Dear valued members of the Association,

It has been a whirlwind of activity in the SRTA since March, as I imagine it has been in your classes and schools as well. Let’s get right to the news!

School visits

Over the course of April and May, I visited all sixteen schools in our division, and I was overwhelmed by the support I received in each. So many members sat and shared lunch with me, giving us an opportunity to talk about local news, as well as provincial concerns. In addition, many of our school leaders arranged to take me around their schools to see some of the unique programs being offered across the division. Even though I did not always have answers to your questions, I made sure to send information back to anyone who asked. The annual tour of school visits is always a highlight of my year, and I hope our members found value in them as well.

SRSD Volleyball

On April 28, we were happy to organize the annual SRSD volleyball evening at Collège St. Norbert Collegiate. This year’s event was special in that the SRSD dedicated the event in the name of Michael Slobodian. This year’s Michael Slobodian Memorial SRSD Volleyball Tourney was a joyous and memorable affair, just like Slobo would have wanted it. Eight teams participated, and awards were presented to Richer School (most team spirit), La Salle/La Barriere Crossings (second place), and College Lorette Collegiate (first place). The CLC team is now the proud owners of the memorial plaque, which they will keep until next year’s event. I’d like to thank Taras Maluzynsky, Denis Marinelli, Christian Leclerc, and Jason Sparling for all of their help that evening.

SRTA Bargaining Forum

Thanks to Collective Bargaining Chair Dan Lagacé, the mastermind behind the event, we are planning a Collective Bargaining Forum to take place in the early evening of May 31. MTS Staff Office Arlyn Filewich will be on hand to help us host the event, which will be our first chance to talk with members about bargaining after June 2018 (when our current agreement expires). Dan’s article on page 4 of this newsletter has more information, and if you would like to attend, please talk with the Council Representative at your school for more details.

SRTA Executive Elections

At the SRTA Council Meeting in April, the final call for nominations for the SRTA Executive was made, and the following people were acclaimed for a two-year term commencing in September: Jonathan Waite, President; Cindy Mason, Secretary; Jenn Lapkin, Education Finance Chair; Leslie Buffie, Employee Benefits Chair; Kaitlan Fisher, Professional Development Chair; and Sandy Turcotte, Public Relations Chair. We are actively seeking anyone interested in taking on the role of the workplace Safety and Health Chair for 2017-2019. If interested, send me an email or give me a call.

MTS Annual General Meeting

We are only days away from the Manitoba Teacher’s Society’s 98th Annual General Meeting of Provincial Council, also known as MTS AGM. Our delegation has grown to seven, which includes Rebecca Brown (SRTA VP), Eric Lindquist (SRTA Treasurer), Cindy Mason (SRTA Secretary), Dan Lagacé (SRTA Bargaining/Resolutions Chair), Jenn Lapkin (SRTA Education Finance Chair), Lisa Harder (SRTA ESJ Chair), and Kaitlan Fisher (SRTA PD Chair). Joining them are alternate delegates Mark Eismendi (DTS) and Karen Smit (ESNI). I will be seeking re-election as a Member-at-Large of Provincial Executive, as is Sandy Turcotte. News coming out of MTS AGM will be shared in the June newsletter.

As always, if you have any questions, suggestions, or other feedback, reach out with a phone call, text, or email. Until next month!

In solidarity, for each of you and for each other.

Jonathan Waite, President
MICHAEL SLOBODIAN MEMORIAL
SRSD VOLLEYBALL TOURNAMENT

Congrats to 2017 champs CLC Scorpions!

2017 Most Spirit champs Richer School!

ESNI

CSNC

SAC SAE

ELI

LSS LBC

ARB
FOR YOUR INFORMATION

FREE TO ALL SRTA MEMBERS!!

SRTA Presents

Colleen Kachur Reico Memorial Golf Tournament

WHEN?
Thursday June 8th @ 4:30 pm
MEMBERS FREE, non-members $25.00
Roast Beef Dinner Included (After Golf)

WHERE?
SOUTHSIDE GOLF COURSE
2226 Southside Rd, Grande Pointe, MB

BEST BALL!!! PRIZES!

