



Garden Valley Teachers' Association

The Apple Core

March 2020

Upcoming Events

**PD Committee Mtg – 7am, Tuesday,
March 17th at Smitty's**

**Early Dismissal – Wednesday, March
18th**

**Last Day for Students before Suspension
of Classes – Thursday, March 19th**

**Student-Involved Conferences – Thurs-
day, March 19th & Friday, March 20th**

**GVSD-GVTA Liaison Mtg – 7am,
Thursday, March 26th**

Spring Break – March 30-April 3

**GVTA Executive Mtg – 4pm, Tuesday
April 7th**

**ESJ Book Club – 4pm, Wednesday
April 8th**

**Good Friday (No School) – Friday, April
10th**

**Students Scheduled to Return to Class
(Tentative) – Monday, April 13th**

**GVSD Board Meeting – 8pm, Tuesday
April 14th**

**Early Dismissal – Wednesday, April
15th**

April Apple Core – Monday, April 20th

**PD Committee Mtg – 7am, Tuesday,
April 21st**

**CB Committee Mtg – 4pm, Tuesday,
April 21st**

**Early Dismissal – Wednesday, April
22nd**

Greetings, GVTA-ers;

These are indeed interesting times. At the time of writing, Ontario has declared that all schools will be closed for two weeks beyond their usual spring break, and before I could finish typing that sentence, it was declared that Manitoba schools will be closed as of Monday, March 23. The closure be in effect until Monday, April 13: "There's no decision yet whether the closure will extend beyond the three weeks, but the province will update the public before April 13, Pallister said." (<https://www.cbc.ca/news/canada/manitoba/manitoba-schools-covid-19-update-1.5497122>; March 13, 2020).

During this time of closure, the government is also scheduled to release the Final Report of the Manitoba Commission on Kindergarten to Grade 12 Education. The government has also indicated in the Legislature that amendments are coming to The Public Schools Act and that The Public Schools Finance Board Act will be repealed and replaced with The Public Schools Governance and Financing Act. Debate is still taking place on the Public Services Sustainability Amendment Act (which is to amend Bill 28, which currently limits salary negotiations within the context of collective bargaining). We are also waiting for the verdict in the Partnership to Defend Public Services' Bill 28 court challenge. Don't forget about the anticipated introduction of provincial collective bargaining and amalgamations.

Today, there are more questions than answers about what is around the corner. We continue to have discussions with the board, with senior administration, and MTS. It is important that all members, including substitute teachers, register to receive updates from MTS. If you haven't given your home e-mail address to MTS yet, please head to <https://memberlink.mbteach.org/>, and make sure you have entered your address in "My Profile". You can use "Make Changes+" to update your e-mail address if it needs changing.

It is anticipated that there will be much to discuss in the coming months. We will do our best to keep you informed as information becomes availa-

ble. In the meantime, stay vigilant.

In Solidarity,

Joel

204-384-5635 (call or text)

GVTA Executive Professional Development

The GVTA Executive is continuing their year-long book study of Brené Brown's Dare To Lead. In March, we discussed pages 119-183 (Rumbling with Vulnerability: Shame and Empathy, & Curiosity and Grounded Confidence), and workbook exercises "Understanding Shame", "How Shame Shows up in School", "What does Empathy Look Like?", "Emotional Literacy", "Empathy in Practice", "Shame Shields", "Rumble Starters", and "Horizon Conflict".

February Superintendent-President Mtg

At their February meeting, the GVTA President, GVSD Superintendent, and GVSD Assistant Superintendent discussed teaching positions filled internally, bus acquisition, the June 2021 Admin Day, playground supervision ratios, substitute teacher logins, and GVTA presidential release time.

GVTA Bowling Night

Many thanks go out to GVTA Social & Teacher Wellness Chair Caitlin Parr (GVC) and Co-Chair Brenda Richer (NPC) for all of the work that went into coordinating and hosting the GVTA Bowling Night on February 21st.

