



President's Message

Dear valued members of the association,

Well, here it is, my first President's Message. I am very excited to start off the new school year in this role, and have been busy over the past few weeks in learning about the SRTA and MTS each and every day. I was happy to be able to speak at the divisional PD on September 4 and hope my message was clear and sincere – we want our association to be strong and our members to be well informed!

Speaking of well-informed members, I would be remiss if I did not thank the amazing members of our executive for their tireless efforts in helping me make the transition into this new role. Many of them spent time over the summer learning about their positions on the executive at MTS seminars, and as a group, hit the ground running on the first day of the school year. With their hard work, you can rest assured that our association will continue to get better and better!

With that said, I have many news items to get to, so here we go!

Council Retreat

I was pleased at the turnout at our annual SRTA council retreat on September 25. As people enjoyed their coffee and snacks, the task of learning more about the association was accomplished through a fun Jeopardy-style game. The sessions led by MTS staff officers Eldene Spencer and Barb Cummine were full of valuable tips and information that benefit all of our members. After a wonderful lunch, the council meeting commenced in the afternoon. We wanted the first meeting to serve as a learning experience for new and veteran association representatives, and thanks to the guidance of our Vice-President Pat, we all

know why the rules of order apply to official council meetings. By the end, everyone was pitching in with the clean-up efforts and when our day was done, I believe it was another successful and valuable event. Your workplace reps should have a great deal of information to share at your next staff meeting and some information to post on the SRTA bulletin boards in your schools.

Public Relations Chair

When Rebecca Brown announced at the council meeting that she was once again able to take on the role of Public Relations chair, I breathed a huge sigh of relief. She was an exceptional chair last year, spearheading the wonderful Toques That Touch campaign that will put warm headwear on the students in your schools that need them on a cold winter day. She is also responsible for retooling the newsletter you are reading today, and I'm looking forward to having her be a part of our executive once again!

Email List

We have asked your workplace reps to gather a list of updated emails that will allow the SRTA to send you updates and information. Many of you have already submitted your emails, but if you haven't yet added your email to our mailing list, you can do so by emailing us at info@seineriverteachers.com or by contacting us at <http://www.seinervierteachers.com/contact-us>. Please note that we will not send information to work email addresses.

SAGE Forms are Online-Only!

As was the case last year, SAGE (formerly known as SAG) registration packages are available online and will not be sent to schools. If you haven't already registered for a SAGE, do it now as time is quickly running out! Head over to http://www.mbteach.org/SAG-Conferences/SAGE_Brochure_main.htm to view the excellent professional development opportunities offered by your colleagues province-wide.

Media Literacy Week

The eighth annual Media Literacy Week takes place from November 4-8, 2013. The week is a joint venture of MediaSmarts and the Canadian Teachers' Federation (CTF), and this year's focus is on marketing and consumerism. There are lesson plans and resources available at <http://www.medialiteracyweek.ca/en/default.htm> if you are interested.

News from the Executive

Please read through this issue of the newsletter for reports from our executive chairs. There is so much good work being done in this association, it's something we love to write and speak about!

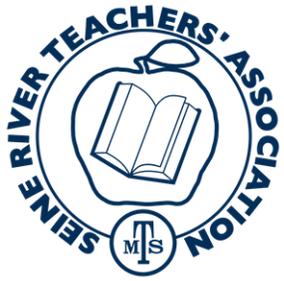
Have a question, concern or suggestion?

Many of you have already been taking time to review the collective agreement, which can be found at <http://www.mbteach.org/collective-bargaining/pdfs/Seine%20River%202010-14.pdf>. We encourage all of our members to review the agreement and note the benefits that members have, including family medical leave, personal leave, and compassionate leave. Members have a professional responsibility to know the conditions that regulate some of these benefits. If you are unsure or need clarification, feel free to contact the Association.

My email inbox is full of messages from our members, and I am happy to answer them all. The SRTA phone number hasn't changed and you can still contact me at 204-270-0215. I urge all of our members to get into contact with me or a Staff Officer at MTS if an issue comes up in your workplaces. When issues come up, it's best to look into them and try to get them resolved before they become larger and more difficult to deal with.