RSVP TO wellness@srteach.org by Friday May 26th
(Space is limited)
### Collective Bargaining
**by Dan Lagacé, SRTA Collective Bargaining Chair**

Mark your calendar!

Hello Members, I wanted to remind everyone that on May 31st, we will have our first of a couple of forums to inform you of upcoming bargaining suggestions. On May 31st, each school and department will have the opportunity to bring forward any ideas for the next round of bargaining. Each school will be able to send at least one member similar to the same numbers as council. The forum will be held at SNAC (St. Norbert Arts Centre). At this time, MTS does have a few suggested articles that we will review and focus on articles that are important to Seine River. This will be an opportunity to bring forward any school concerns.

Thank you for your time.

### Vice President’s Report
**by Rebecca Brown, SRTA Vice President**

The 2016-2017 school year is almost over. As Vice President this year, I had the opportunity to work with an amazing executive.

I have also had the opportunity to attend MTS Presidents’ Council throughout the year, where I had the opportunity to learn about topics across the province. I have also been on the Disability Benefits Plan committee for this school year.

I strongly encourage members to check out the variety of MTS committees and sign up for the new school year. Have a safe and restful summer and recharge for a new school year.

To volunteer to work on an MTS Standing Committee complete a volunteer form at [www.mbteach.org](http://www.mbteach.org)

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### MTS Golf 2017

On June 10, 2017, the [Western Teachers' Association](https://www.westerteachers.com) will be hosting the [2017 Manitoba Teachers’ Society Golf Tournament](https://www.mbteach.org) at Minnewasta Golf and Country Club in Morden.

The registration fee is $110 per golfer which includes 1/2 power cart, 18 holes of golf, dinner, and prizes. Individual golfers, pairs, triples or foursomes are welcome.

The entry deadline for this tournament is **Saturday, May 27th, 2017**.
WHAT IS A GSA?

The term GSA stands for Gay-Straight Alliance. GSAs are student-run and teacher-supported school groups that work to create welcoming, respectful, and safe places for students concerned with LGBTQ+ matters.

Although GSAs may have different functions depending on the needs of the students, they mainly serve four major roles:
- Provide counselling/support
- Create safe spaces
- Raise Awareness
- Promote educational and social change

Once a GSA is formed in a school, group members may decide to change the name after consulting school administration.

WHY HAVE A GSA?

According to “GSAs and QSAs in Alberta Schools: A Guide For Teachers,” research studies have found that for sexual minority youth, suicide is the leading cause of death. They are also 1.5 to 7 times more likely to attempt suicide than their heterosexual peers.

In addition to having had suicidal thoughts or a history of suicidal attempts, LGBTQ+ youth are also at risk of having:
- Higher rates of harassment at school
- Experience of physical and sexual abuse
- Tried alcohol or used other drugs
- Higher rates of emotional distress
- Run away from home
- Higher levels of computer usage
- Feelings that they are less cared about

One way schools have helped combat the stark realities of these tragic statistics is by supporting their students with initiatives like GSAs.

In other studies, research has shown that schools that have established GSAs for three years or more show a reduced rate of suicidal ideations and promote mental health in all students, not just those who participate in the GSA (UBC study, http://journals.uvic.ca/index.php/iycys/article/view/12856).

TEN STEPS TO START A GSA?

Once a student has requested a GSA in your school, there are ten basic steps you can take to help establish a successful group (GSAs and QSAs in Alberta Schools: A Guide For Teachers).

Steps to Start a GSA
1. Follow all school guidelines.
2. Find a GSA Advisor.
3. Find other students.
4. Speak to your school administration.
5. Pick a safe meeting space.
6. Advertise your group.
7. Plan your first meeting.
8. Hold your first meeting.

HELPFUL RESOURCES

There are many great Canadian resources that can help you establish a GSA in your school. Two helpful guides that can be found online are, “MY GSA.ca: Equity and Inclusive Education Resource Kit for Ontario High Schools” and “GSAs and QSAs in Alberta Schools: A Guide for Teachers.”

