

The Apple Core

June 2019

Upcoming Events

GVTA Executive meetings:

- September 10th

Other dates to follow in the
September Apple Core

Held at GVC and begin at 4:00.

All members are welcome

Other Events:

- June 22nd— Morden Pride Parade, 2pm, Morden Park Bowl
- June 28th—Last day of classes
Enjoy the summer break!



Greetings, GVTAers;

With the days counting down, there are a few pieces of information to pass on as the year comes to a close.

Safe & Inclusive Workplace Survey

Four years ago, MTS began a partnership with the University of Winnipeg to conduct research on Safe and Inclusive Workspaces. The end of the partnership is upon us, so it is time to gather data on the current situation. Teachers have been e-mailed an individual link to the survey on about June 14th (Invitation: MTS 2019 Safe and Inclusive Workplace Survey”), and it is also available on “MyProfile”. While it is acknowledged that the timing on this could be better, the survey will be open until July 31st. Participants may also enter a draw to win an iPad.

GVTA Executive Changes

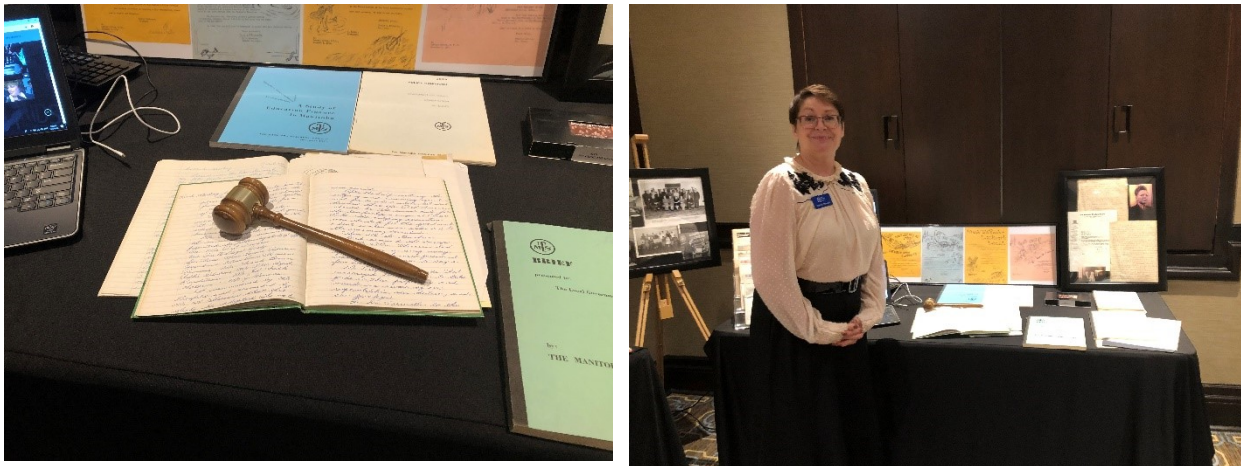
It is with appreciation and some sadness that GVTA will say “good-bye” to the following Executive Members who are finishing their term on the executive. Dave Goertzen II (SUB), Cindy Phillips (WES), Marty Siemens (BES), Joanne Unrau (HES), and Karla Rootsart (SWD) are all concluding their terms and will not be returning to serve GVTA members in their current capacities. We look forward to their continued leadership in their schools.

Joining the executive as we move ever forward are Kayly Letkeman (DO), Jonathan Cullen (NPC), Donna McCausland (NPC), Jennifer Kennedy (SWD), and Esther Klassen (WES). We are also awaiting school-based elections to fill member-at-large positions representing Emerado Centennial and Border Valley/Blumenfeld. Look for a chart later in this issue detailing the current make-up of the executive.

continued on the next page....

MTS Archives

MTS archivist Mireille Theriault now holds the handwritten meeting minutes of GVTA's inaugural year in 1964 through to about 1983, as well as our GVTA gavel. Pictured below at MTS Spring Council is Mme. Theriault posing with our two handwritten ledgers and the gavel.



The Society 100 Years History website is now live and can be accessed through their main website or by following this link: <http://www.mbteach.org/mts100/>.

New Canada Shared Parental Benefits

If your child is born or placed with you for the purpose of adoption on or after March 17, 2019 and you share EI parental benefits with another parent, you may be eligible for 5 extra weeks of standard parental benefits or 8 extra weeks of extended parental benefits. The benefit grants additional weeks to partners who share the parental/adoption leave, with each partner taking a minimum of 5-weeks (standard, or 8-weeks extended) leave. More information can be found here: <https://www.canada.ca/en/services/benefits/ei/ei-maternity-parental.html>. The extra weeks may be eligible for 90% top-up under “Article 10: Parenting Leave” of our collective agreement with the division.

With my wife and I expecting a new baby (#3) in early September, I will be taking advantage of the new 5-week benefit. The time can't be taken until after she (a girl!) is born, so the exact timing of my leave isn't known, but the baby is due September 7th. I will still be available by phone, e-mail, and in-person by request during this time.

Many more members are transitioning this year into something new or different than in any other year. I hope for you a smooth transition into the following year. Change can be hard, and change can be stressful. Please look for ways to reward yourself, be gracious to your co-workers, take time to breathe, don't forget your hobbies, and spend time with those who bring you joy.

In solidarity,

Joel, GVTA President
GVTAPresident@gmail.com

204-384-5635 (call or text)

Garden Valley Teachers' Association members work on the traditional lands of the Anishinaabe, and the homeland of the Métis nation. GVTA respects the Treaties that were made on this territory.

Employee Benefits

Taking a Trip this summer? Check out your Travel Health Benefits

For Example—Did you know that:

Travel Health coverage is provided for you and your dependents:

- travelling on vacation or business, or
- while on sabbatical, paid or non-paid leave, employee exchange or other such similar absence.

Travel health benefits are applicable to unexpected emergency treatment only. Benefits are payable with no overall maximum.

There is a 90-day maximum on any trip that includes travel outside of Canada.

- Any trip in excess of 90 days, that includes travel outside of Canada, is not eligible for coverage.
- This coverage cannot be extended beyond the 90-day trip limitation. Any extension purchased to extend coverage beyond 90 days will invalidate all coverage for that trip.
- All trips must originate and terminate in your province of residence.

For complete information on benefits which includes exclusions, limitations and contact information check out the web site at www.mpsebp.ca.

Substitute Report

The substitute teachers met with President Joel Swann on Wednesday, June 12 at Country Kitchen in Winkler. We had a good discussion on a variety of subjects.

Topics included: blue cross and pre-existing conditions at retirement, changing medications and travel out of country, substitute teacher logins at schools: own device vs. divisional devices, substitute teachers responsibilities during prep time, divisional communication to subs.

2019-2020 GVTA EXECUTIVE

Position		Executive Member & School/Unit		
Elected March 14, 2019	President	Joel Swaan (PLS)		
	Vice-President	Mike Urichuk (SUB)		
Elected May 28, 2019	Treasurer	Rhonda Peters (NPC)		
	Secretary	Mary Eberling-Penner (PCS/EDW)		
	Collective Bargaining	Chair	Mike Urichuk (SUB)	
		Co-Chair	Moyra Vallelly (JRW)	
	Education Finance	Chair	Anny Froese (PDS)	
		Co-Chair	Jennifer Kennedy (SWD/HES)*	
	Employee Benefits	Chair	Gwen Heinrichs (DO)	
		Co-Chair	Kirsten Carman (GVC)	
	Equity & Social Justice	Chair	James Driedger (NPC)	
		Co-Chair	Donna McCausland (NPC)	
	Indigenous Education	Chair	Roxanne Baraniski (PRS)	
		Co-Chair	Ashly Dyck (PRS)	
	Professional Development	Chair	Raffaele Bagnulo (NPC)	
		Co-Chair	Jennifer-Laura Heide (DO)	
	Public Relations	Chair	Jonathan Cullen (NPC)	
		Co-Chair	Kayly Letkeman (DO)	
	Social & Teacher Wellness	Chair	Caitlin Parr (GVC)	
		Co-Chair	Amanda Rempel (PDS)	
	Workplace Safety & Health Liaison	Mary Eberling-Penner (PCS/EDW)*		
	Appointee	Past-President	VACANT‡	
To be elected by Schools/Units	BVS/BES Member-at-Large	<i>To be elected by BVS/BES GVTA Members</i>		
	ECS Member-at-Large	<i>To be elected by ECS GVTA Members</i>		
	WES Member-at-Large	Esther Klassen (WES)†		

* Appointed by GVTA Executive at June 3rd Executive Meeting

† Elected by the school/unit represented

‡ If the current past-president chooses not to serve or has left the division, this position remains vacant.

Bold Schools/Units indicate school representatives

MTS 2019 SPRING COUNCIL

GVTA Executive members Mike Urichuk, Gwen Heinrichs, Roxanne Baraniski, James Driedger, Kirsten Carmen, Raffaele Bagnulo, Anny Froese, and Joel Swaan attended MTS Spring Council in May.

The results of the provincial elections are in the GVTA Executive Meeting Summary later in this issue. Here is a breakdown of the resolutions:

The following resolutions were passed at council:

- Whistleblower Protection
- MTS Human Resources Committee
- COSL: 2 delegates at Spring Council
- Presidents' Council: 4 meeting/year (up from 3)
- Communications Strategy re: PISA and misuse of data
- Budget & Implementation of WELCOM Recommendations
- Respectful Meeting Protocol
- Provincial Collective Bargaining Protocol
- Assistant General Secretary added to MTS Bylaws
- President Release Subsidy increase for Locals < 150 Members
- Ad Hoc to study Alternative Formats of AGM
- Ad Hoc to study Associate Members from First Nations Schools (Federal)
- Lobby Government for Armed Intruder Policies & Training
- One Provincial Council meeting *after* Presidents' Council
- Oppose any attempts to remove Clinicians from MTS
- Explore Local Representation post-potential Amalgamations
- Develop guidelines on being a strong ally at Caucuses
- Raise Per Diem rates: Breakfast \$15, Lunch \$20, Supper \$35
- Ad Hoc to advocate for comprehensive sex and health education across grade levels
- Further remove barriers faced by 2SLGBTQIA* within MTS functions
- Babysitting available at next Spring Council if less than \$8000

The following resolutions were defeated:

- Prorated Membership fee for members on Leave
- Regional Representation on Provincial Executive
- Elimination of Drop-down procedure during elections
- Examination of ÉFM Budget
- Default option for *The Manitoba Teacher* to be digital
- FAB 5 attendees to receive own mileage & not-shared hotel rm
- Investigate value of CTF membership to members
- Lobby for increase to Per Visit maximum for paramedical health

The following resolutions were Referred to the Provincial Executive:

- EAP Trauma Team
- Funds for Presidents to attend Provincial Executive meetings
- Hiring of 2 additional EAP officers





Manitoba's Commission on Kindergarten to Grade 12 Education
470 – 800 Portage Avenue
Winnipeg, MB R3G 0N4
K12educationcommission@gov.mb.ca
Fax: (204) 945-0221

May 29, 2019

Dear Commissioners;

Thank you for taking the time to seek input with regards to Manitoba's Education system and processes. As the elected representatives of the teachers, clinicians, principals and vice-principals, and substitute teachers of Garden Valley School Division, we feel honoured for the opportunity to participate in the potential betterment of the governance and administration of the services provided to the students of our division. We would like to address the commission on the following points: accountability vs. professional autonomy, the provincial report card, the need for clinicians as divisional entities, and the importance of local voice in educational matters.

