

2022

2023



THE MANITOBA TEACHERS' SOCIETY
OPERATIONAL REPORT





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Message from the Executive Director

Danielle Fullan Kolton, Ph.D.

The operational work of the Society is a member-focused, collective endeavor that begins with the frontline support staff and administrative staff (staff officers, case managers, communications facilitators, analysts, IT Administrator and Facilities Administrator) spanning five (5) main departments: Governance, Communications and Contact Services, Disability Benefits, Finance and Administrative Services, Professional and French Language Services, and Teacher Welfare. These talented and committed staff are the face of the Society and first point of contact. From them, you can expect professionalism and service, and I watch in awe how gifted they are in their respective crafts. The dedication they have for the work is grounded in their commitment to our members.

I am also grateful to be leading and learning daily with three (3) teams of extraordinary leaders who, themselves, work closely with administrative and support staff:

The Senior Leadership Team: Kim Kummen, Chief Financial Officer; Dan Turner, Assistant Executive Director – Labour Relations; and Cheryl Chuckry, Assistant Executive Director – Professional Status.

The Admin Staff Leadership Team: Debbie Guillas, Human Resources Administrator; Anne Bennett, Department Head – Communications and Contact Services; Karen Wurr, Department Head – Disability Benefits; Brahim

Ould Baba, Department Head – Professional and French Language Services; Arlyn Filewich, Department Head – Teacher Welfare; Andy Beardsall, Information Technology Administrator; and David Johnston, Facilities Administrator.

The Support Staff Leadership Team: Christen Winning, Executive Assistant – Governance; Danielle Dorge, Executive Assistant – Governance; Jennifer Nasse, Coordinator – Communications and Contact Services; Lisa Firth, Coordinator – Disability Benefits; Robin Mitchell, Benefit Payments Lead – Disability Benefits; Joanne Gauthier, Lead – Finance and Administrative Services; Julie McClintock, Coordinator – Professional and French Language Services; and Léanne Laroche, Coordinator – Teacher Welfare.

We said farewell to three long-time support staff retirees this year: Fran Kornelson (33 years), Joyce Deleau (33 years), and Debbie Fondaumiere (20 years), and I am grateful to have had the opportunity to work with them. They each brought unique gifts to their roles and took great pride in their work and dedication to the Society. We wish them good health, fun adventures, and much happiness as they begin their next chapters.

We also welcomed staff new to the Society and saw several staff make internal position or department moves throughout the year. You can see these specific details in the Human Resources section of this report.

In Memory

In 2022, we grieved the loss of two colleagues: Joseph Worbanski and Susan Perrault.



Universally, the MTS family has mourned **Joseph Worbanski**, a warm spirit with a generous heart and a passion for all things funding and economics related. He worked as the policy analyst at the Society for ten years, and his most recent work on the education funding task force was a culmination of his life's work. I don't know of anyone who understood FRAME and funding data more than him.

Described as a kind and peaceful soul, Joseph loved poetry, music, art, and gardening. His love for his family unit – partner Barbara and daughter Taisha – along with beloved pets was evident whenever he talked about them. Joseph passed days after being back at Folk Fest for the first time since COVID. The night before his fatal heart attack, his Folk Fest family had a rousing evening of music, singing and guitar jamming and given his passion for people and playing music, we can only imagine the joy that would have brought him.



Sadly, we lost **Susan Perreault** after a short illness. She was a long-time staff member – almost 15 years to the date – in our Facilities department, and we will remember her fondly for her kind smile, hearty laugh, and gentle demeanor.

I always enjoyed our late day chats when the building had emptied out and we were the lone occupants; any talk of her beautiful grandchildren made her beam.

Death is like cold water on the face, a sobering reminder about what we care about, how we choose to live, and the complexity of relationships. Sadly, many of our staff experienced their own losses of loved ones over the last year and this has also taken a profound toll. A recent quote I've read has resonated deeply: "Death is a challenge. It tells us not to waste time." Challenge accepted.



The Year In Review

This past year, the Society's service delivery, programs and committee work were adaptive. Amid pandemic aftershocks, funding fiascos, and unprecedented stakeholder consultations, staff worked fervently to champion and amplify member voices through novel issues and inquiries while also maintaining the services, programs, and ongoing initiatives that support our purpose and mission to advance and safeguard the welfare of teachers, the status of the teaching profession, and the cause of public education in Manitoba.

The operational work of the Society in 2022-2023 was anchored by departmental mandates as well as operationalization of 15 action resolutions and support for committees to whom a further nine action resolutions were referred. Provincial bargaining was a foundational priority and time commitment, both operationally and politically.

Many members and staff were part of a record number of Outside Bodies. Improved operational communication and reporting mechanisms supported the political work of the Provincial Executive in articulating positions and setting strategic direction based on this vast engagement.

What follows in this section is a high-level summary of 2022-2023 highlights of the Society priorities and ongoing work.

Education Funding

Education Funding Model Review

The Education Funding Model Review Team was struck by the provincial government at the end of 2021 to “*guide the development of a new funding model*” and be implemented in the 2023-24 school year. Funding adequacy, including identification of revenue sources to compensate for the phase-out of education property taxes, was deemed out of scope. Guiding principles of the proposed new funding model, articulated by the Department of Education, included – most notably – equity, flexibility, simplification, and accountability. Details of the proposed new funding model, including the formula driving it, were not available to the Review Team until mid-October 2022. After unexpectedly cancelling the Review Team meetings scheduled for October 28, 2022, and November 14, 2022, the Department of Education at last revealed, with the help of an external consultant, the details of how the proposed new funding model would financially impact individual school divisions on November 25, 2022.

Three weeks later, on December 16, 2022, the Department of Education unexpectedly announced that the promised new funding model would not be implemented in the 2023-24 school year, citing a need for further consultation with school divisions.

Bill 71: The Education Property Tax Reduction Act

In 2021, the provincial government introduced and passed Bill 71, *The Education Property Tax Reduction Act*, which provides rebates to education property tax rate payers. In 2021, the rebate for farm and residential properties was set at 25%. According to the provincial government's 2023 budget documents, the farm and residential rebate rose to 37.5% in 2022 and to 50% in 2023.

Rate payers continue to pay school taxes to their school divisions. The rebate cheques, distributed in the same month that municipal property taxes are due, represent a percentage of what the rate payer's school taxes were in 2020. According to the provincial government's 2023 budget documents, total rebates for farm, residential, and other properties amount to:

- 2021 - \$246.5 million
- 2022 - \$350.4 million
- 2023 - \$453.2 million
- Total - over \$1 billion

By 2023, the government will have mailed out cheques amounting to a cumulative \$1 billion. It is important to note that these funds do not flow to school divisions. The rebates are mailed to rate payers and are funded by the provincial government through general revenues. In other words, this represents government spending that is not going to classrooms.

MTS Lobby Day: Advocacy for Education Funding

On October 5 (World Teacher's Day) members of the MTS Provincial Executive spent the day at the Manitoba Legislature advocating for the adequate funding of public education. They met with 23 MLAs, representing all three political parties.



Key messages communicated by members of the Provincial Executive to MLAs included:

- There has been a persistent pattern of chronic underfunding that has continued since 2017.
- A roughly three per cent increase in operating fund revenue is essential to ensure resources per student are *maintained* but this will not make up for the cumulative losses.
- The public education system is losing ground on a per pupil basis.
- Equity without adequacy will not effectively address the significant funding shortfalls in the public education system.
- Many families were already experiencing economic hardship and food insecurity that are now worsened due to the pandemic. The result is a widening of existing disparities in education that leave marginalized students at an even greater disadvantage.
- There are many areas that require urgent support and enhancement to ensure positive student outcomes. Examples include school nutrition programs, smaller class sizes, special education supports, Indigenous education, and French-language education.

Many Locals and members participated in a Twitter campaign as part of MTS Lobby Day. More than 130 Tweets were posted (much higher when considering retweets, likes and comments), highlighting challenges due to underfunding as well as calling on the government to ensure that public education is effectively funded.

Members of the Opposition were encouraged to use Question Period to ask the government public education funding related questions. Questions were asked on the following issues: level of funding (NDP), property tax rebate (NDP), school nutrition program (NDP), programing and staffing cuts in Brandon (NDP), refugee settlement education supports (LIB), French language teacher recruitment/certification of internationally educated teachers (LIB) and teacher shortage (LIB). This was the first Lobby Day since 2020, due to COVID-19.

Education Funding Submission

For the second year in a row, MTS offered a pre-budget submission in advance of the education funding announcement calling for adequate, equitable and stable funding for public schools. Many of the recommendations in the submission first appeared in the MTS report to *Manitoba's Commission on Kindergarten to Grade 12 Education* in May 2019. The consistency in recommendations from 2019 to date

has been intentional, serving to hold the government accountable and reinforcing our message that a fully funded public education system is the responsibility of the provincial government and that adequate funding is directly linked to the ability to effectively meet student outcomes.

For the past six years, the provincial contribution to operating funding for public education failed to keep pace with inflation. According to published Manitoba Education FRAME reports from 2016-17 to 2020-21, the audited provincial contribution to the operation of K-12 public schools declined by 5.2 per cent when adjusted for inflation (during the April 2016-April 2021 period).

The MTS budget submission highlighted key areas such as nutrition, mental health, class size, and Indigenous education that require urgent support and enhancement. It proposed practical, actionable recommendations to ensure positive and effective student outcomes.

Education Funding Announcement

On February 2, 2023, the provincial government announced a 6.1% increase in education funding. According to government documents, operating support for public schools, including the Property Tax Offset Grant, amounts to approximately \$86 million. Some school divisions have disputed the government's numbers. This year's funding announcement does not respond to the Society's call for adequate, equitable, and sustainable funding. This year's funding announcement does not address the last six years of underfunding. For a seventh year in a row, operating support for K-12 public schools has fallen behind inflation and not met the rate of growth. The cumulative losses continue to have serious impact on teaching and learning. This year's funding announcement does not prevent school divisions from having to make difficult decisions this budget season with many reporting staffing and program cuts.

Education Funding Campaigns

Invest in Me



In late 2022 and early 2023, the Society’s message on chronic underfunding with the *Invest in Me* campaign was timed to precede the February education funding announcement. MTS ads across the province aimed at drawing attention to the learning conditions of students and the importance of stable, adequate, and equitable education funding. *Invest in Me* ran for four weeks on radio, in print on billboards in urban and rural, as well as on digital and social media platforms.