Both of these resources provide detailed information on LGBTQ+ terms, health and safety concerns, important legislation, steps to establish a GSA, developing plans and activities, becoming an ally, questions and answers, other GSA resources, and much more valuable information on getting started.
New schools in Winnipeg, Brandon could be built using public-private model

Submitted by Eric Linquist, SRTA Treasurer

'We're playing catch-up' Premier Brian Pallister told a conference on public-private partnerships Tuesday

Manitoba Premier Brian Pallister announced the province could build four schools in the province using public-private partnerships. (CBC)

Manitoba's Progressive Conservative government is moving cautiously toward building four schools using public-private partnerships, Premier Brian Pallister announced Tuesday morning.

The province has issued a request for proposals for the construction of four schools using the funding model, which would see private companies design, build, finance and maintain the facilities. The schools would still be operated by school boards.

The announcement called for proposals to develop a business case for the public-private partnerships to build the schools, three in Winnipeg and one in Brandon.

The government estimates the four new schools built under this model will cost more than $100 million.

"We owe it to taxpayers to consider how we can deliver high-quality services more cost-effectively," Pallister said in a news release.

The new schools in four school divisions were chosen based on higher enrolment pressures in the neighbourhoods, the news release said. They would provide capacity for 2,500 students, with the ability to expand to 3,300.

The schools would be:

- A kindergarten to Grade 5 French immersion school in the Seven Oaks School Division in northwest Winnipeg with a capacity of 450 students.
- A kindergarten to Grade 8 school in the Waterford Green subdivision, located in Winnipeg's northwest corner near The Maples, with a capacity of 600 students.
- A kindergarten to Grade 8 school in southeast Brandon with a capacity of 450 students.
- A high school for Pembina Trails in Waverley West with a capacity of 1,000 students.

Each of the schools will also be designed to accommodate a child-care centre with 20 infant spaces and 54 preschool spaces, as is required by a Public Schools Finance Board policy.

Pallister spoke about the announcement at a conference on public-private partnerships Tuesday morning.

Many of the more than 350 people in the audience work in construction, design, accounting and legal sectors and could play roles in the government's interest in using public-private partnerships.

Pallister said Manitoba was well behind the rest of the country on this funding model for public works, noting there have been 56 such projects in Canada since 2012, but only three here.

"We're playing catch-up," Pallister said. "We are not that innovative here. "We have to go beyond typical taxpayer funding," Pallister told the crowd.

(Cont’d on page 7)
Pallister maintained some caution about public-private partnerships.

"They may, in some circumstances, deliver a better value at a lower price," he told the audience.

The PC government, Pallister said, has reviewed a Saskatchewan program to build 18 schools using public-private partnerships, and he pledged to use a similar delivery model.

Pallister appeared to be committing his government to using public-private partnerships to deal with a growing infrastructure deficit.

"It isn't ideological, it's a practical matter," he said.

Education and Training Minister Ian Wishart said construction of new schools for Winkler and Niverville, which are also top-priority projects because of enrolment numbers, will be pursued through the traditional procurement model of design-bid-build, which means the building is government owned and supported.

The goal is to break ground for the schools during the 2019 construction season, Wishart said in the news release. The deadline for submissions is June 15, with the contract to begin by Aug. 1.

Opposition, CUPE call for transparency

Opposition education critic Wab Kinew (Fort Rouge) said he doesn't think public-private partnerships are bad, but he wants to know the real costs.

"I think the bottom line here is that Manitobans deserve to know whether a P3 [public-private partnership] school is going to be cheaper and as good quality as a school that is financed by the public process," the NDP MLA said.

Other regions in the country have had issues with people getting access to school grounds or exceptionally high costs, Kinew said, so Pallister needs to commit to releasing the full report on the schools before committing.

"I am sure that the premier will release 97 per cent of this report, but I'd like to see the entire thing so that Manitobans can take a real look and compare the costs and the quality of building a P3 school compared to using the existing public process," he said.

"In the same way the government cherry-picked from the Peachy report, it looks like they night cherry-pick from the P3 tree, too," he added, pointing to the health-care report ordered by the previous NDP government. The president of the Manitoba branch of the Canadian Union of Public Employees is also calling for more transparency and accountability in the public-private partnership plan.

Pallister "isn't telling the whole story when he tried to pitch P3s to Manitobans," Kelly Moist said in a news release.

