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Teacher

SEPTEMBER 2018 VOLUME 97 NUMBER 1 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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SEPTEMBER 2018 VOLUME 97 NUMBER 1 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

P.4

From the President

P.5

Inside MTS



A CENTURY OF SOLIDARITY



The Manitoba Teachers' Society

P.14

THE TEACHER TURNS 100

The Manitoba Teacher has become one of the oldest publications in Manitoba and a regular arrival for generations of teachers.

P.6

Email inundation: a help or a hindrance?

Richard Roberts & Doug Edmond consult on technology workflow

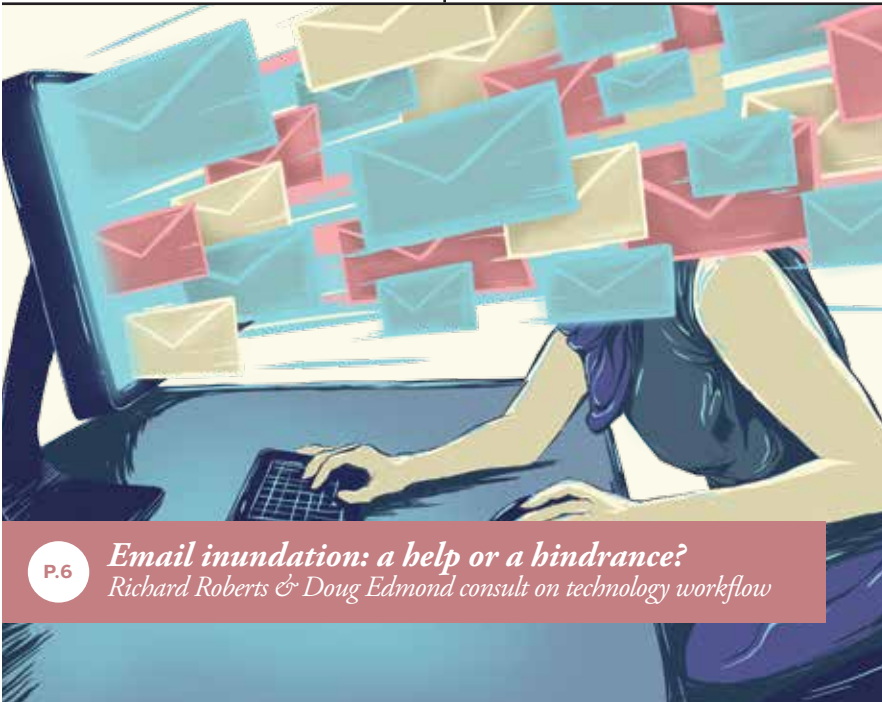
P.10

*World of Religions course
New 40S-level elective available for high school students all across Manitoba*

P.18

Manitoba teachers in Haitian schools

Educators support new training and skills to increase local capacities





FROM THE PRESIDENT

NORM GOULD

Welcome back! As we enter the new school year, we also welcome a new education minister. Kelvin Goertzen was recently appointed as the education minister, replacing The Honourable Ian Wishart.

Minister Wishart and I have always managed to maintain a respectful and cordial relationship over the years, despite not seeing eye to eye on many issues.

He has certainly shown dedication to the students of this province and has been a pleasure to work with. Thank you for your service, Minister Wishart.

I hope that we will continue to build on this relationship with the incoming minister. I have already reached out to Minister Goertzen to offer congratulations on his new role and have requested a meeting to discuss our concerns and priorities, and to look at ways through which we can work together to improve Manitoba's public education system.

We have been very outspoken about the need for education funding that is both adequate and stable. Unfortunately, the government has underfunded education for two consecutive years leaving the 2018/19 school year plagued with uncertainty over how much more will be cut and where.

The bottom line is that students' needs are becoming more complex but the government is continuously asking teachers to do more with less. I am hopeful this will be addressed in the government's upcoming system wide review of the K-12 public education system.

In my letter to Minister Goertzen, I reiterated the importance of including educators in any conversation about improving the public education system. The knowledge and expertise that teachers, principals, vice-principals and clinicians can offer is invaluable, because it comes from the people on the frontlines of education.

In preparation for the review, I will be holding regional meetings across the province so that I can hear directly from you about your specific concerns and issues and the impact on your ability to teach. In a province as diverse as Manitoba, there is no one size fits all approach to education, which is why feedback from you is so important. What do you need to help you do your job? What are the challenges you face? We want to hear from you. I encourage you to attend one of these meetings. The schedule is available on our website, www.mbteach.org.

Manitobans will also be heading to the polls to elect school trustees on October 24. School trustees have an enormous impact on the working lives of teachers because they are tasked with setting policies that govern the divisions, making it crucial that school boards are comprised of individuals who have the best interests of public school education in mind. Make sure you get out there and vote!

With that being said, we are hitting the ground running as we gear up for what will surely be another challenging year for public school education. Whatever the obstacles along the way, rest assured that MTS is always working to ensure that the interests of educators and public school education remain a priority.

Have a great school year!



The Manitoba Teachers' Society

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INSIDE MTS

MTS SUMMER: LEARNING, PLANNING, AND POLITICS

BOBBI TAILLEFER, GENERAL SECRETARY

Welcome back to school! The staff at MTS hope that you had a great holiday period where you looked after yourself and your loved ones and that you are ready to come back and look after the needs of your students too. The summer months are simply necessary for educators to recharge professionally through courses, readings and workshops as well as to recharge emotionally and physically so that you are ready for the challenges ahead with your students and school communities.

The Manitoba Teachers' Society has been a very busy place this summer – we had summer field led courses, summer seminars, The Canadian Teachers' Federation meetings and training sessions for Local Executive members. In addition we have planned next year's calendar of MTS Professional Learning and that list can be found on the back page of this edition and on your website, www.mbteach.org. You will find information on FAB 5 – a conference for beginning teachers in their first five years which will be offered on Oct 17-18 both in Brandon and Winnipeg – as well as our workshops on how to give workshops, Women in Educational Leadership, Mental Health, Crucial Conversations and much

more. As many of our offerings “sell out”, I would encourage you to register as quickly as possible through MyProfile, also found on the MTS website.

As The Manitoba Teachers' Society uses the member information in MyProfile to send out the most sensitive information to our members, please take a few minutes to ensure that your personal information is up to date.