The Little Things



The *Invest in Me* messaging was immediately followed by *The Little Things*, a multi-layered campaign that leveraged the established reputation of teachers, taking aim at the need for stable, adequate, and equitable education funding to effectively meet student needs—not just in an election year, but every year.

#RealTeacherTalkMB



Repeatedly, the Society has seen alarming evidence that after six consecutive years of underfunding, members are facing the impact of fewer supports in their classrooms at a time of increasingly complex student need—need that was in evidence prior to the pandemic and has been magnified in its wake.

We asked members to tell their stories: reflections that underscore the real challenges they face as a direct result of chronic funding depletion. We wanted government to hear, clearly, that teachers and students need stable, effective, and equitable education funding—this election year, and every year.

Members responded swiftly to this call to action and the compelling responses were received rapidly and in high numbers. At this time of writing, these submissions were part

of a social media campaign.

EducationMattersMB

MTS continues to utilize its EducationMattersMB.org website to build a database of allies beyond the membership and convey messaging in support of MTS recommendations and calls

for funding. Subscribers to the site increase each month (621 as at February 28) with spikes in registration during periods of media campaigns.

Professional Regulation

Education Commission Recommends Teacher College

In 2019, the Manitoba government established a commission to undertake a comprehensive, independent review of the K-12 education system. The Commission noted that, “The teaching profession in Manitoba is not regulated by professional standards or by a professional body, such as a college of teachers” and recommended the establishment of a Manitoba College of Educators (p. 48). Upon release of the Action Plan and Roadmap in 2021, the Department committed only to exploring different models of professional regulation.

Extensive Media Coverage on High Profile Teacher Misconduct Charges

In spring of 2022, the process of creating a professional regulatory body was expedited following the media coverage on child protection after several cases went public including an MTS member being charged with 30 counts of sexual abuse related to sexual assault, interference, exploitation, luring, and making harassing telephone calls.

Change to Reporting Requirements

In June 2022, the MB Education requested that, in addition to the legislated requirement to report criminal charges or convictions against teachers relating to physical or sexual abuse of children, all employers of certified teachers must also report any serious incidents of teacher misconduct that call into question the suitability of the teacher to maintain their teaching certificate. This resulted in several cases that circumvented traditional labour relations resolutions by using the regulatory function of the Certificate Review Committee. Teachers have been required to voluntarily surrender their teaching certificate while they await a hearing, and as a result of not having a teaching certificate, the employer has placed them on unpaid administrative leave. This directive also required disclosure of the teacher’s name and other

confidential information which could be viewed as a privacy infringement. This signaled an alarming shift in protocol regarding teacher misconduct.

Government Action to Protect the Safety and Well-Being of Students

In November 2022, the Canadian Centre for Child Protection released a report on Child Sexual Abuse and Victimization, in which a reported 252 current or former school personnel working in Canadian K-12 schools (public and private) have committed or were accused of committing offences of a sexual nature against a minimum of 548 students between 2017 and 2021.

Subsequent to this report, MB Education announced that it will be enhancing the current framework for addressing and preventing teacher misconduct in support of protecting the safety and wellbeing of students in Manitoba.

Bill 35 – The Education Administration Amendment Act

The government introduced Bill 35 – *The Education Administration Amendment Act* on March 13, 2023. Consultation with education partners, child protection advocacy groups and the public preceded tabling of Bill 35. The Bill redefines teacher misconduct, creates a teacher registry and outlines the structure, composition, and processes to investigate and adjudicate cases of misconduct and competency.

The government's intent is to protect the safety of Manitoba students by

- implementing a transparent and open process to address and prevent teacher misconduct (which has been redefined)
- establishing an independent Commissioner to investigate and respond to complaints and reports of teacher misconduct, and
- establishing a registry to provide employers and the public information on the status of a teacher's certificate.

The Society responded to the introduction of Bill 35, by stating that MTS **unequivocally supports child protection as well as transparent, fair processes for managing teacher misconduct.**

However, the Society does have concerns about aspects of the legislation that do not align with the government's stated intent, notably, the introduction of competence in the legislation. Investigating and adjudicating complaints related to teaching competence (such as the teacher's knowledge,

skills, and ability to deliver, instruct, and assess learning of the Manitoba curriculum) do not address the safety of children or enhance child protection laws.

This assertion in no way diminishes our respect for the importance of teacher competence. Rather, it identifies our position that we view competency and conduct as two very separate issues requiring separate management processes with a clear locus of responsibility. It is our position that they are inappropriately conflated in this legislation.

On March 21, 2023, the MTS president and executive director met with Minister Ewasko to share the MTS positions and concerns and seek clarity on Bill 35 *The Education Administration Amendment Act*. Officers also met with legal counsel multiple times to discuss proposed amendments that would be authored and advanced by the Society.

A letter from the Minister was received on March 29, 2023 with further clarification about MTS concern.

MTS Position

The MTS position on how teacher conduct is governed has been an ongoing topic of monitoring, review and discussion dating back as far as the 1990s. Our recent work on this portfolio, dating back to 2018, has been to research other professional regulatory models, explore teacher regulation across Canada, and design and submit a framework that would meet our standards for protecting due process, natural justice, and fairness for members while remaining a strong advocate for the safety of students with a recognition that teachers occupy a position of trust, confidence, and considerable influence with children.

In December 2022, the Provincial Executive approved the *Statement of Beliefs* from which the positions related to professional regulation and teacher misconduct have been generated. Resolution B28 at Provincial Council 2023 proposes to document the Society beliefs related to professional regulation and teacher conduct in Policy II to inform consultations and positions.

There are several aspects of the Bill that have the **full support** of the Society. These include:

- The right of any person to make a written complaint that alleges sexual abuse or misconduct, or physical harm caused by a teacher to a pupil or other child under the teacher's care or supervision.
- The obligation for all teacher employers in Manitoba to report, without delay, if a teacher they employ has been charged with or convicted of an offence under the Criminal Code relating to the physical or sexual abuse of children, or if the teacher has been suspended or

dismissed for such professional misconduct.

- The requirement that teachers in Manitoba self-report if they have been charged with or convicted of a criminal offence relating to the sexual or physical abuse of a child.
- A fair and transparent process to deal with complaints including investigation and, if warranted, referral to a hearing panel for a determination on teacher professional misconduct.
- The authority of a hearing panel to make a variety of orders, up to and including cancellation of the teacher's teaching certificate where professional misconduct has been proven against the teacher.

MTS has several **concerns**. They are:

1. The inclusion of competence in a professional misconduct framework.

- The Bill provides the commissioner with powers to address competency issues in accordance with professional standards. Our position is that this is the purview of the employer.
- At no time has the purpose of professional standards been connected to child safety and suspension or cancellation of a teaching certificate. Introducing it as part of a misconduct framework is problematic because supervision and evaluation of teacher performance are the responsibility of the employer.
- Teachers want the best teachers in classrooms, and pursuing professional excellence is how MTS safeguards the status of the profession and supports a robust public education system. The Society has promoted the development of teaching standards to foster a shared understanding of what it means to skillfully teach. Standards also support teacher education, career long learning and identification of professional development needs. In fact, our Code of Professional Practice obligates teachers to continuously improve professionally.
- In the Excellence in Teaching and Leadership pillar of Manitoba's K to 12 Education Action Plan (April 2022), the establishment of "professional standards that guide educator development, practice and evaluation" was identified as a future action to be initiated by April 2024. Not only does MTS support this, but the Society also recommended it in its submission to the K-12 Education Review Commission.

2. Hearing panels composed of a majority of non-teachers. Public representation is vital, however, the balance of individuals judging the conduct of a

professional should hold that professional designation themselves. This is the case with disciplinary panels of other professional bodies, such as *The Regulated Health Professions Act*.

3. The unqualified inclusion of a teacher causing a student "significant emotional harm" in the definition of professional misconduct. The broadness of this definition leaves teachers vulnerable to value-laden and biased perspectives which could prompt frivolous, vexatious, or trivial complaints. It is true that under the legislation a commissioner has the authority to take no further action on a complaint deemed to be frivolous, vexatious, or trivial. However, the impact on the teacher could nonetheless be significant, depending on whether—or how far—the review and/or investigation proceeds and if a summary to the public is provided, even if it is without identifying information.

4. Deficits in procedural fairness, such as:

- The acceptance of anonymous complaints.
- No requirement to provide a teacher with a copy of a complaint.
- No clear time limit for making a complaint.
- No express right for an investigated teacher to be represented by counsel.
- The obligation on employers to report **any and all** discipline for professional misconduct or incompetence as opposed to limiting reporting to suspensions and terminations.
- A lack of assurance that, given the commissioner will be governed by regulations—which are subject to change at the pleasure of government—that investigations and hearings will be conducted fairly and under the principles of natural justice. We understand the government's perspective that the ability to appeal a decision to the Court of King's Bench will safeguard due process and procedural fairness, however the financial means, will and ability to appeal a decision may not be accessible to teachers whose certificate has been suspended or cancelled, so the inclusion of express rights within the legislation is critical.

The Society has submitted to government the following **proposed amendments**:

- Remove competence from the Bill. This is a separate matter.
- Ensure hearing panels are composed of a majority of teachers, in line with the composition of disciplinary

panels of other professional bodies.

- Include the expressed right to representation for a teacher being investigated.
- Limit reports by employers to suspensions and terminations, as opposed to **any and all** discipline for professional misconduct or incompetence.
- Define “significant emotional harm”. This includes specific language related to psychological harm to the pupil or child, where the act is based on a characteristic protected by The Human Rights Code, repeated conduct that could reasonably cause a pupil or child to be humiliated or intimidated, or a single occurrence that could reasonably be expected to and has a lasting, harmful effect on the pupil or child.
- Protect the privacy of teachers who are determined not to have the capacity to carry out the professional responsibilities of a teacher because of a physical or mental disability.

A Call to Action for Local Leaders and Members

Local leaders and members were asked to sign up to speak at Committee hearings on Bill 35, and comprehensive materials are being developed to support presenters. At the time of writing, Committee hearings had not been scheduled, but the second reading of the Bill appeared to be expedited so hearings were expected to occur shortly after spring break.

