



President's Message

Frank Restall

The Code Is Your Code

As we approach the end of the first "term" of this school year, a time marked by increasing activities, responsibilities and pressures, it is important to remind all members to abide by the Code of Professional Practice in all that we say and do. The Code clearly states the professional expectations of all members and all members are bound by the Code.

The Code (which appears later in this issue) is the minimum standard of Professional Practice for members. The Code of Professional Practice does not set a standard for members to strive to achieve, but rather, members must always achieve this standard! At all times "A teacher's professional behaviour must reflect the spirit as well as the letter of the Code".

The Code of Professional Practice lists the professional obligations that we all must meet. For instance, the Code states that:

"A member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication."

This aspect of the Code is not intended to restrict communication, but rather to enhance it. Simply put, all members must treat others in a manner that they, themselves, would want to be treated. By clearly stating the expectations for communicating with colleagues, the Code requires that the highest degree of professionalism be maintained in our thoughts, actions and deeds. With all members following this aspect of the Code, communication is upfront, transparent and succinct and the highest standard of member professionalism is maintained by the membership itself.

The previous example is but one of the required standards of conduct from the Code for all members of the Manitoba Teachers' Society. By being familiar and abiding with the Code, members are fulfilling their professional obligations and, at the same time, preventing contraventions of the Code.

Last month, I wrote about the importance for all LRTA members to be registered with MTS through the "My Profile" site found on the MTS homepage. If you haven't done so already, please register or, if you have already registered, please check the site to ensure that your information is up to date.

From home, visit www.mbteach.org or click the link <https://memberlink.mbteach.org/Register.aspx>. The process will only take a couple of minutes but the ability for the Society to connect with and represent members is invaluable, especially as we draw nearer to the provincial election in April, 2016.

As the holiday season approaches, I would like to wish all members a healthy, restful and joyous holiday. **Joyeuses Fêtes à tous!** This is always an exciting time both at work and at home with family and friends. Please ensure that you are achieving a balance between the many demands upon your time and your own personal well being. Thank you for all that you do and now, more than ever, make sure to take care of yourself and to take care of each other!



Le coin des



Les réunions du Conseil des écoles des ÉFM 2014-2015 se dérouleront à Winnipeg comme suit :

- Le samedi 9 janvier 2016 de 9 h à 14 h à McMaster House
- Le samedi 7 mai 2016 de 9 h à 14 h à McMaster House

Événement importants à souligner :

Atelier ipartage

Venez découvrir des applications que vous pourrez utiliser en salle de classe!

Samedi 14 novembre de 9h00 à 15h30 à McMaster House.

Frais d'inscription 10\$ (vous recevrez une carte itunes d'une valeur de 10\$)

Date limite pour s'inscrire le vendredi 6 novembre.

Contactez Julie McClintock au (204) 888-7961 poste 224 ou jmclintock@mbteach.org

48^e Assemblée générale annuelle des ÉFM 2016

Vendredi 29 avril 2016 à l'hôtel Canad Inns Destination Centre Polo Park

Réseaux d'apprentissage régionaux (RAR)

Un **RAR** est un groupe d'enseignants qui veut développer et entretenir un réseau de relations professionnelles entre eux. Ces enseignants peuvent avoir accès à des fonds pour subvenir à leurs besoins pédagogiques et de perfectionnement professionnel. Pour plus de renseignement :

<http://www.efm-mts.org/les-reseaux-dapprentissage-regionaux-3/>

Adhésions à vie et honorifiques aux ÉFM

La date butoir pour la réception des mises en candidature de récipiendaires d'une adhésion à vie ou honorifique aux ÉFM est le 26 février 2016 à 16 h.

