

THE MANITOBA

Teacher

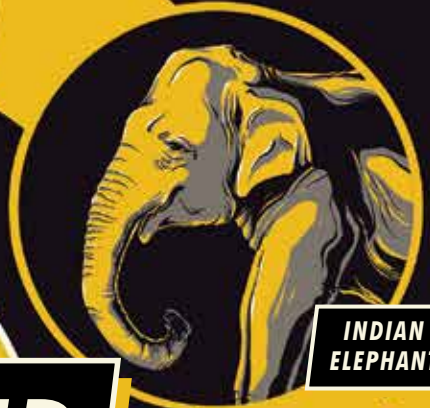
JANUARY/FEBRUARY 2019 VOLUME 97 NUMBER 4 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY



**MALE ELEMENTARY
SCHOOL TEACHER**



**BONOBO
CHIMPANZEE**



**INDIAN
ELEPHANT**

ENDANGERED



**GALAPAGOS
PENGUIN**



**BENGAL
TIGER**



**GREEN SEA
TURTLE**



Young
Humanitarian
Awards



The
Manitoba
Teachers'
Society

**NOMINATE YOUR
YOUNG HUMANITARIAN
STUDENTS
TODAY!** **FOUR
\$1000
PRIZES**

They're kids with a cause – compassionate, creative and courageous. You see them at every grade level, students who love serving in their schools and communities.

Thank them for their goodness with a Young Humanitarian Award nomination. They could win one of four \$1,000 prizes.

Nomination forms are up at mbteach.org and deadline for submissions is Thursday February 28, 2019 at 4:00 pm.

Join us at our MTS YHA Awards April 16, 2019, 7:00 PM at the Manitoba Theatre for Young People.

 [facebook.com/
manitobateachers](https://facebook.com/manitobateachers)

 [instagram.com/
mbteachers](https://instagram.com/mbteachers)

 [twitter.com/
mbteachers](https://twitter.com/mbteachers)

#mtsyha #thankgoodness mbteach.org

Teacher

JANUARY/FEBRUARY 2019 VOLUME 97 NUMBER 4 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

P.4 *From the President*

P.5 *Inside MTS*



A CENTURY OF SOLIDARITY



The Manitoba Teachers' Society

P.12 **PROTECTING**
teachers

Considering the huge steps the Society has made for all members over the last century, it's easy to forget that there were ordinary teachers living in terrible circumstances. Long before there was such a thing as Teacher Welfare, the welfare of teachers was the cornerstone of the Federation.



P.14 **Opportunity for all**
Canada's first poverty reduction strategy is most notable for what is not there



P.6 **A rare breed – the male elementary school teacher**
For teachers who take up the challenge, gains outweigh any losses



P.10 **Ending youth homelessness Here and Now**
Winnipeg's first strategy on ending & preventing youth homelessness



FROM THE PRESIDENT

NORM GOULD

We've all heard the saying "politics makes strange bedfellows". It's the idea that sometimes our circumstances turn in unexpected ways and we find ourselves on the same side of an issue as someone in whom we didn't see an ally.

As a political leader at MTS, I've learned the value of standing my ground, doing what I believe in and being seen doing it. At the same time I know that an entrenched position can be a problem, and that an open mind can be my best defense.

This month the Manitoba government launches its year-long comprehensive K-12 education review. And while government is, at times, on the opposite side of the table from MTS, on the matter of the need for reform we find ourselves united. Teachers want to provide the very best education they can to kids who trust them to do exactly that. But teachers can't deliver without resources needed to support that effort. In our province's larger centres those resources are thinly stretched. In the north and rural areas, even moreso.

The result is inequitable education. Some kids get support, some don't. Tough choices have to be made, often at the expense of individual students, and ultimately our collective future.

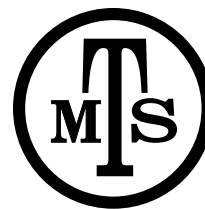
Let's be clear that none of us are immune from or opposed to tough choices. What teachers are opposed to are funding "increases" that fail to keep pace even with the rate of inflation, negating efforts to provide education that responds to student needs. Our classrooms are increasingly complex, and to ignore that reality is to turn our backs on every child we serve—regardless of ability or circumstance.

Now, on some areas of the education review we may differ from the government. In fact, I'm confident that there will be times when we will. As I write this column in December there are still questions around the review's intent: Will it be a grand show in support of a pre-determined austerity agenda? Or will it focus on how to invest in our children, wherever they live in Manitoba, to facilitate the best possible academic outcomes?

There is no denying the need for improvement. And at MTS we are duty-bound to students, their parents, and indeed all Manitobans, to ensure that that improvement occurs. Therefore we support this review in good faith. We welcome it as an opportunity for all education stakeholders to participate fully, to share their perspectives and ideas, to create a public education system that will not abdicate its responsibility to children nor its commitment to a vibrant future for Manitoba.

So MTS will be at the table—not across from, but side-by-side with—others dedicated to that outcome. And I urge you, as a teacher, to take every opportunity in the coming year to share your voice and vision for improved public education.

One voice we'll miss is that of General Secretary Bobbi Taillefer, who leaves MTS this month after 21 years of service. She is a dedicated ally of public education and a valued colleague. I wish her all the best.



The Manitoba Teachers' Society

Editor

George Stephenson,
gstephenson@mbteach.org
Phone: (204) 831-3058

Design

Krista Rutledge

Photography

Matea Tuhtar

Circulation

Jennifer Nasse, jnasse@mbteach.org

Advertising

Mireille Theriault, mtheriault@mbteach.org

The Manitoba Teacher

191 Harcourt Street
Winnipeg, MB R3J 3H2
Phone: (204) 888-7961
Fax: (204) 831-0877

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

Join other Manitoba teachers who follow us on Facebook and Twitter.



[facebook.com/
manitobateachers](https://facebook.com/manitobateachers)



[twitter.com/
mbteachers](https://twitter.com/mbteachers)

Publications Mail Agreement

40063378 ISSN 002-228X

Return undeliverable Canadian addresses to:

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



Canadian
Educational
Press
Association





INSIDE MTS

A FOND FAREWELL TO COLLEAGUES AND FRIENDS

BOBBI TAILLEFER, GENERAL SECRETARY

Dear MTS members,

Welcome back! I hope that you had a restful holiday where you took care of yourselves and enjoyed time with friends and family. I wish you all of the best for the New Year; may it bring peace and prosperity for you all.

This is a column that I thought I would never be writing. As some of you may have heard, on December 7th, I tendered my resignation as General Secretary and my last day at The Manitoba Teachers' Society, will be January 16th.

I leave with a heavy heart as MTS has been my home for the past 21 years. I looked forward to completing all the good work that staff and I had undertaken on behalf of members but, unfortunately, circumstances were such that I was unable to stay to see that work through.

I have enjoyed my tenure at MTS where things have never been dull as challenges and opportunities always seem to be the order of the day. Throughout those years, it has been such an honour to work with the incredibly talented MTS staff where, as a team, we tackled these complicated situations. Both the support staff, who efficiently ensure the successful implementation of all programs (merci Lise Schellenberg), and the administrative staff (staff officers, case managers, EAP counselors, communications, finance, facilities, IT and analysts) who work directly with members and drive our strategic vision, are simply the best and they certainly can be trusted to have your back! I leave knowing that the strongest and smartest staff team is ready and able to address any situation that may be on the horizon.

I have also been honored to work with many fine education partners. It has been a pleasure to collaborate and advance public education with MSBA, MAPC, MASS and MASBO.

Over the years, I have had the privilege of working with some of the finest labour lawyers in Canada. I thank Mel Myers, Rocky Pollock, Tony Marques,

Valerie Matthews Lemieux, Paul McKenna and Garth Smorang for all of the wise counsel they provided along the way. And speaking of wisdom and sage counsel, working with Jeff Norton and Brenda Venuto at TRAF was always a pleasure.

My penultimate thanks is to the hard working MTS members who volunteer their time to support their colleagues and to make MTS a strong and formidable member driven organization.