Work Intensification and Teacher Workforce Shortage

Teacher workforce shortages continued to put a tremendous strain on the system, and the impact on members is beyond significant. Realistically (and discouragingly), there is no quick fix because there are a limited number of people to put in classrooms at this time, and it is a national crisis. Members can be assured that the Society continues to elevate these discussions with further reporting to follow.

Staff continues to analyze information from various data sources to develop a comprehensive view of Manitoba’s teacher workforce to guide recommendations on recruitment and retention strategies, tuition incentives, removal of internationally educated teachers (IETs) certification barriers, and flexible or reduced-duration degree programs.

MTS staff and politicians remain in conversations with education partners about this matter to capture both short-term management and long-term strategizing for an adequate and sustainable workforce in education.

Labour Market Outlook

According to the Manitoba Labour Market Outlook for 2021-25, the province’s education system will need 3,350 certified teaching professionals to meet the demands of enrolment and retirements over this period.

Specifically, the demand for educators for the 2021-25 period is projected as follows:

- 290 principals and administrators
- 1,980 kindergarten and elementary teachers
- 1,080 secondary teachers

In the simplest terms, with all things being equal, Manitoba will need 837.5 new teachers per year to meet the projected demand.

Approximately 600 teachers graduate from Manitoba universities each year.

Freedom of Information and Protection of Privacy Act (FIPPA) Requests

In October 2022, MTS filed two FIPPA requests to get a more fulsome picture of the number of IET in Manitoba, their current work situation, the reasons why they were unable to receive certification to work in the province and more.

Based on the information received from the request filed with the Department of Education and Early Childhood Learning, from January 2018 to November 2022, 919 evaluations for certification were completed.

This represents a completed evaluation rate of approximately 89 per cent for applications processed in the year they were received. It is important to note that some applicants are unable to provide the required documents necessary for evaluation. Based on a range of reasons, it can take many months for an applicant to submit *all* documents. Applications are only processed when all documentation is received.

Of the completed evaluations, 12% of IETs were granted permanent teaching certificates, 23% received provisional certificates and five% were given a *statement of eligibility* (granted to a person outside of Canada that meets either provisional or permanent academic requirements but does not yet have permanent residency or a work permit).

The majority of IETs (64%) were ineligible for a Manitoba teaching certificate due to a lack of teachables: 20% with no major teachable, 23% with no minor teachable, and 21% without both major and minor teachables.

Thirty per cent of ineligible applicants did not have an education degree.

The second FIPPA request was filed with the Department of Advanced Education, Skills and Immigration and sought information on the number of newcomers to Manitoba over a five-year period (2017-22), who identified “teacher” as their intended profession.

Since January 2017, 290 individuals who identify as “teachers” (National Occupational Classification codes 4031 – secondary school teachers and 4032- elementary school teachers) have moved to Manitoba as permanent residents. The information regarding the number of refugees admitted to Manitoba as permanent residents, with “teacher” as their intended occupation, is not publicly available.

Certification: Manitoba Graduate Information

The *Professional Certification Unit* confirmed that the average number of Manitoba Faculty of Education graduates in the last five years is 549. The declining numbers are concerning.

Year	BU	UM	UW	St. B	UCN	Total
2018	91	170	259	39	21	580
2019	108	151	215	61	20	555
2020	102	137	219	50	23	531
2021	124	171	195	53	16	559
2022	95	145	178	55	46	519

Workforce Inquiries

The Society fielded numerous inquiries about teacher workforce shortages as follows:

Why is the 120-day cap for retired subs not being lifted by TRAF like it was the first year of the pandemic?

Historically, MTS lobbied for the imposition of a 120-day restriction for retired teachers; however, the lifting of the 120-day restriction in 2020 came because of requests from school divisions and RTAM (and supported by MTS) but was facilitated and allowed by the imposition of *The Emergency Measures Act* (EMA) during the pandemic. This Act allowed Cabinet to override any existing legislation or regulations to manage COVID. Once Cabinet terminated its use of *The Emergency Measures Act*, emergency responses, enabled by the Act, reverted to original legislation. To lift the 120-day restriction would either require *The Emergency Measures Act* to be reinstated by the legislature or a request to open the legislation to amend *The Teachers’ Pension Act*. Associated risks of doing so include pension sustainability or government funding issues because when an Act is opened for amendment, all aspects of the legislation have the potential to be changed.

Presently under *The Teachers’ Pension Act*, retirees can

substitute for greater than the 120 days in any one school year, but when they hit day 120, they stop/suspend pension one, and start contributing to pension two. Upon the termination of the >120 days contract or subbing in a school year, pension one resumes and pension two is paid out at commuted value as either a second pension, or in a lump sum. The commuted value is the expected value of the pension paid out to the person’s life expectancy based on the TRAF amended mortality tables. Retirees who work greater than 120 days make active teacher wage after day 120 and, upon access to pension two, receive a substantial amount much greater than the value for the number of days worked, had they not retired.

Why aren’t we paying substitute teachers more so that they are motivated to work?

As unionized employees, substitute teachers’ pay is duly negotiated through the collective bargaining process. That process is currently underway both provincially with the employer’s organization representing the 37 divisions/districts and with DSFM.

Substitute teacher’s pay is a priority in the negotiation process such that current economic conditions and labour market shortages can be addressed. Until such time as a new provincial or DSFM/AEFM collective agreement is settled, any change to substitute pay would require the willingness of employers to address it through a Memorandum of Agreement at the Local level. We have raised this issue with both MSBA and local school divisions, individually and through the Workforce Planning table. We know what the solution is, but we are unable to solve the problem alone.

What is the MTS position on Limited Teaching Permits that allow for uncertified teachers to teach?

Under typical circumstances, the MTS opposition to Limited Teaching Permits (LTPs) is meant to protect the status of the profession by ensuring that only certified teachers are hired for teaching positions. This position is outlined within the Philosophy of Education statements listed in Policy II, 4.2(d), “teaching is a profession that is supported by academic and professional preparation and ongoing professional development” and Policy II, 9.1(e), “only certified teachers should be employed to perform teaching duties in Manitoba.”

In the height of the pandemic crisis (summer 2020), the Society supported the loosening of LTP restrictions as an emergency measure to ensure adequate and available staffing in anticipation of large-scale absences.

Staff continue to closely monitor the prevalence of LTPs through data provided by MB Education, however, given the workforce shortages resulting in high failure-to-fill rates

and prep time loss due to the necessity to provide internal coverage, the MTS position on LTP use has remained the same as it was during COVID with the caveat that divisions have an obligation to *exhaust all options* to hire certified teachers for any responsibilities related to teaching, including substitute and itinerant teachers. We are hearing of multiple instances of zero applicants for teaching, term, or substitute postings which has left divisions with no choice but to hire uncertified teachers.

What is the MTS position on teacher candidates substitute teaching?

Strictly speaking, the Society does not endorse unsupervised work of teacher candidates. This is outlined in Policy II, 9.1(i), "...student teachers must work in positions with active supervisors, schools must ensure that a cooperating teacher is provided for each student teacher for continued feedback on their school experience."

With that said, the Society appealed to the University of Manitoba in 2021 to reiterate our concern about failure-to-fill rates that plagued the system and placed undue strain on members. Since many substitute positions were already being filled by uncertified teachers, the Society posited that teacher candidates – who have some formal education in instruction, familiarity with schools and perhaps even established relationships – had much to offer.

Along with education partners MSBA and MASS, the Society has recently reached out to all education faculties to advocate for teacher candidates to receive permission to substitute teach on days without classes and a letter has been distributed by the faculties to their teacher candidates about this. We continue to discuss how teacher candidates might work as substitutes – on a temporary basis – while maintaining a commitment to their education program and how program scheduling in 2023-2024 might facilitate this more easily.

Can Internationally Educated Teachers be used to help with the shortages?

Barriers to Certification

Numerous barriers exist for internationally educated teachers to access the education workforce in Manitoba, most especially in the attainment of certification.

The Academic and Professional Bridging Pilot Program for IETs at the University of Manitoba commenced in January 2006 and offered four cohorts before funding ended. Designed for graduates of international teacher education programs who require additional coursework in education to be certified to teach in Manitoba, the program oriented teachers to the Manitoba curriculum and to the cultural, social, and political

contexts of Manitoba schools.

The IET Pilot Program was the first provincial initiative to offer comprehensive support at the university level. The program was developed in collaboration with partner school divisions and advice from successful IETs in the province. Key elements of the IET Pilot Program included

- Advocacy and Advisory – for credential assessment and employment support services
- Deepening Understanding of Manitoba Curriculum – context knowledge development
- Academic and Professional Language Skills Enhancement
- School Experience – internships and mentorships in school divisions
- Funding Support – tuition and registration fees

The program graduated 55 students from within its 4 cohorts with an employment rate greater than 90%. Many graduates went on to leadership positions (Vice Principals, Principals, Divisional Consultants). In addition, the IET graduates served as mentors to new Immigrant teachers in the community both at the early enquiry stage, and upon certification by making themselves available for support and letting them know about upcoming positions within their divisions. A number of graduates also went on to complete a Post-Baccalaureate Diploma in Education and Master of Education degrees.

In May 2022, the University of Manitoba applied to the provincial government's Newcomer Community Integration Support Program. The purpose of the proposal was to facilitate employment equity and professional integration of internationally educated teachers within the public school system to ensure a more representative and responsive teaching workforce in Manitoba based on its high population of newcomer learners. This application was endorsed by the Newcomer Education Coalition. However, the faculty was not successful in securing the funding.

The University of Winnipeg offers Access Education Programs, off-campus extensions of the University of Winnipeg's Integrated Bachelor of Arts & Bachelor of Education Program. These programs are designed to provide academic opportunities for people with inner city experience, as well as single parents, mature students, and immigrants. The Immigrant Teacher Education Program (ITEP) was created to aid internationally trained teachers to gain experience in the Manitoba teaching profession through a unique curriculum of academic and practical courses and workshops.

Support for IETs will also be an area of focus at Université de Saint-Boniface for the coming year.

Advocacy for IET support programs and barrier-free



certification processes will continue to be a priority for the Society in discussions with deans of education and the certification unit.

Further, advocacy related to lobbying the government for a review of barriers for IETs is detailed in Resolution 2022-18 currently referred to the Teacher Education and Certification Standing Committee (TECSC).

