

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

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April 2011

Biennial General Meeting

Registration

STRATEGY

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SUCCESS

Agenda

Meet
the
Candidates



Up Front from the President



I am thankful when I awaken each morning and the sun is streaming in my window. It is much easier to face the day when the sky is lighter and the days are longer. There is something about waking to light that puts a little skip in my step. Most of you, I am sure, are longing for a well-deserved Easter break. Winter was a while coming, but once it arrived it was relentless. Some warm fresh air and time to recharge our batteries will be wonderful.

This fall and winter have brought many challenges and triumphs. I ran for re-election as President of the NLTA, continued my busy schedule as your current President, dealt with a tragedy that occurred in my family and carried out the usual day-to-day events that often zapped my physical and mental energy. But like the Bette Midler song... "Just remember in the winter far beneath the bitter snow lies a seed that with the sun's love in the spring becomes the rose." As I mentioned in my last *Upfront*, I started a thankful journal and I have kept true to my writings. This has helped me realize once again how fortunate that I am and for how much I have to be thankful. It has become a ritual with one of my true friends that each evening when we chat the comment is made, "Don't forget to write in your thankful journal." My reply is frequently, "I will and I am thankful for you". Continue to be thankful for what you have accomplished so far in this school year. I can assure you it is far more than you are consciously aware of or can ever measure.

A little update on my stepdaughter, Heather. She is out of the hospital and beginning the long process of recovery. She is a day patient at the Miller Centre and is being provided many other professional

services. It is difficult to watch her struggle to formulate ideas and to retrieve words from her vocabulary. She still has her sense of humour and makes fun of herself. Being with her while she is starting to walk again is hilarious as she makes fun of the process, but with physiotherapy we know that she will recover all her balance and strength and her walking ability will return to normal. She is struggling but coming to terms with the long journey ahead of her. We are so pleased that medically it appears she has passed a milestone, but now we have that slow journey back to her normalcy if anyone can truly say what that is any more. Again, I am thankful that we live in a time when we have the medical expertise to deal with her issues and we live in a part of the world where medical services are being paid by our income taxes. At a time like this I am actually thankful that we pay taxes.

The province-wide election for NLTA President and Vice-President was a main focus for many of us this fall and into the early winter. A well organized campaign from all the candidates was evident in the materials distributed to the schools, the websites, the school visits, the emails sent to school representatives to be forwarded to teachers, the forum that was hosted at the Joint Council meeting in November, posted on the NLTA website and also available to teachers on DVD. We have certainly evolved since the inception of the first province wide vote in 2003 and I am sure that the process will continue to evolve as we move forward and it becomes much more streamlined. I would like to congratulate all the candidates for putting their name forward to run for election. It is never easy to put yourself out there for all to see and evaluate; however, the democratic process was alive and well and that bodes positively for our Association. I would like to thank all who supported me for re-election as President. I am once again humbled and honoured to represent the

teachers of this province. I thank you for putting your trust in me and for permitting me to make history as the first president who will hold office for two consecutive two-year terms. And I would once again like to congratulate Mr. Jim Dinn for being re-elected as the NLTA Vice-President.

March 8, 2011 marked the 100th Anniversary of International Women's Day. It was first celebrated on March 19, 1911 by a few European countries. Women are recognized for their achievements regardless of their national, ethnic, linguistic, cultural, economic or political differences. It is a time to look back at past struggles and accomplishments and to look forward with anticipation of what women can continue to strive for and achieve in the future. Teachers have the responsibility of ensuring that the potential of all students are developed and the opportunities that lie ahead for them are uncovered. This is an enormous responsibility, but in Newfoundland and Labrador we have teachers who are dedicated to ensuring that the untapped potential of each and every student is realized. That is why I think we have one of the best teaching professions in all of Canada.

As the seasons and the rest of the school year unfold, remember that your work/life balance is important to your overall well being. In your eagerness to be everything to everyone it is important that you take some time to look after yourself.

Hilary B.

THE bulletin

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NLTA Scholarships

To obtain an application form visit the NLTA website at www.nlta.nl.ca and click "Online Forms" or contact the NLTA Professional Development Division, Tel: 726-3223 or toll free at 1-800-563-3599.

**Application Deadline:
July 31, 2011**

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

GLOVERTOWN

Glovertown Academy student among best in the world!



Joshua Holloway

The staff and administration of Glovertown Academy would like to congratulate Joshua Holloway, a Grade 10 student, on his most recent accomplishments. Joshua placed 5th on the vault and 9th on the floor at a recent international gymnastics competition. The Sand Dollar/Whitlow Gymnastics Invitational was held at the ESPN Wide World of Sports® Complex in Florida on January 22. The invitational is a first-class women's and men's competitive gymnastics competition which is held annually. There were 11 other boys in Joshua's division, all from the United States. Joshua travelled with the Canada Games Gymnastics Team. For general information on the competition you can view this video at www.youtube.com/watch?v=EUUx xpirTrw&feature=related.

Feathered Rewards at Glovertown Academy

"There's a new buzz at Glovertown Academy," says Level III student, Sarah Byrne. "Eagle feathers. And I assure you, a huge portion of the students are trying to get these." These feathers are given out as part of a new Positive Behavior Supports (PBS) program that the school has launched and are rewarded to students who do something out of the ordinary at school – basically, they get caught doing something good!

The new PBS program encourages students to lead a safe life at school, to become involved in activities at school, to work hard to educate themselves, and most importantly, to be respectful to everyone and everything around them. If a teacher sees a student engaging in anything that falls under one of these categories, they're issued a ballot that has a greater value than they will ever know.

"To most students, this feather has become just a ballot in the weekly prize draw where they could

win prizes," says Sarah. "What they don't realize, however, is that this ballot, this feather, is secretly teaching students to be mannerly, to get involved, to be safe and precautionary, to work hard, and to respect everyone around them. It's Glovertown Academy's new secret recipe for success."

Within five days of this program being launched, teachers gave out over 4,000 feathers. Sarah says that in a school of less than 400, it's no trouble to see that students are willing and eager to improve their actions and habits to be rewarded. To date, the staff has issued well over 10,000 feathers and this figure is growing in leaps and bounds.

"With students and staff just getting into the swing of things, it's inevitable that things will just get better and better. This program is built for success," concludes Sarah.



Level I student Raelynn accepts her \$25 gift card as Glovertown Academy's PBS Citizen of the Month for January from Mr. Tony Norman, Vice-Principal.

Students participate in Alexander Bay Lions Speakout 2011

Glovertown Academy would like to congratulate all 25 of its students who participated in Glovertown Academy's Lions Public Speaking on February 23. Tony Norman, Vice-Principal of Glovertown Academy, said all speeches were very well presented with exceptional skills. The following is a quote from one of the Lion's who attended the event: "Glovertown Academy and the teachers have every right to be very proud of

these students. The topics and the delivery by these young people would make anyone proud to be associated with them. If the majority of our student body is anything like these young people, the future of the world is in good hands. The Alexander Bay Lions Club is very proud to be associated with such an excellent group of students and teachers.”

During the night the Alexander Bay Lions Club presented the students with \$850 in prizes, plaques and medallions. They also made a contribution of \$525 to the Eagle Feathers (PBS) program at the school and considered it a great investment in Glovertown Academy's future.

Junior participants were: Nicholas Saunders (Gr. 8) – 1st Place, Kaitlyn Hawkins (Gr. 8) – 2nd Place, Rebecca Pardy (Gr. 7) – 3rd Place, Hayley Blackwood, Clare Motley, Shelby Ralph, Samantha Maher, Katherine Poole, Leah Cournoyer, Charlotte Gardiner, Courtney Oram, Juliana Collins, Victoria Patten, Deneka Stanley.

Senior participants were: Sarah Byrne (Gr. 12) – 1st Place, Nicholas Preston (Gr. 10) – 2nd Place, Kelsey Arnold (Gr. 10) – 3rd Place, Kayley Gordon, Victoria Pollard, Kimberley Kean, Kelsey Goulding, Evan Perry, Jade Rodriguez, Cecily Parsons, Angela Mackey.

Glovertown Academy would like to extend a special thank you to the judges, questioners and time-keeper for donating their time for this event.

Glovertown Foodland donates \$500 to Kids Eat Smart

Glovertown Academy Kids Eat Smart (KES) would like to thank Ryan Howse and staff at Glovertown Foodland for their continued support of the school's breakfast program. Congratulations are also extended to Glovertown Foodland for being the top store in Atlantic Canada in Sobey's Fill-The-Foodbank drive this past Christmas.



Pictured (l-r): Janet Hounsel, Kids Eat Smart Club Coordinator; Ryan Howse (owner/operator), Glovertown Foodland; and Tony Norman, Vice-Principal, Glovertown Academy.

STEPHENVILLE

The Mrs. Joseph Laffin Membership Scholarship winner

On December 20, 2010, Peter Sutherland presented a cheque for \$400 for the Appalachia Branch "The Mrs. Joseph Laffin Memorial Scholarship". This scholarship was presented to the 2009-10 winner, Gerard Dunphy, at Stephenville High's annual Scholarship Awards.

"The Mrs. Joseph Laffin Memorial Scholarship" is the only scholarship sponsored solely by the Appalachia Branch of the Newfoundland and Labrador Teachers' Association. It is available to one student within the boundaries of the Appalachia Branch who wishes to further his/her education at a post-secondary institution. The recipient of this award has been chosen based on their demonstration of strong academic achievements, contribution to school life and spirit, and exhibition of leadership through his/her co-operation with fellow students.

This scholarship is in honour of Mrs. Joseph Laffin, who made a significant contribution to education in the Bay St. George and surrounding area, both in the classroom and the local Branch level. She served tirelessly as President of the Branch at a time when many were reluctant to participate. It can be said that she almost single-handedly kept the Branch going for several years. It is in light of her contribution and dedication that the Appalachia Branch named this scholarship.



Peter Sutherland presents Gerard Dunphy with his cheque for the 2009-10 scholarship.

ST. JOHN'S

Apple and K-Rock mix Oil and Gas at Holy Cross Junior High

On February 24, Big Tom from K-Rock was game show host to the Grade 9 homerooms at Holy Cross Junior High in St. John's who competed against each other to determine who had become more career aware in the area of Oil and Gas based on work completed over the last number of weeks.

The game show contained information collected and formulated by the students using online blogging, Apple laptops and Apple iPods. Information was based on guest speakers, field trips to places such as the Offshore Safety Facility, Marine Institute and the College of the North Atlantic as well as information shared from various resources.

