum-based, age-appropriate, inclusive, and accessible using a diverse range of exhibits, activities, and methods for exploration.

A new national hub for education, the museum has carefully designed material appropriate for all ages. For example, children in elementary grades will learn about inclusion and human rights with games and stories that will educate and inspire them. More information about the open houses and school programs is available on the CMHR website at www.humanrights.ca/learn.

Schools and classrooms are more than vehicles to teach children literacy and numeracy and to prepare them for the world of work. They are human development institutions that provide opportunities for critical thinking, creativity, empathy, character development and citizenship.

Dr. Calvin Fraser

Secretary General, Canadian Teachers' Federation

CMHR School Programs launch in January 2015

Registration is now open for school programs at the Canadian Museum for Human Rights that start January, 2015. But before you pick a date or book that school bus, teachers and principals need to check with their superintendents.

Because the CMHR anticipates a high demand for school visits in its inaugural year, it created a system called FAIR SHARE to distribute the available visits fairly across the province and country, based on advice it received from educators. The CMHR has assigned a specific number of school visits for each school division based on student population for the January to June 2015 period.

Principals must let their superintendents know if they have school groups that would like to visit the museum. The superintendent of each division then submits a pre-approved list to the CMHR, and teachers or principals can then contact the CMHR to register for a school visit. The museum will only accept requests if it has received a pre-approved list from your school division with your name on it.

The FAIR SHARE system will be in place until November 15; after this time any unclaimed spots will become available on a first-come, first-served basis.

As well, the museum is opening its doors to teachers for a series of free open houses in late October and November, so they can see firsthand how a tour of the museum can support their classroom goals. Teachers can register now at www.humanrights.ca/learn.

The school programs will be curriculum-based, age-appropriate, inclusive, and accessible using a diverse range of exhibits, activities, and methods for exploration, the CMHR says. Programs will be offered Tuesday to Friday, and include:

My Rights, Our Rights (early years)

Using a child-friendly version of the Universal Declaration of Human Rights, students discover their rights and learn to respect each other's rights. Song and movement are used to learn about how our actions can impact others and about empathy.

Be an Upstander (middle years)

A tour about Canadian human rights defenders and champions, and an interactive game about how every action counts, inspire students to stand up for their rights and for the rights of others.

First Peoples' Rights in a Changing Canada (middle years)

Students will learn about Indigenous concepts of rights and responsibilities using art, storytelling and film. On a tour of the museum, key events, people and changes that have impacted First Peoples in Canada throughout Canadian history are examined.

Perspectives on Human Rights in Canada (middle and senior years)

On this discovery tour, students explore pivotal moments, people and changes in Canada's human rights history up to today. Democratic ideals, rights, freedoms and responsibilities will be discussed as we consider our identity as Canadians.

Debating Rights (middle and senior years)

Key human rights issues, people and laws that have shaped Canada will be explored on a tour. Multiple perspectives on human rights court cases in Canada are examined in the Debate Circle. Students will learn techniques for engaging in respectful dialogue.

When Rights are Denied (senior years)

This program challenges us to witness a range of historical and contemporary world events as examples of what can happen when human rights are denied. Charters and declarations help to protect our human rights but require ongoing vigilance to prevent grave violations. Together, we will investigate primary and secondary sources of evidence and interact in dialogue exercises to explore our own concepts of freedom, identity and discrimination.

Museum Highlights Tour for Schools (middle and senior years)

Take your class on a human rights journey through Canada and the world. Learn about Canada's role in major world events, the milestones Canada has achieved, and about the aspirations of Canadians to achieve more.

Self-guided Museum Tour

Self-guided school visits will be available for high school students only. Teachers choosing to lead their class through the museum will receive self-guiding information and a short group orientation to the museum.

More information about the open houses and school programs is available on the CMHR website at www.humanrights.ca/learn.

Teacher recalls strike woes

BY GEORGE STEPHENSON

As the B.C. teachers' strike headed toward its third month, Manitoba teacher Jennifer Paszkat watched with a greater interest than most.

She has experienced something most of her colleagues here will never have to face—she has been on strike multiple times.

As a teacher in B.C. she was on the line for various job actions and strikes, through the years when the provincial government stripped clauses from the teachers' contracts and used legislation to force them back to class.

In Manitoba for a year now, the Pembina Trails teacher said the stress and anger caused by constant attacks from the government have vanished.

"We're like this oasis here," she said, adding that she is getting emails from colleagues in B.C. who are now wanting to teach elsewhere.

"It gets very frustrating," she said of the cycle of negotiations and strikes. "This time, though, I think so many teachers have reached the breaking point. This time I think everyone is very upset."

This strike was especially difficult in that it was brought on by actions of the government going back years. Since 1987, when B.C. teachers were granted the right to strike, there have been 54 strikes and lockouts.