Lastly, I would like to say it has been a singular honour to serve with President Norm Gould. Throughout his mandate he has demonstrated vision, integrity and compassion as he led us through some testing times. I will fondly remember the challenges we faced together and how his humanity and kind heart guided his decisions. During his time at the helm of MTS, he always rose to the occasion as a passionate advocate for members and public education. At the end of his term, he will leave with a significant legacy – the donation to the CMHR resulting in the MTS named classrooms, the complete modernization of the MTS Bylaws, the stability of the staff pension plan and the defense of the TRAF pension plan in order to ensure its sustainability are but a few of his accomplishments on behalf of members. His leadership will certainly be missed when his term ends.

As I leave, I would like to share a few last thoughts. I believe it is important that members and The Society remain mindful of their responsibility to ensure that our programs and advocacy support public education for all and that we understand and live up to our duty to represent and support our membership.

As well, I challenge MTS members to become more engaged at the local and provincial levels. The future of MTS belongs to us all and we therefore need to fully participate in the life of our union.

Finally, I want to say that I have enjoyed my career at MTS and I have always said that the best part of my work

was working with and for teachers and principals. Throughout my career, I have always remained dedicated to my roots as a classroom teacher where I was surrounded by hard working colleagues and was lucky to work with the children in Manitoba's fine public school system. I know that for me being a teacher is a big deal – we teach and influence students and their families and, in fact, our civil society.

I am proud of my contributions to MTS and I know that I could not have done all that I did without the unfailing support of my husband, Paul Taillefer – who knows a thing or two about teacher unions having been a provincial president in Ontario (AEFO) and then the President of The Canadian Teachers' Federation. His love and super wise counsel always buoyed me in the most difficult of times. I know I am lucky to have him as my partner in life. My life is also enriched by being surrounded and cared for by my family and friends – too numerous to mention but you know who you are and you know how much you mean to me.

I am also very proud of our Society and our members – you are the future of MTS and in my opinion, that future is bright. I wish you all the best for the remainder of this school year and in the years to come.

So where will I be next? After my resignation I considered a few offers and am pleased to say that I have accepted a position in mid-December to become the Deputy General Secretary at the Elementary Teachers' Federation of Ontario – a union with 85,000 members. I look forward to the opportunity to continue in my life's work of defending public education and the teaching profession.

Yours in solidarity,

Bobbi Taillefer
General Secretary

STORY BY
JENNIFER MCFEE

ILLUSTRATIONS BY
MATT KEHLER

A SCARCE

In today's elementary schools they're a rare breed. In some Manitoba schools they don't even exist.

But for male teachers who take up the challenge, gains outweigh any losses.

Teachers like David Mandzuk, currently dean of the faculty of education at the University of Manitoba, who spent the first 20 years of his career as an elementary school teacher.

"In the mid '70s, I had been a swimming instructor for the city for many years. I taught all age groups and I enjoyed working with young kids. I felt very comfortable in that setting," he said.

"Then I realized at that time there was quite a concern that not enough young boys had positive role models in elementary school. And I realized that since I was comfortable in that setting, I might play a role."

Based on his own experience, and thinking back to his own positive role models, Mandzuk encourages other men to consider teaching in an elementary school setting.

"There are a lot of needy kids in our schools. A lot of kids don't come from very enriched backgrounds who need positive role models, boys in particular," he said.

"Of course, whether they're male or female, the ultimate goal is to have the most effective people in front of students — people who really acknowledge individual kids for who they are and see them as individual learners."

Currently, only about 10 per cent of elementary school teachers are male. The

gender ratio starts to become more evenly split in middle school and is most balanced in high school.

"Rightly or wrongly, I think females are sometimes seen as more nurturing than males. One could argue that we socialize females to be that way. Of course, that's not always the case and there are plenty of examples of males who are very good nurturers," Mandzuk says.

"I wonder if there are fewer males who see themselves as playing that kind of nurturing role that is so important in the early years. If they have trouble imagining that, it's likely due to the fact that we don't really socialize them to be nurturers."

Like Mandzuk, Paul Olson's career as an elementary school teacher spans about two decades. He is also known for the eight years he spent at The Manitoba Teachers' Society as an elected leader, including four years as president. Most recently, he has been teaching Grade 4 at Ecole Rivière-Rouge.

"I didn't start out interested in elementary school. I was interested in high school music. And then, as happens in university, I was doing different courses and I ended up moving into the elementary stream — and I ended up liking it," he said.

"My degree is actually in secondary education, and I did that in my first year of teaching. Then a position opened up in Grade 6 French immersion and I've never looked back."

Over the years, he found that most

elementary schools usually have only two or three males on staff, at most.

At his current school, which serves approximately 400 students, the only male instructors are Olson and one of the two phys-ed teachers.

Although he's not certain why there is such a discrepancy, he offers a few theories.

"When you're looking at holistic child development in North America, and indeed in much of the world, patriarchy basically relegates that to women's work. So there certainly is a strong cultural bias toward this being work done by women professionals," he said.

"Part of it is gender role stereotypes and part of it is also a prestige thing. It's incorrectly viewed by some that you need more education or training to do high school teaching."

Although Olson never planned to become an elementary school teacher, he now calls it the best job in the world.

"The fact that I'm a small minority in an almost entirely female environment is one of the best things that ever happened to me. It's wonderful. I'm a white, hetero, cis-gender, grey-haired, suburban Canadian male. I check every single privilege box that exists in the known world," he said.

"If I want to get any grasp of what the broader society looks like, it's probably best if I am put in a situation to get other perspectives on the world, on the classroom, on childcare. It's been a wonderful education



DAVID MANDZUK
U OF M



SWARAN SINGH
GRADE 1/2



RESOURCE

for me as an activist and as a union leader to understand other realities. It's really been exciting."

At the same time, he acknowledges that he still benefits from privileges, even as a minuscule minority.

"I'm a minority mathematically speaking, but in terms of being respected and having my voice heard and all those things that real minorities never get, I do get them," he said.

"I've worked with great people my whole career, I'm listened to and my voice is valued. I couldn't find discrimination if I went looking for it."

He also realizes that men who teach in elementary schools might be one of the only male role models in the lives of some students.

"I have random children walking up to me that I've never spoken to in their lives. They are coming up to me in the hallways for a hug and it feels really great," he said. "This might be someone who hugs everybody — or it might be someone who just misses her dad or who maybe has never had a dad. There are sometimes deeper messages."

Similar to Olson, Swaran Singh took a roundabout route to become an elementary school teacher.

"The interesting thing is I thought I was going to be a high school math teacher. But then I had a practicum in a Grade 1 and 2 classroom. It was interesting to me to see how the teacher interacted and how keen the kids were to be learning. I could see the difference

that the teacher was making," said Singh, who now teaches Grade 1 and 2 French immersion at Ecole Garden Grove.

"That was a turning point. I never did end up going into a high school classroom or doing a high school practicum from there."

In his experience, he has also found that the vast majority of teachers he works with are women.

"There are so few male teachers that boys might get the idea from early on that this is a scenario for females. Maybe it's also a societal thing. When you watch TV or movies, it seems like boys are geared towards macho things. An elementary teacher doesn't come into mind," he said.

"When I first graduated, I was subbing in a kindergarten class and one of the first things out of the kids' mouths was 'It's a man!' From early on, they already have this idea or image that a man is not what you typically see in kindergarten."

But for Singh, he believes he has discovered the ideal career path.

"It's been a very fulfilling professional choice. I get the opportunity to express myself. It allows me to make a connection with people. It's helped me in all facets of life, such as when I'm interacting with my own kids, my friends' children, my nieces and nephews, and even learning how to deal with adults," he said.

"There's never a dull moment and you do have a certain amount of autonomy where you can choose what you want to do. You

have the content of what you need to teach but it's flexible as to how you teach it. It's been really positive for me."

For Garrett Young, his original plan was to become a phys-ed teacher, but his preference has evolved after five years of teaching in an elementary classroom.

"I don't think now I will ever go back to the gym," said Young, who currently teaches Grade 4/5 at Linwood School. "I just like the classroom too much."

Since many students have never had a male elementary teacher before, Young pays close attention to their reactions and responses.

"It's really interesting to see personalities of students adapt and change to being in a classroom with a man. Sometimes you can really see growth in students just having a different mindset," he said.

