

The Apple Core

March 2023

Upcoming Events

Mar 22, 6pm: MTS [Indigenous Education Series – Teachers Talking to Teachers](#): Indigenous Knowledge Systems: Land-Based Learning
Mar 22, sundown: Ramadan begins
Mar 23: GVSD-GVTA Liaison Meeting
Mar 24: JRW GVTA Members visit
Mar 27: Deadline for [Manitoba Teachers' Idea Fund](#) applications
Mar 27-31: Spring Break
Mar 31: [Deadline](#) for Deferred Salary Leave Plan applications
Mar 31: [MTS Union Learning Grants](#); Third round of applications due
Mar 31: Deadline for Nominations to Manitoba Education [Student Advisory Council](#)
Apr 4: GVTA Executive Mtg
Apr 5: GVTA ESJ Book Club CLG
Apr 5, sundown: Passover begins
Apr 6: [Registration deadline](#) for MTS Pension Sustainability Seminar (Apr 12)
Apr 7: [Deadline](#) for applications to join MTS [Teacher-Led Learning Team](#)
Apr 7: Good Friday: No School
Apr 11: Prairie Dale GVTA Members visit
Apr 11: GVSD School Board Meeting
Apr 12: [MTS Pension Sustainability Seminar](#) (Apr 6 deadline)
Apr 12, 5pm: [Registration Deadline](#) for MTS [Omunuity Event](#) (Apr 14)
Apr 13, sundown: Passover ends
Apr 14, 5:30pm: MTS [Omunuity Event](#), McMaster House (Apr 12 deadline)
Apr 15: Deadline for Second Reading of Bill 35
Apr 15: Leave-of-Absence confirmation to Teachers divisional [deadline](#)
Apr 18: GVTA April *The Apple Core*
Apr 19: Early Dismissal
Apr 20: Southwood GVTA Members visit
Apr 20, sundown: Ramadan ends
Apr 22: MTS Women in Educational Leadership Network
Apr 24: GVC Tec GVTA Members visit
Apr 25: MTS Provincial Council Binder Mtg
Apr 26: Early Dismissal
Apr 27: Hochfeld GVTA Members visit
Apr 30: [Resignation Deadline](#) for Permanent Contract Teachers hired on or after Dec. 7, 2004
May 2: GVTA Executive Mtg
May 3: GVSD Noon Dismissal
May 3: GVTA ESJ Book Club CLG
May 4: Winkler Elementary GVTA Members visit
May 5: NPC GVTA Members visit
May 9: Fresh Start GVTA Members visit
May 9: GVSD Board Mtg

Greetings GVTA-ers;

Interviews are over, and spring break approaches; hopefully a chance to rest and recharge. Today, some information about two “action items” that are on the forefront: Bill 35, and the MTS’s #RealTeacherTalkMB campaign, which is part of a public awareness push before the provincial election. Below is some information from MTS on these two issues. Please reach out to me if you have any questions. Please consider following MTS on social media to stay up-to-date on these issues and more.

In Solidarity,

Joel, gvtapres at mbteach.org

204-384-5635 (call or text)



Bill 35 - <https://www.mbteach.org/mtscms/2023/03/15/mts-opposes-bill-35/>

The Manitoba Teachers' Society Opposes Bill 35

The Manitoba Teachers' Society Opposes Bill 35. The Society does not oppose regulation, but Bill 35 does not protect teachers' due process, follow the rules of natural justice and ensure absolute fairness.

Teachers are the strongest advocates for keeping students safe. In fact, student safety is the first point in our Code of Professional Practice.

Keeping kids safe should not come at the expense of making teachers vulnerable. Bill 35 exposes teachers to frivolous and malicious complaints because of its overly broad definition of “misconduct.”

The bill is also silent on union representation at public hearings—and does nothing to proactively keep a child safe.

Furthermore, professional competence is not related to protecting children's safety and should not be part of any teacher misconduct framework.

At this time of acute teacher shortages, we say emphatically that Bill 35 will have a damaging effect on recruiting and retaining a healthy teaching workforce.

We insist that our members' many concerns must be addressed in any proposed legislation touching on these issues. Bill 35 in its current form is unacceptable.

