



Wear your way to
healthier legs!

○ April 2017



Exploring
heteroprofessionalism



Bill 28: What's in our
future?

RETTA *Record*

Bill 28:

What does it mean for teachers?

It's been a rough month for education in Manitoba. In February, there were a lot of unanswered questions that have since been, and will continue to be answered. The government of Manitoba has doubled-down on it's commitment to reduce its deficit and the target has been squarely placed on public sector compensation.

With the introduction of Bill 28 into the legislature, the Government of Manitoba has made it clear that they do not respect free and fair collective bargaining. While they are allowing us, at this point, to bargain working conditions, they have put a limit on the salary increases and other forms of remuneration that we can bargain.

This bill limits the maximum negotiable salary increases of public sector workers over a four-year period. Because we have settled until June 2018, it will not impact on our increases in the upcoming school year. When we go back to the table to negotiate with the board, we will be capped at 0%, 0%, .75% and 1%. This type of heavy handed measure will likely be challenged in the courts by the public-sector unions it impacts upon.

The Government is also targeting others aspects of public sector employment, first setting their sights on significant changes to the health care system. What this will look like will become more clear once the budget is tabled. It's times like this in the province that we need to stand together with our brothers and

sisters in labour and be there to support one another.

So, I want to encourage all of you to be active and be aware. Sign up for My Profile if you have not already. Visit mbteach.org and read the new and briefs about the bill and the society's response. Share the common message that the deficit does not have to be eliminated on the backs of workers who provide such important services in this province.

While it certainly looks like the challenges those of us who were around in the 1990s faced under the Filmon government have returned, we can be more proactive and stand together to let our concerns be known. There will be challenges ahead but together we will be able to come through it. As always, if you have any questions or concerns, please don't hesitate to contact the RETTA Office or a Staff officer at the society. We, too, are here to support you.

Tim Breen

RETTA President



What would you
do?



Confidentiality

You are in the staff room and a colleague sits down and begins to complain about a students' behaviour and work ethic. A parent volunteer is also having coffee. What do you do?

- Report their conduct to the principal.
- Tell the parents of the student about whom they are speaking what they said.
- Quietly change the subject and speak to your colleague in private about your concerns regarding the breach of confidentiality.

Response on last page.

How can the public sector win public opinion?

Don't read the comments. I know better than to look at the comments section of an online article, especially one about education. I know what I'm going to see and this time was no exception.

These days I feel like I have to though, as part of the job, in order to stay on top of things happening in the world of collective bargaining, particularly in education. And so, I was reading about how the Nova Scotia provincial government had imposed a four-year contract on its 9,300 teachers and what did I do? I read the comments. It's good to know what the public perception of teachers and education is, right?

"Teachers are overpaid anyway", "Must be nice to have a gold-level pension", "I want to get paid a year's salary and only work 9 months", "Teachers have it way too easy and I'm sick of the union bleeding us dry" and, of course there was the inevitable comment about how we only work 5.5 hours a day. Ugh.

Sure there's always the occasional keyboard warrior out there fighting the good fight and I applaud them. But to read these comments really puts a spotlight on

the fact that in the big picture our struggle will be with gaining the support of the public. The voters.

Sure, on the surface, it's the government that is putting forth legislation that is stripping away our right to free and fair collective bargaining but who do politicians listen to? Voters. The people without whom politicians wouldn't have a job. If public sector employees can win the battle for public opinion, things will go a lot smoother for us.

So how do we do this?