"This cross curricular research project was a huge success with one class being declared the winner," said Christina Cox, Language Arts Department Head at Holy Cross. "However, overall everyone were winners because all students now have a greater understanding of career opportunities in the field of Oil and Gas."



K-Rock's Big Tom hosts game show at Holy Cross Junior High.

SAINT-JEAN

100 élèves de 7 écoles apprennent comment changer le monde

Le 27 janvier 2011, quelque 100 élèves de 5e et 6e années (école Boréale, Centre éducatif l'ENVOL (Labrador) écoles Sainte-Anne et Notre-Dame-du-Cap (côte ouest), écoles des Grands-Vents, Vanier et MacDonald Drive (Saint-Jean) se sont donnés rendez-vous au Centre scolaire et communautaire des Grands-Vents pour suivre une journée de formation sur une démarche citoyenne axée sur les valeurs

écologiques, pacifiques, démocratiques et solidaires. Cette activité s'inscrivait dans le cadre du projet social, Vert l'avenir, du Conseil scolaire francophone provincial (CSFP).

La veille, le 26 janvier, les directions des cinq écoles francophones, des enseignants et des parents se sont initiés à cette démarche parrainée l'an dernier par le NLTA. Rappelons que *Changer le monde* est une idée née du concept des écoles de Brundtland. Quelque 1000 écoles au Québec sont devenues au fil des ans des institutions vertes de Brundtland. C'est la Fédération canadienne des enseignantes et enseignants qui a répandu au Canada cette philosophie d'agir localement en pensant mondialement.



Madame Beverley Park du NLTA lors du lancement de l'activité *Changer le monde*. À gauche, Marjorie Bourdeau, présidente du Conseil des élèves de l'école des Grands-Vents, animatrice de la soirée. Cette activité a été financée par les gouvernements de Terre-Neuve-et-Labrador et par le gouvernement du Québec. Trois formateurs d'Environnement-Jeunesse du Québec ont animé la formation par le biais de jeux de rôles.

Première journée Orientation et Carrière en français à Saint-Jean

Le 24 février 2011, au Centre scolaire et communautaire des Grands-Vents, quelque 350 élèves des écoles MacDonald Dr. Jr. High, Gonzaga, Prince of Wales, Brother Rice et des Grands-Vents ont visité le premier salon Orientation et Carrière en français à se tenir dans la province.

C'est sous le thème « le français, un tremplin pour l'avenir », que s'est tenu le salon. Il avait pour but de montrer aux élèves de l'école francophone et des écoles d'immersion qu'il y avait des emplois très intéressants dans la province pour les personnes bilingues. En plus des représentants des gouvernements provincial et fédéral et de nombreuses professions et métiers, des institutions d'enseignement

postsecondaires, les collèges de l'Acadie de l'Île-du-Prince-Édouard et Boréale de l'Ontario, les universités Sainte-Anne, de la Nouvelle-Écosse et d'Ottawa ainsi qu'une représentante de l'École de technologie supérieure du Québec étaient sur place pour informer les élèves des possibilités de poursuivre leurs études en français.



NEWFOUNDLAND & LABRADOR

MUN Faculty of Education 2011 Graduate Summer Institute for French Teachers (SIFT)

The Faculty of Education of Memorial University will offer (subject to enrolment) a SIFT during July 2011 at the St. John's campus. Applicants will be French teachers, principals, assistant principals, program specialists, etc., who have an undergraduate degree with a major in French or have significant experiences in the French language giving a proficiency level of C1 - C2 on the Council of Europe's common reference levels. For further information, please contact Camilla Stoodley, French Program Liaison Officer, Faculty of Education: camillas@mun.ca; 709-864-6923.

La faculté de l'éducation de Memorial University offrira (en fonction de la demande) un institut d'été (SIFT) en juillet 2011 dans le campus de St. John's. Cet institut s'adresse aux professeurs de français, aux directeurs, sous-directeurs, aux spécialistes des programmes de français ayant un diplôme de premier cycle avec une majeure en français ou maîtrisant suffisamment bien le français pour avoir une aisance de communication correspondant aux niveaux C1 - C2 des niveaux de références communs du Conseil européen. Pour toute autre information, veuillez contacter Camilla Stoodley, French Program Liaison Officer, Faculty of Education: camillas@mun.ca; 709-864-6923.

2011 NLTA Christmas card contest winners announced

Madison Hurley, a Grade 4 student at Immaculate Conception School in Colliers, has been chosen as the winner of the 2011 NLTA Christmas Card Contest. Madison receives a \$100 cash award and a framed copy of her winning entry. Her winning design will appear on the NLTA Christmas card that will be sent to schools, businesses and other groups in December 2011. The theme for the 2010 contest was *What Christmas Means to Me*, and the contest was open to all Grade 4 students in the province.

The second place cash prize of \$50 was awarded to Hannah Guy, a Grade 4 student at Matthew Elementary, and the third place cash prize of \$25 was awarded to Grade 4 student Brady Ryan of St. George's Elementary in Conception Bay South.

Entries are judged on the basis of their creativity, colour and ability to reproduce well. This year, 1,329 entries were received from Grade 4 students throughout the province.



Madison Hurley's winning design for the 2011 NLTA Christmas Card Contest.



Third place winning design by Brady Ryan.



Second place winning design by Hannah Guy.



PATRICIA FERN RYAN, 1949 - 2010

Patricia (Fudge) Ryan, Patsy to her family, Pat to her friends and colleagues, grew up in Brighton, Green Bay. She began her career as an educator after a summer school training session, and during subsequent years completed a BA.Ed. and M.Ed. from Memorial University; later, she studied for a D.Ed. at University of Calgary, in reading and language arts methodologies. Those years of juggling work, education and family required determination, stamina and commitment, but Pat was up to the challenge, and never for a moment was she less than a full-time Mom to Patrick, Rachel and Justin.

During her career, Pat served as primary and elementary teacher, reading consultant, and principal. In each role she worked tirelessly to further the cause of literacy. She was known as a superb, patient and kind teacher. As a principal, she had an easy way of getting through to children. In spite of her quiet and gentle demeanor, Pat was a strong individual whose devotion to students and to putting their best interests foremost earned her the respect of colleagues. She saw the value in everyone she dealt with, and treated everyone fairly.

Pat was a member of numerous local and provincial professional committees and served on the NLTA Negotiating Committee in the mid 1990s. She was active in community organizations in Lewisporte, where she lived for more than 20 years.

Pat retired from teaching in December 2004. Her last professional role was principal/grade 4 language arts teacher at Lewisporte Academy. Several months later, she and her husband Lloyd moved to Torbay. There, she welcomed new friends into the cherished circle she had long maintained.

Patsy had long enjoyed hiking, and usually set the pace for her companions, including her dog Charlie. Even during the busiest times of her life, she found time for creative expression: sketching, painting, crafts, and later gardening, quilting and even doll-making. Never one to waste time, Patsy looked forward to an active retirement continuing and expanding upon these favorite pursuits, and to spending time with members of the large extended family. Above all, Patsy relished her role as 'Gramma' to Jack, Robbie, Maya and Caleb. Even when she was most ill, she gave of herself to them, and received in return their love and joy.

Throughout her illness, Pat retained the quiet gentle strength that was her hallmark as a mother, a grandmother, and an educator. Those of us who loved her drew courage from her, even as she faded away. For the 2010 Relay for Life, she completed a quilt as a fundraiser, and was the spirit that lit our team.

On October 29, 2010, Patsy lost her long battle with leukemia. True to herself to the very end, she left this life as she had lived it: in the words of daughter Rachel, "with dignity, grace and courage."

(Submitted by Judy Fudge, Greenwood Academy)



Patricia Ryan

In Memoriam

Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.



Group Insurance Premium Rate Adjustment and Premium Holidays

by PERRY DOWNEY

“... teachers will be relieved from paying Health premiums from April 1, 2011 to June 30, 2011.”

“The Newfoundland and Labrador Teachers’ Association (NLTA) Group Insurance Trustees have responsibility for, and reserves the right to change, alter, or delete benefits and set premiums for all insured members covered by the NLTA Group Insurance plan, including retirees.” (NLTA Group Insurance Program Booklet, 2008). The purpose of this article is to provide the rationale as to why Trustees decided to initiate a gradual premium rate adjustment for Single and Family coverage groupings in the Health Plan, as well as to inform the membership of a three-month Health premium holiday, a four-month Long Term Disability (LTD) premium holiday, and the 2012-2013 market tendering process that will occur during the Spring and Fall for all policies that are part of the NLTA Group Insurance Program.

Health Premium Rate Adjustment

Each year when the NLTA Group Insurance Trustees meet to make their decisions regarding the renewal of the various insurance policies that make up the Group Insurance Program, they attempt to set the premium rates that members pay at a level sufficient to pay the claims that are submitted, as well as any associated administrative expenses that are incurred. Initially, when the Health premium rates were established, both Single and Family premium rates were set at a level sufficient to cover the claims made by each grouping. The rates for both groupings were determined based on the demographics of the teacher population, as well as the number of dependents that were covered under the Family portion. In early years, families were much larger than they are today and thus a proportionate higher claims experience was factored into determining the appropriate level of premiums to be paid by each group and thus the Family rate was approximately three times the Single rate. Once the Single and Family premium rates were determined, for subsequent renewals, as claims increased in the overall Health Plan, the same percentage of increase was applied to the premiums

paid by both Single and Family coverage. However, over the years, the size of families has decreased and claims under the Family coverage are no longer three times that of the Single grouping. As a result, a discrepancy has developed in the premiums collected and claims paid for each grouping and thus an overall premium rate adjustment is now advisable in order to more accurately reflect premiums that should be collected versus the cost of claims that are being submitted by each group.

With the assistance of the Plan Administrator, Johnson Inc., and the Health policy insurance underwriter, Desjardins Financial Security, the Group Insurance Trustees have been closely monitoring the amount of premiums collected and the claims paid for both Single and Family coverage. During their most recent renewal meeting, Trustees analyzed the results for the past 12-month period and determined that a premium rate adjustment is advisable. According to the data collected over the past 12-month period, the total premium collected from Single coverage members should have been approximately 41.9% higher in order to cover the cost of claims submitted by the Single coverage members, while the premiums collected from Family coverage members should have been 9.6% lower. Given that these discrepancies have accumulated over many years and many annual group insurance renewals, Trustees have decided to make a partial premium rate adjustment this year to premium rates and will continue to monitor this process over the next few years.

