



Garden Valley Teachers' Association

The Apple Core

December 2019

Upcoming Events

PD Committee Meeting Tuesday, 17 December

Collective Bargaining Committee Mtg Tuesday, 17 December

GVTA Executive Meeting - Tuesday, 7 Jan

ESJ Book Club CLG - Wednesday, 8 Jan

South Central Pension Sustainability Seminar -Saturday, 11 Jan

GVSD Board Mtg - Tuesday, 14 Jan

Next Apple Core - Jan 20th

Greetings, GVTA-ers!

You may have noticed that the Balance magazine has been discontinued. Maybe you haven't? When MTS ceased production on the magazine, they repurposed the funds into the LifeSpeak Wellness Platform. The LifeSpeak Platform and its corresponding app (available in the App Store and on Google Play) give you access to expert-led advice, support, information, and inspiration on all kinds of topics.

From physical and mental health to relationships and finance to professional development, you can watch videos, download action plans, and interact with world-class experts in real time through the "Ask an Expert" option. "You'll find what you need to know so you can do what you need to do." There are over 480 video modules on topics such as:

- Mindfulness
- Stress Mastery
- Couple Relationships
- Professional Development and Leadership
- Digital Addiction
- Mental Health Stigma
- Better Sleep for Better Health.

It's available 24/7 from your smartphone, laptop, or tablet. Access is anonymous and confidential, but you can also have an account where you save information that you'd like to come back to later. You can access the program through MyProfile <<http://memberlink.mbteach.org>> and click on the LifeSpeak link. If you haven't used MyProfile yet and don't have an account (substitute teachers, this may include you), then click on "Sign Up Now" under "First Time Here". The app download instructions and login information are to be found later in this Apple Core.

One of the messages that GVTA has worked on over the past few years is that There's Always Someone Available to Help. LifeSpeak is an

additional option now for personal and professional development.

With the holiday season upon us, I wish you all Merry Christmas and Happy Holidays. I hope that your time with family and friends is both restful and recharges you for the new year.

Cheers,

Joel

204-384-5635 (call or text)

gvtapresident@gmail.com

Equity & Social Justice Committee

Book Review By: Val Harder, book club member and GVSD Literacy Coordinator



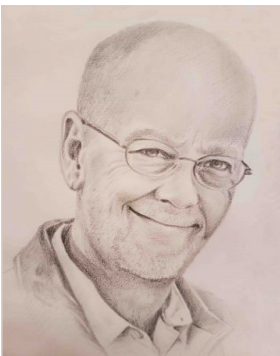
Sit, by Deborah Ellis, is a compilation of 11 short stories, with each story involving some place to sit. The seats vary from a time-out chair, to a plain fence, to a solitary confinement jail cell, to a mat on the floor, to everything in between. However, more important than the place to sit in the stories, is the consistent hope of moving forward. In each story, Ellis drops the reader into a new setting, and expects us to jump in and move along with the character. These characters are dealing with many difficult life situations, and Ellis skillfully tells enough of the story that readers can infer the rest. In fact, she trusts the reader to push themselves to fill in many of the blanks.

As I read Sit, curled up on my couch on a Sunday afternoon, I couldn't help but think about how each of these stories could be used as a mentor text. In classrooms where themes of moving forward, resilience, persistence, bravery, and hope are being discussed. In classrooms where story elements are being learned – setting, character, plot. In classrooms where countries, cultures, and community are the focus. I think that many of the stories could be used as read alouds with grade 3 and higher – and all of them could be used with grade 6 and higher.

If you're interested in reading Sit, let me know. I'd love to share this resource with you for your classroom.

Robert William Arthur Insull

1954-2019



Retired NPC teacher Rob Insull, who was on our active substitute teacher list passed away on October 31, 2019.

Our thoughts and prayers go out to Rob's wife, GVTA member LaDawn Insull, at this difficult time.

Please consider volunteering your time or donating to The Bunker Youth Ministry in Winkler or similar youth programming for at-risk youth in Rob's memory.

