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President's Message

Do you know who is on the VTAM Executive?

Chantal Simard, President

The committee is comprised of educators from a variety of backgrounds. Take a look!

Chantal Simard	President Hairstyling Teacher Winnipeg Technical College
Wendy Cooke	Vice-President Cosmetology Teacher Miles Macdonell Collegiate
Glen Palmer	Past President Auto Mechanics Teacher Kildonan East Collegiate
Ron Mahon	Treasurer Welding Technology Teacher Technical Vocational High School
Mel Vanstone	Secretary Program Coordinator Garden Valley Collegiate
Jan Hamilton	Editor Production Art Teacher Winnipeg Technical College
Gord Kendall	SAG/PD Chair Electronics Teacher Steinbach Regional Secondary School
Andy Stout	Membership Chair Production Art Teacher Winnipeg Technical College

It is interesting to know where people are coming from as it reflects the diversity of personalities, cultures and skills represented on the executive committee. I want to share some of my own background with you. If this type of information is interesting to you, we could feature a new member in every newsletter.

About Chantal Simard

I was a small town hairstylist from Quebec who decided to move west in order to learn how to speak English some twenty years ago. Back then I could hardly make the difference between yes and no.

I first moved to North Battleford in Saskatchewan. I resided there for three years, working as a hairstylist. Then I relocated to Winnipeg, managing a hair salon for the next three years. In 1987, I registered in the Vocational Education Program at RRC. I almost quit the first day when I heard that we were expected to write several essay assignments. At that time, I could manage speaking English but writing it was a different story.

I survived the ten months in teacher training and obtained my first teaching job in Swan River in 1988. I started teaching at Winnipeg Technical College the following year. By 1993, I had completed a Bachelor of Education degree on a part-time basis.

I became involved with VTAM as the vice-president in 1996 and then the presidency in 2000. This is a way for me to give back to the teaching profession that brings me great satisfaction. VTAM keeps my career exciting and challenging. In my roles on the executive committee, I have had the opportunity to:

- share with others who have common interests
- develop professional skills
- meet colleagues, partners and teacher candidates
- represent the Association on numerous occasions
- take an active role in the promotion of vocational education
- participate in professional development activities
- become aware of issues pertinent to vocational educators, students and programs

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Adult Learning Centres

WTC recently joined forces with three local Adult Learning Centres to meet the needs of adult students from across Winnipeg. JobWORKS, the St. Norbert Foundation (also known as the Behavioural Health Foundation) and the United Food & Commercial Workers Training Centre are now working with Winnipeg Technical College to deliver adult education courses and mature student high school diplomas.

"The College is pleased to be involved with this partnership because it offers many benefits to students," says College Director Leonard Harapiak. He says traditional high school courses like Math, Science and English are a requirement for the diploma, but students also have the opportunity to take optional courses.

"Because of the partnership with WTC, adult learning students can now take advantage of the many optional courses available to them at the College," explains Harapiak. It is a unique situation for adult learners to have access to a technical education in conjunction with more traditional arts and science courses. This blend of courses can be a great asset in making the transition to employment.

College staff will be visiting the Adult Learning Centres to help students become more aware of their training options. The ultimate goal of this partnership is to give adult learners a program of studies that will assist them in attaining employment or additional education. The transition to either should be seamless," explains Harapiak.

"The Adult Learning Centre partnership reflects the concept of life-long learning," he concludes. "The College is happy to be associated with this important philosophy."

This publication is the official newsletter/journal of the Vocational Teachers' Association of Manitoba and is published by the V.T.A.M. Executive. Views and opinions expressed are those of the author indicated, and are not necessarily those of either the Vocational Teachers' Association of Manitoba or the Manitoba Teachers' Society. All material may be reprinted unless otherwise specified.

Apprenticeship Report



Students review engine troubleshooting techniques with instructor Mark Sears. From left to right: Steven Moreira, Mark and Mark Molinar

Think back, think way back to the days when you first started out in the teaching profession *What Goes Around, Comes Around!*

Think back to when you first chose teaching as a profession. You might have been motivated by the benefits of a work-free summer and a regular weekday job.