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

Jonathan Waite, President



EXECUTIVE 2013-2014



Jonathan Waite
President, Resolutions



Pat Liss
Vice President,
Collective Bargaining



Jennifer Catellier
Secretary



Chantal Tygat
Treasurer



Jason Sparling
Education Finance



Wendy Chase
Benefits, Equity &
Social Justice



Colleen Kachur– Reico
Health & Wellness



Allison Graham
Professional
Development



Kathy Dubesky
Workplace Safety &
Health



Rebecca Brown
Public Relations



Contact
us!



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Twitter: [@seineriverteach](https://twitter.com/seineriverteach)



Facebook: fb.me/seineriverteach

Get Involved on SRTA Committees

We have many committees which can use your help and efforts. If you are someone who wants to help your colleagues by discussing and shaping the work of the association, contact the chair of the committee to see how you can get involved. They are:

Pat Liss, Collective Bargaining Chair: bargaining@seineriverteachers.com

Jason Sparling, Education Finance Chair: edfinance@seineriverteachers.com

Wendy Chase, Employee Benefits Chair: benefits@seineriverteachers.com

Wendy Chase, Equity & Social Justice Chair: esj@seineriverteachers.com

Colleen Kachur-Reico, Health & Wellness Chair: health@seineriverteachers.com

Allison Graham, Professional Development Chair: pdchair@seineriverteachers.com

Rebecca Brown, Public Relations Chair: pr@seineriverteachers.com

Kathy Dubesky, Workplace Safety & Health Chair: wsh@seineriverteachers.com

The Gathering Storm

On September 25, 2013, members of the Seine River Teachers' Association Council attended its annual retreat. One of the topics discussed was the Global Attack on Unions. Eldene Spencer, Staff Officer of the Manitoba Teachers' Society, provided a very informative session on the role of the association representative which included a look at the concerted attack upon teachers and Labour in general. His presentation also provided possible insights for the future of Manitoba's teachers and these insights are alarming.

At Executive and Council Meetings, as well as during school visitations and individual conversations with members, I have spoken about the attacks on unions to the east, west and south of us. Even though Manitoba has not felt the full force of these attacks, one can easily identify the gathering storm on the horizon.

In the United States, attacks on teacher unions have been very deliberate and very public. Teaching positions have been eliminated, teacher unions have been directly attacked under the guise of "Right to Work" legislation and there has been strong and vocal encouragement to move to a school selection "voucher system" for students.

In Canada, we have witnessed an attack on labour rights that has directly impacted the individuals for whom those rights were established to protect. This is very evident when examining the impact on teachers. To name a few, teachers in other provinces have endured wage freezes, the elimination of sick leave entitlements and the imposition of Collective Agreements that were not freely

negotiated. As well, merit pay, standards testing and Charter Schools have reared their heads once again and are topics that governments in other provinces are considering. For many SRTA members, these actions and topics are very reminiscent of the 1990's in Manitoba. As the "attack on unions" storm continues to gain strength in other jurisdictions, teachers in Manitoba must prepare to defend their rights and battle some all too familiar foes.

Dr. Sybil Shack, a former Society President once said, "A battle never stays won. Rights and freedoms have to be constantly defended ... (and) won repeatedly. Issues once resolved have an ugly habit of reappearing as if they had never been considered before."

The Constitution of the SRTA states that an objective of the Association is, "to secure conditions for its members which will make possible the best professional education service." Members' rights and working conditions must be protected and it is the responsibility of every member to safeguard these rights and conditions especially considering the darkening skies.

All members must adhere to the provisions of the Collective Agreement (see the MTS Code of Professional Practice, # 9, later in this issue). The gains that have been made in benefits and working conditions can be directly attributed to the membership standing together. These gains can only be maintained if we continue to work as a collective, bargain as a collective and support each other within the collective.

What makes the concept of a collective truly admirable is the fact that members put the concerns of the Association ahead of their own

personal interests. Even though a member may believe that ignoring an article or its interpretation might be convenient, the member adheres to the Agreement knowing that the interests of the collective far outweigh personal convenience. Individual members cannot "cherry pick" articles in the Agreement that they like and ignore interpretations and other articles for, by doing so, a member is undermining all members within the collective. The attack on teachers and education is expected to come from outside, not from within.

On a day to day basis, SRTA members can demonstrate commitment to the collective by ensuring that all articles and interpretations of the Collective Agreement are honoured. If greater information or clarity is required, please do not hesitate to contact the SRTA office. If you are aware of a violation of the Collective Agreement, contact the Association president immediately. It is each member's right to contact the SRTA office at any time. Breaches of the Collective Agreement and violations of the Code of Professional Practice will be dealt with by the Association/Society.