The seeds of the most recent strike were sown in 2002 when the provincial government legislated a teacher contract that not only set the salary increase but stripped clauses from the contract that took away its ability to bargain class size and composition.

The British Columbia Teachers' Federation took the province to court and last January the B.C. Supreme Court ruled the government action violated teachers' rights. The long court battle, however, drained much of the union's resources and teachers were without strike pay during almost all of the recent walkout.

Paszkat says the strikes created a lot of hardship for teachers. During job action in 2005, she helped run a food bank for striking teachers and it was well used and gave her a better understanding of why teachers had to fight collectively.

"There were grown men leaving the food bank in tears," she says. "That's how I got to be more involved in union activities."

When she first started teaching in B.C., she admits to being somewhat naïve. Having come from Ontario where the Conservative premier, Mike Harris, was undertaking cuts to the public service, she assumed the atmosphere in B.C. would be different. It was, after all, headed by a Liberal government.

She quickly learned that it was anything but liberal when dealing with teachers.

It was a constant battle, with the government—aided, she believes, by the media—continually trying to create divisions; between teachers and parents, teachers and principals (who are not part of BCTF) and between teachers themselves.

"It was very demoralizing."

Looking back at her experience there and ahead to her career in Manitoba, she said she believes even more strongly that teachers must be more involved in their union, supporting colleagues.

She said controversies in British Columbia have shown that governments now, or in the future in any province, can try to gut agreements already made and force unions to spend vast amounts defending themselves.

"I tell people to get involved with your locals. It's important if you need them and important to be active in your union."



I tell people to get involved with your locals. It's important if you need them and important to be active in your union.

Maternity and Parental Leave

Are you planning to take maternity and/or parental leave?

Information packages are available from:
 The Manitoba Teachers' Society
 Nancy Kerr, Staff Officer
 Teacher Welfare Department
 191 Harcourt Street
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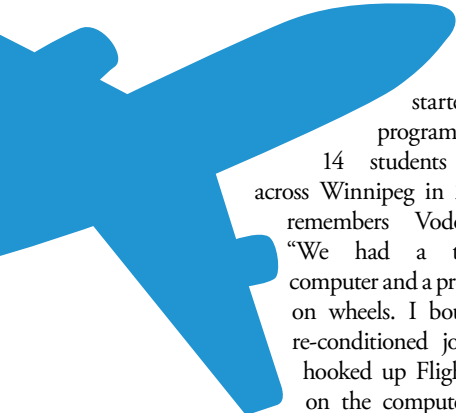


Beyond grades and credits, students are earning their wings thanks to an Aviation Program offered at Sturgeon Heights Collegiate.

Dreams *take Flight*

Beyond grades and credits, students are earning their wings thanks to an aviation program offered at Sturgeon Heights Collegiate. Meant to prepare students to move on to aviation careers, the Grade 9–12 program is Canada’s first and only High School Private and Commercial Pilot Ground School, and a dream job for teacher Joe Vodopivec.

A former bush pilot with an education degree, Vodopivec was the perfect fit for the program which got its start in 2002 when two students who were training for their pilot licence under the Flying Colours program asked their principal if they could receive high school credits for their work. The school administration flew with the idea, and the aviation program was born.



“We started this program with 14 students from across Winnipeg in 2002,” remembers Vodopivec. “We had a teacher computer and a projector on wheels. I bought a re-conditioned joystick, hooked up Flight Sim on the computer and projected it on the wall.

We’ve come a long way from there.”

Today the program sees an average of 120–130 students a year and offers two simulators, an air traffic control program where they can learn how to read radar and flight communication. The program covers everything from aerodynamics, mechanics, air law, meteorology and navigation. Seven of the eight credits are based on Transport Canada’s curriculum and exceeds the ground school requirements for private and commercial pilot training.

The program is not for those looking for an easy and fun course. Vodopivec sees 120–130 students a year but says there’s a drop off in students entering Grade 11. “Grade 9 and 10 are fun and exploratory. We do a lot of hands on interactive stuff to explore aviation like building model planes out of wood. But if you don’t walk out of Grade 10 with a mark of 70–80% and you were trying, you’ll struggle extremely in Grade 11. It’s not a course you can get by with just coasting—you really have to put in the work.”

Grade 11 students Derek Magalhaes,

Libby Carey and Liam Hay agree. “It’s very academic,” says Carey who is one of the only girls in the course. “People don’t expect that. You have to be dedicated—we had no idea how much you had to learn to become a pilot.”

Vodopivec stresses the importance of learning to fly ‘the old school way’, without the help of GPS. “We use charts and coordinates—we go through all the flight exercises like we would in flight training. They do a test at the end where they do an actual flight in the simulator and are graded on every step.”

Most students coming into the program are interested in becoming pilots, though they quickly learn that aviation has more to offer than just flying. “My family has an aviation background and I’ve been flying a lot since I was younger. I saw this course in our course-sheet and decided to try it and I’ve loved it from day one,” says Hay. “Now I’m kind of torn because I’d like to be a pilot, but I also have a new-found interest in air-traffic control.”

