

THE
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Newfoundland and Labrador Teacher's Association

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**"A teacher
affects
eternity."**

Henry Brooks Adams

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A DAY IN THE LIFE

by Lesley-Ann Browne

Well, I made it! I survived one year at the NLTA and my second AGM. I am amazed how quickly time has passed and that so much has changed in only one year.

I had the opportunity at AGM to speak to many teachers about the issues and challenges facing the profession. They in turn had questions about my job and the work I do on their behalf. It was these discussions that gave me the idea for this editorial. So in answer to the questions about my role as Communications Officer, this is an abridged and edited version of a day in my life.

My day at the NLTA "usually" begins around 9:00 a.m. I review the media clippings, Teachers in Cyberspace (TIC) messages, regular mail, return phone calls and prepare for the day's meetings and activities. As Communications Officer I manage all aspects of the Association's communications and public relations programs. I am editor of *The Bulletin* and *PRISM* and responsible for media relations, public attitude research, and all Internet communications. I am consultant to the Communications Committee, the Education Week Committee, branches, and SIC Executive members. I write and edit lots of speeches, letters, articles, and news releases. I provide overall direction to Printing Services and supervise a staff of seven including Printing Services staff, Information Services and the Communications Secretary. I work with Communications Officers of the Atlantic teacher organizations on joint projects which involves travelling to meetings several times a year. When asked (and even when I'm not), I provide advice to the Executive Director, President, and Provincial Executive members on communications approaches to various issues. And the biggest part of my job is usually other duties as assigned. I obviously don't perform all these activities every day but there are days when it seems that way.

There is no typical day at the NLTA. Periodically I get to go to lunch, but often, like today, I eat potato chips at my desk and catch up on work. I know that late Friday afternoon the Department of Education will more than likely send a news release. To get any coverage we must have a response written and sent before the 5:00 deadline.

It may sound a little mundane when reviewed like this, but so far I enjoy what I do on behalf of teachers. I hope teachers have a good understanding of the work done on their behalf or that they at least make an effort to find out.

My day ends long after I've tucked my little one into bed and I use this time to read the vast amount of information sent from other teacher associations. I retire knowing that the new day may bring another crisis upon us. I'm ready for the challenge, prepared for the onslaught, and proud to work for the teachers of Newfoundland and Labrador.

Lesley-Ann Browne is Communications Officer with the NLTA.

New South Wales -- Newfoundland Exchange

I am principal of Claymore Public School in Campbelltown, a New South Wales (NSW) government primary K-6 school, and I am very interested in making contact with Primary Executives who may consider being involved in a NSW-Canada Teaching Exchange for one school year (1998).

The exchange program is usually organized to suit the NSW school year which runs from February to December; however, it is possible to change this arrangement to suit the Canadian school year. The exchange is an official program.

I have been on an exchange to Nebraska (USA) in 1992 as an elementary school principal and this was a very successful experience for everyone involved --; principals, families, schools and school districts.

If you are slightly adventurous and excited by the prospect of a year teaching in a dynamic Sydney primary school, living in a comfortable home in the delightful Southern Highlands town of Bowral, and having opportunities for travelling through Australia, please contact me immediately.

David Cowie
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39 Sir Donald Bradman Drive
Bowral NSW 2576
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Tel: 048 615141
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Claymore Public School, established in 1981, is a K-6 primary school with a 49 percent multicultural population in a public housing development. It is located on the south-west fringe of Sydney and has a student enrolment of 550 and a staff of 34.

Bowral, where the Cowie family lives, is a pretty town of 8,000 people. It is well-known for its beautiful homes and gardens and picturesque highlands scenery. Bowral is linked to Campbelltown by an expressway and is only 45 minutes from the coast or two hours from Canberra.

(The above letter was sent to Clayton McCarthy, Principal of Sacred Heart Primary/Elementary in Marystown. Mr. McCarthy requested that we publish it in The Bulletin.)

NEW HARBOUR

SADD and RCMP join forces

In an effort to increase the visibility of Community Services, the Whitbourne detachment of the Royal Canadian Mounted Police has joined forces with St. George's High Students Against Driving Drunk (SADD) Group to provide a counselling and walk-in service for students. The detachment has set up a mini-station in the school which is manned one morning per week. Students are free to drop in to discuss legal or other matters with the constables. RCMP Sergeant, Dave Carey, says this type of student exposure to police officers in a non-threatening environment will not only help put a human face on his detachment, but the personal interaction with the officers may in turn reduce the youth crime rate. According to Sharon Penney, a teacher at St. George's, the students have responded openly to the police presence at the school and the officers have met with the students at their own initiative each day that their office has been open. Both groups have combined their efforts and made several presentations to the entire student body, especially during Drug Awareness Week in November and Christmas activities. Ms. Penney says the staff at St. George's applauds the initiative of both groups to work in a harmonious manner for the community good.

HARBOUR BRETON

Kids say the darndest things

Doug Wells, a teacher at King Academy, recently recounted a true story which took place in his Grade 8 Science class a couple of years ago. Mr. Wells had planned to do a lab activity of dissecting a frog. All procedures were discussed and students were eagerly awaiting for the big experiment. When the day finally arrived, he walked into the class and a student in the back called out: "Are we going to digest the frog today, sir?"

(We wish to thank Mr. Wells for his submission. If you have a funny story about teaching, please send it along. If we print it, we'll send you an NLTA/apple logo coffee mug.)

POUCH COVE

Celebration of St. Agnes Day

In January, staff, students and parents of St. Agnes Elementary School came together to celebrate the feast day of their Patron Saint --; St. Agnes. Grade 5 teacher, Dianne Hawco, and her class led off the celebration with a beautiful para-liturgy on the theme of St. Agnes --; Show Us the Way. Archbishop James MacDonald paid a special visit, his first to the school. Principal Edward Wade says the students were delighted by his visit and were left with a most positive impression of what an Archbishop is and how funny he can be.

Following a special cake cutting ceremony, the PTA and a group of school volunteers distributed cake and drinks to all the students at recess time. Classroom activities filled the rest of the morning. The afternoon

was taken up with activities in the auditorium. One display in the auditorium contained nearly 30 congratulatory e-mail messages which were received from as far away as Australia and Japan, as well as others from across the province, country, and the United States. The celebrations concluded outside with "bubble blowing". Mr. Wade says their St. Agnes Day celebration was most successful.