COSL/MTS Tour

MTS Vice-President Nathan Martindale and MTS Council of School Leaders Chair Myles Blahut toured the division with Joel on Monday, February 27. Thanks to the leadership teams and staffs of J.R. Walkof, Pine Ridge, Northlands Parkway, Southwood, Hochfeld, Prairie Dale, GVC Tec, and GVC for making time for us, and to Moyra Vallelly (JRW, COSL Representative) for

April GVTA Executive Meeting

The April Executive Meeting will likely be held at its usual time on Tuesday, April 7th, with professional development and supper from 4-4:30pm, and the meeting proper at 4:30pm. Guests/observers are welcome; please let Joel know if you are planning on attending.

What is LifeSpeak

The LifeSpeak Wellness Platform (<http://www.mbteach.org/mtscms/2019/01/07/lifespeak-wellness-platform/>) replaced the *Balance* magazine last year. There is an app available in the Apple App Store and in Google Play, as well as a website portal when you log into "My Profile" at <https://memberlink.mbteach.org/>. You can also sign up to receive e-mail updates, the most recent of which is about the current COVID-19 outbreak. One of the articles available through the link/website is reprinted here for you. -js

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.

How to manage anxiety during the COVID-19 outbreak

A Q&A with Clinical Psychologist Dr. Brooke P. Halpern, Psy.D., J.D

How do pandemics in general wreak havoc on our mental health?

Anytime there's any sort of health scare that we don't know much about, stress levels will go up and that's a normal reaction. In the past, we've heard about things like H1N1 (aka Influenza A or Swine Flu) but it was flu-related and flu is a word people are familiar with. The term Coronavirus is new to most people. They're asking themselves, does my medical professional know what this is? Do they know how to treat it? It's natural to feel some fear and anxiety around things that are unknown, but it's our response to those feelings that can be most detrimental to our mental health.

What coping strategies should we be adopting to manage stress and anxiety at this time?

In times of anxiety, you want to be mindful of your reactions and what works best for you. Here are a few suggestions:

Be Mindful of Media – If media exposure bumps up your anxiety or keeps you from sleeping at night, you may want to cut back on this. If you are going to follow media, then I recommend sticking with science-based sources that offer real scientific facts. For some people, this will help lower their stress hormone.

Acknowledge Your Anxiety – Notice when you're feeling anxious, then ground yourself by taking a few slow, deep breaths. This will release hormones that move your body away from stress. Another option is to go for a walk or do something to bring you back to the present moment through one of your senses. Get a cozy blanket or other item and notice its texture, or smell something calming. Anything that takes you away from your anxious thought and brings you back into the present will help.

Control What You Can – Do 'doable' things like wash your hands, cough or sneeze into your arm, or avoid shaking hands. Even things that are unrelated to the illness, like an easy work task, will lower your stress reaction.

Surround Yourself with Calm People – If you have people in your life that ramp up your anxiety, try to steer clear of them and instead seek support from people who are level-headed and calm.

What can I do if I'm feeling really panicked about catching the virus?

If you've tried mindful breathing or other coping skills and you're still finding it impossible to get away from your anxious thoughts, I would recommend seeking help from a mental health professional.

How do I balance washing my hands enough and not becoming obsessive about it?

If washing your hands often makes you feel calmer then it's OK to stick with that, but if you're doing it every 15 minutes, for example, and it's bumping up your anxiety, then it may be time to seek mental health advice.

For those already struggling with anxiety disorders, all of the media coverage can be especially triggering. How do I best cope?

If you have a pre-existing anxiety disorder it can show up again or become more acute. For some, the way to cope will include being more mindful of their thoughts. For others, it may be medication. If you have an anxiety disorder, it's especially important that you take care of yourself by eating healthy, getting plenty of sleep, and reaching out for help if it becomes unmanageable.

How do I offer emotional support to friends, family members, or co-workers who have been quarantined?

Some people are emotionally fine with being quarantined, while for others it may cause a lot of turmoil. The best thing is to ask them directly what they need. Small gestures like calling, sending a text or email, dropping food supplies at their door are also good ways to show your support.

