

THE MANITOBA

# Teacher

MARCH 2020 VOLUME 98 NUMBER 5 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY



## THE PRINCIPAL SHOPPER



the personal counsellor was really nice for me because I didn't feel like I had anyone to talk to. So having their support was very beneficial." The academic advisor helped her choose her courses and decide how to pursue her new passion for education. She had support applying, organizing her schedule and courses. Now, when she meets young people trying to decide what to do at the University of Manitoba in the future, she asks them if they have applied for the Access Program.

"I tell them they should really apply. It's a really good program."

Fosseneuve describes Access as "a resource to use during your university years, a support system. They help you personally, academically, financially. It's a good support system for Indigenous students like myself, especially coming from a rural area to an urban setting. It really helped me to situate myself."

She loves the warm environment at Migizi Agamik (Bald Eagle Lodge) on the Fort Garry campus, where the program is located, and comes here to do her studying and connect with her new community.

"They encouraged me and supported me when I needed them. I want other students to know, if you just stick with your dreams, pursue your goals, you can make it."

Fosseneuve encourages Indigenous residents of Manitoba to apply to the Access Program, and attend the University of Manitoba this fall. Application deadline is May 1. Apply now.

[umextended.ca/access](http://umextended.ca/access)

## Stick with your dreams, pursue your goals Join the Access community at U of M

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

"My dad always said Churchill will always be there. Kaitlin Fosseneuve always wanted to go to university. Now the Métis and Cree student from Cranberry Portage is on her way to becoming a teacher, with the support of the Access Program.

"I finished my undergraduate degree in Physical Education and now I am in the Faculty of Education doing my two-year after-degree program," says Fosseneuve. "I had so many obstacles and barriers

that I had to break through, but I just stuck with it and the Access Program was a really big help for me for that."

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

Fosseneuve learned about the program at her high school career fair. Her resource teacher also encouraged her to apply, and gave her an application.

"Access was a big support, helping me make connections with people. They helped me personally, through guidance counselling,

*"I had so many obstacles and barriers that I had to break through, but the Access Program was a really big help for me. Have you applied for the Access Program?"*

**Kaitlin Fosseneuve**, U of M student, U of M graduate  
Métis and Cree from Cranberry Portage

# ACCESS Program

Discover the path between you and your dreams

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# THE MANITOBA Teacher

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## FROM THE PRESIDENT

**JAMES BEDFORD**

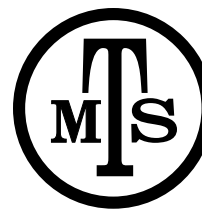
The end of January was unseasonably warm in Manitoba, so it was excusable for some to think that the warmth could have heralded a thawing of the austerity that has been a hallmark of this provincial government's fiscal policies of recent years. However, no such warming made its way into next year's public education funding in Manitoba. A scant 0.5 per cent increase in funding over last year falls behind not only inflation of two per cent, but also student growth of one per cent in recent years. It does not matter how you do the math, 0.5 per cent is less than three per cent.

No fault to those who felt the warmth; the fiscal environment of the Province has improved, perhaps Manitoba is the most improved? The Auditor General has stated that the budget is already balanced. Federal transfer payments are set to increase once again and the economic outlook for Manitoba remains positive. Now is the time to begin reversing the funding shortfalls of the past three years where the funding announcements were virtually identical to this year's announcement. Don't the students in Manitoba's public school classrooms deserve the investment into their futures?

Members have consistently told me stories of how three years of austerity have impacted their classrooms. I hear stories of larger class sizes, reduced numbers of educational assistants who support our most vulnerable students, and an increased need to spend their own money to support students by purchasing supplies or food for them. Recent survey data shows that the majority of teachers are spending over \$200 per year on supporting their students, with 11 per cent spending over \$1,000 per year. And these same teachers are now into their second year of frozen salaries. The money they spend on their classrooms is testament of their dedication to their profession and their students.

Those same survey results speak of job satisfaction for members being at the lowest point ever recorded, and the ability of members to effectively do their work, especially at the early years level, has been significantly impacted by the removal of the K-3 class size cap several years ago. No surprise for teachers as satisfaction from teaching is directly related to having the resources to do that work well. As those resources are eroded, our ability to ensure that every student has a successful experience in our classrooms is diminished. It is those students, and their collective future, who bare the burden of austerity in public education funding along with their teachers.

So what way forward? In a month we shall see the recommendations from the K-12 Education Review Commission; recommendations that may be transformative for public education in Manitoba. Will austerity determine that there will be no money to implement these recommendations? The Commission's stated goal was to improve student learning in Manitoba. Will we discover that those students, and their teachers who have devoted their careers in public service to those same students, aren't worth investing in? I believe that the future of our Province, and its citizens, is worth the investment.



# The Manitoba Teachers' Society

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## INSIDE MTS

### MANITOBA 150: A YEAR TO LOOK BACK AND REFLECT

**ROLAND STANKEVICIUS**, GENERAL SECRETARY

**A**s in many organizations, meetings at MTS, and its local associations, begin with a Treaty Lands Acknowledgement.

It is one small step we now take to recognize the treaties, the ancestry of the land and its original peoples. And to fulfill a debt to history.

This being the 150<sup>th</sup> year of Manitoba – once known as Manitowapow (the place where Life comes from the Water) or Manito Api, (the place where Creator sits) – it is even more important we look back.

The Indigenous legacy of our history should certainly be a highlight of our provincial anniversary. Can we foster a greater spirit of reconciliation and collaboration in this year of celebration? Can we meet the important challenge to correct past mistakes?

It's only been in recent years that I have become aware of the incomplete history of Manitoba. As was the case for too much of my learning in school, the viewpoints taught were only from the British/European perspective. In school we were not made aware of the repression, exploitation and acute dissection of Indigenous culture.

The school curriculum of my school days never mentioned that colonialism in Manitoba, from 150 years past, involved the sanctioned exclusion and elimination of the Indigenous population.

But there has been change.

The good news is that today, Manitoba teachers understand the importance of integrating the Indigenous perspective into our daily lessons in our Manitoba classroom. This is a story to celebrate this year. The teaching and learning of the history of our land and peoples, as it fully unfolded, will continue to be reflected in our daily classroom practice.

It is an overdue correction.

We now understand that the unbridled use of colonial policy was applied to weaken the Indigenous population, discriminate against it legally and socially.

These truths can no longer be hidden nor discounted. There are important teachings to be shared for all to learn.

We now learn about the negative impacts and disenchantments of Chief Peguis and his Cree and Ojibwa peoples as a result of the unabated trespassing by the Selkirk Settlers on their land and the regular violations of their 1817 treaty with Lord Selkirk (from the Indigenous Peoples Atlas of Canada).

We also now learn and appreciate the high stakes politics and fierce determination of Louis Riel that resulted in the Red River Resistance of 1869-70. And the aftermath and questionable fairness of the actions and decisions of the Macdonald government that resulted in his execution by hanging.