MILLTOWN

School awarded for environmental achievements

This past September, Greenwood Academy was presented the 1996 Elaine Burke Award and a \$500 grant in recognition of its involvement in the Active Living --; Go for Green Program. The school was nominated for the award by the Milltown-Head Bay d'Espoir Recreation Commission after students, staff and parents took on the task of beautifying the school grounds. Dave Feener, Provincial Co-ordinator with the Department of Tourism, Culture, and Recreation, presented the award to Eugene Kendall, Chairperson of the Beautification Committee. Mr. Feener stated that Greenwood Academy was the first school to receive this award. Greenwood Academy is actively involved in environmental projects and has completed 500 projects as part of the Seeds Foundation Program, earning designation as an Emerald Green School.

In conjunction with the school's beautification program, students of Greenwood Academy, as well as members of the Royal Canadian Legion (Branch #61), the Ladies Auxiliary of the Royal Canadian Legion, and the general public participated in a special tulip planting ceremony on Armistice Day to commemorate those who died during World War I, II, and the Korean conflict. In addition to the planting of over 400 tulips and daffodils on the school grounds, students did special readings on the Armistice Day theme and concluded with the singing of "O' Canada" led by student intern, Juanita Willmott. The students and staff of Greenwood hope this project, which is sponsored by the Department of Veterans Affairs, will become an annual event and say they are very thankful to the Royal Canadian Legion for their involvement in this and other school projects.

FOXTRAP

School to pilot course in construction technology

Queen Elizabeth High School in Foxtrap has been selected as one of only six sites across Canada to pilot an innovative course called Construction Technology for Women (CTW). The three year pilot project, which started this past January, is designed to promote construction technology as a viable career path for young women attending Canadian high schools. This academic semester will be followed by an employer-paid summer internship. Twenty-one young women attending Queen Elizabeth will study topics ranging from construction methods and materials to computer-aided design programs. Students will also have numerous opportunities for hands-on learning. The course will increase their technological literacy and help them to develop skills they may need during their summer internships. The 21 students from Queen Elizabeth have already been involved in several activities during the Fall semester, including a day tour to the Bull Arm construction site and a Parent-Student Information Night.

The CTW project is a collaborative effort involving the active participation of labour, employers, educators and governments. A Local Advisory Council has been established to provide ongoing feedback and support to the program. Richard Harvey, principal at Queen Elizabeth, is Chairperson. Anne Dwyer, the teacher

selected for the course, says, "CTW will provide an excellent opportunity for young women to explore non-traditional careers. I am looking forward to being involved in such an innovative project."

CTW is a project of the WITT National Network, an education and advocacy organization dedicated to promoting and assisting in the recruitment, training and retention of women in trades, technology, operations and blue-collar work. Funding for this national project is provided by Human Resources Development Canada as well as in-kind support from industry, labour groups and the education sector. Further information on the project can be obtained by contacting Colleen O'Keefe, Site Coordinator, Construction Technology for Women, Tel/Fax: 709-368-4240; e-mail: cokeefe@nfld.com; CTW Web Site: <http://www.wittnn.com>.

LABRADOR CITY

School launches Youth Apprenticeship Program

The Youth Apprenticeship Training Program is a provincial partnership pilot project between Menihek Integrated High School, the Department of Education (Institutional and Industrial Training Division), the Provincial Apprenticeship Board (PAB), the Labrador College, and several community-industrial-business partners. Its main focus is in highly technical skills training areas such as automotive, electrical, industrial, and mechanical technologies.

The project has been developed throughout this school year to provide high school students the opportunity to acquire relevant skills training and work experience directly related to a career apprenticeship program of their choice. Students will complete two in-school courses (Pre-Employment Skills and Pre-Apprenticeship Training: Skills for the Labour Market) as well as a minimum of 120 hours of on-the-job work experience. Because of the intensity of training for the students selected into this program, the PAB and the Institutional and Industrial Training Division of the Department of Education have agreed to consider recognition of both the hours worked and the competencies successfully completed during the in-school and on-the-job training components as credit towards specific apprenticeship programs, if participants continue their studies at the post-secondary level. Students successfully completing this program will also be granted advanced standing at the post-secondary level when and where applicable.

Perry Downey, School-Based Coordinator at Menihek Integrated High, says these benefits encourage and motivate the participants to perform to their ability while still in the secondary school system. He says it also allows them to realize the relevance of an education, while becoming focused in a career pathway that has potential for employment in our province upon completion. "Being one of the largest industrial centers in Newfoundland, Labrador West and its many community-industrial-business partners have a tremendous interest in this project and a great deal to offer its students. If Newfoundlanders and Labradorians are to take full advantage of the potentials generated by the Voisey's Bay project, Hibernia and other offshore developments, opportunities with the Iron Ore Company of Canada and Wabush Mines, and many other industrial growth sectors throughout this Province, it is critical that we not forget our youth and the potential they can provide our province and its economy into the future. If we ignore this resource, we will have committed a major injustice."

OUTER COVE

Students hold "I Can't" funeral

Students in Edwina Hickey's Grade 3 class at St. Francis of Assisi held an "I Can't" funeral at their school this past fall. The idea, which came from a book entitled *Chicken Soup for the Soul*, had Ms. Hickey and her students each write five things they felt they couldn't do on a piece of paper. The papers were placed in a small box which served as a casket and the class proceeded to the burial ground located just outside the school near a flower garden. After some parting words, "I Can't" was laid to rest and the group came inside for an "I Can" celebration to talk about all the things they "can" do. The day following the funeral a parent reported that her son, who had refused to attempt swimming across the pool at swimming lessons, finally tried to do it and was successful. To this day, Ms. Hickey says she and her students do not use the words "I Can't"; rather, they state firmly: "I Can Try!"

MANUELS

School finds "twin" in Bristol, England

St. George's Elementary School is fortunate to have a "twin" school in Bristol, England. In September 1995, St. George's received a letter from Brenda Whitehead, Headmistress of Saint George C.E. Primary School in Bristol. She stated that her school was very interested in all that is happening in connection with the John Cabot celebrations and felt it would be a great idea to have her students exchange photographs and information with the students at St. George's in Manuels. She also wondered whether something from their school could actually sail on "The Matthew" for the staff and students of St. George's to receive when it reaches Newfoundland.