Work Permits

In December, MTS became aware of work permits in **Maintained Status** due to longer than expected processing timelines with Immigration, Refugees and Citizenship Canada (IRCC). Manitoba Education and Early Childhood Learning sent a communication reminding employers

that teachers who are temporary residents and have applied for an extension to their work permit prior to its expiry will receive a maintained status condition. A maintained status condition permits temporary residents to continue to work while their application is being processed. Authorization letters are provided to demonstrate to an employer eligibility to work while they await the outcome of their work permit.

Manitoba Education and Early Childhood Learning has advised all employers that they are permitted to continue the employment of teachers with work permits so long as each of the following conditions are met:

- The teacher has applied for an extension before their active permit expires,
- The teacher is able to demonstrate they are authorized to work in accordance with IRCC's policy on maintained status, and
- The teacher has completed and submitted their application to extend their provisional teaching certificate to the Professional Certification Unit.

MTS Equity, Diversity, Inclusion Organizational Scan

Our journey toward deep inclusion is an inside and outside job. For this reason - and propelled by a Provincial Council 2021 resolution - MTS enlisted the support of Dr. Catherine McGregor and Dr. Grace Wong Sneddon in an Equity-Diversity-Inclusion (EDI) organizational scan. In this capacity, they reviewed staffing, leadership, and membership demographics; organizational polices, practices, and documents; and experiences of staff and members to help us identify systemic inequities, barriers, and other forms of oppression in the external and internal work of the Society. Early in the process it was identified that MTS plays several complex roles as an organization: employer to staff, advocate for members in their work as educators, and organizational leaders managing the governance of the Society. Throughout 2022-23, the following work was completed:

- Internal Scan:
 - o MTS Employment Systems Review
 - o MTS Document Review
- External Scan:
 - o Equity Initiatives in Teacher Organizations
 - o Manitoba Equity Context
 - o Diversity Agendas in Union Settings/Labour Context
- Interviews, Focus Groups, and Survey Data
 - o Members
 - o Staff

A final recommendations and implementation report will support this important and ongoing work of the Society. If we are not discomfited along this journey, we are probably not on the right track. One hundred and three years of history and colonial practice have anchored deep roots that we must tend to. Our vision for an MTS with safer spaces, a sense of belonging and engagement, and representation from the membership will drive our continued learning and growth going forward.

Communications and Contact Services (CCS)

The Communications Landscape

Public-facing MTS communications initiatives focused on funding levels needed for teachers to deliver quality public education (rooted in recommendations the Society has made and reiterated to government since 2019) and the many ways in which six successive years of austerity has impeded their efforts. With a provincial election on the horizon in late 2023 (or sooner), it was imperative that the Society communicate these messages early and often, consistently highlighting the struggle to support students with increasingly complex needs—needs that were in evidence well prior to the COVID-19 pandemic.

COVID-19 upended the education system worldwide, and in Manitoba already underfunded schools—and their teachers—were bent to breaking. The government’s business-as-usual austere approach proved to no one’s surprise, to exacerbate already existing inequities and system-wide lack, straining public school teachers even further.

Communications staff continue to provide daily services that include website updates, photography, graphic design and social media posts, as well as larger-scale, collaborative projects that include awareness campaigns, electronic communications to members, and seasonal issues of *The MB Teacher* magazine.

Publications

Publication production included three seasonal issues of the *MB Teacher* magazine, provided electronically, on the web, and via print for those who opt to request hard copies. The magazine’s content highlight of the year was the launch of *Resistance on the Giimooch: The Life of Mary Courchene*. A multi-year collaboration between Elder Mary Courchene, MTS and the Seven Oaks School Division, the project consists of a teacher’s guide and 17 lesson plans. It was an honour to support the communication of this invaluable member resource.

In addition to the *MB Teacher*, other member communications from September, 2022 to end of February, 2023 included five issues of *The Sub*: the MTS all-member electronic newsletter, and 11 Mailchimp emails to members on specific issues.

Communications support to ÉFM included creation of social media graphics and layout of four issues of *InformAction* and three *Saviez-vous que* newsletters.

Podcasting

This year CCS is pleased to add podcasting to the department’s repertoire. *MB Teachers Unplugged* will launch in 2023 with an initial series of episodes focusing on teacher mental health. Preparations are also underway to offer a podcast series in French, with details to be announced later in 2023.

Media Relations and Social Media

Traditional Media

2022-23 has been a busy year for traditional media calls for the MTS President, MTS Vice President and the ÉFM president. Hundreds of stories were generated in print, on television and digital platforms by our responses to those calls and by news releases of our own.

The school year began with coverage of the first post-pandemic Labour Day parade and teachers expressing cautious optimism about finally entering a ‘normal’ school year. Media attention soon shifted to a series of articles on teacher misconduct and calls for an independent body to investigate them. These were driven largely, but not exclusively, by mounting charges against a Winnipeg teacher-coach and subsequent coverage by Katrina Clarke of the Winnipeg Free Press, and the CBC.

While COVID didn’t consume as much attention as in previous years, the flu and respiratory illnesses, teacher and substitute shortages, use of uncertified substitutes—plus the high absence rates for both students and staff—continued to stress the public school system. One such headline read: *‘Absenteeism rates soar to 20 per cent in Winnipeg’s largest school division as viruses take toll on students’*.

In October 2022, the Society began an extensive push for stable, effective and equitable funding, as it had done in the fall of 2021. The MTS President referenced the issue in media interviews throughout the fall of 2022.

By mid-December, the Minister said the imminent education

funding model overhaul was being pushed back and would not figure into the 2023-24 funding announcement. Meetings, which had included representatives of The Manitoba Teachers' Society, were suspended. The Brandon Sun countered with 'Lack of funding model reflects badly on Tories'.

The Minister's public schools funding announcement for 2023-24 dropped on February 2, 2023. What government saw as a generous announcement was obviously an election-year offering to Manitobans and the education community. It was the seventh announcement in a row that still failed to meet the level of inflation—which sat at 7.9 per cent for 2022.

Social Media

MTS social media accounts posted some high numbers in 2022-23. The top post, 'Failing grade goes to government, not to schools', an op-ed written by LRTA President Marcela Cabezas and published in the Winnipeg Free Press (January 25, 2023), garnered 11,300 impressions on Twitter, 5,700 on Instagram and 4,300 on Facebook.

The Society's social media accounts have grown steadily. As of March 1, 2023, the MTS Twitter account stands at 11,500 followers, Facebook at 8,900, and Instagram at 6,900.

Unlike the many abusive users and comments which had to be blocked and deleted on our social media platforms in early 2022, this school year we experienced a far lower amount and frequency of inappropriate interactions. Our social platforms were safer spaces.

Government Relations

School Trustee Election

The school trustee election was held on October 26, 2022. In advance of the election, a resource guide (toolkit) was created with information on hosting candidate townhalls, questions for candidates and other ways of becoming involved in the electoral process. The guide was launched digitally on May 1, 2022.

In addition to the resource guide, a Public Relations Grant was made available to Locals for activities directly associated with the school trustee election. Five Locals applied for and received grants to initiate a variety of election-related activities ranging from newspaper ads to townhalls.

Changes to The Teachers' Pension Act

On November 3, Bill 208—*The Teachers' Pension Amendment Act*, received royal assent and became law. This Bill adds two members to the Teachers' Retirement Allowances Fund Board. One of the two new members must be a nominee

of the Retired Teachers' Association of Manitoba Inc. The second member will be a government representative. MTS submitted comment in support of this Bill while it was at the committee hearing stage.

Election 2023 Preparedness – Operational Work



The Society has been preparing for the upcoming provincial election for some time now. An election strategy was drafted in July 2022 which included a strategic plan to inform our advocacy and lobbying efforts for stable, effective and equitable funding.

The following tactics are part of our election preparedness strategy:

1. A comprehensive resource guide and toolkit for Locals and members on ways to engage in the political process. The toolkit was launched digitally the week of March 20, 2023.
2. MTS was a sponsor of MSBA's *Provincial Forum on Education* held on March 17, 2023, and included participation from all three main political parties. The event was recorded, and the link was shared on all MTS social media.
3. A questionnaire will be shared with the major political parties, once the writ has dropped, asking specific questions about their plans for public education. The responses will be shared on our website, social media platforms and in a special election issue of the Sub newsletter.
4. News releases will go out as needed e.g., a report card once the parties release their election platforms.
5. Work is being done into the feasibility of sending postcards to targeted constituencies, outlining the effect of six years of chronic underfunding.

Polling

Polling continued to reflect the high regard Manitobans have for public school teachers, and the MTS ad campaigns in 2022-23 underscored the integrity and dedication of educators in spite of an exceedingly challenging work environment.

Member Poll

The 2022 MTS membership poll, conducted by Viewpoints Research, was fielded from November 1 -10, 2022. Highlights include:

- Eighty-seven per cent (87%) of respondents pointed to classroom issues, linked to inadequate funding, as their biggest concern. This is a 14-point increase from 2021.
- Overall confidence in MTS's ability to advocate for public education remains high at 82 per cent.
- Members who feel they are better off as part of MTS is similar to past results (80%).
- Members cite the main benefits of MTS membership as support/protection/job security, strength in numbers and representation (69%), unchanged from previous years.

The margin of error for this poll is $\pm 3.3\%$, with the data considered accurate 19 times out of 20.

Public Poll

The 2022 MTS public poll, conducted by Viewpoints Research, was fielded in late January 2023. Highlights include:

- Four per cent (4%) of Manitobans rated public education as the issue that concerned them the most. Health care continued to hold the top spot at 35 per cent but is closely followed by the cost of living and rising prices (29%).
- Most respondents (49%) said that the government was on the wrong track when it came to providing quality public education. Sixty-two per cent (62%) agreed that the government should increase spending on public education.
- Teachers are viewed as the most reliable and credible source of accurate information about education issues (75%) and more than eight in 10 Manitobans (89%) described their feelings toward public school teachers as favourable, a seven-point increase from 2021.
- Eighty-three (83%) of respondents agreed that being in a classroom with a teacher and other students is the best place for their children to learn, regardless of COVID-19.

The margin of error for this poll is ± 3 accurate 19 times out of 20.

Contact Services

From September 2022 through February 2023, the MTS Contact Services team facilitated member communication in a wide variety of forms. Highlights include:

- 1,157 Contact Services emails received and handled
- 811 Reception emails received and handled
- 356 Contact Us emails forwarded
- 45 faxes forwarded
- 331 division batches processed
- 807 student membership forms processed
- 785 membership cards printed
- 201 TRAF updates
- 46 email blasts (not including Communications Department email blasts via MailChimp)
- 6 large print jobs were requested (4 for SAGE and 2 for Benefits)
- 8,381 calls received through MTS Reception

As always we are pleased to connect MTS members with the resources and support they require throughout the organization, and to capture and maintain up-to-date records of the Society's membership.

