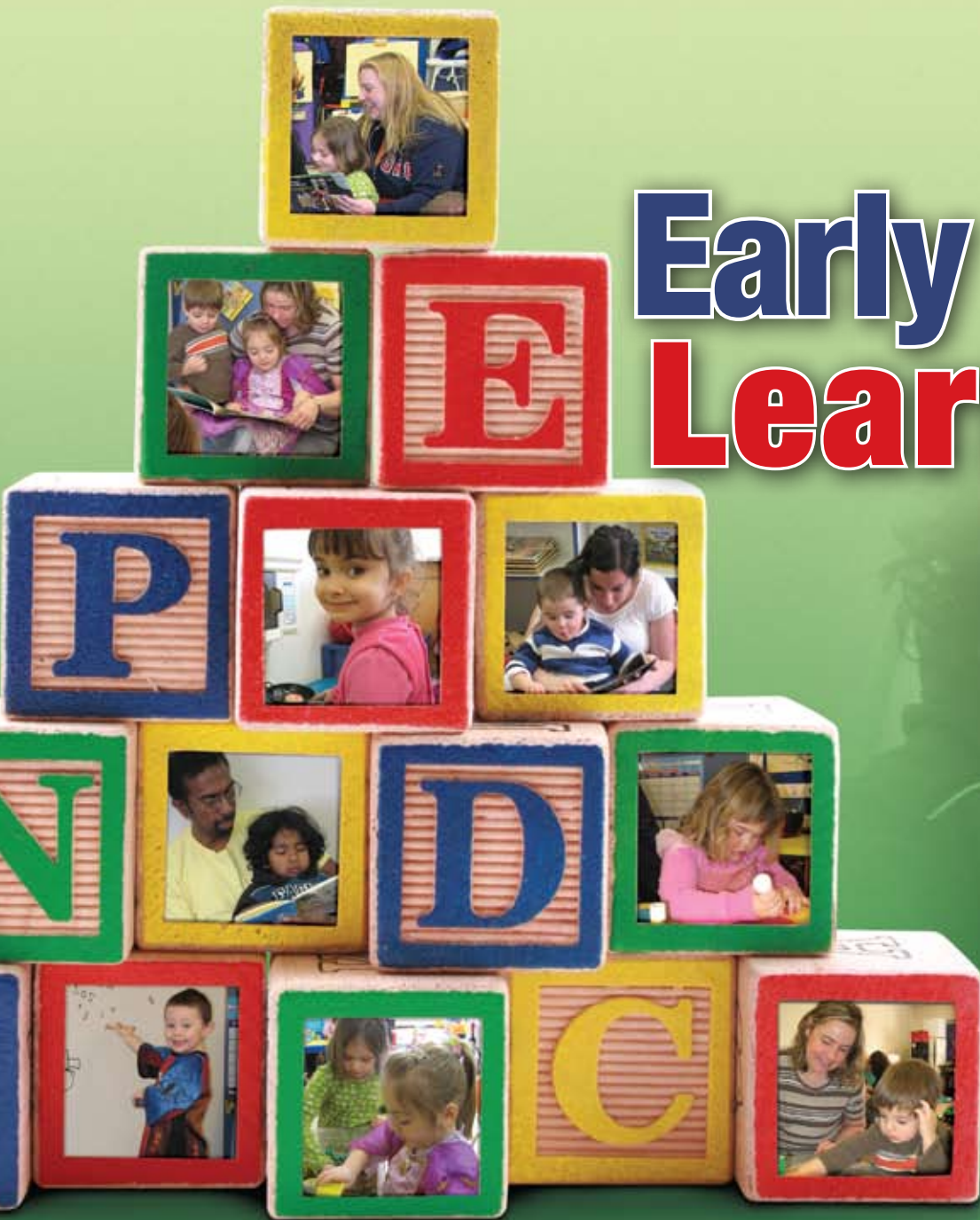


MASS
M.A.S.S. Spring 2009
Journal

The official magazine of the Manitoba Association of School Superintendents

Early
Learning





Solution Tree

leading-edge events

Powerful keynotes. Practical strategies.

Leadership Summit: Change Wars

This unique Summit features a stellar lineup of educational leaders. See powerful keynotes, then participate in interactive follow-up sessions that will deepen your understanding of change leadership.

November 15–18, 2009

Vancouver, BC

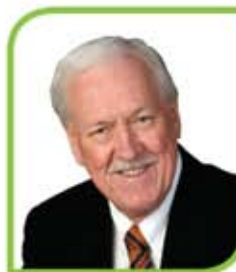
Featuring*



Michael Fullan



Andy Hargreaves



Wayne Hulley



Douglas Reeves

Other Canadian Events

Assessment Institute

August 25–27, 2009 Saint John, NB

Featuring*

Damian Cooper
Anne Davies
Ken O'Connor

Douglas Reeves
Rick Stiggins

“Over half of Canada’s current working administrators will retire within the next 10 years. It is essential that we begin to grow and nurture our leadership teams.”

—Tom Hierck
Former President of Canadian
Association of Principals and
of BC Principals’ & Vice-Principals’ Association

Professional Learning Communities at Work™ Summit: New Insights for Improving Schools

October 14–17, 2009 Toronto, ON

Featuring*

Richard DuFour
Rebecca DuFour
Avis Glaze

Gayle Gregory
Andy Hargreaves
Wayne Hulley

Anthony Muhammad
Douglas Reeves
Rick Stiggins

*Speakers are subject to change. Visit solution-tree.com for the latest updates.

REGISTER TODAY
ORDER BOOKS AND VIDEOS
SCHEDULE CUSTOMIZED PD



Solution Tree
Education Canada Inc.

800.733.6786

solution-tree.com

in-demand events

innovative publishing

inspired professional development

Find the energy savings in your schools

A Power Smart® Energy Manager can help your school division:

- lower energy and water use
- reduce utility costs
- improve building comfort
- help the environment



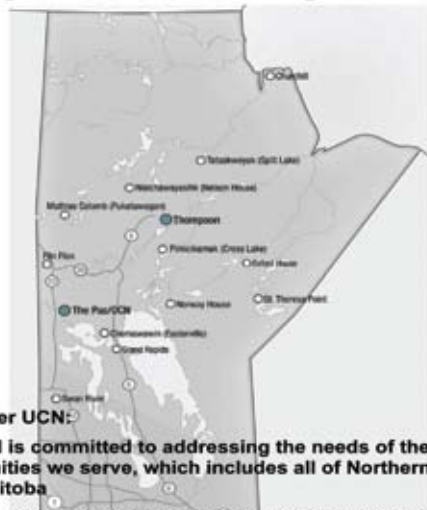
For more information on the Power Smart Energy Manager program:

Telephone: (204) 360-3676 in Winnipeg
Toll-free: 1 888 MBHYDRO (1-888-624-9376)
Email: powersmartforbusiness@hydro.mb.ca
www.hydro.mb.ca/psfb



*Manitoba Hydro is a licensee of the Trademark and Official Mark.

University College OF THE NORTH



Consider UCN:

- UCN is committed to addressing the needs of the communities we serve, which includes all of Northern Manitoba
- Our unique approach to community-based learning offers flexibility in course delivery methods and scheduling
- Through our two Campuses and twelve Regional Centres, we offer quality post-secondary programs, at home and on campus

1-866-627-8500

www.ucn.ca



*While our history gives us distinction,
it is our work today that provides
our clients with satisfaction,
our lawyers with opportunity,
and our firm with integrity.*

**FILLMORE
RILEY**

FILLMORE RILEY LLP
BARRISTERS, SOLICITORS AND TRADE-MARK AGENTS

Telephone (204) 956-2970 email: frinfo@fillmoreriley.com www.fillmoreriley.com



Practicing Excellence
ISO 9001

A NEW AGENCY WILL OPEN ITS DOORS ON APRIL 1, 2009

Fleet Vehicles Agency (*FLEET*) and Mechanical Equipment Services (MES) are amalgamating into one unified Special Operating Agency. On April 1, 2009, the new agency - **Vehicle and Equipment Management Agency (VEMA)** - will open its doors.

FLEET is your Government of Manitoba fleet management expert with leasing, rental and fleet management services available. MES provides heavy-duty fleet services with repair facilities across the province.

All locations and services offered by both *FLEET* and MES will remain the same.

**VEHICLE LEASING & RENTALS | INFORMATION MANAGEMENT | REPAIR PRE-AUTHORIZATION
PREVENTIVE MAINTENANCE | INVOICE CONSOLIDATION | FLEET FUEL CARD
INSURANCE COORDINATION | TAXABLE BENEFIT SERVICE**

626 Henry Avenue Winnipeg, MB R3A 1P7

P (204) 945-0275

www.fva.gov.mb.ca

An Agency of Manitoba Infrastructure and Transportation



HVAC

We provide sales, service and installation of all heating and cooling equipment

Systems and controls custom designed for your specific application.

Technicians trained on York, Lennox, Carrier and Keeprite rooftop and split systems

Class "A" gas fitters – government certified to service or install all your boilers, duct heaters, unit heaters, furnaces or make-up air systems regardless of heating capacity

Free inspection of HVAC equipment for maintenance proposals

Will beat any written quote by any reputable company on maintenance agreements by 10%***

An additional 10% off normal selling prices on parts with maintenance agreements

If your current system has never quite been up to snuff, call us for a Free consultation.

***Some conditions apply

SERVICE

There is simply nothing refrigerated we can't fix, 24 hours a day, 7 days a week.

Our Journeymen Technicians have over 250 years combined experience in the biggest stores and refrigerated plants in Winnipeg. From the smallest reach-in cooler to the biggest blast freezer, we can fix it right the first time.

Buy your equipment from a company who can back up the sale with impeccable service and will maintain your equipment properly. Maintenance contracts are available with reduced service rates to customers with service contracts.

Shared travel expenses with other rural customers and free travel mileage on maintenance.



1051 Thomas Avenue
Winnipeg, Manitoba R2L 2C1
PH: 661-5539 • FAX: 661-2803
iceagemechanical@mts.net



SALES • COMMERCIAL • INDUSTRIAL

SALES

- ELECTROFREEZE
- ICE CREAM EQUIPMENT
- NEW & USED DISPLAY CASES & COOLERS
- WALK-IN BOXES
- ICE MACHINES
- CARBONATED SLUSH MACHINES

* SUPPLY AND SERVICE MANY STORES BOTH RURAL AND IN WINNIPEG
* FREE DELIVERY ON LARGE ORDERS

**SALES OFFICE
204.661-5539**

**24 HOUR SERVICE
204.669-5539**

M.A.S.S. Journal

Published For:

**The Manitoba Association of
School Superintendents**

375 Jefferson Avenue
Winnipeg, Manitoba
R2V 0N3

Phone: (204) 487-7972

Fax: (204) 487-7974

E-mail: coralie.bryant@7oaks.org

Web: www.mass.mb.ca

Published By:

Matrix Group Inc.

Publication Mail Agreement

Number 40609661

Return Undeliverable Addresses to:

52 Donald Street

Winnipeg, MB R3C 1L6

Toll free: (866) 999-1299

Toll free fax: (866) 244-2544

President & CEO

Jack Andress

Senior Publisher

Maurice LaBorde

Publisher & Director of Sales

Joe Strazzullo

jstrazzullo@matrixgroupinc.net

Editor-In-Chief

Shannon Lutter

shannonl@matrixgroupinc.net

**Finance/Accounting &
Administration**

Shoshana Weinberg, Pat Andress,

Nathan Redekop

accounting@matrixgroupinc.net

**Director of Marketing &
Distribution**

Shoshana Weinberg

Sales Manager

Neil Gottfred

Sales Team Leader

Ken Percival

**Matrix Group Inc. Account
Executives**

Albert Brydges, Davin Commandeur,

Lewis Daigle, Miles Meagher, Ken

Percival, Peter Schulz, Vicki Sutton,

Frank Christmann, Brian Davey,

Jim Hamilton, Bruce Lea, Declan

O'Donovan, Jessica Potter, Lesley

Dion, Dean Paprocki

Layout & Design

Cody Chomiak

Advertising Design

James Robinson

©2009 Matrix Group Inc. All rights reserved.

Contents may not be reproduced by any
means, in whole or in part, without the prior

written permission of the publisher. The
opinions expressed in this magazine are not
necessarily those of Matrix Group Inc.



TABLE OF CONTENTS

Message:

7 A Message from the President

9 M.A.S.S. Executive 2009

Early Learning:

10 Early Childhood Education and Care: A M.A.S.S. Position Statement

**16 Establishing Early Childhood Learning Centres: Southwest Horizon
School Division**

By John VanWalleghem & Dale Peake

19 Manitoba-Grown ECE Programs Inspire Success

By Shannon Lutter

**23 Inequalities in Early Childhood Development and School Readiness:
Implication for Education in Manitoba**

By Rob Santos

25 Moments in a Reggio Inspired School

By Howard Ryant

28 ECY: Establishing Early Learning Linkages

By Heather Hunter

Special Feature:

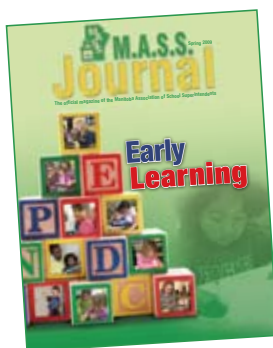
30 A Long and Rich History: Hutterite Education in Manitoba

By Raymond Kleinsasser

34 Buyer's Guide

On the Cover:

Each year thousands of children across Manitoba embark on their educational career when they start kindergarten. This issue of the M.A.S.S. Journal will focus in large part on what's happening before they get to this stage, looking at early childhood education and care programs across the province, as well as the significant long-term benefits of these programs, for both the students and society as a whole. This issue's cover captures activities that take place at O.V. Jewitt Community School's community centre, a model program that offers reading time for parents and children, language exploration through stories, poems and songs, and interaction among pre-kindergarten students.