Judy Cooper, Library/Resource teacher at St. George's, says they were very excited about this contact and a reply was quickly sent agreeing to be a part of this project. The two schools have been corresponding back and forth ever since. On February 4, Ms. Whitehead faxed Ms. Cooper to let her know permission had been received to send the school a present which would travel across on "The Matthew" on this historic voyage. That same day, Ms. Cooper received an e-mail message from Luke Porter, crew member of "The Matthew" and keeper of the official Matthew web site on the Internet. "Mr. Porter had seen our school site and the Bristol pages containing pictures and information about 'The Matthew' received from our twin school, and had linked us to his site," says Ms. Cooper. He also asked the school to e-mail the ship as she sails across the Atlantic, and he, in turn, would keep the school updated on things like the weather and what's happening on board the ship.

Students also had a surprise visit from Luke Porter on February 17. Mr. Porter talked to the Grade 4, 5, and 6 students about the building of the ship, his role in its construction and what is going to occur during the next few months. Two days later, Mr. Porter flew to Bristol and took a small gift with him to give to St. George's twin school. He later e-mailed back and said the teachers and students were delighted with his visit and the gift. Saint George C.E. Primary School is celebrating its 150th Anniversary this April and have invited Mr. Porter back for the occasion.

Ms. Cooper says Peter Miller of CBC's *Cross Talk*, found out about this project and arranged a three-way telephone conversation with our twin school which aired in February. "Needless to say, this was very exciting. We had a chance to chat. Also, two of our students talked to two Bristol students."

Students and teachers are now busy getting a present ready to send to Bristol. This gift will be hand delivered to St. George's "twin" school on May 2, the same day "The Matthew" sets sail for Newfoundland.

"Of course, we will be patiently waiting for the ship to dock in St. John's Harbour on Canada Day," concluded Ms. Cooper.

CLARENVILLE

School opens mathematics technology lab

This past February, Clarenville High School officially opened a state-of-the-art mathematics technology lab. Supplied and installed by the Faculty of Education at Memorial University and IBM Canada, the lab consists of 15 Pentium multimedia computer workstations, a file server, printer, and associated software. Memorial University, School District #8 and Clarenville High School have entered into an agreement whereby Clarenville High is intended to become a model of best practice for teachers. Roy Cole, Principal of Clarenville High, says the lab will be used for research purposes by Memorial to determine, in part, the impact of technology into the delivery of the mathematics curriculum. The classrooms of Clarenville High will be linked to Memorial, providing model classes for the methods and curriculum classes in the Bachelor of Education (Secondary) program. By using this technology to help deliver the mathematics program, Clarenville High should benefit by increasing the level of student achievement, producing technically literate students and providing improved educational effectiveness. Clarenville High will provide pre-service teachers with an opportunity to observe real world applications of solutions to educational problems that can only be approximated, even with the best technology, by a university on its own. By working together, Memorial and Clarenville High will be well positioned to play a lead role in continuing professional development for teachers --; a need that will increase with the growth of technology in schools.

Other partners in this initiative are AT&T Canada, Newtel Communications, Scotiabank, Regional Cable TV, Eastern College and the Department of Education.

(Information for this item was taken from an article in The Gazette)

PORT AUX BASQUES

School recognizes female staff

For the past four years, St. James' Elementary School has celebrated International Women's Day during the first week of March. The day begins with the men informing the women who have supervisory duty that they will do their duty for that day. Once classes begin, Principal Raymond Bown announces the occasion over the PA system and highlights some of the contributions made to the school by their female staff of 24. During recess the women are invited to the staffroom and served tea, coffee and cake. Administration also substitute for the male staff members so they can present a rose to the women in front of their students. Later in the day female staff names are placed in a draw for a meal at one of the local restaurants. Mr. Bown says this is a day everyone looks forward to, especially the women. "Not only does it recognize the importance of women in our lives, but it also helps staff morale," he says. Staff members, Arlene Clarke, Helen Coffin, and Joan Chaisson, commented that International Women's Day recognizes the importance of women in today's society, and they appreciate the support of their male colleagues on that day as well as every other day.

Parents key to success of family literacy program

The Curtoglen Literacy Centre has been offering a family literacy program at Bonne Bay Academy since January 1996. Curtoglen parents attend sessions on Tuesday and Wednesday with their three and four year old children. During this time, parents have an opportunity to share ideas, thoughts, and concerns about educational and parenting issues. The participants at the Centre believe that parental involvement is critical to the success of children.

Japanese Intern visits school

For the past three months, Masako Suzuki of Japan has been sharing her culture and language with students and staff at Bonne Bay Academy. Ms. Suzuki has been working under the Japanese Internship Program since January 18. During her visit, students have had an opportunity to learn much about the Japanese way of life, including Japanese calligraphy, fashion, and cuisine.

School awarded Internet project

St. Clare's Junior High School has been awarded a Grassroots Internet Project sponsored and supported by STEM~Net and SchoolNet. The Science and Computer Education project, which will be run on-line from March 7 to June 20, 1997, emphasizes the value of the Internet as a learning resource. This project will consist of a vermicomposting experiment via the Internet and the creation of a "Home Composting" reference home page on the World Wide Web. The results of the project will be put into a database by SchoolNet and will be available for teachers from across Canada to access and run with their own classes. Principal Brian Manning, says St. Clare's is one of only 33 schools in the province that has been approved by STEM~Net as a grassroots innovator. The project will be run by St. Clare's teachers, Gerard Butt and Catherine Connolly.

Brian Manning has been nominated for a national education award. The "Reader's Digest Leadership in Education Awards" honor special educators who motivate students and who personify the vision of a better society through quality education. Under Mr. Manning's leadership, St. Clare's Junior High has won local and provincial recognition for student accomplishments and achievement.

Students and teachers transported back in time

Grade 5 and 6 students at St. Joseph's Elementary were transported back to "Medieval Times" this past November and December when their classrooms were transformed into individual castles --; "White Knights Castle", "Cabot Cronos Castle" and "Chateau 500". Classroom doors became drawbridges and the rooms were decorated with banners, tapestries and Coats of Arms. The Ladies and Lords of the castles learned a great deal about the feudal system, knighthood, the lives of peasants and nobles, Medieval entertainment, markets, fairs and many other aspects of Medieval life. The activities culminated in a Medieval Festival on December 18 which included a dubbing ceremony, entertainment and a Medieval Christmas feast. Parents and friends were invited to watch the fun and frolic which included jester's jokes and tricks, dancing, singing, the music of minstrels, puppeteers and a fencing performance. The merry-making was followed by

a feast which consisted of English bangers and scones washed down with a mug of wassail. All in attendance were filled with good cheer as they greeted the Christmas season.

