

THE MANITOBA

Teacher

APRIL/MAY 2015 VOLUME 93 NUMBER 6 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

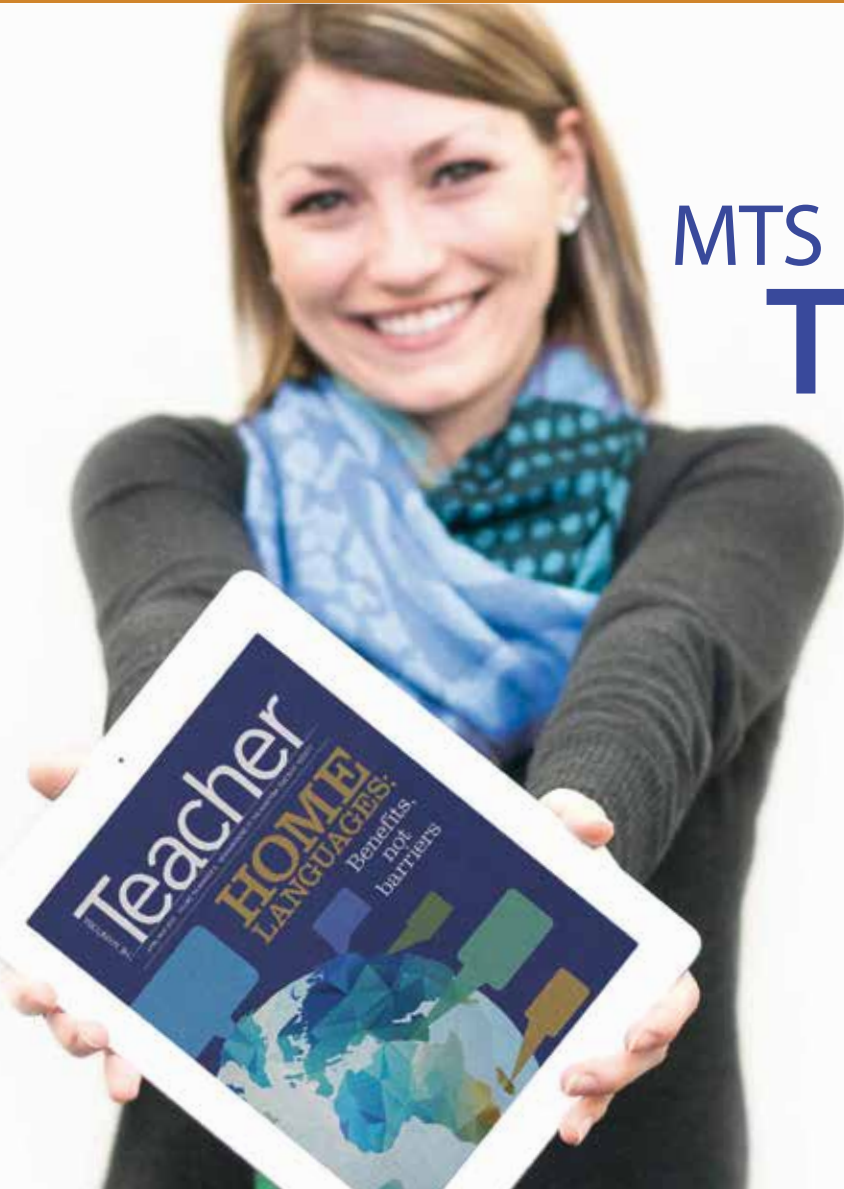
HOMIE LANGUAGES:

Benefits,
not
barriers





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THE MANITOBA Teacher

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PRESIDENT'S COLUMN

PAUL OLSON

At time of writing I'm nine weeks from the end of my final term, and I'm reflecting on years of high level training with brilliant staff and a passionate 'next generation' that's more than ready to take the reins. It's humbling, and I'm enormously grateful.

I was at a school fundraiser last week. I cooked pancakes, laughed with kids and parents, chatted with teachers, saw five-year-olds choose specific pancakes and sausages with the discerning eye of a sommelier, and basically felt eight years' worth of stress drop from my shoulders as I giggled. It was awesome.

But I was still pretty angry by the time I got home. Time to think is a dangerous thing.

In 12 days, I'll be sitting in a conference room with ministers of education and heads of teacher organizations from all over the world at the International Summit on the Teaching Profession (ISTP), in Banff, Alberta. It will doubtless be an offensively expensive event in the fine, age-old tradition of, "Heck, taxes/dues are paying for this, so who cares?"

I'm a first-timer at this event, but veterans have told me to expect a long series of statements (including my own) to which few people actually listen. A report will come out at some point, and it will make grand statements around equity, excellence, partnerships, and standards. I'm sure reps from major edubusinesses will have cool display booths and host expensive dinners that aren't intended to influence anybody. Ahem.

You didn't elect me to be cynical and defeatist, and I'm not. I'm going because I'm wondering about the side conversations: the hallway and coffee chats with teacher leaders and education ministers from all over the world. I'm wondering whether, before and after the heavily scripted meetings, some authentic conversations might happen around the future of public education in an increasingly globalized and stratified economic context: what MTS needs to do, what the Canadian Teachers' Federation needs to do, and what each and all of us, as citizens, need to do.

As I come to the close of my presidency, my questions and answers these days have less and less to do with 'good teaching', and more and more to do with 'good citizenship'. And I don't mean in our students.

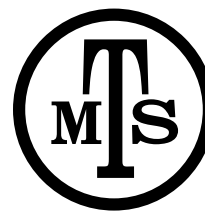
The pancake breakfast was not a fundraiser for new t-shirts for the choir, or an upgraded camping trip, or for some perks on the Grade 12 Europe trip.

The breakfast, put on by school staff, was to compensate for a grant that wasn't approved this year. And that grant was needed to support the breakfast program.

What makes it noteworthy is that it's typical. It's the new normal, in one of the richest countries on earth.

The people in Banff selling standardized testing, 'higher standards', and 'capacity building for teachers' have likely never heard of me.

But I think I may just start by chatting about pancakes—and the importance of looking at them with a discerning eye.



The Manitoba Teachers' Society

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INSIDE MTS

KEN PEARCE, GENERAL SECRETARY

As I write this your staff is preparing for the 2015 Provincial Council Meeting (AGM). For the first time in a number of years there is a real interest from members in putting their names forward for member-at-large of the provincial executive. It will be the first time in 17 years that the election for president of the Society has occurred at the AGM. There will also be elections for vice-president and for several member-at-large positions. As staff prepare for this year's elections we have had to take into consideration the logistics for meeting rooms, hospitality suites and the Friday evening speeches and subsequent elections on Saturday morning.

In preparing for the AGM there are many behind the scene activities and aspects of lighting, sound, comfort and banquet arrangements that include invitations to special guests as well as delegates. This year will be a bigger challenge not only because of the number of individuals running for office but also because of a change to the structure of the agenda for business. Staff will be facilitating a different flow to the agenda for example.

Finally, in preparing for this year's AGM there has been additional work on clarifying bylaws and policies so that the Society can solidify the changes made over the past two and a half years. In

addition, work is continuing to help prepare for the significant 100th anniversary of the Society. The proposed bylaw amendments have been posted to the Society website and include some editorial changes to Bylaws I and III and potential changes:

- a change to the ability of members on leave to access service and election rights (Bylaw I);
 - the establishment of a higher threshold for provincial executive decisions on appeals from members (Bylaw I);
 - the provision of aboriginal awareness professional development at Presidents' Council (Bylaw I);
 - the placement of SAGE related resolutions as a part of the main agenda at AGM (Bylaw II);
 - changes to the timing of nominations for elections and receipt of election material and verification processes to be employed (Bylaw III);
 - changes to the nominations process for elections, (Bylaw III);
 - a replacement to Bylaw V to incorporate disability and benefit plans and increase the funding target to create premium stability and an increased allocation to SAGE (Bylaw VI)
- Please see the Society website for complete details.