Peter Bjornson

Minister
Manitoba Education,
Citizenship and Youth

Ministre
Éducation, Citoyenneté
et Jeunesse Manitoba

A Message from the Minister

As Minister of Education, Citizenship and Youth, I congratulate the members of the Manitoba Association of School Superintendents for your continuing leadership and dedication to quality education and healthy school environments across our province.

Working together, we are making significant strides in expanding our quality provincial education system making it increasingly innovative, progressive and responsive to the needs of the public we are privileged to serve.

Beginning with our youngest citizens, we are helping students not only get basic education, but also fulfilling their personal potential, academically and socially. The support we give them today will encourage them to be lifelong learners and responsible citizens in our communities.

My department staff and I value our relationship with your association. We look forward to working with you to fulfill our mutual goal – a truly excellent education system, from nursery to Grade 12.

Message du ministre

En tant que ministre de l'Éducation, de la Citoyenneté et de la Jeunesse, je tiens à féliciter les membres de la Manitoba Association of School Superintendents pour leur leadership et le dévouement dont ils continuent à faire preuve envers l'éducation de qualité et des milieux scolaires sains dans l'ensemble de la province.

Grâce à notre collaboration, nous faisons de grands progrès dans l'amélioration de notre système d'éducation provincial, afin de le rendre de plus en plus innovateur, progressif et capable de répondre aux besoins de la population que nous avons le privilège de servir.

Nous aidons tous les élèves, en commençant par les plus jeunes, non seulement à acquérir une éducation de base, mais aussi à réaliser leur plein potentiel personnel, sur les plans scolaire et social. Le soutien que nous leur apportons aujourd'hui les encouragera à apprendre tout au long de la vie et à être des citoyens responsables dans leurs communautés.

Le personnel de mon ministère et moi-même accordons une grande importance à nos relations avec votre association. Nous avons hâte de travailler avec vous pour atteindre notre objectif commun, à savoir créer un système d'éducation vraiment excellent, de la maternelle à la 12^e année.

Manitoba 

A WINNING COMBINATION for MANITOBA...



... the best of First Bus and (formerly) King Transportation, fortified with the resources, technology, professionalism and World Class Safety of North America's leading provider of school bus transportation.

First  **Student Canada**
www.firststudentcanada.com

A Safer And Better Way To The School Day

FERRIS IS® 3100Z EXTREME performance



- 26-hp Kawasaki liquid-cooled
- 30-hp Kohler Command
- 32-hp B&S Vanguard™ Big Block
- 61"/72" cutting widths
- Patented four-wheel suspension system provides comfort, speed and maximum productivity

12 mph
GROUND SPEED

MOWS UP TO 7.2
ACRES / HOUR

*Based on 80% efficiency



Commercial Mowers

For a dealer near you call
1-800-665-8623
or visit our website at
www.yetmans.mb.ca

FREE ONSITE DEMO(S)

www.FerrisIndustries.com



A Message from the President



Kelly Barkman

President of the Manitoba Association of School Superintendents

“The Manitoba Association of School Superintendents has taken note of a growing body of research which indicates that systemic Early Childhood Education and Care (ECEC) programs provide substantial long-term benefits for both individuals and societies.” This body of research referenced in the MASS position paper on early childhood education (see p.10) becomes very relevant when coupled with a recent ECEC document entitled “Putting Science into Action: Equity for the Start Through Early Child Development-2009” which states that over one-quarter of children in Canada are starting kindergarten with their challenges so entrenched that they are in danger of not graduating from high school.

Recognizing the fact that we, as educators in a public school system, must tackle these challenges early is an important first step in solving some of the issues facing our children as they enter into the traditional education system in kindergarten or Grade 1. The same ECEC document goes on to state that:

- Five-year old children from low income families in Monterrey, Mexico, are better prepared for school than the average Canadian child.
- The Province of Quebec has reduced its rate of child and family poverty by half, and turned around its falling birth rate and school test results.

The public education system in Canada and affiliated provincial organizations need to work together to find ways to deepen our understanding of the importance of early childhood programs, which in turn will boost our capability to act in an informed and proactive way

What happens differently in Monterrey, Mexico and Quebec? The children in those places regularly attend early childhood programs. The time has come for the rest of Canada to join Quebec and other nations and invest in the early education of our children.

While recognizing the need is critical, equally critical are the steps we take to ensure that we put an effective, quality program in place. The public education system in Canada and affiliated provincial organizations need to work together to find ways to deepen our understanding of the importance of early childhood programs, which in turn will boost our capability to act in an informed and proactive way.

Manitoba has the infrastructure in Healthy Child Manitoba to work cross-departmentally and with school divisions, Child Care Manitoba and other agencies invested in Early Childhood Education to build a program that doesn't simply move the existing school curriculum down, but instead builds a strong program that prepares our children to be active and contributing members of their community, and not just ready for “work”. Provinces around us (B.C., Saskatchewan and Ontario) have made an impressive public commitment to move toward making early education programs available to four (and in some cases three) year olds and Manitoba should do likewise.

The MASS strategic plan states as one of its objectives “that there be strong support for early childhood education across the province”. Our position paper, “Early Childhood Education and Care” summarized the research findings that suggest resources

spent on early childhood education pay off immensely later on. As Henry Levin* points out in “The Economic Payoff to Investing in Educational Justice” (Educational Researcher, Jan/Feb 2009), ECE is the intervention that changes graduation rates more dramatically than any other studied, providing fairer access to opportunities and in turn a more productive, healthy and safe society.

Together, with increased support at government, school and local community levels, it is the hope of MASS to strengthen the early childhood education programs currently in place, and to create these programs where they do not exist.

We must continue to work together to create ECEC programs that provide every child with an optimal start in life, as an essential foundation of a vibrant Canadian society.

With this in mind, MASS should continue to be at the discussion table holding on to the philosophy of a partnered approach which will assist in preparing all children for a successful future. Children of all ages deserve nothing less of us!

Kelly Barkman

President of the Manitoba Association of School Superintendents

***Save the Date:**

Levin will be our guest speaker at the Fall Forum on the funding of schools sponsored by MASS, MAST and MASBO October 1st and 2nd at the Victoria Inn in Winnipeg. Divisional teams of trustees, superintendents and secretary-treasurers are invited to register.

we can service and support
your Apple Macintosh
computers and peripherals

MACHelper

SALES • SERVICE • SUPPORT



303 St. Mary's Road
Winnipeg, MB
Ph (204) 667-7500
Fax (204) 667-7510
service@machelper.com
www.machelper.com



Authorized
Service Provider



Serving libraries since 1986.
Affordable. Efficient. Customizable

2 Systems to choose from:

M3/Web OPAC: Free download with
OPAC, circulation & cataloging. Web
OPAC available.

Oasis: Web-based system w/Unicode
Compliance.

Oasis ASP Hosting available.

365/24 hour support, Data services,
training & additional modules available.

Reach our library automation team at
automation@mlasolutions.com or
800.426.7477, ext. 751.

Visit us online at:
www.MLASolutions.com

We make a great IMPRESSION

From graphic design and typesetting,
through four-color sheet-fed
and web printing.

Quality Assurance Always



DERKSEN PRINTERS
1-800-442-0463



Praxair Distribution

- Industrial, Medical, Specialty Gases
- Mig, Tig, Stick, Plasma, Gas Driven Welders
- Dry Ice ... Helium ... Electronic Helmets
- Safety Clothing and Welding Accessories

ONE STOP SHOPPING

710 Richmond Ave. E. Brandon, MB R7A 7G9
Ph: (204) 728-3370 www.praxair.com



**Pupil Transportation
Specialists**

School Bus Contractors
Bus Charters

(204) 633-2022

School Bus Maintenance
School Bus Inspections
Used Bus Sales
Preventative Maintenance
Programs



www.vitaltransitservice.com

Email: sales@vitaltransitservice.com



**CENTAUR
PRODUCTS INC.**

Canada's Proud Supplier of:

Sports Flooring, Daktronics Scoreboards,
Spectator Seating, Basketball Backstops

Toll Free: 1-888-430-3300 E-mail: alberta@centaurproducts.com

www.centaurproducts.com
204-832-6288
Jerry Demeria





Table Officers:



President
Kelly Barkman



Past President
Lawrence Lussier



First Vice-President
Sandra Herbst



Second Vice-
President
Paul Cuthbert



Treasurer
Brian O'Leary



Ken Klassen,
Southeast Interlake
Metro



Neil Johnson,
Metro



Robert Chartrand,
Metro



Tanis Pshebniski,
Metro



Ray Derksen,
Southwest



Tim Mendel,
South Central



Hugh Fraser,
North



Executive Director
Coralie Bryant



Executive Assistant
Pat Drew

Regional Representatives:

Fehr-Way Tours

Your Leader in Student Travel

Specializing in full service
motor coach and air packages
throughout North America.



*Fehr-Way Tours is affiliated
with Beaver Bus Lines*

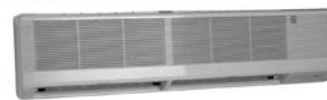


6-1050 Henderson Hwy - Winnipeg, MB - R2K 2M5
Ph 1-800-263-3691 - Fx (204) 334-2070
www.fehrway.com - info@fehrwaytours.com

DUCTLESS SPLIT AIR CONDITIONERS

Mr.SLIM™

PK - Wall Mounted PC - Ceiling Suspended
Ideal for School room Applications



- * Superior quality
- * More compact
- * Auto / Swing vane operation
- * Auto restart after power failure
- * Standard ambient operation down to -18°C (0°F)

- * Low maintenance filter system
- * Enhanced noise suppression
- * Simplified installation
- * Computerized dehumidification
- * Computerized self-diagnostics
- * Maximum line set length to 50 m (164 ft.)
- * Pre-charged for 30m (100 ft.) of line set
- * Swing louvre comfort



"Intelligent" remote control

- * May be located up to 167 M (550 ft) away
- * Does not have to be located in zone
- * Control up to 50 units
- * Can be used with status panel / alarm system (See Engineering Manual)
- * Optional solid state 7 day timer control

Authorized Distributor :

Betco Ltd.
1695 Dublin Avenue
Winnipeg, Manitoba, R3H 0H2
(204) 697-4344
info@betco.ca



MITSUBISHI ELECTRIC
www.mitsubishielectric.ca

Early Childhood Education and Care: **A Position Statement**

Public School is the only societal institution where children from diverse backgrounds gather for a common purpose—to become educated. The challenge for educators is to define what we believe about education in a manner that encompasses the values of a democratic society, respects the inherent uniqueness of the individual student, and at the same time provides equity of opportunity for all.

(Toward Systemic Early Childhood Education & Care, MASS Ad Hoc Committee on Early Childhood Education, April 14, 2007)

The Manitoba Association of School Superintendents (MASS) has taken note of a growing body of research that indicates that systemic Early Childhood Education and Care (ECEC) programs provide substantial long-term benefits for individuals and societies as a whole.

Early Childhood Education and Care is increasingly being recognized as an area of concern for society as a whole. Although parents are clearly the child's first teachers, MASS believes that we have a responsibility to be partners in leading the development of systemic ECEC.

Research on benefits of ECEC for children

- The period between birth and age six is critical for language, cognitive, as well as social and emotional development (McCain and Mustard, 1999).
- Early development has a significant impact on mental and physical health later in life and the child's early years are critical to future academic and lifelong success (Health Canada, 2000).
- Children are ready for school when, for a period of several years, they have been exposed to: consistent, stable adults; a physical environment that is safe; regular routines of activity; competent peers; and materials that stimulate their explorations and

joys of learning (Pianta & Walsh, 1996).

- A twelve-country review indicates that "children who receive high quality care and education in their early years show better cognitive and language abilities than those in lower quality arrangements" (OECD, 2001).
- If the first few years of life include support for growth in cognition, language, motor skills, adaptive skills and social-emotional functioning, the child is more likely to succeed in school and later contribute to society (Erickson & Kurz-Reimer, 1999).
- Research suggests that children in day care and other early childhood programs have a head start in school. By the time they get to kindergarten the children in programs have better communication, learning and math skills regardless of family income or their mother's education level (Carey, October 15, 1999). Some research has suggested that day care has negative consequences, but there is no definitive evidence confirming that children who are identified with difficulties experience these as a direct result of day care (Ahnert & Lamb 2004).
- In Manitoba the results of the Early Development Instrument, a readiness assessment administered by kindergarten teachers, show that since 2001 and continuing to the

present, children who attended an "Organized Part-time Preschool" have achieved higher scores than children who did not attend preschool. This includes all assessed domains—physical health & well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. *This means that children in Manitoba who attended organized preschools were more ready for school than those who did not.*

Research on benefits of ECEC for society

In addition to benefits for individual children, good early childhood education has long-term societal benefits as well.

- High-quality early childhood education produces "long-term positive outcomes and cost-savings that include improved school performance, reduced special education placement, lower school dropout rates, and increased lifelong earning potential (The Business Roundtable/Corporate Voices for Working Families, May 2003).
- The longitudinal High/Scope Perry Preschool Study in Michigan showed that children who attended the preschool had significantly higher general achievement scores at 14 and literacy scores at age 17. A third more graduated from

high school. Four times as many of the preschool group earned \$2000 or more a month. Three times as many owned their own homes (High/Scope Educational Research Foundation, 2002).

- A longitudinal study of 22-year olds born in poverty showed that more who had attended Head Start graduated from high school, and only one third as many had been arrested for a crime (Oden, Schweinhart & Weikart, 2000).
- For every \$1 spent on child care there is a \$2 economic benefit. The benefit comes back through increased tax revenues and decreased social, education and health costs (Cleveland & Krashinsky, 1998).
- A higher percentage of young adults who participated in Chicago Child-Parent Center Programs completed high school and had a lower rate of juvenile arrests than those who did not. The program provided an economic return of \$7.10 per dollar invested (Reynolds, 2001).