"P3s in other jurisdictions have cost more in the long run, with less accountability over taxpayers dollars," Moist said.

She pointed to Alberta's and Nova Scotia's controversial public-private partnership schools. Nova Scotia's contracts were struck in 1999 and a 2010 audit revealed they cost taxpayers tens of millions of dollars. She said there were also issues with a lack of transparency and insufficient proof that the projects provided value for money.

"Premier Pallister should learn from the mistakes of Nova Scotia and Alberta and stay clear of this disastrous policy," she said.

With new legislation proposed in March which would repeal the Public-Private Partnerships Transparency and Accountability Act, Moist said there will be less pressure for transparency.
Indigenous Education Committee
by Rebecca Brown, SRTA Indigenous Education Ad hoc Chair

The Indigenous Education Committee is in the process of creating two educational kits that will include picture books and novels that will help members build indigenous education into their classrooms. The committee is currently researching and reviewing a variety of authors and books. We hope to have books purchased by the end of the school year to be ready for the 2017-2018 school year. This project will grow and change each year.

The committee will help develop and include lesson plans, and rich learning activities. The committee is planning to have the kits housed at the SRTA office. Details on how to access the kits for your classroom and a list of titles will be posted once the kits are ready for use. If you have resources or books that you would like to recommend, please contact myself @ vp@srteach.org.

SRTA PD FUND - Current Status
by Kaitlan Fisher, SRTA Professional Development Chair

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The year may be coming to an end, but there are still PD funds available for you to take advantage of!! This time of year is an especially good time for classroom visits, so go to http://srteach.org/pd/ and apply for your funding.
MTS Rips Legislation (May 9, 2017)

Bill 28, the provincial government’s wage freeze on public sector workers, is an attack on services provided to Manitobans and the employees who provide them, the president of The Manitoba Teachers’ Society told a legislative committee.

“Bill 28 is a betrayal of promises and commitments made by this government, and in particular, by a premier who claims to have respect for collective bargaining as a former teacher and ‘union guy,’” Norm Gould told the public hearing.

The legislation will freeze public sector wages for two years, with minimal increases in the two following years after current contracts expire. The bill followed a decision by the government to fund public school education at level less than the rate of inflation, in effect a funding cut.

“Combine the wage freeze with the cut to education funding and it is clear that over the coming years, our teachers and students will be forced to do more with less,” Gould said. “Time and time again we have been told that ‘all hands on deck’ are required to deal with the fiscal challenge, but in reality only one sector in Manitoba is being forced to pay the price – the public sector.”

Gould said that the Society recognizes there are fiscal challenges facing the province, but points out that the government ignored suggestions offered in earlier meetings between public sector workers and the government.

“It quickly became clear that the government had no intention of listening to, or working with, labour as they refused to provide pertinent information, answer our questions or respond to our recommendations.

“Our proposals and openness to work with the government were repeatedly dismissed. So now we are collectively urging you to defeat this bill so that we can try to find a solution that is based on collaboration and good faith and not on division and confrontation.”

Teachers union expects 'seat at the table'

Norm Gould, president of the Manitoba Teachers' Society, said students need new schools but he has some concerns about how public-private partnerships have worked in other areas of the country.

"We understand that there are fees charged in evenings and weekends to access these assets, or schools as we call them,” he said. "Sometimes it's debilitating or it's obstructionist, or they are not even available to be accessed in the evenings and weekends."

Gould said he wants to ensure that there is community access to the schools and the students who attend them are treated the same.

He said the premier committed to talk with the Manitoba Teachers' Society.

"I expect a seat at the table so we can raise some of our concerns and we can address those concerns, and when crafting contracts for those P3s that they are incorporated into those contracts,” Gould said.
Young humanitarians to be honoured
Wednesday, May 24th

Winnipeg, Gimli, Bird’s Hill and Moosehorn students to receive awards

Courage, compassion and humility will be in the spotlight next Wednesday (7:45 p.m.) at the Fairmont Winnipeg as the 20th annual MTS Young Humanitarian Awards show highlights 13 public school students from seven school divisions in Winnipeg, Gimli, Bird’s Hill and Moosehorn.