New GS looks at issues on horizon

As Bobbi Taillefer looks ahead at her new job with The Manitoba Teachers' Society, she sees a number of concerns facing the Society over the next few years.

"There are a lot of issues for MTS and teachers," says Taillefer, who takes over as General Secretary in August. "There is more and more scrutiny of education from how money is spent to how we measure success."

There is also the growing concern about poverty and inequality and how that has an impact on the learning of students. These are major issues for teachers who work with children who may not have the advantages that others do.

As the MTS staff officer who worked in northern Manitoba, Taillefer says she is well aware of the differences in working conditions for teachers across the province. She remembers teachers who had to drive by snowmobile across a frozen lake to buy groceries.

"There are teachers in other areas that start with 30 kids in their



class and finish the year with 30 different kids as lower income families move around for reasons such as better accommodation."

Taillefer says these and other issues are interlocking; they have an impact on students and teachers and, in turn, MTS as it searches for ways to support its members in such situations.

Taillefer also hopes that over the next several years, more members will come to see that getting involved in the Society is beneficial to teachers in a number of ways.

"I would really like to see more members engaged," she says. "I hope we can show members that being involved helps teachers develop skills they can use in the classroom, their schools and in future endeavours."

She points out that a number of school division superintendents were active MTS members.

Taillefer says it helped during her career. She has 27 years experience in the education field, including work as a teacher and principal. She has been with the Society for 17 years as a staff officer and assistant general secretary.

She says her background helps in knowing the myriad of different situations teachers are in, as well as being married to a retired teacher who continues to work as a substitute.

She looks at the new job as a progression of her career in promoting the profession and working with teachers.

"I firmly believe teaching is a noble profession," she says, "and we have to make sure our members are being heard and being supported."

Fee hike of 2.5% proposed

The MTS budget proposed for 2015–2016 recommends a fee increase of 2.5 per cent.

The budget, to be debated at the Society’s Annual General Meeting in May, would see the membership fee increase to \$963 from \$939 or \$24 a year.

The recommended increase is lower than that seen last year when the final budget included a fee increase of 6.5 per cent.

The increase last year would have been greater, but delegates transferred \$250,000 from reserves to keep down the increase.

This year it recommended that the transfer from reserves be \$300,000.

If the proposed recommendations are approved, the total Society operating budget—irrespective of the DBP—for next year will be \$14.5 million.

Expenditures and revenues in the final budget could go up or down depending on

decisions made at AGM.

Aside from the budget, AGM delegates will be making decisions on a batch of resolutions, most of which centre on bylaw and policy changes, such as proposed minor changes to the rules governing provincial executive elections.

Almost all resolutions to be debated have been proposed by the provincial executive. Only two have been submitted by local associations.

One of those, from the Winnipeg Teachers’ Association, proposed formation of a multi-organization committee to study “the availability and effectiveness of computer technology used in the classroom.”

The committee would be comprised of representatives of MTS, the provincial government and school boards and superintendents’ associations.

The resolution directs that the study include

“the impact of technology usage on teacher workload, teacher burnout, lesson preparation and communication with parents.”

“(Technology) has become a vital and indispensable educational tool that often makes teachers’ lives easier,” the resolution says. “However, when certain technologies are introduced, they increase teachers’ workload. Often the technology does not function in the way it is intended and sometimes it is not accessible or available when needed.”

The WTA says recommendations should be brought back to the AGM in 2016 “to assist stakeholders in partnering to make technology available, accessible, and reasonable for all Manitoba teachers.”

The biggest change at this year’s AGM is that a new president will be elected by delegates. Since 1999 MTS presidents have been elected through a province-wide vote by all members.

Candidates for provincial executive

There are 10 provincial executive positions to be filled during elections at the 2015 Annual General Meeting; president, vice-president and eight members-at-large. Nominated so far:

President



*Norm Gould
St. James-Assiniboia*

Vice-President



*James Bedford
Louis Riel*



*Beatrice Walker
Flin Flon*

Member-at-large



*Richard Alarie
AÉFM*



*Mary Chalmers
Border Land*



*Jeff Cieszcecki
Seven Oaks*



*Arianne Cloutier
AÉFM*



*Ashleigh Deeley
Pembina Trails*



*Adam Grabowski
Park West*



*Darren Hardy
Brandon*



*Kristin Insull
Winnipeg*



*Suzanne Jolicoeur
AÉFM*



*Bob Kriski
Portage la Prairie*



*Sandy Turcotte
Seine River*



*Jonathan Waite
Seine River*

Courses for new certificate

The Manitoba Teachers' Society and its affiliated principals' organization, the Council of School Leaders, have come to the aid of educators wanting to obtain the new provincial Certificate in School Leadership.

MTS and COSL will be offering courses in 2015 and 2016 to help educators meet the new requirements.

The new certificate will replace the current Level 1 Administrator's Certificate and Level 2 Principal's Certificate.

The province announced that those who are in the process of completing requirements for the Level 1 School Administrator's Certificate or the Level 2 Principal's Certificate will have until 2017 to complete and obtain their certificate.

The new Certificate in School Leadership remains an optional certificate, although teachers may want to check with their own division to see if it will be required for school leaders.

The new certificate requires six credit hours of field-led course work. Field-led courses are approved courses developed by one or more of the four educational partner organizations identified in the regulations—MTS, COSL, the Manitoba Association of School Superintendents and the Manitoba School Boards Association. These courses will be accepted as external credit by Manitoba universities who offer post

baccalaureate diplomas in educational administration. It is necessary for an individual to be registered in a post baccalaureate program prior to taking a field-led course for the course to be accepted at that university.

MTS and COSL have organized two three-credit hours of field-led course:

1. COSL will host the first field-led course at its Summer Leadership Institute, July 5–10 at Elkhorn Resort. The course title is Professional Perspectives: Implementing Ethical Leadership. It will be comprised of 37 hours of class time over six days and will feature sessions on ethical leadership, school culture, developing teams, and working as a system to strengthen student achievement. For further information go to www.cosl.mb.ca.
2. MTS will host a second field-led course, comprised of 40 hours of class time that will run over the period from October 2015 to March 2016. The title is Professional Perspectives: Personnel Leadership Practices. The four components are: Supervision of Staff, Oct. 22–23; Leading Collaborative Groups, Dec. 3–4; Teacher Evaluation, Feb. 5–6; and Dilemmas of Practice, March 4–5. For further information go to www.mbteach.org.

*The Society's Archives
is working to complete its collection of
The Manitoba Teacher magazine!*

Questions about these or any other potential archival donations? Contact Mireille Theriault at 204-837-4666 / mtheriault@mbteach.org

Issues from every decade are welcome but those from the 1930's, 40's and 50's are of particular interest.



The Manitoba Teachers' Society



Finding Our Way VI: Assessment, Evaluation and Accountability

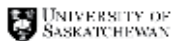
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Keynotes

Myron Dueck, Wendy James and Dylan Wiliam

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Supt.'s story focus on past



When Ted Fransen, Pembina Trails' superintendent, gave his OK to the massive human rights project the division has undertaken (see article to the right), the story he would share was close to his heart and history.