– Nathan Martindale, President, The Manitoba Teachers' Society

Bill 35 Gets a Failing Grade

The Manitoba Teachers' Society has put the government on notice that it strongly opposes **Bill 35** in its current form. The newly introduced bill proposes to:

- Create a public online registry of teachers with information about a teacher's teaching certificate, including the date it was issued, its educational classification and its current status. The registry would also include a permanent record of any suspension or cancellation of a teaching certificate.
- Appoint a director of certification to oversee the certification process for teachers and the registry.
- Establish competence standards that teachers must meet to be issued and maintain a teaching certificate.
- Appoint a commissioner to receive and process misconduct or incompetence complaints from any source including school divisions.

Sign Up to Speak Out



We need your help to fight this bill! [Sign up to speak at the bill's committee hearing](#) and let the government know that this bill misses the mark.

Can't make an in-person presentation? You can send a [written submission](#).

Tell the government that teachers aren't against regulation, but we won't stand for a bill that opens teachers up to frivolous, malicious and false accusations.

In its current form, Bill 35 is anti-teacher legislation and must be defeated.

Let's hear some
#RealTeacherTalkMB



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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.

Tell Us What You're Seeing and Feeling in Your Classroom

By [RealTeacherTalkMB](#)

After six consecutive years of underfunding, you're feeling the impact of fewer supports in your classroom, less one-on-one time with kids, and increasingly complex conditions, needs, and demands.

Teachers make it look easy, but it's not.

While the province delivered a 6.1 per cent education funding infusion in 2023, it doesn't make up for years of "increases" that failed to meet even the annual rates of inflation, never mind growth in the system and post-pandemic needs. Millions of dollars of cumulative funding losses have a real impact, and teachers and students are feeling it.

Manitobans need to know that this year's sudden funding boost is more than an election strategy. And rebate cheques? How does that help when investment in education has steadily decreased?

Teachers want a commitment from government—and those who seek to form government—that education is a priority every year.

The time has come to share your story: reflections that underscore the real challenges you experience in your classrooms and the need for stable, effective, and equitable education funding—this election year, and every year.

Tell us what you're seeing and feeling in your classroom and email MTS at RealTeacherTalkMB@mbteach.org. We'll gather your reflections and share them via our social media platforms using #RealTeacherTalkMB. You will not be identified in your comments.

Use RealTeacherTalkMB@mbteach.org to share your perspective. Note that because your comments will be shared in MTS social media posts, they should be brief and to the point—50 words maximum. They should focus on your classroom realities, not your employer. You may submit more than once if you wish.

To see something similar, [take a look](#) at how the Newfoundland and Labrador Teachers' Association posted its members' comments at #HiddenRealityNL.

Note that comments submitted to RealTeacherTalkMB@mbteach.org may be edited for length and focus, and that MTS may not be able to use all comments submitted.

Thank you for raising your voice. Manitobans need to hear it.

MB Teacher defaults to Digital format

By Joel Swaan

You may have noticed that members are no longer receiving paper copies of *The MB Teacher*. A motion was made at the last MTS Provincial Council that *The MB Teacher* be offered to members in a digital format as the default, and only members who ask for a paper copy will receive one as such.

If you would like to receive your copy in print, log into [MyProfile](#) at mbteach.org and hover your cursor over "Make Changes +" and then select "Update My Info". Scroll down and change your option under "Request MB Teacher" to "Yes - Print".

The magazine is also available on-line at its website at <https://www.mbteach.org/mtscms/category/the-mbteacher-magazine/>.

Poverty And Education Task Force Final Report

By Joel Swaan

The Poverty and Education Task Force was launched in 2021 as a recommendation of the Manitoba Commission for Kindergarten to Grade 12 Education. The key responsibilities of the task force were:

- "to identify and acknowledge the relationship that exists between poverty and education in Manitoba
- "to put forth actionable and informed recommendations at the classroom, school, divisional, and community level to the Minister of Education and Early Childhood Learning to be shared with the Committee of Cabinet, that will improve the educational experiences, outcomes and well-being of students in Manitoba"
- Areas of initial focus included "food access and security; access to technology, transportation, and other socio-economic barriers that impact participation; [and] outcomes and continuity of education for children in care."