Is the virus making people more anxious or is the hysteria of the media coverage making more people anxious?

I think it's both. Getting sick is scary and causes stress. The initial concern about the Coronavirus is like a fire alarm and then we have to investigate if something is truly wrong. Often that's a false alarm or just smoke. But the media coverage is causing some people to react like their house is burning down. The media coverage creates a sense that everything is happening right now but, in the moment, most of us are ok, nothing has happened.

How do I talk to my child about the Coronavirus, without making them anxious?

We often think we're protecting our children from our anxiety, but they're really good at picking up on it. Here are a few ways to reduce their anxiety – and yours!

Use Age-Appropriate Language – This will increase their vigilance without making them feel scared. For example, we're going to do an extra good job of washing our hands today. [NPR released a really great comic strip](#) that explains the Coronavirus to kids from a scientific perspective which is a great jumping-off point.

Reinforce Good Behaviors (like handwashing) – Kids will follow what you're doing so set a good example by washing your own hands regularly and showing them how to do it properly. Send younger kids out with hand sanitizer in their bag, and make sure they know how to use it.

Educate Yourself – Keeping yourself well informed will help you keep calm for your kids.

Rehearse How You Will Answer Their Questions – Limiting media exposure may help reduce their anxiety, but they will have questions and you can prepare how to answer them. For example, people catch germs and get sick, but here are some ways you can control it.

Have a Contingency Plan – Think about how you will handle having a sick kid at home. Talk to your employer and plan how you might work from home. If possible, have friends and family on hand in case you get quarantined.

Dr. Brooke P. Halpern holds a Doctorate in Clinical Psychology from The Chicago School of Professional Psychology and a Law Degree from the University of Chicago. She completed her Post-Doctoral training at Deep Eddy Psychotherapy in Austin, Texas. Dr. Halpern views psychotherapy as a tool that can help create the emotional space so a person can identify and work towards personal change and growth. She currently runs [Kiva Psychological Services LLC](#), a private practice in Evanston, Illinois.

Call For Nominations for GVTA Executive

James Driedger

It is time once again to announce our Call for Nominations for candidates to serve on next year's GVTA Executive!

There is no need for prior experience, only a desire to learn more about the role of the Manitoba Teachers' Society and our local Association as well as a willingness to serve for the greater good of your colleagues.

Please contact James Driedger if you are:

Planning to continue in your current GVTA role. (Note: GVTA does not have term limits) OR

Are considering an executive position – self-nominations are welcomed. OR

If you have a person/s that you wish to nominate – just be sure that you have their prior approval with an indication of their willingness to let their name stand.

We are seeking individual candidates for the following...

President – (Please note the specific timelines for this position)

- Please submit your President nominee/s by 3:00pm – Thursday March 19, 2020.
- If an election is required, it will be held Thursday, March 26, 2020 by secret ballot.

Nominees for the following should be received by Noon – Friday, May 15, 2020.

Elections will be held at the GVTA Annual General Meeting on Tuesday May 26, 2020 with nominations “from the floor” also being accepted at that time.

- Vice-President
- Treasurer
- Secretary
- Collective Bargaining & Collective Bargaining Co-Chair
- Education Finance & Education Finance Co-Chair
- Employee Benefits & Employee Benefits Co-Chair
- Equity and Social Justice & Equity and Social Justice Co-Chair
- Indigenous Education & Indigenous Education Co-Chair
- Professional Development & Professional Development Co-Chair
- Public Relations & Public Relations Co-Chair
- Social and Teacher Wellness & Social and Teacher Wellness Co-Chair
- Social Media Coordinator
- Workplace Safety & Health Liaison

A Nomination Chart with a brief description of each role is attached.