GANDER

Teachers with rhythm

Teachers at Gander Academy proved that they certainly do have rhythm when they recently performed at the Kiwanis Music Festival in Gander. The performance by the Gander Academy Teachers' Choir was so impressive that they were asked to perform at the "Stars of the Festival" concert.

The group was formed in the spring of 1996 when 11 teachers gathered around the piano in the music room to have some fun. They were soon asked to perform at staff parties and then at the Music Festival. Kim Dixon, a teacher at Gander Academy, says these teachers really show that they have lots of school spirit. "They meet once every week to practice and have performed at school socials, special events, and school assemblies. They are loved by all and make the students and staff of Gander Academy very proud," she says. The teachers are looking forward to next year's festival; however, they expect that in the future they will have some stiff competition from other school staffs in the area.

Members of the choir are Lorraine Pittman, Catherine Roberts, Roger Melendy, Mark Thibeault, Gary House, Jeanne Collins, Paula Waterman, Louise Pumphrey, Annette O'Rielly, Naomi Murphy and Murray Strickland.

ST. JOHN'S

First Heritage Fair for province

Dr. Leslie Harris, Chair of the Heritage Fair Steering Committee, recently announced that the first Heritage Fair for the province is scheduled for May 23 and 24, 1997 at the Marine Institute in St. John's. The primary focus of the Heritage Fair is to encourage students in Grades 4 through 9 to use a wide variety of formats to tell stories and share information about Canadian heroes and events, and to provide a venue for students to present the results of their efforts to the community at large.

Dr. Harris emphasized that, as this is a pilot project and planning time is limited, the Fair will be limited for this year to schools on the Avalon Peninsula. "This is our first attempt at a Heritage Fair," he said, "and we want to build a sound foundation so that we can expand in the future to include all regions of the province." Schools outside the Avalon region will still have an opportunity to participate through the Electronic Fair component of the Heritage Fair. Participants will be able to communicate with fellow teachers and students across Canada and exchange ideas about our diverse heritage and culture.

The Charles R. Bronffman Foundation's National Heritage Fair program is a multi-media education program developed to increase awareness and interest in Canadian history. This annual event actively involves young people, schools, businesses and community organizations in a contemporary celebration of Canada's shared traditions and history. The Newfoundland and Labrador Heritage Fair is supported by the Department of Education, the NLTA Social Studies Council, the St. John's Cabot 500 Committee and the Heritage Foundation of Newfoundland and Labrador. For information, contact Don Beaubier or Cle Newhook at the

Students raising a positive feeling

In December, Grade 9 students of Macpherson Junior High, directed by the Guidance Advisory Committee, presented a program of stories, skits, poems and art work to the rest of the student body. Their purpose was to help create a more positive and inviting school environment for junior students and to leave a legacy.

Lynda Younghusband, a Guidance Counsellor at Macpherson, says a day of oral presentations, visual displays and theatre with an emphasis on the importance of study skills, conflict resolution, memories and friendship was enjoyed by students and staff. "The entire project demonstrated the creativity and commitment Macpherson's Grade 9 students have and their effort was enthusiastically responded to by junior students," says Ms. Younghusband. One popular display was a huge mural depicting the annual trip to St. Pierre. The school has also turned over a wall leading to the Resource Centre to permanent "artistic graffiti" with Grade 9 students painting a brick with their memories or philosophies such as "things turn out best for those who make the best of the way things turn out". Ms. Younghusband says it is hoped that each year graduating students will add their thoughts.

SURVEY HIGHLIGHTS

by Lesley Ann Browne

This is a summary of research conducted on behalf of the Newfoundland and Labrador Teachers' Association by Omnifacts Research Limited. The primary objective of this survey was to determine the level of public support for teachers with respect to the recent announcement by government to eliminate 468 teacher positions.

A random sample of 400 respondents was selected. A sample of this size within the Newfoundland and Labrador population produces a sampling error of +/- five percent, 19 times out of 20. The survey was conducted by telephone from Omnifacts' centralized interviewing facilities between March 14 and 15, 1997, and was administered by trained interviewers who were under the supervision of a field staff supervisor

Quality of Education Within This Province

Ninety percent of respondents rated the quality of education to be fair, good or excellent. Sixty-three percent of respondents rated the quality of education in this province to be good (54%) or excellent (9%). This compares favourably to the 34% of respondents who rated the quality of education to be fair (27%) or poor (7%).

Respondents with children currently enrolled in the education system reported significantly lower ratings about the quality of education in this province. Thirty-five percent of respondents with children currently enrolled in the education system rated the quality of education to be fair (28%) or poor (7%).

Awareness About Elimination of Teacher Positions

Respondents were asked "were you aware that the provincial government recently announced the elimination of 468 teacher positions from the education system?" A large majority (89%) reported that they were aware of this recent announcement.

Impact on Quality of Education

Respondents were asked "what type of impact do you think this will have on the quality of education in this province?" Ninety-one percent of respondents said it will have an impact and 61% of respondents reported that they believe this will have a major impact on the quality of education in this province.

Statement --; The Government is Doing What is Best for the Education System

Seventy-seven percent of respondents reported that they disagree (49%) or strongly disagree (28%) with the statement that "the government is doing what is best for the education system".

Statement --; The Education System has too Many Teachers

Seventy-five percent of respondents reported that they disagree (53%) or strongly disagree (22%) with the statement "the education system has too many teachers".

Statement --; The Government is Concerned About Quality of Education

A little over half or 56% of respondents disagree (38%) or strongly disagree (18%) with the statement "the government is concerned about the quality of education within this province".

Statement --; The Government Should Cut Teacher Positions

Eighty-three percent of respondents disagree (53%) or strongly disagree (30%) with the statement "the government should cut teacher positions".

Statement --; The Government Should Purchase More Equipment

Eighty-eight percent of respondents agree (58%) or strongly agree (30%) with the statement "the government should purchase more equipment for schools".

Statement --; The Government Should Lay Off Teachers in Order to Buy Equipment

With respect to the statement "the government should lay off teachers and use the money saved to purchase equipment for schools", 81% of respondents disagree (59%) or strongly disagree (22%).

Statement --; The Government Should Lay Off Teachers in Order to Pay School Board Debts

Eighty-six percent of respondents disagree (54%) or strongly disagree (32%) with the statement "the government should lay off teachers and use the money saved to pay off school board debts".

