

MSLA JOURNAL

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Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

*No longer operational/combined with another group

AASL	American Association of School Librarians ala.org/aasl/
ALA	American Library Association www.ala.org/
ASLC	Alberta School Library Council aslc.ca/
BCLA	British Columbia Library Association bcla.bc.ca/
BCTLA	British Columbia Teacher-Librarians' Association (of the British Columbia Teachers' Association) bctf.ca/bctla
CACL	Canadian Association for Children's Literature (of CLA)
CASL*	Canadian School Library Association cla.ca
CIC	Canadian Images Canadiennes (Conferences)
CLA	Canadian Library Association cla.ca
CM	Canadian Materials: A Reviewing Journal of Canadian Materials for Young People umanitoba.ca/cm/
CSLA*	Canadian School Library Association (see CASL)
DREF	Direction des ressources éducatives françaises edu.gov.mb.ca/m12/biblio/
IASL	International Association of School Librarianship iasl-online.org/
IBBY	International Board for Books for Young People ibby-canada.org/
ILL	Interlibrary Loan
IMC	Instructional Media Centre
IRA	International Reading Association reading.org
IRU	Instructional Resources Unit (Manitoba Education) edu.gov.mb.ca/k12/iru
LAA	Library Association of Alberta laa.ca/
LwICT	Literacy with Information and Communication Technology
MALT	Manitoba Association of Library Technicians www.malt.mb.ca/
ManACE	Manitoba Association for Computing Educators www.manace.ca/
MASL*	Manitoba Association of School Libraries (see MSLA)

MECY*	Manitoba Education Citizenship and Youth: Now Manitoba Education
MLA	Manitoba Library Association www.mla.mb.ca/
MLC	Manitoba Library Consortium
MLTA	Manitoba Library Trustees Association mla.mb.ca/mlta
MSLA	Manitoba School Library Association www.manitobaschoollibraries.com/
MSLAVA*	Manitoba School Library Audio Visual Association (see MSLA)
MYRCA	Manitoba Young Readers' Choice Award www.myrca.ca/
NBSLA	New Brunswick School Library Association
NSSLA	Nova Scotia School Library Associations
OLA	Ontario Library Association www.accessola.com/ola
OSLA	Ontario School Library Association www.osla.on.ca
PEITLA	Prince Edward Island Teacher librarian Association
QASL	Quebec Association of School Librarians
QLA	Quebec Library Association abqla.qc.ca/
RCGW	Reading Council of Greater Winnipeg
SAGE	Special Area Groups
SLA	Saskatchewan Library Association
SLAM	School Library Administrators of Manitoba
SLIC	School Libraries in Canada clatoolbox.ca/casl/slic/
SLiP	School Libraries Information Portal (of National Library) www.cla.ca/slip/advocacy.htm
SLJ	School Library Journal (US) www.schoollibraryjournal.com/
SSLA	Saskatchewan School Library Association www.ssla.ca/
WCLR	Winnipeg Children's Literature Roundtable sites.google.com/site/wpgroundtable

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President's Report

By Jonine Bergen

Library Lurker

I feel obliged to admit I have been spying on you. One of the projects I have been working on this term is reinvigorating our library online presence. I have brought in a variety of digital resources including ebooks and databases and will be bringing in digital magazines for the beginning of the new school year. Now, I am developing a virtual space that is representative of the physical space. It needs to be available to my students where they are and when they need it and it needs to include what they need—including tutorials, resources, and fun stuff too.

How fortunate we are to be in a profession that is founded on the principle of sharing information. Librarians and library staff are the original recyclers. So, I have become a library lurker. I am clicking, scrolling, and playing with the resources you created to make your digital space inviting and supportive.

I realized an interesting fact as I surfed your library pages. First, many of your pages are locked behind your school's firewalls

and I can't get in. I understand—my school is the same way. All my subject guides, lesson plans, and resources are on our Community and are only accessible with a username and password. I also see the irony. In our classrooms and school community we are encouraging collaboration, Creative Commons, and accessibility. In libraries we talk about freedom of information and equity of access but we can be required to lockdown on library sites. I loved reviewing the school websites I could access. Many of them had wonderful resources and examples for students, faculty—and the occasional lurker to use. I found links for Copyright friendly images, I saw a voki in action, I was able to compare different digital bookshelves from Shelfari and Goodreads and so much more. So, thank you for all that you shared.

I have also enjoyed dipping into the journal this month. It is an eclectic sharing space. Articles about weeding (a.k.a. deselection), to articles focused on Treaty Education and Makerspaces. When I read Kevin Mowat's article about weeding I

found myself wanting to further the discussion with my perspective—I had a few “yah, buts” to share. I was so pleased to have a suggestion of a company to call to recycle books! Thank you, Kevin. When I read John Tooth's piece on Copyright I again had questions I wanted answered to ensure my school was Copyright compliant. Then I read Mona-Lynne's article on Treaty education and I wanted some suggested starting places. Each article started a conversation.

Library folk love collaborating within the walls of our schools and I know we love chatting when we see each other at conferences and workshops. MSLA loves sharing too. Let us know what you are doing – through our website (<http://manitobaschoollibraries.ca>), twitter account (@_MSLA_), Facebook page, email (msslapresident@gmail.com), or whatever other form of communication you like—and we will share it with our wider community. Let's bring the good things you are doing out from behind the wall. Sharing makes us all stronger.



Mona-Lynne Ayotte & Donalyn Miller

Editor's Message

By Mona-Lynne Ayotte, Teacher-Librarian, Institut collégial Vincent Massey Collegiate

In this possibly **final printed edition** non-mailed out edition of the MSLA journal (we are going electronic), I would like to thank all of the contributors to the journal—from Kevin Mowat who agreed to help me with my own weeding dilemmas through the article he wrote, Rhonda Morrisette, who let us know it's the same but different when teaching in another country, Randal Payne who asks us to make just one change in our questioning techniques and Connie Wyatt-Anderson for educating us

on the Treaty Education Initiative. We have an array of topics—weeding, copyright, working in another country, Aboriginal Treaty Education, cultural ways of seeing the world, book reviews and information from the DREF as well as announcing our 2015 Teacher-Librarian of the year.

Literately Wild. Recently, a number of us attended the May 2015 Adolescent Literacy Summit at the Victoria Inn in Winnipeg. Donalynn Miller, (www.slideshare.net/donalynn/) who was the featured Friday morning speaker, inspired us by sharing her

expertise about increasing literacy through pleasure reading. In her latest book, *The Book Whisperer*, a survey of adult best practices is transferred over conceptually to emerging and current readers. One of the key aspects to being a wild reader is someone who steals moments in time to read even when they are busy. They carry a book or reading material with them always and take those precious moments and read wherever and whenever. If you are interested in learning more about some suggestions to support literacy, check out my PowerPoint with notes entitled

Literately Wild! (at MSLA website and my Wiki¹). We'd like to know what you are reading in the wild this summer and so if you have a moment take a picture of your stacked books and send them over to us... for our gallery.

I just finished reading *The Red Queen* by Victoria Aveyard and *So You've Been Publicly Shamed* by Jon Ronson.

A PowerPoint on being a Wild Reader can be found at manitobaschoollibraries.ca

Deselecting the library collection? “Not this year—perhaps next”

By Kevin Mowat, Library Consultant, Winnipeg School Division

Weeding the school library

Weeding the school library collection is a time intensive, laborious, dusty sometimes mouldy task that ensures that the collection contains only those resource materials which are accurate, current and relevant to curricular and instructional programs of the school. Everything I have learned about weeding the school library collection, I have learned through mistakes I made and upon reflection they have been many!

In short I have learned that:

- Weeding a library collection is very difficult to witness by students/staff/parents or community members. We all have emotional attachments to books and the thought of “someone destroying our library books “is too much to bear for many....
- Weeded books or pages left unattended in hallways, library corners/tables and offices are a beacon for personal comments of “Why and I can’t believe comments!” despite the best criteria implemented. (The best way to weed books is to really have them leave the school as discarded.)
- Library books and materials are public school division property and should not be donated to churches/community sales, EBay, school raffles, parent rooms/classrooms or left unattended in storage over long periods of time.
- Weeded books should not be discarded in school garbage bins or recycling bins. City of Winnipeg does not recycle hardcovers. However I have a viable, sustainable alternative to dispose of the discards.
 - Discretion
 - Discretion
 - Discretion ...

An Informed Professional Decision

Deselecting the library collection is an activity premised on informed professional judgment. It ensures that the library collection contains only resources that are accurate, current, authentic and relevant to Manitoba curricula. Weeding removes the outward illusion of an overly-stocked collection that requires maximum shelf space and maintenance. In my opinion, the systematic and timely weeding of a dated collection paves the way for the more important and critical process of collection development.

Murphy’s Law of Probabilities and the 3 C’s of Weeding

1. On the off chance, “Where is that book, you know the red one, I use it every year with my classes and I can’t find it on the shelf!” “Ah...let me check and I’ll get back to you.” This comment is far less serious than the cumulative effect of cluttered, outdated, inappropriate collection!
2. Weeding is not an irresponsible destruction of school property but an essential activity that enhances the credibility and use of the school library.
3. Weeding is informed practice, can be allergic, discreet, and takes **Courage, Commitment** and dash of **Capriciousness**. The 3 C’s of Weeding the School Library Collection!

What to weed: the obvious...

- Worn and damaged titles
- Books that are yellow, brittle with dirty paper
- Obvious outdated copyright
- Torn or scratched media formats
- Canadian atlases sans Nunavut

¹<http://vmclibrary.pbworks.com/w/file/95741231/Literately%20wild%20vs2%20with%20notes.pptx> Entitled: Literately wild vs2 with notes.pptx

- Superseded editions (almanacs yearbooks and encyclopedias: print?)
- Books/media that are stereotyped, biased or culturally inappropriate
- Books /media contains Eskimo in title or text
- Inaccurate historical portrayals of Indigenous peoples

Deselection Guidelines:
(professional judgment plays a critical role in process)

Reference Con't

Indexes	Discard 5-8 years, depending on type and use. Replace annual indexes unless for teaching purposes.
Atlases	Canadian atlases must have Nunavut. Information dates quickly: demographics, economies etc.
Periodicals, Newspapers Vertical and Pamphlet files	Information should be current, authentic and augment Internet/electronic searching.
Maps and Globes	Check for currency, accuracy of information.
Professional Library	Weed materials that no longer support curriculum and outdated pedagogy. Materials should reflect current practice – Assessment for Learning, Guided Reading, Inquiry, LwICT... .



Guidelines Con't

800 Literature Poetry Drama	Keep literary criticism and history until superseded by more authoritative works. Review Shakespeare volumes for condition and replace with newer editions.
900 History Geography Travel Biography	Weeding depends on accuracy of historical perspective and cultural appropriateness. Weed superseded histories, dated information about countries. A vulnerable class that requires time and effort to weed thoughtfully. Portrayal of Aboriginal Peoples is particularly suspect and should be removed from collection to be replaced by materials that reflect modern world views. Resources should support Social Studies and ELA Curricula.



Final thoughts

Over the course of last decade, I have had opportunity to weed a number of collections and while there a few shortcuts in this mindful process, I have discovered a discreet, sustainable, policy acceptable method of disposal—shredding. Iron Mountain has taken over All-Move as official book shredders. The new contact person is Joanne Stimpson (joanne.stimpson@ironmountain.com) at telephone number 204-949-8607.

- **The rules:** Pack books in standard size boxes (for example, bankers boxes, packaged paper boxes...no bigger/no smaller). Lids are optional but if used, they must NOT be taped closed. A minimum amount before calling them would be 5–6 boxes. A document that I have found invaluable when thinking about Indigenous library resources is the *WNCP Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Metis and Inuit Content*: http://wncp.ca/media/49329/wncptool_%20assessing_validating.pdf. It frames authentic and appropriate perspectives/world views when deciding on the deselection and selection of Indigenous materials of MB school library collections.