In closing, as an Association and as a Society, in the face of the gathering storm, we shall be successful if we stand together, support one another and, as the vanguards of public education, oppose those who would undermine it. "The greater the struggle, the more glorious the triumph"!

As we head toward the end of October, be sure to take care of yourself and to take care of each other.

Jonathan Waite
President, Seine River Teachers' Association

News from Public Relations Chair

It has been a very busy start up to this new school year. I am excited to be part of this years' executive again and will do my best to continue to keep members informed.

With a NEW President, there are changes being made to the news letter! To be more current and environmentally friendly the SRTA will be posting current and changing information on the SRTA website so please go and check it out @ seineriverteachers.com.

News Letters will be sent via email to council reps to print off for staff members, and will be e-mailed to those members who have submitted own

personal emails. Of course the news letter will also be accessible on the SRTA website.

At the Seine River Teachers Council Retreat School Reps received SRTA Toques. The Toques were part of last years Public Relations Grant to reach out and help out students in the community keep warm. If you have not received any toques or need more for your schools please contact me.

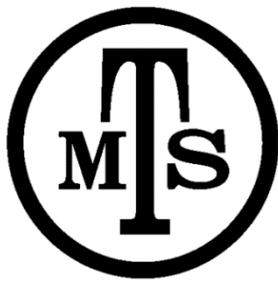
If you have any suggestions for the news letter please contact me at:
prchair@seineriverteachers.com.

Rebecca Brown
Public Relations Chair,
Seine River Teacher's Association



MTS Fees have been increased by \$47/year to \$882 per year (5.6% increase). This increase is as a result of bringing the TRAF reserve up to 100%.

SRTA Fees remain at \$200 per year with EI rebate still to be calculated and applied to membership dues.



The Manitoba Teachers' Society

Code of Professional Practice

The Code of Professional Practice establishes the required standards of conduct for all members of The Manitoba Teachers' Society, whether acting in an employed position under a Collective Agreement, or acting in an appointed or elected position. A member's professional behaviour must reflect the spirit as well as the letter of the Code¹.

1. A member's first professional responsibility is to her or his students.
2. A member acts with integrity and diligence in carrying out professional responsibilities.
3. A member avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage.
4. A member's conduct is characterised by consideration and good faith. She or he speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights.
5. A member respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the individual student's welfare.
6. A member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication. A member shall not be considered in contravention of this section in the following circumstances:
 - a. consulting with the Society or the president of the member's local association;
 - b. taking any action that is allowed or mandated by legislation.
 - c. where the member is acting in good faith and without malice in the discharge of the legitimate duties of his or her appointed or elected position.
7. A member does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication.
8. A member makes an ongoing effort to improve professionally.
9. A member adheres to collective agreements negotiated by the professional organization
10. A member or group of members makes only authorized representations to outside bodies on behalf of the Society or its local associations. Without the express permission of the Society, no member(s) conferring with outside bodies may explicitly or implicitly claim that they represent the Society or its local associations.

¹ Violation of the Code shall be addressed through application of MTS bylaws / *Amended, Annual General Meeting, 2012*

Technology – Use of Devices in your Workplace

At our September council meeting, we discussed the use of personal and divisional technology equipment on the SRSD network. The divisional network has a new firewall in place that logs activity on its network. We urge members to comply with the Acceptable Use Policy all divisional employees sign and agree to at the beginning of each year, which reads, "Technology equipment is the property of the Seine River School Division and is intended to be used as an educational and professional development tool. Laptops are considered to be attached to the teaching position." We want our members to be sure that activity on the network **during class time** is related to professional activities.

Members should know that connecting personal devices to the SRSD networks, whether it be wireless or wired, means that network activity to and from those devices can also be logged. We want our members to be aware of this because we want to ensure divisional networks are being used for professional activities.

The Manitoba Teachers' Society has prepared a series of brochures in English and French on topics related to use of technology in and out of the classroom. These include:

Online Safety for Teachers

<http://www.mbteach.org/library/Archives/Brochures/Profession/bro-OnlineSafety.pdf>

La sécurité en ligne du personnel enseignant

<http://www.mbteach.org/library/Archives/Brochures/Profession/F-bro-OnlineSafety.pdf>

Smartphones, Tablets and Other Devices in the Classroom

<http://www.mbteach.org/library2/smartphones-tablets-and-other-devices-in-the-classroom>

Les téléphones, tablettes et autres appareils intelligents dans la salle de classe

<http://www.mbteach.org/library2/les-telephones-tablettes-et-autres-appareils-intelligents-dans-la-salle-de-classe>

We encourage all of our members to read these brochures and be informed about their use of technology.