As part of the April 2011 Group Insurance Annual Renewal and communicated to you in the April 2011 Memorandum by Mr. Derek Drover, Chairperson of the NLTA Group Insurance Trustees, Trustees have decided to increase Single coverage premium rates by 14% and Family coverage rates by 2%. These increases factor in the premium rate adjustments described, as well as normal annual premium increases required because of overall increases in claims submitted.

THREE-MONTH Premium Holiday – Health Plan

When the Group Insurance Trustees meet each February and analyze the information regarding the annual insurance renewal of all the NLTA Group Insurance Policies, premium rates are established based on projected premiums expected to be collected and projected claims expected to be paid during the year. Some years, the total premium collected exceeds the total claims submitted and a surplus occurs, while other years, the claims experience may exceed the premiums collected and thus the plan experiences a deficit. Any surplus at the end of the year is deposited into the NLTA Group Insurance Trust Fund and any deficits are paid from the Fund or from reserves that are required by the carrier. However, premium rates are adjusted each year to attempt to meet future projected claims costs.

Over the past seven years, the Health Plan has experienced both surpluses and deficits, however sufficient surplus has now accumulated in the Trust Fund for Trustees to provide a three-month premium holiday to all members of the Health Plan. This three-month premium holiday will commence at the beginning of the new insurance year, i.e., April 1, 2011 and will end on June 30, 2011. During this three-month period, the teacher portion of premium will be paid from the Health surplus which have been previously refunded to the NLTA Group Insurance Trust Fund. Again, teachers will be relieved from paying Health premiums from April 1, 2011 to June 30, 2011.

For a teacher with Single coverage, the 14% increase in premiums will mean a monthly premium increase from \$41.52 per month to \$50.54, a difference of \$9.02 per month (or \$4.51 per pay period) or an overall annual increase in premiums of \$108.24. A three-month premium holiday for a teacher with Single coverage will amount to \$151.62 (\$50.54 per month multiplied by three months). Therefore, the net result on an annualized basis is that individuals with Single coverage will pay \$43.38 less in premiums as compared to last year.

For a teacher with Family coverage, Government's required contribution to the total premium paid on behalf of teachers with Family coverage, as determined by an independent consultant through the Premium Rate Setting Process, will increase. Even with a 2% overall increase required in the Family Health premium, the amount that an individual teacher with Family coverage will pay will decrease from \$129.42 per month to \$128.50, a difference of \$0.92 per month. In addition, to this savings, teachers with Family coverage will also receive the three-month premium holiday, and thus will pay \$385.50 less in annual premiums this year compared to last.

FOUR-MONTH Premium Holiday – Long Term Disability Insurance Plan

As with the Health Plan, surpluses have accumulated during the past two years in the Long Term Disability (LTD) plan. As a result, the Group Insurance Trustees have decided to provide all members who are currently enrolled in the LTD Plan with a four-month premium holiday to commence on April 1, 2011 and end on July 31, 2011. Teacher premiums for the four-month period will be paid from Long Term Disability surplus which has accumulated in the NLTA Group Insurance Trust Fund. For teachers at the top of Certificate V, VI, and VII, the four-month premium holiday will amount to an annual savings of approximately \$179, \$199, and \$225, respectfully, in premiums paid to the LTD Plan.

Trustees are pleased to be able to provide these premium holidays to teachers and will continue to manage the NLTA Group Insurance Program in the best interests of the membership.

IMPORTANT NOTICE: Five-Year Market Study

Every five years, the Group Insurance Trustees go to market and tender all plan options under the NLTA Group Insurance Program. Trustees will put our business to the market as part of the 2012-13 renewal process. A Market Study is a process whereby all specifications for each of the insurance policies that are currently part of the NLTA Group Insurance Program are revised and forwarded to various underwriters in the insurance industry in Canada seeking bids to our business. Given that the preparation for the Market Study is very intense and detailed, further information and requests for input from the membership will be forthcoming in the spring. Trustees will be asking for your input and suggestions as to how we may be able to improve the NLTA Group Insurance Program. Please watch for further information regarding the Market Study on line at www.nlta.nl.ca and in a future edition of *The Bulletin*.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.



*Didn't I already get one, why do I need it anyway
and what's all this about fingerprints?!?!'*

Criminal Record Checks

by STEFANIE TUFF

Over the past few years, there have been increased calls to the NLTA regarding school district requirements for teachers to submit current Certificates of Conduct (or police clearance certificates), issued by either the Royal Newfoundland Constabulary (RNC) or Royal Canadian Mounted Police (RCMP), as a condition of employment or prior to a transfer. This is certainly not a new thing; however, policy changes in some districts, as well as processing delays related to applicant identity issues, have raised a number of questions on this issue. The purpose of this article is to provide information and guidance regarding the requirement for teachers to provide Certificates of Conduct as well as the necessary steps and associated costs for obtaining them.

As employers who place people in positions in which they work closely with children, school districts have a duty to take all reasonable measures to ensure that the teachers, student assistants, bus drivers, etc. they hire have the proper training, capabilities and character to carry out their assigned duties competently and safely. In this day and age, this includes taking precautions to ascertain, to the extent possible, that individuals in their employ do not have a history of inappropriate conduct toward children. Requiring a criminal record check is a normal part of this due diligence for school districts, as well as other organizations that have employees and/or volunteers working with children or other potentially vulnerable clients (for example, elderly and disabled persons).

A Certificate of Conduct, including a vulnerable sector check, from either the RNC or RCMP indicates whether or not the person named in the Certificate has a record of criminal conviction as of the date the Certificate was prepared. In areas under RCMP jurisdiction, an application must be completed and submitted at the closest Provincial Court location for a previous criminal record check,

and then at the nearest RCMP detachment office for a police clearance certificate and vulnerable sector check. In areas policed by the RNC, applications can be made directly at RNC headquarters – there is no need to go to Provincial Court first. It is important to note that the vulnerable sector check requires the completion of a separate form and teachers should make sure that all necessary applications have been completed to avoid unnecessary delays. There is a charge of \$20.00, but this fee is waived for those who need a Certificate in order to serve as a volunteer; however, such applicants must also submit written confirmation of their volunteer status and the requirement for a Certificate of Conduct from the organization with which they intend to volunteer. One original Certificate is issued per application and applicants must pick this up in person, with one exception – the RNC mails Certificates requested for volunteer service directly to the organization in question. Teachers who have recently obtained a Certificate in relation to volunteer work should check with districts to which they are applying for employment to see if a copy of this would be acceptable, thus avoiding the application fee. Both the RCMP and RNC advise that, while Certificates are normally available within seven to ten days, delays are sometimes experienced during high volume times and teachers should not wait until the last minute to apply.

As well, significant delays can occur in cases where the name and/or other personal information of the teacher applying for a Certificate of Conduct are sufficiently similar to that of a person who has been convicted and pardoned of a sex related offence as to necessitate additional steps for confirming an applicant's identity. In these situations, applicants may be required to submit to fingerprinting by the police before a Certificate will be issued, in order to rule out any identity concerns. This search costs an additional \$25.00 and the fee is not waived for

volunteer service. Unfortunately, the process of comparing fingerprints against records in a national data base is time consuming and can result in Certificates not being available for up to four months from the initial date of application. Therefore, it is extremely important for teachers to start the application process well in advance of the date on which they wish to commence employment. For example, it is recommended that individuals who wish to be placed on a substitute teacher list in September apply for their Certificates by the end of April, if not earlier, to ensure that they will have the necessary documentation in plenty of time.

School district policies regarding when Certificates of Conduct are required are fairly similar across the province (and the country), but are not identical. Teachers should always check the requirements for their district before submitting applications for employment, transfer, etc. This issue is addressed on district websites and on-line application forms, and any questions should be directed to human resources staff at your school district office.

School districts have a legitimate obligation to exercise due diligence in all hiring decisions to ensure they are meeting their obligations toward students, without placing unreasonable demands on current and prospective employees. Generally speaking, districts require updated Certificates for non-permanent employees who work on a mainly call-in basis, such as substitute teachers, more often than for permanent staff. The main reason for this is the lower level and frequency of contact the employer has with such employees compared to those holding continuing contracts. For example, substitute teachers may work in any number of different schools in different communities on a regular basis. They do not have a consistent schedule and may go for significant periods of time having no contact with the employer. Advice from NLTA legal counsel indicates that a yearly Certificate update is not an unreasonable requirement in these circumstances.

Any NLTA members seeking further advice or information on this issue should contact an Administrative Officer in the Benefits and Economic Services Division.

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Are You Thinking About Retiring?

Information You Need to Know

Under the Teachers' Pension Act, a teacher is eligible for pension benefit:

- (a) At age 60 with between five and 24 years of pensionable service.
- (b) At age 55 or after with at least 25 years of pensionable service.
- (c) After completing thirty years of worked service* regardless of age.
- (d) Reduced pension with 29 years of worked service and at least thirty years of pensionable service. Pension will be reduced based on the number of months a teacher will be retired prior to reaching age 55.

(*worked service refers to all pensionable service, except university study buy-back that was purchased prior to 1991.)

Access to Pension Estimator

Teachers also have access to a pension estimator through the main page the NLTA website (www.nlta.nl.ca), click on "Publications" and go to "P". Teachers can now go on-line and using their individual Teacher Benefit Statement that they receive from the Pensions Division, input their salary information and obtain an estimate of their expected pension at a chosen point of retirement. As well, there is a web site dedicated to the Teachers' Pension Plan under the government site at www.fin.gov.nl.ca/fin/government_employee_benefits/pensions/plans_TPP.html.

Checklist for Retiring Teachers

The following checklist is designed to assist teachers as they participate and plan for this upcoming life phase change.

- ☐ Apply to the NLTA to attend a pre-retirement seminar up to two years prior to your year of retirement;
- ☐ Confirm the eligible date of your retirement with the Pensions Division at the pre-retirement seminar or by contacting Pensions Division.
- ☐ Submit your resignation to School Board (do not resign until eligibility has been confirmed): one month notice is required if retirement is to occur prior to Christmas; three months notice (March 31st) is required if retirement is to occur after Christmas.