Carey is in flight-training and wants to become a bush pilot and Magalhaes is an international student from Brazil who says he chose to come to Winnipeg specifically for the aviation program at Sturgeon Heights.

“I plan on being in the military once I’m a Canadian citizen,” says Magalhaes who, after high school, is looking into attending Fraser Valley University which offers a Business Administration in Aviation course. “It’s already a huge advantage to have this high school program just to apply to university.”

But the course is not just notes and textbooks—the students also get a chance to do actual flying through a training program at St. Andrews airport, giving them the opportunity to transfer their flight-simulator skills into real-life situations.

“They (the instructors) let you do most of it—it’s a lot different than the simulator—it’s just a different feel,” says Carey. “The landing is the scariest part!” she laughs.

“You need to really learn to multi-task and pay a lot of attention,” says Magalhaes, adding that “some things are easier in an aircraft than in a simulator.” All of the students said they didn’t feel nervous during flying—just excited. “It was really cool for all of us!”

Students get volunteering opportunities through many partnerships Vodopivec has made with the program, including the Young Eagles Program at the Springfield Flying Club, or becoming involved with the James Armstrong Richardson Airport’s Silver Wing volunteer program.

“We stress the importance of volunteering—it helps them to build their portfolios,” says Vodopivec. “When looking for jobs, there’s not a lot that separates one person from another in terms of training, so they look at what else they’ve done. And they see ‘Oh you took an aviation course starting in Grade 9, you have a vocational certificate in it, and you’ve done volunteer time.’ It makes a big difference.”

Several of Vodopivec’s students have gone onto aviation careers or fields such as engineering and the military, and Vodopivec says that aviation jobs are in high demand. “The whole industry right now is looking at youth. There’s a huge shortage, and not just in Canada, but worldwide. I’d like to see more female students as well and more women in aviation.”

Vodopivec still flies in his spare time and says his flying background really helps because he can share real-life stories with his students and share that passion with them. “You talk to any pilot out there, it’s a bug you have. Once you have that bug it never leaves. I can see it in some of my students. If you have it—you have it forever.”



A LONG 30 SECONDS

BY MATEA TUHTAR

The new MTS commercial has started to appear in a variety of TV shows and online, once again reminding Manitobans of the work teachers do every day.

This year's production, entitled *Siblings*, conveys the message that teachers are there to assist parents to help their kids succeed.

It's 30 seconds, but that half minute is the result of hours, days and weeks of work from concept to air.

"We like to air a commercial every 18 months or so," said Judy Edmond, MTS Public Affairs Facilitator who has handled seven commercials to date. The last commercial entitled, *The Full Story*, was the Education Campaign Bronze Winner at the 2014 Summit Creative Awards.

The concept started to take shape months ago, with what members say are the messages important to them.

"We try to focus our TV ads on issues that are top of mind for our members, and that parents have ideas on too—that are familiar to parents. So the message is relatable across the board," Edmond said.

On behalf of MTS, she commissions polls and focus groups every year to find out not only what teachers are

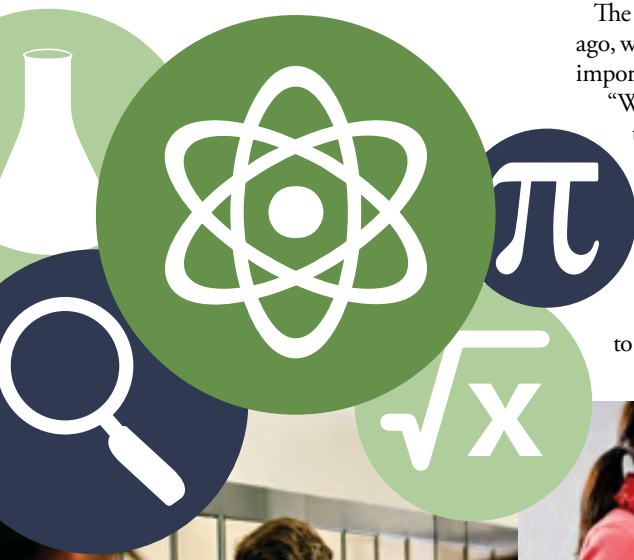
thinking about, but to get a reading on where Manitobans are on the status of public schools.

"We want to make sure the message appeals to families and we want to convey a call of action—'go ask your teacher'. Our members have told us parents should feel welcome to talk to them all year, and not just after report cards are out."

Once the research was in, Edmond met with the advertising firm NOW Communications which developed a number of possibilities. With help from MTS officers, the ideas were edited, massaged and culled down to a final few. Story boards are then presented in focus groups to both teachers and parents who offer their opinions on the ideas and language, and overall message of each possibility.