Recommendations are being made by the task force in the following areas:

1. **Food Security and Nutrition:** Enhance food security and increase access to nutritious food for students living in poverty (6 recommendations)
2. **Mental Health:** Support the mental health and well-being of students living in poverty. (6 recommendations)
3. **Racism and Discrimination:** Ensure a culturally safe, anti-racist, and inclusive learning environment for students living in poverty. (7 recommendations)
4. **Transportation:** Enhance transportation accessibility for students living in poverty. (3 recommendations)
5. **Technology:** Support digital equity through accessibility for students living in poverty. (4 recommendations)
6. **Supports for Indigenous Students:** Ensure an Indigenous-inclusive education system that is reflected across the curriculum, programming, policy, and education workforce. (7 recommendations)
7. **Supports for Children in Care:** Enhance the well-being of children in care who live in poverty, including a focus on ensuring service coordination and cultural supports. (7 recommendations)
8. **Intersectional/Holistic Approach:** Provide holistic services and supports for students living in poverty. (4 recommendations)

Equity in Education: Apply an equity lens to planning at the school, division, and provincial levels. (5 recommendations).

The complete report is available [here](#).

Free Indigenous Education Opportunities

By Karla Rootsart

On Wednesday, March 22, from 6:00 to 7:30 pm, MTS will be hosting the last of a series of Indigenous Education online meetings. The topic is Indigenous Knowledge Systems: Land Based Education. The link to the zoom meeting can be found here:

<https://www.mbteach.org/mtscms/2022/12/16/indigenous-education-series/>

In September, the Columbia Basin Environmental Education Network offered a full year course called Four Seasons of Reconciliation. Each month, there is a module to work through and a live video meet up. Since Christmas, free recordings of these live video sessions have been made available on the Outdoor Learning Store website:

<https://outdoorlearningstore.com/every-child-matters-recordings/>

There are currently 2 recordings, with another coming in April. The speakers in the current recordings are Sophie Pierre, a former chief in British Columbia, and Faye O'Neill, an Indigenous Education Coordinator in Southeast Kootenay School District 5 in BC.

There are a large number of free video presentations on the Outdoor Learning Store website – many are on Indigenous Education topics or include an Indigenous perspective. Some topics include: Animals Care for Mother Earth, Indigenous Resources for Educators and Learners, Walking Forward: Indigenous Perspectives in Learning from Place, and Not Extinct: Keeping the Sinixt Way. To find these recordings, you can click on the link below and scroll for the video you are looking for:

<https://outdoorlearningstore.com/recordings-archive/>

Minor Feelings: An Asian American Reckoning

By Val Harder

Minor Feelings: An Asian American Reckoning by Cathy Park Hong

From Penguin Random House:



“Poet and essayist Cathy Park Hong fearlessly and provocatively blends memoir, cultural criticism, and history to expose fresh truths about racialized consciousness in America. Part memoir and part cultural criticism, this collection is vulnerable, humorous, and provocative—and its relentless and riveting pursuit of vital questions around family and friendship, art and politics, identity and individuality, will change the way you think about our world.

Binding these essays together is Hong’s theory of “minor feelings.” As the daughter of Korean immigrants, Cathy Park Hong grew up steeped in shame, suspicion, and melancholy. She would later understand that these “minor feelings” occur when American optimism contradicts your own reality—when you believe the lies you’re told about your own racial identity. Minor feelings are not small, they’re dissonant—and in their tension Hong finds the key to the questions that haunt her.

With sly humor and a poet’s searching mind, Hong uses her own story as a portal into a deeper examination of racial consciousness in America today. This intimate and devastating book traces her relationship to the English language, to shame and depression, to poetry and female friendship. A radically honest work of art, *Minor Feelings* forms a portrait of one Asian American psyche—and of a writer’s search to both uncover and speak the truth.”

We discussed the first half of the book at our meeting in March, and will finish in time for our next ESJ book club meeting on Wednesday, April 4. Looking forward to the conversation!

If you’re interested in reading this book, please send me an email at Valerie.harder@gvgsd.ca – I’ll lend you a copy!

Social & Teacher Wellness

By: Brandy Springer



If you are interested in some new GVTA clothing, check out the link to the clothing store. At the end of the month all items ordered will be processed and once they are ready they will be delivered to your school by your GVTA president, Joel Swaan. [Home | GVTA Clothing \(inksoft.com\)](https://inksoft.com)

What to do when you don't know what you're making for supper?