MTS Archives

Progress on the MTS archives in 2022-23 focused on two areas:

- The ongoing processing and digitization of the WTA donation from 2021, and,
- A re-organization/re-categorization of the of the various series that comprise the archives as a whole.

The assessment and digitization of WTA records has been a work in progress since 2021, with a large volume of material donated to MTS, of which much had significant historical value. The perishable nature of historical records drove the need to capture and protect those documents. Following digitization and cataloguing in the MTS archives, historically significant records and artifacts will be transferred to the Manitoba Archives. There they will be most accessible and properly preserved.

Since formal organization of the MTS archives began in 2013-14, there has been significant progress in culling, evaluation, and digitization of millions of pages. More recently, considerable thought and planning has gone into the nature and relevance of the MTS holdings and how those records could be most easily understood and

accessed by staff, members, and in some cases, the general public. This has guided a reorganization to follow a more intuitive approach along department and function/topic lines. For example, The Governance series contains various searchable sub-series, including PX meeting minutes, AGM binders, Presidents' Council, etc.

The overall intent of the MTS archives is to tell the story of MTS from its inception through the creation of an intuitive,

searchable, accessible database, and, once the process of digitizing is complete, to add to and maintain those records in a timely fashion.

An enormous amount of work has gone into the assessment and preservation of records, and it is our hope that the archives develop into a valuable source of information and an electronic history of public school teachers' unionism in Manitoba.



The Manitoba Teacher - 2022/2023 Fall, Winter and Spring issues.

Disability Benefits (DB)

The Short-Term Disability (STD) Plan experienced a 20% increase in accrued paid claims and expenses. Mental health claims made up, on average, 55% of total STD cases, representing members across all age cohorts. The fiscal year ending August 31, 2022, showed rising claim costs, fluctuating investment returns and no anticipated changes to liability and risk assessment. The Provincial Executive approved an increase to the STD premium to 0.25% in agreement with the recommendations of the Plan's Actuaries and the Disability Plan Committee.

The Long-Term Disability (LTD) Plan did not experience significant growth in approved claims and remains on par with pre-pandemic patterns. Mental health claims made up, on average, 47% of total LTD cases, a ratio that has been consistent for the Plan over several years. The fiscal year ending August 31, 2022, showed the Plan maintaining its funded ratio of assets to liabilities. The Provincial Executive approved maintaining last year's LTD premium at 1.75%, in agreement with the recommendations of the Plan's Actuaries and the Disability Plan Committee.



Finance and Administrative Services (FAS)

Manitoba Public School Employees (MPSE) Benefits

The MPSE Trust, a Trust between the Manitoba School Boards Association and The Manitoba Teachers' Society, governs the Manitoba Public School Employees Benefits plans, and determines each plan renewal in early May for a September 1 renewal. Each plan - Group Life, Dental, and Extended Health Benefits (EHB) - is distinct with its own assets, claims experience, coverage details, and annual cash flow.

Group Life

At the time of writing, complete 2022 claims experience is not available but preliminary experience indicates an approximate \$5,000,000.00 deficit or a -47% in year deficit. Life insurance is not as predictable as EHB, Dental, or pensions and claims can be volatile. Final premium rates will likely rise but will be determined at the May 8, 2023 MPSE Trust meeting and communicated in the MPSE Trust report to Provincial Council.

Extended Health

At the time of writing, complete 2022 claims experience is not available but *preliminary* experience indicates possibly maintaining the 22% unallocated surplus. The following coverage amendments were effective January 1, 2023:

- Increase to counselling coverage from \$850/person/calendar year to \$1500/person/calendar year.
- Continuous positive airway pressure (CPAP) and Insulin Pumps separated value of \$1000/person/calendar year.
- Increasing to eye exam coverage to \$120/person/24-month period.

Any 2023 Plan amendments and September 2022, or January 2023, (retirees) premiums will be dependent on expected costs, level of Plan surplus, and medical inflation. Final premium rates will be determined at the May 8, 2023, MPSE Trust meeting and communicated in the MPSE Trust report to Provincial Council.

Dental

At the time of writing, complete 2022 claims experience is not available but preliminary experience indicates a slight

decrease to overall surplus in the total plan. As at January 1, 2023, 21 Locals of the 32 participating Locals have decided to 'Provincialize' their claims experience and coverage going forward while retaining their individual asset base until they reach a 120% funded status or become part of the provincial plan under a Provincial collective bargaining agreement.

Counselling Benefits

HumanaCare

To the end of 2022, (MTS's first full year) HumanaCare has opened 2519 Employee Assistance Program (EAP) files representing 93.9% of all opened files. EAP sessions, information calls, and expert web traffic have totaled 3945 services.

HumanaCare reported 70 distinct presenting problems with the major declared/categorized breakdown by percentage as follows:

- Anxiety/Panic attacks/Personal emotional issues/Depression/ Mental health: 46.76%
- Marital-relationship/Family conflict/Grief/Divorce-separation/Parenting: 25.61%
- Work related issues-stress -conflict/Work life balance: 5.64%

The balance, 22.29%, are categorized by the counsellor, or declared by the client, into 53 other issues/concerns with legal and financial representing 0.72% of services.

HumanaCare is open to all MTS members and dependents for short term counselling. Clients can access HumanaCare 24/67 on a 365-day basis for any number of distinct issues concerns. As a result, they report 91.66% of the clients are new users with the balance being re-users. 82.77% declare as employees or members with the balance being dependents, spouses/partners, or other household members.

MPSE Extended Health Plan Counselling Coverage

MTS members, unless the member has opted out, have access to the counselling coverage in the MPSE Extended Health plan (SOTA has Equitable Extended Health and TTA has no counselling coverage)

While there may still be some unreported but incurred claims for 2022, to date, there have been 12,333 counselling transactions by members and dependents, an increase of just under 400% since the Trust expanded the eligible practitioners in 2019, while average claims cost decreased 22% between 2019 and 2022.

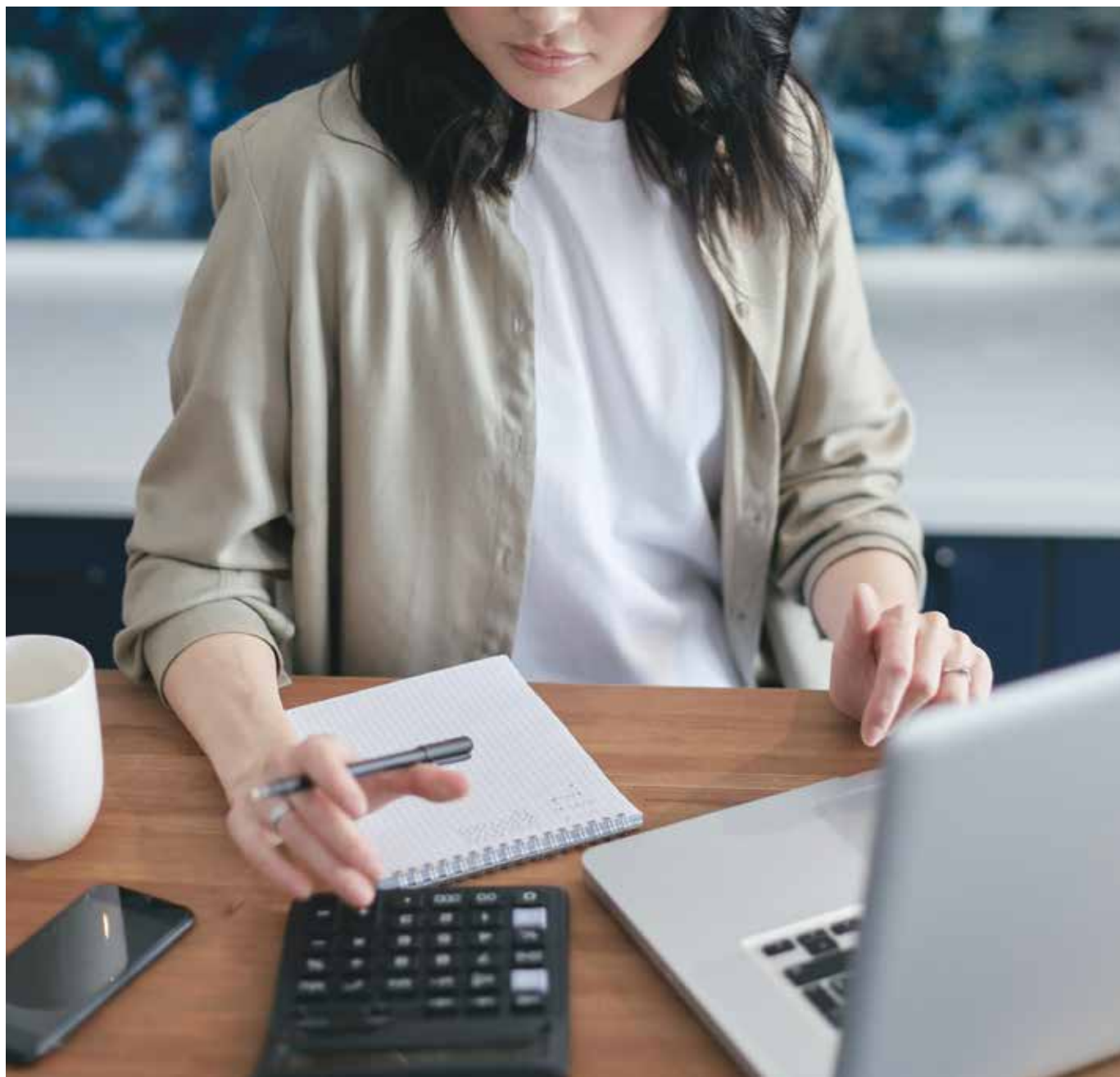
Pensions

Four Pension Sustainability Seminars were conducted in the 22/23 school year: two were virtual and two were in person.

Unless a Pension Task Force is struck, it is the intent to continue

these seminars, virtually and in person, in 2023/24 with updated pension data but still focusing on pension sustainability with a focus on younger teachers (under 50) as they will be the ones affected in the event of any change.