Please contact me with your nominees – james.driedger@gvtd.ca

Thanks for your time and willingness to participate,

Bargaining

As bargaining remains in a holding pattern, there are new developments. Below are some of the current topics:

Minister of Education's Mandate

- The Minister of Education's mandate letter dated March 3, 2020 lists, among other things, that the government is "implementing province wide bargaining for teachers to reduce bargaining costs and give teachers more time to teach." We will let you know more as information becomes available.
- Along with the provincial budget, the government has tabled amendments to various education focused legislation and amendments to the Labour Relations Act.
- This legislation is being delayed in hopes that they will not be passed before the end of this sitting of the legislature.

Interest Arbitration in Pembina Trails

- Hearing Dates are now commencing on Wednesday, April 15th, 2020 (instead of Monday, April 13th, 2020) and will run through to Friday, April 24th, 2020 from 9 a.m. to 4 p.m. at the Hilton Garden Inn in Winnipeg.

Constitutional Challenge to Bill 28

- The trial for the constitutional challenge to Pallister government's Public Services Sustainability Act has now concluded. The Partnership to Defend Public Services was proud to represent 120,000 public sector workers by standing up for the rights of working people. This court case has been about protecting the constitutionally protected right to collective bargaining. We await the judge's decision.

Indigenous Education

By Roxanne Baraniski and Ashly Dyck

The Tradition of Storytelling

First Nations people share the traditional practice of storytelling as a way of retaining their history and passing it from generation to generation. It is a way to teach valuable information about their philosophies, values, beliefs and ways of life.

Here you will find a lesson on the Tradition of Storytelling. This lesson is taken from the Treaty Kit from the grade 2 section. It can be adapted to a variety of ages and grade levels depending on your students' understandings and needs. Feel free to use it for any grade level and change it to make it work for your students.

Each lesson includes a Teacher Information Sheet to give some background information that you will need for the lesson. It also gives additional places to find information and further learning opportunities. The lessons also show links to our provincial curriculum.

THEME: The Treaty Relationship SUB-THEME 2: Traditional Teachings

TOPIC 2.1: Stories and Oral History – The Tradition of Storytelling

Lesson Overview:

Students will relate to the traditional practice of storytelling through a hands-on activity that requires they plan the story, write it and present it to the whole class.

Treaty Essential Learnings:

By the end of the lesson, students will

1. Appreciate the First Nations peoples' storytelling tradition.
2. Relate to the practice of oral history.
3. Recognize that storytelling is essential way to learn about the past.

Links to Manitoba Social Studies Curriculum:

2-KI-008 Recognize that their elders, ancestors, and communities connect them to the past, present, and future.

2-KI-008A Recognize that their elders, ancestors, and communities connect them to the past, present, and future.

2-KI-010 Identify their heritage and culture.

2-KI-010A Identify their heritage and culture.

2-KH-025 Relate stories of significant events and people in their local community's past.

2-KH-025A Relate stories of significant events and people in their local Aboriginal community's past.

2-VH-008 Value personal connections to stories of their community's past.

2-VH-008A Value personal connections to stories of their Aboriginal community's past.

Materials Required:

- *Treaty ABCs* (printable from the TRCM website www.trcm.ca/wp-content/uploads/26891-TR-Treaty-ABCs-book-web.pdf) and 1 photocopy of each letter
- Puppet from the Kit
- Treaty ABCs writing sheet (BLM 2.1.1)

Activate

How will students prepare for learning?

a) Gather students in a larger group and provide a brief description of the Treaty relationship the Newcomers and First Nations peoples had throughout their collective history.

b) Inform the students that storytelling was a fundamental approach for First Nations peoples to retain their history called "oral history" and it is still practiced today by skilled storytellers, Elders, historians, etc.

c) Inform students that pictures also tell stories and that every picture has a story; sometimes if the story is not known, a story can be created from the person looking at the picture.

Acquire

What strategies facilitate learning for groups and individuals?

a) Consider introducing one of the puppets as the narrator of *The Treaty ABCs*. Present the *Treaty ABCs* to students and give a brief description of each picture. Invite students to provide input as to what the story might be for each letter picture.

b) Teacher will tack up (sticky tack) all the Treaty ABCs on a wall or chalk/whiteboard.

c) Inform students that they are to choose one letter and take the photo-copy version of the letter, along with a Treaty ABC writing sheet – BLM 2.1.1.