Over the summer I had a number of interesting conversations with members, potential members and some of our elected officials. One of my favourite calls was with MLA Greg Nesbitt, representing Riding Mountain, who called me to raise his concern that in my previous columns I had not been precise enough that it was cabinet who received the wage increases from the Pallister government and not all MLAs. When I went back to read what I had written, I could see his point in one of the columns – in the other I had been very clear. When I was doing further research on the compensation of MLAs, I also remembered and then confirmed that all MLAs did obtain the possibility to contribute an additional phased-in two per cent to their pensions. I also shared that pension increase information with MLA

Nesbitt who promised to get back to me with some further information regarding the MLA pension package. I must say that we had three calls exchanging information and I enjoyed getting to know him better – my favourite part was learning that he had spent 40 years in the newspaper business and he told me that he enjoys reading *The Teacher* from cover to cover. I also asked him to join us at the luncheon that MTS hosts in October at the Legislature – the goal of that gathering is that MLAs get to know more about public school educators and the leadership of MTS gets to know the MLAs.

Over the summer, I had the opportunity to consult with colleagues from other Canadian teacher organizations who had been threatened with many of the changes which the Pallister government has hinted that it has in store for us. This allowed us to collectively strategize, using their first-hand knowledge, on how teachers across the country could support each other in the face of similar attacks.

As always I am wishing you a wonderful school year and I am looking forward to seeing you at MTS professional learning or other events.

project Overseas

A Gift to the Globe

Project Overseas is accepting applications from Manitoba educators wanting to assist colleagues in developing countries in the summer of 2019.

Application deadline is Tuesday, October 30, 2018

This year, MTS, in conjunction with The Canadian Teachers' Federation, will be sponsoring five teachers. Criteria include membership in MTS, an appropriate teacher's certificate, five full years teaching experience in Canada, Canadian citizenship and excellent health.

For more information & application forms contact:

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YOU'VE GOT (TOO MUCH) MAIL...

STORY BY JENNIFER MCFEE

ILLUSTRATIONS BY MATT KEHLER



In an increasingly digitized world, teaching and technology go hand in hand — but do communication methods such as email help or hinder teachers' workloads?

For many teachers, such as Robyn Lechow, it's a little bit of both.

"I find for staff communication, it's good as long as the other party is checking. For parents, it's hit or miss," says Lechow, a Grade 1/2 teacher at Faraday School.

"I also found that where you work makes a difference for whether parents are using email or not. When I worked at two different schools, sometimes I was barraged with 20 emails from parents at one school and nothing from the other."

On average, Lechow estimates that she spends about 45 minutes to an hour a day sifting through her email.

"Some days, it can be a couple hours and other days it's nothing," she says.

"We get a lot of different notifications, and it takes time to actually read emails properly and decide if you need to respond or not."

In her case, Lechow finds it useful to set a scheduled time to check her email account.

"When I was bouncing between two schools, I would try to make sure I was checking it at the same time every day and I would tell people not to expect a response until the next day," she says.

"I tried to check it at 8 a.m. before class to see if there was anything I needed to deal with right away. Otherwise, I deal with the rest after school and I do check at home too."

The amount of emails also fluctuates depending on the time of year, she adds, with more emails tending to accumulate in September and January.

"It's always changing," Lechow says. "It's important to have communication, so I think email is important. But it does definitely add on to the workload if you're properly reading and comprehending what's coming through."

Similarly, Sid Williamson sees both sides of the coin.

"In some ways, I think it's helped because it's easier to communicate than trying to do it always face to face. In that regard, I think it's great. In some schools that I've worked at, it was definitely the best tool for communicating with parents to send them daily updates or let them know about things that were happening in classrooms," says Williamson, an inquiry literacy support teacher at King Edward School.

"I think the dilemma is that it can be overwhelming. Sometimes there can be so much that you can't even get to half of them.

For classroom teachers, it's probably a mixed blessing. It's made our job easier in some ways but it's hard to get away from it, especially if you've got families contacting you outside the school day."

As a tip for other teachers who are struggling to keep up with their electronic correspondence, Williamson offers some sage advice.

"With parents, let them know that you do not look at your work email outside of the work day and that you won't respond to it until the next work day," she says.

"In terms of staff, not all emails need to be answered. One of my responsibilities is the library in the building, so I will often send an email to people about the new resources that I have. It's strictly information, and the teachers know that they don't have to respond. In that way, it's made it easier so we don't have to run around the building trying to have face-to-face conversations all the time."

For Richard Roberts, a learning technologies consultant for Winnipeg School Division, email has become a ubiquitous tool for communicating.

"If you think about what the world was like 10 years ago in our schools and outside our schools, the way we communicate has completely transformed," he says.

"Some of those changes in the world are reflected in the classroom. We have a variety of technologies that teachers are using for communication, but email is probably their primary form of communication, even more than the phone. It's just how we communicate now."

In Roberts' role, more than 90 per cent of his communication with teachers is conducted via email. As part of his own workflow, Roberts tends to respond to work-related emails in the evening because his days get so busy.

"There can be an exorbitant volume of email, so it's just a matter of how you manage it. Some people make it a point to respond to 10 or 15 emails per day or per evening. Other people respond on the go as they come in," he says.

"In any case, I don't think we can get away from email. It's become ingrained in how we communicate — not just in education but in all industry, with all organizations and on a personal level."

On the flipside, email can also ease the task of communication within the greater school community.

"Most classrooms have some sort of parent email list that they can use to send quick updates about what's happening at school,"

Roberts says. "It saves a lot of things like printed newsletters that classrooms used to send out."

In addition to email, teachers can rely on an abundance of other technological tools to keep in touch with students, parents and colleagues.

"In a lot of cases, these tools have really enhanced the communication and made a lot of things easier. For example, some teachers communicate with parents via the blog of a classroom website," Roberts says.

"In our division, many classrooms have digital portfolios for the students to showcase their learning. Parents are automatically connected to those so they can see what's happening in the classroom in real time. The communication is more rich because the parents get to see a window into the classroom and they can interact digitally on that space as well."

THERE CAN BE AN EXORBITANT VOLUME OF EMAIL, SO IT'S JUST A MATTER OF HOW YOU MANAGE IT. SOME PEOPLE MAKE IT A POINT TO RESPOND TO 10 OR 15 EMAILS PER DAY OR PER EVENING. OTHER PEOPLE RESPOND ON THE GO AS THEY COME IN.

- Richard Roberts, a learning technologies consultant for Winnipeg School Division

As an added benefit, teachers who embrace other technological platforms might send and receive fewer emails as a result.