Economics and perks aside, you probably selected teaching because you wanted to contribute and make a difference. While feedback is not immediate it comes years later when you learn of former students achievements.

The teaching staff at schools in Winnipeg School Division No.1 have been fortunate to reap the rewards of their contributions in a relatively short period of time. They are seeing their students succeed as a result of strategic partnerships formed with other schools in the division and businesses in the neighbourhood.

Mark Sears, a Power Mechanics Industrial Arts Teacher at Daniel McIntyre Collegiate and his counterpart, Eugene Durand at Sisler High School have been working together, matching committed students with appropriate companies. The teachers met four years ago when the Provincial Government introduced a school-to-work transition program, called the Senior Years Apprenticeship Option. This program combines regular school academic requirements with on-the-job practical training in an apprenticeship trade. As Mark and Eugene both teach Power Mechanics, they believed the program was a perfect way for their students to take the skills they learn in the classroom and apply them to a job.

The experience could possibly lead to a lifetime career as a certified journeyman in the trades of Motor Vehicle Mechanic, Heavy Duty Equipment Mechanic, Autobody Repair, Transport Truck Mechanic, Partsperson or Aircraft Maintenance Journeyman.

While the program requires that a student take core subjects S1-S4, the other major component is an employer willing to provide on-the-job training. Mark and Eugene, on their own time, make cold calls to local businesses, to convince owners to hire and train suitable students.

Initially some employers felt the schools wanted to place teenagers at risk or those failing subjects. However, these concerns have been unnecessary. Companies have been matched with students who excel in their schoolwork and have advanced beyond course expectations and skill requirements.

Mark is an enthusiastic supporter of the program. He says, "Kids can only get so much from subjects taught at school. They need to see why this information is valuable. The best way to do this is through work. Students can enhance their skills, begin networking for future careers and be paid for work they enjoy."

The program has been a success at Daniel McIntyre. One of Mark's students, struggling with English courses, had only acquired 12 academic credits. When this student had an opportunity to become a Senior Years apprentice, he needed to complete all core curricula. With help from one of the school's English teachers he graduated with his required academic credits, eight optional credits attained through apprenticeship training and is now working as a Level 1 Motor Vehicle apprentice. Two other former students who participated in the Senior Years Option graduated with honours. One is now in first year Science at the University of Winnipeg and the other is enrolled in Mechanical Technology at Red River College.

Daniel McIntyre and Sisler School Principals, Vailla Hoggan and George Heshka support the work their teachers are doing and the extraordinary efforts they are making to help their students. Mark says, "Our Industrial Arts Department, headed by Bill Sveinson has made school-to-work and school-to-post graduation studies a priority. We continually look for new ways to deliver expanded programming in a flexible environment that best meets our students' needs. We want to increase the number of local businesses hiring our students. We have school-to-school partnerships with Sisler and Tech Voc. Tech Voc offers a broad range of vocational programs in

a number of career areas. Students who complete Tech Voc's accredited automotive repair program can receive credit towards the technical training requirements of full-time apprenticeship. We also have a good rapport with Red River College and the Apprenticeship Branch." The concept of school-to-work transition has also impacted on other teaching areas in the school. Guidance Counsellors report an increase in the number of students requesting appointments for career counselling and for assistance in choosing their courses.

Why are vocational and industrial arts programming important? While students take these courses to earn credits, they also learn valuable life skills that can lead them to related careers after graduation. There are approximately 800 students enrolled at Daniel McIntyre with 120 to 140 students taking Power Mechanics courses each year. Most start without any prior knowledge, experience or exposure. At the end of their semesters they know both the theory and practical components and can demonstrate shop safety and practical skills. They also learn to balance their industrial arts subjects with their academic subjects.