"But I've also had the opposite of that. I've had students who have fractured relationships with a lot of men in their life. With me being their teacher, they see me as just another guy. They've had a difficult perspective of men so far in life even though they're so young, which is sad. They definitely come in with some pre-existing notions of how things might be."

At the same time, the reactions from adults are equally varied.

"The social stigma of men in elementary teaching positions is interesting to me. People either think it's great that I'm doing this because so many kids don't have that consistent father-like figure in their lives or



GARRETT YOUNG
GRADE 4/5



GUY DUBÉ
GRADE 4/5

they almost dismiss it as being odd,” he said.

“Why would a young man want to spend his whole day with kids, practising tying shoes, skip-counting by 5’s, and learning how to use a paint-brush or read a book?”

Well, because the few of us that are male elementary teachers know it’s where we’re supposed to be.”

When he first started out, he was abundantly aware of these perceptions.

“We were taught in our university courses that unfortunately men have to be really careful, more careful than women a lot of the time. In this position, you’re emotionally involved. You’re giving out hugs and there’s this social stigma about whether that’s appropriate,” he said.

“When I was student teaching and practising, I was very cognizant of that. I was always making sure that there was another adult in the room if someone was crying and I was trying to console them. Now I’ve just become more natural with it. I’ve adopted the mentality that I’m a person in this job that’s here to care and to help these students. I really value the importance of supporting the students emotionally as well. It shouldn’t matter if it’s a man or a woman, as long as the person is taking care of the kids.”

Offering a broad perspective, Guy Dubé has taught a range of levels from Grade 1 to 12. At present, he teaches Grade 4/5 at Ecole Bonaventure.

“I was the only male teacher for a long time. I’ve been here for 10 years, and for about seven of those, I was the sole male teacher in the school. Even our custodian was female. There was nobody else but me,” he said.

“You are isolated. You’re all on your own —

and you’d better be very confident in yourself and how to deal with situations with kids at a younger age.”

Communication is key to smoothing out any concerns with parents who aren’t used to the situation, he added.

“When you go to elementary, you’re usually the first male teacher for the parents and the child so they don’t know what to expect.

AT THE MANITOBA TEACHERS’ SOCIETY ANNUAL GENERAL MEETING IN MAY, GUY DUBÉ INTRODUCED A RESOLUTION THAT TASKS THE PROVINCIAL EXECUTIVE WITH FINDING WAYS TO PROMOTE AND ENCOURAGE MORE MEN TO ENTER THE PROFESSION, WITH A VIEW TO PROVIDE A MORE EQUITABLE BALANCE OF MEN TO WOMEN.

Their child has always had a female teacher so they don’t know how to communicate with you,” he said.

“If that’s the case, I think it’s my role to communicate more with them by email, text, phone call. I find that taking the extra time, especially in September, breaks a lot of barriers.”

Using a similar approach, Dubé dedicates himself to creating bonds with his young students.

“What I find different in elementary is that establishing a relationship with the students takes more time as a male teacher. You have to be more mindful of your voice and your tone and how you approach the students,” he said.

“You want them to know that you’re nurturing and caring, just like the female teachers. That’s really important.”

At The Manitoba Teachers’ Society annual general meeting in May, Dubé introduced a resolution that tasks the provincial executive with finding ways to promote and encourage more men to enter the profession, with a view to provide a more equitable balance of men to women.

“The rationale is that there is an imbalance in female and male teachers in our profession,” he explained. “If a goal of MTS is to promote gender equality, then attention to this imbalance is required.”

The resolution received support and passed without any questions.

“In my 23 years of teaching, I’ve seen the number of male teachers dwindle. For many years, I’ve been the only male French immersion teacher in my school, and many of my fellow male English teachers in elementary are also feeling isolated. In time, this trend will grow exponentially in middle years then to high school,” he said.

“Teachers are teachers. Regardless of gender, we are all very invested and connected to our students. However, representation of gender equality is a goal in our classrooms. In order to ensure this happens, now is a time to investigate deterrents to men entering into education and encourage all individuals who want to teach to join us in this most noble profession.”



MTS MEETS OVER LACK OF MALES

It's not quite a scene from *The Godfather*, but MTS has convened a meeting with the heads of the five education families to tackle the lack of male elementary school teachers in Manitoba's public schools.

This fall, MTS President Norm Gould and General Secretary Bobbi Taillefer met individually with the deans of education for the Universities of Manitoba, Winnipeg, St. Boniface, Brandon and University College of the North, to get their take on challenges around recruitment. In January they will meet together to develop a coordinated strategy to address the issue.

"We'll present our findings at the meeting and discuss how we can work together to increase enrollment among men," says Gould. "To do that, we need to do the groundwork – why don't males see teaching as an option, particularly in early years' education? Then we can dig into how we fix it."

Males that do become teachers often enter the profession later in life as a second career, but most opt to teach in middle and high schools.

"It would be helpful to know why young guys, particularly coming out of high school, don't see teaching—particularly in elementary schools—as an option."

Gould describes the initial meetings with deans as "very collaborative and collegial. They see the benefit of being on the same page and working together. It's exciting."

The initiative follows approval of a resolution at the May MTS Annual General Meeting calling on provincial executive to find finding ways to promote and encourage more men to enter the profession.

More detail on the initiative is expected in the spring of 2019.



JOIN THE MANITOBA TEACHERS' SOCIETY & THE MANITOBA MOOSE

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

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

Special ticket price for teachers, details at mbteach.org!

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



YOUTH HOMELESSNESS TEACHERS CAN HELP

BY DENISA GAVAN-KOOP AND LINDSAY BROWN

Young people without homes is not a problem that gets much publicity, but is a critical aspect of overall homelessness in Winnipeg.

The median age at which people first become homeless is 20 and the most frequent age is 18 years old. Youth homelessness leads to adult homelessness.

Those were some of the findings we presented last October to a variety of Manitoba teachers.

Here and Now is Winnipeg's first comprehensive strategy on ending and preventing youth homelessness. The Plan is part of the youth homelessness community network and is currently hosted with Ndinawemaaganag Endaawaad Inc (Ndinawe), a non-profit organization that is dedicated to helping at-risk youth in Winnipeg. Ndinawe "seek[s] to reduce and end youth homelessness through a community sanctioned strategy that provides youth and their families with what they need to thrive."

In our presentation, we not only presented the alarming statistics of youth

experiencing homelessness, but discussed the Plan to End Youth Homelessness in Winnipeg. This Plan is comprehensive and provides valuable tools and resources to help the reader understand the complexities of youth homelessness.

To reduce and end youth homelessness, the Plan advocates for a shift in the city's collective response to focus on prevention and early intervention as underscored by the findings on youth homelessness by the 2018 Winnipeg Street Census.

The strategies presented in the plan focus on developing a co-ordinated and seamless response that builds upon existing services, while shifting emphasis towards prevention and early intervention. By developing a common agenda and through constant communication, community activities that mutually reinforce each other.

We also emphasized the important role that educators and the education system play in combating youth homelessness in the city. This fact became abundantly clear when the second Winnipeg Street Census was launched at Thunderbird

House on October 10, 2018.

The Winnipeg Street Census collected the information gathered by 300 volunteers on the nights of April 17-18, 2018 and used that data to inform members of the community, along with government and agencies, about the state of homelessness in the City of Winnipeg. It is fitting that the Report was launched on this particular date: World Homeless Day.

Each year on October 10, World Homeless Day "draws attention to homeless people's needs locally and provides opportunities for the community to get involved in responding to homelessness, while taking advantage of the stage an 'international day' provides."

We emphasized that there are many pathways into youth homelessness including release from CFS care without an exit strategy, housing affordability and poverty, but the number one cause of youth homelessness is family conflict and violence.

Everyone has a role to play in ending

YOUTH HOMELESSNESS AS SEEN IN THE 2018 Winnipeg Street Census



- There were 455 youth and children under the age of 29 that participated in the Census, of whom 93 were children under the age of 18 in the care of their parent/guardian and 31 children under the age of 18 staying on their own
- 13.4 per cent of youth under age 29 identified as LGBTQ2S+
- 73.8 per cent of youth were Indigenous
- The median age at which people first became homeless was 20 and the most frequent age was 18 years
- The most common reason people experienced homelessness for the first time was family breakdown, abuse, or conflict
- 51.5 per cent of people experiencing homelessness had been in the care of Child and Family Services at one point in their lives
- 62.4 per cent of them experienced homelessness within one year of leaving care
- 49.1 per cent of youth experienced homelessness immediately after the release from CFS care

and preventing youth homelessness. We know that at one point, at risk-youth that later experienced homelessness, were in the school system, therefore as educators, we have a responsibility to identify at-risk youth and their families and connect them to supports early.