These are just two of the many important events in our history with a story arc that can continue to teach important lessons. In this anniversary year for Manitoba we should broaden our perspective on the events that have shaped and will continue to shape our future. Manitoba has a special opportunity this year to tell a more complete story of Manitowapow, the Cree and Ojibway and about Louis Riel as Manitoba's Father of Confederation.

There is so much more to fully embrace the true history, the story of our land and people. Through our purposeful acknowledgement of Treaty Lands we are now moving toward a more accurate understanding of past events.

We need to continue the journey toward true reconciliation of our past, learning as we walk in step with our brothers and sisters who have been for too long victims of a 150 year history that may not be a celebration of any sort.

*“Canada has some very, very dark histories, ... but none is darker than our abject failure to respect rights, the spirit and intent of the original treaties with First Nations, Métis Nation, and Inuit peoples. We have to transform that relationship.”*

*- Justin Trudeau*


## NOTICE OF CALL

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

The 101<sup>st</sup> Annual General Meeting of the Provincial Council of The Manitoba Teachers' Society will be held beginning at 8:30 a.m. on May 21, 22 and 23, 2020 at The Fairmont Winnipeg.

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

**Roland Stankevicius**, General Secretary



**“My message would be that we all have a great interest in seeing the education system succeed, we all want to see our young people do well. When the report comes out, look at what might impact you the most, but then take a bit of a step back and give it time, recognizing that it’s going to take time for a lot of these things and what does that do to the system as a whole.”**

**- Kelvin Goertzen, Minister of Education**

**BY GEORGE STEPHENSON  
& SAMANTHA TURENNE**

# **ON THE BRINK of historic change**

Education Minister Kelvin Goertzen is under no illusions as to what will happen when the report of the K-12 review commission is unveiled.

There will be conflict.

“I know there is going to be controversy around the recommendations because there always is in a report this big,” he said during an interview with *The Teacher* before he had received the final report. “You can’t look at a system as big as education, one that hasn’t had a significant review for so long, and not have some things that are going to be controversial.”

The review, to be released before the end of March, is the first to be done in decades and will have examined issues ranging from curriculum and testing to possible amalgamation of divisions to poverty and equity. Goertzen said the only issues excluded from the commission’s work were teachers’ salaries, pensions and the education funding formula.

It was intentional to take salaries and pensions off the table.

“That was intended to be both reflective of the fact that we value teachers – we didn’t want them to be under personal stress in that way. We wanted to relieve that sort of concern for teachers.”

Goertzen said he acknowledges there is still some uncertainty and that not all recommendations will be embraced by the public and stakeholders.

However, he hopes when the report, and the government’s intentions, are public, teachers take time to read the whole document.

“The report is going to come out and everybody is going to do what everybody does with these sorts of reports – they’re all going to go to the back to the recommendations ... to see which ones affect them the most. That’s human nature. I do the same thing sometimes.

“After that, I would encourage all stakeholders to take a deep breath, give it a few days and look at the report in its totality and try to look at it less from whatever individual perspective and look at it from the point of view of how does it look for the system as a whole.

“My message would be that we all have a great interest in seeing the education system succeed, we all want to see our young people do well. When the report comes out, look at what might impact you the most, but then take a bit of a step back and give it time, recognizing that it’s going to take time for a lot of these things and what does that do to the system as a whole.

“And that’s what I’m going to do, too.”

Given the scope of the report and the thousands of people who commented during the consultation phase, Goertzen expects that changes recommended and adopted will take up to a decade to complete. Legislative changes will likely be necessary in some areas and those alone can easily take a year or two.

But changes that can be made immediately, will be.

“We don’t go through this process just to put this in a cellophane wrapper and leave it on the shelf.”

Goertzen was to receive the final report in February. Before its March release, the government was to determine which recommendations it will adopt, if not all, and when each can be implemented.

“It will come with the staging of what we think are the critical priorities to try to move first. The public will see change fairly quickly, but we’re not going to implement all the recommendations at once.”

He knows there will be disagreements over timing and implementation and even on when improvements will be apparent.

“We’re in a ‘right now’ kind of society, whether we’re ordering food or looking online for information we want to know right now what the outcome of a particular situation is. That’s a challenge because in a large system like health care or education or social services and family services the outcome is going to probably be five to 10 years down the road.”

And what will success look like to Kelvin Goertzen?

“Ultimately it has to be about student outcomes. When you ask teachers or parents what outcomes look like, it is different for everybody and you won’t always get the same answer, so that becomes part of the challenge.

“Some parents will say, for me it’s whether or not my son or daughter is prepared for post-secondary education or prepared for the workforce. You have other parents who have more of a social response that it’s more about citizenship and preparation for that. My guess is that it’s probably a combination of both of those things.

“The challenge is outcomes are years down the road. You can implement changes for something now whether that’s curriculum or how the system is structured and you may not see those outcomes for five, six, seven years.”

One of Goertzen’s goals has already been achieved – a robust consultation period during which thousands of people, including numerous teachers, made presentations in various forms and forums.

“The fact we’re talking about education is

really positive. Sometimes you see in political parties everybody says they want to talk about policies and when you have a policy conference, nobody comes. So, I was worried there wouldn’t be the engagement that we were hoping for on the commission. That’s already happened, so for me that’s a big part of the outcome already.”

Goertzen said he did not make any presentation to the commission as to what the government would like to see and only met with the commission to appoint the members and receive a couple of updates.

“I met them (at the start) and said it’s your commission, your report. You can have a free pen other than teachers’ salaries, teachers’ pensions and the funding formula.

“People may not believe this, but I don’t have a lot of particular expectations. I try to keep an open mind on what’s going to be done.”

On the other hand, some issues will obviously be addressed, he said, given how much topics, such as the structure of education, were discussed during the consultation phase.

“I expect there will be some significant changes when it comes to the structure of education. I’m sure they will talk about testing because that’s always an issue. They will talk about curriculum. I hope they will talk about things like poverty and equity in education. Those are always issues, and they should be issues. I would be surprised if there weren’t recommendations that talk about those.”

Goertzen, who has become the Swiss Army Knife of department overhauls, was previously given the responsibility of shepherding through the province’s massive health care restructuring.

He says some comparisons are inexact, in that health care focused on “bricks and mortar” and where services would be provided in what locations.

“The schools are where they are and they’re going to remain where they are. It’s not so much a capital exercise and where services are delivered. It’s different that way.”

Where it is similar is how health and education touch the public.

“In health and education everybody is touched in some way either directly or indirectly. That close connectedness means everybody feels they have a stake in it, but then they also have an opinion in it, which is good, but that makes it hard because those opinions rarely align and can be emotional.”

# Success in Brandon arbitration

Following a grievance arbitration concluded in September, 2019, the Brandon Teachers' Association (BTA) has won a precedent-setting victory regarding duly-bargained preparation time.

The Brandon School Division had encroached on preparation time enshrined in their teachers' Collective Agreement for the purpose of introducing American company Solution Tree's Response to Intervention program. While the value of the program was not in question—the Division's usurping of teachers' prep time, duty free lunches, and the repurposing of staff meetings for the training certainly were.