Other contributing factors

- Family dimensions in Canada are changing rapidly. A growing percentage of women, many with young children, are in the workplace. In 1967 the ratio was one in six; by 2003 it had climbed to three in four (Friendly and Beach, 2005). Lone parent families with school-aged children increased by 35 percent from 1995 to 1999 where nearly 80 percent of women with school-aged children were in the labour force (The Progress of Canada's Children, 2001).
- While preschool children have traditionally received care and education in their homes with parents, with relatives or in pay-for-service child care centers, an increasing percentage of children are receiving care outside the family home. In 2000-2001, 53 percent of preschool children (aged six months to five years) were in some form of daycare compared to 42 percent of children in 1994/95 (The Daily, 2005).

Changes occurring as a result of the research

This greater understanding of the importance of the preschool years has led to an increasing integration of programs and services for preschoolers with programs and services for school-age children. In its 2004 report titled *Early Childhood Education and Care Policy* the Organization for Economic Cooperation and Development (OECD) indicates that a number of OECD countries, including Sweden, New Zealand, England, and Spain, have made substantial moves toward integrating systems. In Sweden, the reforms have included a uniform framework for training child care teachers, school teachers, and care providers.

In the 2006 study, *Starting Strong II: Early Childhood Education and Care* research suggests a more unified approach to learning should be adopted in both the early childhood education and the primary school systems, and that attention should be given to transition challenges faced by young children as they enter school (OECD 2006). The study goes on to discuss universal access and clarifies that this term does not necessarily mean full coverage due to the variation in demand for ECEC at different ages and in different family circumstances. It implies making access available to all children whose parents wish them to participate.

Canada's progress toward systemic ECEC

In Canada, different levels of government have responsibilities for ECEC. Social and educational programs are the responsibility of the provincial and territorial governments and, except for Prince Edward Island, they all treat care and education separately. Municipal governments and other local authorities are involved in ECEC at the discretion of the provincial governments. The federal government has responsibility for specific groups such as the Aboriginal people, military families and new immigrants and also administers maternity/paternity leave benefits and the National Child Benefit.

From the 1960s through to the mid-1990s, child care was characterized by

cost sharing between the federal and provincial jurisdictions. When funds were forwarded to provinces as part of a block grant, the provinces began to use their funds differently from one another with the result that there is not a uniform system across the country.

The National Children's Agenda announced in 1998 made early childhood development a national political priority and in 2000 the Early Childhood Development Initiatives Agreement was reached with the provinces and territories, marking the renewal of a federal funding role in this area. The situation looked promising with the announcement in 2004 by the federal government of a proposal to create a national child care system. The new government elected in 2006 reduced funding and substituted the Universal Child Care Benefit. At this time, despite some localized progress in some of the provinces, the federal picture remains uneven and lacks cohesion.

The Council for Early Child Development (CECD), founded in 2004 by Dr. Fraser Mustard, is a leading national advocate for ECEC. Its vision is "community-based early child development and parenting centres linked to the school system and available to all families and young children" (www.councilecd.ca). Its second report, *Early Years Study 2: Putting Science into Action*, describes the critical importance of the earliest years of life; identifies effective strategies for effective ECEC; and articulates the importance of ECEC in the development of a pluralistic, democratic society. This report clearly sets a definitive and healthy direction for ECEC in Canada.

Manitoba's Progress toward Systemic ECEC

In Manitoba the Community Child Care Standards Act of 1983 defined the types of child care settings that require licensing and ensured that early learning and child care provided in licensed centres and homes met proper standards. In 1994 the Manitoba government established the Children and Youth Secretariat and used consultations across the province to help shape the Manitoba ChildrenFirst Plan. The

Healthy Child Committee of Cabinet was formed in 2000 and is made up of the Ministers responsible for Family Services and Housing, Health, Justice, Aboriginal and Northern Affairs, Status of Women, Education, Citizenship and Youth, Culture Heritage and Tourism, and Healthy Living. Also in 2000 the Early Childhood Development Advisory Committee was created to advise the Healthy Child Committee of Cabinet.

The Educaring Committee: Strengthening Partnerships between Schools

and Child Care has brought members of the community, school divisions, child care and others together in another forum. In 2001 twenty-six Parent-Child Coalitions were formed across Manitoba to bring together community strengths and resources through partnerships or coalitions of groups from different sectors. This approach promotes and supports community-based programs and activities for children and families. The same year saw the first implementation of the Early Development Instrument (EDI) in the Winnipeg School Division. Currently all

school divisions in the province are using the EDI to provide information about the school readiness of Manitoba's children and the readiness of our schools for children. The information is being used to develop programs and services for pre-school children by a variety of groups.

Since 2001 Manitoba Education, Citizenship and Youth (MECY) has provided Early Childhood Development Initiative (ECDI) funding to school divisions to assist in their efforts to provide intersectoral services for pre-schoolers (birth to school age). ECDI, in partnership with Healthy Child Manitoba, is designed to facilitate pre-schoolers' readiness to learn prior to school entry.

Manitoba school divisions are heavily involved in financial and 'in kind' contributions to ECEC. In the Report from the Ad Hoc Committee for Early Childhood Education to the MASS Executive (December 2006), survey results showed that 24 of 37 school divisions (65 percent) responded to the survey with information about their involvement in ECEC initiatives and partnerships. The information showed that these school divisions recognize the value of Early Childhood Education, and are using grant funds as well as providing financial and *in kind* contributions to create a myriad of partnerships and opportunities for young children that include:

- Partnerships with local Parent/Child coalitions;
- Partnerships with regional Health Authorities;
- Limited support for nursery programs; and
- Involvement in a variety of programs (Mother Goose, Play and Learn etc).

A brief review of some successful programs and partnerships in Manitoba

The MASS Survey of school division involvement in ECEC recorded a wide range of involvement by school divisions in both rural and urban settings. What follows are a few examples of partnerships and programs that involve services for children prior to their kindergarten year.

- Division scolaire franco-manitobaine has developed two position papers. The first of these presents a model of



Get Your Message Out There!

In the newly developed digital print and digital cutting service centre, Perimeter Industries specializes in full colour print and die cutting onto a wide variety of materials. The above shown Nutritional Information Board, developed in collaboration with the Lord Selkirk School Division, is just one example of custom graphic design, full colour printing and digital cutting at an affordable price. So next time you want to get your message out there, give us a call at 204-988-4700.

- Posters
- Science Fair Boards
- Custom Displays
- Banners
- Theatre Back Drops
- File Boxes
- Team Signs
- In-door & Out-door Signs
- Moving Boxes

www.perimeterindustries.ca

Perimeter INDUSTRIES LTD.

- governance which has the school principal sitting on the board of nursery schools and child care centres which are located in schools (currently in 17 schools). The second provides for a range of activities offered at Centres de la petite enfance et de la famille (Early Childhood and Family Centres). These currently exist in two schools and will be set up in others.
- Frontier School Division operates Nursery (prekindergarten for four-year-olds) in the majority of its schools and in partnership with community organizations and federal agencies also runs programs for three-year-olds, parent-child centres, lending libraries, activity nights and other events for families in some of its communities. Norway House has held a Toddler Talk conference for parents of young children for the past two years which is jointly supported by the school division and the band.
 - River East Transcona School Division plays an active part in River East and Transcona Parent Child Coalitions. The chair of both coalitions is the Division's Manager of Community Initiatives. Many community programs are run jointly and are given 'in kind' support by the division.
 - Seven Oaks School Division has a strong partnership with the Parent Child coalition and other agencies through the Neighbourhood Resource Network. This partnership provides pre-school programming in parent-child centres in all elementary schools. An early learning support teacher works with the community coordinator and early years' teachers in each school. Early Years in-services include coordinators and day care partners as well as teaching staff. A partnership with Public Health created the "Newborn Language Project" providing support to parents.
 - Southwest Horizon School Division partners with several community groups including local nursery schools, child care centres, Public Health, the Promise Years and Parent-Child programs. Some of the joint ventures include Preschool wellness days, transition meetings, SLP, OT and PT therapy services. EDI data collected in the

schools is shared with the partners and used to plan programming.

- Sunrise School Division has had school division staff on the board of the Bright Beginnings Parent Child Coalition since its beginning and continues to provide division support. The Division provides space for junior kindergarten programs funded by Wings of Power in Powerview and Pine Falls. They distribute a pre-kindergarten kit of literacy and numeracy activities to families of four and five year olds.

- Winnipeg School Division provides Nursery (prekindergarten for four-year-olds) in all of its schools and has developed a guide for those programs called *Start with the Child*. They have included child care staff with school staff and parents in language facilitation projects for those living and working with newborns to four-year-olds. They use EDI data to advocate for resources and supports for in-school programs and for parents and preschooler programs.



Supporting our Community

Stantec is committed to supporting growth in our communities through quality educational environments. Our design process focuses on flexibility and maximizing adaptability, while interpreting future needs to accommodate inevitable changes. Our portfolio includes a broad range of educational projects in both urban and suburban environments, incorporating new construction and renovation including:

- Classrooms
- Conference Centers
- Libraries
- Multi-Storey Residences
- Sports Facilities
- Student Activity Centers
- Teaching and Research Laboratories

In Winnipeg, call Art Martin, MAA MRAIC or Carmine Militano, P.Eng. at (204) 489-5900.

stantec.com



One Team. Infinite Solutions.

While this is only a sampling of pre-school activities associated with school divisions it gives an idea of the range of existing programs and partnerships.

Leaders and supporters of early childhood education and care in Manitoba

MASS has clearly stated its support of early childhood education and care. The MASS Strategic Plan says that one of its objectives is, "That there be strong support for early childhood education across the province." Further, MASS intends to be involved in the sharing of effective program ideas and to participate in the dialogue on early childhood initiatives as steps toward supporting and strengthening early childhood education (www.mass.mb.ca/pages/stratplan.htm).

Manitoba Education, Citizenship and Youth (MECY) has shown its support for early childhood education in a number of ways including participating as a collaborating department in Healthy Child Manitoba and providing intersectoral leadership in the Early Childhood Development Initiative.

The Manitoba Association of School Trustees (MAST) has been actively engaged in the promotion of Early Childhood Education and Care investments and initiatives. Its policy statements acknowledge the critical importance of the early years in setting the stage for a child's development, learning and success in later life and its federal and provincial budget submissions make repeated calls for greater government investment in the ECEC sector. MAST has worked closely with provincial government departments, community agencies and Manitoba's child care sector to build stronger linkages and enhance collaboration among sectors and agencies involved in the delivery of ECEC services.

The Manitoba Teachers' Society (MTS) supports ECEC and has participated in multi-organization discussions affecting the well-being of young children. In 2006 MTS passed a resolution which says that public school education should be available to all children in Manitoba who will be four by December 31st of

their enrolment year and that the Society should lobby the Provincial Government to fund Nursery/Prekindergarten programs by the same formula as kindergarten programs are funded (Minutes of the 87th AGM of Provincial Council, MTS).

Planning for good quality early childhood education and care guiding principles

MASS supports programs which promote the development of the whole child—physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge. MASS supports warm and nurturing programs based on sound knowledge of child development, the children in the program and the socio-cultural context of the children's lives.

MASS believes that programming should be well-planned, available to all children, staffed by qualified professionals and accessible in terms of location and finances. MASS believes that links between child care and education should be strengthened and extended in order to ensure smooth and effective transitions for children and families. In practical terms this means that every child in Manitoba, whose parent wishes it, will have access to high quality integrated care and education.

In summary, MASS believes that systemic ECEC in Manitoba should have the following characteristics:

1. A high degree of equity and access while respecting cultural values and ensuring choice.
2. Practices that are grounded in a social pedagogic approach with a focus on the developmental social and emotional needs of children together with intellectual development.
3. Practices that are grounded in the work already being done by early childhood organizations and school systems that will have 'made in Manitoba' solutions with respect to governance and support structures.

Promoting the vision: recommended actions

The Council for Early Child Development has articulated a Five

Points Strategy that links research to community action and could be adopted to support this effort. CECD says:

1. Harness the evidence on early child development;
2. Foster connections within and between communities;
3. Inform public policy on early child development;
4. Cultivate leaders who understand the significance of early child development; and
5. Monitor results to promote evidence-based action.

Five Point Strategy, CECD (2007).

MASS believes that there are many actions consistent with this strategy that are being taken and which can be built upon as the various partners in children's lives work together. MASS supports the following courses of action and resourcing necessarily done in concert with appropriate parties.