Apply

How will students demonstrate their understanding?

a) Instruct students to write a story describing the picture of the Treaty ABCs that they chose.

b) Students can attach the Treaty ABC picture to the Treaty ABC writing sheet (staple, tape, glue etc).

c) Students will read their story to the rest of the class.

Further Learning:

• Have students conduct interviews to explore family oral history. Consider the use of the following websites:

(a) <http://www.le.ac.uk/emoha/training/no9.pdf>

(b) <http://www.youthstorytelling.com/toolbox/KindredKeepsakes.pdf>

• Teacher resource: Canadian Oral History Association retrieved at: <http://www.canoha.ca/>

Look for more lessons like this in the Treaty Kit found in each school.

Looking for ways to integrate Equity and Social Justice topics into your lessons?



Free downloadable teaching guide with lesson plans on how to integrate the United Nations Sustainable Development Goals into your curriculum.

The **Sustainable Development Goals** — also known as the **SDGs** or the **Global Goals** — cover a wide range of sustainability issues; highlighting local, national and international priority areas to end poverty and hunger, improve health and education, make cities more sustainable and combat climate change.

This guide will provide you with clear information, educational resources and other supports to help you in your efforts to educate and engage young people so that they support sustainable development and are inspired to turn that support into action. This guide will also explore how to incorporate the different topics covered by each goal into lessons across multiple subjects.

You don't need any prior knowledge or experience of the United Nations, international development, or the Sustainable Development Goals to use this guide. It can be referred to in whole or as individual parts to suit your curriculum.

See: <http://mcic.ca/sustainable-foundations> for more information.





CAP 2020 PRICING GUIDE

Full Conference	\$699
Pre-Conference (Ignite included)	\$125
Ignite The Night	\$25

A LA CARTE OPTIONS/SHARING OPTIONS

Complete registration here: <https://memberlink.mbteach.org/Event.axd?e=1113>

1/2 Complete Conference (Full Conference + Pre-Conference)	\$420/person
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(Only one person registers, one delegate attends the Pre-Conference, Ignite the Night, and Wednesday, May 6 and the other delegate attends Thursday, May 7, the Banquet and the 1/2 day Friday, May 8 (hot breakfast included)

1/2 Conference Only	\$350/person
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(Only one person registers, delegates can divide up the sessions as they wish)

INDIVIDUAL DAYS

Contact Myles Blahut at cosl@mbteach.org

Wednesday Only	\$260
Thursday Only (No banquet)	\$260
Thursday Only (Including banquet)	\$340
Friday Morning (Hot breakfast included)	\$140
Half Day	\$140

(Come for morning sessions, stay for lunch, or come for lunch and stay for afternoon sessions)

STUDENTS/RETIREE PRICING

Complete registration here: <https://memberlink.mbteach.org/Event.axd?e=1113>

Full Conference	\$399
Pre-Conference (Ignite included)	\$100
Ignite Only	\$20

LUNCH AND LEARN OPTIONS FOR WADE DAVIS (see poster)

Contact Myles Blahut at cosl@mbteach.org

General Public Lunch and Learn

Option 1 - Listen to first breakout and lunch	\$100
Option 2 - Lunch and Keynote	\$100
Option 3 - Keynote and Second Breakout	\$100
Option 4 - Keynote, both Breakouts, and lunch	\$150

Student/Retiree Lunch and Learn

Option 1, 2, or 3	\$75
Option 4	\$100

Teachers

Bring a class just to listen to any one of Wade's talks \$10 a student

Important Information Concerning COVID-19



As the COVID-19 pandemic continues to evolve, questions are being asked about how absences from work will effect employers and employees.

The Manitoba Teachers' Society has developed the following principles concerning potential workplace absence situations for members as follows.