Lorsque vous soumettez le formulaire qui se trouve sur le site des ÉFM, nous vous prions de préciser les informations à l'égard de la personne que vous nommez qui répondent aux critères énoncés dans les Statuts des ÉFM. Veuillez faire parvenir vos mises en candidature aux ÉFM, à l'attention de Françoise Kornelson, par télécopieur au 204-831-0877 ou par courriel à fkornelson@mbteach.org

Site des ÉFM : <http://www.efm-mts.org/les-efm/>

J'aimerais créer un réseau des représentants ÉFM au sein de la LRSD. J'ai déjà reçu quelques noms. Svp, m'envoyer les noms des représentants de votre école à l'adresse suivante :

valerie.remillard@lrsd.net

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The MTS Code of Professional Practice

At the Annual Meeting of the Provincial Council of the Manitoba Teachers' Society in May 2014, the revised Bylaws and Policies for MTS were approved. The complete Constitution, Bylaws and Policies of your Society can be found through the following link

(<http://www.mbteach.org/library2/constitution-bylaws-and-policies-governing-the-manitoba-teachers-society>).

The Code reads, as taken directly from MTS Bylaw IV, as follows:

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

1. *A Member's first professional responsibility is to the Member's students;*
2. *A Member acts with integrity and diligence in carrying out professional responsibilities;*
3. *A Member avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage;*
4. *A Member's conduct is characterized by consideration and good faith. The Member speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights;*

5. *A Member respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the individual student's welfare;*
6. *A Member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication. A Member shall not be considered in contravention of this Article in the following circumstances:*
 - A. *consulting with the Society or the Member's Local President;*
 - B. *taking any action that is allowed or mandated by legislation; and*
 - C. *where the Member is acting in good faith and without malice in the discharge of the legitimate duties of the Member's appointed or elected position.*
7. *A Member does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication;*
8. *A Member makes an ongoing effort to improve professionally;*
9. *A Member adheres to collective agreements negotiated by the Society and its Locals; and*
10. *A Member or group of Members makes only authorized representations to Outside Bodies on behalf of the Society or its Locals. Without the express permission of the Society, no Members conferring with Outside Bodies may explicitly or implicitly claim that they represent the Society or its Locals.*

As with all activities relating to your profession, you can always call MTS or the LRTA Office with questions regarding the application of the Code.

MTS Professional Development Opportunities

Vice President Professional Development—Marcela Cabezas

2015-16 PROFESSIONAL DEVELOPMENT

February 2016

February 5 (p.m.) & 6 Teacher Evaluation: From Paperwork to Peoplework

Enhancing knowledge and skills of active and aspiring principals for the evaluation of teachers.

Topics: legislative responsibilities; divisional policy and protocols; documentation of professional behaviours in formative notes; guidelines for summative reports; and effective plans of assistance. Prerequisite: Supervision of Staff or Supervision & Evaluation Part 1.

Facilitators: Dr. Danielle Fullan
Kolton, Linda Thodakson

Location: McMaster House

Certification: Administrator Level 1 & 2 (Personnel)

March 2016

March 4 (p.m.) & 5 Dilemmas of Practice: Frameworks for Leaders to Interpret and Respond

Helping school leaders to respond to complex dilemmas of practice.

Topics: interpreting and reacting to dilemmas; political and ethical filters; types of dilemmas; the C.O.P.E. approach (Clarify, Options, Plan, Evaluate); dilemma scenarios; and strategies for reflective practice and self-care.

Facilitators: Dr. Danielle Fullan
Kolton, Alysha Sloane

Location: McMaster House

Certification: Administrator Level 1 & 2 (Management), Special Education, Counselling

March 14 & 15

UDL: Literacy & Numeracy in the UDL Classroom

Focusing on writing and mathematical instruction for diverse learners.

Topics: developing goals to help diverse learners to think deeply about literature, multi-media text, and mathematical concepts; frameworks for differentiating the instruction and assessment of mathematical and literacy concepts and skills; and using models to interpret how students communicate their feelings, thoughts, solutions, beliefs and values.