- Option 1 – Take out
- Option 2 – Begrudgingly take out something to make late
- Option 3 – Sign up for the Central Station Easy Eats Meal Kit!

What is the Easy Eats Meal Kit you may ask?

Easy Eats is a non-profit initiative providing nutritious meal kits for anyone. The amount you donate is up to you! People are encouraged to pay it forward. If you can afford to pay the suggested donation of each kit, great. If you can pay a little extra than the suggested price you will be able to help those in need. Meal Kit for 2 - \$10 or Meal Kit for 8 - \$25

- Sign up by Friday for the following Thursday.
- Pick-up is on Thursday between 4 - 5 pm.

Payments have to be made at time of pick up (cash or debit) or submitted before hand (eTransfer, cash or debit)

Check out the Central Station website or social media accounts for info on upcoming kits... here's a sample of some of the past options!



Students and teachers need support.

Tell government to invest in education. Not just this year—every year.

EDUCATIONMATTERSMB.ORG



Students and teachers need support.

Tell government to invest in education. Not just this year—every year.

EDUCATIONMATTERSMB.ORG

President Election and Nominations for Executive

By: Karla Rootsaert

As per our GVTA bylaws, nominations opened on February 9th for GVTA President for the 2023-2024 school year. At the end of the nomination period on March 9th, at 4:00 pm, there was one nominee who let their name stand for the position.

Congratulations to Joel Swaan, teacher at Parkland School, who has been elected GVTA President for the 2023-2024 academic year.

Nominations for all other GVTA Executive positions are still open. All GVTA members are eligible to run for any Executive position they may be interested in. Nominees may self-nominate, or they can be nominated by others (with the nominee's permission) for any of the following GVTA Executive positions:

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

A description of all positions, as well as an updated nominee chart, are included on separate pages in this edition of the Apple Core.

Please send your nominations to karla.rootsaert@gvsa.ca. Nominations close for these positions by noon on Friday, May 12, 2023. Elections for these positions, if necessary, will be held at the GVTA AGM on Tuesday, May 30, 2023. Nominations will also be taken from the floor at that meeting.

Thank you for considering serving our members.

Karla Rootsaert,

Chair, Nominating Committee

2023-2024 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 (including self-nominations) and subject to any subsequent election:

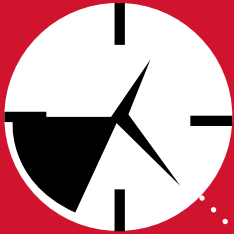
Position		Nominees & School/Administrative Unit	
Elected March 9, 2023 at 4:00 pm	President	Joel Swaan (GVTA)	
Nomination deadline: May 12 @ Noon Nominations also accepted from the floor at AGM on May 30 th @ 4pm	Vice-President	Karla Rootsart (SWD/HES)	
	Treasurer	Anny Froese (PDS)	
	Secretary	Mary Eberling-Penner (PCS/EDW)	
	Collective Bargaining	Chair	Jessica Riddell (ECS)
		Co-Chair	
	Education Finance	Chair	
		Co-Chair	
	Employee Benefits	Chair	Kirsten Carman (GVC)
		Co-Chair	James Driedger (NPC)
	Equity & Social Justice	Chair	Val Harder (DO)
		Co-Chair	
	Indigenous Education	Chair	
		Co-Chair	
	Professional Development	Chair	Alyssa Friesen (PRS)
		Co-Chair	Mikaela Martens (PRS)
	Public Relations	Chair	Jonathan Cullen (NPC)
		Co-Chair	
	Social & Teacher Wellness	Chair	Brandy Springer (JRW)
		Co-Chair	
	Workplace Safety & Health Liaison	Erin Boschmann (SWD/HES)	
Appointed	Past-President	Mike Urichuk (ECS)	
	MTS Provincial Executive	Joel Swaan (GVTA)	
Members-at- Large elected by the members they represent	COSL MAL	Moyra Vallely (JRW)	
	Members-at-Large represent schools and administrative units who are not represented by other Elected Members. Any units not represented after elections take place at AGM on May 30 th will elect their own representative to the Executive. Units not yet represented are Border Valley/Blumenfeld, Parkland, Substitute Teachers, & Winkler Elementary		

GVTA EXECUTIVE POSITIONS	DESCRIPTIONS IN BRIEF
President	Call, preside, provide notice, and create agendas for all Executive meetings and general meetings; attends Association Standing Committee, GVSD 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	Represent GVTA at all regional and provincial bargaining meetings with The Society; survey the local members when appropriate before regional bargaining seminars; promote knowledge of the collective agreement and provincial bargaining procedures, including ratification voting 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 and promote awareness 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, 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, 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 continued improvement of GVTA membership's 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 senior administration 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. Enhance and increase GVTA's on-line media presence.
Social and Teacher Wellness	Promote unity and build morale; plan, budget for, and execute a minimum of three (3) events throughout the school year; 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.
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.