1. If schools are closed: status of employment is working from home – salary and benefits continue.
2. If classes are suspended (no students): members will report to work as assigned by their school divisions – salary and benefits continue.
3. If a member is quarantined (not sick): status of employment is on an 'administrative (paid) leave' – salary and benefits continue.
4. If a member is quarantined (sick): sick leave provisions apply.
5. If a member is quarantined (sick) and sick leave provisions run out: in the case of a medically disabling condition, short-term and long-term benefits apply.
6. If the employer directs the employee to stay-at-home and the employee is not sick then the employer shall pay the employee as if they were working from home.

NOTE: The Government of Canada is advising that Canadians avoid all travel on cruise ships due to the ongoing COVID-19 outbreak until further notice. Further, the government is now advising against all international travel to limit the spread of the virus. Members should note that their MPSE Travel insurance benefits will be void if a member chooses to ignore this guidance.

Members should contact an MTS staff officer as needed about their individual circumstances relating to their employment and leave status.

Further, **Manitoba Health, Seniors and Active Living** (<https://www.gov.mb.ca/health/coronavirus/>) is recommending the following:

Strategies for Schools and Educational Institutions:

- ensuring ill staff and students stay home from school, and supporting those who are self-isolating at home to ensure they do not fall behind in their studies,
- reducing large group, and crowded activities,
- increasing desk distance between students, and
- considering implementing virtual or online classrooms, to reduce the number of people in classrooms.

Strategies for Employers:

- relaxing sick leave policies, such as the requirement for sick notes, to encourage those who are ill to stay home and prevent the spread of illness to coworkers or customers
- allowing employees to work from home if possible
- discontinuing non-essential work-related travel outside of Manitoba, and
- encouraging virtual meetings to reduce prolonged, close contact between individuals.
- minimizing prolonged (more than 10 minutes), close (less than two meters/ six feet) contact between other individuals in public,
- avoiding greetings that involve touching such as handshakes,
- disinfecting frequently used surfaces,
- following public health advice related to self-monitoring and self-isolation if you have travelled or have been exposed to someone ill with the virus.

2020-2021 GVTA EXECUTIVE NOMINATIONS

GVTA positions do not have term limits so, while some persons will be letting their names stand – the following positions are annually open for nominees and subject to any subsequent election:

Position	Nominee & School (You can self-nominate too!)		
Nominees by: 3:00pm – Thursday March 19, 2020	President		
Nominees by: 12:00pm – Friday May 15, 2020	Vice-President		
	Treasurer		
	Secretary		
	Collective Bargaining	Chair	
		Co-Chair	
	Education Finance	Chair	
		Co-Chair	
	Employee Benefits	Chair	
		Co-Chair	
	Equity & Social Justice	Chair	
		Co-Chair	
	Indigenous Education	Chair	
		Co-Chair	
	Professional Development	Chair	
		Co-Chair	
	Public Relations	Chair	
		Co-Chair	
	Social/Wellness	Chair	
		Co-Chair	
	Social Media Coordinator		
	Workplace Safety & Health Liaison		