"I think *Siblings* stood out as the best idea because people like the fact that they saw kids of all different ages and could relate to the scenarios—math is a topic that most struggle with in terms of parents and kids," said Paul Degenstein, chief creative officer at NOW. "People like to be invited to talk to their teacher and that's what this is about—it's very inviting and I think parents and teachers liked that and thought it was a very friendly and approachable way to go."

Once a script was finalized, casting for the



commercial began through the production company FRANK Digital.

“Every teacher in the commercial is an actual MTS member,” Edmond said, “and we managed to find an actual real-life family to play the family in the spot.”

All of the shooting happened in one long day and involved a phalanx of specialists from creative and cast, to wardrobe, to sound and lights.

MTS tries to pick different Winnipeg school divisions for every commercial and in this year’s commercial the school scenes were shot at Chief Peguis Junior High. The school was used because it could be dressed up to play as elementary, junior high and high school to fit the three different age groups of students in the commercial.

“The cast in this shoot have been a great group to work with,” said Darren Wall, director, camera operator and kid wrangler, who has shot all of the MTS commercials to



Darren Place is a Sturgeon Heights Collegiate student and aspiring film maker who tagged along on the shoot to gain the experience of seeing how a set operates.

“I’ve made short films at school with my friends but this is my first time on a set. It’s really cool and more laid back than I thought it would be—it’s actually a lot of fun,” said Place, adding that he’s surprised at the number of people involved. “I didn’t expect to see this big crew and all the lights and everything for a 30-second commercial.”

date and uses a hand held camera to get more natural looking shots. “You’re hunting down a scene until you get something intimate and charming and cute.”

That intimacy is really what Edmond wants to portray.

“We want the commercials to be positive—to have a warm feeling.”

This includes finding the perfect and friendly voice for the commercial voice-over, which is done following the shoot and before the final editing is done.

The commercial was set to air during the busy fall TV schedule to garner a wide audience, as well as airing on online pre-rolls on certain websites. It will also be appearing on Facebook and YouTube.

“We hope that teachers enjoy it,” said Edmond. “At the end of the day, the final product has to appeal to our members and reflect reality as to how they do their job. And it has to be relatable to parents as well—we always want the head-nodding moment—something where people go ‘Yeah I recognize myself in this ad.’ That’s what it’s all about.”

Check out the new MTS TV commercial on our website at www.mbteach.org, or view it in our Manitoba Teacher app, available in the Apple Store and Google Play store.



The CAEL Assessment is available at Heartland International English School in Winnipeg. Check our website for details.

cael.ca

The War Amps presents

Newsreel of the Week

See history in action by following The War Amps on YouTube as a newsreel from *The Canadian Army Newsreels* series is added every week.

Army cameramen documented Canadian troops in training and on the front lines during the Second World War. They scooped the world on major events, including D-Day.

This collection holds an important place in Canada’s history. **Watch, learn and share** these newsreels by visiting youtube.com/warampsofcanada.



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It's the ultimate juggling act, but these multitasking masters rarely drop the ball. At any given time, teaching principals might be found plunging toilets, shovelling snow, dealing with discipline or marking tests.

They're leaders in the classroom and the staffroom, while also acting as custodians, caregivers and community liaisons.

For University of Manitoba education professor Dawn Wallin, it was personal experience that prompted her to undertake an in-depth study of this double-duty role.

Earlier in her career, Wallin worked as a teacher in rural Saskatchewan. When she accepted a vice-principal position, she continued to teach as well.

It's the ultimate juggling act, but these multitasking masters rarely drop the ball.

"That's what you did. You were an administrator and you still had teaching. In my case, I did senior high English and math in a K to 12 school," Wallin says.

"That background always made me have a different perspective on what administration was about. It created a whole lot of credibility with teachers because they saw you as a colleague, not just a formal leader of the school. You also kept your relationship with the kids."

Along with University of Alberta professor Paul Newton, Wallin embarked on a research project about the instructional leadership practices of rural teaching principals. They interviewed seven teaching principals in Manitoba and another five in Alberta, finding consistent commonalities in both provinces.

"A lot of times in rural areas, they're teaching principals because of the economics. They need to do that," Wallin says.

"But there are more and more urban schools that are actually embracing the idea of instructional leadership. If you're going to be instructional leaders, there's a part that's missing if you're not instructing."

In each situation, these professionals strive to strike a balance to meet their commitments in each position.

"Their biggest worry is that because of all the crisis management, it's the kids that lose. Unless the school is on fire, they work very hard to make sure that time with children is protected. They're teachers first, and administration has to come around it," Wallin says.

"Often, the other teachers need to take great responsibility to make sure they're doing their own discipline, and the kids also learn a lot of responsibility. For the most part, they're really responsible because there's almost a prestige of having the principal as your teacher."

For teaching principal Ed Robidoux, the role is rich with both rewards and complexities.