In thinking about the criteria for deselection of library materials several perspectives prevail. I think at the end of the day when the process is driven by your professional judgment as school library personnel, it doesn't matter what set of guidelines you bring to the process as long as they are in the teaching and learning interests of your students. Perhaps, I should have entitled this article "The Joy of Weeding!"

Specific Guidelines – Non Fiction

000 Generalities Computer Science Information	Value determined by use. Works on computer dated in 3 years. Seldom of use after 10 years from copyright date.
100 Ethics Philosophy Psychology	Value determined by use. Unscholarly works weeded after 10 years – superseded volumes of philosophy and outdated psychologies.
200 Religion	Collection should contain information about as many religions as possible – reflect students' religions, weed multiple copies of Gideon Bibles . Is there a Koran?
300 Social Sciences and Folklore	Controversial issues should be well represented from all sides. Career materials-5 years cognizant of qualification changes. Folklore with inappropriate titles , illustrations...



Guidelines Con't

400 Languages	Discard old grammars, outdated thesauri, dictionaries .
500 Pure Sciences	Examine everything over 5 -10 years except for botany and natural history. Weed materials with obsolete scientific information.
600 Medicine and Technology	Most materials outdate 5-10 years. Special attention to those dealing with space, technology, medicine. Check resources for current information.
700 Arts and Recreation	Retain basic works in music and art. Replace with new editions i.e. Eskimo Art (not appropriate to have Eskimo in the title) Replace sports and recreation material as interests change or information inaccurate.



Copyright for Manitoba Schools and School Libraries

By John Tooth

Some History

Schools in Manitoba have come a long way with copyright. With essentially blissful ignorance of copyright till the 1990s coupled with few user rights under the *Copyright Act*, first the Ontario Ministry of Education in 1991 and a year later the Manitoba Department of Education signed copyright licenses with Cancopy (as Access Copyright was then known).

Realizing the inefficiency of conducting individual negotiations with each province and territory, the Council of Ministers of Education, Canada (CMEC) stepped in to take a holistic view of one license. The CMEC is the closest national governmental body that K–12 education has in terms of developing national-wide educational policy and program. Recommendations to the CMEC ministers come from the CMEC Copyright Consortium composed of representatives from ministries or departments of education across Canada. John Tooth, the coordinator of the Instructional Resources Unit of Manitoba Education was the long representative for the province's schools until his retirement 2012. John Fischer, Curriculum Consultant, is now the province's CMEC Copyright Consortium representative.

As a result of the work of the Consortium, the Pan-Canadian Schools Copyright license agreement was signed covering the period 1999 to 2004 in respect to all territories and provinces except Quebec. Instead of attempting to renew this license when it expired, Access Copyright chose in 2004 to apply to the Copyright Board of Canada, under the *Copyright Act*, for a tariff for schools (except those in Quebec). Unlike a license, a tariff is negotiated before the Copyright Board where both parties argue their cases with evidence and where the Board ultimately certifies the

tariff and the royalty per student.

After five years of litigation between Access Copyright and the CMEC, the Copyright Board certified in 2009 a school tariff which was ultimately signed by the CMEC ministers covering the period 2005 to 2009, continuing until December 31, 2012. With the passage of the 2012 amendments to the *Copyright Act* contained in the Copyright Modernization Bill C-11 of the 41st Parliament and the Supreme Court of Canada fair dealing decisions of 2004 and 2012, the CMEC decided that it would no longer participate in Access Copyright-initiated tariff processes or have any further dealings with Access Copyright or its product, and instead rely largely on the fair dealing and legislated users' rights which the education sector has. The annual \$18 million in revenue from schools across all territories and provinces except Quebec to Access Copyright has stopped.

Today

The good news is that the Ministers of Education across Canada remain fully engaged in copyright through the CMEC Copyright Consortium which has knowledgeable representatives from each ministry or department of education. Copyright lawyer Wanda Noel has provided wise legal advice throughout the process and lawyer Aidan O'Neill has served as litigator. The CMEC copyright activities portfolio is one of the most successful programs of that national education body.

It is good that the CMEC remains vigilant and active because Access Copyright does not appear to be willing to distance itself from schools. As it is now permitted to do unilaterally without permission or consultation with the schools, Access Copyright has placed school tariffs for 2010–2012 and 2013–2015 before the Copyright Board of Canada. The CMEC is acting as objectors to both tariffs during



the Copyright Board hearing. The Board's proceedings for this case began back in March 2013 with an exchange of interrogatories, objections, replies, and rulings, followed by the filing of both parties' cases. The Copyright Board decision on the two tariffs is expected in 2015.

Of particular interest, when the Copyright Board renders its decision in these school tariff proceedings, will be its handling of some of the issues identified in the 2005 copyright survey undertaken largely by Access Copyright in order to provide factual evidence for the first tariff proceedings where schools were found to be copying large numbers of musical scores.

Access Copyright has already secured an interim school tariff from the Copyright Board for the period 2010 to not later than 2015, or whenever the 2010–2012 and 2013–2015 tariffs are certified by the Copyright Board. An "interim tariff" is an order the Board can make under the *Copyright Act*. More importantly, with the interim tariff, Access Copyright can now sue a school board or school division for photocopying without a tariff, just as it is doing with York University. York walked away from its tariff with Access Copyright by conducting itself in a manner that did not require Access Copyright rights. The York lawsuit continues. The CMEC has requested intervener status in the York case to help preserve the critical fair dealing element that K–12 schools are using today.

Access Copyright has not sued any school system: one might speculate that this is because it cannot afford to conduct two lawsuits at the same time with its now more modest royalty income, particularly with the loss of revenue from schools. Schools in Manitoba need to be ever vigilant regarding their actions related to copyright as Access Copyright and individual creators are indeed unhappy with the major loss of revenue from the K–12 system. With the past year, a Winnipeg school was found to be illegally showing a film for non-classroom purposes (without PPR) and was required to compensate the film collective.

Notice and Notice Regime

Effective January 1, 2015, the notice and notice provisions in the *Copyright Act* have taken effect. These new statutory provisions provide a mechanism for owners of copyrighted works or other subject-matter to make a claim or notice of infringed copyright through an Internet Service Provider (ISP). Since the websites of schools, school libraries/media centres and school boards are considered Internet Service Providers, they fall within the Notice and Notice provisions of the *Copyright Act*. ISPs will be required to forward any creators' complainant's notice received to the individual who provided the digital content. Severe statutory damages will be able to be levied by the court to penalize web managers who do not forward the creator's infringing copyright complaint. Schools or school divisions wishing to follow the model used by the University of Winnipeg Copyright Office are welcome to use the creative commons form developed for addressing copyright complaints.

Continuing Copyright Education

Schools must be compliant with the changes to the *Copyright Act*, the Supreme Court decision on copyright and the CMEC fair dealing guidelines. It is the role of every teacher-librarian to facilitate staff understanding of what these new copyright rights and privileges, coupled with limitations, mean to the day to day copyright operations of the classroom and the library.

The main piece in the current CMEC education program for schools is the 2012 3rd ed. of the booklet, *Copyright Matters!: Some Key Questions & Answers for Teachers*, written by Wanda Noel and Jordan Snel, Barristers and Solicitors. This booklet was made available in physical format to teachers and school library staff in Manitoba, but it is also freely available electronically for download at the CMEC website, <http://cmec.ca>.

For the school system, CMEC Copyright Consortium recommends that a copy the CMEC fair dealing guidelines and to

post these key copyright "can" and "cannot" beside staff photocopiers and system printers. The poster clearly shows that your school has a copyright policy but also serves to remind teachers of copyright limitations and continuing respect for creator rights. This fair dealing poster can also be secured from the CMEC website.

The CMEC Copyright Consortium is working with the Canadian Library Association (CLA) to ensure that they are working in a coordinated and collaborative manner on the copyright front. Access Copyright is busy visiting ministers, officials and parliamentarians with the intent to try to undue the changes to *Copyright Act* which is scheduled for review in 2017.

CLA will also be publishing John Tooth's monograph *Canadian Copyright in Schools and School Libraries: A Primer* in the spring of 2015. This book, written in plain English, will offer informed advice to school staff on the day to day handling of copyright issues.

John Tooth is the Copyright Officer, and Head of the Copyright Office, University of Winnipeg Library.



In his previous life, he was involved with copyright and schools in Manitoba through the Manitoba Department of Education and nationally through the CMEC Copyright Consortium as Manitoba's representative. John is a long time member of the CLA Copyright Advisory Committee. John is available to do workshops for schools or school divisions dealing with the new copyright rights, copyright and music, notice and notice regulations or specific issues of concern.

Transforming School Library Learning Commons through Makerspaces

By Heather Eby, Educational Media/Library Consultant PTSD

They are slowly making their way into public libraries and school libraries everywhere, MAKERSPACES! Makerspaces come in all shapes and sizes to address the need for more hands-on, constructivist learning opportunities in our schools and in our lives. Makerspaces can be described as a community space where students come together to create, invent and learn through hands-on experiences on topics and ideas that interest them. Makerspaces find themselves in school libraries as they are often at the center of the school and offer a communal space that already exists to offer resources around our students' personal interests. In the past our school libraries usually only addressed this through books and computer access, now we have an opportunity to make our school libraries into true learning commons by allowing students to build new knowledge, create things (both digitally and materially) and explore new ideas in a Makerspace setting.

On March 10th, the MSLA hosted our annual LIT forum on the theme of "Transforming School Library Learning Commons through Makerspaces" at the Fort Garry Public Library. This two hour event had over 30 participants attend from all over the city. We began the evening with a presentation from the Youth Services Program Leaders of the Winnipeg Public Library, Alix-Rae Stefanko and Lindsay Schluter, where they have been introducing Makerspace concepts to Winnipeg's youth through weekend and holiday programming for the past 2 years. They shared the vision of the WPL in implementing the Makerspace philosophy and several of the activities that they offer to their clientele. After their presentation, I gave a presentation on how school libraries can begin to develop their own Makerspaces within their Learning Commons to transform their school libraries and give them another reason to make their school libraries the hub of learning and activity in their schools! With all the presentations out of the way, the rest of the evening had the participants "making" squishy circuits and sharing their own ideas in table groups about how they could envision Makerspaces unfolding in their school library learning commons.

It was an exciting evening of learning, exploring and sharing! Watch for more information about Makerspaces in our fall edition.



Makerspaces can be described as a community space where students come together to create, invent and learn through hands-on experiences on topics and ideas that interest them. Makerspaces find themselves in school libraries as they are often at the center of the school and offer a communal space that already exists to offer resources around our students' personal interests.

Make Just One Change²

By Randal Payne, Teacher-Librarian, J.H. Bruns Collegiate,
Louis Riel School Division

With *Make One Change*, authors Dan Rothstein and Luz Santana attempt to provide us with “an inspiring vision of education at its best and an extraordinarily clear, low-tech, practical intellectual tool for turning that vision into reality.” What follows are step-by-step instructions for facilitating the “Question Formulation Technique” a method of teaching students to ask their own questions rather than simply responding to the questions teachers ask them. Through following the process, students gain opportunities to practise divergent thinking, convergent thinking, and metacognition and teachers are provided with a useful tool to encourage inquiry.

The “QFT” begins with the teacher creating the question focus, a starting point for generating student questions. Instead of asking the questions themselves, teachers learn to create a clear, focused prompt that provokes a new line of thinking and does not reflect bias. The question focus is created with the end result in mind, an end that considers what the students will be doing, like researching, writing, conducting an experiment, or planning the next project in class.

Before the students are introduced to the question focus, however, they have a short, small group discussion on the rules for creating questions.