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.

GVTA 2018-19 Accountant's Report:

By: Joe

The Executive received and approved the Accountant's Unaudited Report for the 2018-19 fiscal year. It will be presented to the members in advance of the May 26th GVTA AGM. If you would like to see a copy of the report before then, please contact Joel.

January GVTA Executive Meeting:

By: Joel

The January Executive Meeting will be held at its usual time on Tuesday, January 7th at 4:15pm. Guests/observers are welcome; please let Joel know if you are planning on attending.

LifeSpeak App

The program is now available as an App, and can be accessed by following the instructions on the poster found later in this issue, and using the Client Name: mbteach and the Client password; MTSBalance

Food Talk: Traditional Mennonite Sour Cream Cookies

By: Mary Eberling-Penner, (secretary)



Cookie Ingredients

3 cups flour
1 cup sour cream
1 cup sugar
¾ cup margarine
2 tsp baking powder
1 tsp baking soda
2 eggs
1 tsp vanilla

Icing Ingredients

1 cup icing sugar
1 heaping tablespoon of
butter (or margarine)
1 tsp vanilla

Enjoy the season with a recipe of cookies that are not sweet, but still fun to decorate.

Steps to Make Cookie

Cream together the sugar and margarine. When very smooth, add eggs and vanilla. Sift together the dry ingredients in another bowl and add them to the creamed mixture with sour cream, to make a soft dough. Roll out and cut with a circle cookie cutter (about 2" in diameter) or a small water glass. Dip the edge of the glass in flour to help release the cookie. Bake at 350 degrees F. for 8-10 minutes, until the edges start to turn golden. Cool and ice with white or pink icing and sprinkle shredded unsweetened coconut (or sprinkles) on top.

Steps to Make Icing

Stir together until smooth. Add one or two drops of milk if the icing is too hard to spread.

My niece used this recipe in a school video project to describe her family traditions. She also included the instruction for Korean Bulgogi which is her father's heritage. Enjoy..

<https://www.youtube.com/channel/UCvcoY2xT9paFTTL27rrDyYg>

GVTA Executive Positions

By: Joel Swaan

Education Finance Co-Chair:

Dealing with provincial funding for education, as well as GVSD budget documents, the co-chair assists the chair in keeping abreast of current funding news.

Social & Teacher Wellness Co-Chair:

Dealing with provincial funding for education, as well as GVSD budget documents, the co-chair assists the chair in keeping abreast of current funding news.

GVTA Social Media Representative:

This position is in its infancy. We are creating an executive position for someone to assist in keeping GVTA in the public eye on Instagram and Twitter. The interested candidate would help define what the role will actually look like.

Superintendent-President Mtg

At their November meeting, the GVTA President and the GVSD Acting Superintendent discussed VP Acting Administrators Allowances, Executrek (Canadian Forces program), WSH Reporting of Violent Incidents, Personal Leave restrictions in the Collective Agreement, Substitute Teachers' personal device log-in, and the up-

PD: South Central Pension Sustainability Seminar

This Pension Sustainability Seminar is open to Garden Valley, Pine Creek, Portage la Prairie, Prairie Spirit, Prairie Rose, and Western Teachers' Associations. As the seminars are generic, if you are unable or it is inconvenient to attend the above seminar you can register for any seminar listed on the MTS web site. Seating is limited, please register early. Resource persons from The Manitoba Teachers' Society and TRAF will be in attendance to make presentations. Time has been built in for questions from participants. Travel expenses are your own responsibility.

- Date: Saturday, January 11, 2020 from 1pm-3:30pm
- Registration closes: January 8, 2020 at 5pm.
- Location: Carman Collegiate
- Registration Link: [Click Here](#)

Are you retiring at the end of December or January?

If you are, but you still intend to work for GVSD as a substitute teacher, then you are still a member of GVTA. Please contact Joel so that your home e-mail address can be added to our mailing list, to keep you informed as a member.