"We can't say enough about these compassionate students and the teachers and parents who mentor them," says Norm Gould, President of The Manitoba Teachers' Society. "These kids have beautiful humanitarian hearts and they represent the good in public school students all across Manitoba."

Compassion comes naturally to Faith Nickel, a Grade 8 student from Alf Cuthbert School in Moosehorn, Manitoba. Faith organized a sock drive for Siloam Mission which netted 450 pairs of socks for the homeless. She helped with a class blanket and winter clothing drive which gathered 174 blanket and 297 pieces of clothing. She’s such an inspirational leader to her classmates, whether it’s helping individual homeless people or collecting toiletries for Syrian refugees. She’s always the first person to help any student who is down, and is extremely sensitive to students with special needs.

Cameron Lozinski, a Grade 12 student from Gimli High School, has a deep belief in diversity and a flair for organizing. In Grade 9, he was the only male student on the International Day of the Girl committee. He has a long-standing passion for Indigenous issues, history and culture. After studying the Truth and Reconciliation Commission’s report he planned the school’s “Red Dress Project”. A self-starter, Cam is learning Cree and has accepted the invitation to teach basic Cree to a group of middle-school students. He’s raised his own funds for three international Habitat build trips to El Salvador, Indonesia and Portugal. Cam also uses his knitting skills to create and sell toques to raise funds for the homeless.

You won’t find four more enthusiastic Grade 5 humanitarians than Mackenzie Anderson, Livia Delarosa, Rhyann Miller, Isabella Nazarewich, Katie Posthumus, Kate Tustin, Carter Wiebe of Bird’s Hill School’s Dog House Canteen. Last year, these seven girls approached the school principal with the idea of re-opening the school canteen to send the proceeds to relief efforts in Fort McMurray. With one month of work these students raised $1,200 to donate to the Canadian Red Cross. They have run the canteen every second month forwarding an entire month’s proceeds to each of Ronald McDonald House, the Christmas Cheer Board, and the Children’s Hospital of Winnipeg.

We’re proud to honour Loizza Aquino, Institut collégial Vincent Massey Collegiate; Charles Apolinario, West Kildonan Collegiate; Jayda Hope, River East Collegiate; and Arjay Certeza, Collège Garden City Collegiate. Their work founding Peace of Mind 204 has been a godsend to teens who suffer from mental health issues. They are on the ground floor connecting and helping. In fact, their Youth Against Mental Illness Stigma (YAMIS) events gather hundreds of students from across Manitoba to speak about their experiences with mental health. That day, dozens of students find the courage to speak openly about suicide attempts, self harm and sexuality during the open mic session. Peace of Mind 204 has saved lives is helping to erase the stigma that prevents many youth from getting help. It has now become a registered charity.

For more details on our Young Humanitarian Awards, go to mbteach.org.
Organization and Delivery of Resource Program and Support Services EDUA 5660  
by Kaitlan Fisher, DTS

This winter I took Organization and Delivery of Resource Program and Support Services with professor Alison Wells-Dyck. This is the first time that I have taken a course that was during the school year. I was a little nervous about the commitment and the workload, but I was pleasantly surprised. My course was once a week for 3 hours. Although it made that one day feel a little long, it did not get in the way of my other school commitments. I would encourage any teacher who had been considering taking courses during the school year to go for it and not worry that it will be too much while also teaching.

As for the course, it was an elective for my special education certification. Going into the course, I had thought that it would be about organizing support staff and funding, but it was more focused on communication and conflict resolution amongst professionals. We had weekly group discussions about made up problems and how we would resolve them using the skills and strategies supplied by the textbook. These were very helpful and interesting. We also presented new resource programs in pairs. Finally, we concluded the course by presenting what we thought the ideal resource program would look like in groups of four. Other teachers in the program thought that it was a heavy workload for an elective course, but it is only my second course so I do not have much to compare it too.

Overall, my only complaint is that there wasn’t much instruction. If I had not read the textbook I wouldn’t have learned very much since most classes was spent in discussion. These discussions were great, I just like a little instruction as well. I really liked the professor, Alison Wells-Dyck. You could tell that she had a lot of experience in schools instead of just university theories. The course itself was good. I would encourage other teachers to take courses with this professor, but that this course was just ok.