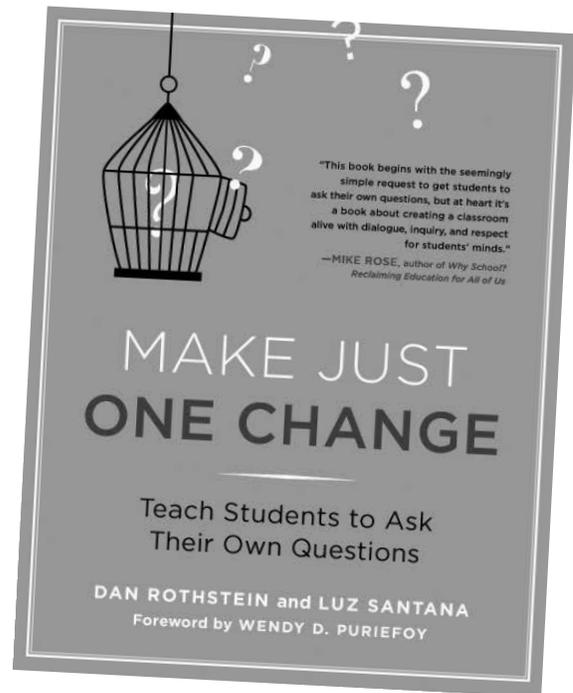
1. Ask as many questions as you can.
2. Do not stop to discuss, judge, or answer any question.
3. Write down every question exactly as it is stated.
4. Change any statement into a question (p. 19).

Students discuss how the rules are different from the usual way of working, and they think about how the rules help them to produce questions. Therefore, when they hear the question focus, they are already “tuned in” to the process and ready to generate their own questions.

Teachers then introduce the “QFocus”, set the time frame, observe group work, and remind students the rules, while the students are the ones who generate the questions.

This step is not a competition to come up with the most questions. It is a process to stimulate, prod, cajole, and engage students in divergent thinking (p. 63).

Once the groups of students have their lists of questions recorded, they improve their questions. They identify the closed and open-ended questions, and they change some closed to open, and other open-ended questions to closed-ended ones. Students then prioritize their questions. Teachers facilitate discussion and provide tips and guidelines, but stay out of the students’ process as they decide which questions are most important or best accomplish their goals.



The Question Formulation Technique offers the teacher an unfiltered opportunity to see, hear, and think about the questions on a student’s mind. And it offers students a chance to hear the questions that fellow students have on their minds. Once aired and written down, the questions can be productively used in many different classroom and school situations (p. 104).

With questions ready, the students now embark on the teacher’s intended end result: a research paper, a fusion text presentation, a focussed speech, a class discussion, or any other inquiry-based project that arises out of the students’ questions.

Before students leave the QFT and embark on their assignment, they reflect on the process in order to deepen their metacognitive skills, and insure that they will be able to use the Question Formulation Technique effectively in the future.

Authors Rothstein and Santana want you to believe that the Question Formulation Technique will radically change your teaching style and revolutionize your student’s learning. It won’t. It will, however, provide you with another useful tool to engage students, to lead them to think deeply, and to help them get started with genuine inquiry.

Try it out yourself before you read the book. See the link here for step-by-step instructions on how to use the QFT in your classroom. The presentation includes all you need to start right away: including instructions, handouts for the students, and an example of how it can work in the classroom.

For a PowerPoint on Make Just One Change, check out the link at manitobaschoollibraries.ca.

²Rothstein, Dan and Luz Santana. *Make Just One Change: Teach Students to Ask Their Own Questions*. Cambridge, MA, USA: Harvard Education Press, 2013. Print.



“Same Same,” but *Different!*

By Rhonda Morrissette, *Teacher-Librarianship at Renaissance International School Saigon*

Everyone in Saigon, even those who don't speak English, uses the term “same same” to describe things that are the same. For example, if I wanted two items at the market and I only saw one I'd pick it up and say “same same?” and the merchant would know what I wanted. So if asked how teacher-librarianship compares to teacher-librarianship in Manitoba, I'd say “same, same...but different”, another term in common usage here.

I'm on a two-year contract with Renaissance International School located in a traditional Vietnamese neighbourhood in one of the newest and most prosperous districts. I began dreaming of working in an International School about seven years ago after meeting several International School Teacher librarians in the Teacher Librarian through Distance Learning Masters in Education program through the University of Alberta. They all spoke highly of their experiences working in International Schools, and felt valued in their schools. My husband's health was failing and he was becoming increasingly crippled in the cold winter months. I was coming up to my “Magic 80”; 55 years old with 25 years teaching experience, and our daughters had both moved to Ontario to study. I'm obviously way too young to retire;-), and we wanted to try living in a tropical climate to see if we could enjoy better health, so I began a job search through Search Associate and the British Council of International Schools. When offered a position in Ho Chi Minh City, commonly known as Saigon, I gratefully accepted, and officially retired from The Winnipeg School Division.

We follow the British curriculum at my new school, which has a good reputation amongst the Vietnamese and Korean middle and upper socio-economic communities who send their children to our school. We also have Malay, French, Indian, Indonesian, Japanese, Thai, Chinese, Burmese, Cambodian, Canadian, Russian, Spanish, Danish, Swiss and English pupils. The language of instruction is English, and all pupils also take instruction in either Vietnamese or Vietnamese culture as well as either Mandarin, French, or Korean. The library serves the entire population of about 420 pupils ranging from Early Years to Year 13.

The facility boasts a full sized gymnasium, swimming pool, theatre and canteen, as well as a smaller pool for Early Years pupils.



Early Years and primary pupils are served a mid-morning snack consisting of a variety of local fruits. Pupils and staff may purchase their mid-day meal from the canteen for a minimal cost.

Each Early Years and Primary classroom has a expat. English-speaking teacher (mostly British) and one or more Vietnamese teaching assistants. The secondary team consists of these Departments: English, Humanities, Sciences, Mathematics, Arts and Foreign Languages. The Cambridge University based IGCSE curriculum is offered to Year 10 and 11 pupils, and all Year 12 and 13 pupils take either the IB diploma or certificate program.



Life in Saigon is easy for my husband and me. He spends each morning in our local coffee shop teaching online courses through the University of Manitoba. He rides a motorcycle and has made many Vietnamese friends. I enjoy my 20-minute ride to and from school on my electric bike through one of the busiest and liveliest streets in Saigon. International School salaries in Southeast Asia allow teachers to live quite well on one salary, as well as travel or save. My contract also guarantees return airfare for both of us every summer. We work 38 weeks a year, allowing us 6 weeks in Canada in the summer to visit our children and other family and friends, as well as 8 weeks to travel. I'm enjoying teaching the pupils at my school and we're enjoying better health and an enhanced lifestyle. So when I was invited, I agreed to extend my contract for another three years beginning in August 2015.

So how are things in the library somewhat the same as in Manitoba?

- The library team consists of university-trained library science librarians who are in charge of circulation and cataloguing, an A/V media specialist and me, Head Librarian. (I often baulk at this title and use "Teacher-Librarian" whenever I can get away with it.)
- We use the Destiny Follett's library automation system.
- My role is to oversee the library staff, develop and deliver the library program to all pupils, as well as to develop the collection.
- The library mission, policy and procedures I developed last year, with the whole school's input, are similar to those in Canadian Schools.
- I run a fixed/flexible schedule to accommodate the wide range of needs. I see each Early Years and Primary class with their teachers for about 30 minutes each week, and this also allows extra times to collaborate with teachers and classes of all levels.
- We sponsor two book fairs each year and receive 5% of the profits in books or cash. The Book Fair companies set up the fair and provide staff to supervise and take payment. I promote the events and set up the schedule for class visits.
- We maintain collections in languages other than English, and in our case French, Spanish, Korean, Chinese and Vietnamese.
- We have a high population of EAL pupils.
- Our parents pay high fees to send their children to school, or

taxes in Canada, and have high expectations for service.

- We experience language barriers when communicating with parents on occasion.
- Early Year children ask me if I live in the library.
- The primary children love Robert Munsch, Pete the Cat, I Spy books, My Little Pony and Minecraft. The secondary pupils enjoy 39 Clues, Orca Soundings, graphic novels and books written by John Green.
- Some parents volunteer in the library on a weekly basis.
- We deal with the same issues of censorship, copyright and collection development. In Vietnam there is an official banned book list with titles that we must not have in the library or the school could face heavy fines. While respecting that, I try to provide the same variety and range of titles that I would for Canadian students. I became familiar with International and Vietnamese copyright laws in order to advise staff and pupils with confidence.



And how are things more different than the same?

- Firstly, I've been assigned a library budget that previously I would never dare dream about. Last year I ordered more than \$60,000 in books, plus added some online resources and information databases. I've heard other International School Teacher Librarians say that it's sometimes hard to spend the budget on time, and now I know how that happy problem feels!
- We accommodate up to four large groups at a time in the library, plus secondary pupils doing independent study! This requires some fancy scheduling and carefully maintaining a climate of mutual respect.
- There are no school libraries or teacher-librarians in schools in the UK. Pupils are expected to utilize the public libraries instead. Therefore many of the British teachers have no knowledge of what to expect or how to work with a teacher-librarian, which requires that I also teach them.
- I lead storytime for five groups of 2-5 year olds every week and organize a weekly book exchange for them too! Yikes! At first I tried to talk the Early Years team out of this, but to no avail. Now I have a song, a finger play and a story ready for them every week and have worked out a comfortable routine for their independent choice of books to check out.
- Halloween and winter holidays are celebrated, but are clearly no big deal for the children. However they cannot contain their excitement in the weeks building up to the TET Lunar New Year holiday.

- I work in relative isolation. We have a “VietLibs” association that communicates mainly through a Facebook page. We also have an International School Librarians network, which runs through iSkoodle, and can rely on that network for advice on tricky situations. But we do not have library consultants, and do not enjoy the level of collaboration across divisions and across the province that I was accustomed to in Manitoba. Opportunities to travel to conferences, inter-school visits, or any kind of professional development are limited. This year I applied for and received a 6-week online “IB Supervising the IB Extended Essay” course and am grateful for that opportunity. Last year I attended a two-day Follett’s Destiny workshop in Bangkok.
- It takes about five months to select, order and receive books—*sigh*.
- Quality books written in English are not available to purchase locally.
- Our pupils do not also have access to public libraries.
- Instead of “I Love to Read Month” we celebrate a “Book Week”. This year the Book Week Committee is partnering with the Foreign Languages Department to combine “Book Week” with “Mother Tongue Week”.
- I’ve never had to authorize so many procedures with my signature before. Some days I sign up to 30 times to authorize everything from a new eraser from the resource room to verifying the receipt of some photocopied materials.
- We are sufficiently staffed with highly skilled personnel to run our program. Yes, what a relief it is for me to be able to focus solely on the library program while the other library staff relieve each other for breaks, take care of the circulation, cataloging and a/v media requests. I remember working in one Winnipeg school with more students, and doing the same job on a half-time basis with a half-time library clerk!
- I am one of two homeroom teachers for Year 13 pupils. This allows me to monitor their Extended Essay progress more closely and to see them daily and get to know at least one group of pupils very well! It also allows other students to know and regard me as a teacher as well as librarian.
- The hours—*whew*. I’m expected at a morning staff briefing at 7:30 a.m. and classes begin at 7:50 a.m. Pupils finish classes at



2:40 p.m., and then attend one of the several after-school clubs run by the staff until 3:30. Each staff is expected to offer 2 or more clubs a week. This term I’m offering a Year 3–6 Kamishibai Club. And every Friday at 2:40 I provide mandatory information literacy lessons to the IB pupils to support them as they write their Extended Essays. Plus I help those teachers running clubs in the library every other day of the week. I supervise both primary and secondary casual hours in the library during lunch and schedule one-on-one meetings with IB pupils during their lunch. I take only a 20–30 minute break every day to eat lunch. We have a staff meeting every Monday until at least 4:30. Staff is expected to remain on the campus until at least 4 p.m. every day, and naturally many of us stay later than that.

Yet overall, working at Renaissance International School Saigon is more the same than different as working within a Manitoba School Library.