"It was essential that BTA grieve what was a clear erosion of time negotiated in good faith, for the protection of teachers and the benefit of students," says Diane Beresford, MTS staff officer and resource to BTA throughout the process. "To ignore it would be to invite further incursions, with implications for every teacher in Manitoba."

The BTA produced nine witnesses during

the hearings, most of whom were teachers who spoke compellingly about the effect on both their work and home life of having roughly 20 per cent of their prep time, lunch period, or personal time appropriated.

Essentially, these practices added an additional hour of evening/weekend work per week to a teacher's plate. Coaching, field trips, supervision of school clubs, parent-teacher meetings, marking, report writing and other activities are often conducted before and after school hours, time teachers already absorb.

In arguing its case, the Division took two positions: One, quickly disproved, was that these meetings were voluntary. Two, that they had the right to assign the work during prep periods or staff meetings.

The Arbitration Board concluded that, while teacher collaboration is a suitable use of preparation time, these mandated meetings were not fair and reasonable under Article 1 – Obligation to Act Fairly, and violated the prep time provisions under Article 32, as

well as the duty-free lunch provisions under Article 27.

Under the terms of the award, the Division must stop the grieved practice immediately and negotiate compensation for time already appropriated. The arbitration board directed the BTA and the Division to resolve the issue of compensation for the breaches and reserved jurisdiction if an agreement cannot be reached.

BTA president Cale Dunbar is pleased with the outcome of the arbitration, which required extensive preparation and collaboration with MTS. "Our case was clearly presented and thoughtfully argued. We look forward to working cooperatively with the Division to address the terms of the Award on behalf of our members."

Beresford adds that the Award's implications impact not only Brandon members, but all those across the province. "Teachers can no longer be expected simply to absorb more and more duties. This award makes that clear."

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"Family" by Christina McKay (2017) of OMAZINIBI'IGEG Artist Collective (Children of the Earth High School)

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### Canadian Association for Young Children (CAYC) National Conference



Thursday at Victoria Inn  
Evening Reception

**Dr. Niigaan Sinclair**



Friday at Amber Trails School  
Full Day Conference

**Monique Gray Smith**



Saturday at Victoria Inn  
Conference & CAYC AGM

**Sonya Ballantyne**

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BY LINDSEY ENNS

# FILLING BELLIES, FEEDING MINDS



It's been another busy day for students and staff at Sister MacNamara School, but Debbie Lenhardt Mair's school work isn't over yet.

Before heading home, the elementary school principal drives straight to Superstore. She grabs a grocery cart and enters the busy store on Bison Drive, keeping her eyes peeled for fresh fruit with a focus on nutrition and value.

It's become like a weekly routine for Debbie, who for the past 10 years or so has been shopping for her school's food programs.

First, she walks over to a large display of red grapes and carefully selects a few good bunches. The cart fills with containers of blackberries, several big bags of pears and apples, and then come the raspberries, kiwis, oranges, and lastly an entire box of bright yellow bananas.

"Lots of people volunteer for Meals on Wheels or other kinds of things but I just see that there's a need and I have the ability to help," she said, standing at the end of a food aisle. "It's a good volunteer opportunity to make sure our kids have really good food for them so they can think and not worry about being hungry while they're in the classroom."

The elementary school of 430 students offers both a breakfast and snack program. Students in Grades 1 to 3 are given a prepared snack while students in Grades 4 to 6 have large fruit bowls placed in each classroom.

"Some of them have real favourites and things that they ask me to buy at the store so it's a really nice relationship and they're always so grateful," she said. "I just really think that they know that they're cared for and loved and that we really firmly believe in that."

Debbie says her weekly grocery bill for the fruit bowls is around \$130 for approximately 140 students, which works out to roughly \$1 per student. The school's food programs are made possible through a Child Nutrition Council of Manitoba (CNCM) grant, funded through the Winnipeg Foundation. They also receive funds through the Winnipeg School Division (WSD).

Although she does the bulk of her shopping at Superstore, Debbie says she also gets great deals at Costco as well as the Abbi's grocery and convenience store near their school.

"Being able to have the ability to shop at a variety of places, we can really make our

dollar stretch and go further so that we can buy things that are on sale or at a reasonable price or in bulk."

The school also has a food coordinator who helps plan and prepare the school's breakfast program every morning. Debbie says the assistance they have received through the CNCM and WSD when it comes to feedback and professional development has been invaluable.

"We try to be culturally appropriate too," she said. "Our food coordinator makes rice and different kinds of things like that for breakfast because we have kids from all over the world. We have several cultural backgrounds that are represented in our school."

Over time they stopped serving fruit juice and instead encourage students to drink water. Debbie says their teachers and parents have noticed a big difference when it comes to the students' ability to focus and stay on task in class thanks to the food programs.

Students' have also been able to try some new foods and have developed some favourites along the way. Grade 5 student Yoseph Haidar says he likes all types of fruit but red apples are his favourite.

"I like the fruit bowls because it helps you with school ... usually I have it after recess,"



**"I just see it as an act of love," she said.**



**"When you prepare food it's just such a wonderful community event to have together that you're able to share food, it shows that you care about the kids ... it's just a great way to build relationships."**

**"Some of them have real favourites and things that they ask me to buy at the store so it's a really nice relationship and they're always so grateful. I just really think that they know that they're cared for and loved and that we really firmly believe in that."**

*- Debbie Lenhardt Mair, principal  
Sister MacNamara School*

Haidar explained. "After recess we come in, have a snack and it helps us with our brains and helps us stop feeling hungry."

Haidar loves math and playing sports, especially football, so he says he depends on the fruit bowl to keep him fueled throughout the day. He also believes having a healthy snack on hand allows students to listen and pay better attention in class.

"It helps me a lot," he said. "Lots of kids come with hungry attitudes and minds and I understand that if they are hungry then their mind can be in a different state and it could stop them from learning."

Studies show that one-third of students in elementary schools and two-thirds of students in secondary schools do not eat a nutritious breakfast before school. Research has also shown that school food programs that improve access to healthy food and healthy eating habits at an early age could be the single most effective change to improve learning.

The Coalition for Healthy School Food, coordinated by Food Secure Canada, continues to push for an investment from the federal government in a cost-shared universal healthy school food program that would eventually enable all students in

Canada to have access to a healthy meal or snack at school every day.

The federal government has historically said school food, as part of education, falls under the responsibility of provinces and territories, according to the coalition. However, the 2019 federal budget included a commitment "to work with provinces and territories towards the creation of a National School Food Program."

The coalition's ideal school food program would be cost-shared, universal, promote healthy eating habits and would support and enhance existing programs.

Establishing a universal meal program for all school-aged children at no cost was one of the Society's top recommendations for the province's Kindergarten to Grade 12 education review commission. Some schools in Manitoba currently provide a breakfast, lunch or snack program, some at a cost and others for free.

The CNCM, which helps fund school nutrition programs, supported 271 programs across Manitoba during the 2018-19 school year. The programs provided 30,500 students with consistent, healthy snacks and meals throughout the school day.