Accountability, Standardized Testing, and the Provincial Report Card

Student achievement and growth is at the forefront of our work as teachers. With the assistance of strong educational leaders chosen as Principals and Vice-Principals, we have school teams that are dedicated to student growth and achievement. Here, we use programs such as Roots of Empathy, Leader in Me, and locally designed professional development through Professional Learning Teams and Collaborative Learning Groups, school divisions are holding teachers accountable as to what is taking place in their classrooms.

There is a strong current trend towards standardized testing as a means to record and observe student progress. With our primary students – particularly those in Kindergarten through Grade 4 – this necessitates one-on-one time with teacher and student. In order to facilitate this one-on-one time, primary teachers need to be released from their classrooms so as to test each student individually while a substitute teacher is hired to teach the remainder of the class. Standardized testing in primary grades means that teachers take time away from teaching to obtain scores from individual students. While these scores could be used to measure the amount of progress individual students have made, it is not generally used for that purpose. Rather, standardized test scores are loaded into a binary system of students-at-level vs. students-not-at-level. The progress and individual success of students is not generally taken into account in the process of reporting on the data. This means that – in the strictest sense – students who begin the year above level are not held accountable for growth; conversely, students who start the year significantly behind the benchmark and progress to be only

marginally behind are also not recognized for their abundant achievement. This wholesale one-size-fits-all model does a disservice to our students.

Provincially, we are not testing the same students from one year to the next – for example, we test all grade 3s in math, but not the following year in grade 4. This means that the data is incomparable, and insufficient to show trends within grades or student advancement.

All growth in education is dependent on relationships, which are not testable. When parents contact their child’s school, they are not interested in standardized test scores – they are interested in progress, relationships between their children and their peers and teachers, independent thinking, and skills that will help them to achieve success in life: Again, none of these can be boiled down to a simple number. So while standardized testing is not measuring these attributes, the provincial report card also does our students a disservice. Formal grades, particularly in early years, are not beneficial, particularly as students move on from one grade to the next regardless of academic performance. Having good marks is different than being a successful person – we are working on the citizens of tomorrow.

Recommendation #1: Minimize the importance of standardized tests as markers of student ability.

Recommendation #2: Emphasize creative and critical thinking skills when updating curriculum documents.

Recommendation #3: Consider alterations to the Provincial Report Card to simplify the mechanisms for feedback, particularly with primary grades where students advance regardless of ability level, but also with regard to percentage grades at middle years.

Professional Autonomy

As professionals, teachers are skilled in diversifying their lessons to meet the needs of the students. Our teachers use their voice in many diverse ways, always with the aim of helping our children become global citizens and the neighbours of tomorrow. It is important that teachers have professional freedom to choose what will serve our students best. Classroom buddies, community partnerships, project-based learning, and classroom pets are initiatives that our local teachers integrate for their students.

It is necessary for teachers to have some level of professional autonomy within their classrooms. Prescribed standardized tests have the negative potential to lead to prescribed lesson plans and a one-size-fits-all approach to lesson planning. The stronger the emphasis on standardized test results, the increased likelihood of standardization in our classrooms. Teachers need flexibility to diversify their lesson plans to suit the multitude of needs within their class; their professional autonomy is necessary within our integrated classrooms. This means that teachers would become accountable to the educational leaders within their schools: the principals and vice-principals who have the educational authority and ability to identify strong practices, and to coach those who are still developing. It is important that the

leaders in our schools are not just financial managers, but rather that they understand learning and the learning process, and are able to assist the teachers in their building to do the same.

Recommendation #4: Support the hiring of Principals and Vice-Principals as teachers who have become educational leaders.

Recommendation #5: Keep Principals and Vice-Principals as teachers first, and school leaders second: keep principals and vice-principals in the teachers' union.

Clinicians

Our school services teams are school-based teams made up of the principal, vice-principal, resource teachers, guidance counsellor, and our clinical service providers who meet regularly to discuss student needs, and they jointly develop the plans necessary to meet those needs. These meetings are crucial to the success of our students, and they support our teachers and educational assistants in their roles.

As relationships as crucial for the best development of the child, it is important that clinicians are employees of the school divisions, and part of school teams. The work of school social workers, speech-language pathologists, and school psychologists within school communities is critical for student success and meeting outcomes. It is important that those who are diagnosing and designing evidence-based intervention for students have the ability to develop trust with students and the school teams that they work with. The pace of the school cycle works differently than the resources of the health field, so when these positions are outsourced, consistency is lost. As the expectation is that all school-age children will have their needs met in these fields through the education system, a higher integration of these services in our schools will best serve the needs of students. As such, the ratio of clinicians-to-students needs to be improved in order to meet the increasingly diverse clinical needs of the student population.

Recommendation #6: Increase the amount of dedicated funding that supports the hiring of clinicians (social workers, speech-language pathologists, school psychologists, occupational therapy, etc.) by divisions as divisional employees.

Recommendation #7: Keep clinicians in the teachers' union: guaranteed rights and negotiated salaries make positions within divisions more attractive.

Local Autonomy

Having local autonomy is important for us. We have the opportunity to meet face-to-face locally due to our size, and to keep our members advised and apprised of local issues, as well as to hear from them and listen to their needs. We also have strong working relationships with our senior administration and with our board, and we have the ability to meet and collaborate in a timely, efficient manner. If there are concerns or opportunities to partner, it can be done without spending hours on the road.

Professional development is designed locally with the needs of local teachers in mind: we seek feedback from our members, meet with our divisional leadership, and design and execute effective, meaningful professional development based on the needs expressed by teachers. Divisional working committees are currently within a physical proximity that allows for expediency and effectiveness.

There is a larger size at which we would no longer be able to mobilize teachers within the area to meet as Professional Learning Communities, Collaborative Learning Groups, or to provide centrally available resources. Our divisional coordinators for literacy and numeracy are working within a distance that allows them to spend most of their time working in schools with teachers and students directly, rather than on the road travelling from location to location. Due to our size, we are most effective with keeping our personnel resources in our buildings, and not in their cars travelling from site to site.

Recommendation #8: Keep school divisions at a size where meeting, collaboration, and travel time is most efficiently spent.

We are appreciative of your time, and trust that you are considering the educational needs of Manitoba's students first and foremost. We value the opportunity to present information to Commission for the benefit of the students that we serve.

Sincerely,
Garden Valley Teachers' Association

cc: Hon. K. Goertzen, Hon. C. Friesen, Garden Valley School Division

SUBMISSION TO
**MANITOBA'S
COMMISSION
ON KINDERGARTEN
TO GRADE 12 EDUCATION
MAY 2019**

MY CLASSROOM. OUR FUTURE.



A CENTURY OF SOLIDARITY



The
Manitoba
Teachers'
Society

**Norm Gould, President
The Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, MB R3J 3H2
May 3, 2019**

**Manitoba's Commission on Kindergarten to Grade 12 Education
470 – 800 Portage Avenue
Winnipeg, MB R3G 0N4**

Dear Commissioners,

On behalf of Manitoba's 16,000 public school teachers, The Manitoba Teachers' Society welcomes the opportunity to work together to improve our public education system for future generations.

Education is often referred to as the great equalizer, however students in Manitoba face numerous obstacles, on a daily basis, in their attempt to access education. The number one challenge is poverty and Manitoba continues to fall behind, with a staggering 12 to 22 per cent of children living in poverty. The percentage is even higher among Indigenous communities.

Research confirms poverty's negative influence on student achievement and retention in school. According to The Canadian Council on Learning, pre-schoolers from low-income families are twice as likely as those from higher income families to be delayed in measures of cognitive development, numeracy and literacy.

These students are essentially entering the school system already behind their peers in so many ways. They are more likely to drop out of school before graduating and can end up on the wrong side of a lifelong gap in employment, earnings and even life expectancy, all in all perpetuating the cycle of poverty.

It is imperative that any plan for improving the public education system includes a comprehensive action plan for reducing the impact of poverty on students.

Funding is also key when it comes to improving the public education system, and while we are aware that this review will not focus on education financing, we would be amiss if we did not reiterate that education must be adequately funded to be effective. The Society supports a model in which public school education is 100 per cent funded by the provincial government. This would improve equity across divisions and ensure long-term sustainability.

We hope that you will take time to reflect on the issues and concerns raised by Manitoba's educators as you work through the consultation process. If you have any questions or require further clarification or documentation, please do not hesitate to contact me.

We look forward to the recommendations and anticipate that they will maintain a focus on improving student learning and wellbeing through innovations based on evidence-based, peer-reviewed research.

Sincerely,



Norm Gould

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Executive Summary

Introduction

Educators believe that public education should provide all students with opportunities to realize their full potential, in an environment that is safe, caring and inclusive.

With these values in mind, as a stakeholder in public education, representing 16,000 public school educators, The Manitoba Teachers' Society is pleased to make this presentation to the ***Commission on Kindergarten to Grade 12 Education Review***.

We appreciate the opportunity to participate in this consultation process and are eager to help in the development of final recommendations to "create an education system that achieves better outcomes for students and reflects the economic and societal needs of Manitobans, both today and in the future." (Manitoba Commission on Kindergarten to Grade 12 Education)

Our submission focuses on the area of teaching, as identified by the Commission's Mandate: "How can we help teachers and school leaders to achieve better outcomes?" It looks specifically at what inputs are necessary to achieve the desired outcomes. In this case, "desired outcomes" refer to a student's ability to reach his/her full potential, which will vary by student.