In addition, educators can work with schools and CFS to identify youth who are disconnected from the education system and provide appropriate supports to address the barriers they face in completing school.

Also, the Plan calls for schools to work to integrate life skills and Indigenous teachings that address the specific risk factors for youth homelessness into curriculums. This also includes resources such as Elders, resource workers, and peer mentors to address family conflict and acceptance of gender diversity for LGBTQ2S+ youth.

We all have a role to play in ending youth homelessness. The place is Here and the time is Now for ending and preventing youth homelessness in Winnipeg.

See Here and Now Winnipeg
<http://www.hereandnowwinnipeg.ca/>
for more information.



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.

PROTECTING *teachers*

BY MIREILLE THERIAULT

Considering the huge steps the Society has made for all members over the last century, it's easy to forget that there were ordinary teachers living in terrible circumstances on that road to progress. Long before there was such a thing as Teacher Welfare, the welfare of teachers was the cornerstone of the Federation.

Sub-standard salaries were at the root of most bad situations. When you barely earn enough to pay for necessities there is no saving for a 'rainy day', but low pay for teachers caused damage beyond economics. It signaled to trustees, parents and even the students that the teacher, though held to the highest community standards, wasn't deserving of their respect. And where there is no respect, abuse isn't far behind.

Early issues of the Bulletin and Manitoba Teacher magazines contain members' letters to central office describing everything from having no decent place to live, unpaid salaries and unjust dismissals, all the way to assault. Many rural teachers were men and women under twenty, isolated from friends and family, which made them particularly vulnerable. Malicious mistreatment of teachers certainly wasn't the intent or even the case in most communities, yet school boards were rarely held accountable.

Such circumstances were part of the reason the MTF came into being, and for establishing a full-time, "travelling"

General Secretary who could pay a personal visit to the area. Though he gained a reputation for being a tough negotiator, E.K. Marshall may not have had anyone shaking in their boots. Still, the message was clear that now a teacher had someone at their back.

Through the MTF, one could also share information about the state of living arrangements and the school building, problems encountered with trustees and parents and most certainly salary. Before applying for a position, the MTF vigorously encouraged teachers to "Clear with Central Office".

Through the MTF, one could also share information about the state of living arrangements and the school building, problems encountered with trustees and parents and most certainly salary. Before applying for a position, the MTF vigorously encouraged teachers to "Clear with Central Office", a practice that endured well into the 1970s.

The 1930s are well known for financial hardship and in this regard, the MTF as an organization, as well as individual members contributed to an emergency fund for fellow teachers in dire straits. Pension reform went a long way to providing some measure of security but problems weren't always strictly about a regular paycheck. With collective bargaining still over a decade away, many issues had to be handled on a case-by-case basis, as detailed in the May 1941 issue of the Manitoba Teacher. Membership at the time was under 5,000 so this roughly translated to nearly one in four needing help.

"One thousand three hundred matters affecting the welfare of Manitoba teachers were dealt with by the MTF this year. These included 44 cases of salary arrears, 16 boarding place problems, 15 cases of threatened dismissal, 35 military and war problems, 16 sick leave arrangements, 9 cases of assault or slander and many others behind each of which was a perplexed and worried teacher."

A common concern for teachers was finding affordable life and health insurance. In 1942, Vic Wyatt, a St. Vital teacher began looking into the problem after the death of a colleague left the man's family with no financial assistance. He found most companies wouldn't consider teachers because there were so many employers involved. But he persevered and as head of a new committee found a



provider who offered life insurance (with double indemnity for accidental death), hospitalization and surgery benefits. No medical was required, provided that 75 per cent of the MTF members in either a Local or a single school applied for it. Since then, significant progress has brought security and peace of mind for teachers.

As current staff officer Glen Anderson, explains, "We've had an optional life plan that people could access since the '60s. That was the first real benefit plan other than collective agreements that members could access. The first group plan that was really sponsored by the Society and the Manitoba Association of School Trustees started in 1972. It's still there. It's changed several times with different values and different policies and insurers over time. There are other sub-plans, including dental, extended health benefits that had been added. Since 1989 there's also been a deferred salary leave plan also trustee'd by the school boards, trustees and the society."

Benefit plans are just one example of how the welfare of teachers intersects with Teacher Welfare and how the particular needs of teachers sometimes require a creative solution. Over the next 50 years, MTS would also take up the fight for rights and benefits other 'public sector' employees enjoyed. Other times, the point to be made was that teachers were unlike other groups.

The '70s were proof of both instances. After years of political and legal wrangling, the Supreme Court of Canada upheld that teachers were eligible for employment insurance over the summer months. Meanwhile, the Society worked tirelessly to minimize the impact on teachers in the

Benefit plans are just one example of how the welfare of teachers intersects with Teacher Welfare and how the particular needs of teachers sometimes require a creative solution. Over the next 50 years, MTS would also take up the fight for rights and benefits other 'public sector' employees enjoyed.

face of the anti-inflation board measures. Personnel Services staff officers also worked with Economic Welfare officers as teachers fought layoffs in the face of declining enrollment.

As is often the case, the two aspects of Teacher Welfare worked in tandem; on one hand helping local associations make gains under their collective agreements,

E. K. MARSHALL.

_____, Man.,
December 7th, 1924.

To
The Manitoba Teachers' Federation,
McIntyre Block, Winnipeg.

Sir,—

I am so grateful to you for what you have done, your good judgment as to what to do, and above all, your promptness in doing it.

M. _____ inspected my school on Friday, November 28th, and gave such a good report of me, my teaching and discipline, that the trustees are allowing me to stay. I still cannot understand why they should have wished to dismiss me, as the grouching trustee again for the second time assured me of his own absolute satisfaction with all that I had ever done, and yet he is the only person that we, Mr. _____ and I, can hear of, by the most diligent enquiry, as having made any criticisms at all.

I would have written you before but the matter was not settled till Monday when I had already missed the post, and Thursday I was so busy with exams., I missed the mail again.

It was with much satisfaction and some amusement that I noted the impression made on the trustees by the fact that I had written to the Manitoba Teachers' Federation, and that thus I had some protection; that I was not the helpless, defenceless woman they thought, with neither husband nor father nor brother nor son "to make trouble," and too poor to pay a lawyer.

Again I thank you for clearing my professional name, which is my bread and butter and that of my little son.

Very gratefully yours,
(Sgd.) Mrs. K. A. S.

and on the other ensuring that individual teachers are not denied the rights and benefits to which they are entitled.

Shifts in attitudes and an appreciation for the stress of teaching brought about the Educator Assistance Program in 1985 and the addition of two counsellors to the MTS staff. The 1990's began with the first comprehensive study MTS had conducted on workplace abuse of teachers and followed up with workload surveys across the province.

As membership in the Society grew, so did the need for expanded services and the staff to deliver them, from just two additional officers other than the General Secretary and AGS in 1959, to seven officers by 1979. By 2010, Teacher Welfare had grown to over a dozen staff dedicated to collective bargaining and Personnel Services.

OPPORTUNITY MISSED

Canada's first poverty reduction strategy is most notable for what is not there

BY ADAM LEMIEUX

Reprinted with permission from Catholic Teacher, the magazine of the Ontario English Catholic Teachers' Association

In late August, the federal government released Canada's first national poverty reduction strategy. It is the outcome of two years of study and consultations, building on years of advocacy by low-income people and other anti-poverty activists.

You will be forgiven for having missed it. The long-awaited document, titled Opportunity for All, was released in the dog days of summer, while many people were trying to avoid the news in favour of more relaxing pursuits. The contents of the report also leave a great deal to be desired. While there are notable philosophical underpinnings and meaningful administrative benchmarks, there are no new programs or funds, and certainly no suggestions for how to fundamentally reorganize the economy or society. What was envisioned as a monumental initiative, one that would lift the hopes and prospects of the millions of Canadians living in poverty, has been met mostly with shrugs and murmurs.

