



Message from the President

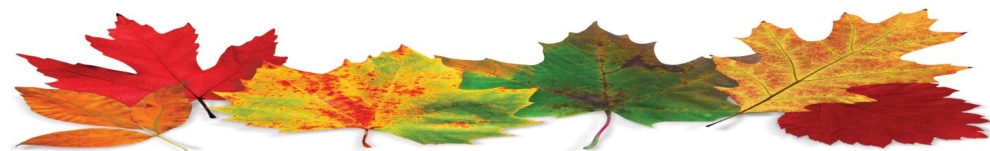
Good Day,

The year is well underway—hopefully all of your assignments have quit doing the September-October shuffle and the connections are becoming solid! Biggest shuffle in many years with our SAA3s as they have moved away, changed schools, retired, forged new careers.— always exciting to have the opportunity for change and growth and I wish all of them much success.

I was happy to see that Saanich School District CUPE members were able to strike a deal and get back to work—a strike is never easy for staff, students, or parents—they had support from all these groups. I'd like to thank Taily Wills and Kerrie Proudlove—they were able to take some time last week to visits the lines and deliver some goodies on behalf of CUPE 947. There is still uncertainty with our GVTA staff—even though they have reached a deal with the employer on local issues the BCTF who deal with provincial items affecting all teachers have negotiated, mediated, and been unable to reach a deal. I will keep you informed as I myself learn where they are in the path to a deal.

Our next General Membership meeting is on **Tuesday, December 3 at 4:30 in the Boardroom.** The first order of the day will be to present the three-bursaries. Winners have been notified and letters sent to all other applicants. I do hope to have quorum and proceed with elections for Chief Shop Steward and Recording Secretary –unfortunately that didn't happen at the October meeting. So please send at least one person from your site and that will ensure we have the necessary numbers. We will also have some Christmas treats for after the meeting and some door prizes. Hope to see you there!

Jane Massy



Next Membership Meeting

- Tuesday, December 3 at 4:30 pm in Tolmie Boardroom 556 Boleskine Rd

JEIS PROGRAM

Joint Early Intervention Program

The JEIS Program is offered as part of our Benefit Program through the PEBT (Public Education Benefits Trust). If you are away for more than 5 days you will be contacted by our HR Department and by Graham Gilbert, Health Care Management Specialist, from Desjardins (or one of his representatives)—his sole responsibility is to assist you in returning to work healthy. Studies show that the longer an employee is absent from work the less likely they are to return. They can assist you in finding appropriate treatment plans, possibly expediting appointments, identifying gaps in healthcare that may negatively impact you. The Procedural Manual is available on our website if you have any questions—or you can also contact us.



Check out our website and Social Media Sites

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KNOW YOUR CONTRACT

18.03 REST PERIODS

Employees who are assigned to work six (6) hours or less in a day and who are assigned a minimum of three (3) hours between 8:00 am and 12:00 p.m. or, are assigned four (4) continuous hours shall be entitled to one (1) fifteen (15) minute paid rest period. Employees who are assigned to work in excess of six (6) hours in a day shall be entitled to two (2) fifteen (15) minute paid rest periods.



Hearts & Flowers

Have you moved recently? Got a new phone number? Please keep your information up to date with HR.

For flower requests for a life event please...

Email nataniss@gmail.com

or text 250-886-7765

Elaine Bayles— EA at Glanford Excellence in Education Finalist



Elaine Bayles, an EA who works at Glanford Middle School was nominated for an Excellence in Education—Outstanding Support— Teaching Assistant this year.

Bayles, or Miss Elaine, is a support staff member at Glanford. She works with the more ‘vulnerable learners’ and is passionate about ensuring that her students feel like valuable members of their school community.

Elaine, pictured above with Principal of Glanford was chosen as a finalist from 140 nominees around the province

“These awards give us an opportunity to hear amazing stories of the innovation and dedication being shown by our province’s finest educators,” said Rob Fleming, Minister of Education. Their efforts make schools inclusive, thought-provoking and enjoyable places where BC Students can thrive.

Congratulations Elaine—we are very proud of you. We know that being an Education Assistant requires a lot of hard work and dedication.