- ☐ Apply for pension by completing the appropriate "Teachers' Pension" application.
- ☐ Complete and submit the Direct Deposit Form to Pensions Division.
- ☐ Apply for severance pay by completing the "Severance Payment Request" form.
- ☐ Confirm/consult with Johnson Inc. on Group Insurance coverage: 1-800-563-1528.
- ☐ Consider joining the Retired Teachers' Association by completing the application form and submitting it to the Pensions Division.
- ☐ Consider seeking personal financial advice regarding financial decisions related to retirement.
- ☐ Keep your mind active and your body healthy. Enjoy life!

Changes Effective Upon Retirement

- NLTA Membership status changes from Active Membership to Life or Associate Membership.
- Access to the services and benefits of the Employee Assistance Program (EAP) terminates.
- Basic Life Insurance coverage reduces to twice annual pension from twice annual salary (provided coverage is maintained and premiums paid); coverage terminates at age 65 and is replaced by a members only \$15,000 benefit after age 65.
- Eligibility for EI ceases (unless a person becomes a "re-established worker" or is on a forced medical retirement).

Any questions or comments can be directed to Perry Downey, Administrative Officer in the Benefits and Economic Services Division of the NLTA.





NL Administrators Named Canada's Outstanding Principals for 2011

Congratulations are extended to Gordon Broderick, principal of Discovery Collegiate in Bonavista and Sarah Osmond, principal of Macdonald Drive Junior High in St. John's on being chosen as recipients of this year's Canada's Outstanding Principals for 2011.

The Canada's Outstanding Principals (COP) program, which was developed by The Learning Partnership, is now in its 7th year. This year's winners will join an exclusive group of more than 187 previous recipients of this prestigious honour.

The award is an initiative of The Learning Partnership, and is presented to principals who have made a measurable difference in the lives of their students and their local communities.

Gordon and Sarah attended a Gala Awards Ceremony at the Courtyard by Marriott Downtown

Toronto on February 8, 2011, in addition to participating in an exclusive five-day management course at the Joseph L. Rotman School of Management, University of Toronto, where they gained valuable knowledge and learned strategies to help them enhance public education at their school and in their community.

Veronica Lacey, President and CEO of The Learning Partnership, said: "We are proud to celebrate the achievements of these extraordinary principals. Their dedication to enhancing our public education system clearly demonstrates the importance of strong leadership in education."

Information and photos for this article were provided by Mary Tucker, Manager of Communications with the Eastern School District.



Gordon Broderick accepts his Canada's Outstanding Principals Award.



Sarah Osmond (centre) accepts her Canada's Outstanding Principals Award.



Substance Misuse and My Workplace

— What Can I Do About It?

by CLAUDETTE E. S. COOMBS

The dilemmas we face in the course of our jobs are sometimes unavoidable yet often predictable. However, consequences from the use of substances that impair our judgement and behaviour need not be a complication present in our workplace.

We know that impairment at work, due to substance misuse, does happen. We know it has a negative impact on the work environment. We know it can affect colleagues and students. We know it can, and sometimes does, have serious implications for the user. We know all this, but do we know the answers to the questions: “What can I do about it?” or “Why should I do anything about it?”

Substance Misuse

Let’s start with naming the elephant in the room! When we hear the words *Substance Abuse* or *Misuse*, we tend to automatically think of alcohol. Unfortunately, in addition to alcohol, there are many other substances which are misused and can lead to complications in the workplace. Illegal drugs are an issue in some workplace settings, but also of great concern in any workplace is the misuse of prescription and over-the-counter (OTC) medication.

The caution on medication packages, which warns against driving or operating machinery after taking the drug, is a serious warning! Using some common medications for cold relief or muscle relaxation can result in impaired judgement, coordination and reflex time. Although being at school while taking cold remedies may pose more of an issue for transmitting germs than of having slower reflex times, driving to or from school may be a significant issue. The use of many drugs can present with “impaired” behaviours.

This “misuse” of medication can be unintentional and may occur because we are not careful enough. However, “misuse” can also be deliberate. Prescription and OTC medication can be used to achieve the drug’s side effects! When this behaviour occurs frequently, it becomes a habit that is maintained due to a developed substance addiction.

It is also important to note that alcohol use, or misuse, in the evening or night can significantly affect performance at work the next day. The “hang-over” which causes observable physical symptoms isn’t the only effect. There may still be unprocessed alcohol circulating in the body which can be measured at a legal impairment level. Being at school while “under the influence” of alcohol is definitely an invitation for trouble. Unclear speech, confusion, unsteadiness, fatigue and poor judgement are signs warranting concern and immediate action. If alcohol isn’t the cause, something else is!

Bystander Response

When impairment is noticed, the view that “someone else will handle it” is a common response to such uncomfortable situations. We hope that someone else will see and resolve the situation. That happens at home, in public and at work. Although it is a common response, it is not a helpful one. Individuals have been left to die because we don’t want to get involved. We justify our complacency by convincing ourselves that we would be interfering with someone else’s life; that we don’t have the skills and would cause more harm; or, that we are putting our own security at risk. The reality is that when individuals are experiencing distress, they may not be able to make the best decisions for themselves. They may need external intervention in order to access support.

Enabling Behaviours

This refers to behaviours such as: covering up, making excuses, picking up the slack and basically “hiding the evidence” to minimize the consequences for a colleague or friend. We may not realize that this further perpetuates the problem and increases the risks for the friend. We are now supporting someone to continue their problematic behaviour.

When our coping level is low, we may engage in inappropriate or harmful behaviours that provide some positive effect, whether that effect is: distraction from a negative reality, pleasure, or avoidance of

something unpleasant. These behaviours can become a habit, which we tend to continue doing until we are caught! Being caught may mean that we have caused unintended and undesired consequences for ourselves or others, or it may mean that someone else may bring the situation to our “public” attention.

Our response to, and actions after, “being caught” may vary from one person to another and will depend on several things. Responses may range from denial to sorrow to asking for help! In the absence of concrete, measurable evidence, we may deny to others and ourselves that there is a problem. If we are dependent on the substance, even in light of strong evidence, we may deny substance use or problems. If we are already experiencing problems, we may be willing to acknowledge that our behaviours are having a negative impact on our performance, health or relationships but we may not be ready, or able, to commit to making changes. Although we express regret, we may not want to give up the behaviours. The most beneficial response and subsequent actions would be the open recognition of problematic behaviours and the acceptance of responsibility for initiating steps to create change.

Unfortunately, if others take our consequences, they enable us to continue unchallenged with our potentially harmful actions. Logic would lead us to several conclusions if these behaviours continue. We can assume that over time: the unchecked, at-risk activity may increase; the risk of negative consequences increases; and, the potential for harm to self and others increases.

The Concerned Colleague

Being the concerned colleague is a much more helpful role than being the oblivious bystander. However, if you choose to speak to a colleague or friend about your perception of their behaviour, plan your interaction and be prepared for a reaction. Making contact may not be readily accepted so don't take the rejection of your concern as a personal affront.

Do not approach the colleague with the assumption that you know what's wrong and how to fix it! The only thing that you may definitively know, is that the colleague is behaving unusually or inappropriately for the workplace. In private, you can bring that to their attention and offer to help or listen.

You may be surprised with the response. You may learn that the colleague is going through a major life trauma, that there has been a history of difficulty in coping or there is a long-standing substance misuse issue. Or, more likely, you may get the response that “everything is fine” or whatever is bothering your colleague is “none of your business”. Remember that

although you have been planning your contact, you have unexpectedly made an uninvited approach. Even if your offer is refused, you have been successful in drawing attention to the fact that your colleague's behaviour is apparent to others and that assistance is available. This may encourage the colleague to think more about the situation, to seek further information, or to obtain assistance.

Creating Change

Personal change only occurs when we are so uncomfortable in a situation that we are willing to do the necessary work to make things different. Creating that change will also be an uncomfortable and difficult process; however, we finally perceive that discomfort as being worth it! There are clearly defined steps and supports available to assist in engaging and sustaining the process of change.

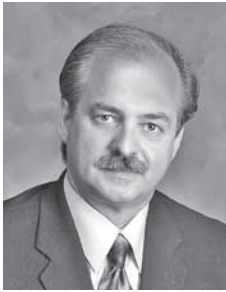
Obligations

Under the Occupational Health & Safety Act, the employer (the School Board) has an obligation to provide a safe work environment. Under the School's Act, the Board has a right to remove employees from the workplace if they believe that the employees may cause harm to themselves or others. If behaviours are a threat to safety, or are deemed to be inappropriate to the workplace, the Board may take action. This intervention has often led to individuals finally facing their issues and accessing needed support.

Resources

If you are in a negative personal or workplace situation, or are aware of a colleague in one, you do have options in accessing assistance. There are community and professional resources available to discuss the options and offer direction. A first step can be to go directly to the specific support by contacting your Employee Assistance Program (EAP) Coordinator or www.addictionhelpnl.ca. However, you may feel more comfortable making your first connection with someone you already know. To receive information or encouragement to go further, you may want to speak with: your school administrator, guidance counsellor or colleague; the NLTA School Representative or NLTA staff person; or even your school nurse! Your initial goal is to find out where to go for the assistance you want. Find someone you trust and ask the necessary questions!

Claudette Coombs is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Judy Beranger (ext. 265).



Developing Successful Schools 2011

Changing with the Profession: Guidelines for School Leaders

by GEORGE TUCKER

Once again this year, the Newfoundland and Labrador Teachers' Association will be partnering with the New Brunswick Department of Education, the New Brunswick Teachers' Association, the Prince Edward Island Teachers' Federation and the Nova Scotia Teachers Union to sponsor the Developing Successful Schools (DSS) 2011 Institute. The event will take place at Mount Allison University in Sackville, New Brunswick on July 4-7, 2011. All educators who are members of the sponsoring organizations are eligible to attend. The Newfoundland and Labrador Teachers' Association provides funding to twelve of its members to cover the onsite expenses (i.e., accommodations, meals and registration). Expenses related to travelling to and from Mount Allison are the responsibility of the participant. A DSS 2011 application form may be downloaded from the NLTA website at www.nlta.nl.ca. The deadline for applying is Friday, April 29, 2011.

DSS 2011 Program Overview

For too many years, educational change has been imposed on teachers through waves of reform that ignore professionals, overtake each other and wash over the schools, leaving only superficial changes in narrow areas of curriculum behind them.

This Institute points to and draws on research on leading edge and high performing practice from around the world that produces positive improvement, dynamic innovation and increased results by working with the teaching professional as enthusiastic partners in the change and innovation process. All the research has been conducted directly by Professor Andy Hargreaves on the world's highest performing countries and systems in education and in other organizations as well.