"Classrooms that utilize those types of technologies probably see the actual emails that they send out to parents reduced because they're communicating differently," Roberts says.

"When we talk to teachers about using technology for administrative tasks and for learning, it's got to improve on what they're already doing so we work with teachers to find the right tool to meet the learning needs of the kids. If that tool can provide a back-end communication channel to parents, it's even better."

For Doug Edmond, director of research, planning and technology services for Winnipeg School Division, it's clear to see that email has come a long way over the past three decades.

"In the late '80s or early '90s, we were already introducing email at the local school level. At that time, there weren't centralized services for that type of technology because you couldn't support it. It was too slow and you didn't have the fibre connections," he says.

"Between then and now, there were iterations of the technology that might have been somewhat frustrating, such as the speed of response because sometimes the system might be down. Today, the reliability and quality is amazing compared to even 10 years ago in terms of services. Now we own our own fibre network, as most metro school divisions do, so the infrastructure is all there."

Similar to any industry, technology has changed the way tasks are tackled in the area of education.

"Would a teacher want to go back to using a hard-copy five-part carbon-paper report card versus what we do today, which is all online? Today, the access to report cards and many other division services are available from wherever the teacher can log on to the internet," Edmond says.

"However, since technology is 24-7, we encourage teachers to find the right balance for their lives. It's up to the individual teacher."

For teachers who struggle to juggle an inundation of email, Richard Roberts offers some words of wisdom.

"My best advice is set rules for yourself. If you find it overwhelming to try to respond to things after school, you can set a rule that you're not going to check email after work hours," he says.

"A lot of teachers do that and it works really well for them, but they need to determine that on an individual basis."

Roberts also recommends reaching out to other teachers who seem to have developed effective communication strategies.

"Don't be afraid to talk to colleagues and see what they're doing. Sometimes one person might feel overwhelmed with a type of communication while another person might be handling it really well. It's not necessarily that they are handling things better; it might be that they're just doing something different," he says.

"If you find someone who is using a technology tool that is making communication easier, you might want to have a conversation with them about their implementation and how they use it. If you try it, maybe it will work for you and your students too."

At the same time, teachers should feel comfortable enough to seek support from technological experts who serve their school division.

President on the road again

MTS President Norm Gould will be on the road again, starting this September, on a second province-wide regional meeting tour.

The main purpose of the meetings is to get opinions from members and help prepare for the provincial government's comprehensive review of public school education.

These regional meetings will provide updates to issues such as provincial bargaining, pensions and more as well as give participants an opportunity to ask questions, raise concerns and speak about some of the issues affecting their school and work life.

Gould will also update members on Bill 28 and the next steps in the fight against it.

Over the summer, the Partnership to Defend Public Services (PDPS) lost its bid for a court injunction to block Bill 28 - The Public Services Sustainability Act, which imposes four years of wage controls on public sector employees.

The PDPS, made up of 25 unions including The Manitoba Teachers' Society, argued that Bill 28 is causing irreparable harm to the bargaining process and due to the lengthy process involved in pursuing a full Charter challenge, an injunction should be granted to allow for free and fair collective bargaining until the Charter challenge is settled.

Unfortunately, the judge ruled that there was insufficient evidence that Bill 28 clearly violated the Charter of Rights and Freedoms. Successful injunctions exempting parties from legislation, before the case goes to trial, are a rarity.

While a favourable decision would have been preferred, it is important to note that this ruling does not weaken the fight to stop Bill 28.

The injunction is a separate process. The Court of Queen's Bench has not yet heard the main legal challenge on the constitutionality of the legislation.

Fall Regional Meetings:

Winnipeg, Tues, Sept. 18, 2018
McMaster House

Thompson, Mon, Sept. 24, 2018
RD Parker Collegiate

The Pas, Tues, Sept. 25, 2018
Wescana Inn

Winnipeg, Thurs, Sept. 27, 2018
West Kildonan Collegiate

Steinbach, Tues, Oct. 2, 2018
Steinbach RSS

Winnipeg, Thurs, Oct. 4, 2018
Khartum Shrine Centre

Dauphin, Tues, Oct. 9, 2018
Dauphin RCSS

Swan Valley, Wed, Oct. 10, 2018
Swan Valley RSS

Beausejour, Tues, Oct. 23, 2018
SunGro Centre

Gimli, Thurs, Oct. 25, 2018
Lakeview Gimli Resort

Portage la Prairie, Mon, Oct. 29, 2018
Portage Collegiate

Brandon, Tues, Oct. 30, 2018
Vincent Massey H.S.



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November 1-2

COGNITIVE BEHAVIOURAL THERAPY—Tools for Thinking Differently
November 14

NARRATIVE THERAPY—Tools for Exploring Stories
November 15

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™
November 26

CRISIS RESPONSE PLANNING
November 27

SELF-INJURY BEHAVIOUR IN YOUTH—Issues and Strategies
December 3-4

THE ETHICS OF HELPING—Boundaries and Relationships
December 13

EATING DISORDERS—From Image to Illness
February 25



Please visit our website for information on more workshops coming in 2018-2019.



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CREATING THINKING CLASSROOMS

Thursday, October 4, 2018 9:00 a.m. - 3:30 p.m.



Garfield Gini-Newman is associate professor at OISE/University of Toronto and a senior national consultant with The Critical Thinking Consortium. This session will:

- Explore strategies for putting critical thinking at the core of learning
- Consider criteria for powerful assessments
- Explore opportunities using assessment tasks to launch learning
- Understand the four fronts for critical thinking