Because my school is a member of the Council of International Schools (CIS), we undergo a rigorous whole-school assessment and planning process in a 5-year cycle. After a recent CIS visit, the library team was singled out for commendation for “effectively providing a wide range of skills and services to pupils of all ages.” We have started calling ourselves “The Dream Team.” For my part, I thank my experience working in schools and libraries at all levels in Manitoba, the University of Alberta Teacher librarian by Distance Learning Master’s program, and working with highly professional teacher librarians and consultants in the Winnipeg School Division and Manitoba School Library Association for equipping me to pull this off. Thank you, thank you, and thank you.

If you would like more information about teaching in International Schools please email me at rhonda.morrisette5@gmail.com. Rhonda Morrisette is a teacher at the American International School in Saigon, Vietnam and her husband also works at the same school as a counsellor. She was a MSLA award recipient recently as well as MSLA webmaster for several years. She worked at Winnipeg Adult Education Centre before moving to Vietnam.



A culturally-based way of seeing the world

Aboriginal Workshop with Sarah Gazan for Mrs. Slovinsky's Grade 11 Canadian History Class, Institut collégial Vincent Massey Collegiate

By Mona-Lynne Ayotte, Teacher-Librarian

Learning the practices of any culture one is unfamiliar with can be a challenge. It requires our openness, understanding and willingness to see another perspective which may or may not be similar or dissimilar to our own. Cultural similarities and differences make us interesting as human beings and so with this in mind, Sarah Gazan, (parent and guest speaker) presented a short workshop for our students on Aboriginal Culture. She chose to demonstrate cultural beliefs by first playing a game with coloured paper. Students were given either a green, pink, yellow or blue paper and asked to meet someone else whose coloured paper differed. On their personal papers were guidelines to follow in meeting others, and they were to meet at least 5 people outside their colour group. This game was an interactive way for students to be involved as they had to recall *what they could and could not do*. At times, they faced feeling inferior, as one culture had to worship other people. In this game, if someone looked up at you, this indicated you were given a higher status and if someone looked down, it signaled a lower status. It was clear there was no right or wrong way of approaching these meetings, just difference in life experiences, and values.

Following the activity, Ms. Gazan asked several questions about the experience. Was anyone uncomfortable? Those with the yellow cards were indeed, as they were supposed to rub noses of the people they met! Was anyone frustrated or was there one culture in particular with whom you found it easier to communicate with? Ms. Gazan reminded students that we as Canadians generally shake hands when we meet each other and each of us has a culturally-based way of seeing the world.

“The world in which we are born is just one model of reality, and other cultures are not failures—they simply evolve and demonstrate unique and creative ways the human spirit can be expressed.”

Sarah Gazan

In my culture, which is French Canadian, we kiss twice on a cheek when we greet our relatives and family friends. Believe me when an uncle hadn't shaved for days, you were uncomfortable and always tried to ask your parents if you could not be greeted by your uncle because it hurt your soft young face! My uncle instead would laugh gleefully as he was truly happy to see you. He had the family smile and well that never hurt!

Seeing the world through another's eyes can be fascinating given we rarely see our own cultural set of behaviours and rules. I remember a teacher in my school that had travelled to Peru and began taking pictures of the people in the market. Shortly afterwards, her camera was stolen. Later in the trip, she was advised that you didn't take pictures of the people as they felt if their eyes shone directly into the camera that a piece of their soul could be

stolen. For an ordinary individual living in a Westernized-culture this belief might not fit, however, within their culture and many around the world, this ancient ethnocentric idea holds deep value. Had she known of this belief, she might have been able to capture other aspects in the market without offending or scaring the people whose pictures she was taking.

Post-it Notes and Questions

Prior to beginning the second part of the mini-workshop, Ms. Gazan asked the students to use post-it notes to indicate what they knew, thought they knew, or wanted to know about aboriginal culture. These post-it notes became a guide to her answering student-led questions.

Natural Laws

As she began to speak of natural laws in aboriginal culture, she reminded students of how they impacted the world daily through the treatment of people. Cree clans and kinship helped to preserve the foundation of all laws so that the world could be better understood. Through stories, songs, lessons from animals and knowledge of the people, ways of life were orally transmitted. The stories taught that if one acted in a certain way, something would happen, and the outcome could be beneficial or hurtful to others. When the Europeans came to North America, they “did not find lawless people as they had a sophisticated system to deal with two types of laws—laws that applied to human beings and laws that applied to everything else.”

Aboriginal peoples valued how you treated people, how you lived as member of your clan, and how you lived in a good way. They faced the same foibles of gossip

“The well-being of others affects our well-being.”

Sarah Gazan

and lying, and seeing the earth destroyed. Through storytelling, ceremonies and kinship they were able to share ways of honouring and respecting people and the earth while abiding and following natural laws.

All my relations

Ms. Gazan, who was raised as a Catholic, has chosen to now explore and incorporate her Cree heritage into her daily life. She is just learning Cree as an adult and does not have all the language nuances and intonations she might have had had she been immersed in her childhood surrounded by native speakers. She went on to share with us the Cree viewpoint of *birth*. The biblical story of creation differs from that of the Cree story on one’s soul and birth. A Catholic is taught to believe that when born their soul contains original sin as a result of the choices made by Adam and Eve in the Garden of Eden. The Cree people believe that prior to being born as a soul you live in a place with the Creator, and you choose the parents you wish to be born to in this lifetime. Within each and every one of us is the creator’s flame and before you leave the Creator’s home to come to earth you pass through a “BIG SUN” type of energy. This flame becomes your soul and it placed inside the baby’s head via the fontanel area. Accordingly, we all share a piece of the creator’s flame; we are therefore all related to everything in creation. As a soul and human being, you are held responsible for the gifts the creator gives you and for caring for the land upon which you are born. The Cree see kinship and survival as points of interdependence connecting to everyday life. As human beings, we depend on Mother Earth to look after us, to feel loved and

secure in growing and developing our souls and so we should return this favour to her as well.

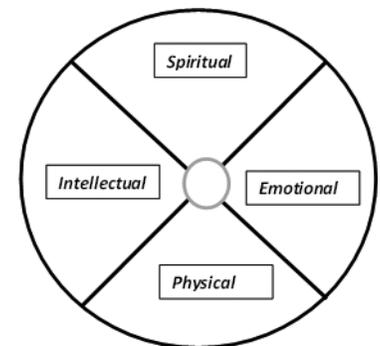
Baby ceremonies were important in the development of kinship. When a baby was about to be born, it meant someone was coming back to the tribe. Once born, midwives cleaned the baby and created a moss bag to keep the baby warm. Women would sit around a circle and hand the baby to the eldest grand-mother who would say *“Hello Mouka, I am your grand-mother. Along with your grand-father, we welcome you as you are related to the seven generations who came before us.”* The baby was then passed onto the next grand-mother, followed by the aunts, the cousins and the siblings. This ritual was important as it helped the baby understand who her/his people were, who she/he was connected to and that she/he could trust each member of her tribe as family. The ceremony encouraged being treated by others in a loving and respectful way.

The Cree language is represented and spoken in terms of pictures. For example, a bear is a relation—they feel a kinship with this animal. The bear is a teacher who could direct them to the food they could eat and to the medicines they could use to remain healthy. They depended on the bear to protect and to keep them safe. The Lakota, who also worked with bear medicine, saw everything in their language as being a verb—an action to be carried out or taken. In the English language, a bear is a noun—a person, place or thing. As a noun, it is not directly connected to our human experience, as Euro-Centric viewpoints tend to want to dominate nature. When we embrace another’s way of being and seeing, we can open our hearts to beliefs that help man to follow the laws of nature in a more intrinsic way.

As students continued to listen, Ms.



Gazan spoke to the soul’s flame and how feeding and nurturing it could help one to maintain and increase the soul’s brightness. When natural laws are broken, the flame gets dimmer and to maintain its brightness you need to work daily on keeping the flame alive and balanced in the areas of mind, spirit and emotions. By paying attention to these areas, you contribute positively to your health and maintain a brightly lit flame. As an example, she suggested selecting friends who increase our happiness and whose emotional being nurtures kinship in both parties. She discussed what lessens one’s flame: gossip, being mean, bullying, and the unfair treatment of others. To feed one’s thinking, she states it is important to think good thoughts. Like many she has faced a “head struggle;” when this happens she takes time out of her day to pray in order to receive teachings so she can work out the struggles. To do so is to nurture your own fire and your own spirit!



Medicine Wheel

In the next activity, the students drew a circle and wrote the four domains in which one nurtures their own fire, their soul or spirit: emotional, physical, intellectual and spiritual. She asks them how they treated their own body as their bodies carried the gifts of the Creator. *How do you feed the four areas of your life on a daily basis given all of these four areas required practice every day?* She asks them to step back and to figure out where they are in this circle and to focus in that moment and every morning on being able to hear, see, and listen (twice as much as you

speak) to good things. She encourages students to look at the emotional part of the medicine wheel and to find time to discuss hard feelings—*“it’s important to talk about your feelings, to know about them so that you can see if you are nurturing or hurting the creator’s flame.”* In the spiritual sector, she speaks of finding ways to give back to your community, and to be thankful and grateful for every hour of the day. She inspires them to be thankful for challenges and for the generosity of others and that learning from one’s mistakes would improve the flame’s brightness.

Elders

In aboriginal cultures, Elders are valued and respected for their ability to guide another through challenges for they too have learned about the natural laws and interactions with human beings. They recognize that the laws are not easy. They also help to encourage the younger generations to figure out what their gifts are so that the flames can burn more brightly. When they are facing dilemmas, they use their pipe to call in prayers and guidance, thankful for being able to take the time to call in the Creator for further direction. Pipe laws focus on humility—Cree people do not brag or show off their accomplishments as they don’t want to put anyone on a pedestal. They believe that each law is achievable in this lifetime and if one of the laws is missing in your life that you can work on it in a quiet way. Human beings can get to know themselves well while practicing and applying the laws.



In Cree culture, it was the women who were the keeper of the Laws. The women held the power (matriarchal) and Elders were consulted as they were considered exceptionally wise, had a good understanding of the laws, protocols and ceremonies. The clans looked to them for decision-making. It is also hard to describe an *Elder* in terms of the English language, for that is the word given to someone with this knowledge. An Elder is not just someone who has reached a certain age; it is rather someone with the wisdom and knowledge to help his/her people lead good lives. As well, women and men had their own ceremonies. One such ceremony is the **Sun Dance**, a ceremony of thanksgiving for our lives and everything in it. Men and women dance for four days in the hot sun with no water (experiencing visions, drumming and singing) and do not eat as this is a sacred ceremony and gift they give to the Creator. They pray selflessly during this time demonstrating strength, learned humility and how everything can be taken away from you. Some dancers may gift of themselves during the ceremony for the well-being of others in order to create balance for everyone’s benefit via a sacred piercing ceremony (upper parts of the body may be pierced and some may pull buffalo skulls behind them).³

Warrior Calling

Another aspect of being a strong person meant that if you were called to be a warrior you had to know the meaning of creating peace for all your relations. A warrior had to be able to solve problems as every person in this world was part of their kinship thusly related. In times of war the last thing you wanted to do was to take a life because you were related. If you did you would have to do many sacred things in order to restore balance and peace. Therefore, you would prefer to follow the natural laws and to share all in a good way.

As she ended her talk with the students, she reminded them that we all have our prejudices and pre-conceived notions. Most times we don’t talk about it, and this further distances us from people. We put people down by the way they dress. We see aboriginal people and we assign names and labels based on stereotyping. Many students and teachers that day learned about new viewpoints and perspectives, ones which were possibly similar to theirs and may prove also expansive for their natures. Aboriginal ways of knowing add dimensions to one’s need for balance and for one’s way to incorporate a daily practice in wellness, and so blessings everyone as you feed your inner flame.



For a list of kit resources
please check out the link at
manitobaschoollibraries.ca

³With the assistance of Angela Fey. AAA Teacher Vincent Massey Collegiate. March 23, 2015.