Through presentation, interaction and engagement with case materials, as well as reflection on and application to their own practice; leaders will come to grips with the living principles of *The Fourth Way*

of education change as discussed in Hargreaves co-authored book on *The Fourth Way* and in the upcoming sequel: *The Fourth Way in Motion*.

In this Institute, leaders will understand the key criteria underpinning high performance far beyond expectations through international benchmarking of high performing jurisdictions such as:

- Finland – the highest performing non-Asian country on the international PISA assessments;
- Singapore – the highest performing country on PISA of all;
- Canada – that performs just behind Finland and Singapore – particularly with reference to Alberta's innovation strategy and Ontario's special education reforms;
- England – high performing schools with high poverty populations within that country;
- Teacher union-driven reforms in the US;
- Leading performers in business and sport.

Leaders will learn that successful and professionally inclusive change has been and can be achieved when leaders pay attention to:

- developing an inspiring and inclusive dream
- securing public engagement in change at all levels
- ensuring that what is essential for some students with disabilities is good for all students
- promoting innovation as well as improvement
- making judicious rather than capricious use of new technology
- distributing leadership widely and wisely
- building professional learning communities in which strong schools help weaker neighbours.

Work with the profession, not on it. Move towards resistance, not away from it. Bring about change that is supportable, successful and also sustainable. This Institute will introduce you to the world's leading exemplars of high performance, the common principles that underpin their success, and the practices that can make the same success come alive in your school.



Andy Hargreaves

DSS 2011 Institute Resource Person

Andy Hargreaves is a researcher, writer, consultant and adviser. He has addressed international organizations such as the World Bank, OECD (the Organization for Economic Co-operation and Development), UNESCO, the Soros Foundation, the European Union, the International Baccalaureate, the International Congress of Principals, the European School Heads Association, the Universities of Latin America, and the International Congress of School Effectiveness and Improvement. Andy has delivered invited addresses and provided staff development in 37 U.S. states, 42 countries and all Australian states and Canadian provinces.

His most recent books are *Sustainable Leadership* (with Dean Fink-2006), *Change Wars* (with Michael Fullan-2008), and *The Fourth Way* (with Dennis Shirley-2009). Andy's current research is on successful educational change strategies in high performing schools, districts and countries; organizations that perform beyond expectations in business, sport and education; and special education reform strategies achieved through whole-school changes that also benefit all students.

A Few Observations from Delegates at DSS 2009

DSS 2009 was a successful initiative in all areas as the following quotes from the event evaluation forms attest. These representative quotes should be all the proof you need to apply to attend DSS 2011.

- "My first time at DSS. This has been a marvelous session. Very informative and applicable. I am already planning how to use this information in the fall. Well-organized!! Well Done!! Thank you."
- "The opportunity to meet and learn from educators from within and beyond our province has been great. Those conversations are invaluable to reflecting on the what, why, and how of what we are doing as a system. Bruce has both the style and substance to make this investment of time worthwhile for participants. He is a strong coach and model."
- "This was an amazing institute!! Bruce embeds the content in his presentation so you have a model to follow. This manner is engaging and approachable; I found it easy to be in learning situation all day with him. Beautiful campus and great facilities – good accommodations – wonderful food – and very well organized. Thank you for this opportunity!! I'm excited to be able to put this to work!"

If you require additional information re the DSS 2011 institute, please contact George Tucker, Administrative Officer in the PD Division of the NLTA at gtucker@nlta.nl.ca.



Answering the Questions, Questioning the Answers

by BEVERLEY PARK

Most people think of schools and classrooms as places where questions get answered. I'd like to suggest, instead, that classrooms and schools ought to be places where answers get questioned. For too long we have been operating on a model of information dissemination and/or skill building that starts with a flow from teacher to student in the initial phase, sometimes followed by a practice phase and almost always culminating in a "show me what you know" answering the question phase. It has been ever thus. The popular pedagogy of transmission has the added bonus of giving authority to the teacher. This authority is akin to the right of rulers in mediaeval Europe, and which is still found in many countries even today. Many a subject lost his head if he dared question the answers! To make the comparison, in some classroom cultures, for a child to ask "how come?" or "why?" is considered an act of treason. While, thankfully, it doesn't bring a trip to the gallows, it might earn the student a reprimand, a note on a report card or an audience with the principal. Oh yes, and the response "Because..." (Because I said so. Because we've always done it that way.)

At the 2009 NLTA Biennial General Meeting, the invited speaker was Dr. Tim Goddard, Dean of UPEI's Faculty of Education. He used a phrase that has stuck with me. He spoke of the need to sink the question marks deeper – to get beneath the surface, beyond what we think we know to seek deeper understandings.

Think back to when you were 8 or 9 years old, or 14 or 15. Did you always accept what the teacher or the textbook said? Did you not ever wonder What? What if? Why? or Why not? How? or How about?

In his writings and lectures, Roland Barth, founder of Harvard University Principals' Centre, often speaks of the wonder and awe and inquisitive minds that children bring to school with them. He expresses the regret that soon schooling turns kids from philosophers into producers. One of the critical elements of Barth's vision of a good school is that there is a culture of inquiry. He advocates for everyone in the system (students, teachers, parents) to constantly

ask questions as a way of engaging in the educational process. The very word suggests that it is a "quest", a seeking of information or knowledge. Is that not what we would want in schools?

Teachers should be open to students' questions; district personnel or our own NLTA should be open to the questioning of teachers. We should not be considered insubordinate when we question our district or our Association – no more so than a child should feel impertinent when he/she questions us!

We should, as professionals, have the right to question policies which, though they cannot be refuted in theory, prove to be impractical; programs that are excellent in concept, but are impossible to implement within the realities of the context.

When one is questioned, he or she is forced to articulate the rationale for the "how come" question, the justification for the "what" question. In that statement our position gets reinforced and strengthened. If, when questioned, we struggle with the response, then it should give us cause to re-examine the values, beliefs on which we found our practice.

I am not condoning questioning merely for the sake of it. We all know the constant naysayer who will insist on black if white is on offer. Nor am I suggesting that we ask questions to which we know the answers. True questioning is an act of courage. You have to take the risk that you might not like the answer! It's about really wanting to know what and why and how and how better to do?

During my many encounters with teachers (and students) I have heard a number of truly important questions. I have asked a few myself. Interestingly, they do not all have answers – or the answer in one place or for one person will be different for someone else in another context. Here are a few of my top picks for you to ponder. Why do we give homework when we know it will not get done? How professional are the PLCs in our schools/ districts? How much learning is really happening in some of the models of professional learning communities? What do we really mean by inclusion? How democratic is the NLTA? Are our schools really child-centered? Why is the classroom or the school, or the office laid out the way it is? Why are groups of students perceived as being better than rows of students? To quote Barth, "philosophers [those who question] residing under the roof of a schoolhouse can continually juxtapose the way things are with fresh visions of ways they might be."

Ours IS to question why – lest in blind obedience, we're doomed to die!

Beverley Park is Senior Administrative Officer in the Professional Development Division of the NLTA.

Teachers' Institute on Canadian Parliamentary Democracy

A Wonderful PD Experience

by CATHERINE BEST

From October 31 to November 5, 2010 four Newfoundland teachers – April Myles, Margaret Murrin, Catherine Best and Patti Collins Yetman – from the Eastern School District attended the Teachers' Institute on Canadian Parliamentary Democracy in Ottawa. Dr. Gerald White, who was a member of the Teachers' Advisory Council for the Institute, also represented this province. Each year about 75 teachers from across Canada participate in this Institute.

This Institute introduces teachers of Social Studies from Kindergarten to Grade 12 to many aspects of the Canadian Government. The participants take part in many tours including a tour of the Parliament Buildings, the Library of Parliament, Rideau Hall (Residence of the Governor General), the House of Commons, the Senate Chamber and the Supreme Court. Speakers from all areas of government present on the many facets of the Canadian Parliamentary process. These speakers were quite passionate and knowledgeable in the areas of the Constitution, the roles of both the House of Commons and the Senate, how parliamentarians use social media in their work, the electoral process, the roles and responsibilities of the executive branch of the government, the evolving relationship of the media and Parliament, and the role of the Governor General. The Speakers of both Houses, Senators, Members of Parliament, clerks, members of the media and procedural experts were among the presenters. All presentations and panel discussions were followed up with a question and answer period open to all teacher participants.

Teachers also contributed to many simulation activities such as passing a bill, committee meetings and a model parliament. These activities are designed to showcase the variety of ways that teachers can introduce and teach various aspects of parliamen-

tary democracy into their classrooms. Teachers learn "hands-on" about the range of educational tools that are available from the Canadian Parliamentary Library.

Organizers of the Institute arranged for the participants to meet with the Members of Parliament and Senators from their province. These individuals included MP Scott Andrews, MP Scott Simms, MP Jack Harris, MP Siobhan Coady, MP Judy Foote, Senator Ethel Cochrane, and Senator Fabian Manning. While learning about the works of Parliament was the order of the week, there were also a few evenings where teachers could socialize with their fellow participants and on one particular evening, they were joined by MPs and Senators from their province. Newfoundland and Labrador was well represented during these events!

A resource fair was held and teachers were introduced to many free resources that are available to help supplement their teaching of Social Studies in the classroom. This was also complimented with an opportunity to work with some of the free resources that are available from the Library of Parliament. This experience is wonderful professional development and comes highly recommended by past and present participants. For more information contact www.parl.gc.ca/education. Detailed information and application forms are available from the Library of Parliament.

Cathy Best is a teacher at St. Mary's Elementary School in St. John's.



NL delegates with some of the Members of Parliament and Senators from Newfoundland and Labrador.



Smarter and Smarter...

by JIM MURPHY

I listened to CBC this morning and heard the statement “Smartphone outsold the personal computer in the last quarter”. It tweaked my interest. Then, on the return trip home, wayfarers were tweeting road conditions from around the province. Road reports have certainly morphed into a participatory and interactive experience.

A quick search on the smartphone phenomenon revealed the following: IDC (www.idc.ca) has published its latest figures on global sales of smartphones and computers. It shows that in the fourth quarter of 2010 up to 100.9 million smartphones were sold. This is a growth of 87.9 percent compared to the prior year. During the same period there were 92.1 million PCs sold, which is also a new record for the computer industry.

(source: www.yourdailyapple.net/2011/02/more-smartphones-sold-than-pcs-in-the-last-quarter-of-2010/)

Yes, but why are phones outselling computers?