Mark, a certified Motor Vehicle Technician, Industrial Arts Teacher and author of a book entitled "AutoAdvice, How to Buy a Used Car", credits his own career success to the teachers he had at school. He says, "My first instructor, Don McLean, at Dakota Collegiate as well as Bob Olson, Wally Stelmach, Lionel Charron and Myron Becker at Winnipeg Technical College encouraged me to do my best and to focus on developing competency-based learning, an area in which I was interested. They made a difference in my life. Because of them I want to encourage my own students. When my kids value and recognize their abilities they will be successful."

Mark further states, "Senior Years industrial arts programs give students good basic work ethics and skills. The business community and institutions like Red River College and the Apprenticeship Branch polish and finish the product. Kids learn for personal reasons. I believe schools have an obligation to tailor learning to meet kids' and industry's needs."

For information on the Senior Years Apprenticeship Option and how your school and students can become involved, contact the Senior Years Apprenticeship Counsellors, Jim Brown at 945-4063 or John Wawzsko at 945-4821. If you phone from rural Manitoba call toll-free 1-800-282-8069, extension 3337.



In partnership with WINNIPEG TECHNICAL COLLEGE

Osborne Village Resource Centre Report

Osborne Village Resource Centre, in partnership with Winnipeg Technical College, is an open-entry, community-based pre-employment centre funded by Manitoba Education, Training and Youth.

Services provided by a staff of six include: career counseling, resume development, employability skills training, basic computer training and upgrading, free public Internet Access volunteer opportunities, a resource library and referral service to outside agencies. These services are mainly "individual based" and unstructured providing a nonthreatening environment for the participants.

Osborne Village Resource Centre provides service to people from all areas of Winnipeg as well as some rural communities. During the year 2000/2001, OVRC registered 2,781 new clients and recorded 14,477 visits. Of those people contacted for follow-up, 502 reported that they had found employment after using the resources/services at the Centre.

The high volume of people that use Osborne Village Resource Centre is due to the fact that this Centre offers free public access to computers six days a week and encourages people to acquire at least basic computer skills. The staff of OVRC have recognized that the people who have obtained a combination of vocational/technical skills training and employability skills training are the most competitive people in the present labour market.

Osborne Village Resource Centre, through career counselling and planning, can often assist individuals in making informed decisions regarding vocational training and, once that training is complete, provide the employability skills training needed to find and maintain gainful employment.

For more information regarding Osborne Village Resource Centre's programs and services, we encourage you to drop in to our Centre at 107 Osborne, or phone and talk to one of our staff (Tel. 989-6503). Visit our website at: ovr.c.ca

To Learn or...not to be

Chantal Simard, President

The theme for the conference was "To learn or...not to be". The keynote speaker, Real Jacob, illustrated the theme. He demonstrated that knowledge management and the capacity to learn are, more than ever before, questions of survival for organizations regardless of their size or industry. The first session I chose to attend was titled, "What are the principal characteristics of a learning organization?" The presenter was Julia Gluck, CMC (Adajeo Enterprises Inc). The second session I had selected was called "How can organizations enhance their learning capability through partnerships with educational institutions?" The presenter was Larry Coffin (Consultant and founding member of Holland College, PED). Finally, I attended the Canadian Vocational Association's Annual General Meeting and learned a few things there too.

Keynote Address Ten years ago, people were hired to perform set tasks and were not required to do a lot of thinking. Back then, quality control was seen as a screening process, the idea was to catch defects before they got out the door. Most workers learned their jobs by observation, experience and trial and error. The rules have changed now as competition dictates quality standards, time lines and product types.

In the old days, employees were selected using very simple criteria. Employers wanted to know if a person was willing to work, had a good attendance record and was motivated. As part of the interview process, employers now screen applicants on their math, reading and communication skills. Job candidates are often asked to demonstrate their ability to solve problems or work on a team.

Today's employees are required to possess communication and computation skills. They must be able to do problem solving and work in a team. Today, the quality control process prevents defects from occurring. Successful organizations expect their employees to learn constantly. There is no place for complacency; no one has enough seniority to mentally retire. Willingness to learn and change is an ongoing responsibility.