OFFICIAL RECOGNITION

The good news is that the government will finally set an official measure of poverty, using what is known as the "market basket measure." The threshold will reflect the income required for individuals and families to afford basic needs and achieve a modest standard of living, for 50 different regions and 19 specific communities across the country. The national average is roughly \$18,000 per year for an individual, and \$37,500 for a family of two adults and two children.

By this measure, 12 per cent of Canadians lived in poverty in 2015. In response, the strategy establishes concrete poverty reduction targets: a 20 per cent reduction by 2020, and a 50 per

cent reduction by 2030, relative to 2015 levels. The plan is for the official poverty line and the poverty reduction targets to be enshrined in legislation, through a new Poverty Reduction Act. Progress will be reported annually by a newly formed National Advisory Council on Poverty.

Many of these are significant steps that no federal government has been willing to take before. As political scientist Jennifer Robson has noted, it is important for the government to openly acknowledge that a certain segment of the population can be considered poor, as this creates a reasonable expectation that something will be done to solve the problem. It is also widely accepted that in public administration, as in life, it is helpful to have goals to work toward. The poverty reduction targets are not particularly ambitious, but they at least offer a tool by which to hold the government accountable.

The document also sets out a holistic definition of poverty reduction, including a range of indicators by which it can be measured. These have been divided into three pillars.

- Dignity, which depends on basic needs being met, namely food, health care, housing, and some income to avoid "deep poverty."
- Opportunity and inclusion, which entails increasing literacy, numeracy, and youth engagement, and reducing income inequality.
- Resilience and security, which is about preventing people in the middle class from falling into poverty, and/or helping them to quickly get back on their feet.

Poverty is primarily about a lack of resources, but the lived experience can be complex and multifaceted. The structures and scars of poverty can trap

some people for a lifetime, while others experience quick entrances and exits from low-income existence. At the same time, intergenerational transfers of wealth and privilege perpetuate inequality over generations. Again, to have an official government articulation of these intersectional forces and circumstances is not without merit.

MORE OF THE SAME

What is missing is a plan to fully address the causes and consequences of poverty, in the short or long term. The majority of the paper is taken up with restatements of policies that have already been implemented or announced, such as the Canada Child Benefit, the National Housing Strategy, or the increase to the Guaranteed Income Supplement. There are also references to planned investments in infrastructure, early learning, cultural spaces, the reduction of student loan debt, and more.

These programs respond to clearly identified needs, and some of them were widely lauded when they were first introduced. The problem is that nobody has ever before claimed that they will make dramatic reductions in poverty.

And at the current levels of investment, they most definitely will not work to eliminate poverty entirely, which should be the real goal. The signature programs and investments that we would have expected to be part of a ground-breaking poverty reduction strategy are nowhere to be found.

The disappointment among advocates has been barely concealed.

"We are happy to see that an official measure of poverty will be enshrined in legislation," said Joe Gunn, Executive Director of Citizens for Public Justice, a faith-based group that has been at the

forefront of the charge for a national anti-poverty strategy. “But while targets are good, results are better.”

“The sobering reality is that far too many Canadians are still struggling to make ends meet, and much more still needs to be done,” said a release from Food Banks Canada, the umbrella group for the country’s emergency food programs.

This assessment was echoed by Anita Khanna, National Co-ordinator of Campaign 2000. “While the strategy is a significant step forward,” she said, “we know that its longer term targets and timelines may be cold comfort for children who may not know when their next meal will be, where they will live next month or if they will have a winter jacket when the first snow falls. That is why we will continue to urge government to move past taking baby steps to reduce poverty and instead sprint to the finish line.”






LONG DAYS AHEAD

Perhaps none of this should be surprising. Poverty has been a seemingly immutable problem in Canada. The existing economic system is celebrated and reinforced by those in power, and there are few political incentives for pursuing the bold social policy initiatives that would make a meaningful difference. While the document speaks of a guiding “moral purpose” that seeks to give all Canadians the opportunity to flourish, the strategy ultimately rests on traditional values: that a good citizen strives and plays by the rules, and can only expect so much help from their neighbours. It is yet another extension of the government’s focus on “middle class Canadians and those working hard to join them.”




As with democratic reform, or Indigenous reconciliation, or many of the other major issues the Liberal government promised to tackle, the initial signs were promising. Prime Minister Trudeau named respected academic Jean-Yves Duclos as the Minister of Families, Children and Social Development, and put him in charge of the project. The government then created the position of Economist-in-Residence, and recruited Miles Corak, another expert in the field. As the team travelled the country and solicited input, feelings of anticipation

OPPORTUNITY FOR ALL

CANADA’S FIRST POVERTY REDUCTION STRATEGY

<p>CANADA’S OFFICIAL POVERTY LINE</p>		<ul style="list-style-type: none"> • The first official poverty line in Canada’s history
<p>TARGETS</p>		<ul style="list-style-type: none"> • Reduce poverty by 20% by 2020 and by 50% by 2030, as measured by Canada’s Official Poverty Line • Reduce chronic homelessness by 50% • End all long-term drinking water advisories on public systems on reserve by March 2021 • Housing need reduced or eliminated for 530,000 households
<p>NATIONAL ADVISORY COUNCIL ON POVERTY</p>		<ul style="list-style-type: none"> • Track and publicly report on progress, provide advice and continue dialogue with Canadians
<p>MEASUREMENT AND TRACKING PROGRESS</p>		<ul style="list-style-type: none"> • Improve understanding of poverty by regularly updating Canada’s Official Poverty Line, addressing data gaps and tracking progress through an indicator dashboard
<p>POVERTY REDUCTION LEGISLATION</p>		<ul style="list-style-type: none"> • Propose to legislate the vision, targets, Canada’s Official Poverty Line as the official measure of poverty and accountability mechanisms

PILLARS

 <p>DIGNITY</p> <p>Lift Canadians out of poverty by ensuring basic needs are met</p>	 <p>OPPORTUNITY and INCLUSION</p> <p>Help Canadians join the middle class by promoting full participation in society and equality of opportunity</p>	 <p>RESILIENCE and SECURITY</p> <p>Support the middle class by protecting Canadians from falling into poverty and by supporting income security and resilience</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Government investments that support poverty reduction

A COURSE OF ACTION THAT IS meaningful, measurable and monitored

and cautious optimism began to grow. We cannot help but be overwhelmed by the timidity of the final product.

Where do we go from here? There is always some trepidation among advocates when a government acts on a major demand, because political leaders will say the job is done no matter how little actual progress has been made. For now, there will be a period of regrouping, before relaunching the push for real action in advance of the 2019 election. If no further policy initiatives are forthcoming, the only recourse will be to hold the government

to the commitments that have been made, in terms of financial investments and poverty reduction targets.

But this is not much help to those in search of work, housing, food, or social support, for whom 2030 is a lifetime away. In the days after the strategy was released, CBC interviewed Al Urrutia, a flood evacuee from Pinaymootang First Nation, who now lives in a tent city in Winnipeg. “Poverty is a sad thing. It’s a sad story,” said Urrutia. “We have to do this every day.”

TV ads to highlight teachers' work

The Manitoba Teachers' Society has begun creating TV ads to illustrate the work public school teachers do every day in their classrooms.

The ads, being shot by Winnipeg-based Tripwire Media Group, will underscore both the successes and challenges faced by educators today. They will be part of a campaign, to include other forms of advertising, that will run during the work of the province's education review.

"All Manitobans have a vested interest in a thriving public education system," says Norm Gould, MTS president. "Our campaign offers a glimpse into the joys, challenges and complexities of the classroom—and the importance of investing in it."

The education review is expected to begin this month, with a final report submitted in about a year.