We have identified eight topic areas where improvements would benefit the overall public school system:

1. Poverty;
2. Class size and composition;
3. Curriculum and assessment;
4. Improved access to clinicians and student support services;
5. Development of teaching and leadership standards;
6. Professional learning and development for teachers;
7. The Truth and Reconciliation Commission's Calls to Action #62 and #63; and
8. French-language education.

Full analysis concerning each of the recommendations are in the "full analysis" document that is attached.

Poverty

Recommendation 1:

That the Government of Manitoba establish a universal meal program for all school-age children. The program must be available for any school-age student at no cost to the student regardless of perceived need.

Recommendation 2:

That the Government of Manitoba work with the City of Winnipeg, other municipal governments in the province and any other applicable parties in establishing a pilot project offering bus tokens to students, so that paying the fare for public transportation is not a barrier to accessing education.

Recommendation 3:

That the Government of Manitoba establish a task force to focus on how socio-economic conditions affect access to education, with a mandate to improve access for the province's most vulnerable students within an appropriate and reasonable timeframe. The Society should be part of this task force.

Class Size and Composition

Recommendation 4:

That the Government of Manitoba reinstate the cap on class size for Kindergarten to Grade 3 to help ensure that teachers are able to give students the individualized attention they need to improve educational outcomes.

Recommendation 5:

That class composition i.e. students with exceptionalities (defined as those students identified as having behavioural problems or mental or physical disabilities, as well as other special needs students including gifted students), English and French as an additional language learners (defined as students whose first language differs from the school's primary language of instruction, and who may require focused educational supports to assist them in attaining proficiency in that language) be taken into account when determining class size.

Curriculum and Assessment

Recommendation 6:

That the Government of Manitoba review and update any K-12 curriculum that is older than seven years. Further, that any new curriculum include representative teacher participation in the development process, be based on a clear multi-year curriculum development implementation plan and be sustainably funded.

Recommendation 7:

That the Government of Manitoba support classroom-based formative assessments that align with existing and new curriculum. Further, that the results of any provincial assessments be used to access/determine if more resources are needed in certain jurisdictions. Reporting of common provincial assessments and data should be limited to providing a provincial, not an individual school or divisional, snapshot of how the system is performing.

Improved Access to Clinicians and Student Support Services

Recommendation 8:

That the Government of Manitoba make a firm commitment to reducing the wait time for assessing students with learning disabilities, so that those who qualify for a special education designation receive early intervention and the necessary supports, regardless of where in the province the student is attending school.

Recommendation 9:

That the Government of Manitoba develop a comprehensive mental health curriculum for K-12 students, promote mental wellness and help reduce the stigma associated with mental health issues.

Further, that the Government of Manitoba ensure that mental health services are readily accessible in schools and increase the number of school counsellors and other specialist support teachers to address students' mental health issues where necessary.

Recommendation 10:

That the Government of Manitoba ensure that students requiring clinician resources, such as psychology, social work, physiotherapy, occupational therapy, audiology, speech and language pathology, etc. are given access in a manner that is timely, efficient and effective.

Development of Teaching and Leadership Standards

Recommendation 11:

That the Government of Manitoba work with The Manitoba Teachers' Society to develop uniform teaching and leadership standards for the profession.

Professional Learning and Development for Teachers

Recommendation 12:

That the Government of Manitoba and school divisions work together to review funding for professional learning and development (PLD) for teachers to ensure that PLD is adequately funded by Manitoba Education and Training so that teachers have ongoing opportunities to increase skills for their work in complex and diverse classrooms.

Recommendation 13:

That the Government of Manitoba, The Manitoba Teachers' Society and school divisions work together to facilitate appropriate professional development opportunities, which is accessible to all teachers and reflective of complex and diverse classrooms.

Further, that the Government of Manitoba and school divisions work together to ensure that teachers are given more autonomy to choose professional development opportunities that are reflective of their specific classroom needs.

The Truth and Reconciliation Commission's Calls to Action #62 and #63

Recommendation 14:

That the Government of Manitoba maintain an annual commitment to Indigenous education as reflected in #62 and #63 of The Truth and Reconciliation Commission's Calls to Action, in consultation and collaboration with Survivors, Indigenous peoples, and The Manitoba Teachers' Society, to:

1. Make age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada relevant to the local community and Nations involved.
2. Provide the necessary funding to schools for the use of certified teachers, acting in the capacity of Indigenous education consultants, and the use of Elders to utilize Indigenous knowledge and teaching methods in classrooms.
3. Increase support to Indigenous parents and caregivers to better engage families at the school level.
4. Build teacher-student capacity for intercultural understanding, empathy, and mutual respect, using anti-racism curriculum and teaching resources developed by Manitoba Education and Training.
5. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
6. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content and Indigenous student achievement.
7. Provide time for teacher professional development that promotes reconciliation.

French-Language Education

Recommendation 15:

That the Government of Manitoba, the Bureau de l'éducation française, and all other stakeholders work together to develop a strategy for recruiting and retaining French-language teachers.

Further, that the Government of Manitoba make a commitment to increase bilingual staff in all positions in French Immersion schools.

Recommendation 16:

That the Government of Manitoba, the Bureau de l'éducation française, and all other applicable parties work together to ensure that students enrolled in French Immersion programs are being given the supports they need to succeed, graduating with bi-lingual capabilities.

Recommendation 17:

That the Government of Manitoba and the Bureau de l'éducation française ensure that the curricula for the Immersion and Francophone programs are created in French (not translated) in order to integrate linguistic and cultural differences and to respond to the needs of the community.

The Manitoba Teachers' Society Educational Review Submission - FULL ANALYSIS

For Manitoba's Commission on Kindergarten to Grade 12 Education
May, 2019

Introduction

For 100 years, The Manitoba Teachers' Society has been the voice of public school education in this province and we wholeheartedly welcome the opportunity to participate in this once-in-a-generation review of the K-12 public education system.

We are committed to working together to ensure that all students are provided equal opportunity to reach their full potential in safe, caring and inclusive schools.

Our 16,000 members are on the frontlines of the education system, and are acutely aware of the daily challenges and opportunities for improvement in Manitoba's public schools.

We have identified eight topic areas where improvements would benefit the overall public school system:

1. Poverty;
2. Class size and composition;
3. Curriculum and assessment;
4. Improved access to clinicians and student support services;
5. Development of teaching and leadership standards;
6. Professional learning and development for teachers;
7. The Truth and Reconciliation Commission's Calls to Action #62 and #63; and
8. French-language education.

The following is a full analysis and rationale for the 17 recommendations included in the *Executive Summary*, in response to the question "How can we help teachers and school leaders achieve better outcomes" as identified by the Commission's mandate.

Poverty

There is overwhelming evidence that links poverty with reduced achievement in educational outcomes. Bronell, Fransoo and Martens (2016) is most succinct in their conclusion, that “socioeconomic status is the single most powerful predictor of educational outcomes.”

Child poverty in Manitoba ranges from 12 per cent to 22 per cent, depending on the measure, and is higher than Canada’s overall average. The percentage is even higher among Indigenous communities where one in two First Nations children, one in four Métis and one in four Inuit live in poverty, all higher than in Canada overall (Child and Youth Report, 2017).

According to The Canadian Council on Learning, “pre-schoolers from low-income families are twice as likely as those from higher income families to be delayed in measures of cognitive development, numeracy and literacy” (Flessa & McAdie, 2007).

Put simply, when students from poor households enter the education system they are already at a disadvantage and are less likely to graduate which can lead to a lifetime of challenges and costs.

Highschool dropouts are less likely to find a job and earn a living wage, and more likely to be poor and to suffer from a variety of adverse health outcomes (Rumberger, 2011). Moreover, they are more likely to rely on public assistance, engage in crime and generate other social costs borne by taxpayers (Belfield & Levin, 2007).

In 2013, The Canadian Centre for Policy Alternatives estimated the lost income and productivity of 11,000 low-income youth failing to graduate at \$23 billion, lost taxes at \$9.9 billion and additional social assistance payments at \$1.4 billion.

There are many reasons why these students underperform and eventually drop out of the school system. The two most common reasons we hear from our members have to do with food insecurity and the lack of transportation to and from school.

It is well established that proper nutrition supports effective learning for students, and since children spend half of their waking hours at school it makes sense to use schools as the medium for providing food to help instill healthy eating habits in a non-stigmatizing way.

Recommendation 1:

That the Government of Manitoba establish a universal meal program for all school-age children. The program must be available for any school-age student at no cost to the student regardless of perceived need.

Currently, some schools provide breakfast and lunch programs, some at a cost and others for free. In 2016/17, the Child Nutrition Council of Manitoba (CNCM), which funds school nutrition programs, served 3.7 million snacks and meals, reaching 24,000 students and 239 programs.

It is important to note that 60 per cent of the programs supported by CNCM needed to access further resources to meet the unmet demand of students in their schools. These programs should be able to access more stable and less complicated sources of funding and be able to expand to all public schools.

Students who are unable to walk to school due to distance, weather conditions or safety concerns, can have a difficult time arranging an alternate means for getting there. For many low-income parents, dropping kids off at school in a car is not an option, and at \$70.10 for a monthly youth bus pass, the cost of public transit is unaffordable.

Some school divisions are already budgeting funds to help cover the cost of getting students, who would otherwise not be able to afford it, to school.

In 2018/19, the Winnipeg School Division allocated \$309,000 from its annual budget for buying tokens for low-income students and special programs. The Louis Riel School Division has a \$18,000 transportation budget, of which a portion supports students from low-income households. Pembina Trails spent \$23,784 in the 2017/18 school year on Winnipeg Transit reduced fare tokens and the reloading of Peggo cards.

However, as in the case of breakfast and lunch programs, the demand for bus tokens is much higher than supply, resulting in waiting lists at some schools.

Recommendation 2:

That the Government of Manitoba work with the City of Winnipeg, other municipal governments in the province and any other applicable parties in establishing a pilot project offering bus tokens to students, so that paying the fare for public transportation is not a barrier to accessing education.

While we have chosen to focus on addressing food insecurity and transportation issues as ways to reduce the effect of poverty on students, this is just the tip of the iceberg. For example, more and more schools are imposing fees to cover the costs of supplies like paper and notebooks as well as transportation for field trips. The costs associated with field trips, which often enrich the educational experience, is a barrier for some students.