CUPE 947 Executive 2019

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INDIGENOUS VOICES

Welcome Members and Happy Holidays! I hope everyone is enjoying their year so far now that we are all settled into our respective schools and departmental communities. This month's article will deal with our education system and how it relates to Truth and Reconciliation. I will examine how the differing focus of educational values that exist between the indigenous and non-indigenous communities, can be integrated and blended together to enhance inclusion of the First Nations community. This will be done by giving equal merit to both perspectives and the forming of trusting, ongoing relationships with all communities, regardless of heritage.

The Truth and Reconciliation Report came out in 2015 with Senator Murray Sinclair recommendations. While the recommendations are too numerous to list here, our Indigenous Education Department has distilled some of the recommendations into a comprehensive list that our district is honouring. These recommendations can be attained by contacting Paola Bell at pbell@sd61.bc.ca or at website www.trc.ca. From these educational recommendations, the question arises on how to implement them while respecting all peoples and communities. I will endeavour to offer a simple umbrella framework to accomplish this, look at where we are now and where we need to go.

Both indigenous and non-indigenous cultures value education. Both groups value communication, reading, writing, math and all of the academics including arts and physical education. The divergence occurs on delivery and future purpose of this education. Most mainstream education focuses on how the knowledge and skills learned will enhance economic security and how to be a productive member of western society, reflecting its values. Indigenous culture also benefits from this perspective. First Nations place a strong importance on the environment and being able to honour, respect and protect the lands and the living creatures (including humans) on it. This is where western society is beginning to understand the critical importance of this point of view. Both cultures and their perspectives can be intertwined and valued with the same merit. We are now beginning to see this happening with the push to minimize the climate emergency. The environment was even the second most important issue in the last federal election after the economy. Indigenous communities also now have a stronger say on what happens on their land and how they can reap economic benefit without exploitation.

So how do we bring more indigenous teachings into our education system? The district currently develops and evolves the curriculum to reflect First People's culture. How we go about this is critical for First Nations. First People's culture is very community oriented. Everyone is responsible for one another within said community. The community supports an individual and takes into account the wider considerations and repercussions of one's action beyond the individual and their immediate family, by including the whole indigenous group at large. This builds trust and respect throughout the local community. Without trust and respect the community circle cannot be maintained.



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Now how do non-indigenous educators fit into this scenario? First, as non-indigenous individuals, trust has not been earned automatically. It needs to be developed and nurtured over time. In addition, there are historical remnants of mistrust between the two communities' due to colonization, the institutionalizing of assimilation and residential schools. These barriers must be overcome to develop a mutually beneficial, productive and inclusive society and educational system. In the district, all students, particularly our indigenous ones, deserve a "wrap around" support network (especially given indigenous cultural norms). In First Nations culture, this network includes and involves educators from all levels, parents, extended family and everyone else in the community. The non-indigenous allies must work with First Peoples to form the needed relationships of trust and respect. How do we accomplish this?

To form these trusting relationships, the work is best begun before there is a student in crisis. It is difficult to trust, when the default is mistrust and everyone has their back up. The trust needs to be built and nurtured throughout the student's time at any one location. In our district the process has begun. Our Indigenous Education Department is and continues to form the needed relationships with local indigenous leaders. The district, in conjunction with the local leaders, are incorporating First Nation principles and perspectives into the curriculum. At the school community level, supports and programs are in place and have been developed to help indigenous students feel part of the overall school community. This is done by placing emphasis on the different, yet equally valuable cultural norms for indigenous/non-indigenous groups. Aboriginal Education Assistants and Indigenous teachers work to connect with our first nation students, their families and their communities. From this point on, what needs to be further developed and nurtured, is for our non-indigenous allies to reach out and form the strong relationships needed with the local Esquimalt and Songhees First Nations communities. The allies must be able to feel comfortable presenting and relating First People's history and culture with the cooperation and blessing from the indigenous leaders.

The process and the shift have begun. They need to be nurtured and continue to grow as we move forward with Truth and Reconciliation, creating a positive, constructive, trusting and respectful inclusion model for all.

Hay'sxw'qa Siem (thank you)

Taily Wills
(edited by Luciano Biscottini)

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ELECTIONS

December 3, 2019

We will be having by-elections at the General meeting for the positions of:

Chief Shop Steward

Recording Secretary

Three Year and One Year Trustee