Facilitator: Dr. Jennifer Katz

Location: McMaster House

Certification: Administrator Level 1 & 2 (Instruction), Special Education, Counselling

April 2016

April 7 & 8

Who Are Those Students Anyways? Teaching with an Equity and Human Rights Lens

Helping educators develop skills for teaching in increasingly diverse classrooms.

Topics: Developing awareness about human rights and equity issues in the schools; understanding the challenges faced by students from different backgrounds (religious, cultural, sexual orientation, life experience); learning classroom and school wide strategies for working with students and their parents.

Facilitators: Brahim Ould Baba,
Sarah Gazan

Location: McMaster House

Certification: Administrator Level 1 & 2 (Personnel) or (Leadership), Special Education, Counselling

April 18 & 19

So You Think You Can Lead? Lessons for Aspiring and Beginning School Leaders

Introducing aspiring or early-service principals/vice principals to the basics of school leadership.

Topics: roles and responsibilities of the principal; strategies for effective communication; collaborative team building principles; relevant legislation, regulations, and policies; and strategies for time management.

Facilitator: Dr. Danielle Fullan
Kolton

Location: McMaster House

Certification: Administrator Level 1 & 2 (Leadership) or (Management)

April 18 & 19

Vous pensez pouvoir diriger? Leçons pour les nouvelles dirigeantes et nouveaux dirigeants, et pour celles et ceux qui désirent le devenir

Introduction aux concepts de base de la direction d'école.

Sujets abordés : rôles et responsabilités des directrices et des directeurs d'école; stratégies pour la communication efficace; principes collaboratifs de formation d'équipes; législation, règlements et politiques pertinents; stratégies à l'égard de la gestion du temps.

Animateur: Dan Turner

Lieu: McMaster House

Certification: Administrator Level 1 & 2 (Leadership) or (Management)

■ **Creating Inclusive Classrooms and Schools**

■ **Enhancing Pedagogy**

■ **Building Leadership Capacity**

Register online at www.mbteach.org

Looking for great PD?
Check out what MTS
has to offer for the
New Year.

Substitute Information

Vice President Collective Bargaining—Bernard Mazerolle

ARTICLE 4.07 - SUBSTITUTE TEACHERS

LRTA routinely takes inquiries from substitute teacher members regarding their working conditions. The following examines excerpts from **Article 4.07 – Substitute Teachers** of the LRTA/LRSD Collective Agreement. As all members have a role to play either in booking and assigning duties to substitute teachers, or supervising substitute teachers, the following information is relevant to every member. Most importantly, Article 9 of the MTS Code of Professional Practice requires that *a member adheres to collective agreements negotiated by the Society and its Locals*. Knowingly violating of any of the following articles could result not only in a grievance being filed, but also a Code complaint by a substitute teacher member if there is a single violation, or a Code complaint by the Association if there is an ongoing violation affecting all substitute teachers at a given worksite.

Article 4.07 – The Division, in administering Article 4.07, shall act reasonably, fairly, and in good faith.

Fair, reasonable, and in good faith are legal terms that mean very much what they say. In simple terms, if an event occurs in the conduct of the Division with respect to one substitute teacher, it will be measured against whether or not that conduct is fair, reasonable and in good faith with respect to all substitute teachers, all members and, if necessary, all employees.

Article 4.07.B – A substitute teacher is employed by the Division on an irregular, day to day basis to either replace a regular teacher or fulfill an assignment which is normally less than twenty (20) consecutive working days in duration.

This clause stipulates that a substitute teacher would not normally work in the same assignment for more than twenty (20) days. Legislation provides for the hiring of substitute teachers under term contracts to replace teachers on leaves. See clause 4.07.M below for more detail.

Article 4.07.C – A period of substitute teaching of at least five (5) consecutive working days in the same assignment shall be termed extended substitute teaching.

This clause defines what an “extended” assignment is for a substitute teacher for purposes of pay under the next clause. The five (5) days must be consecutive (a weekend, statutory holiday or winter, spring and summer break do not interrupt) and the assignment must be the same (usually this means replacing the same teacher).