Debbie says being able to help out and be

hands on with their school's food programs has been "really rewarding."

"I just see it as an act of love," she said. "When you prepare food it's just such a wonderful community event to have together that you're able to share food, it shows that you care about the kids ... it's just a great way to build relationships."



Sheri Haney



Angela Voutier



Ruthanne Dyck



Pam Alexander



Anne Grossman



Erin Ellison



Gisele Mospanchuk



Jude Guzzi

# Women in educational leadership ON THE RISE

BY LINDSEY ENNS

It's been said that when women support each other, incredible things happen.

This sentiment especially rings true when it comes to the growing community of women in educational leadership across Manitoba.

Cathy Pleskach, President of the Interlake Teachers' Association, says it's important for female leaders to inspire and encourage others.

"I get to do that for my peers now when I used to do that for my students and that's exciting," Pleskach said. "As a female leader, hopefully other women will feel empowered by seeing that all the skills we use in the classroom directly translate right into what we can do as leaders ... it's really rewarding."

Women in educational leadership roles are on the rise, Sandy Turcotte says, partly because they are feeling inspired to lead.

"There is a lot more empowerment and I think our younger women, our teenagers and our little ones, are in an age where those traditional norms are being shattered," said the Seine River Teachers' Association president. "You can be whatever you want to be so it's just about fostering that."

In an effort to shed some light on women in educational leadership, The Teacher recently spoke with 14 women in educational leadership roles about their experiences. Although many themes emerged during the multiple group discussions, several women said being able to work with and be inspired by other women has been influential throughout their careers.

Research, theory and practice have shown over the years that female leaders experience leadership differently than men in the sense that they often face barriers and challenges. With this in mind, women often find the need to support, push, pull and nudge each other to lead.

Anne Grossman, Adult Education Centre director and the Council of School Leaders (COSL) director for Seven Oaks, says it was a female principal who pushed her to consider taking on a leadership role.

"I have always felt like being female has never been an issue," Grossman said. "Being a mama bear has allowed me to make those positive relationships with staff and with learners and upper admin and has helped me become successful as a leader."

In 2016, when the most recent Statistics Canada census was conducted, there were 755 female

school principals and administrators in elementary and secondary education in Manitoba compared to 655 male.

There are currently 1,126 COSL members, made up of 638 female members, 483 male, four who did not specify and one undisclosed. There are also currently seven COSL leadership team members, four of which are male and three female along with 28 directors, which include 18 female and 10 male.

Turcotte says she loves her role as a teachers' association president. She was also able to connect with members and build relationships with other school leaders when she was a principal in the Seine River School Division.

"Sometimes it's hard to separate leading with your head and leading with your heart but empathy is a big part of who we are as women," she said. "When we're speaking with someone, we don't forget that they're a person and build that relationship."

Angela Voutier says she believes female principals have to work harder to be recognized for the work they do.

"Even as a principal in a bigger school with a resource teacher and a counsellor and all those other people you are still all of those people," said the principal of Linden Lanes School in Brandon and a member of the COSL leadership team. "We have lots of expectations of us at home as well."

When it came to deciding whether or not to take on a leadership role, Shawna Dobbelaere said her son was top of mind.

Although she was always interested in a new challenge, Dobbelaere says she wanted to wait until her 12-year-old son was old enough and more independent before taking the leap.

"But then that leads to, does increasing your leadership role take away from your relationships or your parenting time and how do you find that balance?" said Dobbelaere, president of the Western Teachers' Association. "A lot of my leadership experience has been about finding trust."

Erin Ellison, vice-principal at John Prichard School and a River East Transcona COSL director, says she often feels the need to be available 24/7, which cuts into her family time.

"I wish I knew that impact on family life and the pressure that I had to do both really well ... I



Pictured from left to right: local Presidents' Council members Cathy Pellizzaro, Sandy Turcotte, Carla Mroz and Cathy Pleskach talk during a Presidents' Council meeting at MTS on Oct. 26, 2019.

think I beat myself up a lot around that.”

But despite the challenges and sacrifices, Ellison says she’s always been attracted to educational leadership.

“I have a vision of what I want education to be and the way I want schools to look for kids and I think I’ve always had that kind of attitude that we can always do better,” she said.

Pam Alexander, a COSL director for River East Transcona, said she wouldn’t be able to do what she does without help from her supportive husband.

“What you need to try and do is be mindful of when you are with your family, you are with your family, that’s your family time,” she said. “You’re all in at work and you’re all in with your family ... so that’s kind of helped me.”

When it comes to being a good leader, Melissa Benner says finding that balance between work and family can be difficult at times. Juggling priorities and dealing with mom or wife guilt is an ongoing struggle, she added. But the Prairie Rose Teachers’ Association president says she feels lucky to be in an association made up of mostly women.

“We are a strong female group and so I had that role model when I was a secretary and they just kept pushing that drive in me to try and do more and take on that role and now I see myself doing it with the younger females in my executive.”

When talking about her strengths as a leader, Voutier says she shies away from referencing empathy and her ability to connect with others in fear they wouldn’t

be seen as valuable or respected skills.

“Education needs more voices from female leaders I think in order to keep that empathy and the more complicated our schools become and how diverse they are, I think those leaders need to be there,” she said. “I know I don’t have all the answers, that’s why it’s important to have that strong team around you, it’s important to default to them when you don’t know the answer.”

Sheri Haney says she wears many different hats in her role as principal at Holmfild Colony School in Killarney.

“You are mom, you are teacher, you are friend, you are janitor, you are the school nurse, you are everything ... and also part of my role now is that I’m a resource teacher,” said Haney, who is also a member of the COSL leadership team. “I’m a principal, I’m all of it.”

Ruthanne Dyck says when she moved into a leadership position, she felt the need to create her own community.

“You have to find out who your people are,” the COSL director for Pembina Trails said, adding she missed getting feedback from her colleagues when she moved into leadership. “It can be lonely, you can feel isolated ... you have to look for feedback in different ways and you actually have to seek it out because you don’t get better without feedback.”

Being vulnerable and curious has made her a more confident leader, Dyck said. She’s also learned a lot along the way by working with various types of principals. She believes it’s important for all female

leaders to “own your strengths” as well as your journey.

“Grow that thicker skin,” she said. “Learn to take the nugget of truth and value in all feedback that comes your way and dismiss the rest.”

Tanis Thiessen, the COSL director for Pembina Trails, said she used to let other people’s opinions of her get in the way of her growth. But now she encourages others to get out there and be themselves.

“Growing up, both my parents encouraged me to obtain as much education as possible, and to keep ‘all doors open,’” she said. “It is their influence and support that began my journey towards leadership.”

The MTS Women in Educational Leadership Forum Facebook group, led by the Society’s Lia Gervino, meets virtually on Facebook Live every Wednesday at 6:30 p.m. to talk about educational leadership for women. The private Facebook group, which currently has more than 200 members, allows members to talk freely about leadership successes and challenges along with a great line-up of books.

You can join the group on Facebook by searching “Women in Educational Leadership Forum.”