Treaty Education In Manitoba: An Opportunity For All

By Connie Wyatt Anderson

Connie Wyatt Anderson has been teaching high school history and geography on the Opaskwayak Cree Nation since 1992. She has been involved in the creation of student learning materials at the provincial, national, and international level, and has contributed to a number of textbooks, teacher support guides, and school publications. She co-wrote the learning materials for the Treaty Relations Commission of Manitoba and is involved in the professional development of Manitoba teachers as part of the Treaty Education Initiative. In 2014 she was honoured with the Governor General's History Award for Excellence in Teaching.

Phases of History Education in Canada

The teaching of history at the school level in Canada has gone through three wide-ranging phases. From the 1890s to the 1960s, history education underscored nation-building and shaping national identity. Canadian school children studied the political, military, diplomatic and constitutional history of the British Empire. From the 1960s and continuing into the present, history was seen as a means of understanding and addressing the problems of the present. Beginning in the 1960s and 1970s, this social history was the antithesis of the 'history of great men' and largely replaced by 'history with the people put back in'. Since in the 1990s, history education has begun to steer stu-

dents to think historically, helping them to understand the *how* as well as the *what* of history.

My own formal history education began in the mid-1980s as a high school student, continued through university, and placed me in front of the chalkboard as a history teacher beginning in the early 1990s. It was at that time I came to teach at the newly opened band-controlled school on the Opaskwayak Cree Nation, adjacent to The Pas. My teaching assignment tasked me with the delivery of Manitoba's flagship Grade 11 Canadian history course. I was to deliver that same social history course to Cree students in northern Manitoba that I myself had taken less than a decade earlier.

A product of the social history movement, now as an educator, I was soon to see its shortcomings. While social history had positioned itself at the vanguard of the common man, I found there was a notable voice missing: that of First Nations people. The teaching materials on which I relied—the mandated curriculum, the required textbook—offered no more than a cursory, superficial look at First Nations history within the context of the history of Canada. The First Nation's content weighed heavy in the opening chapters which focused on pre-contact Canada, thinned as the content unfolded chronologically, and made a small reappearance as my students explored the court cases

and protests of the 1980s. The First Nation's story was told in the in the third person, in the past tense, was almost always negative, and appeared ethereally disparate from the history of Canada as a whole. First Nations were portrayed as the unwitting, nonparticipatory, consolation prize winners' of Confederation. If the social history movement sought to put the *people* back in history I wondered where Canada's Aboriginal peoples factored.

How were my First Nations students to become participatory Canadian citizens in a modern democracy when their own history was made short shrift in the very curricula they were to engage with? In my view, their history education was dually compromised by poor content and even poorer pedagogical processes. Propitiously, change is afoot.

Aboriginal content and perspectives is steadily finding a meaningful place in curricula and teacher resource materials. Further, as the teaching of history evolves it is shaping the pedagogical practices underlying curricular knowledge content.

Treaty Education Initiative

As society has evolved, people who have been traditionally on the periphery have been given a voice—a place in front of the proverbial chalkboard. A place to tell their own story, to impart their own narrative, to implement their own pedagogics. The Treaty Initiative is part of this.

Begun in 2010, the Treaty Education Initiative (TEI) is the education mandate of the Treaty Relations Commission of Manitoba (TRCM). The TRCM is a neutral body, created through a partnership between the Assembly of Manitoba Chiefs and the government of Canada with a mandate to strengthen, rebuild and enhance the treaty relationship and mutual respect as envisaged by the treaty parties.

The Treaty Education Initiative is a comprehensive support education program



Commissioner James Wislon, Elder Bone, Elder Linklater, Cynthia Bird, Connie Wyatt Anderson



The Elders who attended the TEI training.

for kindergarten to grade 12 teachers in Manitoba. The goal of the program is to increase the knowledge, understanding, and impact of the treaties and the treaty relationship among all students and to build bridges between all peoples in order to strengthen our society and our prosperity.

The Treaty Education Initiative offers Manitoba educators a series of grade-level themed, Manitoba curriculum-linked teacher's resource guides meant to support teachers in the delivery of treaty education in their classrooms. Many of the TEI instructional materials encourage discussion, reflection and complex problem solving. The lesson plans in each teacher's guide are designed to fit flexibly into existing Manitoba curricula and elaborate on concepts and themes pertinent to the Numbered Treaties: treaties, history, traditional teachings, and relationships. They also provide teacher background information on each topic and theme.

In complement with the treaty education teacher's resources guides, the TEI offers the Treaty Education Kit which features the teacher's guides as well as pedagogical support materials such as posters, videos, historical timelines, works of

drama, maps, manipulatives, and teacher instructional materials.

Treaty education regional teaching training sessions are presented throughout the province and provide Manitoba educators with an understanding of the role of treaty education as an integral part of the Manitoba educational landscape; the hands-on pedagogical practices to support it; and a detailed walk-through of the TEI materials found in the Treaty Education Kit and how they may be implemented in the school setting.

The treaty education teacher's resource guides, teacher support materials which make up the TEI Kit, and the regional treaty education professional development training sessions are all meant to help the Treaty Education Initiative meet its stated goal: to bring treaty education to all Manitoba students from kindergarten to Grade 12.



The Third Phase: Historical Thinking and Treaty Education

Exploring the role of the treaties in the development of Canada is a complex undertaking. However, as educators, we are positioned to offer our students a rich, deep, and meaningful tutelage. As noted

earlier, since the 1990's history education has started to challenge learners to think historically—not just memorize obscure dates and names. Today's history education helps students to think critically in order to maintain their intellectual independence in the future.

Historical thinking, based on the work of Peter Seixas of the University of British Columbia, sees students *doing* history. They are taught to comprehend the implications of historical concepts such as evidence, the nature of objectivity and interpretation in historical inquiry, change and continuity, causation, and perspective-taking. Students are made aware of how history can be manipulated to serve interests. Using the content of treaty education and the tools of historical thinking, students are given the opportunity to sow the seeds of intellectual self-defense. They are taught to ask real questions about how we know about the past, what we know about our history, and perhaps more importantly, how we can wade the current times, asking the necessary questions to prepare for more just, inclusive, and equitable future.

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To know who you are, you have to understand your own people and their history.



K-12 Treaty Education Training (TEI)

By Mona-Lynne Ayotte, Pembina Trails School Division

The Treaty Education Kit acknowledges the efforts of the many contributors: The Treaty Commissioners, The Joint Working Group, The AMC Council of Elders, Office of The Treaty Commissioner Saskatchewan, and the Treaty Education Initiative Team.

Recently a number of provincial teachers and administrators attended the Catalyst training for Treaty Education. Hosted by the Treaty Relations Commission of Manitoba, attendees were blessed in having in attendance and as a support a number of Elders and the Treaty Education Initiative Team along with staff from the Manitoba Education's Aboriginal Directorate. Those attending the free two day workshop (division pays for your substitutes if required) receive upon completion a Treaty Education kit containing a number of delivery materials to assist in teaching our Manitoba students. "The TEI learning outcome is that all Manitoba students should be expected to demonstrate knowledge of the topics, concepts and understandings of the Treaties and the Treaty Relationship by the end of grade 12."⁴ Each school, who sends a teacher to the training⁵, receives one kit which is appropriate to their school grades⁶.

At the beginning of the training, we were honoured to have Elder Bone open the workshop. Later on in the workshop, Elder Laithlin stood up and offered a prayer (in his native tongue) prior to our eating lunch. Having the support of Elders and being part of a fluid and open relationship, the Elders shared their knowledge

and experience with us. I felt the respect each of the Elders had for each other while teaching us subtlety about their traditions which involved an opening prayer.

With the goal of this training being to "bring comprehensive and integrated Treaty education to all Manitoba students from K-12," we were given historical background on the treaty process. As we are all treaty people, we are learning about how treaties became building blocks of our country Canada and how all parties continue to benefit from the treaties, including new Canadians." The materials in the kit aim to offer balanced perspectives from the point of view of the Crown, First Nations and the Creator with the goal of harmonizing the relationships. Through various collaborations and partnerships we can deliver the training for teachers who will have direct contact with the students. Each grade level has a treaty resource guide and many other hands-on materials to be used in the process of understanding a variety of issues, some of which have been controversial. We are not teaching about ceremonies, but an understanding in traditions helps to explain various curriculum pieces to the students. The kit provides a booklet entitled *Treaty Essential Learnings* which contains foundational blocks of information appearing in six categories related to the treaty process.

At the end of the first day's training, the words that continued to echo in my heart, were the ones in which we were told: "**We need you.**" We were not to be afraid of making mistakes. With the educational materials, we could learn further about the treaty

⁴"Backgrounder." TEI. Treaty Commission of Manitoba, Web. 19 Mar. 2015. <<http://www.trcm.ca/treaty-education-initiative/backgrounder/>>.

⁵There are two types of training workshops – one for teachers to work with the materials directly in the classroom, and the above Catalyst training for administrators, teachers, and consultants who will be teaching other teachers how to work with the materials.

⁶Amanda Simard worked diligently to package all of these kits together. Kits are updated with every training and materials are sent to those who already have a kit. The list of resources can be found at the MSLA website. Only those in attendance receive them based on grade level. Picture of Allan Sutherland & M.L. Ayotte: Joel Edey-Roundtree.



Mona-Lynne Ayotte & Allan Sutherland

A gratitude prayer: The Seven Natural Gifts

Smudging is a form of prayer and so as you call on the spirit of the smudge (sage for example) to help you rekindle your balance, you smudge for your memory, you smudge for your memory, you smudge the ears, the eyes, the nose, the mouth (for taste) and the throat (for talking) and the heart.

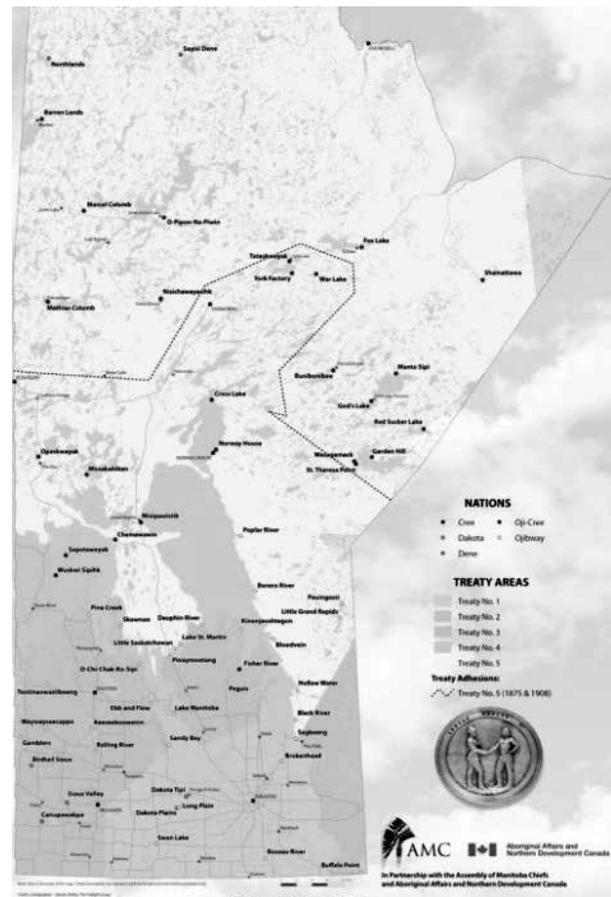
Thank you to Allan Sutherland (pictured) for this teaching.

process and how honouring the ancestors and those in attendance at the treaty signings were integral parts of the future education of our students. As well, the Elders are willing to come to our schools to assist us in teaching about treaties.

Commissioner James Wilson spoke of how Oral History is Oral Evidence and how oral history was important in the current court of Canadian law. Despite some rights not being written, they were spoken, and those words have been transmitted historically through many generations. Currently, federal court judges are being asked to describe and discuss the value of oral historical information as oral evidence. With this knowledge, we were being asked to speak on behalf of the First Nations, to reach into our schools, and to strengthen the identity and contributions of the aboriginal peoples. We are needed to help bring justice to their history and I am grateful to be asked and to be trusted to be of service.