- Encourage intersectoral collaboration in all areas affecting young children. "Integrating early childhood services actually facilitates parent involvement by requiring professionals to speak to each other in a non-expert language that parents can relate to and understand" (McCain 2007).
- Support the development of provincial policies that support integrated early childhood programming.
- Make recommendations to update or change existing policies to facilitate integrated early childhood programming that presently inhibit or constrict the establishment of collaborative partnerships.
- Encourage reciprocal participation on Child Care Boards and local Parent Advisory Councils.
- Advocate for increased resources and help in planning to ensure resources for effective transitions between child care and schools.
- Work with the appropriate institutions to ensure the provision of effective professional learning opportunities for all staff working with young children.
- Examine the research to determine an effective curricular/pedagogic framework for ECEC that supports and is foundational to

- school-based curriculum. This framework should contribute to the social, emotional, and cognitive development of children as well as their later success in school. "Be informed about the science of early childhood development: share it, apply it, and act on it" (McCain 2007).
- Work with the various institutions to ensure that unused spaces in schools are used to accommodate preschool programs and before and after school care programs.
 - Continue to support the primary role of parents/guardians in the education and care of children.
- In the words of Fraser Mustard and his colleagues:
- "Early child development is a prime time investment opportunity for society providing greater returns than any other period of life. Investments need to be substantial and sustained to promote equal opportunity for optimal development for all children and produce the documented economic, health and social benefits." (McCain, Mustard & Shanker 2007).
- MASS supports this vision and calls on its partners to work together with MASS toward realizing a vision that will see that all children in Manitoba have full access to integrated and comprehensive early childhood education and care. ■
- The Manitoba Association of School Superintendents (MASS) provides leadership for public education by advocating for the best interests of learners and supporting its members through professional services. This Position Paper was prepared by the MASS Ad Hoc Committee on Early Childhood Education, November 2007.*
- Ahnert, Lieselotte & Lamb, Michael, "Child Care and Its Impact on Young Children (2-5)," In: Tremblay RE, Barr RG, Peters RDev, eds. Encyclopedia on Early Childhood Development [online]. Quebec: Centre of Excellence for Early Childhood Development; 2004:1-6.
- Canadian Council on Social Development, 2001, The progress of Canada's children, Ottawa, Retrieved on September 25 from www.ccsd.ca/pubs/2001/pcc2001/index.htm
- Carey, Elaine, Toronto Star: Early years aids learning, StatsCan, October 15, 1999
- Cleveland, G. & Krashinsky, M., 1998, The Benefits and Costs of Good Child Care, The Economic Rationale for Public Investment in Young Children. Toronto: Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto
- Council for Early Childhood Development, Retrieved April 14, 2007 from www.councilecd.ca/
- Council for Early Child Education. Five Point Strategy. Retrieved April 14, 2007 from www.councilecd.ca/cecd/home.nsf/pages/strategy
- Erickson & Kurz-Reimer, 1999, Infants, Toddlers and Families: A Framework for Support and Intervention, New York, Guilford Press.
- Friendly, M., Beach, J., & Turiano, M. 2002. Early Childhood Education and Care. Government of Canada. Retrieved January 15, 2007 from www.universalchildcare.ca/en/home.shtml
- Government of Canada 2006, Report: The Well-being of Canada's Young Children, Retrieved September 10, 2007 from www.socialunion.ca/well_being/2007/en/index.shtml
- Manitoba Education, Citizenship, and Youth. 2006. Annual Report 2005 - 2006. Retrieved January, 2007 from www.edu.gov.mb.ca/ar_ecy_0506/index.html
- Manitoba Education, Citizenship, and Youth. 2006. Annual Report 2005 - 2006. Retrieved January, 2007 from www.edu.gov.mb.ca/ar_ecy_0506/index.html
- Manitoba Association of School Trustees, 2000. Brief to the 2005 federal pre-budget consultations. Retrieved on September 25 from [www.mast.mb.ca /services/documents/Federal%20Pre-budget%20Brief%20Sept%202005.pdf](http://www.mast.mb.ca/services/documents/Federal%20Pre-budget%20Brief%20Sept%202005.pdf)
- Manitoba Association of School Superintendents Ad Hoc Committee on Early Childhood Education, April 14, 2007, Toward systemic early childhood education and care, unpublished report.
- Manitoba Teachers Society, 2006, Minutes of the 87th AGM of Provincial Council, Manitoba Teachers Society, Retrieved on September 25, 2007 from www.mbteach.org/library/Archives/AGM/06_AGM-minutes.pdf
- McCain M. & Mustard, F. 1999. Reversing The Real Brain Drain: The Early Years Study. Toronto, ON, Ontario Children's Secretariat.
- McCain, M., Mustard, F. & Shanker, S. Early Years Study 2: Putting Science into Action. 2007. Toronto, ON, Council for Early Child Development.
- Oden, Schweinhart & Weikart, 2000, Into Adulthood: A Study of the Effects of Head Start, Michigan, High Scope Press.
- OECD. 2001. Starting Strong: Early Childhood Education and Care. Paris: OECD.
- OECD. 2006. Starting Strong II: Early Childhood Education and Care. OECD. Retrieved January 15, 2007 from www.oecd.org/dataoecd/38/2/37417240.pdf
- Pianta, R. & Walsh D. 1996. High-Risk Children In Schools. New York: Routledge.
- Statistics Canada. (2005, February 7). Child care. The Daily. Retrieved January 15, 2007 from www.stanacan.ca/Daily/English/050207b.htm
- Reynolds Arthur J., Temple, Judy, Robertson, Dylan, Mann, Emily, May 2001, Long term effects of an early childhood education, Journal of the American Medical Association. 285:2339-2346
- Schweinhart Lawrence J., 2002, The High/Scope Perry Preschool Study Through Age 40, Ypsilanti, MI. Retrieved September 2007 from www.nippa.org/pages/Highscope/PerryAge40SumWeb.pdf
- Statistics Canada. (2005, February 7). Child care. The Daily. Retrieved January 15, 2007 from www.stanacan.ca/Daily/English/050207b.htm
- The Business Roundtable/Corporate Voices for Working Families Joint Statement: Early Childhood Education: A Call to Action from the Business Community, May 2003 Retrieved Sept. 25, 2007 from www.voicesforchildren.ca/report-Sept2003-1.htm

Establishing Early Childhood Learning Centres: Southwest Horizon School Division

By John VanWalleghem & Dale Peake

Can problem solving about declining enrolment result in a win-win solution for schools and early childhood programs? Educators, parents and the boards of nursery school programs in southwestern Manitoba certainly think so.

Southwest Horizon School Division (SHSD) is venturing beyond the now common model of hosting child-care centres in schools and is well on the way toward administering two Early Learning Centres (ELCs), slated to open in the fall of 2009. The commitment of schools, parents, child-care providers and two government departments is creating a new governance model that promises benefit for everyone, especially young children.

Like many school divisions in Manitoba, SHSD has faced declining enrolment for several years and projections indicate that the trend will continue. Overall, divisional enrolment has decreased from about 1800 in 2003 to about 1600 in 2008. As in most school divisions, the smaller the community, the greater the impact.

Such was the case in the small, southwestern Manitoba towns of Pierson and Waskada. These two K-12 schools serve catchment areas that adjoin the American and Saskatchewan borders. Farming, human services and, in good times, oil exploration and extraction are the main employment sources. For 2008/09, Pierson has a student population of 89 and Waskada has a population of 67. Both communities are anxious to keep their schools open despite the small numbers. Parents speak glowingly of the benefits of small schools and the school division has embraced distance learning and other strategies to expand curricular options.

For several years and partly as a strategy to address declining student populations, the Manitoba Government has

encouraged schools to consider hosting child-care centres in surplus classroom space. However, one of the problems in smaller communities like Pierson and Waskada is that low numbers often mean that operating a child-care centre is not viable. Both had operating part-time Nursery Schools for three and four-year olds but no full-time child-care.

In addition, the low number of kindergarten-aged students had created an awkward learning environment in the two community schools. When the kindergarten students did attend every second day, they were combined with older students in multi-grade classrooms. Multi-level learning is nothing new to smaller schools but it is particularly difficult to combine kindergarten students who attend every second day and require a very different curricular experience.

Things began to change in Pierson and Waskada when someone asked whether kindergarten students could be combined with pre-school aged children to form a viable program. Parents, the school division and the Manitoba Child Care Program liked the idea and

committed to pursuing this innovative model. Manitoba Education, Citizenship and Youth (MECY) came on board and more recently the school division has included municipal economic development officers, too.

Discussions led to the development of an innovative and perhaps unique model that is now referred to as an Early Learning Centre or ELC. The ELC will offer all the services of a typical child-care centre and include Kindergarten and Nursery School. All told, the ELCs will offer:

- Infant care (age 0-2);
- Pre-school care (age 2 to grade 1);
- Nursery school programming (age 3-4);
- Kindergarten programming (age 5); and
- Before and after school care (up to age 12).

The partners identified several challenges with the proposed ELC model, including governance, budget, building conversion and maintenance, staffing and curriculum. However, with some goodwill and creativity on all sides, those issues are being addressed.



Typical child-care centres are governed by a parent board with an elected Chair and Treasurer. The centre director acts as the executive administrator. They operate the program, collect fees and manage the budget, lease or build and maintain the building, recruit parents and children, hire and supervise staff, etc.

The integrated ELC model will be administered by the school principal with help from an early childhood educator as assistant director. There will still be a local parent board with the principal acting as Chair and divisional finance staff acting as Treasurer. The divisional Student Services Coordinator will also sit on the board to ensure liaison between the ELC and divisional procedures. The school principal and secretary will perform some of the administrative tasks that a child-care director normally would. Thus, the ELCs transfer much of the administrative work to school staff while freeing the early childhood staff to work with the children and reducing the administrative responsibilities of parents.

The province has committed to supporting both capital and operating costs for the ELCs. The schools in Pierson and Waskada were recently identified as two of the 10 schools that will share funding for converting surplus classroom space into child-care space. The difference between Pierson and Waskada and the other schools receiving conversion funds is that the ELCs will also serve their kindergarten students. Both schools are developing final blueprints for approval by the Public Schools Finance Board. In both cases, the ELC will take over space in a corner of the building that allows easy access for parents, since operating hours will extend both ends of the school day. The ELCs must meet Child Care facility standards, so the school division is learning a new set of rules and regulations.

The operating funds will come from two sources on a per capita basis. The Schools Finance Branch of MECY and the local school levy will fund the Kindergarten share of the program while the remainder will come from typical child-care sources (the Manitoba Child Care Program and fees paid by parents). SHSD is working with the Schools Finance Branch and PSFB to adapt processes and budgets to the ELC model.

One of the flies in the ointment is the difficulty of converting surplus classroom space within the budget allocation from the province. SHSD's architects had originally projected costs of close to \$250,000 for each school but the province has committed just \$200,000 per school and even that amount might be a one-time occurrence. Nonetheless, SHSD is proceeding with plans while seeking to reduce costs and identify additional sources of funds. On the other hand, the province has promised to provide building maintenance costs on the same basis as for classroom space, so there are no concerns on that score.

The ELC's most prominent role is that of child-care, so the direct service staff will mostly be trained early childhood educators (ECE). One, the assistant director, will be an ECE (class) III with the knowledge to help the school principal and secretary as they learn their new administrative tasks. They will base their core program on the emergent child-care curriculum that is endorsed by the Manitoba Child Care Program. However, the ECEs will be supported by a certified early years teacher in order to provide the Manitoba curriculum to the Kindergarten students. In this way, the ELC will still be a multi-level learning experience but the environment will be much more conducive to a high quality Kindergarten program.

This initiative offers vitality and sustainability to the two current schools. Research shows declining enrolment is particularly evident at the younger grades. Including birth to age 5 with the school-aged population will increase the number of children using each school by approximately 20 students. The ELC model offers full-time child-care in communities where it was lacking, a more appropriate environment for Kindergarten students, effective relationships with schools and easier transitions for parents of young children, operating efficiencies as divisional economies of scale are applied to pre-school programming, and increased viability for the community school itself.

Is this a win-win solution to the problem of declining enrolment in

small rural communities? For the parents, children and schools of southwest Manitoba, it certainly seems to be. Critical factors for the success to date and into the future include:

- Collaboration of government departments in policy/procedure changes;
- Collaboration among existing early childhood programming (child-care, pre-school support programming, Nursery Schools, and education); and
- Engaging school and divisional staff in the administration of ELC to:
 - » Liaise with MECY and MCCP staff to adapt educational and child-care procedures to the new model.
 - » Inform local parents and child-care boards about developments.
 - » Create the ELC board to consist of local parents, school principal, divisional finance staff and divisional Student Services Coordinator.
 - » Jointly manage budgets, payroll and other financial matters between the principal and Secretary Treasurer's department.
 - » Involve and train the principal in staffing, daily operations, staff evaluations, parent issues, etc.
 - » Involve and train the school secretary in related administrative tasks.
 - » Integrate community and school clinical and therapy services, and
 - » Apply for grants for building conversion and operating costs.

There is no question that the ELC initiative in the two schools is generating interest and involvement among parents and school staff. As part of the research component, Rennen Rommelaere, the first year Principal at Pierson School, was interviewed. His enthusiasm was infectious as he described his hope that the ELC would be a catalyst to expand the school's role as an integrated centre of lifelong learning for the community and area. In his words, the ELC would be successful if "the school and day care operated as one entity and were integrated so well that it felt as if I was simply wearing 'one hat' when it came to managing them both."

Cindy Horrigan, a parent of six and nine year olds who would use the before and after school programs and a keen supporter of the ELC development wrote: "This program is so overdue, and so necessary for the children and parents of our community. It's very

exciting." Other parents from Pierson expressed the hope that the program will encourage more parents to live in the community, noting that it will be a great location for parents who work in or near the town. Parents from Waskada noted that the familiar

surroundings would be a plus for their children.

This initiative will eventually provide well-researched information, direction and process to all school divisions within Manitoba. With funding from the Manitoba Council for Leadership in Education, SHSD contracted John VanWalleghe in 2007 to research the effectiveness of the ELC model and to document the development process. SHSD also received a grant to hire Shannon Lee as a "governance coordinator" to develop a program manual that integrates child-care regulations with school processes. The local parent boards will decide on the specific directions for each ELC but Shannon will draft the basics for pulling the two systems together. Both that manual and the research results will be made available province-wide. ■

Dr. John VanWalleghe is the Research Associate for this project and Dale Peake is Superintendent of Southwest Horizon School Division. For more information about the ELC project, contact Peake at dalep@shmb.ca.



Joseph Cunningham, Sales

125 Hamelin Street, Winnipeg

Phone: (204) 474-2334

Fax: (204) 453-0639



CAT 4
CANADIAN ACHIEVEMENT TESTS
FOURTH EDITION

**THE FOURTH EDITION OF
THE CANADIAN
ACHIEVEMENT TESTS
IS HERE!**



CTC
CANADIAN TEST CENTRE
Educational Assessment Services
www.canadiantestcentre.com

**CALL 1.800.668.1006 FOR A
COMPLIMENTARY SAMPLE**



Garden Hill First Nation

Garden Hill First Nation Education
"Advancing Change for Education"
phone: (204) 456-2879 fax: (204) 456-2129

Manitoba-Grown ECE Programs

Inspire Success

By Shannon Lutter

Across the province schools, divisions and educators are taking the lead in creating early childhood education (ECE) programs that inspire, motivate and stimulate both child and parent to achieve success. Here is a sampling of the innovative programs that have evolved from a simple idea into thriving initiatives.