"It's a story that I've heard since I was three years old, and I felt privileged to be able to share it," says Fransen.

His maternal grandfather, Jakob Aron Rempel, was born in Russia and rose from a stable boy to an activist in the Mennonite community in Russia.

Rempel helped represent the Mennonite churches of Russia to the strongly anti-religious Communist government and tried to free Mennonite young people from the new military laws and service. In 1929 he was arrested by the USSR's secret police for alleged "anti-Soviet and counter-revolutionary activity" and sentenced to 10 years in a Siberian prison camp.

"He was a prisoner of conscience," says Fransen. "There were a lot of people in his position back in the day. Stalin ordered the exile and arrest and execution of anyone who thought differently than they did."

A year into his imprisonment, Rempel escaped from one of Stalin's trains, and hid out in a Mennonite community in Turkestan for a few years, until he was eventually caught again and imprisoned. Rempel was executed in 1941, along with 157 other prisoners. Fifty years later he was exonerated by a resolution of the USSR Prosecutor's office.

Rempel wrote many letters to his family during his years in prison and exile, letters which Fransen's grandmother brought with her to Canada and eventually included in the book *Hope is our Deliverance*—a biography of Jakob Rempel.

"My mother told me the story with pride—she grieved that she didn't know her father and grew up in a single parent home so there was a sense of loss there, but she told the story of her father with a position of pride—that he stood firm in his belief. He was offered the chance to get a full professorship at the University of Moscow if he agreed to renounce his faith and his political views. He said 'no I cannot do that' so he was sent to a Gulag in Siberia instead."

Fransen says he is pleased Pembina Trails' students and staff have picked up on the Human Rights project in such a positive way. "I think it's important for Pembina Trails to be doing this as a way of educating our students to appreciate the rights that we have, and to make them socially aware to work and advocate for all children in the world to have the same rights that we have, and that we have come to take for granted."

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15,000 MESSAGES

BY MATEA TUHTAR

You have the right to protection and freedom from war. You have the right to live with your parents. You have the right to an identity. You have the right to choose your own friends.

These are just a few of the articles in the United Nations Convention on the Rights of the Child that have inspired 15,000 art panels created by all students and staff of the Pembina Trails School Division, expressing what human rights mean to them.

Over two days in May everyone from the division will be bused to the Investors Group Field stadium to place their 8x10 tile and transform the field into a giant art installation in the shape of the universal symbol for human rights.

“There will be 15,000 unique individual visual messages on human rights,” says Cameron Cross, visual arts consultant to the Pembina Trails School Division. “When you look at the image it’ll be one mosaic image but if you get closer it’s thousands and thousands of individual stories.”

Cross dreamed up the project two years ago and says he was thinking about large scale art installations and what a school division really is.

“If I ask you ‘What is a school?’ it’d be pretty easy to identify what school is. But if I ask you what a school division is, that’s a little trickier. Is a school division just a family of schools? At

the board office, do we just manage budgets and money, or is it a place that can actually influence learning and education?”

Turns out it’s both. The massive Pembina Trails Human Rights Project started modestly as a K–12 student project at its 33 schools. Now every adult that works in Pembina Trails is also taking part. “It’s very much a division project,” says Cross proudly, who also got the Investors Group Field and the Canadian Museum for Human Rights on board.

The museum will feature the project following the event. It will send out the message around the world challenging other school divisions to do something similar.

On May 20 and 21 the Pembina Trails students and staff will arrive in 90 minute waves to add their tiles to the mosaic. It will be finished by 2:30 pm on May 21, and the stadium will be open to visitors until 7:30 that evening.

The stadium’s jumbotrons will play videos from celebrities that are active in social justice, and a time lapse camera will capture the giant logo taking shape. Aerial photos will be taken from a helicopter and drones.

Cross says the project has exceeded his imagination.

“It’s beyond anyone’s expectations,” he says, adding that the project will also include a

Continued on page 10...





A FIELD TRIP PLUS

human rights website and wiki, along with videos in which students photograph their art piece and talk about their creations. Even the division math consultant has been getting high school math students involved, working out the dimensions for the giant logo template.

The project is led by a steering committee of 20 people, as well as two to three teacher leaders per school.

The year-long project has encouraged teachers in the division to discuss child and human rights with their students. One is Dawn Knight, visual arts specialist at Fort Richmond Collegiate, who asked students to pick a human rights topic that they identify with, or that has affected them in some way.

“We have a lot of students in our school who are refugees or who have come from other countries and have experienced different things. And as well, we have some Aboriginal students who have lived in some different places where they might not have access to some of the same things that people in Winnipeg might. So there are a lot of kids with different experiences who are bringing those experiences to the tiles that they’re making.”

She says she’s been surprised by how involved her students are getting and how moving some of their stories are.

“I get choked up all the time. When I heard about this project I loved the symbolism of it—because each child will go down on the field and place it—just that act alone is so symbolic. Giving each child a voice and without that voice the final piece would not be complete. It’s a great image for people to have in their mind.”

The Canadian Museum for Human Rights says a class visit is more than just a field trip

The Museum’s Learning & Programming team has worked with teachers, youth, curriculum consultants, and child development experts to create a range of school programs that inspire thought and conversation about human rights in age-appropriate ways.

“We’re trying to help students understand that you don’t need to be Gandhi or Malala to make positive change in the world,” says Mireille Lamontagne, CMHR Manager of Education Programs. “You can just be yourself and know that every action makes a difference.”

“The Museum experience is a journey of inspiration, full of stories that can make us feel hope and get excited about opportunities for the future. This is not a place to come and be sad.”

Programming is available for Kindergarten to Grade 12. For younger students, the focus is first on learning what rights we all have as human beings. Middle Years classes learn about standing up for their rights and freedoms and those of others. Older students wade into more complex topics such as human rights laws, discrimination, and what has happened in different parts of the world when peoples’ rights and freedoms were denied.

Multi-sensory museum activities and

exhibits are designed to impact learning and retention—ranging from an interactive discussion circle focused on Supreme Court cases, to a floor game that uses colourful lights to promote learning about the power of inclusion.

“The ultimate goal of human rights education is to develop critical thinkers who engage in respectful dialogue, peaceful conflict resolution, examine their own attitudes and behaviours, and get motivated to take action,” says Lamontagne.

“The Museum and schools all share these goals. Human rights education is integrated across curricula now. Many schools have active social justice clubs and anti-bullying initiatives. The Museum is a central place where students can come to learn more from reliable and objective sources—and think about how to apply their knowledge. We can help them feel empowered.”

Eight different school programs are offered in 2015. Early bookings were offered on a ‘fair-share’ basis and are now available on a first-come, first-served basis for remaining openings in the latter part of the 2014–15 school year. Check www.humanrights.ca/learn for more information. Bookings for the 2015–16 school year begin in August.

To help classes prepare, the CMHR offers many online resources. See the ‘Learn’ section of the website at humanrights.ca.

CMHR PROGRAMS:

My Rights, Our Rights (K–4, 90 minutes):

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

Be an Upstander (Grades 5–8, 90 minutes):

Includes an exploration of Canadian human rights defenders and an interactive game to inspire students to stand up for their rights and the rights of others.

First Peoples' Rights in a Changing Canada (Grades 5–8, 90 minutes):

Developed from an Indigenous perspective by a team of Indigenous educators, this program explores Indigenous concepts of rights and responsibilities through art, role-playing and film.