Students living in poverty should have equitable access to co-curricular activities (activities that take place outside the classroom but reinforce or supplement classroom curriculum in some way e.g. music and art) and extra-curricular programs (activities that occur outside of the educational setting and do not provide instruction or experience to supplement the academic curriculum e.g. involvement in martial arts, Girl Guides etc.).

Co-curricular and extra-curricular activities help foster the all-round development of students through experience. Research shows that students who participate in these activities achieve higher academic results, develop stronger relationships in schools and are more likely to lead an active and healthy lifestyle.

Unfortunately, many families simply cannot afford the costs to register their children in these activities, which can average \$1,120 per year (Simpson, 2017), and they look to schools to fill this void.

The rising cost of school supplies present another burden for students from low-income households. In the August, 2017, Winnipeg Free Press article, Schlesinger (2017) cited a study from RetailMeNot.ca where it noted that families spend almost \$900 for back-to-school supplies.

Technological devices, which are becoming increasingly necessary for students to fully participate in all classroom activities, have been one of the factors behind the rising costs. And while the provincial guide for the Bring Your Own Device (BYOD) program stipulates that the equity must be taken into account, finding a solution to allow for equitable access for all students may not always be a top priority for schools.

In short, if these devices are required by a school, they should either be provided by the school division or provisions should be made to make devices available to those who cannot afford them.

We recognize that poverty is a complex issue, and its effects are felt across the education system. Getting a child into a classroom is simply not enough. To best serve the students of this province, now and into the future, we must first acknowledge the far-reaching effects of poverty and fully understand the issues of inequality and poverty in our school systems. Only then can we create educational policies that provide equitable opportunities for all students.

Recommendation 3:

That the Government of Manitoba establish a task force to focus on how socio-economic conditions affect access to education, with a mandate to improve access for the province's most vulnerable students within an appropriate and reasonable timeframe. The Society should be part of this task force.

Class Size and Composition

The universal cap on classroom size, mandated by the Smaller Classes Initiative (SCI), required 90 percent of classrooms from Kindergarten to Grade 3 in each school division be limited to a maximum of 20 students. This served as an equalizer because it guaranteed individualized attention for these students, regardless of where they went to school.

The provincial government abandoned the SCI in 2017, far too early to see results especially since the program was never fully implemented.

The most well-known study on class size, Tennessee's Project STAR, showed that K-3 students who have greater access to individual attention from their teacher, due to smaller class sizes, achieve greater academic success. Furthermore, smaller classes are especially helpful for students from families with a lower socio-economic status and those with learning disabilities.

That being said, we acknowledge that there is no universally agreed-upon and empirically supported threshold for positive impact of class size, and for every study in support of smaller class sizes there is another to the contrary.

What we can speak to with confidence is the feedback we receive from our members who are in Manitoba's classrooms. A full school year has passed since the removal of the cap on classroom size, and according to a recent poll, conducted by Viewpoints Research on behalf of The Manitoba Teachers' Society, teachers and students are feeling the impact.

According to the poll, 84 per cent of K-3 public school teachers agreed that the removal of the cap has had a negative impact on their ability to provide individualized attention to students. Three in four agreed that their ability to perform their job as effectively as they would like is being compromised.

More students in a classroom means less one-on-one time with the teacher. Questions might go unanswered, simply because there are too many to answer. Students who are struggling can be overlooked in a large classroom because there is less opportunity to participate in discussions. With fewer students, teachers are able to take the time to correct or encourage students experiencing difficulty in a particular area because they become more intimately aware of the student's strengths and weaknesses.

Research shows that the inability to participate is a contributing factor in students becoming disengaged from the lesson. This should be of concern to anyone who cares about our public education system because engaged students are more likely to do well and less likely to drop out of school.

According to the poll, the decrease in individualized time with the teacher is already affecting student engagement, especially in the early years. Since the removal of the cap, 74 per cent of K-3 teachers are reporting that student engagement has suffered.

Typically, student engagement declines as students progress through the school system, reaching its lowest levels in high school, making this increase in the early years very alarming.

The negative impact on student behaviour for K-3 students has increased to 82 per cent from 75 per cent in 2017. Again, this is not surprising, as larger classrooms tend to be more disruptive because there are more students to manage (MTS Membership Poll 2018).

Recommendation 4:

That the Government of Manitoba reinstate the cap on class size for Kindergarten to Grade 3 to help ensure that teachers are able to give students the individualized attention they need to improve educational outcomes.

In order to enhance quality and equity in our public schools, class size must be addressed along with class composition, as they are directly related.

A class of 29 students, comprised of three with special needs and one non-English/non-French speaker, requires a different teaching strategy than a class with 26 students of which five students have special needs.

The workload shifts significantly and becomes more difficult to meet the needs of all students. Furthermore, research has demonstrated that “smaller classes may have the greatest positive impact on students with the greatest educational needs” (OISE-UT/CEA, 2010).

Recommendation 5:

That class composition i.e. students with exceptionalities (defined as those students identified as having behavioural problems or mental or physical disabilities, as well as other special needs students including gifted students), English and French as an additional language learners (defined as students whose first language differs from the school’s primary language of instruction, and who may require focused educational supports to assist them in attaining proficiency in that language) be taken into account when determining class size.

Curriculum and Assessment

It is important that students have access to innovative, up-to-date curriculum based on evidence, peer-reviewed research and effective pedagogical practices, reflective of today’s world. Furthermore, curriculum needs to reflect the context and population of Manitoba.

With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Teacher expertise should be shared collaboratively at all levels i.e. provincially, divisionally, in the school and classroom.

Recommendation 6:

That the Government of Manitoba review and update any K-12 curriculum that is older than seven years. **Further**, that any new curriculum include representative teacher participation in the development process, be based on a clear multi-year curriculum development implementation plan and be sustainably funded.

The most reputable gauge of individual student performance is the professional judgement of the classroom teacher. Teachers utilize a balanced approach to student assessment through a variety of classroom-based methods, allowing them to pinpoint the individual needs of students and apply corrective measures in the classroom.

Provincial assessments are limited as they provide a snapshot of student achievement, as such, provincial assessments should be used solely to ensure that system wide changes are adequately funded and supportive of effective pedagogy.

Recommendation 7:

That the Government of Manitoba support classroom-based formative assessments that align with existing and new curriculum. **Further**, that the results of any provincial assessments should be used to access/determine if more resources are needed in certain jurisdictions. Reporting of common provincial assessments and data should be limited to providing a provincial, not an individual school or divisional, snapshot of how the system is performing.

Improved Access to Clinicians and Student Support Services

Studies have shown that early assessment of learning disabilities improves performance and education outcomes, by addressing learning difficulties before they become entrenched and lead to other issues such as behavioural and emotional problems.

Unfortunately, learning disorders are usually not recognized until a child reaches school age and begins exhibiting problems in areas like reading, writing and math.

In Manitoba, there is no comprehensive data for the average time it takes for an assessment to be completed, but anecdotally we know that assessments can take well over a year.

Once a learning disability has been identified, programs and services can improve student outcomes. However, because of the lag in assessment time, many students are disadvantaged as they struggle to keep up with the curriculum. Oftentimes, this leads to frustration, which manifests as behavioural issues and is disruptive to the entire classroom.

Put simply, timely assessment helps to enable children to reach their full potential as learners.

Recommendation 8:

That the Government of Manitoba make a firm commitment to reducing wait time for assessing students with learning disabilities, so that those who qualify for a special education designation receive early intervention and the necessary supports, regardless of where in the province the student is attending school.

There's an important link between mental health and well-being, and student learning and academic performance. Meldrum et al. (2009) note that mental disorders can affect a student's emotional well-being (impeding social development which can leave youth feeling socially isolated, stigmatized, unhappy), ability to learn (for example in the case of ADHD), and can be a factor in why some students drop out of school. These issues can range from depression and anxiety to eating disorders and substance abuse and have significant implications for students and schools.

Similarly in a 2009 report, the Canadian Council on Learning states that poor mental health in Canadian school children poses a significant risk to their academic development and puts them at greater risk of dropping out of school, substance abuse and suicide.

According to the Mental Health Commission of Canada (MHCC), between 15 and 25 per cent of young people in Canada suffer from a mental disorder, making it the most common and disabling condition affecting youths. Furthermore, the MHCC noted that 70 per cent of mental illnesses in adults have their onset during adolescence or childhood and 70 per cent of childhood cases of mental health problems can be solved through early diagnosis and interventions.

Dr. Anita Chandra is with the Department of Population and Family Health Sciences, Johns Hopkins Bloomberg School, and she examined the issue in a paper entitled *"Public Health Stigma starts early: Gender differences in teen willingness to use mental health services."*

She said that gender differences in negative mental health attitudes and willingness to use mental health services are present early in adolescence, therefore the availability of enhanced mental health education and services in middle school may reduce gender disparities by incorporating stigma reduction efforts and addressing differences in knowledge and exposure to mental health issues.

Put simply, the earlier the diagnosis the better. According to Kutcher et al. (2009), schools are "an ideal place to begin the work of addressing mental health" because they can:

1. Pro-actively promote mental wellness;
2. Be sites for early identification;
3. Have educated personnel who recognize and intervene on behalf of students; and
4. Serve as sites for mental health care delivery if working in an integrated way between classroom teachers and mental health specialists.

Some schools in Manitoba are already integrating mental health promotion and planning into their current curriculum and activities. However, since mental health promotion is not mandatory, this is happening on an ad hoc or incidental manner. All students deserve access to this level of service.

Recommendation 9:

That the Government of Manitoba develop a comprehensive mental health curriculum for K-12 students, promote mental wellness and help reduce the stigma associated with mental health issues. **Further**, that the Government of Manitoba ensure that mental health services are readily accessible in schools and increase the number of school counsellors and other specialist support teachers to address students' mental health needs where necessary.

Once needs are identified, it is important that students are able to access special-needs programming in a timely and efficient manner. Currently, there are not enough school- based resources to address the diverse needs of students.

In the north, it is not uncommon to have one psychologist service all the schools, resulting in wait times of three months to a year, between visits, depending on the type of service required.

Further issues arise if a child changes schools, perhaps moving to a division with no extra funding to hire a qualified clinician. This is neither efficient nor effective.

Recommendation 10:

That the Government of Manitoba ensure that students requiring clinician resources, such as psychology, social work, physiotherapy, occupational therapy, audiology, speech and language pathology, etc. are given access in a manner that is timely, efficient and effective.

Development of teaching and leadership standards

The Manitoba Teachers' Society has a *Code of Professional Practice* and a review process that governs teacher ethics. What is needed is a uniform set of standards for professional competency.