Arborgate School in Seine River School Division

Located in southeastern Manitoba, the Seine River School Division is home to 15 schools and over 3,500 students. One of those schools, Arborgate, can be found in the small community of La Broquerie, located just 12 kilometres from the city of Steinbach, and only 70 kilometres from Winnipeg.

Despite Arborgate School's small size, its staff have taken a big idea and turned it into reality. Their Little Ones Learning with Arborgate (LOLA) program is an example of this, showcasing how one school and one person can become an agent of change for other schools. The K-8 school's former principal Elaine Wilson started LOLA as a once-a-week reading program for pre-schoolers. It quickly expanded to two other communities, and has now been adopted by several other schools in the division.

As current principal Teresa Yestrau explains, "LOLA has expanded to a Monday to Friday program, rotating through Arborgate School as well as in small towns that make up our school catchment area (Woodridge and Marchand). There are currently 60 students participating in LOLA and each day participants, along with their parents, enjoy craft activities (fine motor activities), play in the gym (gross motor activities), learn computer skills, sign out books from the lending library and have a great time playing with peers."

Yestrau says that former principal Elaine Wilson took the initiative to start the program after school assessments indicated that a significant portion of the school population was entering school with limited skills in language and pre-reading. In addition, "many children were apprehensive about school so it was a way to familiarize students with the school environment."

This reason is just one motivating factor for implementing a program like this. As Yestrau says, "the sooner we reach students to reduce learning gaps, the smaller the gaps are to fill. Waiting until students are in school means that, for some students, they are already working far behind their peers. As each student grows, that gap just grows bigger. As much as possible, we need to put all students on a level playing field so that they have every opportunity to succeed. Thankfully our division has supported the schools in their initiatives. Otherwise, it may not have been possible."



Seven Oaks School Division

Seven Oaks School Division is made up of over 9,000 students. And of the division's 19 schools, 14 are kindergarten to Grade 8! With so many young learners, the division decided to explore parent/child centres, where parents and their children (newborn to age six) could attend together, learn together, and have fun together.

The centres are run by community coordinators who facilitate the programming and help empower parents to become actively involved in the life of the school. For example, the community coordinators model interactive reading time for parents and children, they talk about good book choices, and explore language through stories, poems and songs, as well as the children's own questions and interests.

As community coordinator Christine Turnbull at O.V. Jewitt Community School, explains, "learning starts at birth so we want to get families to come into the school as soon as possible with their infants. This familiarizes everyone with the school so that when it's time to start kindergarten, the school isn't a big scary building. Instead, a comfort level has been built; they're coming to a place they know, they already have friends, they've seen the teachers. It makes the transition so much easier."

The community coordinators, who are hired by the division and interviewed by a team of people who are connected to the particular school they're being hired for, get together at least once a month for ongoing professional development. According to Anna Mangano, an Early Childhood Coordinator for the division, "these development opportunities help the coordinators maintain a connection to the philosophy of the Seven Oaks School Division, as seeing our children as capable human beings who want to explore and get to know their world."

The program has been so successful that if parents want to, they can attend a program every day throughout the division, even if it is not in their catchment school. Turnbull says that at O.V. Jewitt Community School,

most parents come as often as possible because it's easy for them to see the benefits for their children.

Mangano agrees, urging other divisions to think about the value of making the community school the place families can connect to upon their child's birth. "The relationships and the opportunities that have risen out of those relationships have been magnificent. The idea of building the capacity of the home, the school and the community together has been extremely rewarding!"



Sunrise School Division

Over the past seven years, Sunrise School Division's Speech and Language Clinicians have been receiving increasingly high numbers of speech and language referrals for children entering school. Karen David, K-6 Program Leader for the school, says that "both our clinicians and research from MECY indicated that early education and support for parents in the area of language development was critical to reversing this trend."

In response, Sunrise decided to use a portion of their Early Childhood Development Initiative (ECDI) grant to develop a program where information about language development could be delivered to parents in a playful, supportive context.

As luck would have it, Invest in Kids (www.investinkids.ca) was developing a pre-school, play-based learning program and was looking for partners across Canada to pilot their resources. Sunrise jumped at the chance, participating in the Canada-wide piloting of the toddler activity program called Comfort, Play and Teach (CPT) during the fall of 2008. The six week interactive program was created for caregivers and their toddlers, aged 18 to 36 months.


David explains that, "the one hour program begins with Circle Time; a welcome song and three or four rhyming games that match the topic of the day. Gross motor development comes into play as children jump, skip, spin and clap. This is followed by craft time where kids and parents develop their fine motor and oral skills while painting, cooking, building, creating and chatting. During this time, the facilitator connects these everyday activities to the tenants of CPT. Racing back to Circle Time, new songs, games and rhyming completes the hour."


Parent evaluations show that the concepts this program introduces are easily understood and simple to implement. They appreciate receiving the parent handbook complete with all the rhymes, songs and activities, which enables parents to replicate CPT activities at home and provides other ideas and activities related to topics.

While the program has only been

MERCER

Human Resource Consulting



Mercer Human Resource Consulting is a global consulting firm that helps organizations use the power of their people to enhance business success. Specialty areas of consulting include: **retirement, administration, health & group and investment.**

1410 - One Lombard Place
Winnipeg, Manitoba R3B 0X5
204 947 0055 fax 204 943 8442
www.mercerHR.com

MMC Marsh & McLennan Companies

IT'S GAME DAY, TIMING IS EVERYTHING

Made in Canada




1-204-772-6843







- Built-in Daily Physical Activity Timer.
- Time of day displayed on wall mounted scoreboards when not in use.

Electronic Reader Boards now available

Brought to you and supported by Magnecomp Scoreboards Inc. Located right here in Manitoba!

Contact Magnecomp for Sales, Service, or Repair

Magnecomp Scoreboards Inc.
3330 Portage Ave Ste. 507
Winnipeg, MB R3K 2H9
Phone (204) 772-6843
Fax (204) 779-SCOR
magnecomp@shaw.ca

www.ScoreBoardGuy.com

***Product specifications and related information is subject to change without notice.

running for a short time, David says, “we are pleased with the positive connections CPT enables Sunrise to make with toddlers, parents and the community, and we are planning to continue offering this program. We encourage all school divisions to find ways of connecting with the pre-school community with all aspects of child development. Together we can offer families the support they need so that all children can experience the best possible outcomes in life.”



River East Transcona School Division

Parents in River East Transcona School Division (RETSD) are buzzing like bumblebees when given the opportunity to talk about all the fantastic programs available in the division. It's little surprise that people are talking. Programs ranging from Baby Bumblebees, which introduces children under 18 months to songs and rhymes, to Purple Stew, which gives kids 3 to 5 years of age a tasty lesson in healthy eating and nutrition through lively songs and activities, are grabbing the attention of many in the division.

In fact, last year early learning programs such as 1, 2 Buckle My Shoe, Baby Bumblebees, Alphabet Soup, the Literacy Links summer home visiting program, and their drop-in Stay & Play programs allowed coordinators to connect directly with over 1,000 preschool children and their families. This number is bound to increase, as Trish Ward from the RETSD Parent Child Coalition, explains. “We have increasing numbers of dads joining our programs—particularly when we offer them in the evenings or on Saturdays.”


Glowing reviews from parents are easy to come by. As one mom explained, “the anticipation in our area for the new Kinderlinks newsletter was comical! Us Mommies, all good friends now thanks to the early learning programs, were busily checking the RETSD website for daily updates.”

Praise like this is the norm, not the exception. In fact, Ward says that when they opened up registration for the fall 2008 programs, “the majority of the 21 early learning programs

were filled within the first hour. One particularly popular program, our in-motion Jack be Nimble, immediately generated a waiting list of 24 families.”


Just how do they do it? Ward credits a number of actions, including being able to, “stretch minimal financial resources by operating within an infrastructure such as the school division; establishing ‘mini coalitions’ or ‘action teams’ where school administrators, health authority personnel, parents and other representatives from

Is KPMG Enterprise devoted to your private company? Yes.
Can we keep your production line going at full speed? Not so much.



A KPMG Enterprise professional will go to extraordinary lengths for your private business. So when you're looking for professionals who understand and focus exclusively on private company issues, remember KPMG Enterprise. To find out how we can help, visit us at www.kpmg.ca/enterprise

KPMG ENTERPRISE.
YOUR PRIVATE COMPANY ADVISER





Peanut Free!

Tastes Great!

Nutritious!



Call 1-800-437-5539 or email julit@redriv.com
for more information about SunButter®.
www.SunButter.com • SUNGOLD FOODS, INC. • Made in the U.S.A.

community agencies and service providers meet to implement initiatives unique to their particular neighbourhood areas; and establishing working relationships among the direct service and front-line staff in all of our major systems.”

“Having a parent-child coalition in our community area has resulted in a significant shift—probably a paradigm shift—in the way that we have all come to view early childhood and the vital importance of the parent-child connection.”

Winnipeg School Division

Winnipeg School Division’s Nursery Program is open to all children who turn four by the end of the calendar registration year and who reside within the boundaries of the Winnipeg School Division. There are over 1,700 children enrolled across the division (60 schools participate). As Penny Morka, Early Years Consultant for the school division, explains, “physical, cognitive, social and emotional development are all considered and incorporated into the programming for young children in the Nursery Program.”


“Children are being empowered to make decisions, think through and solve problems, develop empathy and an understanding of different cultural groups, take an active role in discussions about learning, develop their oral language base (which contributes to the development of later reading and writing skills) and realize their learning potential.”

The current Nursery Program can trace its roots all the way back to the 1960s when programs like Head Start developed in the US to meet the needs of low-income families.

Morka explains that in 1965, the Winnipeg School Division’s Board of Trustees made a decision to open the first Nursery Program at David Livingstone School in the inner-city. Three more inner-city schools with high needs established Nursery Programs, the following year. By 1984, a three year program had started to include all elementary schools except for three French Immersion Schools. The Milieu schools started their Nursery Programs in 1999-2000 of the fall term. “The Nursery Program has continued to flourish and nurture students for 43 years since its first conception.”

In addition, Morka says that teachers in the Nursery Programs are creating an intellectually stimulating, child-centered environment to promote each child’s individual learning and overall development. “Children are being empowered to make decisions, think through and solve problems, develop empathy and an understanding of different cultural groups, take an active role in discussions about learning, develop their oral language base (which contributes to the development of later reading and writing skills) and realize their learning potential. Through these early learning opportunities children will acquire the attitudes, social skills and thinking skills necessary to become lifelong learners.” ■

Shannon Lutter is the Editor-in-Chief at Matrix Group Inc., publishers of the M.A.S.S. Journal.



With 12 locations ready to meet your electrical needs.

MANITOBA



Winnipeg	(204)954-9900
St. Boniface	(204)954-9901
Brandon	(204)571-2333
Dauphin	(204)638-5328
Thompson	(204)778-7041
Flin Flon	(306)688-2023

NORTHWESTERN ONTARIO

Thunder Bay	(807)344-3100
Kenora	(807)548-4266

SASKATCHEWAN

Regina	(306)721-2500
Saskatoon	(306)933-2992
Prince Albert	(306)922-4545
Estevan	(306)634-7225

PHILIPS  **ADVANCE**  **PLACE YOUR ORDER ONLINE**
www.Westburne.ca



Cross Country Ski Specialists since 1979

Salomon and Fischer x-country ski head quarters for Manitoba

Quality adult ski packages

Starting at \$280

1813 Portage Ave.
888-4586

MON-FRI 10:00am-9:00pm SAT 10am-6pm Sun 1pm-5pm

www.olympiacycle.com



Inequalities in Early Childhood Development and School Readiness: *Implications for Education in Manitoba*



“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

-Kofi Annan, Ghanaian diplomat, seventh Secretary-General of the United Nations, co-recipient of the 2001 Nobel Peace Prize

Every year in Manitoba, across Canada and around the world, on the first day of kindergarten a new group of youngsters crosses a threshold into school, a place perhaps second in importance only to their families in the influence it will have on their lives thereafter. This threshold is also a developmental one, as the transition from the early years of life to the school years requires the accomplishment of a number of key tasks in young children’s physical, social, emotional, language, and cognitive development. Collectively known as school readiness, these areas of early development set the stage for young learners’ capacities to benefit from their school experiences through middle childhood and adolescence, and for schools in educating the next generation of learners.

Educators, especially kindergarten teachers, already know that students vary in their level of school readiness and that the extent of this variation plays a significant role in how they approach each new group of learners every school year. And educators also understand that the determinants

of school readiness begin many years before that first day of school in kindergarten, largely outside the traditional purview or influence of schools and the K-12 education system. As leaders of both schools and communities, school superintendents are pivotal in promoting the determinants of school readiness. An excellent example is the November 2007 MASS position paper on early childhood education and care. Over the past decade and a half, exponential professional and public attention to early childhood, from the prenatal period to school entry in Kindergarten, has highlighted a central challenge for education and for society as a whole: massive inequalities in young children’s school readiness, preceded by similarly massive inequalities in the lives of newborns, on the large scale of populations.

For decades, developed societies have used data systems at the level of whole populations to monitor children’s health around the time of birth, such as infant mortality and birth weight, as well as to monitor children’s learning in Grade 3, a key time for consolidation of the classic 3 Rs of reading,

writing, and ‘rithmetic. Only in the last decade have we begun to monitor at a population level the key developmental transition between birth and grade school, using measures such as the Early Development Instrument (EDI). The EDI is a questionnaire completed by kindergarten teachers that measures five key domains of early childhood development: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. Conducted as a census, completed by all kindergarten teachers in a school division for all of their students, the EDI provides population-level data for communities about groups of children.