Perspectives on Human Rights in Canada (Grades 5–12, 90 minutes):

A focus on pivotal moments, people and changes in Canada's human rights history that illuminate the democratic ideals, rights, freedoms and responsibilities of Canadians. Students learn about the struggles for labour rights, women's rights, racial equality, Aboriginal rights, linguistic rights and the rights of newcomers in Canada.

Debating Rights (Grades 9–12, two hours):

Key human rights issues, people and laws that have shaped Canada are explored. Students examine different perspectives on human rights court cases in Canada around an interactive table, and also learn techniques for engaging in respectful dialogue.

When Rights are Denied (Grades 9–12, two hours):

A range of historical and contemporary world events are explored to show what can happen when human rights are denied. Students learn how charters and declarations help protect human rights, but require ongoing vigilance to prevent grave violations. A film on anti-Semitism in Canada during the 1930s and 40s is part of the experience.

Museum Highlights Tour for Schools (Grades 5–12, 90 minutes):

A human rights journey through Canada and the world highlights Canada's role in major world events, the milestones Canada has achieved, and the aspirations of Canadians to achieve more.

Self-guided Museum Tour for Schools (Grades 9–12, 90 minutes):

Self-guided school visits are available for high school students.



PROGRAM SUCCESS

BY MELANIE JANZEN AND JEROME CRANSTON

In a world of growing economic free-trade zones, labour out-sourcing, and ever-growing multi-national corporations of unprecedented assets we see greater disparities in the distribution of wealth.

Add to this remarkable advances in computer and cellular communication, and increased use of social media for political advocacy and resistance that have prompted unprecedented demographic, social and political shifts.

It was against that backdrop that the 2014 Summer Institute, The Fourth R: Teaching and Leading for Human Rights Education was conceived. In a climate of turmoil, change and acute vulnerability, the pursuit of universal human rights remains a challenge. How can human rights be reconciled with the merging and clashing of cultures and values that have come to characterize our time? What does the pursuit of and constant challenge to human rights mean for us as educators and educational leaders?

After more than eight months of planning, in July 2014—two months before the Canadian Museum for Human Rights (CMHR) was officially open—25 Manitoba teachers spent 10 days immersed in the issues associated with teaching and leading human rights education. This unique opportunity was part of a Summer Institute; a collaborative effort between the CMHR and The Faculty of Education at the University of Manitoba. It was the first educational institute offered by the CMHR and a newly developed course that we created specifically with the CMHR in mind.

The Fourth R: Teaching and Leading for Human Rights Education was designed to examine the theories, topics and issues in relation to human rights education, particularly within the context of the establishment of the

museum—the only one of its kind in Canada and one of just a few in the world. We saw the course as an opportunity to critically explore issues related to and portrayed through the museum's exhibits, specifically in regards to democracy, freedom, and human rights. In designing the course we wanted to prompt teachers to consider notions of story and narrative in order to ask questions, such as: What and whose stories get told? By whom? And, for what purpose?

We wanted to use these questions as lenses to critically reflect on our own practices as teachers and educational leaders. The purpose was to bring to the fore the difficult issues related to human rights and how, as educators, we can better understand these in attempts to teach and lead human rights education.

The collaborative course drew on a wide variety of experts from both institutions to augment the course content. We purposefully invited guests from a variety of disciplines and perspectives including legal, architectural, art, historical, social, anthropological and Indigenous. The purpose was to consider human rights not simply as a topic of study or as issues to teach to students, but rather to consider human rights as a lens through which we should be viewing our own educational context including policies, practices, and curriculum.

This upcoming summer we are looking forward to collaborating with the CMHR and to be offering the Summer Institute; engaging various experts and community partners while spending time within the museum itself. We are eager to consider, once again, the opportunities and challenges that a museum of human rights offers for us as educators as we critically examine this 'new world order'.

It's a lesson in diversity. It's not just newcomers to Canada who are learning a new language and culture at École Van Wallegghem School. Instead, the entire school aims to embrace diversity and respect for cultural differences.

This inclusive approach began last year when vice-principal Kathy MacInnes revamped the way that English as an Additional Language (EAL) students are supported at the school. At the time, EAL fell under the student services umbrella, so resource teachers worked with EAL students while also supporting teachers with programming.

However, MacInnes updated this structure by hiring two half-time EAL specialists to help create an atmosphere that honours the language of students who are new to the school—and the country.

As the school's go-to EAL experts, Maureen Martin provides support for kindergarten to Grade 4 classes while Tori Patzer works with grades 5 to 8.

"Our job is to promote the cultural understanding in our building, to support teachers in their programming of EAL students and to give direct support to our new arrival EAL students and families," Patzer says.

"We're very lucky because we have a professional learning team in our building that focuses on EAL. We have nine teachers from our building that look at EAL as their focus, and that has been the topic for their professional development. They're really mindful of the EAL learners in their classroom and how they can meet their needs."

As a result, the school's staff is engaged in ongoing dialogue about how to meet the needs of language learners.

"We find that we often have time in our monthly staff meetings when we're talking about specific needs of EAL," Patzer says. "It's just putting language and culture to the forefront."

At Van Wallegghem, the multicultural mélange includes learners who speak Korean, Chinese, Greek, Arabic, Farsi,

**At Van Wallegghem,
the multicultural
mélange includes
learners who speak
Korean,
Chinese,
Greek, Arabic,
Farsi, Persian,
Romanian,
Russian and
Spanish.**

Persian, Romanian, Russian and Spanish languages. Currently, there are 65 EAL students in their first four years of English language learning or who speak a language other than English as their primary language at home.

Typically, new students arrive every month, with the main intake in September. "We've really streamlined our intake procedure to help families feel welcomed when they come to us and to make sure our teachers are prepared for new students," she explains.

"We have a nice process to prepare families and to prepare classroom teachers."

Before new students begin classes, they participate in intake interviews and meet with an EAL teacher. They also have the chance to view their new classroom and meet their future teacher and classmates in advance.

When newcomers are ready to begin school, Van Wallegghem offers a student ambassador program that mirrors a similar initiative in Dalhousie School, where Martin used to work.

"When new students arrive at

our school, a student ambassador from their classroom is assigned to take over the welcoming duties. This ambassador makes sure they get a good tour of the school and introduces the new child to the phys-ed teacher, the music teacher and the principal. The ambassador also shows them where to find the washrooms and the lost and found," Martin says.

"The ambassador takes good care of them and makes sure they're not alone at recess. We're finding that the ambassadors really rise up to the honour and responsibility."

To bolster the sense of belonging, language ambassadors are on hand to provide support in the new student's first language. Ideally, the language ambassador is from the same class; however, if no one in the class fits that role, then a language ambassador is assigned from another grade. That way, the teacher knows who to go to for help if the child needs a translator.

And if no one in the entire school speaks the new student's language, they try to find other ways to ensure the child remains connected. In some cases, a parent might speak enough English to help out, if needed.

Embracing their leadership

BY JENNIFER MCFEE

HONOURING



role, the language ambassadors communicate key pieces of the morning announcements in a newcomer's first language, Patzer says.

"We've had announcements in Chinese and Korean because we have some students that have low proficiency in English and need to feel connected at the beginning of their school day," Patzer says.

"That's been wonderful. We got a lot of positive feedback from other teachers. They really enjoyed hearing that on the announcements."

The overall aim is to foster a sense of belonging that goes beyond the initial school tour.

"The teachers do a good job of not only making sure that students have someone to show them where the bathrooms are and where to go at recess but to really carve out time in the day to make sure they're building relationships and solid friendships," Patzer says. "Carving out time to build relationships is key to the whole ambassador program."