The development of standards is crucial in helping to guide the expectations for all educators. Standards can also play a key role in guiding the development of individual growth plans, supervision and evaluation policies, and support the review and evaluation of educators whose competency is in question.

Leadership standards are an extension of teaching standards and would serve to reinforce Manitoba's long history of collaborative relationships between teachers and school leaders (principals and vice-principals), as well as enhance our community of learning and professional governance. The standards should never attempt to quantify teaching or diminish the work of teachers and school leaders.

In 1997, the Alberta Teachers' Association (ATA) and the Government of Alberta collaborated in the development of teaching standards for the profession. This was a first for Canada. Based on the success of this collaboration, they have expanded the scope of the standards to include school leadership (principals and vice-principals) and superintendents which will come into effect by September 2019.

Alberta Education and ATA are collaborating to help educators learn about and prepare to meet the updated standards.

Various models have been implemented across the country, however, the one thing that remains constant is the importance of collaboration between all stakeholders.

The Society has a well-established professional development program and partnerships with pertinent stakeholders and is ready to work with the Government of Manitoba to develop a uniform set of professional standards, offer on-going professional development to support those standards, and provide interventions to help teachers in need of assistance in meeting the standards within an organization of both teachers and school leaders that is unique to the Manitoba context.

Recommendation 11:

That the Government of Manitoba work with The Manitoba Teachers' Society to develop uniform teaching and leadership standards for the profession.

Professional Learning and Development for Teachers

Teachers are confronted with ongoing challenges, including changes in curriculum, new instructional methods, advances in technology, and increasingly diverse and complex student learning needs.

When students have a learning need, it means that teachers have a learning need (Katz & Dack, 2013).

Teachers look to professional development and learning to give them the tools needed to best respond to the needs of their students.

Please note, while professional development and learning tend to be used interchangeably, they are in fact different.

Professional development involves many aspects of learning but may also involve developing mindfulness, team

building and team development, intellectual stimulation ... and reinvigorating teachers' love for their subject (Fullan & Hargreaves, 2012).

On the other hand, "professional learning may look like professional reading, [workshops], data teams, curriculum planning [and] collaborative inquiry" (Hargreaves & Fullan, 2012).

There can be no development without learning, therefore professional development should be used in conjunction with professional learning to achieve optimal results.

Currently, educators can participate in professional development and learning opportunities through their school divisions and the Government of Manitoba, however adequate funding is still needed to enable teachers to access and participate in a variety of professional learning and development opportunities.

It is also important that professional development and learning opportunities be available in English and French to ensure that all teachers can access opportunities that are reflective of their classrooms.

Put simply, any improvement agenda should be built on a foundation of building school cultures that support teachers as learners collaborating to improve their practice. This is enhanced when teachers engage in professional dialogue (Donohoo, 2017a; Donohoo, 2017b; Hattie, 2015; Hattie, 2016).

Recommendation 12:

That the Government of Manitoba and school divisions work together to review funding for professional learning and development (PLD) for teachers to ensure that PLD is adequately funded by Manitoba Education and Training so that teachers have ongoing opportunities to increase skills for their work in complex and diverse classrooms.

It is not enough to allocate additional funds to professional development. The quality of professional development is equally important when it comes to professional learning for educators.

School division PDL is broadly curriculum focused, which is certainly important, but does not by itself address the skills required to optimizing an increasingly complex classroom. In an attempt to cater to a large crowd, a one-size-fits all approach is adopted, at the expense of more focused sessions, applicable to individual needs and enhancing teacher collaboration.

Recommendation 13:

That the Government of Manitoba, The Manitoba Teachers' Society and school divisions work together to facilitate appropriate professional development opportunities, accessible to all teachers and reflective of complex and diverse classrooms.

Further, that the Government of Manitoba and school divisions work together to ensure that teachers are given more autonomy to choose professional development opportunities that are reflective of their specific classroom needs.

Implementing The Truth and Reconciliation Commission's Calls to Action #62 and #63

The Government of Manitoba has shown leadership with its efforts to achieve reconciliation through education. Through grant funding to schools for Indigenous Academic Achievement, developing residential school resources and hosting collaborative conversations about Indigenous education, the government has shown a commitment to ensuring that Canada's rich Indigenous heritage is reflected in Manitoba's classrooms.

The Manitoba Teachers' Society and the Government of Manitoba should maintain and strengthen our partnerships in Indigenous education to ensure the success of all students.

Recommendation 14:

That the Government of Manitoba maintain an annual commitment to Indigenous education issues as set out in #62 and #63 of The Truth and Reconciliation Commission's Calls to Action, in consultation and collaboration with Survivors, Indigenous peoples, and The Manitoba Teachers' Society, to:

1. Make age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada relevant to the local community and Nations involved.
2. Provide the necessary funding to schools for the use of certified teachers, acting in the capacity of Indigenous education consultants, and the use of Elders to utilize Indigenous knowledge and teaching methods in classrooms.
3. Increase support to Indigenous parents and caregivers to better engage families at the school level.
4. Build teacher-student capacity for intercultural understanding, empathy, and mutual respect, using anti-racism curriculum and teaching resources developed by Manitoba Education and Training.
5. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
6. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content and Indigenous student achievement.
7. Provide time for teacher professional development that promotes reconciliation.

French-Language Education

French-language education is the fastest growing segment of public education in Manitoba, having increased by more than 40 per cent in the last 15 years. This amounts to more than 95,000 students or 52 per cent of Manitoba's student population learning French in school, whether it's in the Division scolaire franco-manitobaine (DSFM), immersion schools or through learning French as a second language.

With the growing demand for French-language education comes a growing demand for French-language teachers. Unfortunately, there is a shortage of French-language teachers across the country.

According to Canadian Parents for French, in its report on *The State of French Second Language Education in Canada 2018*, there are a number of factors at play.

The uneven concentration of French speakers across the country, varying provincial requirements for students to study French, the demand for French speaking individuals in many other economic sectors, and, ultimately, the hard-to-predict decisions people make in choosing a career path weigh into the challenge of recruiting, hiring and retaining French Immersion teachers.

The DSFM and immersion schools rely heavily on graduates from the Université Saint-Boniface (USB), the only French language university in Western Canada, to fill their teacher roster. While enrollment is rapidly increasing in USB's education faculty, and is expected to graduate 67 French language teachers in 2019, 56 in 2020 and approximately 70 in 2021, it is simply not enough to fill the demand.

After 40 years of ever-expanding immersion programs, the percentage of Canadians who can speak both official languages has dropped. Furthermore, according to a Statscan study quoted in the *Globe and Mail*, Pertiz (2018),

Recommendation 15:

That the Government of Manitoba, the Bureau de l'éducation française, and all other applicable parties work together to develop a strategy for recruiting and retaining French-language teachers.

Further, that the Government of Manitoba make a commitment to increase bilingual staff in all positions in French Immersion schools.

the rate of young anglophones aged 15 to 19 who are bilingual outside Quebec has decreased continuously in every census year since the mid-nineties.

In Manitoba, the story is the same. While French Immersion Program enrolments are growing at a rate greater than that of the overall K to 12 public school population, the French Immersion Program is losing nearly half of its Kindergarten students by the time they reach Grade 12, suggesting a retention problem with French Immersion enrolments. (French Language Education Review 2015-2016)

French-language education is not simply the translation of English education, but a unique educational and cultural experience.

Recommendation 16:

That the Government of Manitoba, the Bureau de l'éducation française, and all other applicable parties work together to ensure that students enrolled in French Immersion programs are being given the supports they need to succeed, graduating with bilingual capabilities.

Recommendation 17:

That the Government of Manitoba and the Bureau de l'éducation française ensure that the curricula for the immersion and francophone programs are created in French (not translated) in order to integrate linguistic and cultural differences and to respond to the needs of the community.

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LINK eNEWS

SPRING 2019

SERVING TEACHERS PAST • PRESENT • FUTURE

Recent Changes to TRAF's Account Structure

In 2001, the Province established the Province of Manitoba Trust Account (PMTA) for the purpose of accumulating funds that would eventually pre-fund the Province's 50% portion of pension liabilities. Although the PMTA assets were not to be used for any purpose other than to fund the pension liabilities of the Province, the assets were held outside of the pension plan.

In an effort to simplify TRAF's account and funding structure, and to improve the security of benefits, the Board requested that the accumulated funds in the PMTA be transferred into the pension plan. The Minister of Finance

agreed and the transfer of approximately \$2.4 billion to Account B took place on December 15, 2018. The PMTA no longer exists. The new structure of the plan is pictured below.

With the transfer having taken place, the funded ratio of Account B is 58.1% (as at January 1, 2019), but is projected to be 0% in 2052 when the assets are expected to be depleted. This assumes the current funding arrangement of the Province continues and that all assumptions are realized.

Continues on page 2

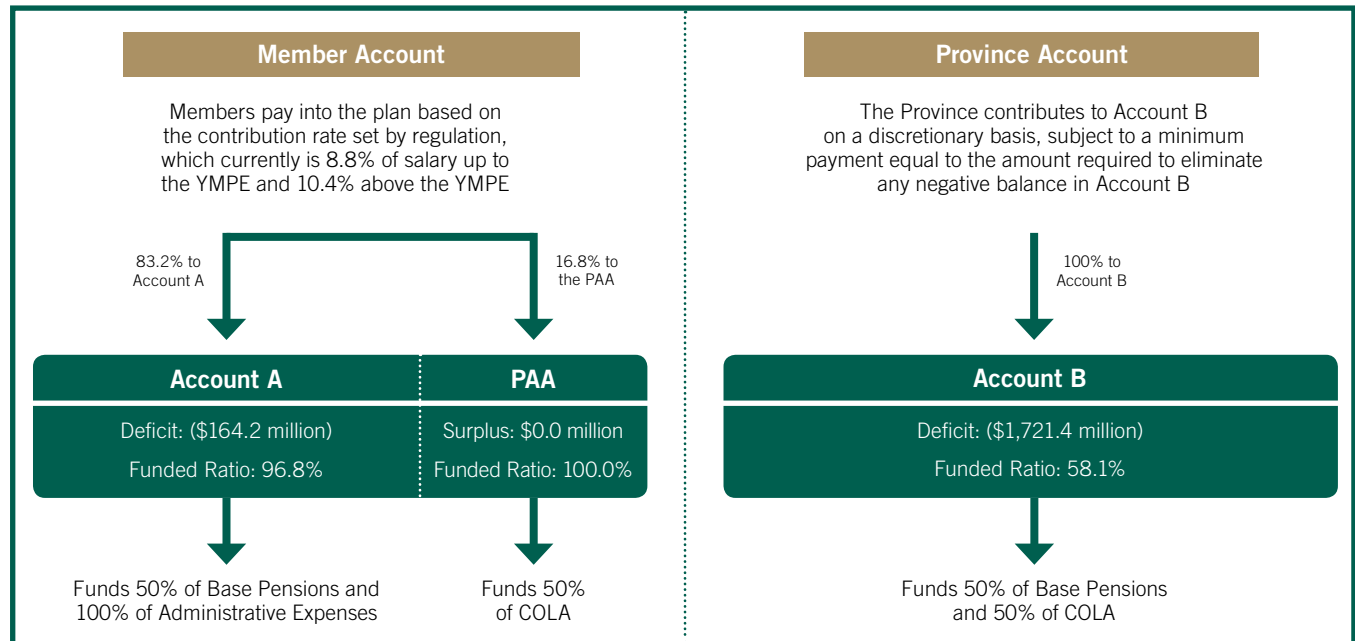


Illustration excludes The Manitoba Teachers' Society Employer Account and the Manitoba School Boards Association Employer Account.