<u>GVTA EXECUTIVE POSITIONS</u>	<u>DESCRIPTIONS IN BRIEF</u>
President	Call, preside, provide notice, and create agendas for all Executive meetings and general meetings; attends Association Standing Committee, Garden Valley School Division Board, Society, Presidents' Council, and South Central Region President meetings as necessary; make reports at all Executive and general meetings; act as a liaison between the Association and the Society; deal with personnel issues; attend negotiation sessions between the Association and Garden Valley School Division; work with Treasurer to create the Association budget.
Vice-President	Assist the president as needed; take full charge of the affairs of the Association during the absence of the President.
Treasurer	Keep an accurate record and take charge of all funds collected; prepare a financial report for each Executive and general meeting; meet with the President in budget preparation; prepare all necessary reports for the yearly financial review; present the completed review at a general meeting; be one of the co-signers to access Association accounts.
Secretary	Keep an accurate record of all proceedings of the Association; distribute agendas and minutes of Executive meetings, special meetings, and general meetings.
Collective Bargaining	Negotiate a new collective agreement based on provincial and regional bargaining goals and the needs of the membership; promote knowledge of the collective agreement and/or bargaining procedures amongst the Association.
Education Finance	Track trends in Education Finance; gather information to present to local Executive and General Meetings; present to the Board as a part of the GVSD budget process.
Employee Benefits	Develop awareness and maintain files of all employee benefits; identify and investigate local needs for which the Employee Benefits committee can provide assistance; organize and host Employee Benefits Seminars relevant to GVTA members.
Equity & Social Justice	Develop awareness of social justice and equity issues in classroom materials, teacher attitudes, school policies, and programs; share information and resources; identify local needs for which the committee may provide assistance.
Indigenous Education	Develop awareness of indigenous education and equity issues in classroom materials, teacher attitudes, school policies, and programs; share information and resources; identify local needs for which the committee may provide assistance.
Professional Development	Initiate, organize, and implement a program of in-service training to provide opportunities for the GVTA membership to continue improvement of their educational practices; inform GVTA teachers of PD opportunities; engage such resource persons as are deemed necessary for the in-service program; prepare, administer, and evaluate the GVTA PD budget; work in cooperation with the senior administration office in the planning and implementation of PD programs for the division.
Public Relations	Purchase prizes and food for General Meetings; publish a membership newsletter; promote GVTA events for all committees; purchase and distribute an annual GVTA 'gift' for members.
Social and Teacher Wellness	Promote unity and build morale; plan, budget for, and execute a minimum of three (3) events throughout the school year - at least one (1) of these events will include all GVSD employees; plan, budget and execute a recognition for retiring teachers as needed; purchase prizes for all social and teacher wellness events; develop awareness of wellness issues in teacher attitudes, school policies and programs.
Social Media Coordinator	This position is new this year. There is the opportunity for a person interested in this role to help develop the criteria and position description necessary, with the goal of enhancing and increasing GVTA's on-line media presence.
Workplace Safety & Health Liaison	Promote the aims and objectives of the Association within the GVSD Workplace Safety and Health Committee; inform the Association of the activities of the GVSD WS&H committees; WS&H Liaison shall be an Association member who serves on the GVSD WS&H Committee.

PRICING

GENERAL PUBLIC LUNCH AND LEARN

Option 1	Listen to first breakout and lunch	\$100
Option 2	Lunch and Keynote	\$100
Option 3	Keynote and Second Breakout	\$100
Option 4	Keynote, both Breakouts, and lunch	\$150

STUDENT/RETIREE LUNCH AND LEARN

Option 1, 2, or 3	\$75
Option 4	\$100

STUDENT/RETIREE LUNCH AND LEARN

Bring a class just to listen to any one of Wade's talks \$10 a student

Contact Myles Blahut at cosl@mbteach.org



WADE DAVIS LUNCH & LEARN AT CAP 2020

THURSDAY MAY 7 2020

Come for lunch, stay to listen to Wade Davis, one of Canada's most interesting people.



Wade Davis is a writer and photographer whose work has taken him to East Africa, Borneo, Nepal, Peru, Polynesia, Tibet, Mali, Benin, Togo, New Guinea, Australia, Columbia, Vanuatu, Mongolia and the high Arctic of Nunavut and Greenland. Explorer-in-Residence at the National

Geographic Society from 2000 to 2013, Wade is currently Professor of Anthropology and the BC Leadership Chair in Cultures and Ecosystems at Risk at the University of British Columbia. Author of 22 books, including *One River*, *The Wayfinders* and *Into the Silence*, Wade holds degrees in anthropology and biology and received his Ph.D. in ethnobotany, all from Harvard University. In 2016, Wade was made a Member of the Order of Canada. In 2018, he became an Honorary Citizen of Colombia.