- 1) Get involved with your local union, RETTA in this case. Come to council meetings. Call the office when you have questions about what's happening. We are here for you.
- 2) Educate yourself. Know what's been going on across the country in other provinces that have had similar austerity measures put in place. Particularly B.C. and Nova Scotia, in more recent news.
- 3) Be skeptical. When someone says there is a "financial crisis" or Manitoba is a have-not province, do you believe them?
- 4) Ask questions. When getting into those difficult conversations, especially with family members about politics, I have found it way more effective (and safe!) to ask more questions than to confront the other party with contrary facts. Think of it as Inquiry-Based Learning! I have found

myself in conversations saying things like "How do our GDP and finances compare to other provinces?" or "How do they come up with that number that says we are in a financial crisis? What's included in that debt? What do the banks say?" or maybe "Does anyone outside of Pallister's government agree that we are in a Crisis? Didn't he say he'd take 8 years to fix the deficit?". With the right tone, hopefully all of these types of questions can be seen as non-threatening and put the onus on the other party to become more skeptical, while gently pointing out that they should be able to back up their position with facts.

This all being said, teachers are actually well-respected in this province. We are seen in a positive light by the majority of those recently polled by MTS. We cannot afford to have this change. In fact, we need to figure out a way to translate that into some sort of practical means. It starts with each one of us talking in the staff rooms, the dinner table, the grocery store, the restaurant, wherever you can. We are 15,000 teachers in this province. 120,000 people are said to be affected by proposed Bill 28. We can do this.

Chris Daraszi
RETTA Vice President



Wear your way to healthier legs

It is the end of the workday and you are finally ready to go home after a long day of constant walking, endless standing, with not a moment to sit down. You would love nothing more than to be able to kick your feet up and relax. Unfortunately, you still need to run a few errands, go to the gym, and meet up with your friends. The only hope now is that your legs will keep up with your busy lifestyle.

You have tried everything in the hopes that by the end of the day your legs will stop feeling as if they weigh an extra 20 pounds. At the end of the day a leisurely walk shouldn't feel like your workout and the steps into your house shouldn't feel like climbing the CN Tower. New shoes, vitamins, lotions, personal foot spas, nothing has helped. Maybe it is time to try something that has been in use since before The Middle Ages: compression therapy.

No longer do compression stockings resemble those thick, ugly, monotone socks with the hole in the toe that



we remember our parents or grandparents wearing. Today's compression stockings have hundreds of fashionable styles in a full range of color options are available for both men and women of all ages. Athletic styles are also great for the sports you love. You will be stylish while feeling great.

Compression stockings work through what is known as *gradient compression*. The stocking is tightest around the foot and lessens the further up the leg the stocking travels. This allows for any swelling or blood pooling in the feet and ankles to be pushed back into the blood vessels of the leg and away from the feet.

Through this process compression, stockings are able to help manage conditions that range from varicose veins, spider veins, deep vein thrombosis (DVT), mild swelling, lymphedema, pregnancy induced swelling, and even just tired aching legs.

Made from a variety of elastic fabrics compression stockings are able to achieve a range of compression levels (measured in mmHg). The larger the

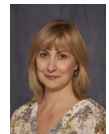
number the greater the compression.

With only a prescription from your doctor or nurse practitioner, your compression stockings can be fully or partially paid for by most third party insurance companies. Our Manitoba Public School Employee Benefit Plan allows up to six pairs per calendar year with an 80% co-pay. It is always recommended to consult your physician before wearing compression stockings of above 20mmHg.

Some local suppliers can even visit your school to show a variety of styles and measure you for the perfect fit by offering a Healthy Leg Day!

Please contact cjasper@retta.mb.ca if you are interested in finding out more about the benefits of compression stockings, or for more contact information about a Healthy Leg Day!

Cindy Jasper
RETTA Executive



MTS Grants

Each year The Manitoba Teachers' Society makes funds available for projects by members and local associations for professional development and public relations.

The Reflective Professional Practice Grants must focus on projects related to issues such as innovations in the classroom, social relationships in schools or equity and diversity issues. Equity and Social Justice Initiative Grants are granted specifically for projects related to equity or diversity issues. Aboriginal Issues Grants are also available.

Now is the time to start thinking about next year. For more information for the 2017-2018 school year please visit mbteach.org/mtscms/2017/03/13/mts-grants/

Reminder to members who have received a grant for the 2016-2017 school year, reports will be due June 2017.