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The independent plan actuary concluded that the Province should make additional contributions to Account B if it wishes to avoid this depletion of assets or if there is a desire to fully fund Account B. Regardless of the level of pre-funding in Account B, it is important to note that the Province has a statutory obligation to reimburse Account A for its 50% share of pensions.

TRAF meets annually with representatives from The Manitoba Teachers' Society and the Province, including the Minister of Education. At this year's session, TRAF reviewed the funded status of the plan and shared the actuary's recommendations. TRAF will continue to keep all stakeholders informed.

2019 COLA

Each year a cost of living adjustment (COLA) is determined for eligible members who are receiving a pension. Effective July 1, 2019, TRAF pensions will be increased by 1.23%. The change in CPI for 2018 was 1.99%.

Restricted Surplus

From 2008 to 2017, legislation imposed a cap on the amount of COLA to be granted each year, limiting it to a maximum of 2/3 of the increase in the Consumer Price Index for Canada (CPI). Any excess funds generated as a result of the limit were set aside as restricted surplus to support COLAs granted after 2017. The total amount set aside as restricted surplus was \$27,987,000 at December 31, 2017.

The *Teachers' Pensions Restricted Surplus Regulation, 2017*, enacted on May 18, 2018, requires this amount to be disbursed equally over a five-year period, commencing with the July 1, 2018 COLA. Accordingly, any COLA granted each year from July 1, 2018 to July 1, 2022 will include the use of \$5,597,400 (one-fifth of the total restricted surplus).

The use of the restricted surplus resulted in an increase of approximately 0.18% to this year's COLA, raising it from 1.05% to 1.23%.

COLA Formula

The Teachers' Pensions Act (TPA) sets out the formula to determine the COLA. COLA is set at the lesser of:

- The maximum percentage the PAA can support, or
- The full increase in CPI

Future COLA

Given the number of variables involved, it is difficult to predict the amount of future COLA. We caution all members that there is no certainty of a COLA in any given year and the long-run average COLA could be significantly below the corresponding increase in CPI.

Projection analyses indicate that, prior to accounting for any increases due to the use of restricted surplus, COLA averaging approximately 0.93% over the long term could be granted under the current plan structure, subject to annual fluctuations and the fact that the COLA granted in any given year cannot exceed the limit prescribed in the TPA.

Our Commitment to Accessibility

TRAF believes in inclusion and is committed to ensuring equal access to the programs and services we provide to our members, stakeholders and the public. We are also committed to meeting the accessibility standards prescribed by *The Accessibility for Manitobans Act*.

Visit traf.mb.ca to read TRAF's accessibility plan.

2018 Investment Results

In 2018, the overall portfolio returned 3.05%. The benchmark return was 0.07% over this time period. The benchmark is comprised of indices considered appropriate for each applicable asset class, weighted in proportion to TRAF's asset allocation policy.

As set forth in the plan's Statement of Investment Policies & Procedures (SIP&P), both of the plan's investment objectives were met for the year ending December 31, 2018. First, the return, net of all investment-related fees and expenses, exceeded the return of the benchmark over the prior five years. At the end of 2018, the net return for the five-year period exceeded the benchmark by 0.86%. Second, the fund achieved the expected rate of return in the most recent actuarial valuation of the fund, net of all investment-related fees and expenses. The net rate of return for the fund for the five-year period ending December 31, 2018 was 7.40%, exceeding the 5.75% expected return assumed in the January 1, 2018 actuarial valuation.

Full details of TRAF's 2018 investment performance are available at traf.mb.ca.

2018 Annual Report Coming Soon

The annual report outlines TRAF's investment performance and provides an account of the financial and operational matters for 2018. The full report and accompanying summary will be available at traf.mb.ca in the coming months.



Member Statistics

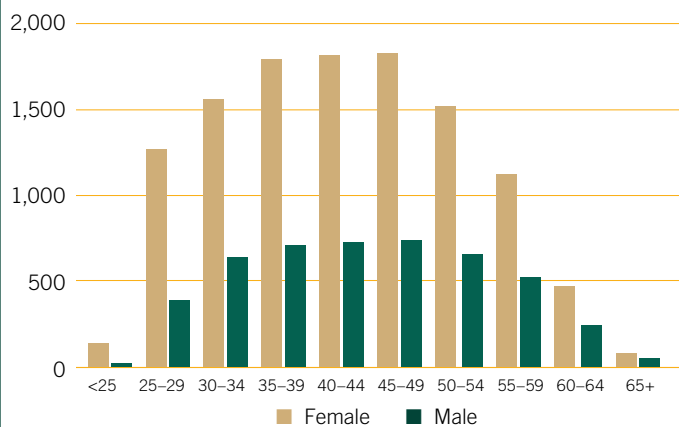
As at December 31, 2018, there were 16,330 active members, 15,310 retired members and 7,017 deferred members (former members who have contributions remaining in TRAF and who are or will become entitled to a benefit). This brings the total TRAF membership to 38,657 an increase of 1.2% over 2017.

The average age of all active members was 43 years, similar to 2017. There are 2,495 members age 55 or older who will be eligible to retire during 2019. Of these, 2,235 have at least 10 qualifying years and are eligible for an unreduced pension; the remaining 260 are eligible for an actuarially reduced pension. A further 2,178 members will become eligible during the next five years.

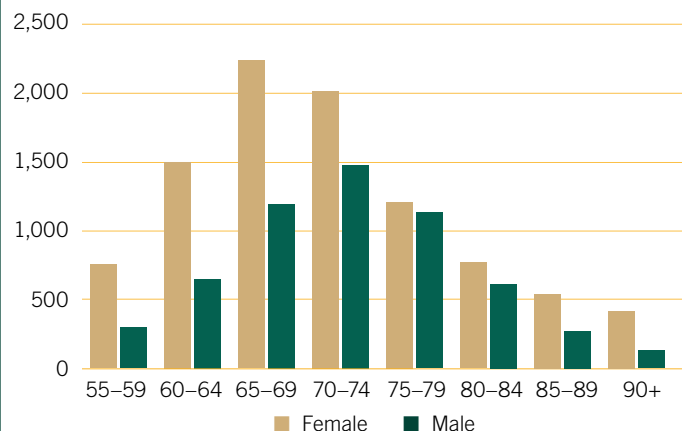
There were 548 retired members (including beneficiaries of deceased members) age 90 or older, and 23 of these were age 100 or older. Our oldest female member is age 108 and our oldest male is 102. The average age of all retired members was 72.0 years, up slightly from 2017.

The average monthly pension for all retirees was \$2,317, up \$49 (2.2%) from \$2,268 in 2017. In 2018, cost of living adjustments represented approximately 11.8% of total pension payments.

AGE & GENDER DISTRIBUTION – ACTIVE MEMBERS



AGE & GENDER DISTRIBUTION – RETIRED MEMBERS



Making Additional Voluntary Contributions

In addition to your regular contributions, you can make additional voluntary contributions (AVCs) to a separate retirement savings account that is credited with TRAF's net rate of return (positive or negative). These tax-deductible contributions do not provide you with additional service, but may help you increase your retirement savings.

Here are some of the most frequently asked questions we receive regarding AVCs.

What should I consider before making additional voluntary contributions?

Advantages

- You can take advantage of TRAF's comprehensive investment program and low administrative costs.
- You participate in TRAF's investment opportunities.
- You can increase your retirement income on a tax-effective basis.

Disadvantages (compared to making an RRSP contribution)

- TRAF's investment strategy is focused on the long-term funding objectives of the pension plan and may not be consistent with your investment objectives and risk tolerance.
- RRSP contributions allow you to tailor your investments to meet your personal investment objectives and risk tolerance, particularly as you near retirement.
- RRSP contributions are available for other uses such as the Home Buyers' Plan and Lifelong Learning Plan.

Making AVCs is completely optional and is a personal decision. Discuss with a professional advisor prior to making any decisions.

What can I do with the funds?

The balance in your AVC account can be:

- Converted to an annuity at retirement to supplement your TRAF pension and other sources of income.
- Used any time prior to your retirement to purchase eligible service such as substitute service or educational leaves, which may increase your pension.
- Withdrawn as cash, less withholding taxes, or transferred on a tax-deferred basis to your RRSP any time before you retire.

How much can I contribute?

You can make AVCs to TRAF up to the lesser of:

- 18% of your salary, or
- The money purchase limit as prescribed by the *Income Tax Act* (Canada),
Less your pension adjustment.

Making AVCs this year will reduce your allowable RRSP contribution room next year by the same amount.

Additional voluntary contributions fit my financial plan. How do I contribute?

If AVCs are right for you, use the additional voluntary contribution calculator to determine the amount you can contribute. Then, complete the *Additional Voluntary Contribution Application*, sign it, and submit one copy to your school division and one to TRAF.

AVCs are deducted from your salary through payroll deduction by your school division up to the permitted limits under the *Income Tax Act* (Canada). You may increase, decrease, or stop your payroll deductions at any time.

The calculator and application are both available at traf.mb.ca.