In 2022/23, staff, in conjunction with TRAF staff, conducted 13 Pre-Retirement Seminars for 697 registrants. Evaluations have been positive and the overwhelming response being a preference for the ease, confidentiality, and convenience of the virtual format. Many participants continue to agree that they should attend more than one seminar prior to retirement.



Human Resources (HR)

In Memory

- Joseph Warbanski: Policy Analyst July 2022
- Susan Perreault: Facilities Staff January 2023

Retirements

- Debbie Fondaumiere: Coordinator, DB October 2022
- Joyce Deleau: Administrative Assistant, PFLS January 2023
- Fran Kornelson: Administrative Assistant, PFLS April 2023

Internal Staffing Changes

- Lisa Bellemare: Administrative Assistant, PFLS August 2022
- Léanne Laroche: Coordinator, TW (term) September 2022
- Sascha Epp: Staff Officer, TW (term) October 2022
- Lisa Firth: Coordinator, DB October 2022
- Donna Holunga: Administrative Assistant, DB October 2022
- Glenda Cantley: Administrative Assistant, FAS October 2022

New Staff

- Lynea Turner: Reception, CCS (term) August 2022
- Yannick Normandeau: Facilities December 2022
- Simon Normandeau: Staff Officer, PFLS (term) January 2023
- Jennifer Crook: Clerk, FAS February 2023

Milestone Anniversaries (June 2022-May 2023)

20 years

- Joanne Gauthier: Finance Lead, FAS

- Julie McClintock: Coordinator, PFLS
- Dan Swanton: Case Manager, DB

15 years

- Lisa Chernecki: Case Manager, DB
- Mike Hutton: Case Manager, DB
- Dan Leclair: Case Manager, DB
- Matea Tuhtar: Media Communications Specialist, CCS

10 years

- Ashley Fifer: Administrative Assistant, PFLS
- Mireille Theriault: Administrative Assistant, CCS
- Dan Turner: Assistant Executive Director – Labour Relations

5 years

- Lisa Bellemare: Administrative Assistant, CCS
- Anne Bennett: Department Head, CCS
- Nicole Bernard: Administrative Assistant, TW
- Robin Koswin: Benefits Payments Lead, DB
- Eric Sagenes: Staff Officer, PFLS
- Zach Schnitzer: Staff Officer, PFLS
- Samantha Turenne: Public Affairs Facilitator, CCS

Professional Status

The Society actively engages in all matters pertaining to the status of the teaching profession in Manitoba including:

- Teacher Education
- Certification
- Professional Regulation
- Professional Practice
- Professional Learning and Development
- French Education
- School Leadership

This year, through continued liaison work with Manitoba Education and Early Childhood Learning, Outside Bodies, and education stakeholders, MTS participated in decision-making, offered strategic advice, and collaborated at the provincial level to advance and safeguard the status of the teaching profession. In 2022-2023, work was ongoing in the following areas:

MB Education and Early Childhood Learning

Staff continued regular communication with the Department of Education and participated in 16 meetings between June 2022 and May 2023. The appointment of MTS representatives to six additional Manitoba Education and Early Childhood Learning committees, bringing the total to 26 was an important achievement.

Teacher Education

Staff participated in 10 meetings that included one or more of the Deans of the Faculties of Education at the University of Manitoba, University of Winnipeg, Brandon University, Université de Saint-Boniface, University College of the North, and Red River College Polytech.

An important focus continued to be discussions around supporting internationally educated teachers and ongoing advocacy to remove barriers to certification for internationally educated teachers at both the faculty and Professional Certification Unit levels.

Research partnerships with the universities related to teacher professional practice continued to be explored to augment the Society's work and recommendations on teaching standards and professional regulation.

Teacher Certification

Staff communicated regularly with the Professional Certification Unit to monitor certification data and participate in discussions at the provincial level around Limited Teaching Permits.

Participating in and ensuring continued representation of MTS members on the *Certificate Review Committee*, a statutory provincial committee, the *Provincial Evaluations Committee* were important. Continuing advocacy for the participation of these education stakeholders in the development of the new provincial school leadership framework in Manitoba as part of the work of the *Certificate in School Leadership Review Committee*.

Outside Bodies

The Society maintained the positions of 84 MTS representatives on Outside Bodies. In 2022-2023, the Society participated in the work of 49 Outside Bodies, compared to 24 in September 2020. Staff were committed to ensuring the involvement of Standing Committees, SAGE groups, COSL, and ÉFM in Outside Bodies. Increased reporting to the Provincial Executive (PX), with the introduction of a new internal process that resulted in 49 Outside reports being reviewed and discussed at PX meetings in 2022-2023.

These opportunities for consultation and collaboration resulted in meaningful events, advocacy, and research while raising the Society's profile within the professional learning community. MTS staff were involved with the work of outside bodies as committee members and/or liaisons. A full listing of representatives to Outside Bodies can be found in the report section of the binder.

French Education

Staff continued to provide governance support to the *Éducatrices et éducateurs francophones du Manitoba (ÉFM)*. Other critical work included:

- Continued communication and collaboration with the Bureau de l'éducation française (BEF).
- Continued participation in provincial and national teacher recruitment and retention initiatives to grow the workforce in French education.
- Continued advocacy for the restoration of an Assistant Deputy Minister leadership role, at the Bureau de



l'éducation française.

- Continued advocacy efforts around French education resulted in an increase in funding to the Bureau de l'éducation français.

School Leadership

Staff continued to provide governance support to the Council of School Leaders (COSL). Other critical work included:

- Participation on the *Provincial School Leadership Framework Advisory Team*.
- Continued representation and participation of COSL in the development of the new provincial school leadership framework in Manitoba through the work of the Advisory Team and the Principal Learning Networks.
- Continued advocacy for equitable representation of ÉFM members on the Principal Learning Networks and security of an equal number of networks (6) in 2022-2023, in comparison to the number of networks (3) in 2021-2022.

- Continued advocacy for COSL to be consulted by Manitoba Education on all matters pertaining to school leadership.
- Facilitation with the COSL Chairperson of consultation with principals and vice principals, on the following provincial initiatives: *Suspension Policy Directive*; *Policy Directive and Action Plan to Enhance Student Presence and Engagement*; *Mamàhtawisiwin: Tools for Reflection, Planning and Reporting*; and *On the Path to Inclusion in Manitoba's K to 12 Education System: Supporting Our Diverse Learners in Achieving Their Full Potential*.
- Facilitation with the COSL Chairperson, regarding participation of principals and vice principals in the University of Winnipeg (UW) study on the use of school suspensions in Manitoba, conducted by Dr. Lesley Eblie Trudel, Associate Dean at UW.

Professional and French Language Services (PFLS)

Member Services

The department offers a combination of in-person and virtual workshops, seminars and events to accommodate the needs for members, building on the learnings from online delivery to mitigate the accessibility issues when needed. Some focus areas are equity in education, building leadership, and supporting teacher mental health. The 2022-2023 Professional Learning catalogue offered the following services:

On-Demand Professional Learning

Schools or Local executives requested customized workshops facilitated by staff of the Society or workshops provided by the Teacher-Led Learning Team (TLLT). The number of requests for both categories was significantly higher than last year, with more requests being delivered in-person. As of March 2023, 99 requests were received for 3007 participants (up from 76 requests last year).

Field-Led Courses

PFLS staff continued to develop and deliver Field-Led Courses (FLC) that earn students an external, three-credits from the University of Manitoba, Université de Saint-Boniface or Brandon University, which can be used toward a School Leadership Certificate (as per the Memorandum of Understanding (MOU) with education partners). The two courses offered in 2022-2023 were MTS FLC-2 Professional Perspectives: Personnel Leadership (Fall/Winter), and COSL FLC-4 Change Leadership (Summer 2023). The first course had 18 participants.

Events

The in-person Fab Five Symposium was offered this year in October with 52 attendees. The programming for the event included a selection of sessions that were designed to engage the newest members of the Society.

Staff supported the work of Special Area Groups of Educators (SAGE) in developing program plans for MTS PD Day 2022. This year, SAGE groups opted for a variety of conference formats on MTS PD Day as follows:

- 19 in-person conferences
- 12 virtual conferences
- 3 hybrid conferences
- MMYA – no conference this year

The number of educators who participated in conferences offered by SAGE, ÉFM, LIFT and COSL was 11,680 up from 10,116 last year.

Staff facilitated two seminars for substitute teachers in Winnipeg and two workshops (one French, one English) for internationally educated teachers.

Women in Educational Leadership

Supporting women in educational leadership has become an important planning consideration for PFLS services. The sixth annual Women in Educational Leadership Symposium was hosted in-person this year, with 34 participants.

The 2023 Symposium provided an opportunity to network, dialogue, collaborate, share experiences for women in leadership roles, formal or otherwise, and celebrate the expertise and experiences of women who are advocates, trailblazers, and inspirational change-makers, under the theme: Lead In, Lead On: Building Capacity, Confidence and Voice.

The Femlightenment Series continued this year. This series is designed to bring members who identify as women together to share their experiences in educational leadership. One-hour virtual sessions took place on Saturdays from 10:00 - 11:00 AM and were open to all members upon registration at no cost. As part of the series, facilitators shared resources, strategies, and practical ideas to support women in their leadership practice. Four sessions were planned as follows:

- And Still, We Rise! October, 2022: 17 participants
- Navigating Challenges and Biases in the Workplace – November, 2022: 18 participants
- Standing Tall – January, 2023: 17 participants
- Hen In the Den – February, 2023: 21 participants

Mediation Services

COVID-19 had a huge impact on the work and lives of our members, including an increase in work-related conflict. PFLS staff launched services on September 1, 2022, to help educators resolve this peer-to-peer friction. Mediation - a process whereby participants can explore their intent and actions - is intended to help members increase empathy, reduce hostilities, address misunderstandings, identify underlying interests and concerns, and find common ground. MTS mediation services are trauma informed, gender inclusive, and culturally sensitive.

If mediation is deemed a good fit, the mediator gathers information, helps the participants unpack the issues and establish goals for the process. Preparation is conducted with both participants before the initial joint session. At the joint session, the mediator helps members explore their issues and concerns. Afterwards, the mediator follows up to prepare participants for a final joint session— two joint sessions may be needed. The mediator guides members to find resolutions and to develop a plan that works for both. Mediation is not an arbitration, therefore it is not meant to determine who is right or who is wrong. Once the process is concluded, the mediator provides a summary of the results to both participants. An MOU is then sent to both parties.