BUILDING A THINKING MATHEMATICS CLASSROOM

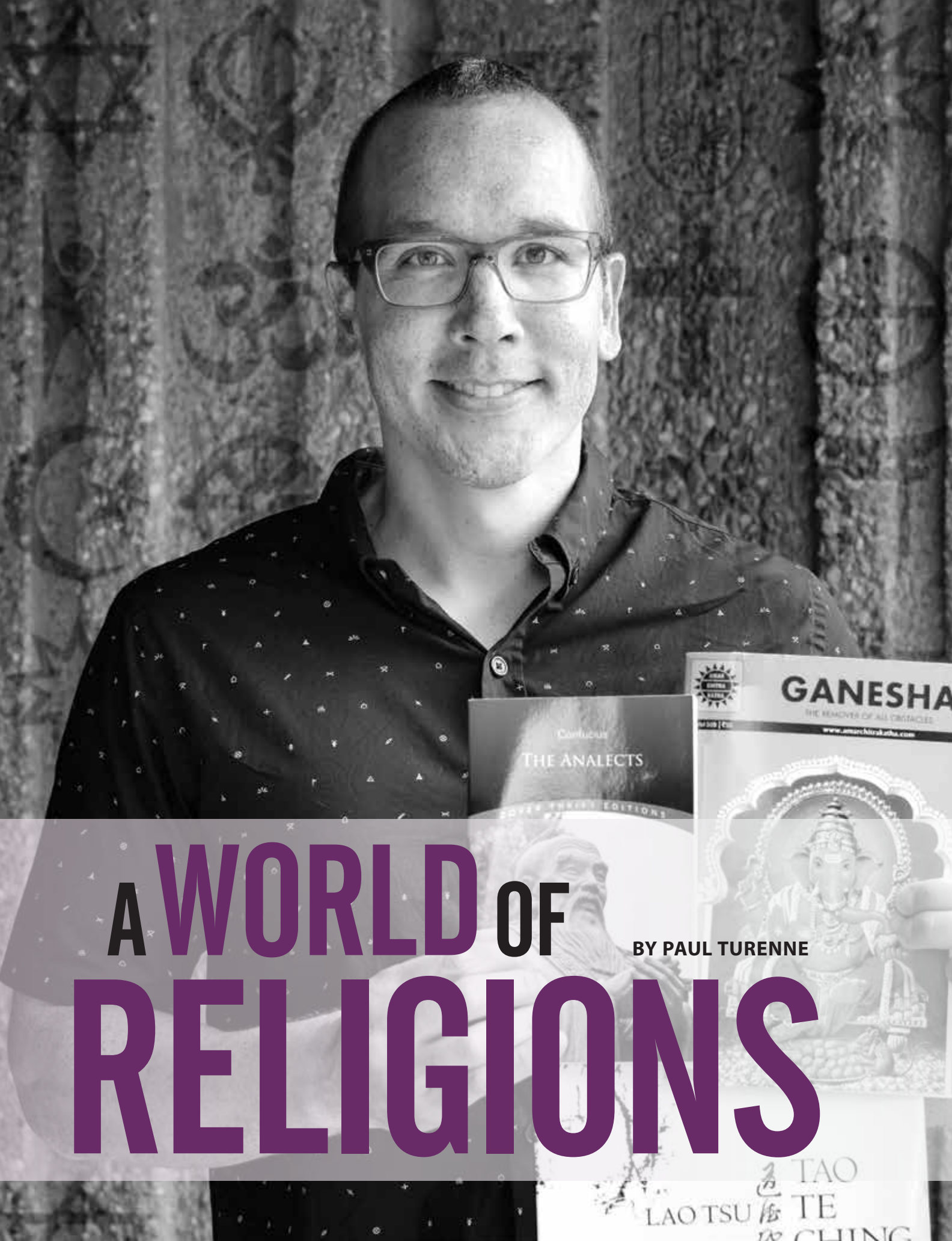
Thursday, January 10, 2019 9:00 a.m. - 3:30 p.m.



Dr. Peter Liljedahl is a Professor of Mathematics Education in the Faculty of Education at Simon Fraser University in Vancouver. His presentation will examine:

- Specific teaching tools that can help build a problem-based learning environment and thinking strategies in Mathematics classes
- Research that demonstrates an environment and culture can quickly and effectively be established, particularly in Mathematics classrooms where students may resist change

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A WORLD OF RELIGIONS

BY PAUL TURENNE

Just weeks before Cyrus Reimer's graduation from Green Valley School in June 2017, he completed a most unusual final assignment: He visited a Jehovah's Witness Kingdom Hall, and a Mormon church.

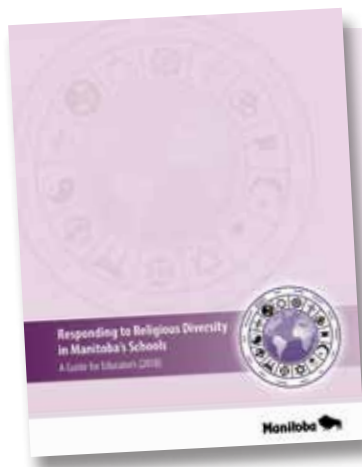
The visits were part of the Grunthal-area man's coursework in a pilot version of a world religions course meant to expose young Manitobans to the variety of religious perspectives. A final version of the curriculum for the course, called *A World of Religions: A Canadian Perspective*, will soon be made available by Manitoba Education and Training, for offer as a 40S-level elective for high school students all across Manitoba.

"I think it's a great idea. I find a lot nowadays that people have their view and refuse to consider anyone else's views. This course helped us to see that yes, we have differences, but we can still talk to each other," said Reimer, who took the course in Grade 12 with his GVS social studies teacher, Michael Zwaagstra. "Our final assignment was to attend a service at a place of worship from a religion different than our own, then write a report on it. It was really eye-opening, and it was interesting to see how not different we were."

A focus on inclusion and the commonality of values that transcend religions are among the cornerstones of the newly-developed course, which covers not only the history and basic tenets of major world religions, but also presents the diversity of perspectives within those religions, along with other views such as agnosticism.

"The purpose is to promote understanding. We're not promoting any particular religion. The course is designed to inform students about what's out there," said Zwaagstra, who began teaching the unit as a school-initiated course at GVS and was subsequently tapped by Manitoba Education to help pilot a curriculum that will end up going province-wide. "Manitoba is becoming a more diverse place. More and more people of different faiths are making Manitoba their home and we're continuing in that direction. That is a good thing, and this course is a great way to teach students how to better function in this environment. Whatever your religious perspective, it only makes sense to learn more about the people around you."

Tony Tavares, diversity education and international languages consultant with MET's Instruction, Curriculum and Assessment Branch, made that community focus a key part of the course's curriculum, which he developed with the help of



RESPONDING TO RELIGIOUS DIVERSITY IN MANITOBA'S SCHOOLS: A GUIDE FOR EDUCATORS IS A 254-PAGE REPORT COMPILED WITH THE HELP OF COMMUNITY AND STAKEHOLDER INPUT, INCLUDING THE MANITOBA TEACHERS' SOCIETY, AND IS DESIGNED AS A RESOURCE FOR TEACHERS AND ADMINISTRATORS.

Zwaagstra and a handful of other Manitoba teachers who had been teaching school-initiated courses in world religions. "It's about hearing about perspectives here; perspectives in our own community," Tavares said. "It's about combating prejudice, accepting a diversity of positions, and learning about how these religions are practiced here in Canada and Manitoba."