Conclusion

The general public does not believe that the education system has too many teachers or that the government should cut teacher positions. A majority of the general public believes that the elimination of 468 teacher positions will have a major impact on the quality of education in this province.

The general public supports the purchase of additional equipment for schools, but not at the expense of teacher positions. The general public does not see this as an "either or" situation. Although the general public would like to see more equipment purchased for schools, a large majority does not agree with laying off teachers to fund equipment purchases or to pay school board debts.

Support, therefore, exists across the general population of this province. There are two pockets where support appears higher --; people who have children currently enrolled in the school system and younger respondents between the ages of 18 and 24 (people who have had the most recent first hand contact with the education system).

A copy of the complete survey can be obtained by contacting Louise King at NLTA Printing Services, Tel: 1-800-563-3599 or 709-726-3223, Ext. 253.

ARBITRATION RULING

by Edward Hancock

"Article 21.07 of the Collective Agreement provides that teachers shall be credited with certain periods of service for the purpose of placement on the salary scales."

The Newfoundland and Labrador Teachers' Association has a standing policy which states that "a brief summary of the awards in all arbitration cases is to be placed in the NLTA Bulletin". This article summarizes a recent arbitration board ruling on a grievance arising out of a teacher's request for service credit under Article 21 (Salaries). It is the position of the NLTA that specific details of grievance or arbitration cases using names, places or dates will not be published. The use of "he" or "she" in the case description does not necessarily indicate the gender of the individual(s) involved.

The Grievance

Article 21.07 of the Collective Agreement provides that teachers shall be credited with certain periods of service for the purpose of placement on the salary scales. Clause 21.07(f)(ii) lists, as one type of such service, service as a teacher in a community college. The teacher requested credit for periods of service as a part-time evening instructor at a community college and as a program coordinator at the community college. This request was denied by the Department of Education. The reasons for the denial were: the service performed as a program coordinator at the community college was not "service as a teacher" as is required to receive service credit under Article 21; and the work as a part-time instructor of evening courses was in addition to the regular duties as a program coordinator at the college and credit for such part-time service is not granted under the Article.

The teacher filed a grievance against this denial of service credit and, since the grievance was not resolved through the grievance process, it was referred to an arbitration board in accordance with Article 32.

The Arbitration

At the arbitration hearing, evidence was presented on the specific duties of the grievor's position as a program coordinator at the community college. These included coordinating and directing continuing education programs, liaising with other agencies, developing and implementing program policies and procedures, supervising and evaluating staff, preparing and monitoring budgets, negotiating contracts, recruiting and providing instructors, and promoting continuing education programs. The grievor held a teacher's certificate while working in that position.

For another period of time, the grievor worked as an employment placement coordinator at the college. He also served as a part-time instructor at the college teaching evening courses for approximately four hours of instruction per week over a two-year period.

The position of the Association, on behalf of the grievor, was that the definition of "teacher" in the Schools Act provides for flexibility. Various positions within the school system, including program coordinators, are all considered teachers. While the grievor was in the employ at the community college he held a teaching certificate. Since Article 21.07(f)(ii) makes reference to service as a teacher in a community college, and the whole of Article 21.07 provides that teachers may receive credit for service while serving in areas other than the regular classroom, the grievor should receive credit for this service.

The employer's position was that the grievor's service does not fall within the parameters of Article 21.07(f)(ii). Although the grievor holds a teaching certificate, that certificate was not required for the

position of program coordinator and the duties did not constitute "service as a teacher". There is no flexibility in the interpretation of Article 21.07 and the grievor's service cannot be credited since he was not a teacher at the time but was working in a support staff position in a community college.

The Decision

In making its decision, the arbitration board closely examined the specific duties of the grievor in his positions as a program coordinator, employment placement coordinator and part-time evening instructor at the community college. The board ruled that, while the grievor did hold a teaching license during that time, there was no evidence that he was engaged in teaching as such while employed in the two former positions. There was nothing to suggest that the grievor's coordinator duties would require a teaching certificate, so it cannot be said that either position required a candidate to be a teacher as defined by the Schools Act. Thus, the board concluded that service in those two positions was not "service done as a teacher" as envisaged under Article 21.07(f)(ii). Hence, the employer did not violate the Collective Agreement by refusing to credit that service for salary increment purposes.

However, the board did find that the time spent by the grievor as a part-time instructor at the college would fall within the parameters of service performed as a teacher under that Article. Hence, that time, amounting to approximately four hours of instruction per week over a two-year period, should be credited to the grievor as service for salary purposes. The parties were directed to compute in the usual manner the grievor's entitlement to that service and apply it to his incremental service for salary purposes.

The Outcome

The result of the arbitration board ruling was that the teacher received credit for part of the time in dispute. However, this ruling clearly delineates that "service as a teacher" in Article 21.07(f) would only apply to positions where an individual was performing teaching duties and was required to have a teaching certificate in order to occupy the position.

Edward Hancock is Administrative Officer, Benefits and Economic Services, with the NLTA.

MOVING AHEAD SLOWLY

by Barbara Lewis

Over the past couple of decades, the NLTA has been a strong advocate for equity treatment both within the Association and the provincial education system. Numerous recommendations, in a variety of documents presented both to government and the school boards, have called for attention to such matters as employment equity in hiring, anti-harassment and anti-violence policies and procedures and gender sensitive school environments. Within the Association, the Executive, upon recommendation from the Equity Issues in Education Committee, adopted, several years ago, an in-house employment equity hiring policy for its staff.

Policies on harassment, anti-discrimination and human rights also have NLTA endorsement. The NLTA Equity Issues in Education Committee (located in Happy Valley, Goose Bay for 1996-97) has been involving both teachers and students in promoting greater understanding of equity issues as they affect the lives of both students and teachers. In November 1996, an 11-person Newfoundland and Labrador delegation of educators attended the Canadian Teachers' Federation Women in Education Symposium held in Fredericton. In January, a workshop for Branch Equity Officers from School Districts 1 and 2 was held in Happy Valley, Goose Bay, followed by a workshop for students in the same community in March. These initiatives demonstrate your Association's commitment to keeping equity issues on the agenda as part of the NLTA Strategic Plan adopted at AGM 1996.