One of the favourite points in the workshop was the activity educator Connie Wyatt-Anderson directed as part of her lesson plan demonstration on stories in the oral tradition. Each table of participants was given coloured Playdoh and asked to construct as a group a visual model of working together. The variety and fun had by each group, who presented their designs to everyone in the room, was a clear demonstration of how a process can work when we all meet at the same place.

At the end of the training, I wanted to see the Treaty Map (<http://www.trcm.ca/treaties/treaties-in-manitoba/view-pdf-interactive-map-of-numbered-treaties-trcm-july-20-entry/>) because I was curious about which Treaty area I lived in as a child. Given that I grew up in Letellier, MB and miles away from the Roseau Indian Reserve, I was surprised to note that regardless of living in Winnipeg, I still belonged to Treaty #1. As I go through the various materials, having them also catalogued for use in our school and division, I am pleased to be a partner in this process of treaty education and thankful that my principal Tony Carvey allowed me to take the training as part of my professional development and to my divisional colleagues Angela Fey and Jocelyn Bergunder who also attended the same workshop.



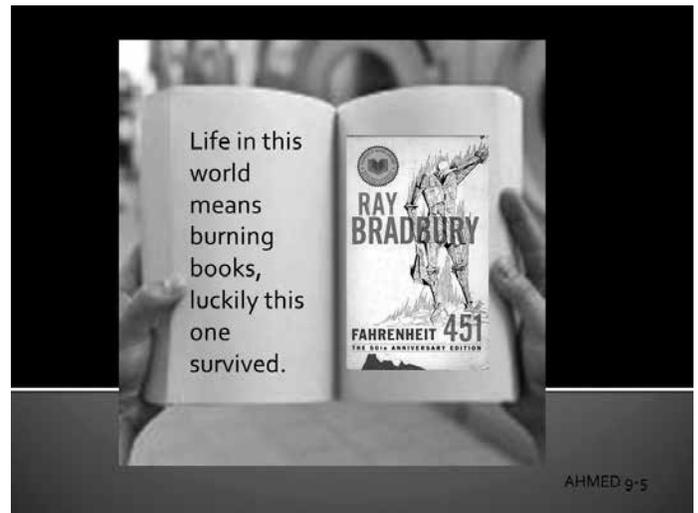
What Book would you recommend to Tweet?

I Love to Read Activity

By Jo-Anne Gibson, Acadia Jr. High

Instructions:

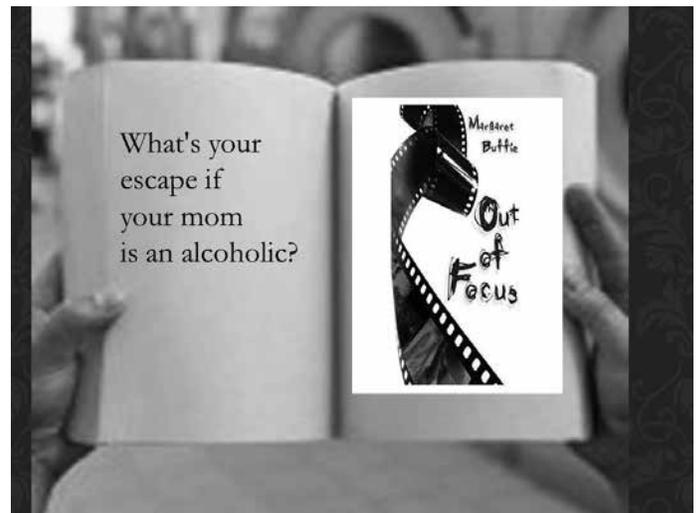
1. **Blank Picture and Powerpoint.** Find a picture of an open, blank book and copy it onto a Powerpoint Slide.
2. **Picture of Book.** Locate a picture of the book you are recommending and copy it onto your Powerpoint Slide.
3. **Text box and Message.** Insert a text box and type a message about the book you are recommending to others in 140 characters or less (one sentence maximum). Don't retell the story—just capture their imagination about the book in one sentence.
4. **Name and Class.** Insert a text box and write in your first name (no last names, initials only if you would like) and Class number or teacher name, if applicable.
5. **SAVE.** Save "current slide only" as a JPEG on a USB drive or school drive. Document name: your name I Love to Read.
6. **TWEET.** Either Tweet your message yourself or bring it to your teacher to Tweet. Remember to insert the picture into your Tweet. Add #ilovetoreadmonth and send it to whomever you think would like to see it by using the @ sign.



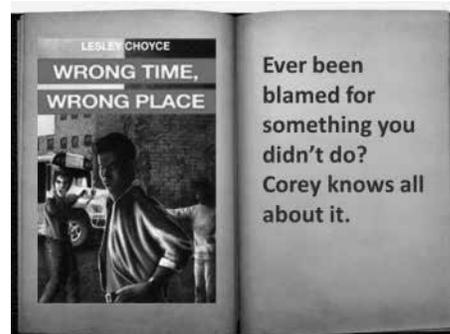
AHMED 9-5



Emory.A ©



Emily 9-5



French Courses, English Program: DREF

By Mona Hutchings, DREF

Teachers of French within the English program can visit the DREF website at www.dref.mb.ca, and click on the bilingual drop down menu *French courses, English program*. Teachers will find information

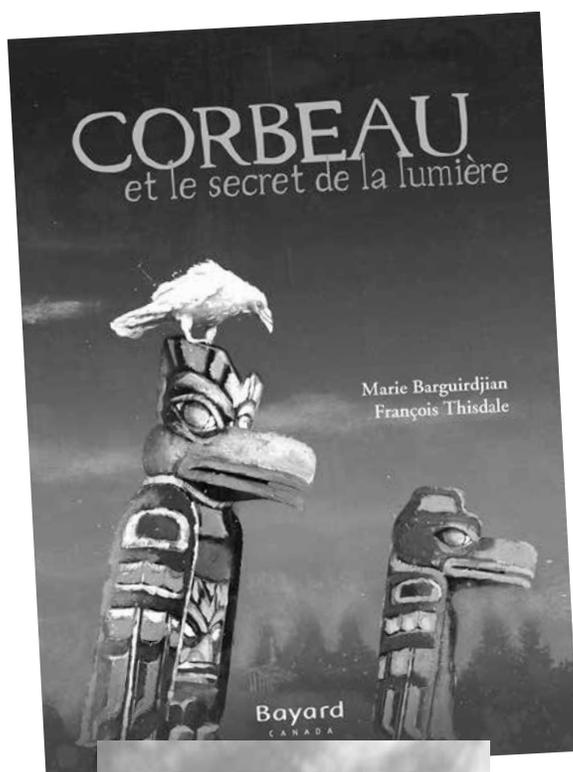
about available resources by selecting *Digital resources* (Online resources) and *Resources to support curriculum documents* (Physical resources). Teachers can select *Passeport Culturel* for details about this annual



activity for learners of French within the English program. Contact Mona Hutchings at mona.hutchings@gov.mb.ca or 204-945-8594 for more information.

Marie Barguidjian, auteure en tournée au Manitoba

Jacques Frenette, Enseignant-coordonnateur de la DREF



Dans la semaine du 2 au 6 mars, nous avons eu l'heureuse visite de Marie Barguidjian, animatrice, conférencière et passionnée en littérature jeunesse qui est venue au Manitoba dans le cadre du Programme de coopération et d'échange entre le Manitoba et le Québec. Un membre de la DREF l'a accompagnée lors de ses rencontres dans des écoles urbaines et rurales auprès de dynamiques élèves de la 7e à la 10e. Nous avons été chaleureusement accueillis par leurs enseignants respectifs.

Marie B. (En passant, elle a un blogue qui s'appelle Le blogue de Marie B) nous a parlé d'elle-même, de sa formation musicale, de sa passion pour l'art, de son travail d'auteure et de son cheminement vers l'écriture. Durant son atelier, Marie B. a utilisé de magnifiques photos et certaines œuvres célèbres de peintres comme Picasso et Borduas tout en faisant appel à l'imaginaire des élèves et à leurs impressions à travers des images de l'art. Après avoir réussi à les sensibiliser à l'expression artistique, les élèves ont très bien exprimé différentes observations, hypothèses et impressions que leurs inspiraient les images et certaines parties d'images. Marie B. a rassuré les élèves en leur disant que chaque personne a propre vision et qu'il ne fallait pas juger les commentaires de chacun. À chaque rencontre, elle a aussi dit : « qu'ils sont tous les héros de leurs vies » et « qu'on n'a jamais conscience de tout ce qu'on est ». C'est ainsi que nous avons eu droit à un flot de participation. Un gros bravo à tous les élèves!

Marie B. nous a donné le goût à travers cet exercice de découvrir les histoires de certains romans qui lui semblent incontournables et bien entendu ses propres livres et albums comme le spectaculaire *JEUX D'ENFANTS DE BRUEGHEL* ou son tout nouveau : *LE CORBEAU ET LE SECRET DE LA LUMIÈRE*.

Nous avons eu droit à la lecture de certains extraits de livres de la part de l'auteure et de certains élèves qui ont bien joué leur rôle. En plus dans quelques présentations, tout le monde, en écoutant les descriptions et les mots de l'auteure, s'est mis à l'œuvre en dessinant une histoire unique.

Le jeudi 5 mars, Marie B. a présenté un atelier à un groupe d'enseignants et de bibliothécaires. Elle a partagé plusieurs pistes pédagogiques qui intègrent les beaux arts, la communication orale et l'écrit. Marie B. a souligné l'importance d'offrir le temps aux élèves de contempler les illustrations d'un livre et de les aider à explorer leur imaginaire. Elle a présenté plusieurs romans et albums qui appuient cette exploration en salle de m classe.

Merci Marie B. de nous avoir si magnifiquement inspirés.

On a Side Note (Book Review)

By Mona-Lynne Ayotte, Institut collégial Vincent Massey Collegiate

Barguirdjian, Marie and François Thisdale. *Corbeau et le secret de la lumière*. Montréal, QC, Canada: Bayard, 2014. Print.



Marie B, a Québécois Immigrant author, who through the DREF gave a workshop to a number of teachers in March 2015, has just published a new West Coast Haida-inspired tale entitled *Corbeau et le secret de la lumière*. During her workshop presentation to the teachers in attendance (which included my daughter's Grade 1 teacher of 25 years ago!), she discussed how she went several times to the Museum of Anthropology in Vancouver, BC to do some research. This resulted in her having a closer contact with the artist of her book, François Thisdale (pictured) who created the illustrations. She needed an artist who could work "in the dark" using dull and neutral colors to convey the contrasts and gradient scales of the night without light. Not only is the story beautifully illustrated but it is eloquently well written in French. Marie's storyline has several twists: the Raven itself is initially white and becomes black when it leaves the home with the stolen light through the chimney now covered black soot and ashes. The next twist is with the Eagle who also wishes to have a piece of the light—he chases the black raven, and finally tired, the raven drops half of the light to the ground which results in the formation of the moon, sun and stars.

An excellent book to add to any middle years to senior years collection...and perfect for French Immersion, élèves franco-phones and Basic French students in the upper senior grades. If you can translate from French to English, you can retell the story just using the pictures. Marie B. does a lot of work with art as a jumping point for creative writing—consider using the pictures as an inspiration for students to write their own story. Students might also want to continue the tale given light is now part of the world. They could be encouraged to write a page of text and to illustrate it using bright and pastel colours to represent the new world with sunlight.



Playing with the elements of light and darkness, the artist Thisdale, shows the raven's capture of the light into an illuminated darkness. According to Avery, a VMC student in art, this mysterious picture creates an "ombre" effect and the deep blue iris eye adds contrast between the moon and textured feathers. Your eye might naturally be drawn to the moon, however, the blue-skied eye and dotted white moon reflector foretells of future-lit constellations.