Extending services outside the classroom, the school hosts an after-school EAL Family Club that attracts dozens of participants.



Tori Patzer (left) and Maureen Martin (right) with two Van Walleghem EAL students.

"This is an initiative that was student-generated. One of our Grade 7 students said she would really like to see an English language family club after school where they could bring their parents who are struggling language learners. She said maybe we could do some mini lessons or games and then we could talk about some issues and topics that are relevant," Patzer says.

"Last year, we brought in the Winnipeg Public Library to talk about summer reading. In September, we talked about different ways the school communicates on a daily, weekly and monthly basis. We've contacted the YMCA and they're going to speak about their sport and art programs. It's been really nice."

For Martin, another important addition is the monthly welcome lunch for new students and volunteer ambassadors.

Throughout the school, students remain active in honouring the multicultural and multilingual environment.

Last year, Grade 7 language leaders provided presentations on Korean culture during Lunar New Year and taught

other students how to bow and how to play a traditional Korean game.

"In every classroom that wanted the leadership team to come, they really got the feel for what it might be like to have a New Year's celebration in Korea," Martin says.

"The nice thing was this was student-led. It was a really great way to authentically share culture without teachers bringing that out. It was all from our student language leaders, so that was really special."

The EAL specialists hope to implement another initiative that's already underway at Dalhousie School.

"They host a multicultural dinner and have hundreds of people arrive in their school gym," Martin says. "It's a goal of ours to get to that point where families bring in traditional dishes from their homeland and share them with the community. We haven't gotten that brave yet, but we're hopeful that it's in the near horizon."

Until then, they will continue to focus on suggestions that stem from the students themselves.

"We're trying things that the children are asking for. We try to imagine ourselves in their footsteps. If I moved to Korea, I would be so overwhelmed. What would make me feel supported? We just try to put ourselves in their shoes for a few minutes."

LANGUAGES

Parks' trips for schools urged

BY MATEA TUHTAR

This fall, teachers will hear more about Manitoba's provincial parks as officials promote field trips that offer more than educators might think.

"We have hundreds of programs and topics we offer to schools," says Sloan Cathcart, Head of Interpretation at Manitoba Parks. "There's something for everyone and it can all be tailored towards different grades."

Manitoba has 88 provincial parks and the opportunities they provide for student learning are "really endless," he says.

Manitoba Parks is doing presentations at both the SAGE conference in Winnipeg and the LIFT conference in Brandon next October.

"The big message we want to get out is that there is absolutely no charge for schools to visit Manitoba's parks. The interpretative programs are free, schools can get complimentary vehicle permits for buses, and they can camp for free as well."

Free interpretive programs are available to schools and groups and cover a wide range of activities, preschool to Grade 12. The interpretative programs are available year round in the most popular Spruce Woods, Whiteshell and Birds Hill provincial parks, with seasonal locations including Grand Beach, Hecla and St. Norbert.

Each park offers different programs including guided hikes in summer and

winter, Aboriginal games where students learn how the first peoples of the area lived and hunted, and tours of the Fish Hatchery in the Whiteshell Provincial Park.

Students can learn all about plants and animals native to the parks, how to be bear smart, or explore the history of that particular region. A popular winter theme is Winter Adaptation where students learn how plants, animals and humans have adapted to the Manitoba winter.

"All of our interpretative programs are tailored for that specific location. Everything is relevant to the specific park you're visiting," says Cathcart, adding that the program themes are split into four broad categories: natural, historical, cultural and management. Geocaching is one of the more popular activities for schools and class sets of GPS units are available year round.

"There are thousands and thousands of caches all over the parks. We also have our own training courses and we tailor some of the geocaches for specific programs. One of the geocaching activities we like to do at Spruce Woods is tree-identification where different trees have a GPS coordinate and students try to identify what kind of tree it is."

Park interpreters lead the programming, designed to fit into the Manitoba Education curriculum of sciences, social

studies, and outdoor education. Teachers can choose ready-made programming or request additional topics.

"It's more of a trend right now to get kids outside and get them out into nature," says Cathcart. "We'd like to make it easy for teachers to visit the parks, whether it's on their own or with an interpreter."

If a teacher can't access an interpreter or wants to take students to a park that doesn't have guided activities, they are encouraged to call Manitoba Parks before they go.

"We can set them up with maps, resources, activities and recommend places to go. When a teacher calls us we want to know what you're learning in the classroom, what your objectives are and what you want your students to experience—so it's not a box program, it's specifically tailored towards your class."

Programs are in high demand, especially for Birds Hill, so teachers are encouraged to book early.

"Another park that's close by is St. Norbert which is a heritage park so it has a little bit of a different feel," says Cathcart. The park features two restored historic homes from the late 1800s filled with artifacts of the day. "They're set up just as if they were being lived in today so it's kind of neat to see how the French Pioneers lived. Some of the Métis history is also presented there."

In addition to the park programming, Manitoba Parks offers classroom extension programs where interpreters will go to a classroom and do in-school activities.

One repeat visitor is Springfield Middle School Outdoor Education teacher Patty Kavanagh, who says her school has accessed programming through Birds Hill Park for many years.

"With the park being so close to our school and our class running for an entire afternoon, it allows us plenty of time to take part in the many programs offered by the park. The co-operation of the park has just been amazing."

For more information on Manitoba Provincial Park programs and Virtual Hikes visit www.gov.mb.ca/conservation/parks/act_interp/teachers.html or contact Sloan Cathcart at 204-945-4375.





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Retired, But Still Working

Manitoba teachers may retire, but they don't stop working—they just stop working for pay.

That was the main finding of a survey by Prairie Research Associates, conducted for the Retired Teachers' Association of Manitoba.

In a survey of almost 1,500 RTAM members it found that 82 per cent of the retired teachers had been involved in volunteer activities over the previous 12 months. There was little difference between men and women or the ages of retirees.

"(The report) shows the concern retired teachers have for the communities in which they live," said Wayne Hughes, president of RTAM. "Retired teachers give back to their communities in many different ways and are an integral part of the economic

and social fabric wherever they live."

The survey found that volunteer activities span a wide-range. The survey noted 32 types of activities, from fundraising to animal care, in which retirees were involved.

"About half the members have been involved in sitting as a board or committee member (52%) and organizing or supervising events (49%)," the report said. "About one in three has been involved in educating (36%), canvassing, campaigning and fundraising (33%) or personal support/companionship (30%)."

"Most predominately, RTAM members have volunteered with adults (54%) and retirees (53%). Many still volunteer with young people, including young children (31%) and adolescents and youth (29%)."

The survey found that volunteers spend,

on average, about 42 hours a month, or more than 500 hours a year, on various causes.

"The majority of volunteers spend more than 20 hours a month volunteering, including 20 per cent who volunteer more than 60 hours a month on average."

Almost all retired teachers—96 per cent—who volunteered over the 12 months examined in the report have done so on an ongoing basis.

"Even among those who have not volunteered in the past 12 months, 41 per cent have volunteered at some point since retiring," the report said. "This means that just 10 per cent of members have never volunteered since retiring."

"Among those who have not volunteered in the past 12 months about half intend on volunteering in the future while the other half does not. The most common reason for not volunteering in the past 12 months is pursuing other interests (39%) and health problems (19%)."

The survey was done in July 2014, and was completed by 1,476 RTAM members. It involved surveys on paper and online.

Retired teachers give back to their communities in many different ways and are an integral part of the economic and social fabric wherever they live.