Time is an important factor. Marketability entails products that are perfect, affordable and available within the shortest time lines. If the workforce is to lead companies into global competition, it must be capable of operating and maintaining sophisticated new equipment and facilities to a zero-defect standard.

As an educator, some questions come to mind as I reflect on these facts: • Do students possess

the necessary prerequisites in math and reading for successful skill development? • Do we teach enough of the soft skills in demand within industry today? • Do we respond quickly enough to technological changes? • Are we making all the necessary changes to our curriculum and the way we deliver instruction? • Is evolution happening a lot faster out there than it is in vocational classrooms?

Over the years, I have heard many comments where several concerns were shared by teachers from various vocational programs. As the VTAM president, I have the opportunity to become more aware of the provincial picture. Some challenges are external or beyond our control. Many vocational shops and labs are a reflection of education budgets. The governments and the population must stop seeing education as a cost and begin to accept it as an indispensable investment. The Technology Education curricula provided by the province are either dated or nonexistent. The expectations of the Apprenticeship Branch with regards to the designated trades are different from what is prescribed under the Department of Education unit credits. The bulk of the students we receive in the vocational programs have minimal skills in reading, writing and computing. Training is increasingly becoming the responsibility of employers as the demands change or become greater and the schools ability to respond is falling behind.

The keynote address made it very clear to me that what worked for the past twenty years is not going to work for the next twenty years. To be present in today's market, organizations must prove to be innovative and demonstrate exemplary practices. We need to not only teach vocational subjects, but also functional skills raised to a higher level. Workers must commit to the goal of anticipating new technologies and work hard towards performance and higher quality.

Session #1 was designed to answer the following pertinent question: What are the principal characteristics of a learning organization? A learning organization is one that takes the knowledge or experience of one individual or one group/team and makes it accessible and usable by the rest of the organization. This is accomplished by: • Acquiring the knowledge from existing staff or by hiring new people. • Sharing the knowledge using techniques such as action learning, project management and show and tell. • Storing the knowledge virtually, via people and physically using technology.

Learning organizations make sure that the new persons hired are introduced to the staff and the organization is aware of the knowledge and skills

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St. Boniface Arts & Technology

The St. Boniface Arts & Technology Centre (ATC) was opened in the former Pierre Radisson Collegiate in 1999, after trustees and senior administrations of the St. Boniface School Division determined there was a great need for technical and vocational education in their community. The response, says Peter Narth, ATC's Director, has proved the officials right. "Manitoba," he adds, "lags behind other provinces in offering this type of education."

Narth says that many students don't consider technical and vocational education because they don't know about it or because they hold to the old view that technical and vocational education is only for students incapable of attending university. ATC successfully links the technical/vocational and the academic. Secondary students at the Senior 3 and 4 levels spend one semester of each year in their local high school for academics and one at ATC for technical/vocational training. Mature and adult students attend either full or part time and can earn both an ATC Program certificate and a Manitoba Education, Training and Youth Mature Student High School Diploma, provided all requirements are met. There are some unique features to be found in the structure and programming at ATC. For instance, students attend all day for each semester, allowing for teacher-led instruction in all areas. Academic course options at the Senior 3 and Senior 4 levels are also available to students who would encounter time-table conflicts at their local high school, which could delay their graduation. By the same token, adult students can choose to enroll in an academic course for upgrading or to meet graduation requirements while completing their technology program.

ATC offers six technical/vocational programs: Computer and Network Technologist, Commercial Food Services, Office Technology, E-Commerce Technician, Power Mechanics, and Building Construction Trades and Technology. ATC continues to explore new program possibilities and hopes to offer the following in the future: Pastry Chef, Graphic Arts, Fashion Design, or Computer Assisted Design. A unique feature of the Power Mechanics program this year is the availability of a specialization area on Motorcycles, ATV's and snowmobiles, within the curriculum. As part of the school system, ATC is publicly funded like other St. Boniface Schools, and divisional high school students do not pay to attend. High school students from surrounding divisions can apply under the Schools of Choice option. Adults pay tuition fees starting at \$1440 per semester, plus registration and student fees. Adults may be eligible for partial funding through Manitoba Education, Training and Youth, Metis Federation, student loans, workers' compensation or other outside agencies. At present, agreement with Red River College permits them to offer courses at ATC in Health Care Aide, Recreational Facilitator for Older Adults, Applied Counselling and Sterile Processing through their Continuing Education Programs.