Article 4.07.D – A substitute teacher who assumes the teaching workload of a teacher for five (5) consecutive school days or more, shall be paid at the rate of such fraction (calculated to three decimal places) as one day out of the number of teaching days prescribed by the Minister for the School year of his or her classification according to the qualifications and experience under Article 4.00, retroactive to the first day of commencement of such continuous service.

Where a substitute teacher is authorized by the Principal to be absent from work without pay, the substitute shall retain the said rate of such fraction as one day is the number of teaching days prescribed by the Minister for the School year of his/her classification provided that the substitute returns to the same assignment following the leave and provided the number of days of authorized absence does not exceed five (5) teaching days in any school year.

If the substitute teaching assignment is deemed “extended” under clause C, then the substitute teacher is paid according to his/her classification and experience according to the established scale in Article 4.00 – Salary Schedule of the Collective Agreement for every day worked.

Substitute Information (continued)

Article 4.07.F – A substitute teacher who has been employed for at least nine (9) consecutive days of extended substitute teaching in a school year shall be entitled to one (1) day of sick leave with pay for each nine days taught in that assignment. Sick leave shall not accumulate from assignment to assignment.

This clause provides for one (1) day of sick leave for a substitute teacher for nine (9) consecutive days of employment in and extended substitute teaching assignment (one lasting at least five (5) days).

Article 4.07.G – The use of a sick leave day with pay shall not constitute an interruption of the extended substitute teaching assignment.

The use of the sick day defined in Clause F does constitute a break in employment for purposes of pay under Clause D (in an extended substitute teaching assignment).

Article 4.07.J/K – A substitute teacher who is called for a full (or half) day assignment, who reports, and who finds that his or her services are not required shall be paid a half day's pay for reporting for duty.

The substitute teacher must be paid if he/she is booked for an assignment and appears for the assignment. Cancellations must be made at least 24 hours prior to the start of the assignment.

Article 4.07.L – In the event of an emergency closure of a school or early dismissal for emergency reasons, substitute teachers will be paid full pay at the applicable rate of pay.

If a school is closed early, the substitute teacher must be paid for the period that he/she was contracted for.

Article 4.07.M – A substitute teacher who has been employed for at least twenty (20) days in the same assignment shall, on the twenty-first (21st) day, be signed to a Limited Term Teacher - General contract, unless the return of the regular teacher or the conclusion of the substitute assignment will occur within five (5) working days.

This Article specifies when a substitute teaching position must end and a term teaching position must begin.

Article 4.07.N – Unless otherwise determined at the time of the assignment, or except in unforeseen circumstances, the timetable for a substitute teacher in any assignment shall normally be the same as the timetable of the teacher who is being replaced.

This article is commonly called the "Footprint Clause", and it specifies that the duties of the substitute teacher must be identical to the duties of the teacher that he/she is replacing. For example, if the teacher does not have an assignment that involves reporting to a resource centre during prep time, that duty cannot be assigned to a substitute teacher during his/her prep time. If a teacher does not have recess or other supervision duty on the day he/she is absent, then the substitute teacher cannot be assigned recess or supervision duty for that day.

Article 4.07.O – No substitute teacher shall be assigned duty prior to the commencement of class on the first morning of an assignment or prior to the afternoon class on the first day, if it is a half-day afternoon assignment.

This clause provides for time for the substitute teacher to familiarize himself/herself with the instructions for the day. It is the responsibility of the school's administrator to ensure that any required supervision duties are assigned fairly, reasonably, and in good faith to other staff in the school.

Two things to always keep in mind when making a booking on AESOP are to notify the substitute member whether or not you have a parking spot (and the stall number), and let the substitute member know if you have recess duty so that he/she can dress appropriately. You would be surprised how two seemingly insignificant pieces of information can go a long way to making a colleague's day just a little bit easier.