Members are referred for mediation services by a Teacher Welfare Staff Officer or a Disability Benefits Case Manager. The Executive Director may also refer members to the service if they believe that resolution is attainable through the *Code of Professional Practice* complaint process.

Monthly, staff are referred mediation cases and have numerous contacts with members in consultation on or preparation for mediation. In cases where mediation is not warranted, a member may receive coaching to support them with understanding conflict and using assertive communication skills to navigate conflict resolution and difficult conversations. Staff also work across departments in consultation with staff officers and case managers.

Member Engagement

Chairs and Teams

Member engagement included coordination, facilitation, and training for ESJ Chairs, PD Chairs, Indigenous Chairs, Collaborative Learning Teams facilitators, and members of the Teacher-Led Learning Team. The focus of this training was to build capacity to advocate for members and be engaged in their respective work in the Society. Training specific to each group, occurred one to four times per year with high attendance and engagement of members.

The Collaborative Learning Facilitator Team (CLFT) continued its work for the fourth year. Eleven applications were approved to receive the Collaborative Learning Teams grants totaling \$41,114. There were five applications that focused on curriculum and instruction, one application with a focus on curriculum and assessment, three applications focused on classroom climate, one application focused on Indigenous education, and one application focused on collaborative learning and teaming. Six applications were given to metro Locals, and 5 were awarded to rural Locals.

Teacher Mental Health

With the addition of staff previously from EAP, the PFLS team added a focus on teacher mental health following the five priority areas:

- Communicate and liaise directly with members, Locals, committees, and groups.
- Establish a mediation assessment and service model.
- Develop a resource framework with consideration for role-specific needs.
- Promote, inform, support, and influence mental health and wellbeing improvements for members through liaison with education and community partners and Outside Bodies.
- Use an equity lens on the planning to consider barriers, gaps, and needs of members who have been underserved in the past.

Collaboration with Educational Partners

Consultation and collaboration with educational partners, research coalitions and other groups was ongoing. These partnerships resulted in meaningful events, advocacy, and research while raising the Society's profile within the professional learning community.

PFLS staff continued to engage formally and informally with the Faculties of Education within Manitoba in faculty councils and advisory meetings, presentations to classes requested by instructors, and other joint initiatives.

The purpose of university partnerships is to connect with the students at the beginning of their journey as teachers to ensure they understand their roles and responsibilities and to present the services and structure of the MTS. It also allows the Society to reinforce partnerships with universities as important education stakeholders.

This year, staff presented to student teachers from the six Faculties of Education in the province (UM, UW, USB, BU, RRC

and UCN). Topics ranged from structures and services of the Society, teacher professionalism, teacher identity, and topics to support the development of professional competencies (Difficult Conversations, Classroom Management, and Working with EAs).

In partnership with UM, PFLS staff facilitated the Queer and Trans Leadership Symposium on October 21-22, 2022, with 86 participants.

International Development

The Manitoba Teachers' Society provides support to The Canadian Teachers' Federation (CTF-FCE) international development cooperation program called Teachers' Action for Learning. This program consists of three core areas: Teachers' Action for Teaching (TAT); Teachers' Action for Gender Equity (TAGE); and Teachers' Action for Teacher Organizations (TATO).

The focus of the work of the CTF-FCE is on promoting and supporting its mission statement in international development work, strengthening the relationship with Education International, demonstrating solidarity with partner organizations in the Global South, provision of meaningful workshops and empowerment of teachers, education workers and women, and contributing to the United Nations sustainable development goals related to quality education and gender equality.

The MTS has consistently contributed to the CTF-FCE International Development Cooperation Program including a contribution for Project Overseas. The Project Overseas will resume this year with five MTS members participating in the program.

French Language Education

The shortage of French speaking teachers has been an ongoing challenge in Manitoba while student enrollment continues to trend upward. The rate of hires of teacher candidates from the Faculty of Education at the Université de Saint-Boniface is 100%; however, this still leaves position vacancies across the province and especially in rural and northern divisions.

Staff participated actively in all the stages of consultation for the development of a provincial strategy to find a sustainable solution for the training, recruitment and retention of Francophone teachers in Manitoba. The roadmap will be presented to education partners in the Spring.

Community Investments

Community Investments (CI) refer to collaborations, partnerships, and initiatives intended to impact social change and align activism with union values. With human

and financial resources provided by the Society, CIs are more than transactional donations; they are intentional and purposeful relationships and engagement with grassroots, community-based, and national organizations to promote equity and systemic change.

Connecting teachers to projects and resources related to the CI strategy, enhancing member engagement, and increasing MTS voice and visibility are important outcomes of the CI strategy. The focus and goals for 2022-2023 as approved by the Provincial Executive were anti-racism

and poverty reduction. A total of six CI projects with a fund commitment of approximately \$13,000 to date were as follows:

- **Manitoba Islamic Association (MIA):** Through our existing partnership with the Manitoba Islamic Association, we continue to support the development Anti-Islamophobia resources for educators. The goal is to develop a digital toolbox of resources that will be available on the MIA website.
- **Marginalized and Houseless Communities:** Staff are engaging in preliminary conversations with a local grassroots organization that supports marginalized and houseless communities.
- **Tipis and Telescopes:** In partnership between MTS, Seven Oaks School Division, Frontier School Division, Louis Riel School Division, St. James School Division and Ojijiita Pimatiswin Kanmatawin - focused on Indigenous Star Knowledge and Ceremony. Key presenters include Wilfred Buck, Rockford McKay, and Dr. Juan Carlos Chavez from NASA.
- **We Rock:** We Rock is a music camp focused on mentoring those who identify as female, two-spirit, trans and gender expansive. Part of the funds will be used to offset the costs of running the program.
- **Akiing Onji Foundation and Anishinative:** Staff are engaging in preliminary discussions with Akiing Onji Foundation and Anishinative about running a language revitalization family camp.
- **Resources Assistance for Youth:** Staff are in discussions about ways to support work focused on trauma-informed practices for youth.

Labour Relations

Collective Bargaining

In 2021, all thirty-eight (38) Locals under provincial jurisdiction in Manitoba settled collective agreements which expired on June 30, 2022. The pattern of salary settlements was set in the Pembina Trails Arbitration as follows: 1.6% in 18/19, 1.4% in 19/20, 0.5% in 20/21 and a cost-of-living adjustment (COLA) in 21/22. There were two exceptions: Beautiful Plains and Louis Riel.

As per Bill 45, those negotiated collective agreements remain in force and effect until a new provincial collective agreement is reached, or in the case of DSFM/AEFM, a new agreement is settled.

After the same pay increases attained provincially were negotiated for 2018-2022, the Federal Jurisdiction of Sandy Bay has negotiated a one-year agreement for 2022/2023 at COLA which in 2022 was 7.9%.

The Federal Jurisdiction of Nelson House had a collective agreement that expired on July 31, 2018. Negotiations for the Nelson House Teachers' Association have been ongoing since November of 2021. In December of 2022, the parties reached impasse. As a result, the parties had entered conciliation through the Federal Conciliation/Mediation Services. On March 7, 2023, the NHTA and the Nisichawayasi Nehetho Culture and Education Authority Inc (NNCEA) reached an agreement that provides teachers in Nelson House with the same pay increases reached elsewhere for 2018-2022; 1.6%, 1.4%, 0.5% and COLA of 3.3%, along with maternity leave top-up benefits and the addition of Class 7 on the grid. There was no rollback or language stripping of rights.

Provincial Bargaining

Bill 45 was proclaimed on January 31, 2022. This legislation makes significant changes to *The Public Schools Act* and other relevant legislation to bring about provincial bargaining for teachers in Manitoba's public school system. The new legislation brings about a single table, single collective agreement bargaining scenario for teachers in Manitoba. Though government has met many of the Society's demands on provincial bargaining, there continues to be one major area of concern: Ability to Pay.

With the passing of Bill 45 on May 20, 2021, the Society set the Provincial Bargaining Protocol into motion. As per the protocol, in 2021/2022, an opening proposal package was developed and the Letter to Open negotiations was sent to representatives of the Government in April 2022.

The parties set meeting dates for 2022/2023 as follows: September 20, October 20, November 14 (cancelled), December 14 & 15, January 24 & 25, February 24, March 21 & 22, April 6, 17 & 19, May 2, and June 13. Opening proposals were presented and bargaining has been ongoing. Progress to date has been slow.

Bill 45 left DSFM/AEFM as the only Local agreement under provincial jurisdiction intact. Through MTS, this table has been treated as a provincial francophone table. These parties met on December 14 and February 1, and were also scheduled to meet April 4 & 18, and May 3 & 17, 2023.





Local Support

Constitution and Bylaws

Support to Locals for updating of Local constitutions and bylaws continues. 20 of 40 Locals have updated their constitutions and bylaws using the required templates. Locals are also provided with training specific to their needs throughout the year by staff members from various departments.

Information Technology

Information Technology continues to be a vital tool for the Society in both connecting with and providing service to members, and security continues to be a key focus. The following improvements have been implemented to better protect our data:

- Multifactor authentication and security policies enforced for all Society accounts.
- Issuance of accounts within the mbteach.org domain to all Local presidents.
- Pilot projects in place to further extend the scope of

providing a secure online presence for Locals.

- Deployed intrusion detection and prevention system that is monitored 24/7.
- Increased internal reporting of potential security incidents.

Grants

Grants are one component of our Local engagement strategy. Each grant is overseen by staff members and has a specific allocation of funds as designated in the budget, funding guidelines, and established criteria. Operationally, we strive for consistency in approval and processing, expense claim procedures, and record keeping.

	Public Relations Grants	Local Executive Training Grants
Budget	\$20,000	\$7,000
Committed	\$16,584	\$6,500
#	13 grants	13 grants

Teacher Welfare (TW)

Personnel

The Teacher Welfare team provides direct support, advocacy, and resources to individual members and Locals related to working conditions, labour relations, and employment-related matters including workplace grievance arbitration hearings. The nature of the issues has returned to pre-pandemic concerns, however, an increase in interpersonal conflict and harassment has been noted, which is correlated with increased reports of stress and burnout in schools.

Staff continually assess workflow processes and protocols in order to provide timely and proactive responses to members.