ATC courses are monitored on a continual basis to ensure their relevance. Advisory committees from industry and business assist in the evaluation. Most programs are 40 per cent theory and 60 per cent practical. Students spend approximately four to six weeks in the workplace as a requirement for certification in a program. Students completing course requirements in Commercial Food Services and Power Mechanics may be eligible for Level One Apprenticeship through the Manitoba Education, Training and Youth Apprenticeship Branch or may enter second year training at Red River College. ATC is also a Virtual University Enterprise (VUE) and Microsoft Office User Specialist (MOUS) testing centre for recognized industry certification in Computer Repair, Networking and Microsoft software programs. ATC believes that students learn by doing things - that's our hallmark. Peter Narth says, "Our goal is to have students leave here with experience and knowledge so they have the confidence they need for the workplace." Visit our website at www.sbsd.org/atc for more information.





Skills Manitoba

Mark Your Calendars! The 5th ANNUAL PROVINCIAL SKILLS COMPETITION will be held on April 11, 2002 at Red River College.

Participation in the Provincial Skills Competition is open to any student/apprentice whom you feel has attained a proficient level of skill in their specific skilled trade or technology. They will be tested to industry standards established by experts and compete against their peers from across Manitoba.

The benefits to students who participate are plentiful:

- Rise to the challenge of competition
- Grow personally and academically
- Learn from their peers
- Network - with industry professionals and potential employers
- Broaden their awareness of Manitoba and Canada
- Opportunity to represent Manitoba at the Canadian Skills Competition to qualify for Team Canada 2003
- Showcase their talent and technological skills
- Promote your schools programs and courses

Registration is on a first come, first serve basis. Each school will be allowed to register one participant (or a team if applicable) per contest per level (secondary, post secondary or integrated if applicable).

Each participant must pay a \$20.00 registration fee which must accompany registration. The fee includes a registration package and a box lunch.

Registration forms are available from your Skills Manitoba school representative, the Skills Manitoba website (www.skillscanada.mb.ca) or the Skills Manitoba office.

For more information on school tours or competition participation, please contact us:

Skills Canada Manitoba
Unit 31-1313 Border Street (New Address)
Winnipeg, MB R3H 0X4
Phone 204-927-0250
Fax 204-927-0258
Email skillsmb@mb.sympatico.ca

We encourage Manitoba's youth to make careers in skilled trades & technology their first choice, by helping them understand why these careers could be their best choice; after all.

The Learning Organization

Mervin Maxwell

On October 29, 2001, I attended a conference, the Learning Organization at the Faculty of Commerce, The University of Montreal.

The definition of a learning organization, as defined by the conference, is one which continuously improves its processes, products, and services and which facilitates the learning of all its members both individually and as a team.

Three of the themes, which were particularly interesting to me, were: • How to instill a working culture where collaboration and sharing of knowledge are the norm? • How to encourage team learning? and Is the mastery of information technology a prerequisite to the efficient management of knowledge and learning?

The conference made me reflect on my classroom practice and how I could better facilitate team building skills and reflective practice. One simple strategy, which I noted, is the incorporating of a classroom project. This would encourage students to problem solve, work in teams and access information from the internet when information was not available. By structuring the project, students would be encouraged to think outside the "box". The project would have to be so structured that the students working in teams reflect on their decisions and actions. i.e., What went right? What went wrong? or What do I know? What do I need to know?

I look forward to next term so that I can incorporate this into my classroom practice.

President's Message cont'd

As President, I have been appointed by the Manitoba Teachers' Society to the Vocational Teacher Education Advisory Committee at RRC. In turn, I report to the Society at Outside Bodies Representatives' meetings.