At Binscarth School in the Park West School Division, Robidoux manages administrative tasks for the K to 8 school, which has 75 students and six teachers. As well, he teaches Grade 6, 7 and 8 social studies and science.

"The benefit is that it allows you to connect with students. It's enjoyable to be in the classroom on the frontlines, so you still have a chance to interact with students in that classroom environment. That's a good thing," he says.

"It allows you to stay in tune with what the teachers are going through and the challenges that they have. That's the beauty of it. And it gives you a break from the administrative duties sometimes. I would see that as a benefit, but conversely, I would say that is a challenge too."

At the same time, it's not easy to prioritize responsibilities, he adds.

"It's difficult to separate your time. You're pretty much on call as an administrator all the time. Sometimes there are behavioural issues or things that you deal with, and they don't just follow the principal's schedule. They could happen at any given time of the day, so that's a challenge," Robidoux says.

"Our upper administration at the divisional level has seen that there's a need for allowing a little bit more time for administrative duties. They've made adjustments to their budget, so all schools in our division have had an increase in admin time to allow a bit of extra time to do paperwork."

All in all, though, Robidoux says his busy schedule doesn't affect his work-life balance.

"I don't find that to be too bad, but I sometimes question if the instruction is as good as it could be. I think something has to give a little bit, depending on the person," he says.



Bobbie Earle, teaching principal
Treherne Elementary School

“Because we’re a small school, it’s pretty tough to find enough staff for extra-curricular activities. That becomes challenging because you’re still required to do some of these things, so that adds a little bit of a burden.”

Despite the challenges, Robidoux wouldn’t change his post if he had the chance.

“Where I’m at in my career, I think I have a good sense of how to balance things. But if I were younger, I wouldn’t want to be thinking about having to do this. But maybe young teachers and principals would like the opportunity to have both roles,” he says.

“For me, I think I can still be effective in the classroom, and that interaction provides the main positive of being able to connect with students one on one.”

Newer to the ranks of teaching principals, Bobbie Earle is finishing her second year in the position at Treherne Elementary School in the Prairie Spirit School Division.

To deal with the demands, she is grateful for her previous experience as a guidance counsellor.

“It’s helped me because I’ve been in sticky situations before. But, in general, the teaching principal aspect is good. I like to be in the classroom with kids because they see you on a different level and you see kids on a different level. The tough part about also being admin, though, is that sometimes kids don’t know which light to view you in. Are you a teacher or are you the principal?” she says.

“And when issues arise during your teaching time, then where do you go? Depending on the severity of the issue, I will determine whether I find someone to cover my class so that I can deal with it. Otherwise, I end up dealing with it the following morning.”

It’s also tricky to meet the needs of so many different groups, she adds.

“When I was doing guidance, it was always about the kids, and the final decision never rested with me. There was still one more person, but now the final decision on everything is on my shoulders,” she says.

“I’m thinking about the students. I’m thinking about staff. I’m thinking about parents. You’ve got all the angles to cover. That’s the biggest adjustment, I think.”

With a 50-50 split in her time, she tackles admin tasks in the morning and teaches in the afternoon. Including Earle, Treherne Elementary has 5.25 full-time equivalent teaching positions for 75 students in kindergarten to Grade 8.

“In the morning when I have admin time, that’s when staff wants to talk, so the majority of the admin paperwork gets done on my own time. I take it home or come in early. It doesn’t usually get done during the school day,” she says.

“I’m a rookie on the principal team, and I think being new adds to the overwhelming feeling.”

Reflecting similar findings, Wallin’s study shows that paperwork often spills over into personal time for most teaching principals.

“It was really interesting to listen to them explain their lives because there was so much balance and there was so much planning,” Wallin says.

“There were a few of them, and usually it was the women, who said they’re not married anymore. More often, the men had managed a good balance. But the quickest thing that could go was family and personal health.”

Despite the difficulties, Wallin believes the benefits outweigh the challenges for each person she interviewed.

“Every one of them loved it. They were energized by the people. They loved the fact that they were so involved in the community. They couldn’t speak enough about the kids, and they had a different view of children. They were very sure of the fact that these kids could actually change and influence them, so there was this real reciprocity,” Wallin says.

“They knew they still needed to be doing the discipline, but I think they had taught the kids so much sense of responsibility that they really recognized the kids as being these little decision-makers on their own who had a lot of power and control in the classroom.”

Overall, the main thrust of Wallin’s study hinges on the complexity of the dual duties.

“It’s complicated. You look at these tiny little schools and you think that it can’t be that difficult. In fact, it’s more difficult, given the fact that the responsibilities don’t lessen. You have fewer staff, and you’re trying to protect their workload intensification. You care about kids in the community, which adds its own emotional tolls,” Wallin says.

“But none of them wanted to leave. They had just become part and parcel of the community. They loved the families and they knew the kids so well. It’s a role that is valuable and meaningful.”