I believe the reasons are fairly evident. They are flexible, portable, and the technologies packed into these units pack a punch. Companies are being innovative with the products and aggressive with the marketing. Lastly, today’s connected population has become increasingly discerning regarding quality of service and available options.

According to the authors of the website below, if you’re wondering why phones are outselling computers, they suggest we look at the market for both personal computers and mobile phones.

I quote: “Can you name ONE innovative change that’s happened in personal computing in the last 24 months? I can’t. Yes processors have advanced incrementally and USB 3.0 is out now, but these are not revolutionary changes.

However, in the mobile industry we have seen touch screens, location awareness, and super fast 3G (and now 4G) networks come to fruition, meaning owning a smartphone gives every customer a new world of possibility. Also, with smartphones coming

down in price so much over the last 2 years (you can easily pick up a very capable device for \$100 now on contract) – smartphones are more approachable for more of the world’s citizens.

It’s an exciting time and we’re just at the beginning!” (source: <http://techcraver.com/2011/02/09/finally-more-smartphones-sold-than-pcs/>)

Subsequently, the only other devices on the market that appear to be gaining and outstripping the common personal computer in terms of popularity are tablet devices such as Apple’s iPad or Samsung’s Galaxy. These light portable devices are fast becoming the choice for web browsing, reading, entertainment and digital communications. They are powerful units and if you are following their development, there is an App for literally everything. They have strong pedagogical and learning possibilities.

Getting back to phones, the common cellular telephone has melded into a multifunctional, multifaceted, multitasking mini marvel that has truly revolutionized communications and access to information. Proudly, I like to think I was an early adopter, but my children had surpassed me long before I had succumbed to the world of text messaging, mobile Facebook and Twitter. The educational system is struggling to embrace this tool; students feel isolated without it. There is, however, a recognized need to examine how to unleash the potential of these devices in educational settings, not to mention the importance of ensuring equity of access for the more fiscally challenged student population.

Just a couple of questions to ponder as we continue to move forward in this century at breakneck speed and are faced time and again with revolutionary and exceptional technologies.

If we could shift how we deliver our curriculum by integrating these devices, what could it look like?

Do you think students would be engaged?

The answers are out there.

Jim Murphy is Coordinator of the Virtual Teacher Centre.



Update on CIDA Funding

In February, the Canadian Teachers' Federation was informed by the Canadian International Development Agency (CIDA) that there would not be a renewed funding agreement for CTF International Programs. The NLTA, along with other teacher organizations across the country, objected to this action and lobbied through petitions, letters and meetings for a reversal of this decision.

The CTF International Programs provide a unique service focused on direct support to teachers and students. Its program is efficient and direct and it supports the aims of

Education for All and the Millennium Development Goals of Canada. The CTF program has a great reputation and has earned praise worldwide for its approach and its value to students and teachers in the receiving countries. Its cancellation damages the international reputation of Canada, gives the wrong impression to the worldwide community, and eliminates a needed resource that is not being provided elsewhere. The following letter from CTF President Mary-Lou Donnelly provides an update on the CIDA funding.

Dear Supporter,

Thank you for signing our online petition in support of CTF's International Programs proposal. Over 4,500 supporters signed our petition and hundreds more sent letters of support from around the world. We are grateful for this heart-warming display of solidarity for education quality and CTF international cooperation.

Although CIDA did not agree to a re-evaluation of our 2010-15 Proposal, we can certainly say that your voices contributed to a recent positive development resulting in the review of our long application review process.

CIDA has now agreed to a short extension of the 2005-10 agreement with funding that will end September 2011. This extension will allow us to sustain, build or wind down partner activities in a meaningful way and fulfill all Project Overseas elements for this summer. Meanwhile, we are preparing a proposal for CIDA's new competitive project process, and hope that it will continue support beyond September.

Although we are clearly disappointed that our five-year proposal for international development work has been rejected, we welcome this short-term funding.

CTF's international role will continue despite the obstacles and challenges that will arise. As such, we are applying for funding for projects under the new CIDA application rules.

The Canadian Government has acknowledged that the teachers of Canada have a role to play as part of Canada's commitment to international development. CTF has a highly respected 50-year legacy with respect to improving teaching and learning in developing countries and has evolved to meet changing needs around the world.

When communicating with your federal MP or any Cabinet Minister, remind him or her of the value that federal government support to the work of Canadian teachers brings to the quality of education overseas and in Canada. Canadian teachers are praised worldwide for their work as pioneers and promoters of quality education, especially equitable access for all as they share knowledge and skills with their overseas teacher colleagues.

Let's keep the momentum towards reaching Education for All targets around the world!

In solidarity,

Mary-Lou Donnelly

President

Canadian Teachers' Federation





Under Pressure: A Peer Pressure Chasing and Fleeing Game

by KELLIE BAKER

This is a game I developed to help young people discuss issues surrounding Peer Pressure. Each time it is played, more and more teachable moments arise and the students always manage to teach me something new. As well, in the spirit of teacher collaboration, the game was posted to the Newfoundland and Labrador Teachers' Association (NLTA) Physical Education Virtual Teacher Centre (VTC) site and sparked extensions by a fellow Physical Educator, John Elkins. His ideas add an important dimension to the game which will surely extend the dialogue surrounding issues of Peer Pressure.

1. Negative Peer Pressure

Students stand on a line at one end of the gymnasium and suggest ways in which they could be negatively pressured by their peers. Examples could include drugs, cigarettes, alcohol, bullying/threatening, stealing, vandalizing, rumours/gossip.

The Bully is in the middle and calls a way in which they are peer pressuring you. If it's the one you were thinking of, you do your best to dodge the Bully and get "home" safe (the opposite end line). If the Bully catches you, you become a bully too.

Discussion points:

- Dodging peer pressure is exactly what you have to do in life
- Running away is an option
- Getting home safe is your goal in this game and life
- When there are more bullies is it easier or harder to get away and why?
- How does it feel to be gangled up on?

So, what about those students for whom "home" is not the safest place to be? That's where John's ideas resonated with me.

John writes, "When I read the section on the negative peer pressure, an idea popped into my head that could be added in. You could put down a couple of those gym spots/rubber mats as safe havens on the way home. They could represent things that support students when they are being bullied. Example spots could be: helped by a friend, support from a teacher, block parent house, Kids Help Phone, etc. You could even allow a student getting to a safe spot to pick it up as a free pass to home as long as they shouted out what the free pass represented as they walked with it. Ex: Randomly place 5 or 6 mats, student gets to a mat, picks it up and says 'help from an RNC officer', or 'spoke with the guidance counsellor' etc. If you decide that the "support spots" will not be replaced during the game, this could also bring about discussion as to whether it is easier to avoid bullying when there are lots of supports in place."



Faculty of Education Special Education Courses – Spring 2011

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Summer (6 weeks) Education 3040

Offered at the St. John's Campus

Intersession (6 weeks) Education 3650

Summer (6 weeks) Education 3600, 3650, 4510, 4520, 4540

Questions?

Please contact the Office of Undergraduate Student Services, Faculty of Education. Email: muneduc@mun.ca.

For complete course offerings, visit
www.mun.ca/educ.



Discussion points:

- What/who are the supports in your life?
- How can you increase the supports in your life?
- Is it easier avoiding peer pressure with more or less “supports” in your life?

2. Positive Peer Pressure

Students stand on the end line and suggest ways in which they could be positively pressured by their peers. Examples could include studying for a test, reporting bullying, eating healthy, stopping smoking.

Same as above but the person in the middle is your friend. You still try to dodge them, because you don't want to do that homework. When caught you go to the middle and help your friend. Everybody who gets “home” thinks they are safe but your friends turn around and again call out to you to do that homework. As more and more people try to pressure you, you eventually get caught (and do your homework).

Discussion points:

- People will try to dodge peer pressure – even if it's positive
- Surround yourself by good people; it's bound to catch on
- If you truly care for someone, you will continue to try to get him or her to do what is best for them

Students will come up with strategies when they play this game such as waiting on the end line until after some people go out and are being chased, or coming out but then going back “home” where they are safe.

Discussion points:

- Keep yourself safe. Just because someone tells you to do something doesn't mean you have to do it. Take your time. Think it over. Come up with a strategy to avoid drugs, alcohol, cigarettes...
- You can always go back home or a safe place. If you are being bullied, your friends are spreading rumours and gossip, you've been asked to try drugs, you can always go home/to a safe place and talk to your family/trustworthy person. They are there to help you.
- Staying home is an option!

Kellie Baker is a Physical Education teacher at Macpherson Elementary in St. John's.



Educational Psychology in Newfoundland and Labrador

A Sample of Educational Psychologists' Views on their Work Related Roles

by GREGORY E. HARRIS & RHONDA M. JOY

There has been limited published research exploring the working realities of educational psychologists in our province. Martin (2001) noted that in the 1970s, graduates of the educational psychology program in Newfoundland brought services such as "counselling, mental health, and psychometric support" (p.6) to many rural schools in the province. Canning and Strong (1996) noted that the primary role of many educational psychologists in our province has been that of "providing assessments of students' learning and intellectual ability..." (p.251). The current study sought to empirically investigate educational psychologists' current day work activities in Newfoundland and Labrador.

Method

Twenty-six out of 37 provisionally/registered psychologists returned questionnaires, for a total response rate of 70 percent. The questionnaire contained various sections measuring educational psychologists' perspectives on their work activities.

Results

Demographic Characteristics

Of the 26 participants, 73 percent (n=19) were fully registered psychologists whereas the remaining 27 percent (n=7) were provisionally registered. The majority of participants reported working strictly in a rural community (n=15) whereas only three participants indicated working strictly in an urban community. Eight participants indicated both rural and urban community work. Length of time employed as an educational psychologist varied, with close to 35 percent (n=9) reporting five or fewer years of employment, close to 35 percent (n=9) reporting 6-10 years of employment, and close to 31 percent (n=8) reporting 11 years or more of employment.

Current and Preferred Work Activities

Overall, participants' current and preferred work activities varied (see Table). While assessment was

the most frequently reported work activity among the participants, the time spent in this activity varied between districts. The Eastern School District (n=13) reported the lowest rate of assessment, 21 to 40 percent of their time, whereas Nova Central District (n=7) reported the highest rate of assessment, 41 to 60 percent of their time. Participants from the Eastern District reported they would like to be slightly more involved in assessment activities whereas participants from Nova Central and Western reported they would like to see their role in assessment decrease.