Perhaps the most important thing to keep in mind when interacting with substitute teachers is that they are members, just like you. They have every right and expectation to be treated in exactly the same manner as any other member of LRTA and MTS. And, like all members of LRTA, there is an expectation that if there are questions regarding Article 4.07 Substitute Teachers, or any other article of the Collective Agreement articles, that LRTA is consulted first. **Please do not hesitate to call the LRTA Office at (204) 929-5782.**

Food for Thought

Equity and Social Justice - Cheryl Bazin



TO EQUALIZE POWER AMONG US

Tools for Change



We can make active choices to create the space for transformation. For those of us who bring the pattern of privilege, here are some guidelines to help us equalize relations. Privilege is invisible to those who have it. To create a context which embraces diversity, in which no one is marginalized, a conscious and ongoing effort is required. Noticing and changing what we take for granted, we make room for everyone's contribution. From a place of Fair Witness, with a desire to examine our sensitivity to respecting boundaries in the presence of power imbalances, **Consider the following questions**

In The Ways We've Been Oppressed

Chaos theory and study of complex adaptive systems teaches that the richest innovations and learning happen at the margin. Yet, we tend to ignore the margins, those with privilege have never needed to understand the experience of others. Offending behaviors may not be calculated to protect power but simply a reflection of ignorance reinforced by complacency.

For all to survive, we can't afford to collude with our own marginalization or oppression by being silent. It is precisely our experience at the margins that is needed to inform and shape decisions. So, in addition to keeping ourselves in check regarding whatever ways we possess privilege, it is vital that we stop constraining ourselves—despite the fierceness of the force and fear that push on us in the particular ways that relate to how we have experienced being an "outsider." We have to take the risk of putting our experience into the center.

Do I tend to always speak first, interrupt or take more than my share of space?

Do I unilaterally set the agenda?

Do I assume I'm more capable?

Do I trivialize the experience of others?

Do I challenge or question the tone, attitude or manner of others?

Do I make assumptions about what someone is more "suited" for?

Do I take responsibility for, think for, or speak for others?

Do I assume an individual speaks for others from their group?

Do I control the organization's resources?

Do I reduce difficulties to personality conflicts, ignoring history or power factors?

Do I assume the root of a problem is misunderstanding or lack of information?

Do I ask others to explain, prove, or justify themselves?

Do I mimic other cultural traditions or religious practices?

Do I expect to be treated as an individual outside of my group's history?

Do I ignore or minimize differences by emphasizing similarities?

Do I equate all oppressions as equal?

Do I expect others to be grateful?

Do I defend mistakes by focusing on good intentions?

Do I take things personally and miss the systemic aspects?

Do I assume everyone has the same options I do?

Do I assume that the visible reality is the only one operating?

Do I expect "others" to educate me about their group's history, or sensibilities?

Do I assume someone is exceptional compared to the "average" person of their group?

Do I always expect to be trusted?

Am I willing to do the following?

Remember that others speak about more than the conditions of their own group.

Take responsibility to learn about the history, culture and struggles of other groups as told by them.

Notice what I expect from and assume about others, and note what experiences formed my ideas.

Address accessibility, include such things as money, space, transportation, child-care and language.

Make sure the context welcomes everyone's voice and listen.

Regard people as whole human beings with families, interests and ideas.

Name unacknowledged realities to include everyone's experience.

Expect discomfort when relating to people different from myself.

Take responsibility for equalizing power.

Name dominating behavior when I see it.

Encourage pride in my own and other's ancestry and history.

Understand individuals in the context of their social history.

Ask questions and respect disagreements.

Struggle over matters of principle and politics.

Make all information accessible so others can decide if they are interested.

Appreciate efforts that point out my mistakes or lack of awareness

Appreciate the risk a person takes in sharing their experience with me.

Take risks, trust others.