You were caught reading the RETTA Record. If your MTS member number is listed below, contact the office for some RETTA Swag!

20424 and 162060

Exploring "Heteroprofessionalism"

I recently had the opportunity to read a chapter on the topic of "Heteroprofessionalism" as part of a course I am taking at the University of Manitoba. The chapter, written by Robert Mizzi (2016), explores how discourses about professionalism are constructed in a way that excludes queer identities. The author provides an overview of various theoretical orientations of "teacher professionalism" in the literature and suggests that the absence of a clear definition of what constitutes professional values, behaviours and/or identities in educational institutions may lead to the marginalization of some colleagues who "don't fit" because of social difference.

Previous research conducted by the Mizzi, involving gay male educators working in Kosovo, revealed that discourses about professionalism were problematic for participants. For instance, participants were discouraged from speaking about their homosexuality to students and expected to uphold heteronormative cultural values when conversing with colleagues. From this research, the author coined the term "heteroprofessionalism" which means to:

- 1) reassert heteromasculinist dominance as a normative functioning of an organization;
- 2) operate through discourses of professionalism to devalue homosexual histories, identities and understandings;
- 3) silence, undervalue, or marginalize workers who try to address heteronormativity in the workplace; and
- 4) create policies and programs that do not take into account homosexuality (Mizzi, 2013, p. 1618).

Mizzi encourages administrators and other members of educational communities to challenge heteroprofessionalism in their workplaces by engaging in discussions about what being a "professional" means to different people. Through such collaborations, it is anticipated that a fair and inclusive definition of professionalism may be achieved.

As I read the article, I thought about the "Safe and Inclusive Spaces" poster cards that MTS recently distributed to every school division in Manitoba. The goal was that every teacher would display the card in their classroom in support of our LGBTQ students and colleagues. Before teachers were able to display the cards they were required to have the permission of their respective school divisions. Although most school divisions have granted teachers permission to display their cards, I have heard from colleagues that some divisions still refuse. By denying teachers the ability to display the cards, are school divisions engaging in heteroprofessionalism? The author poses some interesting questions, how and when does celebrating human diversity, including sexuality, gender, race, class and ability become part of the professional discourse on what it means to be a "good" teacher?

If you are interested in reading the full Chapter the reference is as follows:

Mizzi, R.C. (2016). Heteroprofessionalism. In N. Rodriguez, W. Martino, J. Ingrey, & E. Brockenbrough (Eds.), *Critical concepts in queer studies and education: An international guide for the twenty-first century* (pp. 137-147). New York, NY: Palgrave Macmillan.

Erin Ellison
RETTA Executive



MTS Joins Rally

MTS members and staff joined with the Public Service Alliance of Canada and other unions to protest anti-labour initiatives of the provincial government.

The noon-hour rally at the Manitoba Legislature, Friday, April 21, was

organized by PSAC which says governments in Manitoba and Saskatchewan are scapegoating workers for rising deficits.

In Manitoba, the Progressive Conservative government has said it will freeze public service wages for two years when existing contracts expire.

Norm Gould, president of The Manitoba Teachers' Society has called the legislation appalling.

"MTS is extremely disappointed to see the government introduce heavy-handed legislation that would bypass the bargaining table and impose four years of

wage freezes and wage caps for public sector workers – including teachers – well below the cost of living.

"This will apply to the thousands of public sector workers, many who already have shown their willingness to be part of the solution, by agreeing – at the bargaining table – to two years of frozen wages.

"We know that bargaining is the proven way to find solutions that work for both employers and workers. We'd much rather try to work things out together, by talking and negotiating at the bargaining table."

Taken from MTS website April 24, 2017

How do I apply for PPDF?