Elementary School Counselling  
University of Manitoba Jan - April 2017  
by Kelly Manveiler, EIDCS and LSS

As I work towards my counselling certificate, I recently completed a required course; Elementary School Counselling, at the U of M. It was taught by Mia Guenther, a registered play therapist and school guidance counsellor at Seven Oaks SD. Mia managed to incorporate play based therapy techniques into a class that’s main focus was how to create a counselling program in an elementary school. Topics included dealing with trauma, small group counselling, self-care for counsellors, documentation, etc. This course was incredibly helpful, especially as a first year guidance counsellor. The case studies and possible situations we might encounter helped me feel a lot more prepared. The textbook and additional readings were applicable and informative. The final project was to create our own counselling kit, complete with community resources, record-keeping documents and school profiles. Even though it was a lot of work to put together, everything will be very useful as I continue working in this field.

Because of the incorporation of play based therapy, I would highly recommend taking the course with Mia. I have already been able to incorporate a lot of her ideas, and look forward to taking more play-based therapy classes.
Developing the Language System: Teaching Grammar and Vocabulary
University of Winnipeg
by Jacqui Dion, LBC

With the influx of recent refugees, I have found more and more people, of all ages, interested in learning how to teach English to newcomers.

I have been taking this course on Monday evenings during the winter session and it has been a challenge. The course material is primarily centered on grammar and although most of us know grammar intuitively. “Can we explain why we say or write something the way we do?” I could not. I remember learning French grammar in what was called Junior High but I don’t remember ever conjugating a verb or looking at parts of speech.

The course covers strategies to teach various aspects of grammar and how to scaffold the teaching of grammar points. We taught to refer to the Canadian Benchmark Levels in order to determine at what level grammar points were introduced and what to expect from learners at the various levels.

The final portion of the course was comprised of teaching vocabulary and how it must be taught in context.

Assignments consisted of lesson plans involving grammar points and vocabulary, as well as a quiz. The course was extremely helpful and worthwhile.

Edtech Innovation Summit
by Joel Sweetland, ARB

Thanks to the SRTA PD fund I was able to attend the Edtech Innovation Summit on technology in classrooms. The two day conference had a variety of sessions demonstrating various ways for students to use Ipads and apps in

On Monday, I spent the day “app-smashing”. App smashing involves being able to pull push and publish to other applications. The sessions involved discovering and utilizing multiple apps on the iPad to create powerful digital presentations and outcomes.

The morning session involved visual displays and using google slides, canva, paper 53 as well as the camera features of the iPad to create collaborative group projects. In the afternoon we spent time on creating audio presentations using garage band, opinion and touch cast in order to produce a podcast.

Tuesday’s conference was broken up into various sessions. The first I attended was a presentation by Minnetonka schools in Minnesota. The schools there use 1:1 iPads in their instruction. They quickly summarized many of the apps that they use to develop their teaching methodology and provided examples of how and why they integrate the technology.

The second session was called tech infused writers workshop. Again many apps were presented and shown how they can be effective teaching tools ranging from stop motion to green screen generators to coding for kids.

Tech tools for formative assessment involved going through a large list of apps and programs that can be used to help students create, display, share and demonstrate knowledge and learning.

One of the things I am excited to use in the classroom is Classkick. This app provides a slightly scaled down explain everything type app that allows for immediate feedback similar to Lanschool where you have access to student screens. This will be the first thing I attempt to implement once I return.
Mathematical Problem Solving for K - 8
by Joanne Fraser, LSS

I have always valued problem solving as part of mathematical learning. However, I feel that I may have underestimated its importance along the way. Problem solving is critical to the learning and understanding of mathematical concepts. As an instructional coach, I need to emphasize the necessity of the use of mind-expansion problem solving in a math program with the teachers and students that I work with.

I always knew that I was a visual learner and often use pictures or diagrams in my problem solving. One thing that I realized through practice in this class is the importance of concrete materials to solve problems. Along with the teaching of mind expansion problems, it is important to provide students (and teachers) with manipulatives to use to aid in the solving of the problems.