To see more of Francois's artwork and books:
www.thisdale.com

Marie B's Blog:
www.lebloguedemarieb.com



Five Quarters of Orange (Book Review)

By Harriet Zaidman

My summers are spent trying to make sure I've begun working my way into my book club list, just in case life gets in the way. We members of the Grateful Read have pledged to at least try to read and appreciate each of the book selections; it's pointless to sit through a meeting without something to contribute.

One book on our current list is *Five Quarters of an Orange* (2001) by Joanne Harris. She's the author of *Chocolat*, the story of how an outsider brought sweetness (and magic) to French villagers who had forgotten how to live and love. Harris followed *Chocolat* with *Blackberry Wine*, another book in which mystical happenings help expunge a character's demons.

Five Quarters is the end of her "food trilogy", but there is no magic here. It's a dark story about real-life monstrous times that continue to haunt the characters decades later. Set in rural France, the story toggles between World War II and the 1990s, narrated by a woman—Framboise—who was 9 years old during a summer that changed their lives forever. Her adult perspective adds wisdom and poignancy to the events she describes.

The Nazi occupation of the rural backwater has been relatively benign, but it threatens. Radios have been confiscated and food requisitioned; the villagers do a careful dance with the sauntering soldiers. Framboise and her brother and sister live with their widowed mother—a hard, undemonstrative woman who suffers from severe migraines and intense loneliness. Framboise uses her wiles to aggravate her mother's headaches so she can escape the house.

Her freedom leads her into a friendship with a young German soldier. Being a child, she doesn't understand the implications of her actions. She provides information that leads to the disappearance of townspeople. Her brother confronts her with the facts about the death camps, to what the Nazis are doing to Jews. Hadn't

she heard?

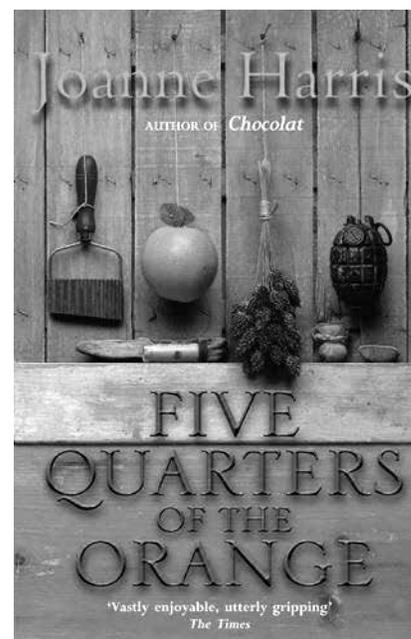
I shrugged, feeling stupid. Of course I had heard of these things. It was just that in Les Laveuses things were different. We'd all read about Nazi death camps, but in my mind they had got somehow tangled with the death ray from The War of the Worlds. Hitler had been muddled with the pictures of Charlie Chaplin from Rienette's film magazines, fact fusing with folklore, rumor, fiction, newsreel broadcast melting into serial-story star-fighters from beyond the planet Mars and night fighters across the Rhine, gunslingers and firing squad, U-Boats and the Nautilus twenty thousand leagues under.

Events spiral out of control and Framboise's family is blamed. One has only to think back to what kind of cruelty the Nazis took out on civilian populations to imagine the consequences of a fated childish decision.

I remember documentaries about World War II showing film footage of crowds taking vengeance on young women who consorted with the Germans. The women's heads were shaved, branding them as collaborators. These women were hounded from their homes; any children born to them were blamed for their mothers' crimes. The children were ostracized and mistreated by society for decades.

But who were these women? Collaborators, young women desperate for some forbidden foods or "luxuries", or young girls who had been attracted to young men, even though they were German? Society judged them harshly, not a surprise, but the truth is often more complicated than it appears. Harris explores the theme of blame and its consequences through Framboise and her family. Years later, Framboise must confront her past in order to forgive and ensure a measure of happiness for herself and her family.

Harris recreates 1940s France with a rich pastiche of words. A food theme runs



through the story; Framboise's mother can only nurture through food, but starves her children for love. As an older woman Framboise opens a restaurant using her mother's old-time recipes as a basis for the menu. Fine, fresh food makes her a success, but the intrusion of modernity and fast food is almost the cause for her demise.

I like books with layers of issues, books with lots of ah-ha moments, books that months later will make you realize there's even more to the plot than you originally saw. *Five Quarters of an Orange* is one of those books. Seemingly simple, there is so much more when you peel away the surface.

From Joan MacDonald at
Fort Richmond Collegiate,
Winnipeg, MB: Check out
some Edublogs from some
fantastic Teacher Librarians:
<http://edublogawards.com/2014-awards/best-library-librarian-blog-2014>

Sixth Annual Graduate Student Symposium

March 2015 University of Manitoba-Faculty of Education

By Gerald Brown

This year's seminar was based on the theme: *Educational Minds for the Future*, taken from Howard Gardner's (2008) *Five Minds for the Future: Disciplined, Synthesizing, Creating, Respecting, Ethical*. In total 19 proposals were presented. A small but appreciative audience encouraged the Masters and Ph. D presenters. In due course, these papers will also be posted to Proceedings from prior symposia at www.umanitoba.ca/education.

1. In the *Ethical Mind* component, **Yunyi Chen** presented an impassioned plea for educating students on how to write properly, and to avoid academic plagiarism, rather than resorting to punishment. She emphasized the different in cultural background and experiences for international students that need support in transitioning to western learning principles.

Barbara Lepp researched the various profiles of mentoring new teachers in the 38 public school divisions in the Manitoba. She emphasized the benefits for both the new teacher and for the experienced mentor. Preliminary results show a wide range of mentorships, or lack thereof across the province.

Adeline Mercredi examined the decolonizing of education, using the medicine wheel as a study guide, specifically to identify what constitutes these four aspects of being: Physical; Emotional; Mental; and Spiritual in education, and the extent to which they are healthily represented in First Nation schools today. She also noted that the community must understand and accept the medicine wheel philosophy for it to be effective in giving students a purpose in life.

2. In the *Respectful Mind* component, **Gail Cormier** focused on French Language education in Manitoba from former students' perspectives. She stressed the important roles for French-language schools and for French Immersion pro-

grams. Her observations provide food for thought on how languages can be maintained in modern cultural settings.

Norma Nelson addressed her research through interviews with an Indigenous Elder. She circled the Medicine Wheel: birth, child/youth, adult and Elder to provide reflections on the impacts of the residential schools on children, families and the education system.

3. The *Creative Mind* component was address by four papers—two presentations and two in round-table sessions. **Allison Moore** focused on capturing serendipitous moments on the life/work of an artist/teacher. Her new understandings developed out of her writings and reflections on the art making process, the completed art work for display, and the reading background. She advocated allowing students to have authentic ways in which to engage in and direct their own sense of identify and vision of the future through art.



Paul Doyle researched the use of Twitter as a particular vehicle for enhancing life-long and current professional development for educators. He urged teachers to consider using Twitter to increase their knowledge and skills in specific subject

areas, and also to motive themselves into a seamless culture of life-long learning.

Margaret Leask presented a paper on First Nations funding models, and attempted to show how FN managers views on how band government has supported their efforts to build capacity in their areas of financial management in the community, how the managers viewed the Federal Government funding model, and concerns for the supports they receive for their administrative and financial work. The discrepancies she detailed are really quite shocking.

Chrystal Lynch plans to explore the approaches used in human rights education in post-secondary institutions in North America and Europe. She is using the United Nations World Programme for Human Rights Education as her research guide.

4. *The Disciplined Mind* had three papers. **Melanie Baruch** opened the Saturday morning session by discussing the business of therapy, and how the process works in private practice. She was looking to understand the development of a professional identify for private practice therapists, and especially the behavioural or emotional processes that are involved in amalgamation of two careers—the therapist and the business owner, into the lifestyle of the private practise therapist.

Dr. John Murray used a Delphi approach to investigate the prospects for Science Education in Canada to 2030. He used a national expert panel of over 50 leading Canadian science education specialists, scientists, award-winning teachers and science media figures, and industry leaders to build a consensus on the foundations, goals and guiding principles to be considered by provincial curriculum writers across the nation. His paper provided plenty of scope for thoughtful discussion and consideration. The final Ph. D contains many recommendations for Pan-American work, as well as inter-provincial

planning and writing programs.

Lam Nguyen researched ways to develop conceptual understanding and probabilistic thinking through tree diagrams. He focused on ways to teach for conceptual understanding rather than an instrumental ability to calculate correct solutions. Learning Maths with conceptual understanding in his classes would be exciting and challenging.

5. *The Synthesizing Mind* offered three presentations.

Kim Browning took a look back at policy, legislation and governance directives in Manitoba's post-secondary systems since the Roblin Report (1993). She addressed the link between education, the economy and the rising influence of technology and global competition, as well as the roles of new and different types of institutions such as the University College of the North, Manitoba Institute of Trades and Technology and Red River College. The mandates of the University Grants Commission (UGC) and the Council on Post-Secondary Education (COPSE) were investigated and reported. Her conclusions reflected (1) the social democratic agenda of the New Democratic Party, (2) the elimination of COPSE has serious implications for university funding processes, and (3) the role of credit transfers that needs to be addressed with the changing roles on the post-secondary landscape.

Karen Favell reported on a curriculum development project at Red River College

to use traditional and contemporary Aboriginal music and arts activities to improve Aboriginal post-secondary programming. Comments respecting attention and retention rates were particularly positive, coupled with the feedback from the students about their confidence to transfer to other programs.

Anna McKay reported on a project studying student engagement in Otter Nelson River School in the Cross Lake Education Authority, with implications for Cree culture, traditions and language. She reviewed how their educational services can be designed and improved to foster student engagement. The findings support the need for literacy development and continued language and cultural programming using a holistic and realistic outlook.

6. The Saturday morning concluded with three roundtable discussions.

Louise Cameron studied middle to high school student transition from First Nations to provincial schools, and ongoing supports needed for students. She observed that students entering high school often don't know what to expect when the time comes, and the impact of moving from one's home community and family supports can be very traumatic, and lead to early dropouts.

Tagreed Mohammed proposed an investigation of mathematical proficiency which would examine the learning culture needed to enhance teachers' mathematical readiness. He is concerned about preparing

teachers who can help students learn how to think mathematically, and how the students should think mathematically to learn. He expects to examine how to engage learners not only to 'figure it out' but also to be partners in the assessment process.

Mahdi Rahimian aims to document what are the characteristics of successful and unsuccessful minority language maintenance programs. He is studying the status of the Armenian language in Iran, and the reason for its successful maintenance through home, school and community interactions. There is a possibility that he will also investigate to see if there are parallel issues in minority language education in Manitoba.

All the presenters attached significant bibliographic documentation to support the proposals. Some commented on which references were particularly valuable in their work.

Dr. Dawn Wallin, Associate Dean, Graduate Programs in Education and the Symposium Organizing Committee are to be highly commended for the fine work presented, the excellent reception and breakfast buffet, and the valuable handout materials. It is unfortunate that a wider range of the educational community is not able to take advantage of this feast of information, and scholarly endeavour.

Gerald R. Brown, Chief Librarian (Retired), Winnipeg School Division, Winnipeg, Manitoba, Canada

Just a Little History! MTS-SAGE

By *Gerald Brown, Archivist*

1938 School Library Section of Manitoba Library Association – March 1938.

1953 School Library Section of Manitoba Library Association: became a member of Canadian Library Association 1953.

1964 Manitoba Association of School Librarians, affiliated with Manitoba Teachers Society 1964.

1970 Manitoba School Library Audio Visual Association, a merger of MASL and Manitoba Association of Resource Consultants in 1970.

1971 Manitoba teacher-librarians have been actively involved in the International Association of School Librarianship since its inception in 1971.

1993 Manitoba School Library Association.

- We celebrated our 70th anniversary Luncheon on Saturday 4, October 2008.