As seen in the table on the following page, participants reported behavioural assessment, consultation, documentation review, and crisis intervention as the next highest categories in which they were involved. Overall, participants seemed relatively satisfied with their time spent in these activities. Participants did report they would like to be more involved in several areas, including individual counselling/intervention, group counselling/intervention, prevention, research, and supervision. Some of these categories varied between districts. For example, although Nova Central and Eastern reported a desire to increase their time spent on individual counselling/intervention, the Western District reported a desire to reduce the time spent in individual counselling/intervention. All districts reported preferred increases to prevention, research, and group counselling/intervention.

Discussion

Similar to Corkum, French, and Carter's (2007) study in Nova Scotia, educational psychologists in Newfoundland work in rural communities or split their time between rural and urban locations. This is not unusual given the geographical reality of the province and highlights the potential challenges for educational psychologists in terms of isolated practice. Martin (2001) has also noted a history of concerns regarding recruitment of educational psychologists, especially in rural areas of the province.

While this study confirms that educational psychologists do engage in various activities, the most time consuming activity, involving between 40 to 60 percent of their time, is assessment. This is consistent with research across Canada and North America (Corkum et al., 2007). While many participants preferred to do less assessment than what they are currently doing, this was not observed for the largest school district in the province. Ideally, participants seemed to want to spend roughly 21 to 40 percent of their time engaged in assessment. Thus, the current research suggests that educational psychologists in this province perceive assessment as a critical work activity (and indeed reported wanting this to be maintained as their most time consuming role) but feel there are limits to the amount of time they would prefer to spend in this role.

Although participants in the current study reported a range of activities, they did report desiring increases in certain areas. For example, in line with other research (Corkum et al., 2007), participants in the current study preferred increased time in prevention activities, counselling, and research, which are all critical needs in the school environment. School districts might want to consider facilitating the additional expansion of educational psychologists' roles in favor of more time devoted to these activities, especially in cases with clear school based needs in these areas and educational psychologist interest.

Conclusions

Educational psychologists in the province of Newfoundland and Labrador are engaged in a range of tasks, with assessment being their primary focus. Although participants want to keep an emphasis on assessment, it seems there is a desire to enhance their roles in areas such as prevention, counselling, and research. Examining ways to facilitate these changes may be important for educational psychologists and the population that they serve.

Please note that the full version of this paper is available through the Canadian Journal of School Psychology (Harris & Joy, 2010).

Dr. Greg Harris is an Associate Professor and Registered Psychologist at Memorial University in the Faculty of Education. He is cross appointed with the Department of Psychology and the University Counselling Centre. Dr. Rhonda Joy is an Assistant Professor and Registered Psychologist at Memorial University in the Faculty of Education. She has over 20 years experience as a Guidance Counselor and Educational Psychologist in both urban and rural K-12 school settings. Correspondence concerning this article should be addressed to Gregory Harris at gharris@mun.ca.

Current and Preferred Work Activities of Educational Psychologists in Newfoundland and Labrador (n = 26)

Work Activity	Current ^a	Preferred ^a	Difference
Psychoeducational Assessment	4.08 (.93)	3.69 (.93)	.39
Behavioural Assessment	2.15 (.37)	2.30 (.79)	-.15
Individual Counselling/Intervention	1.65 (.63)	2.16 (1.03)	-.51
Group Counselling/Intervention	1.16 (.37)	1.68 (.56)	-.52
Consultation (e.g., parents, principals)	2.77 (.91)	2.77 (.86)	0
Meetings with Health Professionals	1.97 (.20)	2.08 (.28)	-.11
Prevention	1.73 (.45)	2.52 (.87)	-.79
Documentation Review	2.21 (.98)	2.09 (.90)	.12
Track Student Assistants	1.38 (.50)	1.28 (.46)	.1
Track School Counsellor Assessments	1.60 (.50)	1.46 (.59)	.14
Crisis Intervention	2.00 (.40)	1.88 (.52)	.12
Research	1.31 (.47)	1.84 (.63)	-.53
Inservicing/Workshops/Seminars	1.85 (.37)	1.96 (.46)	-.11
Supervision (e.g., graduate students)	1.36 (.49)	1.75 (.44)	-.39
Supervision of School Counsellors	1.58 (.64)	1.76 (.72)	-.18
Supervision of Special Education	1.50 (.76)	1.44 (.58)	.06
Positive Behavioural Supports	1.69 (.47)	1.80 (.50)	-.11

^aMean and Standard Deviation for current time spent in activity and preferred time spent in activity based on following scale: 1=0%, 2=1%-20%, 3=21%-40%, 4=41%-60%, 5=61%-80%, and 6=81%-100%.

Acknowledgements

The authors would like to thank the participants and their respective districts for their participation in the current study. The authors would also like to thank the Department of Education along with Mr. Sheppard, Ms. Hann, and Ms. Kelly. Finally, the authors would like to thank Dr. Corkum, Ms. Stackhouse Harris, Mr. White, and Mr. Warren for assistance related to this project.

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Little Princesses and Fairy Tale Stereotypes

by MATTHEW JOHNSON

It's a question that most parents of young daughters face: "Has she hit the 'princess phase' yet?" Not all parents are upset by this: many happily buy their girls princess costumes, toys and accessories ranging from shoes to purses, all in pink. Some, though, despair of the powerful gender stereotyping this delivers to young girls and each new piece of princess gear can be a source of conflict.

"... teaching kids to view media critically can help make sure your princess doesn't grow up expecting a handsome prince – or a fairy godmother – to solve all her problems."

The source of much of this princess culture is Disney, and in 2009 the studio extended its reach by introducing its first African-American princess, Tiana, in the animated film *The Princess and the Frog*. Princesses are big business for Disney. Since 2000, when the company began to tie together all the merchandising for any of its characters who might conceivably be called "princesses," the line has become one of the company's biggest earners. Disney's Andy Mooney, who spearheaded the creation of the princess line, told *The New York Times* that he got the idea from seeing girls at Disney on Ice shows who were dressed in non-Disney princess costumes, and in the years since the company has pushed the line into almost every imaginable aspect of a child's life, from beddings to Band-Aids to lip balm.

Not surprisingly, the marketing of Princess Tiana began well in advance of the movie's December premiere: more than 45,000 dolls based on the character had already been sold by mid-November, while actors portraying her were already performing in "Tiana's

Showboat Jubilee" at Disneyland and Disney World.

The creation of Princess Tiana would seem to be an attempt to expand into the one market as yet untouched by princesses: African-American girls. The official list of Disney princesses includes, along with born princess Snow White and married-to-royalty Cinderella, two entirely non-royal characters, Mulan and Pocahontas, who are Chinese and Native respectively. The last two characters, though, rarely appear on merchandise – less, perhaps, due to their ethnic origin than the fact that neither fits well with the "princess aesthetic"; in their movies, Pocahontas appears in tolerably realistic (if somewhat revealing) Native garb, while Mulan actively rejects feminine attire in order to masquerade as a male soldier. Tiana, though, is carefully crafted to fit the princess mould, with an hourglass figure, many glamorous dresses, and even a tiara. Of course, she spends much of the movie in the shape of a frog, but that's not the image that will adorn lunchboxes everywhere.

Is this necessarily a bad thing, though? After all, princesses – whether born to royalty at the beginning of a story or married into it by the end – have been fairy tale protagonists for hundreds of years; the characters of Cinderella and Snow White long predate their Disney incarnations. The appeal of princesses is not hard to see: the unearned wealth and privilege of being a princess makes it a close parallel to classic boys' fantasies of being demigods or orphans rocketed at birth from a distant planet. Where the male and female versions diverge is that while the boys imagine gaining powers and abilities from their special status, being a princess brings girls wealth, beauty and romance. It's not surprising, then, that many parents are concerned about just what gender roles their daughters are being trained to play.

One common feature of the many articles on this phenomenon is that young girls resist any criticism or alteration of their princesses. In an article in *The Los Angeles Times*, Rosa Brooks writes of failing to convince her daughters that princesses are more

likely to end up at a guillotine than a fairy tale wedding; and Tracee Sioux, who writes a blog titled *The Girl Revolution*, describes her unsuccessful efforts to steer her daughter away from princesses. Nor can girls be easily swayed by stories that try to subvert the classic princess: “Frogs and snails and feminist tales: Preschool children and gender”, a 1989 study by Bronwyn Davies, found that both boys and girls tend to reject stories that attempt to alter the traditional gender roles found in fairy tales.

Is it really gender roles that children are so attached to, or is it the fairy tale narratives on which they are experts? A recent article by Karen Wohlwend, “Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play,” finds that while children engaging in “media play” with princess characters feel a strong loyalty to the original narratives, they are not averse to changing things like the gender of secondary characters (turning Prince Charming into a princess, for instance) or making the protagonist more active, especially if that means giving themselves a larger and more entertaining role to play. (One of the girls in Wohlwend’s study finds a way to involve a comatose Sleeping Beauty in a swordfight.)

The children in Wohlwend’s study, though, are kindergarteners; though they might have been exposed to quite a lot of princess-related media by this age, they’re still in the early stages of forming gender identities. As girls get older, the worrying aspects of princess culture – the passivity, consumerism, and so on – may become more and more confining. As Lyn Mikel Brown, co-author of *Packaging Girlhood*, writes, the issue is not princess play but the sheer dominance of princess culture: “When one thing is so dominant, then it’s no longer a choice: it’s a mandate, cannibalizing all other forms of play. There’s the illusion of more choices out there for girls, but if you look around, you’ll see their choices are steadily narrowing.” Her co-author, Sharon Lamb, points out as well that the road travelled by princesses is a narrow one, leading to the hypersexualized roles now being sold to ‘tween and teen girls: “There’s a trap at the end of that rainbow, because the natural progression from pale, innocent pink is not to other colors. It’s to hot, sexy pink – exactly the kind of sexualization parents are trying to avoid.”

Disney is certainly aware of the gender issues underlying the “Disney Princess” line, and is walking a fine line between making movies that are girly without being too girly: after the disappointing box-office performance of *The Princess and the Frog*, which was ascribed to the unwillingness of boys to see a movie with the word “princess” in the title,

the title of the upcoming *Rapunzel* was changed to a more gender-neutral *Tangled* and the male lead made more prominent. Even if the marketing of the film is designed to appeal to boys, though, you can be sure that Rapunzel will be added to the roster of Disney Princesses and her face plastered on hundreds of licensed products (all pink, of course): the studio now has a policy of only making movies that can be spun off into brands, which means that in the long run, how well the Rapunzel toothbrushes and bed sheets sell will be more important than how the movie performs.