GVTA Policy Changes

Revised policies are in place until ratified at the GVTA AGM on May 26th:

- a. G.3. MTS Annual General Meeting – Rooms for GVTA delegates. ~~If GVTA delegates are unable to share accommodations, the GVTA will reimburse its delegates for single rooms.~~ If unable to share accom-

modations, GVTA will reimburse its delegates for single rooms at the venue. Should delegates or the alternate prefer to stay at an offsite hotel, GVTA will reimburse additional costs of a room over the MTS Provincial Council rate, up to usual (non-Council) MTS accommodations rate for each individual.

- b. . L.2.b. Standing Committee Responsibilities: Collective Bargaining. To establish a Table Team consisting of the President, MTS Representative, Collective Bargaining Chair, Collective Bargaining Co-Chair, and others as selected by the Collective Bargaining Chair and Co-Chair. ~~The Table Team will be constructed with the diversity of the membership in mind. The Table Team shall not exceed the number of individuals sent by the employer to the bargaining table by more than one.~~ The Table Team shall be comparable to the table team sent by the employer to the bargaining table. The Table Team must be approved by the GVTA Executive and the Collective Bargaining Committee.
- c. L.9.e (NEW). Standing Committee Responsibilities: Public Relations. Coordinate the application, selection, and notification processes for the GVTA Education Scholarships.
- d. L.9.f (NEW). Standing Committee Responsibilities: Public Relations. Select an item of GVTA-logged clothing to be made available for purchase by members once per year.

Education For Action: Our Learning Journey

February 27-28, 2020

The MTS/MASS Conference focuses on learning as a journey for both educators and students. Keynote speakers and breakout sessions will focus on the why, who and how of education, the needs and contexts of our diverse learners, enhancing teaching practices, and supporting teacher inquiry and collaboration. Conference attendees will be challenged to reconsider what it means to be a learner within the complex contexts of education.

The 2020 Program Schedule appears later in this Apple Core, and the Program is available [here](#), and you can register [here](#). Registration fees are \$395, and the conference has allocated 16 teacher spots and two student

Dare to Lead: November Executive Meeting

By: Joel Swaan

Dare to Lead: At our December Executive Meeting, we took time for Professional Development using Brené Brown's book. Following the 4-hour guideline at <<https://brenebrown.com/wp-content/uploads/2019/07/DC-Read-Along-Schedules.pdf>>, showed up having completed work from the on-line Workbook <<https://brenebrown.com/wp-content/uploads/2019/07/DC-Read-Along-Workbook.pdf>>:

- a. the Daring Leadership Assessment (<https://daretolead.brenebrown.com/assessment/>)
 - b. Reading pages 44-69 of Dare to Lead
 - c. <<https://brenebrown.com/wp-content/uploads/2019/07/DC-Read-Along-Workbook.pdf>> 1. Section 1: Exercise 2: The Six Myths of Vulnerability (pp.9-10)
2. Section 2: Exercise 1: Assembling Your Armor (p.11)

At the meeting, we also completed Section 2: Exercise 2: The Cave You Fear to Enter (p. 12)

- a. The Daring Leadership Assessment (<https://daretolead.brenebrown.com/assessment/>)

Recruitment call for voluntary MTS Presiding Officer Cohort Training 2020.

This request is for members who are interested in participating in a training and development program for a cohort of potential Presiding Officers.

The cohort members would be potentially called on to act as 'Chairperson' of various MTS meetings that would include:

- COSL Directors' Meetings,
- Presidents' Council Meetings
- MTS Provincial Council

The training and professional development for the cohort volunteers will take place at McMaster House.

Sessions would be take place after regular school hours.

There would be a minimum of 3 training periods that would include one Saturday session.

This recruitment call is to add approximately 3-5 new members to the cohort for this year.

Anyone interested is advised to respond directly to GOVERNANCE@mbteach.org .