Goals of the MOU between Manitoba Education and the CMHR



- Collaborate to develop a framework to explicitly highlight and reinforce human rights learning in Manitoba curricula, linked to the ongoing research work of the Museum. This may eventually serve as a model for other jurisdictions.
- Collaborate to provide teacher professional development and/or joint presentations on human rights education.
- Collaboration between Manitoba consultants and Museum researchers to create educational content for schools that includes input from students and teachers.
- Continued formal and informal consultation regarding CMHR education programs and links to Manitoba curriculum.
- Sharing of research and expertise to support curriculum implementation including collaborative creation of teacher resource materials.
- Collaboration with Manitoba schools to develop educational materials that facilitate the application of human rights learning to the day-to-day practice of active democratic citizenship (e.g. anti-bullying, conflict resolution, cross-cultural dialogue, active democratic citizenship, anti-racism).
- Collaborate to initiate and support ongoing cross-cultural programs and to facilitate networking among students across school divisions including Winnipeg schools and rural schools, and First Nations schools in Manitoba.
- Explore possibilities of ongoing student exhibit areas in the Museum and high school student internship programs.

Strategies for Organizing Inclusive Classrooms and Schools
Article By: Alissa Vivian

May 6 - June 19, 2013
 Facilitator: Patrick Bennett

Strategies for Organizing Inclusive Classrooms and Schools examined a variety of topics related to inclusion. Initially, we discussed the definition of inclusion and how it extends beyond the schools. Everyone in the course provided their own visual representation of inclusion, which demonstrated a variety of perspectives on the topic. As the course progressed, we moved into our exploration of the three block model of Universal Design. With the use of the text, *Teaching to Diversity: The Three-Block Model of Universal Design for Learning* (Katz, 6456), we worked in collaborative groups to develop a year plan, unit plans, and several lesson plans that encompassed the model of Universal Design. The components of the three block model were utilized in the creation of these plans to ensure that they successfully supported the systems and

structures of the school, to guarantee that they reflected inclusive instructional practices, and also to ensure that they supported social and emotional learning. Our final assignment in the course was to assess our own teaching practices using the assigned rubric. This provided enormous insight into areas of strength, areas for personal growth, and areas that may have been overlooked as a professional.

This course applies to my professional development as an educator in a variety of ways. As a classroom teacher, it allowed me to reflect on my former teaching practices and identify ways that I had successfully utilized inclusive methods to create an educational environment for all. Additionally, it allowed me to discover other ways that I can successfully integrate Differentiated Instruction into a classroom. As a resource teacher, it provided me the opportunity to work collaboratively with other resource teachers to identify the programming and procedures necessary for successful classroom and/or school integration. My personal critique of the course is that the topics explored were necessary for my

development as a professional, however, the delivery of the content could have been more effective. As a course that discusses the importance of utilizing a variety of teaching modes to reach the multiple intelligences, very little variety was used in the instruction of this course. The positive learning experiences that I had during this course were obtained almost exclusively through the collaborative coursework opportunities. Additionally, many of the topics were explored from the perspective of an educator in an elementary school and therefore were not relevant to my current position.



M.Ed (Drama in Education)
Article By: Andrew Slade

July 14-21, 2013

This July I attended my second summer session at Trinity College in Dublin, Ireland in pursuit of my Masters in Education (Drama in Education). My M.Ed work is based on the teaching method known as Drama in Education. This pedagogy relies on teacher and students working on curriculum topics “in role”. While working in drama in education programs students and teacher often take on the role of characters set in fictional scenarios to solve problems that rely on academic, social or emotional skillsets. This fictional context gives the group a common goal that relies on their abilities in these areas to solve problems.