MTS also hosted its Women in Educational Leadership Symposium on March 6 and 7 at McMaster House. This year’s theme was “Lean in & Lead on: Building Capacity, Confidence, and Voice.” Coverage from the symposium will appear in an upcoming edition of *The Teacher*.

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# A need for strong voices

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STORY BY JORDAN LAIDLAW

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This is a very important time in history to be involved with public school education. Educational leaders are burdened with an enormous responsibility to prepare youth for the societal complexities of the 21st century. Schools are expected to nurture students' development, be competent with evolving digital technologies, combat societal inequalities, grow as moral democratic citizens, maintain physical and emotional well-being, as well as demonstrate high academic performance and attain future employment. These are but a few of the outcomes that schools are, in part, ultimately accountable for. We are in dire need of strong voices to continue leading change in Manitoba schools.

The concept of educational leadership is nothing new. While there is no universally agreed upon definition of educational leadership, most scholars acknowledge that leadership involves an individual's capacity to influence other organizational members to impact change. An emerging area of discussion, however, is recognizing that the majority focus of our educational leadership remains to be situated on individuals in formal positions of authority, for instance school principals. While keeping the enormous leadership efforts our principal teachers demonstrate in mind, we must broaden the conversation on educational leadership. Teachers actively practice leadership, and we need to celebrate such behaviours and achievements.

The concept of distributed leadership is an important precursor to this conversation. A key concept in distributed leadership is that leadership is practiced (not merely held by individuals in positions of authority). Also, distributed perspectives recognize that leadership results from the interactions of many organizational members (not merely resulting from the actions of one person). In short, leadership can be practiced by anyone and may be a collaborative effort. In his book entitled "Distributed Leadership," James Spillane outlines three factors in leadership: leaders, followers, and situations. In certain situations, an individual may informally take on the role as a leader to address a school-based initiative, while other colleagues follow that person's direction. In a completely alternative situation, that same person may now assume the role as a follower, being

led by a different colleague. From this interpretation, leadership is fluid and is continually practiced by many individuals, regardless of their position in a school.

Teachers often demonstrate leadership when taking on added responsibilities outside of their classrooms, influencing others to improve practices and/or enact school change. Teachers are not necessarily being directed by principal teachers to fulfil school functions, instead many of them electively bring new perspectives and initiatives to schools on their own accord.

**Educational leadership is about influencing others' practices which may result in school improvement; teachers play a pivotal role in changing schools. When teachers feel their ideas and efforts are valued (both inside and outside the classroom), it is not difficult to understand why the research affirms the various benefits of teacher leadership practices.**

Research on teaching leadership shows it may lead to teachers' improved self-esteem and sense of valuation, academic achievement of students, and build stronger relationships among colleagues. But if teachers are not in formal positions of leadership, how can they practice leadership? How might their practices of leadership lead to school improvement?

There are various ways teachers are already practicing leadership in schools.

In "What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship," Jennifer York-Barr and Karen Duke share that teachers may model leadership through: mentoring or coaching colleagues on various school-based issues; working collaboratively to improve instructional practices of others; working with parental communities and encouraging their participation in schools; organizing and planning school assemblies and/or public

events; raising issues and articulating new visions to change school culture; establishing new clubs / programs / committees; etc. Teachers actively engage in many of these tasks on a regular basis, but such leadership is often overlooked. Educational leadership is about influencing others' practices which may result in school improvement; teachers play a pivotal role in changing schools. When teachers feel their ideas and efforts are valued (both inside and outside the classroom), it is not difficult to understand why the research affirms the various benefits of teacher leadership practices.

Our principal teachers in Manitoba have done an excellent job leading schools, navigating the complexities of our ever-changing society. But there are numerous ways that principal teachers may cultivate school environments to facilitate teacher leadership, such as engaging dialogically with colleagues during decision-making, revising school schedules to promote collaboration among teachers, involving teachers in school planning and professional development, nurturing peer to peer mentorship relationships and valuing teachers' risk-taking and willingness to take on new initiatives, as Alma Harris and Daniel Muijs write in "Improving Schools Through Teacher Leadership." Understandably, these suggestions may be useful, but are not always achievable. Regardless, these guiding principles may be fruitful in the ongoing discussion on how to continually improve the functioning of Manitoba schools.

Although principal teachers are in formal positions of authority and significantly influence their immediate school communities, the informal leadership practices of teachers are often overlooked and undervalued. Teachers may demonstrate leadership and positively impact our public schools, both on students' achievement and well-being within the classroom, as well as on colleagues and the community outside the classroom. We must recognize teachers' leadership practices and continue exploring how to facilitate such behaviours to help instil societal and organizational change.

*Jordan Laidlaw is a teacher in the Seven Oaks School Division and a Ph.D. student in Educational Administration at the University of Manitoba.*



BY JENNIFER MCFEE

# GREENING *Our* SCHOOLS

**A** new school of thought keeps environmental awareness top of mind when designing educational institutions.

Two of Manitoba's newest schools — Amber Trails Community School and Ecole Sage Creek School — have achieved high environmental ratings with a focus on saving energy and cutting greenhouse gas emissions. At the same time, these schools provide inviting environments for students to learn while also acting as central hubs to connect the community.

Lindsay Oster is a principal architect at Prairie Architects Inc., which was the firm involved in designing Amber Trails Community School.

She explained that the Public Schools Finance Board undertakes most of the initial planning for a new school, such as its overall size, number of students, and number and size of rooms. After that, the school division hires an architect to act as the prime consultant with a team that usually includes structural,

mechanical, electrical and civil engineers; landscape architects; interior designers; and sustainability consultants.

The entire group of experts works together on the integrated design process, which can take anywhere from six months to one year.

After Amber Trails Community School was built in 2015, the population of the K to 8 school quickly outgrew the facility, Oster said. As a result, an eight-classroom addition was completed in 2019.

“Originally envisioned to facilitate open and accessible space for the community,” she said, “the school challenged existing paradigms about school design and created exciting new visions for education.”

The design focused on creating a comfortable and inclusive environment with a welcoming entrance, which encourages new-to-Canada parents and grandparents to connect with others in their community. Other highlights include natural daylight-filled learning spaces, common learning centres and outdoor classrooms.

“The new neighbourhood, in which the school is a part of, was planned anticipating that the school would become the community centre and public library for the area. As such, the school was designed with public access in mind and incorporates large glass walls and entrances facing onto the street opening into the large entry and learning commons, as well as the gymnasium and kitchen,” Oster said.

“This design requirement challenged the typical design notion that the gymnasium should be a windowless, large mass tucked at the back of a school. Instead, the design of the new Amber Trails Community School demonstrates that the school facilities are open and accessible to all, with the vibrant glow of activities spilling out through the windows on many dark Winnipeg winter nights.”

To add to students' comfort within the large building, learning spaces are broken down and designed as “schools within a school.”