Those members interested in this program should respond to indicate their interest and willingness to join the cohort by no later than Friday, January 17, 2019

Hunger in the Classroom Poll

In MTS' 2019 membership poll, 90 per cent of teachers said that they have spent their own money on students. The money was used for things like school supplies, field trips, rewards, and food. As MTS continues to request a universal meal program for public school students, they would like to get a greater view of how often teachers are paying out of pocket for food and snacks for their students. Click here to participate in the MTS poll on hunger in the classroom.

Women in Educational Leadership Forum

For every woman teacher who wants to lead, read and learn with colleagues online, the MTS *Women in Educational Leadership Forum* Group is for you.

In the new year, the group will be discussing Step In, Step Up: Empowering Women for the School Leadership Journey by Jane A. G. Kise and Barbara K. Watterston

Search for them on Facebook, answer a couple of simple questions and jump in! There is an engaging live broadcast every Wednesday night.

Taking a Trip over the Christmas break? Check out your Travel Health Benefits

By: Gwendolyn Heinrichs

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 ex-

change 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.

Indigenous Education

By: Ashly Dyck & Roxanne Baraniski- Indigenous Education Co-chairs

We started a series on traditional practices that have served Indigenous community well as they educate their youth. The first strategy we presented was “Building a Learning Community”. Learning in community was a tradition that was taken from the Indigenous people and contributed to a loss of culture. The department of Education and Training underscores the importance of building community. We asked you to share how you build community in your classrooms and schools.

Building a Learning Community at Pine Ridge

At Pine Ridge we are building a new community of learners. As we develop ways of working and learning together it is essential that we create a safe and caring culture in our classrooms and our school community. Two strategies that we have used to help us develop self-reflective and reflexive ways of being and doing are using Stephen Covey’s 7 habits and co-creating a matrix to promote positive behaviour.

The 7 Habits

The 7 Habits are: be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand, then to be understood, synergize and sharpen the saw.

We want everyone at Pine Ridge to learn more about these habits this year so that we can use them as we work and learn together. We want to talk about how we can practice the habits in our daily lives- at school, at home and in the community.

This month, we are focusing our attention on habit one- being proactive. Proactive people are responsible and take initiative. Owning one’s actions, attitudes and moods, rather than blaming others for wrong actions is also part of being proactive. Finally, doing the right thing- even when no one is watching- without being asked is part of being proactive!

Positive Behaviour Expectations

Staff and students are coming to Pine Ridge with different experiences. This is evident when it comes to behaviour expectations. We want to promote positive behaviour in our school and develop a common vocabulary for clear communication. To this end we are going to create a matrix of positive behaviour expectations. We will talk about the positive behaviours we want to see and how that looks in the different contexts of

our school.

Strategy # 2: Storytelling

The second strategy in our series is storytelling. This traditional approach has been used by Indigenous peoples to teach values, beliefs, morals, history, and life skills. Storytelling is still a valuable and powerful tool in today's classrooms.

Melanie MacLean and Linda Wason-Ellam conducted some field research on the use of storytelling in classrooms. The teachers they worked with successfully used storytelling to help deepen students understanding, promote self-reflection and develop critical thinking skills. They found that "...storytelling was reciprocal. Classrooms became a community of storytellers as stories stand on the shoulders of other stories." (pp. 7).

The teachers also learned to be learners. Through storytelling, teachers made spaces to learn alongside their students. We want our students to learn from their mistakes, to apologize, ask for help, problem-solve, to reflect and change our thinking. All too often we (the adults in the building) hold ourselves to different standards. The classroom can be a space for us to learn about our students, ourselves, other perspectives and new methods. Storytelling is a way to connect, reveal your human side and practice what you are preaching. Create some new pathways to learning and try sharing a story.

Do you share stories in the classroom? Email Ashly or Roxanne your tips and tools. We will include them in next month's issue of the Apple Core with strategy #3!

Reference:

Mac Lean, M. & Wason-Ellam, L. (2006). "When Aboriginal and Métis Teachers use storytelling as an instructional practice".