The focus of this year’s summer session at Trinity was to develop a research question that will be at the heart of my upcoming

exploration on the use of drama in education and its ability to relieve Math Anxiety in students. Math anxiety is often defined as a feeling of tension or fear towards mathematics that often interferes with a person’s ability to interact with numbers on academic and often everyday levels. The condition may stem from teaching methods that are more teacher directed and dependent on tests and exams to assess student learning. In an effort to alleviate this pressure, my research will rely on a particular strand of drama in education called Mantle of the Expert. A Mantle of the Expert program places students in role as experts working for an enterprise that allows for particular curriculum areas to be accessed through dramatic inquiry. Students work together to satisfy requests from clients. These requests often require students to use skills previously learnt in class as well as attain new skillsets to satisfy the client. I have been using drama in education, particularly Mantle of the Expert, in my classroom for the past four years and have witnessed even the most reluctant students become enthralled and engaged in curriculum content. It is my belief that drama in education’s unique approach to learning will allow students to work with math in a non-threatening environment. It will also give them motivation to do well; they are striving to help another person (the client) not just to achieve a high mark on a test. I believe this student centered, inquiry-based approach to mathematics may help reduce anxiety in students.

Upon the completion of my thesis I intend to use my findings to further develop my work using drama in education in my classroom. I believe that this teaching method has immense implications for the holistic development of students. When I have finished my thesis I would be happy to share my research data with my colleagues. This teaching method is ideal for teachers looking for innovative ways to provide students with authentic opportunities to learn, use and master skills acquired in class.

**University of Manitoba Elementary School
Counselling Course**
Article By: Amanda Schnell

July 2- 19, 2013

Instructor: Julie Southam

This summer I took a course at the University of Manitoba called Elementary School Counselling. The class ran from July 2 to July 19th and the instructor was Julie Southam.

Through this course we discussed the roles and functions of a counsellor in an elementary school. To do this we examined the four keep areas of school counselling; counselling, prevention, guidance education and coordination. We also had three guest speakers come in and give speeches on issues that we will face as counsellors. Lorna Hanson came for CFS and talked about working with CFS. Then Leslie Shafer came from MATC to talk about the programs MATC offers to families and schools. Finally Kathryn Roberts from MB Education came to teach the importance of record keeping.

The assignments were very practical and applicable to developing your own counselling program. Our first assignment was to develop a brochure to promote your counselling program. The second assignment was a group presentation on a current topic in counselling such as social anxiety, bullying, or poverty.

The third and final assignment was a Comprehensive outline of a counselling program. All three assignments were practical to starting up a counselling program.

This course offered a great overview of an elementary school counsellor's job and what responsibilities they have. For anyone interested in becoming a counsellor I would recommend this course. It helped to develop my understanding of the roles of a counsellor and become familiar with the ethics, values and cultural characteristics involved in counselling. The Instructor was very knowledgeable; as a current practicing school counsellor she was up to date on the issues we all face when working with students.

Daily 5/CAFE Conference—Atlanta, GA
Article By: Michelle Hancock

August 16 & 17th, 2013

Over the summer, I had the opportunity to attend the CAFE and Daily 5 Conferences in Atlanta, Georgia, presented by the Two Sisters themselves, Gail Boushey and Joan Moser.

The Sisters provided us with the most recent updates and changes to the way they implement Daily 5 in their classrooms. If you've ever thought to yourself, "Gee, I'd love to do Daily 5, but I just don't have time to do it all in one day," you'll be reassured to know that the Sisters have also been doing less than 5 per day due to shortened literacy blocks in their school districts. It felt liberating to know that I'm not the only one for whom a 2-hour literacy block is generally not a possibility! The Sisters gave us step-by-step directions for launching Daily 5, and clarified so many of the uncertainties I felt as I read over the steps in their books.

We also had the rare chance to meet a third sister, Carol Moehrle, this one a nurse practitioner who also works at the federal government level in an advisory capacity. She had a particularly salient message to share with us. She said that in life, there are Givers and there are Takers. Being a hall full of teachers, we nearly all self-identified as Givers. Carol challenged us to try being Takers sometimes, and this, in three specific ways: 1) Take charge – of the things that are within our control; 2) Take credit – for the great things we do in our classrooms; and 3) Take care – of ourselves: it's important that we be healthy and well too!

Finally, I left the conference with an arsenal of tangible tools. From sophisticated picture books, to chimes, to classroom tools and even a Gumby toy... but also links to the Sisters' website from which the public can access all the CAFE strategies and pre-made letters to parents explaining the literacy strategies and more.

This was an invaluable experience, and I would like to thank the Seine River School Division and our Board of Trustees for providing us with the Professional Development Fund. I learned so much and feel so much better prepared for my transition to Grade 4 at ELI, and none of it would have been possible without our PD Fund.