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Retired teacher passes on the love of reading to more than 1,000 newborns



When Cynthia Webster started teaching elementary school she could tell immediately the children who had books read to them.

“I taught Grade 1 and in the first week I could tell which child had been read to—their comprehension of language was obvious,” says Cynthia who taught for 17 years in Winnipeg and is now retired in Gimli.

Born in 1940, Cynthia’s mother, also a teacher, used to read adult books to her because there simply weren’t any children’s books on the market. When her mom passed away, Cynthia started the Amma’s Bookshelf Fund at the Selkirk & District Community Foundation in her memory.

Every year the fund helps buy hundreds of copies of *Good Night Moon* and puts them in the hands of every parent who takes a newborn home from the Selkirk & District General Hospital. Inside the jacket is a small note that says; “This is my first book. Please read it to me.”

By 2014 Cynthia estimated over 1,000 babies have their first book thanks to Amma and others who believe in the magic of books.

This article first appeared in the Selkirk & District Community Foundation newsletter.

Food drive brings in 19,000 kgs

Manitoba students proved to be worth their weight in food as they totalled up contributions to this year’s Operation Donation School Food Drive.

There were 36 Manitoba schools involved that collected 17,425 lbs (7,920 kgs) of food along with 20,667 lbs (11,172 kgs) of food gathered from Manitoba Public Insurance offices. Total poundage raised was 42,003 (19,092 kgs).

Peak of the Market and Canada Safeway matched pound for pound the total weight of donations through schools and MPI for a grand total of 126,009 lbs (57,277 kgs).

“We owe a huge thank you to students and teachers across the province,” said Norm Gould, vice-president of The Manitoba Teachers’ Society. “We appreciate every person, and every school, that fought against hunger with love and action. You may never meet the people that you help. But in the coming days and weeks, a mom or dad is going to reach into their cupboards, pull out the food you gave them and prepare it for their families. The hunger will stop. Their

kids won’t go to bed hungry. And that’s going to happen because you cared.”

The week long food drive took place from March 2–6 and was supported by The Manitoba Teachers’ Society, and Manitoba Public Insurance.

Across Manitoba, schools from K–12 assist Winnipeg Harvest by collecting non-perishable food items including: baby food, tuna, soup, canned vegetables, fruit and pasta, and much more.

“Operation Donation is proof that strong partnerships can make a difference for many families,” said MaryAnn Kempe, vice-president, Business Development & Communications and Chief Product Officer, Manitoba Public Insurance. “The success of Operation Donation is achieved by young Manitobans who have taken a leadership role in their respective schools.”

“This program makes a difference in the lives of the families we feed each month. With 61,691 people that receive food each month, we have our work cut out for us,” said David Northcott, executive director of Winnipeg Harvest. “Operation Donation

is a key staple to assisting us with this heavy task of feeding so many.

“It fills a gap at just the right time—after Christmas and before spring planting when food stocks are low. It’s a great campaign for helping students think about the larger questions in life, such as, ‘Why don’t the poor have the right to eat the same kind of food as my family has on the table?’” said Northcott.





PHOTOS AND STORY BY MATEA TUHTAR

It's hard to believe that a little truss made of spaghetti and glue could hold the weight of three grown adults, but that's the lesson students learned at this year's Spaghetti Bridge competition, held by the Association of Professional Engineers and Geoscientists of Manitoba (APEGM).

A long established event for science students and teachers which began in 1995, the Spaghetti Bridge Competition is "the funnest way to teach about a very basic engineering concept which is strength and materials," says Grant Koropatnick, CEO of APEGM. "Spaghetti is something we can all get access to fairly cheaply and it makes a fun cut and paste type of activity which results in some significant learning opportunities for engineering."

The competition is split into two categories—Grades 1–6, and 7–12. The

only materials students are allowed to use are regular spaghetti, and white or wood glue. The design of the truss was tested to destruction to see which bridge withstands the most weight. This year's competition set a record at a load of 291.63 kgs much to the excitement of students, teachers and parents in the crowd. The total load held up by all the contest entries was a whopping 14,602 lbs.

"The event is also tied in with our support of Winnipeg Harvest," says Koropatnick. "We came up with the idea a few years ago to give pasta to Winnipeg Harvest that is equal to the loading that all contestant bridges hold up. We set the goal to give 10,000 lbs of pasta to Harvest, and I'm pleased to report that for three years in a row we've surpassed that."

In the end, APEGM donates \$1/lb because Winnipeg Harvest has much larger purchasing power. The donation is matched by Canada Safeway and Peak of the Market to the tune of 320,000 lbs of food to the food bank user.

APEGM has presented at SAGE the last few years and sends out teacher kits to interested teachers which tell them how to compete, as well as lesson plans that fit the curriculum. Koropatnick also sweetens the deal by offering teachers a free pizza party for their class if they can get a minimum of 10 students to compete.

"There are students who come back year after year," says Koropatnick, "You should hear some of the methods they use to make bridges stronger—some of them bake them in the oven, some of them put them through a microwave, some of them introduce moisture in the drying process so it's slower and longer. They're really thinking like engineers!"

"We know that students have a choice about their career, and we also know that many graduate engineers look back to their science or math teachers, someone who said 'Hey why don't you consider engineering?'"

For more information on the Spaghetti Bridge competition visit www.apegm.mb.ca/studentsandteachers.html.

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Jim Martland is the co-author of several books on early numeracy and the director of the Mathematics Recovery Program in England, Scotland and Wales. He is Senior Fellow in the Department of Education at the University of Liverpool.



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PORTFOLIO



The principal didn't disappear

An elementary student in Texas was suspended after telling a classmate he could make him disappear with the ring from *Lord of the Rings*.

Nine-year-old Aiden Steward had just been to see *The Hobbit: The Battle of the Five Armies*. School authorities said using the ring was a “threat” to another student.

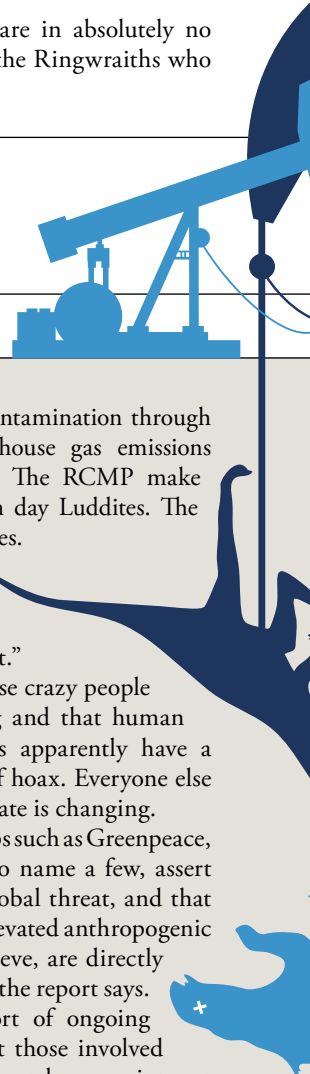
The child’s father responded: “I assure you my son lacks the magical powers necessary to threaten his friend’s existence. If he did, I’m sure he’d bring him right back.”

Actor Ian McKellen, who played Gandalf in *The Hobbit* and *Lord of the Rings* trilogies, weighed in on Facebook.

“Little Aiden’s classmates are in absolutely no danger—except perhaps from the Ringwraiths who work in public school administration.”

007, climate spy

BY GEORGE STEPHENSON



Every day there are students somewhere in the country researching, reporting and putting together those science fair projects related to climate change and its impact on Canada.