Currently, I represent VTAM on SAG Council. This is an MTS committee where all SAGs are represented. SAG representatives have a responsibility to liaise with the Society's Provincial Executive.

In September 2000, I was appointed to the Skills Manitoba Board of Directors. VTAM has been supportive of this project for many years and it

made sense to establish a liaison between the two committees which are separate but share a lot of the same goals.

I encourage you to become involved with VTAM. You do not need twenty years of experience and political savvy is not a prerequisite. If you would like to help your fellow teachers and their students, you must consider this opportunity. I have learned so much and met so many fascinating individuals while conducting the business of the Association, that I know that my career has been wonderfully enhanced. I am sure that your involvement will benefit you as much as it has benefited me.

To Learn or Not To Be cont'd

they bring to the organization. Learning organizations make it comfortable for people to share. One has to be confident that their information is valuable and worthy of sharing. Learning organizations learn from failures, they acknowledge that debriefing is essential and that there is a constant need to evaluate what went well and what can be done better. Managers must learn the skill of providing constructive feedback to be effective leaders.

Session #2 provided answers to this question: How can organizations enhance their learning capability partnerships with educational institutions? Organizations and educational institutions need to create partnerships where each partner has input and responsibility. There has to be pay-offs for each partner. One of the elements of success is that there must be instruments that facilitate life long learning, not a protocol that discourages students from going back to school. The system used must make it easy for students to come in

and out; for example multiple start dates annually facilitate this process. The system must let industry identify what it wants to learn and be confident that the training institution is able to deliver it. Performance must be measured using industry standards. Industry needs to help set up labs that are conducive to the education it expects. In return, access to the facility can be granted. The mindset is that we provide a service in education. The following are the benefits of partnerships:

- Organizations have access to customized training
- Educational Institutions have established internships
- Organizations have meaningful input into curriculum
- Training programs are relevant and current
- Opportunity for staff exchange and enrichment
- Sharing of equipment and learning materials
- Cost benefits for both partners.

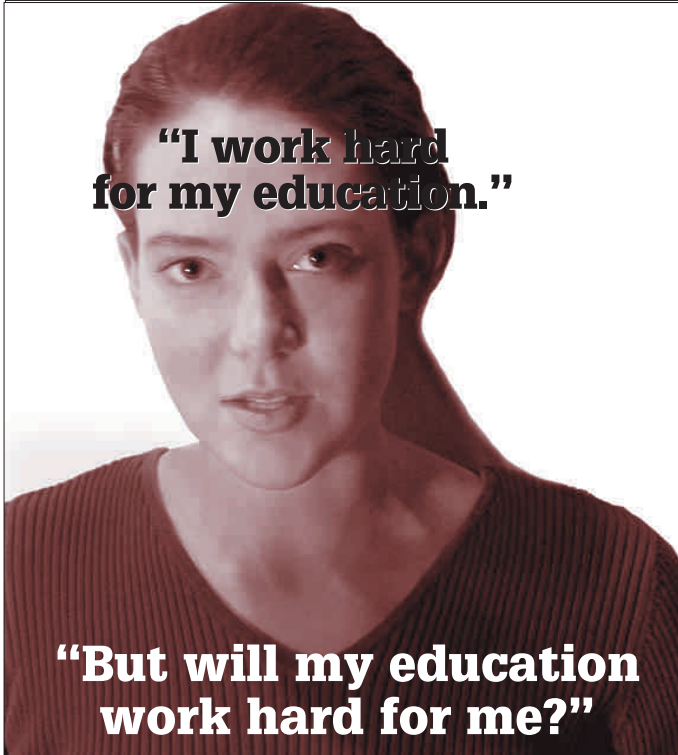
I really enjoyed this conference, I felt that the sessions I attended were very effective in representing the theme.

VTAM - Working to Promote Vocational Education

VTAM is always looking for ways to promote Vocational Education. *Posters, ads, colouring books!* - We're determined to get the message out to Manitobans that vocational education is a "Hire Education." Currently, our Membership Chair and Production Art Teacher, Andy Stout, is working on two ads that will run in the Winnipeg Free Press. (See drafts of how they may appear below.) The committee then plans to create posters that will be distributed throughout Manitoba schools.