**Looking for funding for your own PD
experience?**

www.seineriverteachers.com/pd

International Music Camp Article By: Jim Warner

July 26-29, 2013

This summer I once again had the pleasure of attending the Adult Band Camp at the International Music Camp at the Peace Gardens (in between Boissevain MB and Dunseith, ND at the US/Canada border). The schedule was the same as last year, as was my involvement, generally – playing in the Intermediate Band and the Jazz Band and singing in Men’s Barbershop Chorus. I spent 80% of my time at camp in rehearsal!

I played clarinet in the Intermediate Band. I chose to play 2nd Clarinet, for a couple of reasons: I wanted the challenge of 2nd clarinet, which usually crosses over the break between chalumeau and clarion registers in the clarinet; and all of the 1st Clarinet parts were taken when I arrived! I really enjoyed the 2nd clarinet position, though. I ended up playing a soli duet/quartet in Chisholm Trail, one of our pieces. Oh yes, the pieces: Washington Grays (march); Chisholm Trail (western-ey swing); Granada (a latin piece – the kind you would hear at a bullfight); and October Farewell (beautiful piece – a memorial to the composer’s grandfather). The performance of these pieces, especially the last, was especially poignant as our conductor’s brother-in-law passed away the night before the performance. Playing these tunes stretched everyone in the band!

A note about tune selection. The Intermediate Band, under the direction of Dr.



John Darling, played tunes that were difficult yet attainable in at least some sense for everyone in the band. The director made it clear: “if you can’t play it, DON’T PLAY IT. I’m not looking at anybody, and I do it too, when faced with something very difficult for me. I practice it in private, but I don’t mess up the band by attempting something I cannot play.” This was a great relief to the band! Now, usually the band has around 55 people in it, but this year a number of Advanced Band musicians, who usually go for the difficult music, came over to the Intermediate because they did not like the Advanced Band music. It was ridiculously difficult. The last piece they played at the concert lasted 18 minutes and had many odd time signatures, one of them 18/8, another 3/16, and so on. A good reminder for me – challenge is fine, but don’t get foolish about it. There needs to be a light at the end of the tunnel.

Jazz Band had a curve ball waiting for me. I had brought my guitar and amp to play, but the director asked me to play bass, as there wasn’t anyone else. I agreed, thinking “how hard can this be?” as I had played last year’s charts without a problem. “Taking the Plunge” was easy – 12 bar blues, only a couple of twists easily navigated. The second tune, “Spain” made up for that in spades. It was in Db and moved at light speed in cut time, and had a 6/8 section and a 4/4 section as well. I was sweating for Spain! Beware of complacency!

Barbershop Chorus was expanded this year, from 11 to 16. It was a good-sounding chorus, too! I count the contacts made here to be valuable, as I do with the instrumental side of camp. With barbershop, I learned of a workshop on September 28 at IMC for high school students who want to sing acapella gospel and barbershop music. It sounds very interesting! The chorus sang three tunes – Let There Be Peace on Earth, Crazy ‘Bout Ya Baby, and Ein Prosit (a toasting song)

These three ensembles were great, but the thing that had the biggest impact on me was my clarinet lesson and 2 sectionals with Dr. Jana Starling, a clarinet instructor from

Western University in London, Ont. (She graduated from Brandon U) She played “Carnival of Venice variations” at the Staff Recital, and it was incredible! Great tone, super breath support and a superb example of circular breathing while playing flawlessly! During my lesson we worked on my tone and embouchure to correct some bad habits I had fallen into unwittingly, and I came away inspired to practice and play more often with the new principles in mind.

Let’s see – is that all? No! Student recital on Monday night saw me playing bass for a funk tune called “Vehicle” and drums for a Dixieland combo. I am definitely going to purchase Vehicle for the SAC jazz group! Cool tune. Later on at coffee I played drums with the German Club band, and the people polka-ed on!!

I found this camp to be valuable . I admire the adults at the camp who are determined to play their instruments better and learn more about music. I am inspired by talented and knowledgeable directors who can bring out the best in an ensemble. Lastly, I am thankful that the SRTA PD Fund enabled me to attend this developmental activity.



Some listening, if you want!