OFFICE HOURS

Our regular office hours are 8 a.m. to 5 p.m. Monday through Friday. In July and August, we are open 8 a.m. to 4 p.m. We also accept pre-arranged appointments one Saturday each month during the school year. Contact TRAF to book your appointment for one of these dates:

- May 11
- June 8
- September 14
- October 19
- November 23
- December 14

OUR OFFICE WILL BE CLOSED THE FOLLOWING DATES IN 2019:

- Monday, May 20 (Victoria Day)
- Monday, July 1 (Canada Day)
- Monday, August 5 (Terry Fox Day)
- Monday, September 2 (Labour Day)
- Monday, October 14 (Thanksgiving)
- Monday, November 11 (Remembrance Day)
- Tuesday, December 24 at noon (Christmas Eve)
- Wednesday, December 25 (Christmas Day)
- Thursday, December 26 (Boxing Day)

The Benefits of Registering for Online Services

Visit **Online Services** today to access:

- **Webinars:** Receive invitations to register for live webinars presented by Member Services Specialists.
- **Digital Presentations:** Learn about topics such as understanding your pension plan, purchasing your maternity/parental/adoption leaves, making additional voluntary contributions, and preparing for retirement.
- **My TRAF Documents:** Review your benefits statements.
- **Pension Estimator:** Use this tool to help estimate your TRAF pension income in retirement.
- **My Teaching Account:** Review a history of your TRAF service, earnings and contributions.

- **Apply for Pension:** When you're eligible, complete your pension application online.
- **Beneficiary Designation:** Update your beneficiary designation for your pre-retirement survivor's benefit.

Signing up for Online Services is Easy

Online Services is quick, secure and easy to use. Just follow these steps to register today:

1. Visit **traf.mb.ca** and click "Online Services," then "Register"
2. Complete the steps and submit your registration
3. Check your email for the registration confirmation with your user ID
4. Log in and access the many features

Stay in Touch With Us

It is important that you always provide TRAF with any changes to your address, email, or phone number to ensure you receive correspondence from TRAF.

How to Update Your Information

The most secure method of updating your address, phone and email is as easy as 1, 2, 3:

1. Log in to **Online Services**
2. Click "Account Profile"
3. Update and save any new information

Alternatively, you may complete a *Change Notification* form, available from our website, and submit it to TRAF. For your security, TRAF will validate all changes through a two-factor authentication process.

Help Us Locate Former Teachers

Please contact us if you know any of the following people, or know how they may be reached.

Brenda Brandson	David Mainprize
Lena Budd	Albert Mandepetumpeny
Janice Doiron	Anthony McQuilter
Andrea Downes	Eric Morgan
Janet Ducharme	Elizabeth Prince
Donna Dudek	Leroy Reimer
Khaled Hassanien	Dianna Schleier
Michael Ichiyama	Kent Somers
Christine James	Norma Turner
Margaret Klosowicz	Rhonda Wall



TEACHERS' RETIREMENT ALLOWANCES FUND

Johnston Terminal, 330 - 25 Forks Market Road, Winnipeg, MB R3C 4S8

Phone: 204-949-0048 or 1-800-782-0714 • Fax: 204-944-0361 • Email: info@traf.mb.ca • Website: traf.mb.ca

The Bulletin

Of the Manitoba Teachers' federation

Number 1.

Winnipeg, Man.

May 24, 1919

The Bulletin

It is the purpose of the Executive of the Manitoba Teachers' Federation to issue a number of Bulletins explaining phases of the work projected, co-ordinating the efforts being made and keeping the members in touch with what is being done along Association lines. This is especially needful during the formative period. What further steps are to be taken along this line will be considered at the annual meeting of the representatives from the local associations which will be held in Winnipeg next December. The editor in the meantime is E. K. Marshall, Portage la Prairie. He will be grateful for any suggestions or criticisms that might be helpful and is especially anxious to get news items dealing with association work in the various parts of the province. All contributions and communications of this nature should be mailed to the editor.

Historical.

The Federation is the result of a movement which originated with the teachers who were examining at the Departmental Examinations last July.

For some time it had been felt that a more definite, energetic and united effort among teachers was needed in order to improve the status of the profession. To deal with this matter a committee consisting of W. E. Marsh, Belmont; J. M. Nason, Deloraine; E. K. Marshall, Portage la Prairie; W. J. G. Scott, Roland; and H. W. Huntly, Winnipeg, was appointed. This committee immediately set to work, gathered material, studied the problem from every standpoint and embodied their judgment in a Constitution for a Federation of Teachers' Associations. This was revised in January after further research and consultation with many teachers, and was finally submitted to some four or five hundred members at a meeting held on the evening of April 22nd in Winnipeg. On this occasion the matter was thoroughly threshed out and a final draft adopted at that meeting. The Constitution is being printed separately; copies will be forwarded to members shortly.

Officers.

The officers appointed at the organization meeting held in

the Industrial Bureau, Winnipeg, on April 22nd, were: President: H. W. Huntly, Winnipeg; Vice-President: Miss B. Stewart, Winnipeg; Secretary: J. M. Nason, Deloraine; Treasurer: W. E. Marsh, Belmont; Executive: J. King, Brandon; H. D. Cumming, Teulon; W. N. Denike, Winnipeg; Miss Yemen, Souris; Miss Moore, Winnipeg; E. K. Marshall, Portage la Prairie.

Com. mittees.

At a meeting of the Executive, held on April 23rd, the following committees were appointed:

Publicity: E. K. Marshall, Portage; W. E. Marsh, Belmont; H. J. Russell, Winnipeg. Educational: E. A. Ross, St. James; Miss B. Stewart, Winnipeg; W. J. G. Scott, Roland. Legislative: W. N. Denike, C. Laidlaw and T. Neelin, of Winnipeg.

Procedure Suggested.

It is highly important that local associations be formed at once. Teachers who wish to organize should communicate with the Executive and every assistance in their power will be given. In case no local association can be formed teachers are urged to join by becoming "unattached members". Forms and other literature may be obtained from either the president or secretary. The Registration Fee of one dollar and annual assessment of two dollars should be forwarded to the secretary.

Progress Reported.

Before the meeting on April 22nd there were about 200 members, at the close of the convention on April 24th there were 600. There are now over 700 members, 10 local associations already formed and affiliated, and many in process of formation.

Communications.

Attention is called to the communications of President Huntly, Secretary Nason and Treasurer Marsh. They appear in this issue. Read them carefully.

Encouraging News.

Words of encouragement are heard on every hand. Nothing succeeds like success. Before the July meeting of Executive we hope to have a strong, progressive campaign in full swing. We sound this note of warning: Much hard work is ahead of us in order to assure the teachers of a successful issue of their plans and a realization of their hopes. The Executive is pledged not to spare itself, and it appeals to the rank and file of the profession for hearty support and steady co-operation. The poet has well sung

There is a tide in the affairs of men
Which taken at the flood leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

Treasurer's Statement

The following is the financial statement of the Federation on May 12th, 1919:

RECEIPTS

From J. M. Nason, deposited in Bank of Montreal, Winnipeg	\$328.00
Capitation Tax	2.00
From G. J. Reeve, dep. at Belmont	17.00
In hands of J. M. Nason	58.41
	<hr/>
	\$405.41

DISBURSEMENTS

Postage	\$ 3.30
Telephones	3.75
Books	22.65
Treasurer's Bond	5.00
Discount25
Miscellaneous50
Cash on hand	1.10
Balance in Banks	368.86
	<hr/>
	\$405.41

(Signed) W. E. MARSH.

Announcements

1. The Treasurer requests the Secretaries of the various local associations to collect the Two Dollar Capitation Tax as soon as convenient, and send it to the Federation Treasurer, W. E. Marsh Belmont. Members who are not connected with any association please send it direct.

2. Any who may not have received cards of membership may get these by communicating with Mr. Marsh.

President Huntly's Message

Less than a year ago a few teachers, while reading examination papers in Winnipeg, talked over the advisability of forming a teachers' federation. Little did they think that the time was so opportune, as the increasing number of local organizations seem to show. Today in Winnipeg alone eighty-five per cent. of the six hundred and sixty teachers are in one large organization, while in some rural centres this percentage is exceeded.

Some are inclined to look at this movement with a certain amount of apprehension, realizing that, what is capable of the highest good is also capable of the greatest evil. To such I would like to say that an organized body of workers well educated should occasion no anxiety. The motives of those entering are of the very highest. They feel that in the past teachers have gone on with their work quietly, sacrificing without complaint, with a high sense of duty. Now, the war is over and the period of reconstruction is here, and as they examine the condition of their profession teachers find it to be in a chaotic state.

This organization, then, has risen phoenix-like over night to enable teachers to take a more active part in the profession to which they belong, to grade themselves according to their qualifications and experience; to prevent the profession from being a mere stepping-stone to other "more remunerative" professions; to make it more attractive for the proper kind of candidates to enter; to see that those entering get an adequate training before being admitted; and that a salary adequate for the responsibility and the time spent in preparation is paid, as well as to insure to the rising generation a proper foundation for their future work.

But some may say that all this has been attempted in the past. My reply to these is, have they succeeded? If not, let us try it from another angle. The people of Manitoba seem to realize the importance of education. They frankly confess that if we are to escape the extremes of Russia, Austria and other illiterate countries it is only through a thorough system of education. They are willing to meet us, hence the fault must lie with ourselves. Let us then move cautiously and carefully, but with a firm determination to improve conditions, and success will attend our efforts. In conclusion I may say that this is not the work for a few. Every teacher should be in this organization and should try to do his or her part. Little petty grievances should be cast to one side, for in unity there is strength

H. W. HUNTLY.

Manitoba Teachers, Attention !

From the Peace Conference has gone forth a challenge to the teaching body of the world. Shall WE accept it ?

The first phrase of the first resolution adopted at the Peace Conference definitely states that the League of Nations exists "to promote co-operation," which is the spirit of the law of progress. For the first time in the history of the world has this great principle, which lies at the very foundation of the world's betterment and progress, been brought into the affairs of the world. It should dominate every well-founded, God-fearing home, every well-ordered school, municipality, province and country. We, as teachers, can do much to make this spirit of co-operation the dynamic of every-day life. What the home fails to do in promoting this spirit, which means service, brotherhood and all that tends to make a Christian atmosphere, the school should supplement.

We have our Federation, but all have not yet joined up with the "colors"; and as our success depends largely on our numbers, we appeal to you to "sign up." In this spirit of mutual trust, fired with the idea of exercising the most potent influence for good in the community, let us accept the challenge.