For Jerome Baseley, a teacher at central Winnipeg's Daniel McIntyre Collegiate Institute, finding religious diversity in the school's community simply meant turning your head in pretty much any direction. "We're in the West End, which is an extremely culturally diverse part of the city. There are many different religious meeting spaces just within walking distance of the school," Baseley said. "The students we have are quite diverse so there's a real opportunity for students to be able to showcase what they already know. My students are very respectful and eager to learn about each other."

Baseley began teaching a school-initiated religions course six years ago, and has also been among those helping Tavares develop and pilot a province-wide course curriculum. He said the course is as academically rigorous as any, but takes on a special social importance in today's day and age. "The world is getting uglier, and in some ways more divisive. This is a way to kind of counteract some of that."

In keeping with the community focus, Zwaagstra would invite various guest speakers to speak with his students at Green Valley. Some were religious authorities such as a Hindu pandit or Jewish rabbi, while others were simply practitioners of whatever faith the class was learning about at the time. "I think that's one of the things the students have found most positive about the course," he said. "It makes the learning all the more real for them."

The development of the World of Religions course is one of a few actions Tavares and his colleagues are taking to address the variety of perspectives in Manitoba's increasingly diverse student population.

Earlier this year, the department released a thorough and modern document called *Responding to Religious Diversity in Manitoba's Schools: A Guide for Educators*. The 254-page report was compiled with the help of community and stakeholder input, including from The Manitoba Teachers' Society, and is designed as a resource for teachers and principals.

It includes sections on diversity legislation and policy, religious accommodation guidelines, fact sheets on more than a dozen world religions, a guide to holy days, and a casebook of scenarios ranging from accommodating modesty requirements in gym class to organizing faith-based after-school clubs. The guide is now available on the Manitoba Education website.

The world religions course also forms part of that same effort to address Manitoba's increasingly diverse religious landscape. A few years ago, Tavares brought together teachers who had initiated their own courses, then began working with three schools in 2014-15 to pilot a common curriculum. That group grew to 11 schools in 2017-18, and will grow by another half-dozen again this fall. The schools now taking part are a mix of independent and public schools, as well as urban and rural, including schools in Brandon, Selkirk and Northern Manitoba.

The course's pilot version has been listed in Manitoba's subject table handbook for the past two years, and Tavares said his goal is to publish the final version of the curriculum this fall or winter, for offering as a full, elective option province-wide.


Teachers who are interested in the course may contact Tony Tavares at 204-945-6879 or tony.tavares@gov.mb.ca



THE MANITOBA TEACHERS' SOCIETY *in the Summer*







MTS members, elected officials and staff were out in force over the summer, literally raising the flag at various events across the province. Members marched in a number of Pride parades including Winnipeg, Brandon, Portage, Steinbach, Flin Flon and Thompson. We were involved in the Winnipeg Folk Festival, Teddy Bears' Picnic and Indigenous Day Live. Can you see yourself here?





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

THE TEACHER TURNS 100

BY GEORGE STEPHENSON

When the founders of MTS got together almost 100 years ago, they looked at ways to bring members of the union together and to keep them informed. One of their first decisions was to launch a magazine called The Bulletin.

The magazine, shortly after renamed The Manitoba Teacher, has become one of the oldest publications in Manitoba and a regular arrival for generations of teachers.

In May of 1919, 700 copies of the first issue of The Bulletin were printed. This current issue of The Teacher will be delivered to 16,500 teachers, government officials, other education partners and subscribers. More than a thousand others will access it online.

MTS has produced a number of publications over the years, but The Teacher is the only one that has withstood the impact of wars and politics and funding crises. Except for a brief suspension because of a lack of funds during the Depression, it has consistently published for almost a century.

MTS President Norm Gould says The Teacher has brought members together over the years.

"In such a geographically and culturally diverse province as Manitoba one of the first priorities is to create a means by which to communicate with the membership," he says. "The sharing of provincial stories

allows the membership to be participatory in the activities of the Society; and through these stories there is a sense of solidarity and shared experiences.

"It acts for members as both a mirror in which they can see themselves and the work they do and as a window through which

In May of 1919, 700 copies of the first issue of The Bulletin were printed. This current issue of The Teacher will be delivered to 16,500 teachers, government officials, other education partners and subscribers. More than a thousand others will access it online.

they can see what colleagues across the province are doing in their classrooms."

That first effort was eight pages, more in the form of a newsletter than a magazine, but did immediately focus on issues facing teachers, some of which would re-emerge time and again right up to this year.

One article called for such once-radical changes as minimum salaries for all classes

of teachers. This wouldn't fully come to pass for another four decades.

It also called for an overhaul of the entire school system to be undertaken with the help of teachers. Next year the Manitoba government expects to complete a comprehensive review of the public school system, a review that MTS says must be done with extensive consultation with teachers.

While some concerns from the distant past have never been fully resolved or keep coming around again, the magazine has undergone numerous changes.

At times it has been published twice a month, to once a month to 10 times a year to seven times a year. It has been a small handout, to a large square magazine to a tabloid-sized newspaper to the current magazine style it is today.

One of the greatest changes to the magazine was undertaken within its first few years. In 1923 it got its first cover and asked members for suggestions as to what the publication should be named. The following year it was renamed The Manitoba Teacher, with a larger magazine-style format.

It promised to focus on the Manitoba Teachers' Federation, which MTS was called at the time. The president, C. W. Laidlaw, outlined the goal in the somewhat florid style of the day.



“Especially do we want the Bulletin to bring home to you a vivid impression of the many activities of the Federation. It should tell you of the mass of business transacted in heavy, all-day meetings of the Executive.

“It should give some account of the goings to and fro in the land, when representatives of the Federation meet with locals or investigate trouble that cannot be healed by the method of correspondence, but demands personal interposition to compose the strained relationship.”

As well as the goings to and fro in the land, The Teacher through the years has focused on a host of issues facing public schools and teachers. Articles called for a national effort to wipe out illiteracy (1919), an emphasis on the importance of reading (1927) and the dangers of increased nationalism (1933).

In recent years, The Teacher has carried numerous stories on Indigenous education and other contemporary issues such as concussions in school sports, human trafficking, terrorism and student tours and robotics in the classroom.

In recent years, too, The Teacher has faced the question of its future as a print magazine in a digital world.

After a couple of failed attempts by some members to discontinue The Teacher, a committee was struck to do a comprehensive review of the magazine.