I also believe that it is important to show our students that to struggle is to learn. It is okay if we cannot find the correct solution. There is success in the process along the way. Taking risks to find a solution or a different path to the solution is equally as important to learning.

I really enjoyed this course because it helped me identify my strengths and my challenges as a math student. I was able to determine what was relatively easy for me to solve and why – problems that involved numbers. In addition, what I found very challenging – problems that involved shape and space.

I recognized strategies that helped me approach these problems – the use of manipulatives.

Philosophy of Education - University of Manitoba
by Jennifer McGonigle, CSNC

The main objective of this course was to introduce students to major movements, thinkers, issues and debates in the Philosophy and Foundations of Education. Students examine selected significant thinkers from both Indigenous and Western frameworks, which will help students’ develop, and philosophically articulate ideas about education, as well as provide tools to use in thinking about issues in education. Some of the topics for study include; Cultural diversity and assimilation, Responsibility, hospitality and cultural humility, Cultural diversity in Canada, Decolonizing philosophies, Citizenship education and equality, and moving forward with our philosophical shifts.

The main goal of the course was to help students critically examine selected debates about education policy and practice, to formulate and justify their responses to the debates, as well articulate their positioning within these debates, while also drawing out philosophical dimensions of the specific debates. Students were reminded to remain open-minded and receptive to the perspectives presented even if they felt they disagreed with them.

By the end of the course, students were to have read all the selected readings presented in the class as well as those introduced by other students. Students were to write and share short commentaries on specific issues that they felt were important in the articles. All objectives were covered with small group and large group discussion. Individual and small group presentations were used to develop ideas further, including leading a seminar for a major issue stemming from the class discussions, in an interactive and invitational way.

I found this course beneficial to those who are preparing entering into the Educational Administration stream and field. It encourages you to think critically about your own philosophy of education in relation to, and in contrast with the relevant scholarly theoretical works presented.
What an experience! The conference kicked off with a motivational and emotional keynote address from Dr. TA Loeffler of Memorial University. She reminded us that everyone has their own “Everest” to overcome. Climbing our “Everest” take lots of effort, patience but most of all, you need to be resilient. Resiliency was a term used often throughout the week and I could not agree more that we need to be teaching these skills in our classrooms. The next two days offered countless sessions to grow and add more tools in my teaching “toolbox”. I was able to take in a total of six different sessions ranging from various warm up/lead up games, to physical activity ideas for the classroom, to climbing walls and their uses in schools. No shortage of variety, great job by the organizing committee (PESIC).

As this was my first National Conference it was a great way to network with PE/HE teachers, consultants and administrators from across North America. Resources, applications and philosophies were shared throughout the week with no shortage of information. I plan to bring all of this new information back to our PE teachers and share what I’ve learned.

I was also able to take in the absolute beauty that Newfoundland has to offer. I often had to remind myself that I was still in my own country! The coastline views, harbour towns and inland hikes were something that I will never forget.

Lastly I would like to thank the SRTA PD committee. This opportunity would not be available to teachers without volunteers to administer funds and applications. A very big thank you for offering me the chance to grow professionally while taking in more of Canada’s majestic views!
Brandon University Faculty of Education - Graduate Studies Program
01:758 / School Administration and the Law  Dr. Tom Skinner
by Sandy Turcotte, Division Office

This course was designed to inform students of the legal context in which education in Canada finds itself. As the legal responsibilities and roles of those in education become more complex in today’s school environment, it is imperative that educators acquire a sound knowledge and understanding of the legal parameters affecting education today. This course examined the impact of common, statutory, and case law on education and schools. We extensive exploration of the legal context of school administration that will provide an understanding of the rights and responsibilities of students, parents, teachers, administrators, and employers.

Through our studies we developed an awareness of Canadian and provincial laws and statutes that regulate the practice of education. We examined issues found in education today that involve the application of law and how they were resolved, since this sets precedence for future similar situations. We explored legal cases that serve to inform the educator’s professional practice. We also discussed strategies and behaviours that may help to avoid legal issues in today’s educational environment.