“With the new addition, there are six ‘academies’ with 100 to 200 students in each, which serve as the home base for the students





**Two of Manitoba's newest schools – Amber Trails Community School and Ecole Sage Creek School – have achieved high environmental ratings with a focus on saving energy and cutting greenhouse gas emissions. At the same time, these schools provide inviting environments for students to learn while also acting as central hubs to connect the community.**

throughout their time at the school,” Oster said. “A daycare and early learning centre is anchored within the school and benefits from shared access throughout.”

In addition, everyone benefits from three levels of outdoor play, including an exterior courtyard, a semi-public zone and a public area that connects into the trails of the community.

Locally sourced grasses and plants add to the ambiance. At the same time, they don't require irrigation, which indirectly helps with energy and emissions savings.

Adding to the excitement, Amber Trails Community School was the first school in Manitoba to achieve the LEED Platinum designation and the second in Canada to reach that level. The school also received the Canadian Green Building Council's Greenest School in Canada designation in 2017.

The energy-saving design maximizes daylight, while low-flow water fixtures contribute to energy savings as well. Windows are triple-glazed with low-emission coating, argon-filled gaps, warm edge-spacers and

thermally broken aluminum frames.

Ventilation is based on an occupancy sensor, and the building also features energy-recovery ventilators. Other highlights include daylight sensors, hydronic heating and cooling, hydronic radiant floors and active chilled beams. LED lighting brightens the interior and exterior, and the school uses ground-source heat pumps and systems that run on economizer mode.

For the construction process, 35 per cent of all new building materials came from within the region.

To save GHG emissions, everything is electric at Amber Trails Community School with no natural gas even for service water heating. As a result, the school saves nearly five tonnes of CO2 equivalent of GHG emissions annually.

“We find that it is important to keep these environmental considerations in mind when designing any project,” Oster said, “but especially with projects like schools where long-term operational considerations are important.”

Currently, Prairie Architects is working on the new Waverley West K to 8 school, the new Shoal Lake No. 40 First Nation Elementary School in Ontario, and a proposal for a new K to 12 school in North Caribou Lake First Nation in Ontario. Other smaller projects are also underway throughout the province.

Meanwhile, at Ecole Sage Creek School, designed by Number Ten Architectural Group, the process took about three and a half years from project kick-off to construction completion.

For project architect Christina Legris, it's important to understand the significant environmental impact of the construction industry.

“As a firm, Number Ten has adopted many design standards that help minimize the impact of our designs. Sustainable design drives our thinking and we work to consider all aspects of energy conservation and encourage broader thinking in terms of life cycle and the operational and maintenance aspects of sustainability so that our clients are

not burdened with excessive operating and maintenance costs,” she said.

“This process requires the client, along with design team, to make choices based on efficiency of systems, local proximity of materials and services, minimal waste production, life-cycle economics and overall community well-being.”

Construction on Ecole Sage Creek School wrapped up in the summer of 2017, ready to accommodate 600 students at the early learning to Grade 8 facility.

The design creates “learning neighbourhoods” that group together five to six classrooms around a central neighbourhood commons, which allows for a more intimate learning environment that offers flexible instructional spaces.

“The neighbourhoods scale down the larger school population into smaller groups of classrooms to promote collaborative learning and provides the opportunity for teachers to share resources,” Legris said.

“Each neighbourhood has one classroom that has a large moveable partition to allow classes to expand into the common space, creating a large gathering and instructional space.”

The common space also includes individual home-like washrooms, an art sink and wet zone, and a flexible breakout space/resource room for small group teaching and student resource programs.

“Each neighbourhood commons has a direct visual connection to the outdoors and is thematically linked to the landscape design directly outside of the commons space,” Legris said.

“The two-storey learning commons was designed as the heart of the school and serves as both the library and central gathering space. The second floor of the learning commons, which overlooks the main level, provides the typical library program with book stacks, reading spaces and a media lab for film production, while the main floor learning commons provides a more open and flexible community space.”

The industrial arts and home ecology areas are grouped together to form a design-based makers’ studio, Legris noted.

“The industrial arts room is designed to provide a flexible environment for design and fabrication of student projects with a direct connection to an outdoor learning lab space,” she said.

The school itself acts as a type of teaching tool since its design aims to create dialogue about the history of the site, thereby connecting students to their community and environment.

A section of the floor is cut out and covered with a clear panel so students can see first-



hand the construction of the floor system and the in-floor heating system.

The landscape is designed as a “living lab for learning and play” that focuses on plants native to Manitoba. Each learning neighbourhood provides graphic descriptions of the plants and their growing cycle.

“Indoor and outdoor spaces flow into each other,” Legris said, “specifically co-ordinating each wing of the building to represent a native plant and working with that planting palette so the landscapes immediately outside the window reflect the theme.”

Since the building is located on a migratory path, glass on the expansive windows in the large commons space has a ceramic frit pattern designed to deter bird strikes.

Outdoor play zones are organized by age group, and the fully accessible site features interconnected community pathways. A walking school bus program encourages healthy community living.

Ecole Sage Creek School is currently targeting a LEED Silver rating. It has achieved the Manitoba Hydro Power Smart designation, which requires buildings to exceed the Manitoba Energy Code for Buildings (MECB) by at least 10 per cent.

“Currently, the analysis shows that the project is exceeding MECB by 38 per cent,” Legris said.

“This was achieved through ground source heat pump system, variable speed drive pumps, efficient lighting selection, heat recovery, energy-efficient windows and glass, and reduced fan power with chilled beams design.”

The ground source heat pump system is a highly efficient way to use a renewable energy source, Legris added.

“It is designed to transfer heat from below

the earth’s surface during the winter and act as a heat sink to remove heat from the building in the summer through a closed loop network of underground pipes filled with a glycol solution,” she said.

“There are two large geothermal fields within the ESCS site that service the school.”

Other energy-saving features include a high-performance building envelope along with energy efficient and operable windows that let in plenty of light.

“There is a linear internal light monitor that runs across the school providing natural light into the centre of the building,” Legris said.

“South-facing glass brings natural light into the large all-school commons. Heat gain is controlled by high-performance glass while glare is controlled by automatic shading devices. Floor-to-ceiling glass in the gymnasium provides natural light and a connection to the community.”

The school is equipped with LED lighting and occupancy sensors plus “dark sky friendly” exterior LED fixtures.

In addition, the school’s rainwater collection system is another way to save on renewable resources.

“Rainwater harvesting from roof runoff and separate distribution piping is captured in a rainwater cistern system that supplies non-potable water for flush fixtures within the school,” Legris said.

“We are committed to continuous learning, sustainable design and best practices in educational design,” Legris said, “remaining current with the latest design technology and trends to create buildings and interior environments that are equally inspiring, well-built, easy to use and maintain, and kind to the environment.”



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# PORTFOLIO

## TRADE TALKS OPEN WITH PANDORA

The U.S. department of agriculture apparently has extensive trade relations, extending beyond the reality itself. Until recently, on its website, it listed the Kingdom of Wakanda as a free-trade partner. It noted some of the goods the two countries traded were ducks, donkeys and dairy cows.

The Kingdom is no longer a trading partner of the U.S. It was delisted after it was pointed out Wakanda is a fictional country, home of the superhero Black Panther. It was founded in 1966 in a Fantastic Four comic book.