That resulted in creation of an app for

members who wanted to access The Teacher on tablet devices, which at that time our polling showed about 40 per cent of our members owned. At that time, as well, The Teacher was redesigned as a regular magazine rather than a tabloid-sized newspaper.

The Teacher through the years has focused on a host of issues facing public schools and teachers. Articles called for a national effort to wipe out illiteracy (1919), an emphasis on the importance of reading (1927), the dangers of increased nationalism (1933).

The new format appealed to members, the app did not. Only a handful of members accessed the app and that experiment was discontinued after two years in 2017. On the other hand, members appeared to like the new format and content. Since then only a few delegates to Annual General Meetings have supported resolutions to discontinue the print version.

The digital revolution and growth of The Teacher has, however, had an impact on many print publications put out over the years by The Society.

Through the years The Society has published various newsletters along with The Teacher, but as the magazine grew in size and content, they were discontinued. The Society regularly created posters for events such as workshops and sent them to schools. Now those posters are carried as full-page ads in The Teacher.

The most noticeable change was discontinuation of the MTS handbook, published for many years, that was given to members in September.

The handbook carried information about the Society such as who to contact in case of emergencies and other assorted information. With the development of the MTS website, that information in print form was no longer deemed necessary.

The website and associated social media platforms have allowed MTS to reduce the numbers of print publications as usage of the website and social media have grown. Back in the year 2000, the website consisted of a few pages accessed by a few dozen people.

It now is home to thousands of pages and is visited by more than 140,000 people a year.

Still, The Teacher in print continues to hold its unique place for members.

UNIVERSITY OF MANITOBA

HOME COMING

SEPTEMBER 24 - 30

FACULTY OF EDUCATION

An Evening of Engagement

- 5 p.m. - Welcome reception
- 5:15 - Opening of new science labs
- 5:30 - Focus group discussion on current BEd recruitment efforts
- 6:30 - Refreshments
- 7 p.m. - Panel discussion: Is Education in Manitoba Inclusive Enough?

WEDNESDAY, SEPTEMBER 26
5 - 8:00 PM

Location: RM 200
Education building, Fort Garry campus

RSVP by Friday, Sept. 16 at umanitoba.ca/homecoming
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Dalip Shekhawat & Marla Lulashnyk

Learn about St. Amant School's work on areas where students learn self-regulation, use proper body mechanics, gain confidence, and improve work habits and attitudes.

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Ernie



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NOV 14 - 11:30AM

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NOV 29 - 11:30AM
DEC 13 - 11:30AM

ROALD DAHL'S MATILDA THE MUSICAL
JAN 17 - 11:30AM
JAN 31 - 11:30AM

A DOLL'S HOUSE
FEB 6 - 11:30AM
FEB 13 - 11:30AM

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MAR 13 - 11:30AM

BOOM X
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HELPING HAITI

MANITOBA TEACHERS FIND RESILIENCE, CREATIVITY IN HAITIAN SCHOOLS

BY ANNE BENNETT

Teachers will find a way.

For 10 days last March, that simple phrase kept coming back to Brahim Ould Baba.

The MTS staff officer visited Haiti as part of the Educational Leadership Internship program, offered by the Université de Saint-Boniface (USB) and Centre de Recherche, de Formation et d'Intervention Psychologique (CREFI) in Haiti.

The partnership, supported by a number of local sponsors including MTS, saw four Manitoba educators, including Ould Baba, travel to work with teachers and school leaders on the island of 11 million people. Jules Rocque from USB, Michelle Jean-Paul from Seven Oaks and Mayur Raval, a retired principal from DSFM, rounded out the Manitoba delegation.

Ould Baba was struck by the incredible resilience of teachers where, in 2010, a devastating earthquake claimed over 200,000 lives, left over 300,000 injured and over half the country's schools in rubble.

"It's extraordinary to see what these teachers do with so little," he said. "So many of the tools and resources I take for granted are beyond their reach. But there are challenges in every classroom in every corner of the world, and what is clear is that no matter what the circumstances, teachers will find a way."

After the earthquake, the federal government put out the call to Canadian

universities interested in helping Haiti rebuild. USB applied for and received a grant for the internship program. Two years in, the Harper government abruptly cut the program.

"Jules Rocque, the USB professor who initiated the program didn't want it to end, and committed himself to keeping Manitoba teachers involved. A number of sponsors stepped forward, including MTS, and as a result we're able to continue the effort."

The Manitoba educators' role in Haiti was to support training in educational leadership by strengthening skills and increasing local capacities. This included the development of professional learning communities (PLCs) initiated by previous participants in the internship program.

Ould Baba provided instruction on using manipulatives to teach math, and used a series of differently coloured and sized paper squares and a grid that could be easily reused. "I had to create tools that could be duplicated at minimal or no cost, and that would be durable."

"I found the process of preparing as instructive as the delivery, because I couldn't rely on the same kind of approach I'd use here, where we have access to resources that Haitian schools don't. It forced me to look outside of the approach I'm used to taking."

Close to 60 teachers from four schools came together to work with the Manitobans, invited by their principals—themselves previous internship participants. Rather

than overwhelmed by their challenging circumstances, Ould Baba found the teachers extremely engaged and eager to explore new approaches.

"In Haiti, education is everything. The teachers are so dedicated because they understand that education is the way forward for their country. It's essential to their future—which is the case for all of us, but for Haitians, especially for families that are suffering economically, it is the way out."

That is to say, the way out of poverty, but not necessarily out of Haiti.

"The students I spoke to, many of them want to pursue their studies to improve their country. One principal I met had, after the earthquake, been accepted for immigration to Quebec, but changed his mind. He wanted to stay and improve things in Haiti. And so he is now the principal of a school, helping to build a future."

That personal investment is immediately evident in conversation with Jeannette Duval, Sylvain Nelson, Ellison Élicière and Jimmy Pierre-Louis. The four teachers made the trek to Winnipeg in May after working with Canadian educators in Haitian schools. Their passion for educating children is matched by an overwhelming desire to rebuild and reimagine their country.

"I wanted to become a teacher to participate in the development of my country, to participate in improving the system," said Duval.