Just as a point of interest the 100th Anniversary of the Manitoba Education Library should be 1916–2016.



UNICEF Bookmarks

The United Nations Convention on the Rights of the Child

By Mona-Lynne Ayotte

In conjunction with I Love to Read Month, the Pembina Trails Human Rights Project (<http://pthumanrightsproject.wikispaces.com/>) and in honour of our Human Rights Museum, a number of teacher-librarians in the Pembina Trails School Division ordered a **double-sided bookmark** for each student and staff member from UNICEF— this bookmark lists the United Nations Articles (1–4... 54) on the Rights of the Child.

These bookmarks are available in both French and English and cost approximately 10 cents per student. If you would like to order some for your school (can do bulk orders as it saves money) please contact Stacia Sahi at SSahi@unicef.ca. A purchase order can be made out to: UNICEF Canada, c/o Arlete Serro, 2200 Yonge St. Suite 1100, Toronto, ON M4S 2C6.



Joan is retiring!

By Mona-Lynne Ayotte

Joan Macdonald of Fort Richmond Collegiate is retiring June 30, 2015 after a more than thirty year career as a teacher-librarian. After completing her Arts and Education at University of Manitoba, she started her library career in Vancouver, graduating with a library degree from UBC. She worked for the Vancouver School Board before returning to Manitoba, teaching in Gillam (Frontier SD) and then in the former Fort Garry SD at Bonnycastle School, followed by Henry G. Izatt Middle School and finally spending her last 10 years at Fort Richmond Collegiate. Joan has been a strong advocate for the role of the school library/learning commons, and as a teacher-librarian she has encouraged literacy, collaboration, and inquiry with students and staff. She has especially enjoyed working with EAL students at the very multicultural Fort Richmond Collegiate.



Over the years Joan has served on several MSLA and Divisional committees including Canadian Images and MYRCA. She has also promoted collaboration between school and public libraries, and received two Community Outreach Language and Literacy grants for her Teen Book Club kits and Info to Go Online Databases bookmark proposals.

Congratulations Joan on your retirement and successful career!

MSLA Teacher-Librarian of the Year

By Stacey Ashley, Communications Officer, Pembina Trails School Division

I already feel privileged to be working with a wonderful group of staff and students, and being recognized for doing something that I enjoy is pretty amazing.



Walk into the learning commons at Henry G. Izatt Middle School on any given day and it is clear to see that a dedicated teacher librarian has had her hand at making the space a hub for innovation and growth. Brandi Nicholauson is described as not only a leader but as a coach. She is someone who encourages her students and guides them in their own self-directed learning. It is no surprise to anyone at HGI that Brandi has been named Outstanding Teacher Librarian of the Year by the Manitoba School

Library Association.

“I already feel privileged to be working with a wonderful group of staff and students, and being recognized for doing something that I enjoy is pretty amazing,” says teacher librarian Brandi Nicholauson.

Brandi is known for keeping up on the latest trends in education that move learning, inquiry and technology innovation forward, such as Bring Your Own Device, coding, and Makerspaces. She is always willing to share her knowledge with other

educators and frequently presents and organizes professional development events.

“She has proven her passion and commitment to her position as Teacher Librarian in both her role at Henry G. Izatt and in her role as Advocacy Chair on the MSLA. It is clear in everything Brandi does as a Teacher librarian that she has the needs and interests of the 21st century learner at the heart of her actions,” shares Henry G. Izatt Middle School Principal Peggy Hobson.

Congratulations Brandi!

MSLA School Administrator Award for Distinguished Service

Elizabeth Linton, Principal, Hampstead Elementary School

Elizabeth Linton is in her fourth year as an administrator at Hampstead Elementary School. Hampstead School is recognized by the Moffat family (Global Communications) as one of the neediest

schools in Winnipeg and at times Hampstead has found support in the generosity of this organization.

In the first year of her administration, Elizabeth asked the staff to make a wish

list. The library's list was a small request of a set of matching chairs and a bulletin board. The chairs did not come the first year, but the bulletin board did with an extra bit of TLC. Over the weekend Elizabeth went

to the school and painted an old bulletin board for the library, so that on Monday the custodian could have it installed. It was truly from the heart.

Ms. Linton shows support for the library program by not only allowing budget requests to enter the queue of requests, which in itself gives the library a certain degree of importance, but she supports the library in many other ways.

First, Ms. Linton works directly with teachers to develop their understanding of the importance of having a vibrant library programs. Second, she clearly demonstrates personal commitment to the program



through participation in events and activities of the library. Finally, she uses the role of the administrator to facilitate the current

program and to continually develop new programming so her students will have the best chance of meeting the information age head on.

Ms. Linton works with the teachers to ensure they all become engaged in the library program and offer support to the library staff. This clearly shows support for the teacher-librarian position and encourages the teacher-librarian to continually develop and explore the most up to date programs and strategies for the library.

Congratulations Elizabeth on this well-deserved award!

MSLA's Distinguished Service Award

Kathy Aikin, Louis Riel School Division

Congratulations to Kathy Atkin, LRSD's Coordinator of Library Services, who was awarded the Manitoba School Library Association's Distinguished Service Award on May 11, at MSLA's Annual General Meeting. This award is presented to "individuals who have made outstanding contributions to promote effective school libraries in Manitoba". Well done, Kathy!

Before becoming a teacher-librarian, Kathy was a passionate, creative, French Teacher, at Hastings School. She also taught Art and Music with equal talent and enthusiasm. In 1992, she transferred this passion and creativity to her role as the first teacher-librarian at the newly built dual-track École Highbury, where together with her library assistant, Mette La Porte, she established a model school library program and a model for the importance of a seamless partnership between teacher-librarians and library assistants.

The library at Highbury quickly became the heart and the hub of the school. Kathy's inspiring work here—collaborating with classroom teachers to plan and execute quality projects and to promote school wide love of reading—was deservedly recognized by her Highbury colleagues, who successfully nominated her for the highly coveted Dr. D. Penner

Award for "exceptional service to education in St. Vital".

In 2007, Kathy was appointed the first Coordinator of Library Services for Louis Riel School Division. It was a wise move for LRSD, and for its school libraries—Kathy continued and continues her "exceptional service to education", this time, for the larger Louis Riel School Division. She set to work on all fronts of her new position as administrator of forty school libraries. Her primary work is supporting teacher-librarians, library assistants and library technicians, and apprising school principals about the educational and prospective professional development roles of the teacher librarian in their schools.

Soon after she settled into her new responsibility, Kathy enrolled and completed (2012), a Master of Education-Teacher Librarianship, from the University of Alberta, where she was recognized and valued for her dedication and insight into the valuable contribution of school libraries to children's education at all grade levels. In typical Kathy fashion, she eagerly and generously shared the new learning which she was rapidly acquiring.



Her new knowledge about the powerful resources and capabilities for expanding student learning and creativity directly linking to the real world of Web2.0, led her to communicating school libraries' needs and their intersecting educational goals to our IT department. This resulted in ongoing PD opportunities for library personnel and the acquisition of online resources for all LRSD schools

Congratulations Kathy!

Manitoba School Library Association Inc.

Income Statement 01/09/2014–31/03/2015

REVENUE

SAGE Revenue

Conference Registration Fees	\$6667.25
SAGE vendor lunches	\$30.00
SAGE Vendors and Sponsors	\$2000.00
Total	\$8697.25

Operating Revenue

Membership Fees	\$2180.00
Grants	\$1400.00
MTS Contribution	\$3005.50
Interest	\$2.73
T-Shirt Campaign	\$196.22 (to be used toward I Love to Read prizes)
Total	\$6784.45

TOTAL REVENUE \$15481.70

EXPENSES

SAGE Expenses

Rentals and Fees	\$650.00
Gifts and Prizes	\$28.76
Presenter Fees and Honoraria	\$4074.46
Food Costs	\$3000.00
Other Expenses	\$464.74
Total	\$8217.96

Operating Expenses

Postage and mail	\$442.10
Stationery	\$49.38
Filing Fees	\$25.00
Service Charges	\$9.08
Executive, Annual Meetings	
Conferences	
Insurance	
Donations and Gifts	\$900.00
Journal	
LITForum	
Memberships and Dues	\$250.00
Professional Fees	\$1977.50
Public Relations / Website	\$215.75
P/R Advocacy	
Special Projects	
Other	

Total Operating Expenses \$3868.81

TOTAL EXPENSES \$12086.77

Net Income \$3394.93

Please Note:

The budget allows for an additional \$2166.19 to provide for items such as: the LITForum, the AGM, PR and Advocacy projects and Insurance.

BUDGET

\$460.00
\$150.00
\$25.00
\$25.00
\$500.00
\$0.00
\$450.00
\$1,000.00
\$0.00
\$200.00
\$575.00
\$2,000.00
\$400.00
\$250.00
\$0.00
\$0.00
\$6,035.00

Assets

Undeposited funds	\$0.00
Steinbach CU Savings	\$15669.92
Steinbach CU Chequing	\$5915.18
Total Cash	\$21585.10

Investments

CU Shares	\$5.00
Total Assets	\$21590.10

Liability

Current Liabilities

Accts Payable	\$837.43
Total Liability	\$837.43

Equity

Fund Balance

Operating Fund	\$20752.67
Current Earnings	\$3394.93
Total Equity	\$24147.60

Liabilities and Equity \$23310.17

As at March 31, 2015

MSLA Executive, 2014–2015

President

Jonine Bergen
mslapresident@gmail.com

Past President

Jeff Anderson
mslapastpresident@gmail.com

President Elect

Position vacant

Treasurer

Laura Cowie
mslatreasurer@gmail.com

Acting Treasurer

Joyce Riddell

Secretary

Niki Card
ncard@retsd.mb.ca

Advocacy, Public Relations, Publicity

Brandi Nicholauson
bnicholauson@pembinatrails.ca

Publications

Mona-Lynne Ayotte
mlayotte@pembinatrails.ca

SAGE Conference Chair

Position vacant

Membership

Roberta Chapman
membershipsmla@gmail.com

Professional Learning

Heather Eby
heby@pembinatrails.ca

Website

Brandi Nicholauson
bnicholauson@pembinatrails.ca

Member-at-large

Janet Ledger
jledger@wsd1.org

Upcoming MSLA Executive, 2015–2016

Board of Directors:

President

Jonine Bergen

Past President

Jeff Anderson

President Elect

Jo-Anne Gibson

Secretary

Christine Robinson

Treasurer

Joyce Riddell

Standing Committees:

Publications

Mona-Lynne Ayotte

Membership

Roberta Chapman

Website / Publicity

Brandi Nicholauson

SAGE Conference

Vacant

Advocacy

Brandi Nicholauson

Professional Learning

Heather Eby

Awards

Jeff Anderson

Archives

Sheryl Chongva

Member-at-Large

Dorothy McGinnis
Nancy Schroeder
(2 positions available)



**MSLA General Meeting
May 11, 2015**

Are you a Wild Reader? I am!

By Mona-Lynne Ayotte

Are you a wild reader?

Who reads whenever they can,

**Who steals five minutes here,
five minutes there.**

**Is your latest accessory a book in
hand, whose textured pages are
turned back, bookmarked, written
on and weathered?**

**Do you love the quiet, the
camaraderie of a good book in hand?**

**And do you miss those peaceful but
remarkable days when you could
devour a book in a single-reading?**

**Your books are calling. Can you hear
their voices? Read me in the edge
times, snatch every few minutes
you have.**

**And then look further, deeper for
your reading tribe.**

**Discuss, ask questions, share
a good read, celebrate your
successes when a book gets hard.**

**Never see leaving behind a book half-way as a failure, but as a way
to renegotiate your reading reasons.**

Changing seasons. Changing allegiances.

And dream up your lists. You have the spine within you to read large, and to be for others,

A knowing companion.

**And as you read aloud for others, show them how you self-select beyond the recommendation.
For you are now free to be CHOICE, a book from you the chosen one.**