<http://listeninglab.stantons.com/title/chisholm-trail/474158/>
<http://www.stantons.com/sheet-music/title/granada/04001253/>
<http://www.stantons.com/sheet-music/title/october-farewell/38366/>

<http://www.youtube.com/watch?v=Sv-jUF5ochQ> (Washington Grays)

Learning Forward Summer Conference
Article By: Teresa Hampton

July 21-24 2013

I had the opportunity to attend the Learning Forward Summer Conference in Minneapolis in July by accessing the SRTA P.D. fund. Learning Forward is a professional development organization that is dedicated to work with leaders to support educators in their own professional learning. I attended a pre-conference session called “Coaching Matters” and attended the following sessions during the remainder of the 3 days of the conference: “Building a Learning Community from the Ground Up”, The Skillful Team Leader: Overcoming Hurdles for Professional Learning”, “Collaborative Coach and Teacher Partnerships: Are We There Yet?”, “Coaching and Feedback and Rubrics.....Oh My!” and “Integration of Learning Methods to Enhance Response to Intervention”. The sessions that I attended all discussed how to support teachers in their own professional learning through coaching and collaboration. Respect for professionalism and understanding teacher autonomy were the key points discussed in all of the sessions I attended. Respecting professionalism

through collaboration requires that all people involved can develop a clear picture of the “current reality”. There were a number of different strategies presented on how to create the current picture of reality through collecting data, videotaping or viewing student work samples. From the current reality the group collaborating can create a goal and develop steps to meet that goal. It is important to develop the clear picture of the current reality as the first step so that the goals that are created are meaningful and will create change with a focus on the impact on student learning. Supporting teachers in creating this clear picture, developing their own goals and steps to reach the goals respects the professionalism of the teacher and will have an impact on student learning. Developing a collaborative relationship also requires respecting autonomy. Respecting autonomy acknowledges that the professionals involved have a say in what their professional learning requires. Respecting autonomy develops through listening to the teacher’s voice, ensuring equality, allowing for choice, supporting reflection and creating time for meaningful dialogue. The collaborator’s role respects the teacher’s autonomy by supporting the teacher in developing clear goals that really

matter and supporting the steps in meeting these goals. It is the collaborator’s role to ask the teacher questions and present options so that the teacher becomes the person who does the thinking and develops their own solutions based on the options provided. It is important for the teacher to be involved in the thinking or they will resist making a change.

The conference provided me with a framework to guide my collaboration with school teams and classroom teachers within my role as Student Services Consultant. I also came back with a variety of different strategies to support teachers and school teams to create goals that are meaningful to them but also support them in making a change. The ideas presented at this conference were exactly what I needed at this point in my own professional learning. I have spent the last year getting to know school teams and teachers and the ideas and strategies were what I needed to support school teams. I greatly appreciated the opportunity to attend this conference.

Bullying in Schools: Issues and Interventions

Article By: Alissa Vivian

July 2- July 19, 2013

Facilitator: Anita Mayer

This course examined many of the topics and issues related to bullying. Some of the areas explored included the GLBTQ community, students with disabilities, students who are cutting or causing self-harm, harassment in sports, cyber bullying, and the importance of the bystander. The instructor used a variety of modes to present the information and to encourage classroom discussions. The use of documentary films, TV interviews, case studies, YouTube videos, Manitoba Documents, Journals, Articles, and guest speakers provided us the opportunity to explore these issues from a variety of different perspectives. Additionally, the instructor encouraged people to share their current or past experiences with bullying, which we then discussed as a class. These classroom discussions proved to be the most educationally rewarding components of the class.

The experiences that people shared often resonated with many, and re-emerged in later classes.

The topic of bullying applies to all aspects of working in the school environment. Many of the situations or cases we explored are current

concerns for students that I work with. This course provided information, and recommended additional resources, on how to support students with various needs relating to the issues surrounding social isolation, emotional trauma, and physical aggression. Additionally, we also explored the issue of bullying that occurs between colleagues within the school environment, which is also an unfortunate reality in our profession. After taking this course, I feel that I am more confident in my ability to both recognize and respond to bullying behaviours or warning signs more effectively. I also feel that I have many more resources to support myself and others on a variety of topics related to bullying.

My personal critique of the class is that it was one of the best I’ve completed at the University of Manitoba. The instructor was entertaining, knowledgeable, and welcoming to others’ experiences and comments. She utilized a variety of different modes to deliver instruction, which ensured that a variety of perspectives were offered. Topics were discussed with great honesty and transparency, which in turn caused the classes to evoke a variety of emotions. It was a thought provoking class that required the students to become emotionally invested in the topic.