Treatment of Professors

No branch of the teaching profession carries greater honor and dignity than does the professorate in our colleges and universities; and yet the salaries paid the men occupying these positions are a mockery. In Winnipeg we have highly talented and thoroughly trained college men receiving salaries less than that received by men in quite ordinary clerical positions. Many of these university men are known far and wide for their scholarship and research work, and yet we pay them as we do unskilled labor, and refuse to recognize the honor they bring to our province and the genuine service they render to society. These things should not continue and MUST not continue.

Whilst the professorate is a highly responsible position, one of signal honor, the remuneration must be such that the public will feel that it is treating its educational experts as it has to treat experts in other walks of life. It is ridiculous for men in public authority to profess interest in educational affairs when they continue to countenance such a state of things over which they have a measure of control. The people are going to be awake first, will ignore these officials and call for really constructive leaders. Administrations which reward their agents who purchase overalls, cheesecloth and baskets more than they do their expert men in Science and English, for example, cannot surely be bidding for the support of the very highest class of citizenship.

We cannot believe that our people are willing that this should continue; rather, they have been unaware of its existence.

Notes from a Teacher

A League of Teachers, with over one thousand members, has been formed in Minneapolis.

In the course of his annual address, Mr. H. C. Shea, retiring president of the Queensland Teachers' Union, Australia, said: "In Australia we have at present potential, and in some cases real autocracies ruling in educational circles, and this state of things is certainly foreign to the Australian temperament. Therefore, the first step on the path of progress is the setting up of an educational republic."

The Principals' Club of Pittsburg have petitioned the Board of Education for higher salaries. They have also endorsed the movement for increased pay for teachers and clerks in the high and grade schools.

The head of the history department in a Providence high school has resigned on the ground that "the lack of a reasonable and just salary" has obliged him to sell his home and go to another field in order to support his family.

The Superintendent of the Spokane Public Schools says that "courses of study must no longer be made solely by the supervisory corps and handed down to the teachers. Instead, the teachers also must participate in their making. Co-operative endeavors are essential to democracy. Teachers cannot be expected to teach democracy unless they are allowed to live it.

It is against the by-laws of cities to bake bread underground.
It is against the by-laws of cities to live underground.

The prairies of the West are spacious and building material is plentiful, but—in Canadian cities little children are being taught in basement rooms, and often they sit two in a seat. The city of Winnipeg is not an exception. Months ago a civic committee objected to this condition, but children are still being taught below the ground floor.

Whose is the responsibility ?

Constructive Work

One of the most progressive of our teachers has drawn up these suggestions for progress along educational lines in Manitoba:

1. The elimination of the present district system and the substitution of a larger unit of administration.
2. That higher standards be maintained in all Normal and other schools for the training of teachers.
3. Greater security of tenure and larger opportunities for doing effective work.

The Deputy Minister and the Principal of the Winnipeg Normal school have for years been making progressive and constructive recommendations along these lines but no sufficient action has been taken. It is safe to say that had the advice of these experts been acted upon Manitoba would now be in the forefront of progress educationally. We must use our influence, acting through all the avenues of citizenship, to secure for these men necessary support.

4. A greatly increased representation for teachers on the Advisory Board.
5. The course of study and the entire school system must be overhauled and reconstructed and in that reconstruction the teachers be consulted as fully as any other class in the community.
6. Free Texts in all public schools. In no other way can there be equality of opportunity.
7. The extension of the Health programme in the schools, manned by enough efficient men and women.
8. The creation of a National Education Department to assist the provinces in the removal of illiteracy and in Canadianizing all immigrants past, present and future.
9. Minimum salaries for all classes of teachers. There is no doubt at all that service is the great thing but why should people be willing to pay for service everywhere else but in the schools and pulpit? Why should Manitoba lag behind Alberta, Winnipeg behind Montreal in the matter of salaries? Why should a conductor on a freight train be higher paid than the man in charge of the training of teachers? Should service be its own reward, can efficient service be continued indefinitely under such conditions?

In conclusion to quote from one of the recognized leaders of educational effort in this province: "The outlook must be broader. The past has emphasized individual attainment. It has put a premium on individual power and furnishings. The future will not ignore these considerations; but it will insist that equal emphasis be placed on moral well being and social cooperation and friendly sympathy, on aesthetic appreciation, on training for production and good citizenship. The realization of these aims is scarcely possible in schools organized, administered and equipped as ours are."

There is no doubt but that many of these suggestions will be realities in the future. Help to make that time soon.

A Quotation

The Christian Register, one of the most carefully edited papers in America, said this last week: "No one will oppose the unionizing of school-teachers except skinflint school boards. Of all our institutions the public schools deserve the worst possible service for their wicked niggard ways with the instructors. And in some places they get it."

Staggering ? yes, rather!

Of course the matter of salaries is by no means the only occasion for the existence of the Federation, but it is a main one. How are we to attract capable men and women into the profession if it does not offer an adequate living?

In the "Want Columns" of an American paper there recently appeared the following:

"WANTED—Teacher to teach History, Mathematics, Psychology, and other branches. Salary, \$65 a month."

and immediately below it was this one:

"WANTED—Colored barber, Salary, \$30 a week."

It is not only pitiful: it is humiliating!

Brevities

Have you joined the Federation?

Have you organized a local association? Is it 100 per cent. Federation? This is your movement for your own immediate interests as well as for your professional interests; get busy and keep busy.

The gospel which places self reliance first and mutual helpfulness a close second will undergird a sound and enduring organization. The two principles are essential.

The principal of one of our larger secondary schools writes the editor in this manner: "I have a staff of splendid teachers, all experienced and exceptionally well-trained; yet the girl in the telephone office gets \$250 more than the best paid of them." This is no isolated case, we venture to think.

It is purposed to issue frequent Bulletins,—just as the need arises. The editor will be glad to get communications and brief articles on phases of our work as teachers,—particularly from the professional point of view.

"Service" and "sacrifice",—these are noble words, precious words in the teacher's vocabulary. Young teachers and old teachers find their hearts warm to them: they help them to bear the strain of the profession, to plan their work with disinterested care. However, they may lose some of their magic. When life becomes for teachers a grim struggle for existence, when business men and politicians with one breath declare ours a noble profession so essential for citizenship, and with the next breath try to beat the teacher's wage to that scarcely equal to the unskilled and untrained, we are tempted to cry a halt to these fine words and ask for action.

We believe every conscientious teacher will be willing to endorse a covenant: it will do us good to take one. A mutual pledge of loyalty one to the other as well as to the best interests of our profession and the boys and girls for whom we labor should knit us more closely together. Such a pledge is being prepared and will be submitted shortly for your judgment.

One of the Collegiate principals told the editor that his salary during the past four years has been increased barely five per cent. And he is one of the most capable men in the province!

A questionnaire is being prepared by the Executive and will be sent out shortly. Watch for it and, when received, fill it out carefully and return it promptly. Much depends on it.

The Executive wishes a Slogan: send us a suggestion.

Note

The Editor has received considerable material which he has been unable to use in this issue. As it is valuable copy, it is being held over for the next number. Secretary Nason's letter is held up somewhere between Deloraine and Portage, and the other avenues of communication at the present writing are closed to us.

Teachers who change their address this summer should advise the Secretary of their old and new addresses in order to secure the next copy of the Bulletin and other literature which may be sent out.



1. **GVTA 2019 AGM:** As printed in May's *The Apple Core*, the draft Constitution, Bylaws, and updated Practices and Procedures were all approved at the Annual General Meeting on May 28th. The Constitution and Bylaws now need to be sent to MTS Provincial Executive for approval.
The 2019-20 Budget was also passed, with no change in membership fees of \$180/year (prorated to your assignment).
2. **Equity & Social Justice Book Club CLG:** The group finished reading *All American Boys* by Jason Reynolds and Brendan Kiely, and have picked independent summer reading books. If approved by the GVSD-GVTA Professional Development Committee, the CLG will continue in 2019-20.
3. **Public Relations:** GVTA has again bought books for every child entering Kindergarten in the fall, as a "welcome to school" on behalf of teachers.
4. **GVTA Scholarships:** The Scholarship Selection Committee has met with all of the candidates and has chosen two recipients, one each from GVC & NPC. Winner's names will be announced at their respective ceremonies and published in the September *The Apple Core*.
5. **Workplace Safety & Health:** The committee has received the division's report that there were 16 violent incidents reported for the entire year, division-wide. It is the belief of the committee that violent incidents are not being adequately documented and reported to the division. Members are encouraged to fill out violent incident forms whenever an incident has occurred, and to encourage our non-Member colleagues to do the same.
6. **MTS Spring Council 2019:** MTS Spring Council elected James Bedford (Louis Riel) as MTS President, and Nathan Martindale (Winnipeg) as MTS Vice-President for two-year terms. Elected Provincial Executive Members Sonja Blank (Mountain View), Carla Bouchard (Pembina Trails), Jeff Cieszecki (Seven Oaks), Kent McPherson (St. James-Assiniboia), and Cynthia Taylor (Louis Riel) join 2nd-year members Bea Walker (Flin Flon), Chris Darazsi (River East-Transcona), Kerry Enns (Border Land), Cale Dunbar (Brandon), Catherine Hart (Seven Oaks), and Valérie Rémillard (Louis Riel).
The 2019-20 Membership fee is \$1,012, a minimal change from the current rate.
7. **May GVTA President-Superintendent Mtg:** At their May meeting, the GVTA President and the GVSD Superintendent discussed supervision/duty as it relates to substitute teachers – when teachers know of their absence in advance vs. when they only know on the day. We also discussed the GVTA Executive's retreat day on November 5, and our goal of studying Brené Brown's *Dare to Lead* as a leadership model. We have also gifted copies to the Board and to Senior Admin. Principals will also receive this book as a gift from GVTA. Finally, we talked about the ramification and perceptions around posted positions that are "Open until filled".
8. **May GVSD-GVTA Liaison Meeting:** At the May Liaison meeting with members of the Board, GVTA shared our professional development model for the executive for the past few years, and our plans for next year. We also discussed the GVTA Letter and the GVSD Submission to the Manitoba K-12 Education Review Committee.
9. **MTS Member Engagement:** MTS will be present at two events upcoming in Morden: The Morden Pride event on June 22nd from 2-4, where members can pick up a "Proud Manitoba Teacher" shirt; and the Corn & Apple Festival on August 23-25th, where volunteers will be needed to support an MTS 100th Anniversary initiative.
10. **September GVTA Executive Meeting:** Monthly Executive Meetings will not take place over the summer, as per current practice. Meetings will resume on September 10th; subsequent meetings will be on the 1st Tuesday of the month. All members are welcome, please RSVP to Joel.