IN ADDITION TO MTS, THE PARTNERS WITH USB AND CREFI ARE: ASSOCIATION MANITOBAINE DES DIRECTRICES ET DIRECTEURS DES ÉCOLES D'IMMERSION FRANÇAISE, ASSOCIATIONS DES DIRECTIONS DES ÉCOLES FRANCO-MANITOBAINES, DIVISION SCOLAIRE FRANCO-MANITOBAINE, LOUIS RIEL SCHOOL DIVISION, PEMBINA TRAILS SCHOOL DIVISION, SEINE RIVER SCHOOL DIVISION, SEVEN OAKS SCHOOL DIVISION, ÉDUCATRICES ET ÉDUCATEURS FRANCOPHONES DU MANITOBA AND ASSOCIATION FRANCOPHONE POUR LE SAVOIR.

Élicière agrees. “In my neighbourhood I was the first to graduate from secondary school, and, consequently, I wanted to share my ability and my strength to help others learn. Like me, many others have succeeded in graduating from secondary school. It’s my contribution to the community, because education is considered the pillar of development in the country.”

It’s a point of pride for these educators to see young people in their communities committed to learning, to rising above the devastation that ravaged their homeland—not to abandon Haiti, but to reclaim it.

“I have taught many generations now, says Pierre-Louis. “Some of my students have become engineers, doctors, and they say “thank you” when they see me. I am proud to have taught them and proud of what they are doing to help others in Haiti.”

“Yes, people are coming together to overcome the challenges,” agrees Duval. “It’s not easy, but all the educational players are doing their best to ensure that things get better.”

Among the significant changes underway is a shift in mindset to embrace new approaches and techniques beyond the lecture-based approach of years past. The goal is to have students become active participants in the process, rather than passive recipients of information.

“We are starting to acquire the tools we need to make the students the architects of their own education, to put the power in their

hands,” said Pierre-Louis. “We were using lecture-based teaching and we are in the midst of change, with technology becoming more present in classrooms. I’m not saying everything is good, that everything is okay, but we are in the process of change.”

Indeed, computers, tablets and smart boards are slowly finding their way into Haitian classrooms, but most schools still aren’t in a position to buy them. Even for those that are, internet connections are unreliable.

Perhaps the greatest drivers of educational improvement in Haiti are parents, the vast majority of whom make considerable sacrifices to send their children to school. Many of Haiti’s schools are private, so tuition, supplies and uniforms come at a cost. Working two or more jobs is not uncommon, even for teachers, who earn anywhere from \$200-\$300 per month.

While teachers in Haitian schools are university trained, educators come in many forms. Private schools are often staffed by family members, who do everything from help in the classroom to cleaning and meal preparation. Others from the community give time as well, to help deliver lessons and support students.

That reality means a longer school day in Haiti, with classes in the evenings as well as daytime. This accommodates teachers with more than one job and students with family responsibilities in addition to their studies.

“Haitian teachers thirst for training,” said

Pierre-Louis, “and that is why we’re here in Winnipeg. I work and I’m completing my Master’s degree and now I’m in the internship program. We believe in training and making sacrifices. The partnership between Université de Saint-Boniface and Centre de Recherche, de Formation et d’Intervention Psychologique (CREFI) is opportune because it allows us to continue improving as teachers.”

The primary language in Haiti is Créole, however lessons in school are taught in French. Ould Baba noticed similar challenges to those teachers face in Manitoba, teaching French as an additional language.

“I was interested to see how they teach French and to see what I might share with my colleagues in Manitoba. Just as many of our French students might speak English at home, most of the students in Haiti speak Créole outside of school. So I was careful to observe how they teach French as a second language.”

Ould Baba found the internship program enormously valuable, and feels it will enrich his own work in diversity, inclusion and cultural proficiency, something Pierre-Louis is intent on cultivating in his own school.

“When I am back in Haiti I will establish—I don’t know if it will be in five or 10 years, but I have in mind that I will establish—a school that will include children who have challenges of learning, of mobility. Inclusion is essential.”

PORTFOLIO



CONGRATULATIONS!

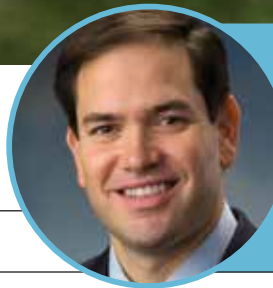
The United States has apparently achieved something no other country in the world has been able to accomplish.

“Based on historical standards of material wellbeing and the terms of engagement, our War on Poverty is largely over and a success,” the White House Council of Economic Advisers said in a report over the summer.

Wow. It’s come a long way since former president, Ronald Reagan, said “the federal government declared war on poverty and poverty won.”

Straight **Outta Canada**

BY GEORGE STEPHENSON



If there’s any upside to U.S. President Donald Trump’s Twitter attack this summer on Canada and our prime minister, Justin Trudeau, it is the exposure of a long-held, deep secret.

Indeed, it has been so deep a secret that no one, even we Canadians, knew it existed. But now we know: Canada is one tough cookie among countries. It is king of the jungle. We’re a global badass.

How else can one interpret the continuing assault by Trump and his Trumpeteers? The president called our prime minister a liar and a “meek and mild” one at that. His minions followed up, saying Trudeau “stabbed us in the back” and that “there’s a special place in hell” for Trudeau.

Up there in the rarified air of the White House, they seem to view the Canadian PM as a cross between Vlad the Impaler and Genghis Khan. It’s rhetoric the American government normally reserves for the street gang MS-13. It justified imposing tariffs on Canadian goods because of national security concerns.

That certainly blows our cover as a friendly, good-natured country where people welcome strangers, wave at neighbors and cross at the light. We’re normally looked on as that nerdy cousin who sometimes gets to hang out with the big kids.

Apparently, not so in Trump’s mind. In that dark place we’re like Denzel Washington’s *The Equalizer*, all affable and polite and cordial – until we’re not. We act all serene



Concerns about head injuries in football threaten the very future of America, says the head coach at the University of Carolina.

"Our game is under attack," Larry Fedora said. "I fear that the game will get pushed so far to one extreme that you won't recognize the game 10 years from now. And I do believe that if it gets to that point, our country goes down, too."

Fedora claimed a three-star general credited football with the success of the U.S. military.

"I had a question for him: What is it that makes our country, our military, superior to every other military in the world?" Fedora said. "He was like: 'That's easy, we're the only football-playing nation in the world. And most of our troops have played the game at some point in their life at some level and the lessons that they learned from that game makes us who we are.'"

It is unknown how much football Fedora played through his life.

A FAMILIAR RESUMÉ

Florida Senator Marco Rubio angered by Donald Trump's description of Kim Jung-un as talented: "KJU is not a talented guy. He inherited the family business from his father and grandfather. He is a total weirdo who would not be elected assistant dog catcher in any democracy." Except maybe the U.S.

and meek and mild, until you feel the might of our Sorel snow boot on your neck.