Ed Robidoux, teaching principal
Binscarth School

In each situation, these professionals strive to strike a balance to meet their commitments in each position.



Group aims at teachers

BY MATEA TUHTAR

A small local non-profit fundraising organization wants to put a little LITE in your classroom.

LITE (Local Investment Towards Employment) supports innovative, inner-city initiatives to build capacity and provide jobs. Through their fundraising campaign, last year LITE provided support for more than 250 individuals into job experience and training, and executive director Anne Lindsay would love to get students and schools to become involved.

“There’s a lot of human rights on the curriculum, and the Canadian Museum for Human Rights is garnering a lot of attention for those more obvious human rights issues, but just a mile away from the museum we have a whole layer of society who are not on the same par as most other people for a range of reasons,” says Lindsay. “LITE was founded to address some of those root causes of poverty and also the inability for a lot of people to participate effectively in the economy—which really is a human right—and the ability to take care of yourself and your family.”

The founding story of LITE goes back to Neechi Foods—a small grocery store in Lord Selkirk Park, a large housing development with a predominately Aboriginal population, and one of the Canadian census areas that has a high unemployment rate and number of people on social assistance.

LITE began as a response to a dramatic decline in sales at inner city grocery stores as a result of the influx of hampers at Christmas time. LITE’s long term solution to this problem was to create the LITE Alternative Christmas Hamper which uses your donations to purchase products from inner city businesses and social enterprises.

“That was our original campaign 20 years ago and we still continue it to this day,” says Lindsay. “It was called Christmas LITE at the time and it’s really a gift that gives twice because the money not only goes to the hamper but also supports employment. A lot of workplaces do hampers anyways but this way they don’t have to buy the groceries, and they get tax receipts as well.”

Lindsay says there is a whole new model of social enterprise where the bottom line isn’t just profit, but it’s also social benefit. “Our LITE hampers were an early example of that. The idea is to educate people out there that we can make a difference with our buying dollars.”

Along with the hampers, LITE provides small grants to youth, women, Aboriginal and newcomer populations—any group that might be facing some kind of barrier when it comes to employment. Every year the group also holds a number of fundraising events such as Run for Rights which raises money for groups working in the human rights and social justice community.

“I know a lot of teachers are looking for real life things that students can support, and the run is a great option for that because it also has that fitness aspect, and has a really tangible impact on the community.”

“The other thing I think is that there is a lot of emphasis



Anne Lindsay (at left) and the rest of the LITE staff outside of their office on Main Street.

these days on schools and teachers getting their students to participate in supporting one charity or another, and a lot of them are the big well known charities like Winnipeg Harvest or Siloam Mission who do great work that is sort of the emergency service—providing food and shelter when people need it. But the kind of work we support goes a little bit deeper and asks, ‘how do we address the root causes of why people need that? Why are people hungry or homeless?’ It’s because they’re not able to generate enough income themselves from working to support their basic needs.”

Lindsay is available to speak to schools and classrooms about LITE and possible volunteering opportunities for students.

“It is really important to know that there are real human rights issues happening here, locally. There are people sleeping under the bridge here, there are kids going to school without having breakfast. We need actual on-the-ground action like is happening in lots of these local community groups that we support.”

One such group that LITE supported last year is the Youth Crew Employment Project through the Spence Neighbourhood Association.

“Last year we had this young woman Ana who went through the program and who was super shy and hardly spoke when she started. She gradually started mentoring other kids and last summer she got a job with the City of Winnipeg which is amazing. Another young man also got full time work with the city. These are kids who didn’t have a lot going for them in their background. It feels really good to have contributed to that program and have made that difference.”

Teachers who are interested in LITE can contact Anne at litedirector@mymts.net and visit www.lite.mb.ca.

PORTFOLIO

SO, DON'T BE LOOKING FOR NUDES IN THE SKY

Britain's *Daily Mail* takes its role as educator quite seriously, even when explaining how the nude photos of celebrities were possibly hacked from iCloud.

"The moment you snap a photo with an iPhone, for instance, a copy is uploaded—not to an actual cloud—but to a bank of gigantic humming and whirring computers in vast warehouses thousands of miles away in California or North Carolina."

And you can't catch fish with an internet.

No compromise, no clue

Justice Minister Peter MacKay continues to show he just might be the dimmest bulb in the federal government chandelier.

He most recently showed his brilliance by donning a t-shirt given him by the National Firearms Association, a collection of gun nuts on par with the U.S. National Rifle Association.

The black t-shirt bore a campaign image of the NFA: a maple leaf attached to a military assault rifle with the words "No Compromise".

After photos of his sartorial splendor circulated on the Internet, MacKay said he put on the shirt because a veteran asked him to.

Ah, that makes so much sense. Although it's doubtful he would have been so accommodating if the t-shirt said "Vote Trudeau". Then again, it is Peter MacKay.