Overall, it was a great course. The platform used to deliver the course was ZOOM. This interactive online program allows students and the professor to interact, dialogue and even work in break out sessions. As a school principal, I feel that I am better equipped to deal with the issues that happen in education.

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50 ways to develop professionally (from MTS website)

1. Read an article on the mbteach.org website
2. Apply for a Reflective Professional Practice Grant
3. Read a pamphlet
4. Attend a workshop
5. Talk with colleagues
6. Read an article
7. Join a Special Area Group of Educators (SAGE)
8. Watch a video/DVD
9. Conduct an action research project
11. Watch a television program
12. Attend a grade level meeting
13. Acquire a new software program
14. Participate in a podcast/webinar
15. Read a journal
16. Serve as a co-operating teacher for a university student teacher/teacher candidate
17. Join a professional organization
18. Attend a Manitoba Teachers’ Society workshop/conference
19. Develop a professional newsletter
20. Observe a teacher in action
21. Join a study group
22. Plan a staff/association workshop.
23. Volunteer to serve on your local association
24. Develop a curriculum resource
25. Visit a teacher resource center
26. Serve as a mentor
27. Attend a summer institute of your choice
28. Write a grant application for a new initiative
29. Serve on a planning committee for a divisional PD day
30. Write an article for a journal
31. Partner with other community organizations to develop new programs
32. Develop a professional growth plan/ portfolio
33. Volunteer to sit on a committee with The Manitoba Teachers’ Society
34. Become a peer coach
35. Enrol in a university course
36. Implement a new instructional/ assessment strategy
37. Pilot a new program/series
38. Participate as a community organization board member
39. Develop new technology skills
40. Join a formal network within or outside your school division
41. Contribute to a Special Area Group of Educators (SAGE)
42. Volunteer for a Department of Education committee
43. Join the Manitoba Teachers’ Society Teacher Led Learning Teams
44. Search the internet for information on an issue
45. Participate on a school-based committee
46. Discuss educational resources with a friend
47. Enroll in a distance education program
48. Volunteer for a local community organization
49. Develop a pamphlet on an educational issue
50. Write a book
SRTA Council Meeting  
June 13, 2017  

SRTA Executive Meeting  
May 30, 2017  

SRSD Board Meetings  
May 23, June 13 & 27, 2017  
Division Office  

MTS Annual General Meeting of Provincial Council  
May 25-27, 2017

Best of luck to our SRTA members seeking re-election to MTS Provincial Executive:

Sandy Turcotte  
Jonathan Waite

Candidates running for Provincial Positions on MTS  
Norm Gould, St. James-Assiniboia, President  
James Bedford, Louis Riel, Vice President  
Jeff Cieszecki, Seven Oaks, Member-at-large  
Ashleigh Deely Michaluk, Pembina Trails, Member-at-large  
Kerry Enns, Border Land, Member-at-large  
Albert Krynski, Portage la Prairie, Member-at-large  
Nathan Martindale, Winnipeg, Member-at-large  
Cathy Pellizarro, Thompson, Member-at-large  
Dawn Rigaux, Western, Member-at-large  
Cynthia Taylor, Louis Riel, Member-at-large  
Sandy Turcotte, Seine River, Member-at-large  
Jonathan Waite, Seine River, Member-at-large

SRTA EXECUTIVE VACANCY

WORKPLACE SAFETY AND HEALTH CHAIR

The Seine River Teachers’ Association is seeking interested Members to fill the vacancy of Workplace Safety and Health Chair for the school years 2017-18 and 2018-19.

The Workplace Safety and Health Chair has the following responsibilities:

I. act as co-chair to the divisional Workplace Safety and Health committee  
II. assist workers and the employer to identify, record, examine, evaluate and resolve safety and health concerns in the workplace;  
III. develop practical procedures and conditions to help achieve the highest possible degree of safety and health in the workplace; and  
IV. promote education and training programs to develop detailed knowledge of safety and health concerns and responsibilities in each individual in the workplace;  
V. attend and participate in all SRSD Workplace Safety and Health meetings;  
VI. report any concerns to the Executive.

Contact us!

www.srteach.org  
Twitter: @seineriverteach  
Facebook: fb.me/seineriverteach