Canada has Trump and his Trumpettes worried to the point they're breathing into paper bags. Recently, Trump recalled, in discussing national security, how the White House was burned down during the War of 1812. Now, that was the British, but they were our forebears and we still carry the arsonist gene.

The president seems to be worried we'd do it again, if not for the imposition of tariffs on steel and aluminum. Or, given the number of Canadian snow birds and retirees in Florida, he might think his so-called winter White House, Mar-a-Lago is under threat.

It's not a peril to be taken lightly. If we could mobilize those thousands of elderly Canadians – and provide adequate transportation – we could overpower Trump's valets and golf pros in a single day.

Yes, we've got swagger now.

We're bad.

We haven't been elevated to such brawny status since Canadian soldiers stormed the beaches of Normandy in 1944 – and that didn't even involve dairy subsidies. It's yet another historical footnote Trump would be wise to note. In Trump World a vision of Canadians, carrying hockey sticks and maple syrup, storming Muskegon beach on Lake Michigan is probably not so outrageous.

Actually it could be true, but we'd just be organizing a picnic with Canadian beer and bison burgers.

Back on this planet, Trump can stop his worrying. Despite having that special place in hell awaiting, we won't be invading or burning down the house before his lease expires. Not that we're afraid. We do have universal health care.

No, we have evolved. We would rather talk and smile others into submission.

And if things do get particularly dire, we could always raise the prospect of a border wall. Right now a lot of Canadians would even be willing to pay for it.



WELL, YES, THAT IS THE DEFINITION

Fox TV host Steve Doocy arguing that migrant children are not being kept in cages: "No, these aren't cages ... this is a great, big warehouse facility where they built walls out of chain link fences."

Donald Trump Jr. on whether the Republican Party is becoming a Trump cult: "If it's a cult, it's because they like what my father is doing."



A Michigan mom requesting time off work at a gas station because of a family emergency discovered bad bosses aren't just in the movies. The mom texted her manager she wouldn't be able to work her regular shift because her son was on life support.

The manager replied: "If you can't come to work, that's you quitting." The manager then clarified her position: "There's no reason you can't work and I will not tolerate drama." After 24 hours on Facebook, with some 56,000 shares, the manager was fired and the distraught mother was assured her job was safe.

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

REFRESH

BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR

6 WAYS TO IMPROVE YOUR SOCIAL MEDIA LIFE

[RODE VIDEOMIC ME]

[INSTA 360 ONE CAMERA]

Summer break is over. Time to improve the quality of your social media life. Here are seven ways to keep yourself engaged and connected this school year.

1. Back up your summer memories

Can you imagine losing all your amazing summer selfies and family pics? Make sure to back them up to at least one online and one physical source. Portable hard drives are cheap these days, and one of the most hassle-free ways to back up online is through Google Photos. Whether you have an iPhone or Android, you can get free, unlimited photo and video backups. Plus every person you photograph will be auto-organized into their own folder, accessible from any device. You can even search for all your doggo and kitty pics.

2. Invest in a 360 video camera

Ready to try something new? Buy a 360 camera that can shoot the world from overhead, underwater, atop your bicycle helmet or from your furbaby's perspective. Two good examples? The Insta 360 One works best with iPhone, has excellent stabilization, doubles as an action cam, and has an optional invisible selfie stick

that disappears in your stills and videos. The Xiaomi Mi Sphere, has superior still resolution and is both iPhone and Android friendly. You'll find copious reviews and sample footage for both on YouTube.

3. Mic your phone

Built-in phone mics have come a long way. But video is nothing without decent sound and sometimes smartphone audio can be disappointing. There are many options for mics that will instantly kick up the sound quality on your class and family videos. Check out the Rode VideoMic Me, the Rode SmartLav and countless others on Amazon.ca.

4. Make friends on a new platform

Sure, there are only so many social media sites you can manage. But every social platform you join can introduce you to new friends and mentors. You owe it to yourself to start connecting with colleagues on social media. Don't forget to follow the Society, your local and your school division.

5. Enjoy social PD

One of the best ways to nurture your interest in social media and make great

friends is to become a member of the Manitoba Association of Computing Educators (ManAce). Their Technology Information (TIN) Nights feature food, fun and great social media/tech presentations throughout the year and their MTS PD Day presos are awesome.

6. Post those special events

You have a ton of events at your school. They're great opportunities to show parents and your community the spirit and energy of your classroom. But always make sure you have permission to photograph kids. Many schools will ask for signed releases from students' parents each year to cover posting photographs to web and social media sites. Here are some special days to look forward to this fall.

- Orange Shirt Day – Sept. 30
- World Teachers' Day – Oct. 5
- MTS PR Seminars – Oct. 13
- Fab 5 – Oct. 17, 18
- SAGE – Oct. 19
- Media Literacy Week – Nov. 5 – 9

Education Resources Available

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All resources are free



SAVE - THE - DATE



PROFESSIONAL DEVELOPMENT 2018/2019

SEPTEMBER	<p>Workshop on Workshops September 22, 2018</p> <p>The Role of the School Guidance Counsellor September 24-25, 2018</p>
OCTOBER	<p>FAB 5 Beginning Teacher Conference - Winnipeg October 17-18, 2018</p> <p>FAB 5 Beginning Teacher Conference - Brandon October 18, 2018</p> <p>Supervision & Evaluation: A Toolbox for Principals October 18-19, 2018</p>
NOVEMBER	<p>Crucial Conversations® November 26-27, 2018</p>
DECEMBER	<p>Managing Conflict with Clarity, Confidence, and Courage December 10-11, 2018</p>
JANUARY	<p>Mental Health First Aid for Adults who Interact with Youth January 21-22, 2019</p>
FEBRUARY	<p>Collective Efficacy: The Power of Working Together February 1-2, 2019</p>
MARCH	<p>Women in Educational Leadership Symposium</p> <p>LEAN IN/LEAD ON: Building Capacity, Confidence, and Voice March 8-9, 2019</p> <p>Authentic Equity: Moving Beyond Celebrating Diversity March 11-12, 2019</p> <p>Mental Health First Aid for Adults who Interact with Youth March 25 & 27, 2019</p>
APRIL	<p>Crucial Conversations® 2.0: Reflection & Follow Up April 6, 2019</p>

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

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

For information about our Field-Led Course:

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

To register through MyProfile Member link:

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

To access information about other workshops offered by MTS:

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

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

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

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