Context is so yesterday

The breathless reports by the CBC about young Canadians becoming rabid jihadists was put in a bit of context by Andrew Mitrovica of www.ipolitics.ca.

Mitrovica was writing about stories aired by the CBC's Adrienne Arseneault about a couple of Calgary brothers who were among some 100 Canadian youth who have taken up with terrorists in the Middle East.

Mitrovica, writing about the new fear industry, points out what CBC didn't.

"According to Statistics Canada, the population of Canadian males between 15–29 in 2013 was 3,576,400. I'm no statistician but even I know how to work the math: Just 0.0028 percent of young Canadian males are suspected of having become jihadists. It's a stretch even to describe that number as infinitesimal."

Upping the cell phone average

A man in France was jailed after admitting he called and texted his ex-girlfriend 21,807 times over a 10-month period.

So, that would be 2,180 times a month or 507 times a week or 72 times a day or three times every hour. On average, of course.

He said that in hindsight, he sees now that "it was stupid."

ZOMBIE APOCALYPSE

A U.S. study says female college students spend an average of 10 hours a day on their cell phones.

The Baylor University study found male students spend eight hours a day on their phones.

"That's astounding," said lead author James Roberts, a professor of marketing. "As cell phone functions increase, addictions to this seemingly indispensable piece of technology become an increasingly realistic possibility."

Some 60 per cent of respondents said they think they might be addicted to their phones.

CMHR: fuel of grievance industry

BY GEORGE STEPHENSON

Well, the Canadian Museum for Human Rights is finally open. What now, eh?

First, the museum should block access to that big spire at the top to prevent its employees from flinging themselves onto Provencher Boulevard.

They have so far suppressed the impulse, but it's likely it will grow over time given that it has already become the Canadian Magnet for the Haughtily Righteous.

So far CMHR staff has been assailed by people from Aboriginal and Metis groups and those who claimed the museum was downplaying the history of the Holodomor, the Soviet-orchestrated famine that killed millions of Ukrainians in the 1930s.

So it went, from before the first pilings were stamped into the ground, when archeologists complained the site had not been excavated enough to collect possible artifacts. Then there was the long-running Ukrainian complaints, some of which turned into a low-level debate over what was worse, the Holodomor or the Holocaust.

Following that there were the loud complaints that the museum wasn't going to refer to the residential schools' issue as genocide.

And, most recently, and most hilariously, the president of the Manitoba Métis Federation called for a boycott of the museum because it wouldn't invite Ray St. Germain to perform at the opening. The museum had been looking for a younger (St. Germain is 74) Métis entertainer for its opening concert.

The federation saw this as not only a slight to the Métis people, but also age discrimination. Good point. After all, St. Germain is a whole two years older than Buffy St. Marie, who was booked for the concert.

MMF President David Chartrand was faux outraged: "There's no one better to send the best message of who we are than Ray St. Germain. What really upset us, as a Métis government, is who are they to tell us how to express our culture, to show pride in our people and showcase it?"

Who are they? Well, gee, they are the people who decide what to do at the federal museum. That's what we pay them for. We don't pay David Chartrand or anyone else to decide what goes in, on or around the museum.

Of course, that isn't really the point of all the bluster about the museum. Some groups just know that they can get the media feeding at their trough if they fill it with enough juicy quotes about the bottomless wounds they've suffered at the hands of a museum that is supposedly interested in human rights. Who knew human rights includes the right to program events for any museum in the country?

And this won't be the end. The grievance industry has warehouses of boxes yet to unpack. The museum staff are yet to face many frustrating complaints, many based on small politics and big politics, as yet unknown and yet unique among museums.

Unlike most other museums, the CMHR focuses on a principle that is both historic and evolving.

The evolving part may be the greater of its problems.

At least that's the impression that's left when the museum fainted dead away a few months back when a blog post it commissioned criticized the federal Conservative government.

Veronica Strong-Boag, a historian specializing in the history of women and children, had been asked to write about women and human rights for International Women's Day. When the

museum brain trust saw that she had questioned the current government's record as "anti-woman", they deleted the post.

The museum's communications director said that guest blog postings should "not be used as, or be perceived as, a platform for political positions or partisan statements."

Well, it's kind of scary to think that museum officials don't see human rights the world over as being somehow separable from politics. There are countries where politicians have enacted laws that call for gay people to be jailed and worse. In many countries, politicians have enacted laws forbidding women from voting or even driving cars. Closer to home, marriage equality is both a human rights and political issue.

What the museum is really saying is that it is willing to talk about human rights in the past or if they involve countries and governments far away. There can be little doubt that it deleted the blog it asked for because it criticized the government that funds it.

In confronting criticism from outside groups, the museum has stood firm on what it believes the museum should present and represent. Let's hope it raises that level of courage in promoting, confronting and discussing all human rights' issues, even those that also include current governments.

If not, its credibility will be a suitable artifact for a museum display case.