Adapted from:

Breaking Old Patterns Weaving New Ties: Alliance Building

By Margo Adair & Sharon Howell

with input from Bill Aal and Susan Partnow

Tools for Change offers

training, consulting, mediation & facilitation.

www.toolsforchange.org

2408 E. Valley, Seattle, WA 98112

206 329-2201 ~ info@toolsforchange.org

Fuel Up



**PUBLIC
RELATIONS
PROJECT**

Feeding our Schools

We know the Role of Education is difficult especially for us as educators. We know that there are a variety of factors which make our ability to communicate harder; one being lack of nutrition. We know that students are able to engage when they have **fuel** for their brains!

The goal of Fuel Up! Feeding our Schools is to promote teachers and the care they have for their students and their school community.

**This project will allow teachers to apply for up to 500.00 for breakfast/lunch amenities for their school community.
Up to 7 schools will be assisted.**

Is it as easy as 1, 2,3!

- Step 1: Contact Cynthia Taylor at cynthia.taylor@lrtd.net for more information and/or an application.
- Step 2: Applications due by January 20, 2016/ Reviewed by committee
- Step 3: February—March Recipients notified/ Monies distributed

Contact Us

**LRTA office
204- 929-5782**

**President
Frank Restall
preslrta@shaw.ca**

**Collective Bargaining
Bernard Mazerolle
cblrta@shaw.ca**

**Professional Development
Marcela Cabezas
pdlrta@shaw.ca**

**All matters will be dealt with
in confidence.**

**Manitoba Teachers'
Society
Can request Staff Officer
assistance
204-888-7961**

Reminder: If you have recently changed your name, please contact the LRTA office at (204)929-5782 or seclrta@shaw.ca and have your file updated.

Calendar of Events



LRTA
LOUIS RIEL
TEACHERS
ASSOCIATION

LRTA Calendar 2015 – 2016

September

Tuesday, 8 th	Opening Day
Wednesday, 16 th	LRTA Executive Meeting
Wednesday, 23 rd	LRTA Council Meeting
Friday, 25 th	LRTA Terry Fox Run
Wednesday, 30 th	LRTA New Member Celebration

October

Friday, 9 th	LRTA Executive Retreat
Wednesday, 21 st	LRTA Council Meeting
Friday, 23 rd	SAGE
Wednesday, 28 th	Maternity/Parental Leave Seminar

November

Wednesday, 4 th	LRTA Executive Meeting
Wednesday, 18 th	LRTA Council Meeting

December

Wednesday, 2 nd	LRTA Executive Meeting
Wednesday, 16 th	LRTA Council Meeting
Monday, 21 st through Friday, January 1 st	Winter Break

January

Wednesday, 6 th	LRTA Executive Meeting
Wednesday, 20 th	LRTA Council Meeting
Wednesday, 27 th	LRTA Benefits Seminar

February

Wednesday, 3 rd	LRTA Executive Meeting
Wednesday, 10 th	Pre-Retirement Seminar – ATC
Wednesday, 17 th	LRTA Council Meeting

March

Monday, Feb 29 th through Friday, March 4 th	Operation Donation
Wednesday, 2 nd	LRTA Executive Meeting
Wednesday, 16 th	LRTA Council Meeting
Monday, 28 th through Friday, April 1 st	Spring Break

April

Wednesday, 6 th	LRTA Executive Meeting
Wednesday, 13 th	LRTA Council Meeting
Thursday, 14 th	Maternity/Parental Leave Seminar
Wednesday, 20 th	LRTA Annual General Assembly – ATC
Thursday, 28 th	LRTA Appreciation Dinner

May

Wednesday, 4 th	LRTA Executive Meeting
Wednesday, 11 th	LRTA AGM Binder Meeting
Wednesday, 18 th	LRTA Council Meeting
Wednesday, 25 th through Saturday, 28 th	MTS AGM

June

Wednesday, 1 st	LRTA Executive Meeting
Wednesday, 8 th	LRTA Retirement Reception
Wednesday, 15 th	LRTA Council Meeting

Revised September 1, 2015.

Subject to change.