How should parents deal with the arrival of the “princess phase”? One option is simply to say “no” – something parents should never be afraid to do. But an outright ban may backfire by making all things princess even more desirable. What may be more effective is to make sure that girls (and boys) are also exposed to more positive female role models. There are many children’s books with strong female characters; kids’ movies with good female leads can be harder to find, but the anime produced by Studio Ghibli – such as *Kiki’s Delivery Service* and *My Neighbor Totoro* – is a good place to start.

Most important is that parents engage with their children’s media and be ready to discuss the images and events they see. Don’t be confrontational, but ask questions: do you think you can really change an angry person into a nice person, like Belle does to the Beast? Is it worth it to give up your voice and your family for a boy, the way Ariel does? If Mulan spends most of her movie dressed as a boy, why is she in girls’ clothes on the merchandising? Why do you think Disney changed the title of “Rapunzel”? There may be no escaping the “princess phase,” but teaching kids to view media critically can help make sure your princess doesn’t grow up expecting a handsome prince – or a fairy godmother – to solve all her problems.

Teachers can use Media Awareness Network’s *Once Upon a Time* lesson plan (Grades 2-6), to help students become aware of the idea of stereotyping and the role that stereotypes play in the stories and movies that they enjoy.

Matthew Johnson is Director of Education, Media Awareness Network.

Two Locations –
May 9, Corner Brook & May 11, St. John's
11th Annual Provincial
Teacher Recruitment Fair

The Fair will profile job opportunities and related information for students, teachers or others interested in entry into the profession.

Are you looking for a job in education?
Are you an Education graduate?
Substitute teacher?
Or looking for a career change?

Come by to see the displays, talk to prospective employers, and collect information. It's a chance to discover what's available for teachers in Newfoundland and Labrador.

Monday, May 9, 2011
4:00 p.m. - 7:00 p.m.
Atrium, Arts Building
Sir Wilfred Grenfell College
Corner Brook

Wednesday, May 11, 2011
2:00 p.m. - 6:00 p.m.
Atrium, Inco Innovation Centre
Memorial University
St. John's

The Provincial Teacher Recruitment Fair is organized in partnership with:

- Department of Education, Government of Newfoundland and Labrador;
- Memorial University;
- Newfoundland and Labrador Teachers' Association;
- Newfoundland and Labrador School Districts.

Information booths will be set up by:

- Department of Education
Teacher Certification Division
- Faculty of Education
- Newfoundland and Labrador Teachers' Association
- School Districts
- Mamu Tshishkutamashutau/
Innu Education

and other Educational Partners

Education Week 2011 Contest Winners Announced

Congratulations to the following winners
of the NLTA Education Week 2011 Contest
in partnership with VOCM Radio.
All winners received a \$100 gift card.

- **Lucas Crane**, Kindergarten
Coley's Point Primary, Coley's Point
- **Zachariah Bates**, Grade 2
Larkhall Academy, St. John's
- **Morgan Sheppard**, Grade 3
St. Gerard's Elementary, Corner Brook
- **Riley Ledrew**, Grade 3
St. Edward's School, Conception Bay South
- **Hunter Chaulk**, Grade 3
Catalina Elementary, Catalina
- **Rachel Chaulk**, Grade 5
Phoenix Academy, Carmanville
- **Emily Pittman**, Grade 5
St. Gerard's Elementary, Corner Brook
- **Tyler Sheppard**, Grade 5
Avoca Collegiate, Badger
- **Jenna Walsh**, Grade 6
St. Matthew's Elementary, St. John's
- **Andrew Smith**, Grade 7
Matthew Elementary, Bonavista
- **Brandon Gray**, Grade 7
Cape John Collegiate, La Scie
- **Kent Keats**, Grade 7
Heritage Collegiate, Lethbridge
- **Joshua Corcoran**, Grade 7
Dunne Memorial Academy, St. Mary's
- **Kyle Lawrence**, Grade 9
Grandy's River Collegiate, Burnt Islands
- **Joey Howell**, Grade 9
Roncalli High School, Avondale
- **Kiley Billard**, Grade 10
Grandy's River Collegiate, Burnt Islands
- **Riley Brockerville**, Grade 10
Holy Name of Mary Academy, Lawn
- **Catherine Turner**, Grade 11
Holy Cross School Complex, Eastport
- **Charlene McCarthy**, Grade 12
Holy Trinity High, Torbay
- **Alyssa Houlahan**, Grade 12
Exploits Valley High,
Grand Falls-Windsor

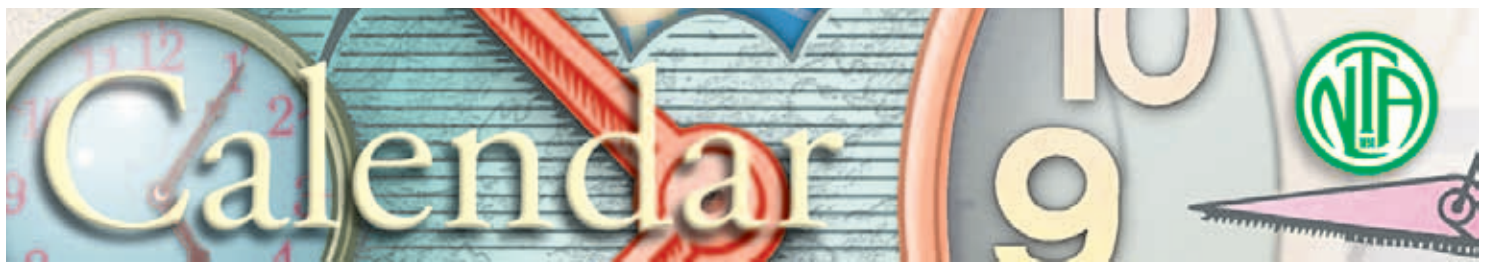


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NL ENVIRONTHON

May 5-7, 2011

Killdevil Camp, Lomond. Environthon is a fast paced, hands-on competition for high school students that tests your knowledge of Newfoundland and Labrador's natural resources – Aquatic, Ecology, Forestry, Soils and Land Use, Wildlife, and the 2011 theme "Salt and Freshwater Estuaries". Teams are made up of 5 students and a teacher/coach. The winning team has the chance to represent the province at the Canon Environthon in Sackville, New Brunswick, July 24-29, 2011. For more information contact: Krista McCarthy, Model Forest of Newfoundland and Labrador, Tel: 709-637-7300; Fax: 709-634-0255; kmccarthy@mfnl.ca.

SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE & AGM

May 18-20, 2011

Terra Nova Park Lodge. "Leading and Learning Together". Featured Speaker: Dr. J. Tim Goddard, Dean, Faculty of Education, UPEI. For more information visit www.cdli.ca/sac2011/sac2011.html.

HUNTSMAN MARINE SCIENCE CENTRE ACTIVE RESEARCHERS

July 11-15, 2011

St. Andrews, New Brunswick. This institute will provide a firsthand experience collecting data for a variety of projects including invasive species and seabird, whale and seal surveys. Includes multiple excursions to the local shore, a boat trip, and lab time to learn about the marine creatures you collect during your field work. Cost is \$590. For more information visit www.huntsmanmarine.ca, call (506) 529-1220 or email tdean@huntsmanmarine.ca.

HUNTSMAN MARINE SCIENCE CENTRE MARINE BIODIVERSITY INSTITUTE

July 25-29, 2011

St. Andrews, New Brunswick. This institute is designed to assist teachers in delivering science in the classroom in a fun, hands-on way. Discover the intertidal zone, how to identify marine creatures, and how it all ties in with the science

curriculum. The schedule includes excursions to the local shore, a boat trip, lab time, and a tour of our new aquarium. Cost is \$590. For more information visit www.huntsmanmarine.ca, call (506) 529-1220 or email tdean@huntsmanmarine.ca.

PHYSICAL EDUCATION SIC CONFERENCE

September 15-17, 2011

St. John's. Further details to be announced.

2011 NATIONAL STUDENT LEADERSHIP CONFERENCE

September 27 - October 1, 2011

Corner Brook. Corner Brook Regional High will play host to 1,000 student delegates as well as up to 250 teacher delegates for a week-long conference entitled "A New Found Energy". For information on the conference and Call for Presenters visit www.cslc2011.ca.

COSS WORKSHOP: BARBARA COLOROSO LECTURES

October 7, 2011

COSS proudly presents international bestselling author and speaker Barbara Coloroso. She will be presenting two lectures: "Just Because It's Not Wrong Doesn't Make It Right: Teaching Students to Think and Act Ethically" and "The Bully, the Bullied, and the Bystander." Workshop information has been posted on the NLTA website (www.nlta.nl.ca). For more information contact Keith Adey (709) 489-6481 or keithadey@nf.sympatico.ca

ATLANTIC CANADA CONNECTED COMMUNITY (ACCC)

October 20-21, 2011

Delta Convention Centre, St. John's. Heidi Hayes-Jacobs will give a presentation on 21st Century Learning. Further details to be announced.

NL COUNSELLORS'/PSYCHOLOGISTS' ASSOCIATION AGM/CONFERENCE

October 26-28, 2011

St. John's. Further details to be announced.

TECHNOLOGY EDUCATION SIC (TESIC) CONFERENCE CALL FOR PRESENTERS

November 9-10, 2011 (tentative)

TESIC would like to make a call for presenters for the upcoming fall conference tentatively scheduled for November 9-10, 2011. The theme of the conference is *21st Century Learning – Are We There Yet?* Interested persons should contact Thomas Sheppard at thomassheppard@esdnl.ca.

PRIMARY/ELEMENTARY COUNCIL AGM/CONFERENCE

November 2011

Terra Nova Park Lodge. Theme: *Differentiated Instruction*. Precise date and further details to be announced.

Dates to Remember

April 2011

- Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
- Apr 21 **Deadline:** PD Fund applications
- Apr 27-29 Biennial General Meeting
- Apr 28 Final deadline for receipt of nominations for Provincial Executive.
- Apr 30 **Deadline:** Deferred Salary Leave Applications
- Apr 30 **Deadline:** Year-end resignation from contract

May 2011

- May 7 **Deadline:** Notification by Board of layoff
- May 8-14 Branch Election Week
- May 19 **Deadline:** PD Fund applications

June 2011

- June 10-11 NLTA Executive Meeting
- June 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
- June 16 **Deadline:** PD Fund applications