10 HEALTHY HABITS

for

mental fitness



Schedule
"me-time"
daily

Reward
yourself



Play to your
strengths

Ask for help
and offer to
help



De-stress
your diet



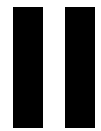
Choose
a positive
attitude

Practice
relaxation
techniques
and get
enough
sleep



Set goals
and stay
on target
with a
journal

Get regular
physical
activity



Press pause
once in
a while –
downtime is
good

Effects of Mental Illness



Heart
Problems



Aggression/
Conflicts



Back
Pain



Cancers



Impaired
Learning/
Memory



Substance
Abuse



Infections



Other
Injuries/
Illnesses



Reduced
Adaptability



Increased
Passivity

Top tips to create healthy sleep habits



Sleeping troubles can have a significant impact on our well-being whether individuals are experiencing short-term or long-term difficulties. Short-term insomnia is known as acute insomnia and can occur over a period that lasts less than three months. When insomnia occurs for more than three months, this is considered chronic insomnia and can lead to more serious health concerns.

It is recommended that individuals seek professional support when experiencing sleep troubles and to maintain healthy sleep habits. Here are key suggestions to improve your sleep habits and get the rest you need:

Keep a consistent sleep schedule

Our bodies crave routine, and sleep is no different. Set your internal clock by waking up at the same time each day and going to bed at more or less the same time each night. Start your day as soon as you wake up rather than lingering in bed. Seeing daylight and starting your morning routine will signal your body to start building the drive for the next night's sleep, which will pay off at bedtime.

Stay active

Regular exercise is great for mood and anxiety and it's important for sleep, too. Exercise helps your body build the drive for deep sleep. Try to time your exercise for earlier in the day and get your heart rate up when you do. Vigorous exercise too late in the day may leave you overly activated when bedtime rolls around.

Skip the nap

Avoiding daytime naps helps you preserve maximum sleepiness for bedtime. Naps may confuse the body and prevent consistent sleep schedules from being developed. Further, keep in mind that naps that are longer than an hour may cause you to fall into deep sleep which is harder to wake from and those deep sleep cycles cause confusion.

Pay attention to your caffeine, alcohol or nicotine intake

All of these can interfere with your sleep if taken too close to bedtime. The goal is to avoid any stimulants that prevent you from falling asleep and letting your sympathetic nervous system rest so you can achieve that deep sleep you need.

Create a bedtime routine

We all need a buffer between our daytime activities and sleep time. Take 30 to 60 minutes to shift from daytime mode and set the stage for sleep. This is a good time to get off screens, take a break from the news, and do something pleasant or relaxing such as reading, stretching, doing relaxation exercises, meditating or having a hot shower or bath.

Reserve your bed for sleep

As much as you can, keep your sleeping space separate from your working or hanging out space. Do not use your bed for anything other than sleep (although you may want to make an exception for sexual activity). This will help train your brain to associate your bed and bedroom with the sleep response – and not with wakeful activities like watching TV, looking at devices, worrying or planning. The same principle applies if you are having extended trouble falling asleep or are up in the night. If you find yourself tossing and turning in bed for more than 20 minutes, get up and do something calming or boring until you feel sleepy enough to return.

And lastly... don't sweat it!

Ever tried extra hard to get to sleep? If so, you probably noticed that the harder you try, the more elusive sleep becomes, the more anxious you become about sleep, and so on. Watching the clock and doing mental calculations in the night are counterproductive for sleep. So are dire predictions about how changes to your sleep will affect your daytime functioning or your future in general. Challenge these fears. Many of us struggle, but your body is designed to produce the sleep you need. Most sleep problems get better over time, especially if you stick to the tips above.