**EDUCATING
FOR ACTION:
OUR LEARNING JOURNEY**

February 27-28, 2020
VICTORIA INN WINNIPEG, MB

HOSTED BY:

 The Manitoba Teachers' Society

 **MASS**
MANITOBA ASSOCIATION OF
SCHOOL SUPERINTENDENTS

Integrity is choosing courage over comfort:

IT'S CHOOSING WHAT'S RIGHT
OVER WHAT'S FUN, FAST,
OR EASY; AND IT'S PRACTICING
YOUR VALUES, NOT JUST
PROFESSING THEM.

Brené Brown



AVAILABLE IN THE APP STORE AND ON
GOOGLE PLAY, IN ENGLISH AND FRENCH.



We are so excited to introduce you to the LifeSpeak app!

Now you can get the expert information
you trust from the device you always
have with you.

The app gives you the same amazing expert-led content, along with
brand-new features:

- Download videos for offline viewing
- Stream podcasts; no need to download them
- Earn points and badges for any activities you engage in either on the app or on the LifeSpeak website (watching videos, reading tip sheets, participating in a web chat, etc.)
- Join leaderboard (anonymously) to measure your activity against your peers'
- Participate in Ask the Expert web chats right from your phone
- Manage your account from the app



App FAQs

Is the app free?

Yes, it is offered free of charge as part of your organization's LifeSpeak program.

Is my activity on the app confidential?

Absolutely, 100% confidential at all times. We are committed to our users' privacy.

Can I use the same personal account I created on the LifeSpeak website to access the app?

Yes, and vice versa.

Will the activity I engage in on the LifeSpeak website count towards points on the leaderboard?

Yes.

Can my family members download the app?

Yes! We truly hope they do!

How do I download a video for offline viewing?

Go to LEARN, select a video series, then tap the download symbol.

Where do I find my downloads?

You can find your downloads by selecting 'More' at the bottom of the screen, and then tapping 'My Downloads'.



The Manitoba Teachers' Society - Benefit Programs
191 Harcourt Street, Winnipeg, MB R3J 3H2
Phone: (204) 888-7961; 1-800-262-8803 Fax: (204) 831-3077

Memorandum

November 2019

Dear Colleague:

Pension Sustainability Seminar Garden Valley Teachers

(Please note these are NOT pre-retirement seminars)

You are invited to attend a presentation for Teachers of the GVTA. This year we are offering a seminar specific to the long term sustainability of your pension and ***some projections on what it will resemble if some of the ancillary benefits change.*** This seminar is taking place on Saturday, January 11, 2020 at Carman Collegiate, Carman, MB from 1:00 p.m. to 3:30 p.m. For seating and logistical reasons, we encourage you to attend the seminar scheduled for your region or local Association, but as the seminars are generic to any MTS member you may attend any one of them. The seminar Locations, Dates, and Times can be found on the MTS website at www.mbteach.org.

This session is sponsored by The Manitoba Teachers' Society. The objective is to help you understand aspects of your pension, prepare for retirement, and ***consider potential changes to the Pension.*** While the pension is in good shape, the other party to your pension, the Province, has indicated that they wish to discuss the pension and teacher pensions across the country have changed, or are changing.

Resource persons from The Manitoba Teachers' Society *and* The Teachers' Retirement Allowances Fund (TRAF) will be in attendance to make presentations. Time has been built in for questions from participants. **Travel expenses are your responsibility.**

Prior to the seminar, we encourage you to login to your TRAF Online Services account to download, and bring with you, your most recent TRAF Benefits Statement (located under "My TRAF Documents") and your Teacher History record (located under "My Teaching Account"). These documents will *not* be provided at the seminar. If you have not yet signed up for Online Services, you can register through the TRAF website at www.traf.mb.ca and access these documents.

In order to prepare handouts, pre-registration is necessary. To register online go to the MTS website at www.mbteach.org, log in at **my profile**ⁱ, click on the header **Events** and from the drop down menu choose **Event Listings**, scroll down and click **the applicable Pension Sustainability Seminar** to complete the registrations process.

Please ensure you register before the cut-off date for your seminar of choice on the MTS website, as space will be limited.