To many in Manitoba, the first province-wide results from the EDI, collected in the 2005/06 school year, were startling. Across the province, 28 percent of all kindergarten children starting school were “not ready,” defined using a standard classification of scoring in the bottom 10 percent of at least one EDI domain. This statistic represented over 3,000 Kindergarten students starting school far behind the

“starting line” every year. As with most outcomes we value, school readiness was not equally distributed across the population. Not surprisingly, larger proportions of children from the most disadvantaged families (40 percent) were not ready for school, more than 2.5 times as large compared to children from the most advantaged families (15 percent). But surprising to many was the realization that larger numbers of children not ready for school were from middle and upper socioeconomic status (SES) families, because most children grow up in these families. The majority of vulnerable children in Kindergarten, nearly two-thirds, were not poor socio-economically.

Understanding these EDI results requires us to look back earlier in life. Manitoba’s other unique population-level data on children, the Families First Screening (FFS) conducted after childbirth by the public health system, reveals that 25 percent of Manitoba babies are born vulnerable, with 3 or more risk factors for healthy child development, such as poverty, poor parental mental health, and poor social support.

In our second-chance society, all too often children do not even get a real first chance, being born into inequality and starting school unequally in their early development.

If the state of children is a statement about the success of the society they live in, what does it mean for Manitoba that, at birth, one in four babies face multiple risk factors that limit their life chances? What does it mean for Manitoba that, when starting school in kindergarten, more than one in four children are not developmentally prepared for successful learning in school?

To many, these data mean that, as a province, Manitoba can do better for its youngest citizens during the first nine months and five years of life. Many can agree that all children deserve a fair start in life and in school, and that it is our responsibility as adults to level the playing field for all children.

The price of failing to act will be very costly. Recent research using the EDI indicates that poor results forecast learning failures in later grades.

“No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.” - Kofi Annan

Other longitudinal research, using school readiness measures similar to the EDI, forecast poor performance through high school and failures in high school graduation. Despite the efforts and excellence of schools, the K-12 system on its own can only do so much when significant numbers of children start their school careers so far behind developmentally. National longitudinal data in Canada indicate that, on average, children end up much as they start, with poor readiness continuing as poor performance, and high readiness continuing as high performance. These learning gaps are especially pronounced between low SES and high SES families, and between Aboriginal and non-Aboriginal children.

Educators also know that this educational forecast is inherently a social and an economic forecast. The unrealized potential of so many learners carries enormous social costs, including poorer health, increased welfare dependence, and increased crime, as well as enormous economic costs, including lost productivity, and depleted human capital. Educators believe that every child matters. Schools across Manitoba, Canada, and the world have embraced the EDI as a bridge between the early years and the school years. They and their communities have come together to improve the early childhoods of their children, using the

EDI to measure their progress, identify priorities, inform communities, influence public policy, and evaluate their initiatives in the early years. Many schools and communities are also using the EDI to look forward and better plan for later grades. In Manitoba, school superintendents, school trustees, and other educational leaders have rallied around the early childhood agenda, understanding that investments in the early years are investments in later school success and, ultimately, in a democratic and just society.

Nationally and internationally, Manitoba is recognized as being at the forefront of improving early childhood development and lifelong learning. But there is more work to do. Using data on the development of our children over time, from sources such as the FFS and the EDI, we can agree that one in four children being vulnerable at birth and when starting school is not acceptable. We can agree to aspire to a Manitoba where all children have equal opportunities for healthy early development. Using these data we can set goals and targets and monitor our progress in achieving them. By working together as communities to support those who care for children, harnessing the scientific evidence on early childhood and school readiness for action, reaching thousands of families, and measuring our results, Manitoba can close these large-scale learning gaps within a generation. ■

Dr. Rob Santos is the Scientific Director and Senior Policy Advisor at the Healthy Child Manitoba Office, a Research Scientist at the Manitoba Centre for Health Policy, and an Assistant Professor in the Department of Community Health Sciences at the University of Manitoba.

For more information on the EDI:

- www.gov.mb.ca/healthychild/edi
- www.offordcentre.com/readiness

Save the dates:

The National EDI Conference in Winnipeg, November 16-18, 2009. For more information go to: www.councilcd.ca/cccd/home.nsf/pages/Conference%20flyer%20-%20The%20Early%20Development%20Imperative.pdf



Moments in a Reggio Inspired School

By Howard Ryant



To lead a school that is inspired by Reggio Emilia and which has had some powerful “Reggio” moments calls on me to at times take on the roles of “*pedagogista*,” “*atelierista*,” documentor, collaborator, and co-constructor of meaning as I seek to honour the voices of children, teachers and parents. When I came to Collicutt School as the new principal two years ago, it was clear that Reggio Emilia influences were at work. Teachers were interacting flexibly with children around curriculum, they were collaborating towards an understanding of inquiry and towards using art as a “language of children,” and the community was being invited to be a part of children’s learning. Like the Reggio *pedagogista* and *atelierista* (collaborative project and art co-teachers), I knew my role as new principal was to listen to the voices of the staff, involve myself in interactions to help create joint meanings, and to reflect on my own leadership provocations in order, in turn, to sustain and deepen student and professional learning.

Collicutt is a small school of 120 students from kindergarten to Grade 5 in Seven Oaks School Division. Its diverse catchment area consists of working class and immigrant families. Four years ago, due to uneven enrolment, the school was organized as a multi-age centre with three 1-2-3 primary classrooms, two 4-5 classrooms and one single-age kindergarten class.

In order to prepare for the transformation, the staff undertook a

sustained study of multi-age teaching and learning through extensive reading, visitations, and discussion groups. The staff accepted multi-age practice. The principles of Reggio Emilia became part of the discourse when some staff members, in their exploration of good early years practices, attended a conference in Calgary and later in Toronto. Two teachers led the staff on book studies and, through a staff-wide educational leave, held sustained conversations about Reggio Emilia practices. These conversations were well established when I joined the school in 2007, and understandings derived from them contributed to the many moments described below, moments which illustrate Reggio beliefs and practices.


Reggio moment: view of the capable child

“Do I have to wear a jacket at recess?”

How we view children is, of course, at the center of the pedagogical decisions we make each day. The Reggio view of the child is of a whole vessel, rife with theories and understandings about the world. We strive to treat

What is Reggio Emilia

Reggio Emilia is a city in Central Italy in which Loris Malaguzzi founded child-centered schools that promote learning through artistic expression and teacher collaboration around long-term projects which emerge from children’s understanding and inquiries. These ideas are being explored at the Reggio Inspired Care and Education Conference in Winnipeg, May 6-9, 2009.



In the classroom many learning activities are set up as invitations, and as a result children have both a voice and a choice in their learning. Some invitations are taken up and others not.

children as functioning people, able to make choices, some good and some bad. Children are given the opportunity to exercise judgment. In the classroom many learning activities are set up as invitations, and as a result children have both a voice and a choice in their learning. Some invitations are taken up and others not. The work of teachers is to have daily interactions with children to structure learning around invitations and to offer them as provocations to exercise thinking and judgment.

Reggio moment: environment as a teacher

The space in many ways reflects the culture of the people who create it and, on careful examination, reveals even distinct layers of this cultural influence. (Gandini, 1998, p. 168)

The school and its classrooms must be welcoming and I was pleased to find a comfortable couch in the front hallway used by students, staff and parents. Teachers had also created comfortable and collaborative spaces in their classrooms. I took the lead from the teachers' re-configuration of the rooms to begin a conversation focused on making the common areas of the school a place of student expression and of student collaboration.

We prioritized two areas, the front entrance which was bland, and the doors of the classrooms which were solid wood, old and unattractive. On the hall wall we installed a student-created woodchip labyrinth. Later it was joined by another class' Jackson Pollock study piece. A quilt with a square that was created by each family of the school in the fall was installed in the front foyer. A display case was added to the entrance-way. The second project was the replacement of the unattractive classroom doors with new maple doors that feature extra large windows. The windows were Reggio inspired with the purpose

of bringing light and transparency through the building. Staffroom and office doors were similarly equipped—speaking the message of open-ness.

Reggio moment: inquiry and the emergent curriculum

The kids had so many questions after the archaeological dig that we did. They were trying to figure out what they dug up.

Inquiries emerging from children's interest are certainly a goal in child-centered environments. Three moments come to light. Two teachers prepared an archaeological dig in the school sandbox which provided, in the form of buried items, many provocations for inquiry. The dig was open-ended and allowed children to propose hypotheses about what they found. Many questions were posed and the inquiries did begin. The teachers observed that children are indeed capable of developing meaningful questions and hypotheses.

Another teacher was inspired to document children's interests. He spent 40 minutes each day observing the students in exploration time to get a sense of their interests and, in seeing their play around castles, launched on an inquiry with his students of the Middle Ages.

A third teacher used a parent celebration evening as the end point to all her class inquiries and this celebration motivated the students to follow an inquiry. Inquiries begin in a quite open ended and unplanned way—the questions children ask about a novel they are reading, a discussion of world events, a desire to invent, comments made on a community walk. These experiences illustrate that a student-centered stance is essential to uncovering children's understandings and working to increase them.

Reggio moment: documentation

Documentation is not a form of assessment of individual progress but rather a

form of explaining, to the constituents of the school, the depth of children's learning and the educational rationale of the activities. (Foreman and Fyfe, 1998, p.214)


We are still developing the habits of documentation. I gave all the teachers a copy of *Negotiating Critical Literacies With Young Children* by Vivian Vasquez (2004) and encouraged a book study of it. The book explores the idea of documentation through the preparation of panels which she calls audit trails, using the walls of the room to document using learning "artifacts" to make visible questions, comments, and children's expressions of understanding. Arrows and flow charts connect the ideas so a history of learning is revealed as a person walks into the room. One teacher took up the invitation that the book offered and began an audit trail based on a study of a tree in front of the school. Similar trails began to appear on bulletin boards in the hallway.

As a school leader, I also have a responsibility to document both student and professional learning and to model the habits of documentation. My landscapes to sustain and make visible the learning conversations at school are public areas of the school, the newsletter, the web page, and staff, team, and professional development meetings.

Reggio moment: progettazione (project-based learning)

"I can't believe how creatively our kids play with the snow. What can we do with that?"

One of those public areas, the playground, was where I observed our students' joy in making snow forts, encouraged by our paraprofessionals who broke snow into chunks so students could build and carve. The result was a large and increasingly complex snow fort in front of the school that was a work in progress over many weeks and in which the students cooperated



fully. The staff decided to take the students' interest and develop a school wide "snow day" to celebrate learning and winter activity. One class took on organizing Inuit games, another did a photo story around snow, another set up snow carving and painting stations, another did a scientific snow study, and another poetry writing. We had the maintenance department build a toboggan hill. A bonfire with bannock and taffy was a magnet for many of the family members. The result was amazing with school based activities during the day and community based ones, including a sleigh ride, during the evening.

This experience mirrored the Reggio conception of *progettazione* held on a school-wide scale. Though the experience came out of observations of children playing, the choice of activities and the topics of study were both student and adult framed. It was universally acclaimed that snow day should be an annual event.

Reggio moment: collaboration and co-teaching

Co-teaching, and in a more general sense, collegial work, represents for us a deliberate break from the traditional professionalism and cultural solitude and isolation of teachers. (Malaguzzi, 1998, p. 71)

The primary teachers sought to break their isolation by doing visitations to each other's rooms. These visitations became the discussion topics at the weekly primary team meetings and were fruitful in the teachers' explorations of their practice. The discussions allowed for a sharing and mediating of multiple perspectives. Later in the year the primary team expressed the desire to go the next step: collaborative planning and teaching in which teachers and support staff would engage students together. This is now an ongoing practice.

Reggio moments: community and advocacy

"This isn't going to work. All they do is play in this classroom... They don't even have spelling tests."

"The Russian families are not coming to our community events."

The school goal to involve parents more in the life of the school had been expressed clearly upon my arrival. Though the school had successful community events, it was felt that our sizeable Russian immigrant population was not connected. Much work was done this year to improve connections and the educational quality of conversations: the creation and display of the quilt, a community potluck dinner around the book "Bone Button Borscht," a musical showcase evening, classroom learning celebrations, and the hiring of a new community coordinator with skills in engaging families. These invitations to involvement were taken up by the community and gave parents a reason to want to be at school. Each positive experience adds to the "trust account" which makes more difficult conversations more productive.

The criticisms around "play and explorations" are educationally important on a number of levels. They are indicative of the larger questions: what should children be doing in schools, when should they be doing it, and who decides? They provide an invitation for discussion and the answers to the questions are less important than having the conversation. Our work on documenting learning enriches the discourse with parents and reflects our continuous questioning about what is meaningful and effective instruction.

Reggio moments: making sense of leadership

How can the principles of Reggio Emilia help me in my work, in the conceptualization of it and the ways in which I lead?

The Reggio Emilia approach is, I think, a stance solidly based on an encouraging view of the child and community, and is informed by social-constructivist theories of learning. It uses documentation as a vehicle for understanding and promoting the complexities of child and adult learning, and invites collaboration amongst teachers and the community to create joint meanings.

To lead a school that is inspired by Reggio Emilia and which has had some powerful "Reggio" moments

calls on me to at times take on the collaborative roles of *pedagogista*, *atelierista*, documentor, and co-constructor of meaning as I seek out to honour the voices of children, teachers and parents. The lens of Reggio Emilia has been useful in conceptualizing my notions of supporting learning and organizing my leadership. As *pedagogista*, I collaborate with teachers, students and parents around the big projects and ideas. As *atelierista* I work with students and teachers in their classrooms. As documentor, I make public the voices of children and the professional discourse, and help make meaning from these conversations. As a school leader, I must model a vision of education and live it publicly with children and adults. In so doing, the principles of Reggio Emilia can serve me well. ■

Howard Ryant is Principal of Collicutt School in Seven Oaks School Division, Winnipeg.