REFRESH

BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR

What's the big deal Apple?

While Apple fans like me could hardly contain ourselves at last month's big reveal of the iPhone 6 and 6 Plus, Android users greeted the announcement with a hearty 'meh'. They've had big screens and the "new" iPhone features for, well, forever and weren't afraid of rubbing it in. Witness this graphic (right) that made the rounds on every imaginable social platform.

On the other hand, the Apple Watch looks pret-ty cool, even if it will retail for around \$350 U.S. I'd probably consider springing for one of those. But hold on...I'd have to upgrade from my iPhone 4S to a 5 just to get the watch to work? I wonder how much Rogers would charge...oh, never mind.

Principal's jaw-dropping video

Imagine walking up to a framed biography of your school's founder, aiming your iPad at it, and instantly seeing a video of your school's namesake play right inside the biography. That's what principal Andy Mead of George Waters Middle School did in his 15-second *Using Aurasma* video. I clicked on Andy's tweet and was greeted by George Waters saying, "Hi, I'm George Waters. Welcome to my school". Talk about jaw-dropping. And anyone who scans that biography with the free Aurasma app will see the same thing. Imagine linking the art of students to videos of them explaining their work (make sure you have the proper social releases, of course). What about making a school mural that comes to life with various pop-up pictures and videos when scanned by a smartphone or tablet? There's a learning curve to this app which could be flattened by more detailed instructions. But experiment with Aurasma. You'll get the sequence, soon enough, and see all kinds of possibilities. Your students will love it.

Dear iPhone 6 users: Welcome to 2012!



Enjoy your "new" device!

In 2016, you guys will love: Wireless charging, water resistance, IR blasters, multi-user support, selectable default apps, split-screen apps, app installs from a browser, and virtual buttons!

If you need help with your iPhone's new features, just ask an Android user. We've had this stuff for years. -@3, @0n

The private lives of your tweets

Ever wonder what your tweets are hiding? Sure you know how many retweets, favourites and mentions a given tweet pulls. But now, you can dig deeper into your tweets' private lives than ever before. Twitter rolled out its Analytics Dashboard to all users—that means you—in August. So, hop over to <https://analytics.twitter.com> on your desktop, sign in with your Twitter deets, and start getting granular numbers on each of your tweets' activity. You'll get to see how many people have seen your tweet; clicked on your embedded photo or video; checked out your link, hashtag and profile (all counted separately); and expanded that tweet. You'll also see the number who've replied, favourited and retweeted it; how many followed you directly from that tweet; plus that tweet's specific engagement rate. Why does this even matter? Simple, you can easily see what your community likes and tailor your tweets to serve you and your tweeps better. Sweet, free—and for your eyes only.

Kick your social into the future

It's late at night, you've just seen a link you'd love to share, but few of your followers are up. With little or no audience, your tweet's highly perishable shelf life is likely to expire

before morning. What to do? Send it into the future with Buffer. This iOS app can take your tweet—or Facebook, Google+ or LinkedIn post—and send it into tomorrow morning or anytime you know more peeps will be watching. Just compose your posts, schedule a time for each, and Buffer will neatly queue them up for you. Your geek friends might recommend you use Hootsuite or TweetDeck, both of which can also schedule tweets. True, but Hootsuite presents your Twitter pictures in an odd way, and TweetDeck is web-based and clumsy to use on a smartphone or tablet. Buffer, on the other hand, rides anywhere with you on your iPhone or iPad and works flawlessly.

One-off

I mentioned Squareready in a previous column as a great way to prepare your non-square pics for posting to Instagram. But a new update with lots of filters and editing features—including a cool new 'beautiful blur bar' feature—makes this a must have for posting mobile photos.

Questions? Comments?
rjob@mbteach.org

The Manitoba Teachers' Society Members

March 2 & March 3, 2015

8:30 AM - 4:30 PM each day
Riverbank Discovery Centre, Brandon, MB
(Maximum 24 participants)

April 27 & April 28, 2015

8:30 AM - 4:30 PM each day
Kikiwak Inn, The Pas, MB
(Maximum 24 participants)

\$135 Includes CMHA Resource Manual.
Lunch and Refreshments will be provided.
*The workshop is certified for 10 hours towards School Administration,
School Counsellor and Special Educator Certificates.*

Teacher Candidates

Faculty of Education Students (4th or 5th year)

March 30 & March 31, 2015

8:30 AM - 4:30 PM each day
McMaster House Auditorium, Winnipeg, MB
(Maximum 24 participants)

\$75 Includes CMHA Resource Manual.
Lunch and Refreshments will be provided.

For more information:
www.mbteach.org

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VERBAL

VIOLENCE

it's **NOT**
OK

Violence is **NOT** acceptable
at any time, to any teacher,
in any way.



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crazy * ugly
annoying loser % disgusting
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Report violence to your principal or supervisor.
To learn more go to mbteach.org