Please plan to attend and you may bring your spouse or significant other. A good understanding means better planning for life events.

ⁱ If you have not previously used myprofile on the member portal you will need to "Sign Up Now". Once you click on "Sign Up Now", complete these required fields:

1. First Name
2. Last Name

-
3. Password (you create your own password)
 4. Confirm Password
 5. Your MTS Number is your actual MTS membership number on your MTS Card. The next time you login, this is the number that you will use along with the password that you created.

THURSDAY | FEBRUARY 27 - 2020

AM Sessions	
8:45 - 9:00	Student Presentation
9:00 - 9:15	Conference Opening
9:15 - 10:15	Keynote - Sandra Herbst Student Agency: It's More than Just Giving Students Voice and Choice
10:15 - 10:45	Break
10:45 - 12:00	Breakout Sessions
A01	What are Schools For? – Joel Westheimer
A02	Creating Independent Learners Through Project Based Learning – Charlene Smallwood
A03	Servant Leadership in Today's Schools – Vinh Huynh & Faridah Shams
A04	In Search of Equitable Schools – Sheelah McLean
A05	Assessment and Evaluation in the Service of Equity and Excellence – Sandra Herbst
A06	Pourquoi favoriser un aménagement linguistique en éducation? : Le pouvoir du paysage linguistique scolaire – Gail Cormier français
A07	Mathematics Learning for All: Taking Action on Access & Equity – Martha Koch
A08	Education as a Platform for Truth and Reconciliation – Kaila Johnston
A09	Getting to the Why: The "Our Kid" Journey – Randy Dueck, Shelley Amos & Colin Campbell
A10	The Power of Learning in the Context of your Community – Lorie Henderson & Reg Klassen
A11	Schools as Healing Places – Panel of Elders
A12	Schools as Places that Nurture Well Being/Well Becoming – Various Presenters
A13	Literacy ACTION and Professional Learning in ELA: Language as Power and Agency – Jennifer Watt & Michelle Honeyford
A14	Reimagining Why: Alternative Ways of Teaching and Learning – Peggy Hobson, Joe Martin, Sandy Welbergen & Team of Students
A15	"Our House is on Fire" – Kids, Action, and our Responsibility to Educate for Sustainability – Laura Sims

PM Sessions	
12:00 - 13:15	Lunch
13:15 - 14:15	Keynote - Joel Westheimer Education that Matters for the Students we Teach
14:15 - 14:30	Break
14:30 - 15:45	Breakout Sessions
B01	Empowering Youth: Finding Success Through Positive Leadership – Sofia Costantini
B02	The Fault in our Stories: Resistance, Creativity, and Teaching for a Common Purpose – Marc Kuly
B03	Debunking Deficit Theories – Sheelah McLean
B04	Understanding Sexual Orientation, Gender Identity, and Gender Expression in our Classrooms – Reece Malone
B05	When Teachers Nurture Students: My Story, My Journey – Ashley Richard
B06	The Peaceful Village Program: Supporting Newcomer Youth Outside of the Classroom – Daniel Swaka
B07	Démystifier la diversité religieuse dans nos salles de classe – Brahim Ould Baba français
B08	Educators as Allies: Using Innovative & Collaborative Approaches to Support Newcomer Students in the School System – Noelle DePape & Abdikheir Ahmed
B09	If I Don't See Myself How Do I Know I Exist? – Sonya Ballantyne
B10	Nurturing Resilience in all our Students – Mitch Bourbonnière
B11	Making Sense of Trauma: Practical Tools for Responding to Children and Youth – An Introduction – Kate Kiernan & Billy Brodovsky
B12	Thinking Beyond the Box: The Future Direction of Enrichment Programming & Talent Development in MB – Lesley Eblie-Trudel
B13	Every Classroom is Unique – Barb Melnychuk
B14	Wraparound: Integrating Support for Children and Youth with Complex Emotional and Behavioral Needs – Nadine Bartlett
B15	Hopeful Schools: From Conversations to Actions – Jake Bell, Parneet Buttar, Johnathon Lucas & Stephane Normandeau