For more information check out Wade Davis' website daviswade.com/wade



CLEAR VISION FOR SCHOOL LEADERSHIP 2020

WADE'S KEYNOTE (after lunch) 1:15-2:15

The Wayfinders: Why Ancient Wisdom Matters in a Modern World

Every culture is a unique answer to a fundamental question: What does it mean to be human and alive? Wade Davis leads us on a thrilling journey to celebrate the wisdom of the world's indigenous cultures. In Polynesia we set sail with navigators whose ancestors settled the Pacific ten centuries before Christ. In the Amazon we meet the descendants of a true Lost Civilization, the Peoples of the Anaconda. In the Andes we discover that the Earth really is alive, while in the far reaches of Australia we experience Dreamtime, the all-embracing philosophy of the first humans to walk out of Africa. We then travel to Nepal, where we encounter a wisdom hero, a Bodhisattva, who emerges from forty-five years of Buddhist retreat and solitude. And finally we settle in Borneo, where the last rainforest nomads struggle to survive.

Understanding the lessons of this journey will be our mission for the next century. Of the world's 7000 languages, fully half may disappear within our lifetimes. At risk is a vast archive of knowledge and expertise, a catalogue of the imagination that is the human legacy. Rediscovering a new appreciation for the diversity of the human spirit, as expressed by culture, is among the central challenges of our time.

WADE'S BREAKOUTS

BREAKOUT #1 | 11:00-12:15

Wade will be looking at *Into The Silence*, a talk surrounding his newest book and an unheralded Canadian, Greg Mallroy.

If the quest for Mount Everest began as a grand imperial gesture, as redemption for an empire of explorers that had lost the race to the Poles, it ended as a mission of regeneration for a country and a people bled white by war. Of the twenty-six British climbers who, on three expeditions (1921-24), walked 400 miles off the map to find and assault the highest mountain on Earth, twenty had seen the worst of the fighting. Six had been severely wounded, two others nearly killed by disease at the Front, one hospitalized

twice with shell shock. Four as army surgeons dealt for the duration with the agonies of the dying. Two lost brothers, killed in action. All had endured the slaughter, the coughing of the guns, the bones and barbed wire, the white faces of the dead.

In a monumental work of history and adventure, ten years in the writing, Wade Davis asks not whether George Mallory was the first to reach the summit of Everest, but rather why he kept on climbing on that fateful day. His answer lies in a single phrase uttered by one of the survivors as they retreated from the mountain: 'The price of life is death.' Mallory walked on because for him, as for all of his generation, death was but 'a frail barrier that men crossed, smiling and gallant, every day.' As climbers they accepted a degree of risk unimaginable before the war. They were not cavalier, but death was no stranger. They had seen so much of it that it had no hold on them. What mattered was how one lived, the moments of being alive. For all of them Everest had become an exalted radiance, a sentinel in the sky, a symbol of hope in a world gone mad.

BREAKOUT #2 | 2:45-4:00

Wade will be looking at *Schooling The World*, a talk looking at different educational subjects that he has researched or witnessed firsthand through his world travels. Our faith in the power of education to do only good is absolute; it's the one element of the global development paradigm that is never questioned. But in my experience education in many parts of the world is fundamentally a process of enculturation, with the transmission of information and knowledge playing very much a secondary role. In this session, Wade will look at:

- The book, *Three Cups of Tea*, by Greg Mortenson, and how fiction was reported as fact. A sad story to be sure. However, it begs a question, why do so many see western education, essentially the same curriculum imposed throughout the world, as the silver bullet that can end every social ill, lift people out of poverty or in the case of the Mortenson scandal bring peace to Afghanistan?
- Residential Schools in Canada--- We tend to forget that these residential schools operated well into the 1970s, and that the fundamental model still operates today in virtually every country of the developing world. The only difference is that the rationale is for the most part no longer religious conversion but rather the mandatory embrace of the cult of modernity.
- A look to Africa and in particular, schools in Kenya--- Education as instituted in much of the world is in fact a process of enculturation as communities give up their children to be trained as cadre of a modern centralized economy. The conditions and pedagogy of the schools, the rote learning, military regimentation, the despotism over mind and body, generates a grinding conformity to a world in which they may well never find a place.

If time permits, Wade will open up a question and answer period related to any of his three presentations.