**Support is always available for you if you experience
any life challenges. Reach out to our experts
whenever you feel the need.**



MTS remains committed to advancing and safeguarding the welfare of teachers and the status of the profession. We are actively participating in consultations, will maintain an informed and vocal presence in discussions, and commit to providing updates on changes to professional regulation as they develop.

Where have we been?

The MTS position on how teacher conduct is governed has been an ongoing topic of review and discussion dating back as far as the 1990s.

More recently in 2017, the Society began studying the experiences of other Canadian jurisdictions to inform its participation in discussions with education stakeholders and to generate recommendations submitted to the Commission tasked with reviewing K-12 education in 2019.

Throughout various stages of the education review process and post-Commission action planning, Manitoba Education indicated that it would not be pursuing changes to teacher regulation other than to scope out options.

Where are we now?

In spring of 2022, media coverage of high-profile misconduct allegations and a [report](#) released by the Canadian Centre for Child Protection (CCCCP) brought swift and strong reactions from the public and the media. Following the CCCC report, the government announced its intention to establish an independent regulatory body and teacher registry.

MTS continues to participate actively in consultations on the matter. In December, the Provincial Executive approved the following **Statement of Beliefs** from which ongoing input in stakeholder consultations has been generated.

STATEMENT OF BELIEFS

The Manitoba Teachers' Society is a strong advocate for the safety of students and recognizes that teachers occupy a position of trust, confidence, and considerable influence with children. These foundational beliefs anchor the MTS positions related to management and regulation of teacher conduct.

The Manitoba Teachers' Society believes that:

- teachers are trusted by the public and others in the profession to act ethically and responsibly.
- teachers have an obligation to uphold, support, and enhance high standards of teacher conduct to protect the integrity and the status of the profession.
- teachers bear ethical responsibilities to the profession, their students, and their employer.
- the profession possesses the knowledge, experience, and expertise to assess and adjudicate the conduct of its members.
- public participation in regulation of teacher misconduct is important to protecting public interest in education, promoting transparency, and enhancing credibility.
- collaboration with the Society is expected for any changes related to legislation, regulations, processes, and structures intended to regulate and uphold high standards of teacher conduct.
- teachers are entitled to constitutional, economic, welfare, and professional rights.
- teachers must be protected from biases and discrimination that conflate safety with their identity (gender, sexual identity and orientation, race, ethnicity, age, and/or physical abilities and qualities).

The Manitoba Teachers' Society is committed to protecting **due process, natural justice, and fairness** for members. The provision of representation by the Society does not constitute an endorsement of a member's conduct or practice.

Current Practice: Who does what and when?

Currently, teacher misconduct is managed at three different levels. Each has separate and distinct roles and is bound by prescribed legislation. They are:

1. **The employer** (school divisions)
2. **The union and professional body** (MTS)
3. **The minister of education** (Certificate Review Committee)

THE EMPLOYER:

The employer is responsible for the supervision of staff and manages employment-related issues, complaints, and misconduct of teachers through a variety of actions governed by established labour relations principles, namely, progressive discipline. Employers are required to act reasonably, fairly, and in good faith in the administration of the collective agreement. Failure to do so is grievable by the union.

In prescribed circumstances, the employer can refer misconduct to the Minister of Education's Certificate Review Committee.

Applicable legislation: *The Labour Relations Act, The Child and Family Services Act, The Public Schools Act, Freedom of Information and Protection of Privacy Act*

THE UNION AND PROFESSIONAL BODY:

The Manitoba Teachers' Society has jurisdiction only for complaints related to the Code of Professional Practice, and members file a complaint directly to the Executive Director. Nothing prevents a member of the public from filing a complaint, but most issues brought to MTS through the Code involve peer-to-peer conflict. The definition of professional misconduct and the Code of Professional Practice are outlined in the MTS Bylaws and the Society has no authority over criminal or employment-related and disciplinary matters.

The Executive Director is responsible for receiving and processing all Code complaints and may dispose of, respond to, attempt to resolve, or refer for investigation to the MTS Professional Conduct Committee to determine if the matter will be sent to the MTS Review Committee for adjudication. The MTS Review Committee can refer to the minister's Certificate Review Committee.