The department said the listing was added by someone during a test.

Curse you, Lex Luthor!

## Goldfinger II: Bond vs. Trump

BY GEORGE STEPHENSON



Sometimes in organizations there comes a time when shareholders, customers, colleagues want to dispense with a lousy employee.

Often it can be messy, involving lawyers and sacks of cash, courts and bad publicity. On the other hand, it's sometimes easier to just find another job for the wayward worker. Something they'd want even more than clinging to their desk.

The U.S. Congress chose the messy path, its baroque impeachment process. Instead it could have just asked Hollywood to take one for the team.

It's obvious by now Donald Trump loves adoration, but even more so loves people showing up to see and hear him. His crowds, he tells us, have been the largest in the history of the galaxy.

There is one job that was open recently that would have afforded him all that he wants and for which he would have been able and experienced – the villain in the upcoming James Bond film, *No Time To Die*. He would draw more eyeballs on opening day than he gets in a year with his Podunk Arena Tour.

And he has the experience. He could be the prototype or copycat of one of the great Bond villains of all time, Auric Goldfinger.

He was Bond's nemesis in the 1958 novel and the 1964 film, *Goldfinger*. In those media, he is depicted as a doughy, overweight business owner with an odd red-blond hairdo, an orange tan and a passion for gold.



A Christian private school in Kentucky expelled a 15-year-old student after administrators saw a photo of her wearing a rainbow sweater and posing with her rainbow birthday cake.

The Whitefield Academy saw the cake as a statement of gay pride, which would be an infraction of its school code.

"The WA Administration has been made aware of a recent picture, posted on social media, which demonstrates a posture of morality and cultural acceptance contrary to that of Whitefield Academy's beliefs," the school said in an email to her mother.

The mother said she had ordered the cake and asked for one with multiple colours.

Whitefield's student handbook lists "homosexual orientation" among the "lifestyle" violations that justifies a pupil's "discontinue[d] enrollment."

As well as being a symbol of gay pride, the rainbow plays a prominent role in the Bible, appearing to Noah after the great flood. In Genesis, God says a rainbow will appear from then on as a reminder not to wipe out earth again.

It's a good book. Whitefield Academy should get one for its library.



**IT'S THOSE  
PRO-BADGERS!  
RUN AWAY!**

A police document used across Britain as part of anti-extremism training lumps environmental groups in with neo-Nazis, jihadists and other terrorist groups. It also includes a group opposed to killing badgers.

The document is supposed to help educate teachers and others to prevent and catch people at risk of committing terrorist violence. It includes Greenpeace, vegan activists, People for the Ethical Treatment of Animals, Sea Shepherd, Extinction Rebellion and Stop the Badger Cull. Their fellow travellers, according to the guide, are far-right groups such as the National Front and National Action, banned for terrorist violence.

While he doesn't have a golden escalator like some people, he does have a gold Rolls Royce and an interior design sense matching that of The Donald or Saddam Hussein.

He is an avid golfer. Indeed he owns his own golf course (sounds familiar) and cheats while playing a round with James Bond. As Rick Reilly has documented in the book *Commander in Cheat: How Golf Explains Donald Trump*, the Golfer in Chief has a similar style.

"He cheats like a three-card Monte dealer. He throws it, boots it, and moves it. He lies about his lies. He fudges and fozzles and fluffs."

In the movie, *Goldfinger* gets rid of colleagues and underlings with poison gas and barely a shrug, although in a far more permanent manner than Trump has attempted on the many minions who have passed through his revolving door. He has a pilot named Pussy Galore. That would be *Goldfinger*, not Trump. Yet.

The *Goldfinger* plot centres on the villain's greed. In the book he wants to steal all the gold in the Fort Knox bullion depository. In the movie he just wants to contaminate it with radiation, making his own gold more valuable. Either way, his greed is gargantuan. He has a Korean sidekick named Oddjob (not Kim Jong-Un) and his plot is aided by a cadre of Chinese soldiers.

This all shows that Trump doesn't need to be an accomplished actor. He can clear the bar on his own merits. He's a natural. There needn't be any method in the madness. Indeed, the producers of that other great movie franchise, *Sharknado*, sought him out to play the president in the third installment, *Sharknado 3: Oh Hell No!* Oh, hell yes.

Sadly that never came to pass and he took on the role of a real president instead. The Bond position, though, is a much better fit. If it's too late for the upcoming movie, the producers should begin immediately on a remake of *Goldfinger*.

They wouldn't even have to change the song:

"Golden words he will pour in your ear.

But his lies can't disguise what you fear."

The only obstacle might be that all Bond villains lose in the end and we know who doesn't like to be described as a loser. But the producers could have an ambiguous ending. Back in the day, *Goldfinger* got sucked out of an airplane window, but we can't say for sure he dropped off this mortal coil. Maybe he had a secret parachute in his shoe.

The producers could leave the ending open for a sequel. And lots of people love sequels.

On screen.



**Reuse, Recycle,  
but not Nazis**

Brazil's culture minister was given the boot after using parts of a speech once given by Nazi Germany's propaganda chief Joseph Goebbels.

Robert Alvim was detailing the countries National Arts Awards when he said in a six-minute video: "The Brazilian art of the next decade will be heroic and will be national, will be endowed with great capacity for emotional involvement ... or it will be nothing."

Goebbels, quoted in a historian's biography, said: "The German art of the next decade will be heroic, it will be steely-romantic. It will be national with great pathos and binding or it will be nothing."

Alvim said it was a "rhetorical coincidence." How heroic.

# Digital pilot project a success

STORY BY GEORGE STEPHENSON

A trio of educators have completed a pilot project in the Louis Riel School Division using a suite of digital learning tools to help students with special needs.

And the project has been so successful it is now being used by all students and has drawn the interest of Microsoft Canada.

“There has been technology in the past that we have used that has often been a barrier to student learning because it has been complicated or hasn’t worked,” says Lisa Reis-Tymchuk, an LRSD occupational therapist. She, along with Clarke Hagan, Director of Information Systems and Robert George, a school psychologist, began looking at less expensive tools they had on hand.

They decided to assess Microsoft’s learning tools to see if they could make a difference in the education of kids with various needs and barriers to learning.

“The pilot was to see how we could integrate this technology just for these particular students,” says George. “We measured what impact this had on student outputs in different subject areas and the impact it had on their overall social, emotional wellbeing and their perceived mental health.”

After several months, the trio gathered the data and reaction from teachers, parents and students.

“What we found was there was a small shift happening in a very short period of time where the students were starting to see their self-esteem go up, their perceptions of their overall intelligence go up and the teachers confirmed that,” says George.

The use of the tools helped students overcome various difficulties unrelated to their cognitive abilities and potential.

For example, some students can’t keep up when it comes to writing for various reasons. One learning tool, Immersive Reader, allows them to put on a headset and dictate what they want to write. They can edit on screen, be shown words as syllables. Or they can have text read to them in a number of languages. The student output is available to the classroom teacher.