To submit a PPDF application you need to go to the RETTA website first. In our library you will find the PPDF "Request for Support" application form. Along with this form you must include:

- A copy of the program or conference brochure or a print out from the website, something that includes the dates (because you need to book a sub accordingly!)
- A completed *Authorization for Substitute* (That's the three part one) form with the *Request for Support (That's the application form)* form. The principal's signature is required. In the "Approving Department" section just put in "P.P.D.F"
- A Rationale on a separate page that talks about why you would like to go to this PD and any other PD you may have attended in the past five (5) years with support from PPDF. You must also include how you will share your experience with others.

Some useful information

1. There are a number of criteria that are considered when applying for a PPDF. Make this clear in your rationale.
 - a. Relevance to your current teaching assignment
 - b. Relevance to related activities as part of professional assignment
 - c. Relevance to subject area professional development
 - d. Relevance to individual growth plan outcomes
 - e. Relevance to personal professional development needs
 - f. Relevance to student learning and teaching practice\
2. The cost of your sub is covered by PPDF but not included in the \$1850 or \$500

maximum. That means you have that entire amount for registration and expenses.

3. Remember, you can apply for \$1850 every third year, then you get nothing the next year, \$500 the third year and then you're eligible for \$1850 again. You can claim \$500 every year until you decide to go for \$1850.
 4. You can have a maximum of 2 travel days.
 5. To get your expenses reimbursed you need to submit the expense form, the receipts required (Airfare (separate from your lodging) or other travel method, Baggage, Lodging, Conference Fees) from your trip (so hold on to them!) as well as your conference report (You'll get the form when you are approved) and your flight itinerary within 20 days of returning. The money will be directly deposited into your account by the Division.
 6. **All other expenses**, including meals, are covered under a \$75 per diem. You only need the receipts above, everything else is covered under this per diem. You get the \$75 for each day, including your travel day or portion thereof.
 7. Your expenses on the application form are estimates. Apply, estimate, go, keep your receipts, and you'll be reimbursed for what you actually spend up to the maximum.
- Guidelines change every year. Check the [PPDF guidelines](#). We are always here to answer any questions, so feel free to give the office a call if you have any questions before submitting your application.**

Applications for 2017-2018 school year will be accepted beginning at 8am on June 1st, 2017

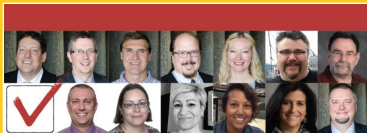
Response to Confidentiality quiz:

It is important that you first address any concerns you may have with your colleague. Going straight to the principal to report your concerns or discussing your concerns with another colleague or parent is a violation of Article 6 of the MTS Code of Professional Practice:

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.

In this situation, quietly changing the subject and raising the issue later and in private with your colleague is your best option. Article 1 and 5 of the MTS Code of Professional Practice focus on our professional responsibility to our students and the importance of maintaining confidentiality. This responsibility extends to all areas of the school, including the staff room.

Taken from MTs website April 24, 2017



Candidates for PX

A total of 13 MTS members have been nominated so far for positions on the 2017-2018 provincial executive.

There is one nomination for president, one for vice-president. There are also 11 nominated for eight positions as members-at-large. Voting on

the executive will take place at the Society's Annual General Meeting in May. Further nominations could be made at that time.

The following are the candidates and which position they are running for:

Norm Gould, St. James-Assiniboia, President
James Bedford, Louis Riel, Vice President

Richard Alarie, AEFM, Member-at-large
Jeff Cieszecki, Seven Oaks, Member-at-large
Ashleigh Deeley Michaluk, Pembina Trails, Member-at-large
Kerry Enns, Border Land, Member-at-large
Albert Krynski, Portage la Prairie, Member-at-large
Nathan Martindale, Winnipeg, Member-at-large
Cathy Pellizarro, Thompson, Member-at-large
Dawn Rigaux, Western, Member-at-large
Cynthia Taylor, Louis Riel, Member-at-large
Sandy Turcotte, Seine River, Member-at-large
Jonathan Waite, Seine River, Member-at-large

All candidates' election statements and biographies can be viewed online at mbteach.org.

Taken from the MTS website April 24, 2017