THIS IS YOUR SOCIETY

THIS IS YOUR SOCIETY ON SOCIAL

/mbteachers /manitobateachers

/mbteachers /manitobateachers

**Reading and Learning Clinic
of Manitoba**

The Reading and Learning Clinic of Manitoba specializes in:

- advocacy, intervention and professional development
- dyslexia, dysgraphia, dysorthography, dyscalculia
- specific learning disorders/ disabilities/differences in reading, writing, spelling, math

Contact us at 204-451-2112 or readinglearningclinicmanitoba@gmail.com

facebook.com/ReadingLearningClinicManitoba

RURAL EDUCATION

24th National Congress
On Rural Education in Canada
March 31 – April 2, 2019
TCU PLACE, Saskatoon, SK

*"Innovations in
Rural Education"*

REGISTER NOW

Presentation proposals are
now being accepted until
January 14, 2019

Important Conversations
about Rural Education

Sask. Educational Leadership Unit (SELU)
College of Education, Univ. of Sask.

Registration and Presentation
Proposal Forms at
www.selu.usask.ca/ruraled

CTRI
CRISIS & TRAUMA
RESOURCE INSTITUTE

Many of our
workshops are now
live streamed or available
on-demand!
Visit our website for
details!

WINNIPEG PUBLIC WORKSHOPS
Winter-Summer 2019

Inspiring Learning.

Improving Lives.

TRAUMA-INFORMED CARE—Building a Culture of Strength
January 31

HARM REDUCTION—A Framework for Change, Choice, and Control
February 14

EATING DISORDERS—From Image to Illness
February 25

FETAL ALCOHOL SPECTRUM DISORDER—Strategies for Supporting
March 12-13

ANXIETY—Practical Intervention Strategies
March 20

PLAY THERAPY—Tools for Helping Children and Youth
April 11-12

MINDFULNESS COUNSELLING STRATEGIES—Activating Compassion and Regulation
April 24-25

CRITICAL INCIDENT GROUP DEBRIEFING
May 8

VIOLENCE THREAT ASSESSMENT—Planning and Response
May 9

SUICIDE PREVENTION, INTERVENTION, AND
POSTVENTION STRATEGIES
July 17-18



COUNSELLING INSIGHTS
CONFERENCE 2019

Calgary, AB: March 13-15

Please visit our website for details.

204.452.9199

www.ctrinstitute.com

info@ctrinstitute.com

MCO SCHOOL MATINEE



JAN LISIECKI:
"A MOZART OF
OUR TIMES"

1:00 pm, 24 April 2019
Westminster Church

The Canadian piano superstar
will perform Maurice Ravel's
G major piano concerto.



204-783-7377
info@themco.ca

Maternity & Parental LEAVE

Information packages are
available from:

Arlyn Filewich, Staff Officer

The Manitoba Teachers' Society
Teacher Welfare Department

191 Harcourt Street, Winnipeg, MB R3J 3H2

Phone: 204-831-3070/1-800-262-8803

Fax: 204-831-3077/1-866-799-5784

Email: afilewich@mbteach.org



The
Manitoba
Teachers'
Society

Needed resources tops member poll

BY SAMANTHA TURENNE

Reduced education funding is the biggest concern among public school teachers in Manitoba, according to the findings of the latest MTS poll.

More than half the respondents (57 per cent) to the poll commissioned by the Society said program cuts and diminishing resources are their greatest concern.

The poll surveyed 801 MTS members from across the province to gauge member feedback on issues affecting the delivery of quality public school education.

CLASS SIZE

A full school year has passed since the provincial government removed the K-3 cap on classrooms size, and our polling shows that teachers and students are feeling the impact.

Seventy-four per cent of teachers agree that the removal of the cap has had a negative impact on their ability to provide individualized attention to students, and three in four agree that their ability to perform their job as effectively as they would like to is being compromised.

Student engagement, especially in the

early years, is also a concern, with 74 per cent of K-4 teachers reporting that student engagement has suffered since the removal of the cap.

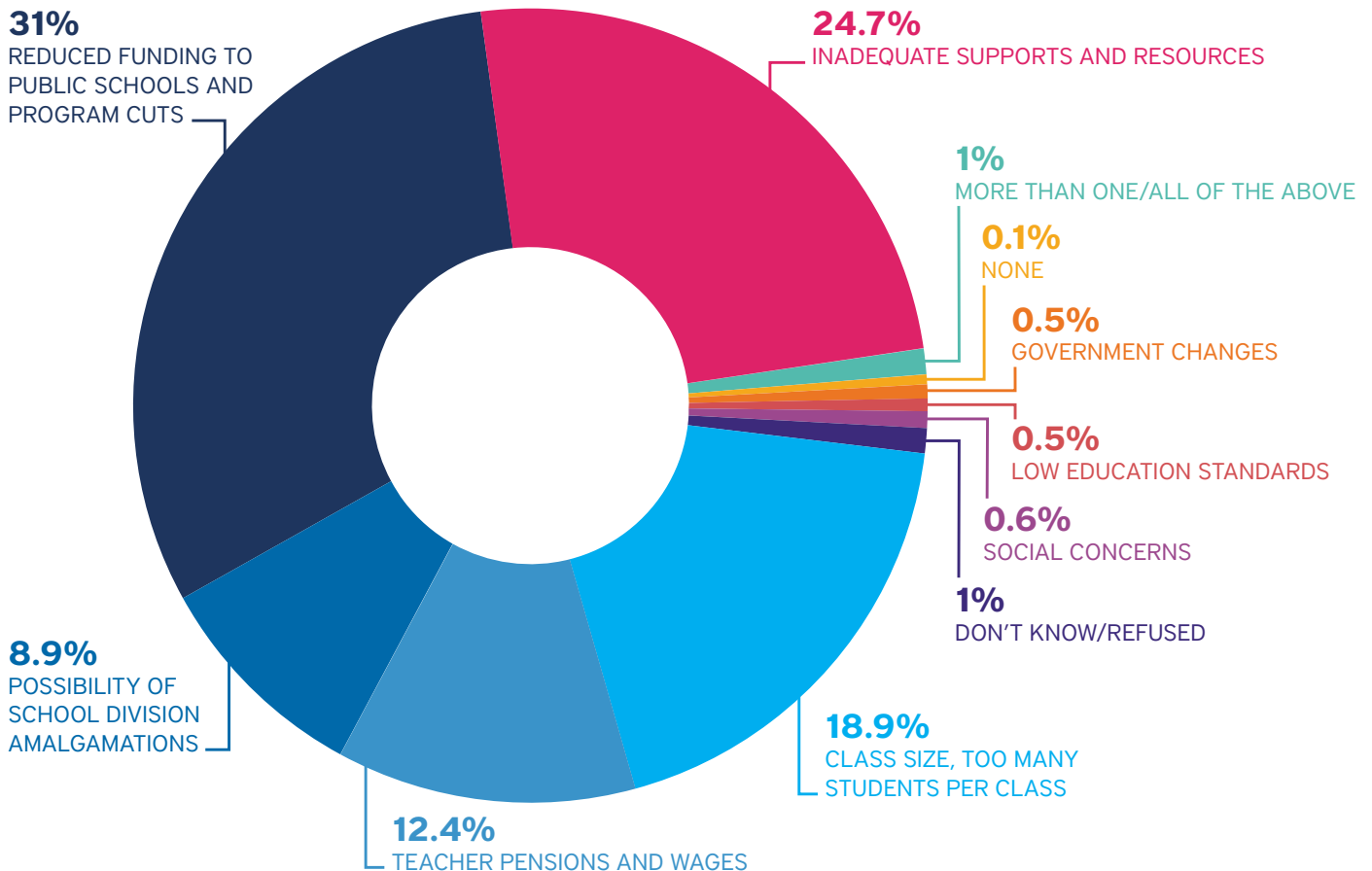
The negative impact on student behaviour has increased to 82 per cent from 75 per cent.

Concerns over growing class sizes has increased for the second consecutive year.

GOVERNMENT PERCEPTION

The majority of teachers (71.8 per cent) believe that the government is on the wrong track when it comes to providing quality public education.

Which of the following would you say is your single biggest concern as a teacher today?



Furthermore, six in 10 teachers said that their experience has worsened under the current government, a 13-point increase from last year.

When it comes to the education minister, 32 per cent consider him a reliable source of information, a 13-point drop in confidence. The premier fares much worse, with 19 per cent of teachers finding him credible.

VIOLENCE IN THE WORKPLACE

Teachers are more likely to experience non-physical violence (verbal/emotional/cyber) than physical violence from students and parents.

According to our polling results, more than half (53 per cent) have experienced non-physical violence in the past year, while 35 per cent (35 per cent) have suffered physical violence.