If you have an idea of how to advertise Vocational Education, please share it with us. Contact any member of the VTAM executive at their school (see p.1) or write to:

VTAM President
 Vocational Teachers' Association of Manitoba
 191 Harcourt Street, Winnipeg, MB, R3J 3H2



"I work hard for my education."

"But will my education work hard for me?"

Today's Technical-Vocational Education offers high-demand skills while completing your high school education! It's like getting two diplomas at the same time.



After graduation, you can pursue a career, or continue your education at a university or other educational institution.

Vocational education keeps all your options open while preparing you for a rewarding career.


Full-credit programs are offered, as well as single credit courses. This flexibility provides career exploration, technical training and specialized skills.

Visit our website at www.vtam.org and explore the exciting programs that await you!

VOCATIONAL EDUCATION
a Hire Education

 Vocational Teachers' Association of Manitoba / Canadian Skill Trades Council 

Sign of Success



When education paths merge, you arrive at your destination.



There are two paths your high school education can follow: Technical/Vocational education provides high-demand career skills while you pursue your academic education.

You can travel both paths together. It's like getting two educations at the same time! You gain the option to pursue a career or to continue your education, after graduation.

Full-credit programs are offered, as well as single credit courses. This flexibility provides you with career exploration, specialized training, and critical skills.

Visit our website at www.vtam.org and explore the exciting destinations ahead!

VOCATIONAL EDUCATION
a Hire Education

 Vocational Teachers' Association of Manitoba / Canadian Skill Trades Council 

Vocational Teachers' Association Award

This award will recognize outstanding contributions that raise awareness of career choices in trades and technologies among students, parents, educators and government. The recipient should have invested time and energy in the promotion of skilled trades as a desirable career path. Innovative projects and practices may be part of the nomination. The award winner should have demonstrated support to VTAM as a professional association. In selecting the award recipient, the VTAM Executive will look for clear evidence that the nominee has excelled in some of the following areas:

The award is presented to an individual who has contributed in one or more of the following ways: • has promoted vocational education at the school, divisional or provincial level • has exercised leadership in vocational education at the school, divisional or provincial level • has acted as a mentor for student teachers as a cooperating teacher • has voluntarily organized or participated in special projects and activities promoting vocational education involving parents or the community • has developed community or business-education partnerships • has demonstrated the relevance of trades and technology training to society

Award A certificate of outstanding achievement will be presented to the recipient along with a letter of congratulations from the VTAM President. An article outlining the contributions of the award winner will be published in the VTAM newsletter (TecTalk). The recipient will be granted a complimentary lifetime membership to VTAM.

Nomination Process Nominations may come from the ranks of Teachers, Administrators, Trustees, Superintendents or the Department of Education. Nominators may be any person or group with direct knowledge of the nominee's contribution. Nomination forms must be signed by the nominee and the nominator. If more than one nomination is received for a person, nominations may be combined into one submission.

Nominations should be submitted no later than March 31st each year.

Please submit the nomination to: Attention: VTAM President
Vocational Teachers' Association of Manitoba
191 Harcourt Street, Winnipeg, MB, R3J 3H2

Nominee: (Please provide names as they would appear on the certificate.)

Last Name _____ First Name _____

School Name _____

School Address/City/Postal Code _____

School Telephone _____ School Fax _____ School E-mail _____

Teacher's E-mail (if different from School's) _____ Subject Taught _____

Nominator:

Last Name _____ First Name _____

Organization Represented _____

Address/City/Postal Code _____

School Telephone _____ Fax _____ E-mail _____

Has the nominee agreed to this nomination? Yes No

Signature of Nominator

Assembling the Nomination Package Follow the criteria set out in the nomination guidelines. Provide adequate detail for the category of the criteria. You may organize your nomination using the same headings. Include activities the person participates in with students, fellow staff, school or community (such as extracurricular activities, volunteer work or social events).

TEC *Talk*

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Association
of Manitoba