References

Gandini, Lella (1998). Educational and Caring Spaces. In Edwards, C., Gandini, L., & Forman, G. (Eds.). (1998). *The Hundred Languages of Children: The Reggio Emilia Approach - Advanced Reflections* (Second ed.). Westport, CT.: Ablex Publishing, pp161-178.

Foreman, George and Fyfe, Brenda (1998). Negotiated Learning Through Design, Documentation, and Discourse. In Edwards, C., Gandini, L., & Forman, G. (Eds.). (1998). *The Hundred Languages of Children: The Reggio Emilia Approach - Advanced Reflections* (Second ed.). Westport, CT.: Ablex Publishing, pp. 239-260.

Malaguzzi, Loris (1998). History, Ideas, and Basic Philosophy: An Interview with Lella Gandini. In Edwards, C., Gandini, L., & Forman, G. (Eds.). (1998). *The Hundred Languages of Children: The Reggio Emilia Approach - Advanced Reflections* (Second ed.). Westport, CT.: Ablex Publishing, pp.49-97.

Vasquez, Vivian (2004), *Negotiating Critical Literacies With Young Children*: New Jersey: Lawrence Erlbaum Associates.

ECY: Establishing Early Learning Linkages

By Heather Hunter

Education, Citizenship and Youth (ECY) works to establish connections and strengthen linkages in the early years. High quality early learning experiences do support children's development in critical ways. They are associated with outcomes that parents and educators want to see for all children—ranging from positive adult/child relationships and getting along with others, to early competence in reading and math.

To help ensure that children are getting the best start possible, ECY participates in a variety of cooperative early learning projects. Some are larger scale initiatives while others are relatively small and locally-based, but all result from, and depend on, close collaboration between ECY, school divisions, early learning and care providers, and other community partners.

Early learning is a key to future successes so it is important for us to work together to provide the best possible foundations for children. Following are some good examples of established early learning partnerships, providing contact information for further details.

Healthy Child Manitoba Office

The Healthy Child Manitoba Office (HCMO) uses the Early Development Instrument (EDI) to collect information in school divisions across the province in order to measure the relative success of communities in facilitating healthy early childhood development and to predict children's school readiness when entering grade one. HCMO will share these results with Parent-Child Coalitions, licensed early learning and child care centres, and school divisions to help identify priorities for programs and services.

HCMO also supports Parent-Child Centered Coalitions throughout Manitoba. For example, the

Francophone ECD Hub Model, "Les centres de la petite enfance et de la famille (CPEF)" in the Division scolaire franco-manitobaine (DSFM) has eight school-based centres providing a comprehensive continuum of integrated services and resources for minority language parents of children, prenatal to school entry.

Contact:

Mariette Chartier
Research and Evaluation Consultant
Healthy Child Manitoba Office
Mariette.chartier@gov.mb.ca

Early Childhood Development Initiative

The *Early Childhood Development Initiative* (ECDI) provides support to school divisions, families and community partners for developmentally appropriate initiatives including a focus on literacy, speech and language, and screening to identify children, from birth to age 5, needing specific interventions to support successful school entry. ECDI funding assists literacy-focused programs, such as *Rock and Read*, *Mother Goose* and other parent/child programs.

Contact:

Marilyn Robinson, Consultant
Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch
marilyn.robinson@gov.mb.ca

Literacy with ICT

The *Developmental Continuum for Literacy with Information and Communication Technology* outlines what educators can observe students doing as they develop their critical and creative thinking with the focus on what students **can** do.

The continuum is congruent with existing concepts across the curriculum, pre-school through school years.

Contact:

Michelle Larose-Kuzenko, Consultant
Schools Program Division
michelle.larose-kuzenko@gov.mb.ca

Building Student Success with Aboriginal Parents

Building Student Success with Aboriginal Parents (BSSAP) assists the development of partnerships and programs working with parents and community to support the success of Aboriginal children.

Thirty-nine projects are being funded at present with a DVD available at aedinfo@gov.mb.ca showcasing six sites in school communities throughout the province.

Contact:

Helen Robinson-Settee, Director
Aboriginal Education Directorate
helen.robinson-settee@gov.mb.ca

Community Schools Partnership Initiative

The *Community Schools Partnership Initiative* (CSPI) assists schools in low-income communities working to improve educational outcomes for students by strengthening partnerships within the K-12 system, other service delivery agencies and community organizations.

There are 22 projects being funded at present with a website at www.edu.gov.mb.ca/cspi.

Contact:

Marlene Gallagher, Consultant
Aboriginal Education Directorate
marlene.gallagher@gov.mb.ca

Educaring: "Good Education Cares and Good Child Care Educates"

The "educaring" approach emerged from partnership activities with ECY, the Manitoba Child Care Association (MCCA) and Manitoba Association of School Trustees

(MAST). An online resource has information and tools to advance educating partnerships through communication, collaboration, and consistency. It includes facts about child care in Manitoba, important trends influencing family life, and provides guidelines, a partnership checklist and suggestions for getting started, available at www.mccahouse.org/pdf/Educaring.pdf

Contact:

Pat Wege, Executive Director
Manitoba Child Care Association
patwege@mccahouse.org

Early Childhood Learning Centres

Southwest Horizon School Division is establishing two early childhood learning centres (ELCs) to accommodate child care from birth to two years, nursery at three to four years, kindergarten at five years, and before and after school programming.

The Manitoba Education Research Network (MERN) is helping with

research that will track progress of children enrolled in these ELCs and Family Services and Housing (FSH) has provided a grant to assist with project implementation.

Contact:

Dale Peake, Superintendent
Southwest Horizon School Division,
dalep@fc.shsd.mb.ca

Family Choices: Manitoba's Five Year Agenda for Early Learning and Child Care

The recently announced *Family Choices: Manitoba's Five-Year Agenda for Early Learning and Child Care* program includes the funding of 6,500 additional child care spaces. PSFB is in discussions with school divisions regarding strategies that could be used to increase the "non-school" use of surplus school space. Investing in additional child-care spaces in schools enhances early learning opportunities for children and provides convenient and cost-effective child-care options for parents.

Contact:

Rick Dedi, Executive Director
Public Schools Finance Board
rick.dedi@gov.mb.ca

...

Education, Citizenship and Youth will continue to be involved in building and sustaining key linkages to support early child development and early intervention. Recently, the Manitoba Education Research Network (MERN) held a research forum on early learning that highlighted partnership projects and programs from across the province. Abstracts and contact information are available at www.mern.ca. All of these initiatives represent partnerships, connections and linkages that provide a stronger foundation for children's healthy growth and learning in preschool, through school and beyond. ■

For questions about these initiatives, requests for additional information and/or assistance with establishing early learning linkages, please contact Heather Hunter, Senior Advisor, Education, Citizenship and Youth, at heather.hunter@gov.mb.ca.

A Long and Rich History:

Hutterite Education in Manitoba

By Raymond Kleinsasser

More than 100 Hutterian communities reside in Manitoba, with a population exceeding 10,000. Hutterites have a rich history concerning education, establishing schools in their communities soon after the Anabaptist movement began, in the early 1500s. Their pre-schools allowed adults to participate in community work and provided children with an education unique in 16th century Europe (Gross, 1998).

A superior education system, its school code stipulated that both males and females be taught to read and physical activities included in the curriculum. Hutterite schools became renowned and respected; even some nobles sent their children to them (Gross, 1998).

Documented Hutterian contributions to education include:

- Introducing kindergartens to Europe three centuries before Friedrich Froebel introduced them in Germany in 1837 (Hostetler, 1997).
- Providing compulsory co-educational opportunities two centuries before a similar practice was implemented under Maria Theresa in the Hapsburg Empire (Hostetler, 1997).
- Establishing adult education programs to educate adults who joined the communities two centuries before adult classes were established in England by William Singleton.
- Implementing technical education which preceded today's technical schools by four centuries.
- Practicing hygienic principles of cleanliness and healthy living: children with contagious diseases were separated from healthy ones; adults



who cared and children with possible diseases were expected to wash and dry their hands (Gross, 1998). This understanding of how pathogens spread preceded Louis Pasteur's ability to demonstrate the basics of sterilization in the 19th century.

The *Hutterian Schulordnungen* (school regulations), furthermore, were compiled at a time when these principles were not generally accepted in Europe (Hostetler, 1997), resulting from deep religious devotion and a vision of education as a means of imparting the spiritual truths that are an integral part of every person's heritage—rather than a belief in education for the sake of education. School was a vital component of the community, and seen as particularly important for ensuring the survival of the Hutterian way of faith and life for future generations.

Hutterites maintained these education standards for several centuries, prospering economically and spiritually. However, European wars during the 16th and 17th centuries, and the fact that Hutterites were pacifists, caused many economic and social hardships (Gross, 1998). Their education standards fell victim to the struggle for religious, economic and physical survival (Hofer, 1988). Researchers estimate that just before the Hutterites immigrated to North America in 1874, their illiteracy rate was as high as 60 percent among adults.

In North America, Hutterites placed on public school districts the responsibilities of educating their children; outside teachers were hired because colony members had neither adequate English skills, nor formal qualifications (certification).

This arrangement was expected to be temporary. Soon after settling in Dakota Territory, some community members were sent to Parkston, South Dakota, for teacher training—completed with difficulty because of their weak English. Returning to teach in the community schools, they continued to struggle with language and curriculum.

Thus, the training of English teachers was discontinued, and non-Hutterian teachers were hired to teach core curriculum. Teachers with little understanding of their Hutterian students' cultural, linguistic and historical background replaced the traditional *Schullehrer* (school master), while a lay brother taught German and religious classes. In 1918 the Canadian government welcomed Hutterites to settle in the prairie provinces.

By the 1980s, the need for higher education to survive economically compelled Manitoba Hutterites to realize that **both** are necessary: more formal education and an active role in obtaining it. Today, they encourage or even mandate the completion of secondary education, investing monetary and human resources into education for the colony. In a few decades, Hutterites moved from having almost no

voice or say in their children's education to taking a proactive role.

Traditionally, Hutterites emphasized apprenticeship training in the vocational trades: electrician, carpenter, blacksmith and plumber. Recently, Manitoba Hydro and the Labour Board made it mandatory that Hutterites acquire certification in these trades. Colony members who subsequently attended vocational schools to pursue certification struggled with the theory, even if they had the required practical knowledge, while those who had high school, or even a few high school courses, found certification much easier.

With the inception of Brandon University Hutterian Education Program (BUHEP) in 1994, education for Hutterites changed. During their first 75 years in Manitoba, only six Hutterites acquired teacher certification: fewer than 3 percent of the teachers on colonies were certified and Hutterite. Today, almost 80 have graduated from BUHEP with a B. Ed degree; others are still training. These teachers have significant input when working in partnership with non-Hutterite educators, school divisions and the Department of Education in providing the best education for Hutterite young people.

Extending and renovating older school buildings, as well as building new schools, has also been a common occurrence on Hutterite colonies in the last twenty years.

"Why have Hutterites suddenly begun to seek higher education?" our neighbours ask. "Isn't it unusual that Hutterites attend university?" The answer is that the education system on most colonies was not fulfilling its purpose. Hutterites were losing vital parts of their culture, their mother tongue, their uniqueness and identity; considering themselves inferior, they were ashamed to be known as Hutterites.

Recent research indicates explicitly how essential it is that students receive strong messages from their educators that their home language and culture are valued (Shields, 2003). Rules forbidding Hutterite students from speaking their mother tongue during school hours, including recess, indicates that was not happening. Cummins and Swain (1986) found that if students are allowed to use both languages, home and instructional,

when discussing school work, deeper learning occurs.

After the thrust for higher education was initiated, Hutterites once again realized the power of higher education as a means of imparting and validating the values of their culture and mother tongue to their children. This has raised issues such as cultural awareness, i.e., respect and tolerance for diversity and the value of a trilingual background.

The Hutterites' mother tongue, a dialect called Carinthian German, is the language of communication for almost all Hutterites. Because children do not learn to speak English or formal German until they start attending school, it can be frustrating for teachers who speak only English to communicate with kindergarten students. However, it is these early patterns of communication and language development that have the greatest impact on young learners (Shields, 2003).

Some argue that learning more than one language has a negative effect on cognitive development because individuals become confused when they need to remember two labels instead of one for each concept. Yet recent research indicates that such experiences *enhance* cognitive growth and enable bilingual learners to detect linguistic ambiguities better than unilingual individuals (Cummins & Swain, 1986). According to Sleeter and Grant (2003), all bilingual education programs that model the language and culture a child learns at home promote normal, healthy psychological development and communicative competence. They also found that denigrating a child's native language may not only damage the child's self-concept, but impair communication between the child and his or her parents.

In his experience as a colony educator and administrator, the writer can recall how a non-Hutterite teacher trying to get kindergarten students to find pictures of an "egg" in magazines was unable to communicate this simple request to the students. Finally, teacher and students became frustrated, so the teacher asked the Hutterite classroom teacher across the hall for a translation and pictures of eggs were promptly produced.


This exemplifies the need for educators who understand students' needs and their

own limitations in communicating with English-as-a-second-language (ESL) students. An educator with less understanding might have diagnosed the problem as being the students' unwillingness to learn!

Like most teacher programs, however, BUHEP has done little to train Hutterian teachers to include relevant cultural content within curriculum, especially since their own instruction/training was mostly from mainstream educators. Thus, even many BUHEP teachers have neither an adequate understanding of the importance of connecting school life to student life, nor the expertise to implement culturally enhanced curricula.