At the same time, there are anonymous people in authority who appear to view these students—and no doubt, their teachers—as part of a subversive cell out to destroy the country.

That, at least, is the easily-reached conclusion after pondering the recently leaked RCMP *Critical Infrastructure Intelligence Assessment*.

If the report wasn’t crafted so recently (January 2014), it could be mistaken for a leftover Monty Python skit.

The nuance and evidence-free assessment outlines the grave dangers facing Canada from what it hilariously calls the “anti-Canadian petroleum movement.”

Cue the *Jaws* music.

“There is a growing, highly organized and well-financed anti-Canadian petroleum movement that consists of peaceful activists, militants and violent extremists who are opposed to society’s reliance on fossil fuels,” says the document, obtained by Greenpeace Canada.

Huh? Opposed to society’s reliance on fossil fuels? No hint they might just be opposed to building pipelines through sensitive areas

or risking earthquakes and groundwater contamination through hydraulic fracturing or adding to greenhouse gas emissions from unrestricted tar sands development. The RCMP make environmentalists sound like some modern day Luddites. The bomb-tossing Amish of the Canadian prairies.

What’s more unnerving about the RCMP intelligence is that it goes well beyond the pretend terrors that law enforcement “must be prepared to confront.”

No, it actually becomes an attack on those crazy people who believe that our climate is changing and that human activities are to blame. RCMP scientists apparently have a different view, looking at it as some sort of hoax. Everyone else just believes, asserts and perceives the climate is changing.

“Non-governmental environmental groups such as Greenpeace, Tides Canada and Sierra Club Canada, to name a few, assert climate change is now the most serious global threat, and that climate change is a direct consequence of elevated anthropogenic greenhouse gas emissions which, they believe, are directly linked to the continued use of fossil fuels,” the report says.

“Research and analysis done in support of ongoing RCMP criminal investigations shows that those involved in the anti-Canadian petroleum movement have an interest

HELLO
my name is

~~OGLAGA LAKOTA~~
LANCE BROWN EYES

Cultural unawareness

Facebook has kicked some people off its network because it believes they have been using fake names.

The people are Native Americans with real names like Dana Lone Hill, Lance Brown Eyes and Shane Creepingbear.

Lone Hill, a Lakota woman, had her account suspended and had to submit official identification to have it restored. In an online essay she said friends had been told to change their names and “Oglala Lakota Lance Brown Eyes was booted from Facebook and when he turned in his proof of identification they changed his name to Lance Brown.”

Welcome to...no, wait!

At least three elite universities in the U.S. have mistakenly told hundreds of applicants that they had been accepted.

Carnegie Mellon University, MIT, Johns Hopkins University, UCLA, and other elite schools made mistakes sending acceptance e-mails to prospective students.

Carnegie Mellon alone sent acceptance e-mails to about 800 people who'd applied to the university's master's program in computer science, university spokesperson Ken Walters confirmed.

"We understand the disappointment created by this mistake, and deeply apologize to the applicants for this miscommunication," Walters says. "We are currently reviewing our notification process to help ensure this does not happen in the future."

Perhaps someone actually accepted in the computer science program could explain how e-mail works.



I'll have a K-K-Kruller

A Krispy Kreme donut branch in the United Kingdom quickly abandoned a less-than-genius marketing promotion after customers pointed out the obvious. The "KKK Wednesdays" promotion was to have highlighted the company's Krispy Kreme Klub. It seems British executives of the company, who approved the promotion were unaware of the Ku Klux Klan. According to the *Hull Daily Mail*, the promotion was part of a calendar of children's activities and was advertised on the company's national Facebook page.

in drawing public attention to, and building recognition of, the perceived environmental threat from the continued use of fossil fuels.

"The publicizing of these concerns has led to significant, and often negative, media coverage surrounding the Canadian petroleum industry. The use of social media, including the use of live-streaming, provides the anti-petroleum movement the ability to by-pass the traditional news networks, to control and craft its message, and to promote a one-sided version of the actual events, leading to broadly based anti-petroleum opposition."

Ah, yes, the one-sided message of those crafty environmentalists. Fortunately, the assessment report is based on much sounder sources, like the Canadian Association of Oil Producers, the *Financial Post*, a *Toronto Sun* columnist and a blog.

Even in scraping up such dubious sources, it manages to get things wrong.

As pressprogress.ca points out, it took the quote of an Oxford scientist totally out of context to make a point about the use of social media by the environmental anarchists.

"The RCMP assessment claims the 'anti-Canadian petroleum movement' is using social media to 'mobilize

young people,' a point backed up by Oxford University professor Dr. Alan McHughen—who expresses concern that 'impressionable students' who wish to 'save the planet' are being targeted," pressprogress reported. "Except this is completely wrong: McHughen wasn't talking about the 'anti-petroleum' movement, he was talking about genetically modified food in a *National Post* article titled *Who's afraid of GMOs?*"

Tomato, tomata, GMO, petroleum; what's the diff?

Oddly, while U.S. President Barack Obama has said climate change is a threat to American national security, the RCMP appear to believe those arguing in favour of action to counteract climate change are the real threats.

The whole thing could be as laughable as the Communist scares of the '50s if it didn't give us a glimpse of thinking behind the curtain in Ottawa.

If this is how those in power view environmentalists, it's not a stretch to see who will likely be included as targets under the new federal anti-terrorism law, Bill C-51.

They'll soon be stalking a science fair near you.

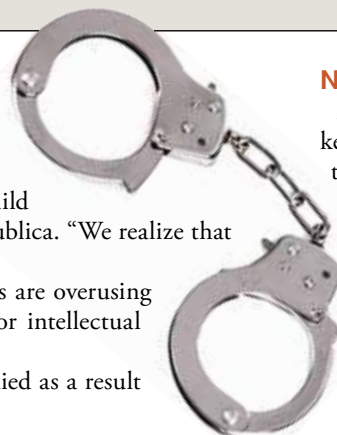
Show some other restraint

A recent report revealed that over the past three years Connecticut public schools have restrained or secluded students more than 90,000 times, causing 1,300 injuries. One child had been restrained 700 times in a single year.

"The numbers are staggering," Mickey Kramer, the Associate Child Advocate for Connecticut and one of the authors of the report, told ProPublica. "We realize that this is a pervasive, widespread problem."

ProPublica reported: "The report cited 'significant concern' that schools are overusing restraints and so-called seclusion, particularly on kids with emotional or intellectual disabilities."

Nationally, a ProPublica investigation found at least 20 students have died as a result of being restrained in school.



Nothing but net

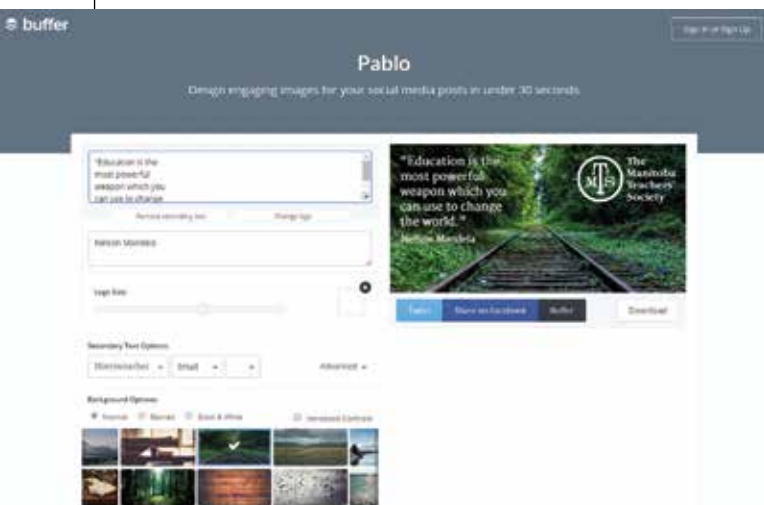
A California high school basketball coach was suspended two games for unsportsmanlike conduct. The suspension came after his team ran up the score against an opponent, beating them 161 to 2.