The Teacher Welfare team continues to track grievances from the time they are filed through to completion to track workflow and be responsive to the issues that the Society is pursuing through the grievance process. The team has also moved to secure electronic-based documentation of member issues and case files.

Workplace Safety and Health (WSH)

There were 16 MTS/MSBA WSH training sessions offered throughout the province to approximately 350 participants. The one-day joint workshops were presented by Terri Hill, MTS TW Staff, Darren Thomas of the Manitoba School Boards Association (MSBA), and guest speaker Jack Slessor, Canadian Health and Safety Certification (CHSC). Terri Hill spoke about harassment and also made participants aware of the *Care for All in Education* program available for all school employees; Darren Thomas presented on school inspections and the new Manitoba Physical Activity Safety in School (MPASS) guidelines for physical activities in schools; and Jack Slessor presented on violence policies and prevention in schools. Committee training continues to be well-received. Feedback often points out the need to have more educational leaders (principals, superintendents, trustees) receive training.

Reports of violent incidents are on the rise and there are ongoing concerns about inadequate investigations of such reports and lack of implementation of corrective actions.

For the first time, schools and school divisions are listed as a “High Risk Industry” by the Provincial WSH branch. The list is based on the number of workplace injuries reported to the Workers Compensation Board of Manitoba (WCB) compared to the provincial average. This has prompted the branch to take a closer look at what is happening in schools and school

divisions across the province. As part of their Enforcement Initiatives project, WSH Officers are visiting school divisions to examine their policies and practices regarding WSH. Improvement orders have been issued to several school divisions, including the following concerns: lack of training for committee members and supervisors; improper and incomplete investigations; failure to report Serious Incidents to the WSH branch; and need to update policies to meet legislation.

Psychological health and safety has become a priority for teachers and school divisions. MTS Staff have received training in psychological health and safety and are raising awareness of its importance for our members.

Maternity and Parental Leave Benefits

Over the course of the 2022/2023 school year, staff assigned to maternity and parental leave benefits has made 14 related presentations to over 150 members. Members have been directed to the maternity and parental leave video that can be accessed through our website. In addition, there have been hundreds of inquiries related to maternity and parental leave through telephone calls, email, and individual meetings. All seminars were held in person unless otherwise indicated.

Support for Principals and Vice Principals

Teacher Welfare Staff continue to support our principal and vice principal members by responding to phone calls and emails from school leaders seeking advice or Society assistance. Staff continue to provide support to the work of the Council of School Leaders. Staff have facilitated presentations to groups of principals and vice principals including at Field-led Courses, COSL MTS PD day, the Women in Educational Leadership Symposium, and the COSL Winter Conference.

Labour School

The Society continued Labour School in the 2022/2023 school year which focused on developing the knowledge and skills of our labour leaders in the areas of teacher welfare, labour relations, crucial conversations, and union leadership. Staff Officers from both TW and PFLS are leading this project. There were 13 participants and 7 sessions in total. As part of the project, the participants had the opportunity to spend a half-day at the Society with TW Staff.

Resolutions Referred to the Executive Director

2022-2 WEL Network

BE IT RESOLVED that the Society create and support a Women in Educational Leadership (WEL) Network. BE IT FURTHER RESOLVED that the Society facilitate two (2) meetings/year.

The Network was created, and meetings scheduled on September 19, 2022 and April 22, 2023 at McMaster House.

2022-3 Union Learning Grant

BE IT RESOLVED that the Society undertake the development of a grant program to facilitate access to labour/union professional learning opportunities with priority to be given to applicants from equity-seeking groups. BE IT FURTHER RESOLVED that the grants be accessible as of January 2023.

The Union Learning Grant was promoted on the website and social media. Application form and complete details were available on the [MTS website](#). Nine grants were awarded, totaling \$9,972.

2022-4 Enhanced Learning Opportunities

BE IT RESOLVED that the Society enhance learning opportunities for existing and aspiring executive and council members. BE IT FURTHER RESOLVED that virtual options be offered in order to increase access for rural Members.

- Six L³ (Local Leadership Learning) seminars were scheduled in a virtual format. Each session was designed to offer concrete skills and tangible takeaways to support the learning of current and aspiring Local leaders. Attendance averaged 25 participants per session.

- o Monday, October 17, 2022
Compassionate Leadership
- o Monday, November 14, 2022
Local Leadership Through an EDI Lens
- o Monday, December 12, 2022
Fostering Trust and Accountability
- o Monday, January 16, 2023
Resolutions Training

- o Monday, February 27, 2023
Effective Feedback

- o Monday, March 20, 2023
Elections Readiness

- Vice presidents were invited to join the Presidents' Council meetings virtually as observers. This experience was intended to support learning and succession planning.
- The structure of Summer Seminars was changed to a conference format without the traditional role specific sessions. This change is one mechanism to assist Locals in improving and sustaining Local capacity.
- Locals were offered the option to send one additional member to an MTS Seminar, funded by the Society, as a means of increasing engagement.

2022-6 Youth Service Grants

BE IT RESOLVED that the Society offer Youth Service Grants.

MTS Youth Service Grants were promoted on the website and social media. Application form and complete details were available on the [MTS website](#). Fifteen grants were awarded totaling \$15,000.

2022-7 Queer and Trans Leadership Symposium

BE IT RESOLVED that the Society establish a Queer & Trans Educational Leadership Symposium to support 2STLGBQIA+ members already in or looking towards leadership roles.

The Symposium was scheduled, planned, and promoted in partnership with the University of Manitoba on October 22, 2023. 86 participants attended.

2022-10 QMUNITY Events

BE IT RESOLVED that the Society offer Qmunity events, including virtual and in-person options, two (2) times per year.

Qmunity events were scheduled, planned, and promoted on October 21, 2022, at the Little Brown Jug and on April 14, 2023, at McMaster House.

2022-11 Sub MyProfile Campaign

BE IT RESOLVED that the Society run a campaign to increase the number of Substitute Teachers on MyProfile.

Following Provincial Council 2022, CCS began promoting the importance of MyProfile accounts for substitute teachers. In June 2022, information was included in issues of The Sub, our all-member e-newsletter. An email blast aimed directly at substitutes was also sent. The available budget for this resolution was used to create a prize incentive for substitutes to register.

A winner was drawn at random from entries received and Navjot Sandhu, and an MTS member and substitute teacher from Hanover Teachers' Association, was selected. The prize, an iPad and Apple Pencil, was presented at the member's home in Steinbach, MB. The presentation was shared on MTS social media channels.

As of March 30, 2023, 1,292 substitutes were registered in MyProfile.

2022-12 MB Teacher Electronic Default

BE IT RESOLVED that The Manitoba Teacher Magazine be delivered electronically to the members of The Manitoba Teachers' Society at the email address registered with their MyProfile account. BE IT FURTHER RESOLVED that an option be provided on the MyProfile platform that allows the account holder to choose to receive a print copy instead of an electronic copy. BE IT FURTHER RESOLVED that paper copies continue to be printed and distributed to education partners.

Staff made the preferences migration in UnionWare/MyProfile so that all members are registered to receive the electronic copy. The option to manually select "print" as a preference by those members who wish to receive print was communicated. Education partners continued to receive print copies.

2022-16 Diverse Representation in Outside Body Appointments

BE IT RESOLVED that the Society develop a process for increasing representation of Members from equity-seeking groups in appointments to Outside Bodies.

Section 6.5 (Outside Body Appointments) of the Governance Manual was updated to include representation of equity-seeking groups as an appointment consideration.

SAGE that submit member names for Outside Body appointments were asked to increase representation of

equity seeking groups in their nominations to ensure greater diversity of member voices at provincial tables.

2022-19 Protect MTS PD Day

BE IT RESOLVED that the Society lobby the provincial government to protect MTS PD Day as a non-instructional day of the annual provincial school year calendar, on the third Friday of October.

CCS produced a promotional video for MTS PD Day to capture the energy and impact of the event. The video will be used to celebrate and promote MTS PD Day among members, in addition to contributing to efforts to lobby the government to protect MTS PD Day as a non-instructional day. PFLS and CCS are collaborating on ways to provide additional support and promotion to MTS PD Day 2023.

2022-20 Online Safety Teaching Guide

BE IT RESOLVED that the Society develop a guide for teachers in regards to delivering programs online.

Staff completed the resource which was made available in April 2023 and promoted at the Presidents' Council meeting in April.

2022-21 Substitute Teachers in WCB

BE IT RESOLVED that the Society investigate the feasibility of including Substitute Teachers in Manitoba Workers Compensation Benefits. BE IT FURTHER RESOLVED that a report be presented at the 2023 January Presidents' Council Meeting.

Legal, legislative, monetary, and plan cost concerns present numerous feasibility issues, therefore proceeding with this as an advocacy issue is not recommended. A report on this resolution was presented at the January 2023 Presidents' Council meeting outlining the following concerns:

- In order for substitute teachers to be covered by WCB, their employer must agree to pay the premiums and sign an agreement. MTS does not have the authority to mandate a division to do this.
- MTS has its own Disability Benefits Plan and it covers members 24/7 - 365, for any disabling conditions preventing one from performing their normal duties. Most teacher claimants under our plan are for disabling conditions that are not directly related to work. Most are illnesses, which would not be covered by WCB. WCB only covers injuries at work or related to work.
- WCB pays 90% of earnings while DBP pays 80% but WCB has overriding subrogation rights whereby the employer

would pay all the premium, but WCB would only pay 10% of any actual claim. MTS DBP would pick the first 80%, if the disabling condition occurs at work.

- Amending the Act to allow for only temporary workers acting as teachers (substitutes) requires complicity of the government, then proposing an amendment on the floor of the Legislature, or possibly asking Cabinet, (if legally possible) to add a regulation allowing only substitutes (our temporary workers) to be covered under WCB which will have its own sets of political, potential salary cost, and logistical concerns.
- Any employer part of WCB is absolved from any legal action regarding any work-related injury. Where employers are not part of WCB and if any negligence can be found on the part of the employer, then legal action can be undertaken on behalf of the employee for any work-related injury.

2022-24 Land Acknowledgment Language

BE IT RESOLVED that the Society use proper Indigenous names in their cultural languages in our land acknowledgement that is spoken before all Society meetings and gatherings.

Proper Indigenous names were forwarded to MTS Staff from IVASC for inclusion in the Land Acknowledgement. Land Acknowledgement cards and PPT slides for on and off the McMaster site have been updated and distributed in French and English.

Respectfully submitted,



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