Nevertheless, things *are* changing rapidly, and Hutterite teachers need to be cognizant of their responsibility to educate their students so that they learn to value their unique Hutterian life style. Hutterite and non-Hutterite teachers in Hutterian schools need professional development designed to help them understand and instruct trilingual and culturally diverse students.

Colony schools generally have enrolments between 15 to 40 students, so staff




Industrial Hearing Conservation

**We are the Experts in
Hearing Loss Prevention**

- Mobile Audiometric testing
- In Clinic testing
- Preplacement Audiogram
- Noise Survey and Dosimeter Monitoring
- Employee and Management Education
- Custom E-A-R Calibrated Hearing Protection Powered by SONOMAX
- Musicians Ear Plugs
- Consulting: Audiological Services
WCB Issues

**Professional Audiologist
on Staff**

582-3932 

**Unit E-77 Redwood
(Redwood & Main)**

www.protechearing.com

is small, thus limiting collaboration. But colony schools within one school division or among several divisions can meet regularly to dialogue on pedagogy, assessment, curriculum and cultural issues, i.e., sensitivity to the language and cultural needs of their Hutterian communities (Shields, 2003). This dialogue can help them understand that there are substantial differences between what is common and acceptable practice from one Hutterite colony to another.

Colony educators need to understand and know their community and school; they should be able to describe its elements: individual, structural, cultural and political. If the community's needs and way of life are not included in their discussions, the community will be "disabled or disempowered by schools in very much the same way that their communities are

disempowered by the interactions with societal institutions" (Cummins, 1989, p.23).

This does not mean that Hutterian educators should teach only the Hutterian lifestyle in school; such a narrow focus results in uninformed, arrogant and ultimately bigoted citizens. Hutterite students, like all citizens, need to be taught appreciation and respect for the multicultural dimensions of society. They need to explore and share experiences with others from diverse backgrounds in order to live successfully as Hutterites, and as fully contributing citizens of the broader world community.

Nonetheless, every topic discussed in school should begin from the Hutterite perspective. The students *are* Hutterites, and whatever curriculum is being addressed should be linked to this reality. If student learning is interconnected between the

classroom and the outside world, it will deepen and broaden their understanding and acceptance of themselves, others and the world. This holds true for any minority group (Shields, 2003).

In conclusion, Hutterites have a varied education history, having experienced both ends of the spectrum: effective and non-effective education. Schools will prove effective if Hutterian educators approach education as Hutterites approach agriculture and manufacturing, their main economic occupations, namely informing themselves on the most current practices and technology, with ongoing reflection and dialogue about farming more effectively, increasing productivity and improving manufacturing practices.

When educational change is implemented, Hutterite educators often hide behind the ideas of the past. Instead of making excuses for ourselves by rationalizing, "that's the way we did it in the past," or "my colony would never allow this," it would be wiser to use our professional knowledge to communicate our pedagogical ideas to our community.

Hutterian schools need to become places where young people, educators and community members explore deep understandings of culture and learn to recognize and celebrate diversity in language and culture. Students should not have to choose between "them" and "us," school life or home life,

RAYZ YOUR EXPECTATIONS



Supply, installations and Refurbishing
For Offices, Residential, ETC

Environmentally friendly
Hypo-allergenic

Moisture Resistant
Anti-static/warm

Ray's Cork Flooring
email: cork07@mts.net

p/f: 204-256-7671
cell: 204-770-0200

The Early Development Imperative:

A Pan-Canadian Conference on Population Level Measurement of Children's Development
NOVEMBER 16-18, 2009 | DELTA WINNIPEG
Co-Hosted by the Council for Early Child Development and Healthy Child Manitoba

Over one quarter of Canada's children are behind in at least one aspect of their development at kindergarten entry.

Mark your calendars and join us in Winnipeg in November 2009 at a ground breaking conference highlighting initiatives across the country to better understand and address inequities in our children's development. There will be a mix of opportunities to hear of the latest research and community innovations from across the country, along with a chance for hands on skill development in how to implement data collection and take actions for change in your local area. Keynote presentations (including Dr. Fraser Mustard, Dr. Clyde Hertzman, and Dr. Magdalena Janus), panels, workshops and seminars will be combined with informal networking, resource sharing and social events.

Who Should Come: This is a conference that will be of interest to both those experienced with population level measurement and those who are just embarking on the process. It is for researchers, policy makers, community leaders, early childhood practitioners and educators. It is for anyone interested in understanding and improving the development of children in Canada.



For more information contact:
Wendy Church
Phone: 204-945-8796
Email: wendy.church@gov.mb.ca
www.councilecd.ca



**#1 Educational Search Tool for
k-12 schools**

**300,000 Educator Approved
Resources Aligned to
Manitoba Outcomes**

**The Safe and Focused
Alternative to Search Engines**

visit **www.nettrekker.ca**
for more information and a
Free Trial

or call **877.517.1125**

nor between the Hutterian community and mainstream society. Hutterite students need to see themselves as part of the world community, in some ways distinct and different, in other ways similar to and part of all humanity. Only when good intentions are put into action will we meet the future in an increasingly fulfilling and meaningful way. ■

Raymond Kleinsasser is administrator and teacher at Glenway Colony School, part of Border Land School Division.

References

Cummins, Jim & Swain, Merrill. (1986) Bilingualism in education: Aspects of theory, research and practice. New York: Longman Group Limited.

Cummins, Jim. (1989). Empowering minority students: A framework for intervention. Harvard Educational Review 56, no. 1: 18-36.

Gross, Leonard. (1998). The Golden Years of the Hutterites (Revised Edition). Kitchener, ON: Pandora Press.

Hofer, John. (1988). The History of the Hutterites (Rev. ed.). Altona, MB: Friesen printers.

Hostetler, John A. (1997). Hutterite Society. Baltimore: The John Hopkins University Press.

Shields, Carolyn M. (2003). Good intentions are not enough: Transformative leadership for communities of difference. Lanham, MD: Scarecrow Press.

Sleeter, Christine E. & Grant, Carol A. (2003) Making choices for multicultural education: Five approaches to race, class, and gender. New York: Wiley.



Woodcock Cycle Works

The Largest Bicycle Shop on the Prairies!

433 St Mary's Rd Winnipeg, Manitoba, 204.253.5896

Stock racks are available from 4 bike solutions to 20 bike solutions

Custom Racking solutions are also available just email us at:
rackworks@woodcockcycle.com
www.woodcockcycle.com



Computer Tables for iMacs & PCs





www.smartdesks.com
800-770-7042



© 2009 CBT Supply, Inc. All rights reserved. iMac® is a registered trademark of Apple Computer, Inc.



GENIVAR
constructive people

Committed to Serving The
Manitoba Education Sector



Global solutions in engineering

- Municipal Infrastructure
- Building
- Environment
- Industrial
- Power

T 204-477-6650 | bruce.emberley@genivar.com | www.genivar.com

Class 1 & 3 Transport Driver Training

Bernie Reimer



DRIVER EDUCATION Ltd.

- Full Course or Hourly Rates
- English & German
- One on One Instruction
- Also Available Evenings & Saturdays

www.freeeagle.ca • Steinbach Ph. 204-326-2878 • Fax 204-346-1490
Toll Free 1-866-766-0667 • Box 542, Blumenort, MB R0A 0C0



TRAFFIC SERVICES MANITOBA LTD.

MANUFACTURERS & DISTRIBUTORS OF HIGH QUALITY TRAFFIC CONTROL EQUIPMENT
REFLECTORIZED BARRICADE RENTAL SERVICE

ATSSA Certified

KEN CHARLES
Account Representative


982 Powell Avenue
Winnipeg, Manitoba
Canada
R3H 0H6
email: kenc@guardiantrafficservices.com

(24 hrs.) Tel: (204) 233-1600
Fax: (204) 233-1906
Cell: (204) 793-3696
Toll Free: 1-877-953-1600
website: www.gts-mb.com

Buyer's Guide

Architecture and Engineering Stantec 13	Digital Print and Digital Cutting Services Perimeter Industries 12	Online Instruction Resources Nettrekker 32
Assesment Canadian Test Centre..... 18	Driver Training Free Eagle Driving..... 33	Partners Program Technology Service Merlin IBC
Audit Tax Advisory KPMG LLP..... 21	Education University College of the North..... 3	Peanut Free Sandwich Spreads Sunbutter 21
Barristers, Solicitors and Trademark Agents Fillmore Riley 3	Educational Publishing Solution Tree..... IFC	Power Smart Energy Manager Program Communication Services Manitoba / Manitoba Hydro 3
Benefits Manitoba Blue Cross..... 29 Mercer Human Resource Consulting 20	Electrical Products and Services Westburne Electric Supply..... 22	Printers Derksen Printers..... 8
Bike Racks Woodcock Cycle 33	First Nations Education Garden Hill Education..... 18 Keewatin Tribal Council..... 29	Refrigeration Equipment ICE Age Mechanical 4
Bus Charters and Educational Tours Fehr-Way Tours..... 9 Vital Transit Services..... 8	Flooring Ray's Cork Flooring..... 32	Score Boards OES Inc. 20
Chartered Accountants Collins & Barrow 34	Gymnasium Equipment Royal Stewart Ltd..... 34	Specialty Gases Praxair Distribution..... 8
Computer Furniture Smartdesk – CBT Supply 33	Hearing Clinic Protec Hearing..... 31	Specialty Maintenance Products Modcast..... 34
Computer Sales and Service Support MacHelper Inc. 8	High Grade Industrial Flooring Flax Canada 2015 Inc. OBC	Sports Equipment Olympia Ski & Cycle..... 22
Computer Systems / Equipment Supplies Inpro Computer Data Products..... 29	Lawn and Garden Power Equipment Yetmans Ltd. 6	Sports Flooring, Scoreboards Centaur Products..... 8
Concrete Specialist Jerry's Concrete 29	Learning Resources Manitoba Textbook Bureau 34	Student Transportation Services First Student Canada..... 6
Consulting Engineers Genivar 33	Library Automation Mandarin Library Automation..... 8	The Early Development Imperative Conference Healthy Child Manitoba 32
Counter Tops Flo Form Counter Tops..... 18	Mini-Split Air Conditioners Betco Ltd. 9	Traffic Safety Guardian Traffic Manitoba Services..... 33
	Minister of Education Minister of Manitoba Education..... 6	Transportation Services Fleet Vehicles Agency 4

ROBERT (BOB) McNAMARA
B.COMM (HONS) C.A.
PARTNER

 **Collins Barrow**
Chartered Accountants

401 CENTURY PLAZA
ONE WESLEY AVENUE
WINNIPEG, CANADA
R3C 4C6
T. 204.942.0221
F. 204.944.8371
C. 204.782.4675
email: bmcnamara@wpgcb.com




Learning Resources
les ressources pédagogiques

1-866-771-6822
<http://www.mtbb.mb.ca>

Walls / Surface Damage?

MODCAST
Consumer / Institutional Products • Private Label Co-Packaging • Distribution

Solution... Removable Tape...!

Veronica Weale

P.O. Box 59, Concord, Ontario L4K 1B2 Canada
Toll Free: 1-877-278-2531 • Tel: 905-669-2215 • Fax: 905-669-5079
modcast2@bellnet.ca • www.moderncaster.com

 **ROYAL STEWART LTD.**

Leaders in Auditorium and Sports Facilities

1865 Burrows Avenue, Winnipeg, MB R2X 2V9
Tel: (204) 222-4796 / Fax: (204) 975-1340
Website: www.royalstewart.com
Email: sales@royalstewart.com



Working collaboratively with schools, school divisions and stakeholders in supporting the use of technology in improving educational services to learners.

WHAT WE CAN DO FOR YOU...

Partner Programs - We offer an innovative program to public and funded independent schools which includes a bundled package of commonly used services that translates into major cost savings. Close to six million dollars in savings for school divisions was realized in the 3-year agreement. Preliminary cost estimates indicate that we will likely be able to maintain costs equal to those used in the first three-year agreement per Full-time Teacher Equivalent (FTE).

Connectivity - We continue to work towards improving connectivity for schools and school divisions including providing advice and facilitating access to high-speed direct connect services. We are working closely with the Manitoba Network to ensure that its offerings are relevant for Manitoba schools.

Internet - We offer a variety of services to help protect school divisions from outside threats including security and protection from hackers, spam, and viruses. We also host websites, web-based applications as well as an email list service and email.

Consulting - We provide school divisions with an impartial review and assistance in assessing their technology needs.

Provincial Licensing / Purchasing - We negotiate software licensing agreements to provide reduced rates for educational organizations and offer advice and assistance in the purchasing of software. Access to licensing agreements with various vendors outside of the Partner Programs provide further savings to schools in Manitoba.

General Support to the Education Community - We provide help desk support, training, professional development and other services to help support your schools in their technology needs.

"Manitoba schools have really embraced the concept of shared services with over 97% of Manitoba school divisions participating in the MERLIN Partner Program. This shared services offering has saved participating school divisions over \$6M in the past 3 years and it looks likely that this will be extended to 6 years with improved services, much higher utilization and no increase in cost over the entire period."

Greg Baylis, Chief Operating Officer, MERLIN




For more information please contact:
info@merlin.mb.ca
or visit www.merlin.mb.ca



An Agency of the Province of Manitoba

Create a natural environment for playing and learning

with eco-friendly floors
grown on the Canadian Prairies



Marmoleum® flooring is made of 100% Canadian linseed oil from flax. It's durable, biodegradable, bacteriostatic, fire resistant, environmentally sustainable, and available in over 125 beautiful colours.

And its water-based Topshield finish reduces cleaning costs and provides better long-term appearance.



Flax Canada 2015 Inc. | Lin Canada 2015 Inc.
Flax for all Reasons

www.FC2015.ca



a wholly owned subsidiary of the
FLAX COUNCIL OF CANADA

Create a better educational environment naturally from flax.



FLOORING SYSTEMS

1-866-661-2351