"The game just got away from me," the coach told the *San Bernardino Sun*.

REFRESH

BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR

One of the givens in your digital life is a constant flood of updates to the app collection on your smartphone or tablet. App makers are always rolling out upgrades and introducing new products—the better to grab your eyeballs with. Today, I'll highlight five quick, slick, and just plain fun apps you'll want to use and share.



Graphics in minutes with Pablo

Pablo by Buffer: Pablo is an online app that lets you “design engaging images for your social media posts in under 30 seconds.” We’re really talking minutes, not seconds here, but Pablo does help you marry text and pics quickly. The tools are simple and fun to use, the results look great, and the learning curve is gentle. You won’t find Pablo in the App or Google Stores, though. It works best on your laptop or desktop, but gets along well with your tablet through Safari or Chrome.

Broadcast your life with Periscope

Periscope by Twitter: Quick, hassle-free livestreaming from anywhere. Twitter’s Periscope just launched—competitor Meerkat has been out for months—and it opens up so many possibilities. No expensive Ustream or Livestream accounts, just fire up Periscope and begin broadcasting and answering text questions from wherever you are. The fascinating part is just watching other people’s livecasts from around the world. I’ve had a ride on a Tokyo subway, spent time with employees in a Chinese office, and talked with someone streaming a sunset across from the Golden Gate Bridge. The downside? It’s destined to attract inappropriate content and could become a haven for trolls.

Finally, a smart collage maker

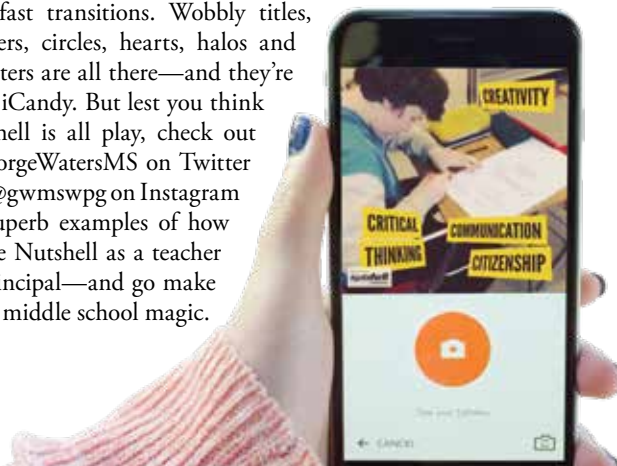
Layout by Instagram: Admit it. You have at least one or two collage apps you use to creatively frame multiple pics of family and friends. But Layout is smarter than your average bare-bones collage maker. Even as you select your photos, it’s automatically building them into a variety of cool layouts. Select the one you want and the fun starts. Drag a photo over another and both instantly swap positions. Highlight a photo and quickly flip it upside down or use Layout’s mirror tool to flip it sideways. Check this guaranteed staple for your photo app folder.

Magic wand for your presos

Zuru by Haiku Deck: In your wildest dreams, you’ve probably never wondered whether an app could take your bullet points and automatically create a presentation for you. But artificial intelligence injected into the popular Haiku Deck app is going to make that possible. Zuru, as it will be called, will rely on algorithms and Haiku Deck’s experience processing tens of millions of slides to give you a presentation in a pinch. A modest fee now will make you a Zuru charter member for a year once the app launches.

Bliss for budding video makers

Nutshell by Prezi: Get ready for more serious fun with Nutshell. It’s a truly brilliant iPhone app that acts like nothing you’ve seen before. All Nutshell asks of you is to “take three pictures”. What it doesn’t tell you is you’ll be creating a mini-movie and each of those pictures is an insertion point for animated text and graphics. Your strolling around between taking those pics is hyperlapsed into fast transitions. Wobbly titles, banners, circles, hearts, halos and monsters are all there—and they’re great iCandy. But lest you think Nutshell is all play, check out @GeorgeWatersMS on Twitter and @gwmswpg on Instagram for superb examples of how to use Nutshell as a teacher or principal—and go make some middle school magic.



Questions or crazy good apps you’d like to recommend? Kick me an email at rjob@mbteach.org.



The
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OCTOBER 21 – 22, 2015

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Thursday 8:30 a.m. – 3:45 p.m.

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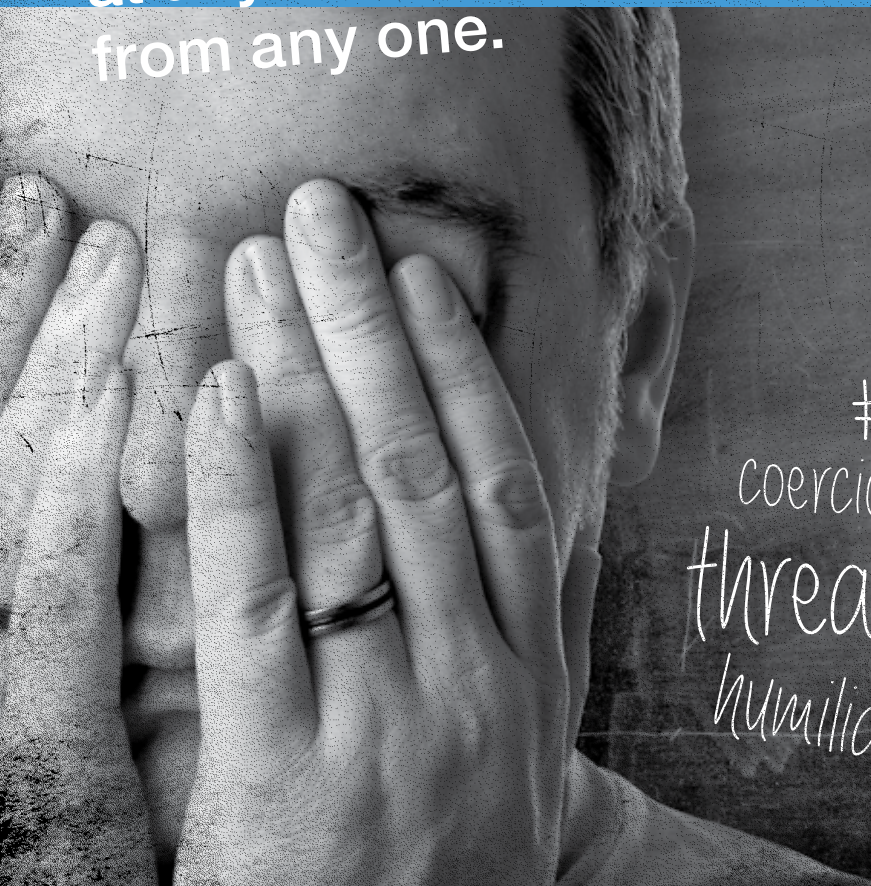
See www.mbteach.org for updates

WORKPLACE

HARASSMENT

it's **NOT**
OK

Harassment is **NOT** acceptable
at any time, to any teacher,
from any one.



gossip * exclusion
coercion intimidation
threats ridicule bullying abuse
humiliation slurs % innuendos @ @



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Stand up even if you stand alone.

Contact your local teachers' association for support and guidance.