Applicable legislation: *The Manitoba Teachers' Society Act*

THE MINISTER OF EDUCATION:

The one and only authority with the power to bestow or revoke a teaching certificate is the Minister of Education. Within Manitoba Education, a body called the Certificate Review Committee—consisting of representatives of The Manitoba Teachers' Society, the Manitoba School Boards Association, the Manitoba Association of School Superintendents, and the Department of Education—advises the minister on outcomes which can include the temporary or permanent withdrawal of a teaching certificate.

Conclusion of criminal or other proceedings can also be reported directly to the minister. The minister has the discretion to refer to the CRC for investigation and report any case in which a teacher's certificate is to be reviewed for any cause which the minister deems sufficient.

Misconduct is not defined in legislation, regulation, or the Administrative Handbook for Schools but there are reporting obligations for school divisions for misconduct related to the physical or sexual abuse of children as per *The Public Schools Act*.

Applicable legislation: *The Education Administration Act*

INTERESTED IN FACILITATING WORKSHOPS?

Join the Teacher-Led Learning Team (TLLT)

TLLT RECRUITMENT

The Manitoba Teachers' Society is seeking outstanding classroom teachers, principals, resource teachers, counsellors, clinicians, coaches, and consultants to design and deliver workshops. Members of the Teacher-Led Learning Team are leaders, learners, and collaborators who share a passion for professional learning. The work of the team attracts members who are reflective, energetic, collaborative, and creative: This commitment is both intense and rewarding, and team members report that the work and learning on the team enriches overall performance in their daily teaching and leadership roles.

APPLICATION COMPONENTS

- 1
- Cover Letter of Interest including, at minimum, the following information:
- Current position;
 - Reason for applying; and
 - Area(s) of interest/experience.

- 2
- Current Resume including, at minimum, the following information:
- Name, MTS number, and contact information;
 - Teaching experience (grade levels and subjects taught);
 - Leadership experience (this does not have to be in formal positions);
 - Languages spoken;
 - Academic credentials/other certifications or highlights;
 - Recent professional development (within the last three years); and
 - School/community/local/MTS activities, committees, etc...

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- Two Letters of Recommendation (one of which should be from your principal/vp or superintendent), that speak to your knowledge, skills, and abilities in:
- Communication;
 - Collaboration;
 - Leadership;
 - Facilitation skills; and/or
 - Experience/expertise.

OVERVIEW OF THE COMMITMENT

TLLT is a two-year appointment, renewable to a maximum of six consecutive years. Successful candidates deliver up to four workshops per year for which the Society covers release time and associated expenses. TLLT members are required to attend training seminars and design days at McMaster House. Release time (for school days) and associated expenses are paid.

Summer Seminar:
August 30 & 31, 2023*

Fall Seminar:
September 22 & 23, 2023*

Winter Seminar:
January 26 & 27, 2024*

Spring Seminar:
May 4, 2024*

**DATES SUBJECT TO CHANGE.*

CRITERIA FOR TLLT CANDIDATES

- MTS members who:**
- have a variety of experiences and roles;
 - have formal or informal leadership experience;
 - are willing to travel within Manitoba for deployments;
 - have demonstrated interpersonal, leadership and communication skills;
 - are in good standing, actively working in the public school system;
 - have interest and/or experience in the professional development of adult learners; and
 - have the ability to commit to a minimum two-year term, including training & design days.

APPLICATION PROCESS

- Advise your principal and/or superintendent and your Local President that you are applying to the Teacher-Led Learning Team.
- Submit your application by **April 7, 2023 @ 4:00 pm.**
- Shortlisted applicants will be contacted to schedule an interview.
Where possible, interviews occur at your school site at a mutually agreed-upon time.
- Successful candidates will be notified by June 2023.

Please send your cover letter of interest, resume, and letters of recommendation to:

Eric Sagenes
TLLT Team Leader
The Manitoba Teachers' Society
191 Harcourt Street, Winnipeg, MB, R3J 3H2
esagenes@mbteach.org



Consideration is given to the appointment of people in such a manner as to reflect the diversity of Manitoba's population. We encourage all qualified individuals to apply. The Manitoba Teachers' Society understands the importance of its members' privacy and the sensitivity of personal information, and it is committed to protecting privacy in its collection, use, and distribution of personal information. Please refer to our policy online for information about how the Society manages its members' personal information and safeguards privacy: <http://www.mbteach.org/mtscms/2016/05/06/mts-privacy-policy-english/>