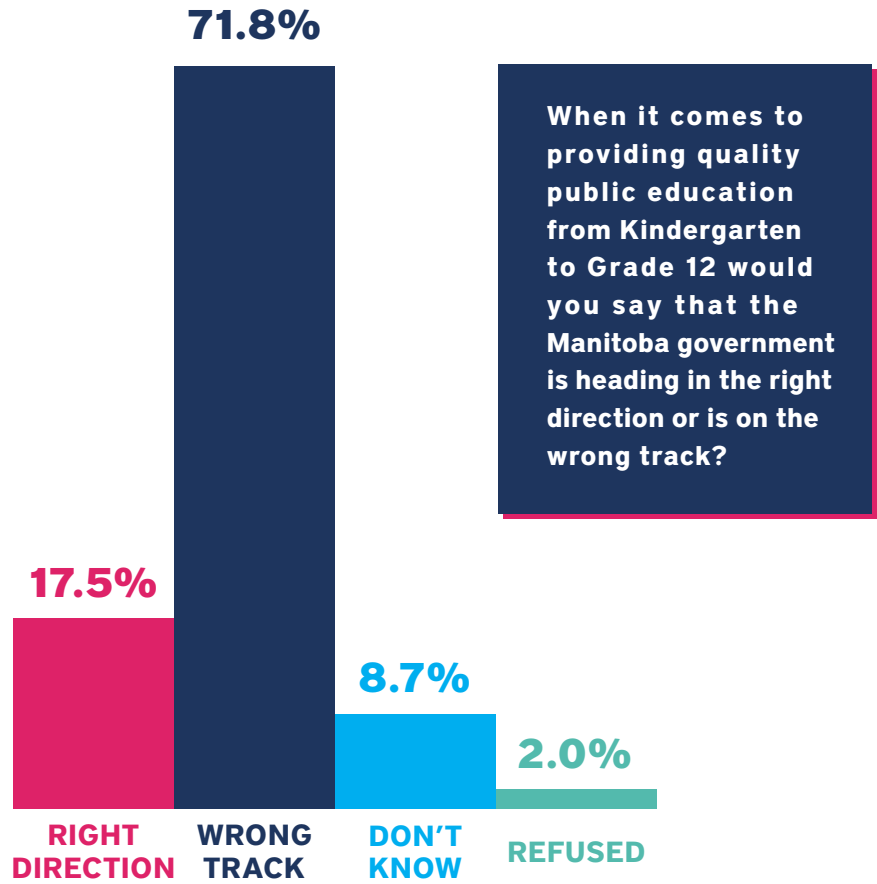
For the most part, violent incidents are being reported, with an 82-per cent reporting rate. The reporting rate for non-physical violence is lower at 67 per cent.

CONFIDENCE IN MTS

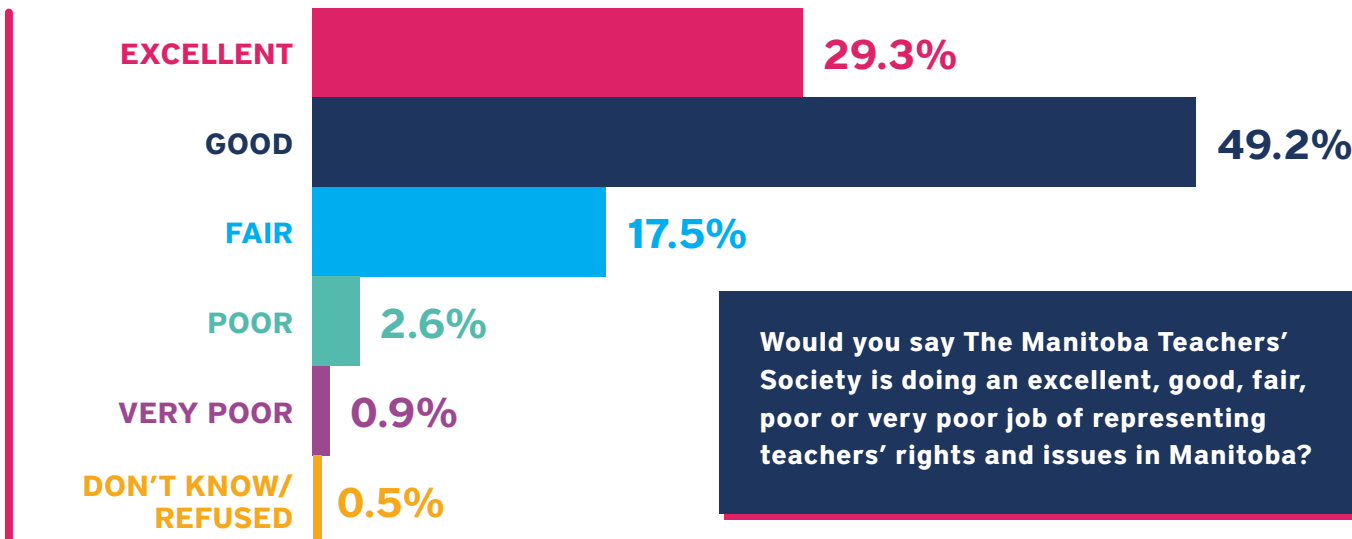
Members trust the information delivered by MTS above all else, with 96 per cent agreeing that the organization is reliable and credible.

Eighty-eight per cent are confident in The Society's ability to advocate for public education and eight in 10 believe that they are much better off as a member of The Manitoba Teachers' Society.

Respondents gave MTS a gold star when it comes to fulfilling its mandate, with 80 per cent saying that The Society is doing an excellent or good job.



When it comes to providing quality public education from Kindergarten to Grade 12 would you say that the Manitoba government is heading in the right direction or is on the wrong track?



Would you say The Manitoba Teachers' Society is doing an excellent, good, fair, poor or very poor job of representing teachers' rights and issues in Manitoba?

PORTFOLIO

— A birthday — never to be forgotten

A clever border agent in Arizona literally set the world on fire at a gender-reveal party. The soon-to-be dad set up an explosive charge that when shot would send up blue or pink smoke to reveal the gender of his coming attraction. The set-up did explode, causing a wildfire that destroyed 47,000 acres at a cost of \$8 million. He was sentenced to five years' probation and ordered to pay \$8,188,069 in restitution.



We're great or what? **A) yes B) absolutely**

BY GEORGE STEPHENSON



The provincial government is set to launch its leviathan education review. It's expected to be a year-long cruise, after which we'll know whether anyone gets tossed overboard, who comes home in the lifeboats and who's still sipping Mai Tais on the Lido deck.

The education minister emphasized in an interview that the key to the massive effort will be to consult with as many people and groups as possible. This will include hearing directly from Manitobans and gathering opinions through an online survey.

Since it will be about education, we should hope this online "consultation" shows even a gnat's-size effort at improving on the intellectual vacuity of its last survey.

To round up some opinions in advance of the budget, the government crafted – using the term very loosely – an online pre-budget survey that was more a pre-election brochure.

In political terms it was a "push poll" in that there's really no interest gathering information. It is more designed to promote the government's own opinions.

Gaze at the beginning of the fiscal section of the survey: "The Manitoba government inherited high taxes, debt that doubled in six years and many services ranked 10th out of 10 in the country." It then asks whether the province should continue to lower taxes, lower the deficit, enhance health care and "rebuild our economy

WHAT ABOUT THE ELEPHANT IN THE ROOM?

A British researcher says its time to rid language of phrases that are not vegan-friendly, like suggesting that someone is flogging a dead horse. While unusual, the idea isn't new and has prompted the animal-welfare group PETA to suggest alternative to well-worn phrases such as:

OUT Bring home the bacon

IN Bring home the bagels

OUT Let the cat out of the bag

IN Spill the beans

OUT All your eggs in one basket

IN All your berries in one bowl

OUT Open a can of worms

IN Open Pandora's box

OUT Flog a dead horse

IN Feed a fed horse

OUT Taking the bull by the horns

IN Taking the flower by the thorns

OUT More than one way to skin a cat

IN More than one way to peel a potato

OUT Killing two birds with one stone

IN Feeding two birds with one scone

OUT Hold your Horses

IN Hold the phone

After the fires, Miller Time

More than 1,200 breweries across the U.S. have signed on to brew special California fire beers, proceeds from which will go to victims of recent wildfires. As Homer Simpson said: "Alcohol, the cause of and the solution to, all of life's problems."

by leading the country in private investment" all at once or just focus on one issue.