There is further good news. The new Schools Act contains a section which reflects the efforts of the NLTA in promoting equity issues over the years. Our voice as teachers has finally been heard. Under Section 75(i)(f), one of the duties of school boards is to "develop a policy on employment equity and a plan for implementing the policy". This section mandates the new school boards to take action to ensure that what the NLTA has been proposing re proactive equity hiring policies now becomes reality. This is a major step forward and one, which without the voice of NLTA, may never have occurred. A small victory, some may think, in the midst of the current dilemmas facing teachers, but it is a step in the right direction and one which is long overdue.

Equity issues are about the correction of past practices which have resulted in inequities and imbalances of representation. Equity issues are also about empowerment of those who have been previously excluded from mainstream participation. There is hope now for some positive measures to bring equity into Board-based decision making using mandated equity employment policies.

Barbara Lewis is Administrative Officer, Benefits and Economic Services, with the NLTA.

WHAT CAN YOU DO?

by S.A. Mills

A situation may arise whereby a teacher is physically struck by an upset student or parent in school. If this happens to you, what can you do? The following are some guidelines should you find yourself in this type of situation.

Make Notes

You should write notes to yourself as to what exactly occurred with the student or parent, so that you can keep fresh in your mind the exact circumstances of the incident.

Contact the NLTA

You should call the NLTA Benefits and Economic Services division and explain the situation. An administrative officer will provide you with the necessary guidance and will likely refer you to the Legal Services division where legal counsel will provide you with specific advice relative to your situation.

Complaint to Police

You have the right to make a complaint to the police if you are assaulted by a student or parent. After speaking with you, the police will likely speak with other people who witnessed the event. If the police feel there are sufficient grounds to prove that an assault did take place, then they will charge the person with assault. The person will be required to attend court to enter a plea. If the person pleads guilty, then the person will be sentenced. If the person pleads not guilty, then a trial will be set for him/her. If he/she either pleads guilty or is found guilty after a trial, you have the right to make a victim impact statement which the judge will consider when sentencing the person.

Principal's Role

Whether or not you decide to make a complaint to the police about an incident with a student, you should immediately notify your principal of the student's conduct. Irrespective of whether a student is found guilty of assault, the school can still take certain action against the student. The principal can move the student to another classroom until the matter is resolved. The principal has the power to suspend a student because of his/her misbehaviour towards a teacher. If the student's behaviour is of a more serious nature or is part of a pattern of persistent disobedience, the student may even be expelled. (The Schools Act sets out the procedural requirements with respect to suspension or expulsion of students.)

Workers' Compensation

If you are injured by the assault, you may complete a Workers' Compensation form, which should be available at your school, and give it to your principal.

Medical Attention

If you are assaulted, you should consult with your doctor immediately.

Employee Assistance Program (EAP)

If you are experiencing emotional difficulties because of the incident, you may contact an EAP coordinator at the NLTA office for confidential counselling or support.

A PROGRAM OVERVIEW

by Kathy Burford

At some time, each of us may have been faced with a life situation that we found difficult to resolve. It could have been related to a family or marriage issue, a workplace or personal stressor, or a financial pressure that caused increased worry or concern. Most of the time, we are able to tackle the problem and find a solution to these or similar problems. At other times, it seems as if no clear solution is in sight and we end up feeling stuck, frustrated or perhaps stressed out. It is at times like this, that teachers can turn to their Employee Assistance Program for help.

The Employee Assistance Program, or EAP as it is typically known, is a service designed to assist teachers experiencing either job-related or personal difficulties that could affect job performance, general health or well-being. The aim of the program, when it was put in place almost eight years ago, was to provide confidential help or assistance to the teacher at the earliest point in time before problems became more serious. More recently, the EAP has been involved in proactive activities to support the general health and well-being of teachers.

Background and Rationale of the EAP

The EAP was initiated by teachers for teachers as the result of a resolution put forward at the NLTA AGM in 1982. Further development resulted through the establishment and joint efforts of a committee comprised of individuals representing the NLTA, Government, and the School Boards Association. It was recognized that such a program could benefit not only teachers, but the employer as well. For the teacher, maintaining or regaining a sense of well-being was seen as a pre-requisite to being able to function well in the classroom and carrying out the objectives of the education system. It was also recognized that well-functioning teaching staff provide the best educational services and this directly benefits students.

When the EAP came on stream in 1989, it was established as a negotiated benefit under Article 55 of the Teachers' Collective Agreement. At that time, an EAP coordinator was hired to implement the program. In the spring of 1995, after the latest round of bargaining, a second EAP coordinator was hired. At that time the program was also expanded to include a wellness component. The wellness component was to include the design and development of proactive health promotion materials and activities designed to assist teachers before problems arose.

What EAP services are available?

The services offered through the EAP include two components. The first is intervention which begins when the teacher contacts the EAP with a problem or difficulty, and includes: problem identification, assessment, and a referral for counselling and follow-up. The second is a wellness component which helps teachers in developing positive coping strategies to deal with problems more effectively, and to increase an overall sense of well-being during difficult times of personal and professional change and transition. Flyers, workbooks and workshops are available to teachers, schools and school boards and cover a wide range of topics.

What kinds of problem issues does the EAP deal with?

The program is "broad brush" which means it covers a broad range of issues such as marital and family relationships, work and personal stress, financial difficulties, abuse, health issues, emotional and mental health, and addictions. It is recognized that these are private matters, and as a result, a teacher's contact with the program is kept confidential and the school or board is not made aware of their voluntary involvement in the program if the teacher enters the EAP on their own initiative.

In a small percentage of contacts, the work performance of the teacher may have declined to the point that the school board may initiate a mandatory (non-voluntary) referral of the teacher to the program. If that were the case, a teacher's involvement in the program would be acknowledged to the board, but no other details about the nature of the problem would be supplied without the teacher's written consent to do so.

What about the costs?

There are no costs to the teacher in seeking help, information or assistance from an EAP coordinator. There are also no costs involved if an EAP coordinator were to be asked to facilitate a workshop for a group of teachers or for a branch or school professional development day. If a referral was arranged for a teacher to see a professional counsellor, there would be costs involved to cover private counselling or travel expenses. If such a referral is provided, there is some financial assistance available through the Membership Assistance Fund to help with costs for counselling, which can on average be approximately \$60.00 per hour. The total amount of assistance available is a \$1,000.00 lifetime limit which will cover 50% of the counselling costs to a maximum of \$30.00 per hour. Assistance towards the costs of travel to counselling sessions is provided at 5.6¢/km. The NLTA group insurance may also cover some additional expenses. In some cases, an individual family member other than the teacher may require counselling. For example, this might be a child or a spouse. Financial assistance is not available under the guidelines of the program if the teacher was not directly involved in the counselling sessions. Any active teacher, full time, replacement or substitute, can contact the program to obtain confidential help at the earliest possible moment.