FRIDAY | FEBRUARY 28 - 2020

AM Sessions	
8:45 - 9:00	Student Presentation
9:00 - 9:15	Day 2 Opening
9:15 - 10:15	Keynote - Steven Katz Am I Getting Better and How Do I Know: Putting the "Learning" Back in Professional Learning
10:15 - 10:45	Break
10:45 - 12:00	Breakout Sessions
C01	Together is Better ... Sometimes – Steven Katz
C02	The Art and Science of Collaboration – Danielle Fullan Kolton
C03	Made in Manitoba: Teacher-Led Learning – Cathryn Smith
C04	Supporting Teacher and Student Growth: Leveraging the Power of Mentoring – Francine Morin & Gail Ruta Fontaine
C05	Les meilleures pratiques en immersion – Gordon Campbell français
C06	Collaborative Learning Teams: Manitoba Teachers' Learning in ACTION – Eric Sagenes
C07	Collaborating to Support all Learners – Shelley Moore
C08	Data inquiry sessions with classroom teachers, Professional Learning Communities (PLC) and Leadership Teams – Program Lead and Support Teachers - Winnipeg School Division
C09	Learning Organizations: Learning Action School and Critical Friends – Jared Baines, Leanne Braun, Jason Pilkington, Barb Rempel, Jonathan Toews & Krista Curry
C10	Lessons Learned: The "How" of Creating Collaborative Spaces – Jody Wielgosh & David Ogren
C11	Tips and Tools for Deeper Adult Learning – TLLT Member
C12	High Impact Teams – Andrea Zaroda
C13	The Art of Coaching Collaborative Learning Teams – Cheryl Chuckry
C14	Leading with Trust: A Primer – Lia Gervino
C15	Student Only Session

PM Sessions	
12:00 - 13:15	Lunch
13:15 - 14:15	Breakout Sessions
D01	How do we Support all Learners? – Shelley Moore
D02	Creating Thinking Classrooms – Andy McKiel
D03	Responding to Literacy Data: Changing Traditional Approaches to Literacy Acquisition with Deliberate Data Driven Practices – Chris Gamble, et al
D04	Relationships and Student Engagement – Mark Essay
D05	Ouvrir la porte à la réconciliation par le biais de l'histoire et des faits – Bobbie-Jo Leclair & Jon Sorokowski français
D06	Opening the Door to Reconciliation Through Story & Fact – Wade Houle
D07	Working with At-Risk Youth: Keys to Engagement – Jarrett Yaworski
D08	Unpacking Digital Safety for Teachers – Gord Olson
D09	The Library Learning Commons: Critical to Schools of the Future – Martine Blanchet
D10	Immersion for All: Teachers and Leaders Learning Together – Gordon Campbell
D11	Affirming Sexual Orientation, Gender Identity, and Gender Expression through Pedagogy and Practice – Lindsay Brown
D12	Take it Outside: Teaching Beyond the Four Walls – Shannon Siemens & Mara Le Clair
D13	Gamification of Learning – Warren Nightingale & Mike Heilmann
D14	Art is Everywhere for Everyone! – Ryan Loeppky
D15	Starting Off Strong (S.O.S) – Shawna Dobbelaere
14:15 - 14:30	Break
14:30 - 15:30	Keynote - Student Panel



PISA FOR PARENTS

Every three years the Organization for Economic Co-operation and Development (OECD) releases results of testing conducted on 15-year-olds in more than 30 countries and city-states—or what the OECD calls “economies”. Each test, under the banner of the Programme for International Student Assessment (PISA) assesses performance in one of reading, math, and science. There’s lots of pressure to score well—so much so that teachers in some jurisdictions are compelled to follow a “PISA curriculum” rather than what makes sense for their students.

The next round of PISA scores will be released on December 3, 2019.



GRIPPED BY “PISA PANIC”?