Oh, please.

They might as well have asked would you like this amazing government to continue doing what it is allegedly doing or would you rather get hit in the face with a hammer? The fun continues later on.

Questions are prefaced with phrases such as "the Manitoba government led the fight", "The Manitoba government is leading the campaign", "The premier is leading the effort." The opponent, of course, is the premier's newest creation -- the federal government bogeyman.

Yes, yes, yes, it's coming into view now; the premier out there on his great white steed charging Castle Ottawa. A leader with a following of, well, Doug Ford. Rather than illustrate that in words, the government should have drawn an actual picture. Maybe they imagined their prose was trickily subtle and an actual picture might have been a bit over the top. As it turns out, the message was about as subliminal as salt in your eye.

Then there was the section on education.

It starts off talking about the "duplication of administrative costs caused by having 37 school divisions throughout the province." For anyone tuning in late, this suggestion has been the subject of much debate. Whatever the arguments, this statement is just aimed

at getting answers the government wants.

The first question then asks whether one supports reducing the number of school divisions to "better manage education costs."

Having funneled most participants up to Door No. 1, it then asks questions such as whether one supports controlling "overall education spending growth" and whether the government should "ensure value for money in education spending."

These two questions alone show how useless this survey is except to promote the government's own point of view and to possibly haul out the results to support pretty much anything it wants. After all, what dim bulb would support runaway spending on anything or care about getting value for their money?

Hmmmm, great question.

It's commendable that the government is planning on seeking opinions through even an online survey, but only if it truly wants to collect rather than direct public opinion.

If this pre-budget quiz is the type of bogus survey the government plans for its once-in-a-generation education review, it might as well save its web space and the time of interested Manitobans.

The premier might just as well consult his mirror.

Same thing.



Speaking of Homer Simpson

Researchers at the University of California found that alcohol may be one of the secrets to a long life. Studying 1,700 people over 90 years old, they concluded that those who drank two glasses of beer or wine a day were 18 per cent less likely to die before reaching their '90s. "I have no explanation for it, but I do firmly believe that modest drinking improves longevity," co-author Claudia Kawas said.

QUESTIONS OR COMMENTS?
I'D LOVE TO HELP.
REACH ME AT RJOB@MBTEACH.ORG

REFRESH

BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR

'Skip lunch', ditch Facebook and sneak a peek

'Skipping' lunch, new tech trend?

In a high-tech twist on getting their daily bread, hundreds of high school students in Surrey B.C. are loving the ease of ordering lunch from Skip the Dishes, Uber Eats, Door Dash and other food delivery apps.

It's a convenient way for kids to dial up good eats: no brown bag prep in the morning, no waiting in line at the cafeteria and no walking to McDonalds. Many simply order in class from their cell phones.

That's caused Semiahmoo Secondary and Elgin Park Secondary to ban deliveries directly on school grounds because of distractions and security concerns according to Global News B.C. and the Daily Hive.

Students typically place orders from school. That often leaves "frustrated drivers" who can't find their customers.

"When drivers are showing up at reception - if they do - sometimes they run right past and that's a security issue," said Doug Strachan of the Surrey School District.

Other times students ask to take bathroom breaks, but meet food delivery drivers outside.

Strachan told the Daily Hive that the principal of Elgin Park noticed a sizable crowd on the school grounds. Thinking it was a fight, he found students crowding around a driver handing out lunches.

"A couple of schools have made arrangements where students can pick up their food...not pulling students out of learning time, said Strachan. "The food has to be for lunch and we've had school staff designate certain areas for delivery."

Ditching Facebook

Thinking of breaking up with Facebook over privacy concerns? You're not alone.

Nine months after the Facebook-Cambridge Analytica scandal, we learn



Facebook still hasn't stopped sharing our personal information without permission according to a New York Times report.

The latest brouhaha involves Facebook allowing Netflix, Spotify, the Royal Bank of Canada and scores of other organizations to read users, private Facebook messages and letting Amazon obtain Facebook users' names and contact information through their online friends.

These and other corporate giants have given nuanced responses to CTV News in a story called "Facebook allowed businesses access to users' private messages: report".

The Times story was based on 270 pages of Facebook documents and interviews with more than 60 people, including former Facebook employees.

Sneak a peek at China's wallet-free living

Recent controversies over Chinese tech giant Huawei aside, it seems China has made huge strides toward building a wallet-free society with mobile payment apps WeChat and Alipay. "China's great leap to wallet-

free living", a 10-minute Wall Street Journal mini-doc, takes a crazy, colourful look at life in the city of Shenzhen - China's equivalent of the Silicon Valley - and asks whether the phenomenon will "sweep the planet."

Imagine one all powerful app that will rule your daily consumer purchases, remember what you buy, where you go, show you your most recent purchases, and collect unfathomable amounts of personal information on your habits. "The Chinese in general are less concerned about data privacy than people in the West," says WSJ reporter Lisa Lin.

Both mega-apps have massive followings. In 2016, mobile payments racked up \$9 trillion dollars compared to the U.S. \$112 million dollars.

In Shenzhen, you can't pay for a taxi with a credit card and in some places credit cards and cash simply aren't accepted. "Mobile payments have given rise to a whole new set of business models or industries in China that would never have been possible in the West," said Lin.

Fairway
Divorce Solutions®

**CALL TODAY FOR A
FREE CONSULTATION**

Our strategic flat-fee mediation model empowers you to reach resolution. Bring smart financial solutions to your divorce while protecting your children. Reduce time, reduce stress, protect the kids and preserve assets.

**CHANGING
THE WAY DIVORCE HAPPENS™**

FairwayDivorce.com | (204) 414-9181
Manitoba@FairwayDivorce.com



RTAM
Presents
Pre-Retirement
Seminars

**Are you contemplating retiring
in the next 5 years? Retirees
talk about finances, benefits
and lifestyle change.**

For Winnipeg and surrounding area:

Saturday, February 23, 2019
1:00 to 3:00 p.m.
Holiday Inn Airport West
2520 Portage Avenue, Winnipeg, MB
To register please email
office@rtam.mb.ca by February 10

For Brandon and surrounding area:

Saturday, April 6, 2019
1:00 to 4:00 p.m.
Central Community Centre
529 – 4th Street, Brandon, MB
To register please email Ray Sitter at
raylarry266@gmail.com by March 23

ASCD
manitoba

**2019
Workshops for Educators**

ADDRESSING THE NEEDS OF REFUGEE STUDENTS: BUILDING TRAUMA-SENSITIVE SCHOOLS AND SUPPORTIVE CLASSROOMS



For millions of children displacement from their homes is often further punctuated with violence, loss, and personal stress.

This presentation draws on findings from a three-year research program that examined best practices for supporting refugee student

integration in schools and communities. As lead investigator of the program, Jan Stewart, Ph.D will share a model for creating trauma-sensitive schools and recommendations for providing culturally responsive pedagogies and inclusive strategies to meet the needs of vulnerable youth.

She is a renowned author with over 30 years of teaching, research and field experience in Zimbabwe, South Sudan and Uganda and has conducted seminars and conferences around the world. Dr. Stewart is Deputy Provost and Associate Vice President, Academics at The University of Winnipeg and a Professor in the Faculty of Education.

Thursday March 7, 2019, 4:30-7:30 p.m.

Canadian Museum for Human Rights, MTS Classrooms

\$99/person or Early Bird Rate: \$88 before February 1, 2019

(NOTE: This session is limited to the first 100 people who register)

Live Streaming per site: \$150.00

**Registration Deadline:
Friday, March 1, 2019**



CANADIAN MUSEUM FOR
HUMAN RIGHTS
MUSÉE CANADIEN POUR LES
DROITS DE LA PERSONNE

To learn more and register, go to www.mbascd.ca.

ASCD Manitoba | 2533 Portage Avenue | Winnipeg MB R3J 0L5 | 204-813-1695

COMING SOON!

A world-class expert right when you need one.

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

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

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

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

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