“These are students who have average to above-average cognitive abilities but struggle with the output component or simply



Pictured from left to right: Clarke Hagan, Lisa Reis-Tymchuk and Robert George.

reading the content,” says George. “When we’re going through science for example, and the teacher is asking the student to read, they have the ability to follow the content.

“The student can access Immersive Reader, understand the content and can participate. Now they’re a learner just like everyone else and can share what they know.”

Reis-Tymchuk says it has also helped with students who have come from other countries. “What we’re able to do is take the text, whether it is in French or English, and translate it into their language,” she says. “For instance, at one of our schools, it’s Arabic for a lot of the kids. It allows them to switch back and forth between words.”

When the pilot began, the team did a survey of teachers and students. For the teachers, they looked for their comfort level with technology.

For students, they looked at how they perceived themselves.

“What we found,” says George, “is that students who rated themselves as the lowest at the beginning, meaning they didn’t see themselves as learners, changed. We saw a shift happening. They had independence. They were using the tools on their own. They were now in control of their own learning.”

The project has itself shifted and now involves all students.

“What’s been interesting about the project is it started with a particular type of student

but has really expanded to being used by all students in the classroom,” says George. “We found in the project that teachers just started using it class-wide, reducing the worry they had about students having a stigma attached to them because they were using the tool.

“Now all students are seeing the benefits.”

Information Systems Director Hagan says use of the program is easily expanded because the tools are almost cost-free, in that they are part of a general license.

“Every single division in Manitoba is licensed to use these tools. I think what is unique here is this was a clinical services initiative that gave this a lens to really focus on the use. It was not an IT initiative and every single laptop across the province has this ability if they choose.”

He also cited the ease of use of the tools has benefitted teachers and students.

Reis-Tymchuk says teachers reported that they found the tools allow them to feel more confident in teaching students with special needs.

“They are building more connections with these kids. They are seeing them as being as successful as any other kid.”

The success of the pilot program drew the interest of Microsoft which came to the division and shot a video about the project and wrote an article. Both are on the Microsoft website [microsoft.com/en-ca/education/stories](https://microsoft.com/en-ca/education/stories).



# When it comes to student success in the North, teachers matter.

## GO NORTH WITH TEACH FOR CANADA

What does a successful northern educator look like? They overcome challenges with flexibility and bring the community into their classroom. Outside of school, they get involved in the community, lead extracurricular activities, and spend time out on the land. But above all, they come humbly to learn as much as they teach.

Education in Canada is a success story. Study after study shows that our public schools are among the best in the world. But high overall quality masks deep inequality. Only 48 percent of First Nations youth living on reserve have a high school diploma. In the North, those numbers are even lower.

And too often, teachers arrive in northern First Nations without the preparation and support they need to succeed - and stay - in the classroom. Low teacher supply and high turnover compound historical injustices and systemic inequities to produce a statistical education gap between First Nations and non-First Nations communities.

That's where Teach For Canada comes in. We partner with 20 First Nations in Northern Manitoba and Ontario to recruit, prepare, and support certified teachers through their two-year minimum commitment.



### WHAT IS IT LIKE TO GO NORTH?

"If you are a teacher who is unsure about coming up to a northern community I would not even give it a second guess," Marsha King, Grade 2 teacher in Pikangikum First Nation emphasized. Marsha decided to go North after teaching in Southern Ontario for the last 19 years.

The preparation and support she received made a big difference. "The Teach For Canada team come alongside you, they give you awesome energy and teach you what it means to teach in the North and give you support all the way through," she explained.

Moving North was the change that Marsha needed: "As a teacher with 19 years experience it has been the best career shakeup to make me realize the resources that I have, the support that I have, and it's just been a really nice breath of fresh air. Even if it is in a subject you've never taught - because a change is as good as a rest - and it will revitalize your program and give you a new perspective on this country we call Canada."

### ARE YOU A GOOD FIT FOR THE NORTH?

#### Do you exemplify our community-defined criteria?

We look for teachers who are community-focused, resilient, self-reflective, optimistic, adventurous, and have a love of children and a strong teaching practice.

#### Can you commit to a minimum of two years?

Teach For Canada teachers commit to relocate and teach in a northern First Nation school in Manitoba or Ontario for a minimum of two years.

#### Are you ready to go North?

Whether you are a new graduate, a seasoned teacher, or a retiree, if you are interested in going North to teach, we'd like to hear from you.

Learn more and apply by June 1st for fall 2020:  
[www.teachforcanada.ca/apply](http://www.teachforcanada.ca/apply)

FIND US ONLINE!



@TeachForCanada

# ARE YOU INTERESTED IN FACILITATING PROFESSIONAL LEARNING?



The  
Manitoba  
Teachers'  
Society

The Manitoba Teachers' Society is seeking outstanding classroom teachers, principals, resource teachers, counsellors, clinicians, coaches, and consultants representing all grade levels and subject areas from across the province to design and deliver workshops or facilitate collaborative learning teams who have received an MTS grant.

## CRITERIA FOR FACILITATOR CANDIDATES

### MTS members who:

- are in good standing, actively working in the public school system;
- have a variety of teaching experiences;
- have demonstrated leadership and communication skills;
- have training and/or experience in the professional development of adult learners;
- have an interest in obtaining instructional coach training and experience.
- have the ability to commit to a minimum two-year term, including training & design days; and
- are willing to travel within Manitoba for deployments.



**TLLT**  
TEACHER-LED LEARNING TEAM

### OVERVIEW OF THE COMMITMENT

TLLT is a two-year appointment, renewable to a maximum of six consecutive years. Successful candidates will deliver up to four workshops per year for which the Society covers leave time and associated expenses. TLLT members are required to attend training seminars and design days at McMaster House. Release time (for school days) and associated expenses are paid.

Please send your cover letter of interest, resume, and letters of recommendation to:

**Eric Sagenes**  
Staff Officer, Professional and French  
Language Services  
[esagenes@mbteach.org](mailto:esagenes@mbteach.org)

[www.mbteach.org/mtscms/2016/08/14/teacher-led-learning-team/](http://www.mbteach.org/mtscms/2016/08/14/teacher-led-learning-team/)



**COLLABORATIVE  
— LEARNING —  
FACILITATORS**

### OVERVIEW OF THE COMMITMENT

CL Team Facilitators are asked to make a two-year commitment, renewable to a maximum of six consecutive years. Successful candidates will facilitate three Collab-Lab sessions with a team each year for which the Society covers leave time and associated expenses. CL Team Facilitators are required to attend coach training seminars and Collab-Lab design days at McMaster House. Release time (for school days) and associated expenses are paid.

Please send your cover letter of interest, resume, and letters of recommendation to:

**Cheryl Chuckry**  
Staff Officer, Professional and French  
Language Services  
[cchuckry@mbteach.org](mailto:cchuckry@mbteach.org)

[www.mbteach.org/mtscms/2019/02/28/collaborative-learning-team-grants-2/](http://www.mbteach.org/mtscms/2019/02/28/collaborative-learning-team-grants-2/)