Stay calm, and consider this:

- ▶ **The tests are written for profit.** Private companies win lucrative contracts with the OECD to create universal tests for students across the globe. Tough job, given the vastly different realities of students in places with diverse curriculums, cultures, and economies.
- ▶ **Translation is tricky.** It’s extremely difficult—some would say impossible—to create a perfect translation of the test in the dozens of languages required.
- ▶ **PISA plays politics.** Fueled by significant world-wide media coverage, “poor” results are often used to justify large-scale educational change. The media spotlight and resulting pressure can lead to misdiagnosing a problem—and the creation of ineffective, short-sighted, and costly responses.
- ▶ **How “bad” is it?** In the last round of PISA testing—conducted in 2015—Canadian students ranked 7th in the world, ahead of those in the United States, Sweden, New Zealand, Germany, Switzerland, France and Denmark, to name a few. Manitoba students ranked in the top third globally, above their cohort in the United States, the United Kingdom, Spain, Switzerland, Italy, Iceland, Israel, and a host of other jurisdictions.



The
Manitoba
Teachers'
Society

mbteach.org

There’s nothing wrong with taking a global view of education. It’s helpful and even wise to develop ways of understanding how other jurisdictions are doing, and for sharing methods that work well. We have much to learn from each other. PISA, however, is not the best way to do it. Manitoba teachers, like those across Canada and around the world, assess student understanding every day using a wide variety of tools.

Want to know more about how your child is progressing? Talk to their teacher. You’ll learn more about how academic and social development is measured, and how that translates into meaningful, measurable results for your child.

Every three years the Organization for Economic Co-operation and Development (OECD) releases results of tests conducted on 15-year-olds in more than 30 countries and city-states—what the OECD calls “economies”. Each test, under the banner of the Programme for International Student Assessment (PISA), assesses performance on reading, math, and science.

The next round of PISA scores will be released on December 3, 2019.



GRIPPED BY “PISA PANIC”?

Stay calm, and consider this:

- ▶ **The OECD is an economic, not an educational organization.** It views education as primarily serving human capital development and economic growth.
- ▶ **The tests are written for profit.** PISA tests are created by private companies that win lucrative contracts from the OECD.
- ▶ **PISA is not designed to test students on local curriculum.** It is designed to rank countries and city-states around the world as a predictor of their students’ ability to participate in the global economy.
- ▶ **PISA ignores cultural context.** The test harmonizes narrow competencies on a global scale, assuming these create the foundation for success wherever they are applied.
- ▶ **The data serves a narrow purpose.** PISA is structured to provide a large-scale, context-free snapshot, not individual student, school-level, or system-wide feedback.
- ▶ **Translation is tricky.** It’s extremely difficult, if not impossible, to create a perfect translation of the test in the dozens of languages required.
- ▶ **The world moves faster than PISA.** Given the speed with which social, political, and cultural context evolves, any test would be hard-pressed to predict students’ capacity to excel years later.
- ▶ **PISA is political.** Fueled by world-wide media coverage, “poor” results are often used to justify large-scale educational change. In some jurisdictions, this has led to increased standardization and privatization of education. The media spotlight and resulting pressure can lead to misdiagnosing a problem—and the creation of ineffective, short-sighted, and costly responses.
- ▶ **PISA = big business.** Edu-businesses flourish in the marketplace created by PISA panic, designing and selling standardized assessment solutions that advance the OECD’s agenda.



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In the last round of PISA testing—conducted in 2015—Canadian students ranked 7th in the world, ahead of those in the United States, Sweden, New Zealand, Germany, Switzerland, France and Denmark, to name a few. Manitoba students ranked in the top third globally, above their cohort in the United States, the United Kingdom, Spain, Switzerland, Italy, Iceland, Israel, and a host of other jurisdictions.

Regardless of ranking, teacher associations around the world—including The Manitoba Teachers’ Society—reject large-scale standardized global testing as a means of assessing local public education. We agree that ongoing assessment of student performance is essential, but best conducted in a classroom using curriculum-based tools rooted in academic, cultural, and environmental context.