How do teachers access the EAP?

Normally the first contact is made through a phone call to make an appointment to see an EAP coordinator. If a face-to-face meeting is not possible, a telephone call to the EAP coordinator can start the process. The purpose of the initial contact is to identify the issues and suggest an effective approach to resolving them. Also, there may be a request for information, educational material, a presentation or workshop. A telephone call to the EAP coordinator can determine the level and type of assistance required.

Kathy Burford is an EAP coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Kathy Burford (Ext. 242) or Claudette Coombs (Ext. 265).

Supporting Our Colleagues In What Is Still A Noble Profession

THOSE WHO CAN...TEACH

by Beverley Park

Teachers can and do influence lives and shape futures. There are numerous reasons which motivate individuals to choose this profession. There are those for whom it was the noble choice, the career that would make mother proud. Others feel a real call to serve, to respond to what the ancient Greeks referred to as the "telos" or the overriding purpose which characterizes each profession --; in our case the telos being to promote learning. There are also those for whom the security of the profession and the benefits it offered in terms of a work schedule made it an attractive career option.

Whatever the motivation, those who experience satisfaction as professionals find rewards that have motivated and kept them going, despite the challenges over the years. For them, children's smiles and students' discoveries are still able to give them a warmth that goes much deeper than the sunshine they can experience at Spring break.

Whatever the motivation to join this profession, once in the classroom all teachers need support particularly as they start out. One of a teacher's first discoveries is that teaching is not as "easy" as they thought it would be from their perspective as student, or even as intern.

In response to this need for support, this year the Newfoundland and Labrador Teachers' Association has piloted a teacher induction program for beginning teachers. The program was developed in partnership with the teacher associations of Atlantic Canada (Nova Scotia Teachers Union, Prince Edward Island Teachers' Federation, and New Brunswick Teachers' Association). It recognizes the particular challenges, personal and professional, which face teachers as they make the transition from pre-service preparation (student) to the practise of the profession (teacher). Following our pilot, a proposed framework for the implementation of a formal teacher induction program for this province has recently been presented to the Directors of Education.

A significant part of the program being proposed is a mentoring model whereby a beginning teacher is partnered with a more experienced colleague. I have observed one such partnership at Clarendville Integrated High School. Roy Cole, Principal of the school, was a willing participant in the pilot and immediately saw the potential benefits for the beginning teacher, and the school. After a briefing session, Mr. Cole selected Jeff Roberts, a teacher in his Mathematics Department, to take on the responsibility of mentoring the new teacher, Jacqui Pottle. From that point on, Jacqui and Jeff formed a partnership that has enhanced both of their professional experiences this year. In monitoring the pilot I have watched the interactions between the two and seen the growth in Jacqui as she faces the multitude of challenges that face her, as they do all beginning teachers.

In an interview with Jacqui before she began her assignment, she made the following statements: I didn't grow up wanting to become a teacher --; quite the opposite. My parents were both teachers and gave everything to the profession. I chose employment with the Federal Government working in Ottawa. It just didn't satisfy me and I decided to try teaching. During my internship I was required to keep a learning journal, and in looking back on my own reflections, I realized I really wanted to be a teacher.

A month into Jacqui's assignment, in a meeting with her mentor/colleague, Jacqui experienced the "reality check". At that time she said, "I still love going to work each day, but this is harder than I thought. I seem to spend a lot of time on classroom management and I hate to admit that I'm not in control all the time."

At this meeting, like many others, Jeff, her mentor, offered practical suggestions --; not earth-shattering,

life-changing, researched solutions, but sound, practical, experimented and relevant advice from someone working in the same context under the same conditions. The power of this interaction cannot and should not be underestimated for both parties. Jeff has grown as a professional as much as he has helped Jacqui. Although he readily admits that it is difficult to find time in an already full schedule, he is pleased that he took on the role of mentor. The fact that Mr. Cole selected him was a clear recognition of him as a professional and the confidence that was displayed in him has resulted in increased professional self-esteem on Jeff's part. Jeff also reports that in responding to Jacqui's needs he focused more on issues in his own classroom.

Before Jacqui set foot in her classroom she said, "The biggest compliment anyone could pay me would be to say that I'm a good teacher." Jeff has said this to Jacqui, and the fact that it comes from someone who observes her practise and sees her working out practical solutions to real problems, is very meaningful to her.

The profile of today's beginning teacher is significantly different from that of 10, 20 or 30 years ago. Society has changed; school systems and classroom realities have changed; people have changed.

Having reflected upon this, particularly in the last few months as I worked with beginning teachers, I have reached the conclusion that for the beginning teacher of today, things are not better now, nor are they worse than they were in the past --; they're just different.

Let's reflect on the beginning teacher of 30 years ago. My brother, now retired, tells me of his initial teaching experiences. The challenges that faced him were multi-graded classes, lack of resources, adjustment to leaving home, and the great burden of responsibility that fell to him as a young teacher, by virtue of being (with the itinerant clergyman) one of the most educated people in the area. He was lay reader, legal counsel, advisor, community lobbyist and social director. The only thing I know for certain that he did not do was pull teeth, as I have often heard his story of walking across the barrens from Fox Roost to Port aux Basques to have his tooth extracted.

At age 18 he was entering the profession at a time when there was great respect for teachers by students, parents, and the general public. It was a time when one year of post-secondary study was considered sufficient training, and when he would go home at the end of the day to his boarding house where he would sit around a family table and be served a hot meal.

How do these realities compare to the 90's beginning teachers' experiences? Today's teachers often enter the profession with as much post-secondary formation as that required to be a doctor. They are 25-30 years of age and have very different life experiences than those who preceded them 20 or 30 years ago. Rarely do today's teachers find themselves in a boarding house. Likely they will rent an apartment, adding to the financial burdens of some very significant student loans.

Professionally, some of the challenges are the same. Have there ever been, or will there ever be, enough resources? Some of the challenges are new. Issues like behaviour and classroom management are growing concerns, and unlike years ago, teachers do not have the unconditional support of parents. Respect must be earned by an ever more demanding public.

As I suggested earlier in this article, some things remain unchanged despite the passage of time. However things may change, and whatever new challenges present themselves as the universe unfolds, the teacher is still at the centre of the child's universe during the most formative years of his/her life. There is still a great deal of truth to the slogan that teaching is the toughest job you'll ever love.

The title of this article is my very intentional misquoting of an old adage which you have already heard a

thousand times, Those who can, do --; Those who cannot, teach. Being a teacher, I always took exception to this and have tried to change it. I submit that those who can --; those who are fortunate enough to find a place in this still noble profession --; teach. When they join us we should be welcoming and nurturing, supporting them in the immediate challenges that face them so that even though they acknowledge that being a teacher is hard work, they know it is important work; it is work worth doing well and those who can, teach!

The NLTA wishes to thank Jacqui Pottle, Jeff Roberts and the administrative team at Clarendville Integrated High School --; Role Cole and Gerry Organ, for their role in the success of the Teacher Induction Pilot.

Beverley Park is Administrative Officer, Professional Development, with the NLTA.

EDUCATIONAL REFORM

by Alex Harrold

The subject of educational reform in this province has opened up other topics well beyond those which have surfaced since the referendum. The original question concerning the merits of choosing between a public or parochial school system appeared to be a relatively simple choice between what exactly the tax paying public was willing or not willing to fund. The fallout of the referendum has been much more complicated than that, however, and specifically addressing what the public wants or needs in the way of a public education system continues to elude us. Communities within this province will have chosen whether or not they want unidenominational or interdenominational schools by next fall, and the apparent next step of government's plan will occur.

Our professional Association may want to consider several of the questions which remain unresolved. Government has agreed to principles democratically arrived at with the denominational education councils (DEC's) which will ultimately pit teachers against one another as the competition for fewer and fewer teaching positions seriously tests the limits of bumping rights within the teacher's collective agreement. It may be that employment benefits negotiated in previous collective agreements will now serve as double-edged swords. Specific rights seen as protection benefits for teachers in general will, in the atmosphere of declining enrollments and unified schools, exist only at the expense of other teachers. The leadership of the Association must follow the letter of intent inherent in relevant articles of the collective agreement. This may mean that entire groups of teachers could lose their positions, even though it would mean an infringement of basic human rights guaranteed under the Canadian Constitution.

Denominational education in this province remained unchallenged in this province until the referendum. The usual argument to defend the protection of denominational rights was based on guarantees enshrined in the Constitution as part of Newfoundland's entry into confederation with Canada. With the adoption of a national Human Rights Code, this province was left with the unique situation of having certain provincial rights guaranteed which were viewed as exceptions to human rights respecting religion. The revised Article 17 has not yet resolved this situation, and denominational committees, which will have hiring and firing rights in unidenominational schools, may still be able to choose teachers based on their personal choice of religion. One has to question if government permitted this situation to remain as an appeasement to the denominational councils.

Much of the DEC argument to support the status quo during the referendum debate centered on a wish to keep adherents of a particular faith as a condition of employment in order to maintain a denominational outlook within those schools whose communities chose a unidenominational school. The new legislation suggests that the denominational committees in the new board structure have the authority to determine teacher positions within the entire school, and not just for specific religious courses. In this manner, the new committees may be able to retain one facet of religious education that the DEC's were concerned with losing. Unidenom-inational schools may indeed have the protected right to hire only those teachers who they feel will be able to maintain the permeated religious flavour which existed under the previous system. Our old system allowed the DEC's to discriminate on the basis of religion. The former integrated system hired teachers of all or any faith, yet the denominations were guaranteed the right to hire only adherents of their faith. The new system has not altered that right.

The new boards have been working diligently in deciding which schools will soon close. The process of having communities decide on uni- versus interdenominational status for their schools has begun. Many displaced teachers will soon find themselves vying for jobs in other communities and schools. The question which has not been addressed is the one concerning how a non adherent teacher of a particular faith with

more seniority will be affected by competition with a less senior teacher who happens to be an adherent of the faith of a particular unidenominational school.

Conditions such as suitability have always existed as a pre-employment condition. However, the impact of denominational committees using religion as a hiring factor will be felt greater than anytime in our past. Federal Human Rights legislation prevents people from being discriminated on the basis of religion. In this province, we have yet to solve the problem of what might be considered conflicting legislation which protects the rights of school board denominational committees to hire on the basis of religion, including teachers for other than religion courses. If no one else will, the professional Association may want to address how teachers will want to approach the expectant rush of bumping that is going to occur as a result of the changes our schools are currently experiencing. It should not take much foresight to anticipate a constitutional challenge in the courts as a result of a teacher entirely within their bumping rights being denied a position on the basis of religion. It may be a situation simply awaiting the proper catalyst. The catalyst already exists, thanks to the results of measures taken to reform education in this province. By not going far enough to address this problem, the government has left itself open to a solution which may prove costly, not to mention embarrassing. The Association may not want to be caught flat-footed as more and more teachers find themselves displaced.

A second problem the Association faces concerns the ability to police ourselves. The Association's ethics policy outlines specific procedures to address issues related to such matters. The subject of ethics raises two concerns. On the one hand, dedicated professionals would have a vested interest in maintaining high standards of teaching principles. This interest would then be balanced against individual rights and freedoms which protect a teacher from false accusations and requires due process.

In the main, serious problems surface as a matter of course, and are usually satisfactorily resolved. However, other matters no less important, but by and large normally ignored, go unresolved. A number of professional issues arise within staff rooms around the province that are either too difficult to prove, too uncomfortable to admit, or lack enough hard evidence to be considered as serious ethical issues. Nevertheless, teachers are natural observers, and those observations have often led them to conclude, without substantial documented empirical evidence, that certain colleagues may be doing the profession and students a degree of harm. An understanding of ethical behavior and preconditions may prevent the reporting of such incidents. On the other hand, destructive attitudes should probably be ethically removed from the profession. The dilemma, naturally, is the judgment itself. Who makes it, and on what basis?

It may be that the system was large enough to ignore issues which have historically been difficult to substantiate. The revisions the system is facing will also impact on ethical decisions teachers may have to face that they were willing to overlook in the past. Declining enrollments have already created the situation which has placed teachers in communities other than where they live. A subscript to this situation which has been observed, but largely unreported, is a generalist view that teachers traveling long distances have, for a variety of reasons, not been able to establish themselves in the teaching community as an integral member of that community. The observation is neither negative or positive, as community integration is not a function of employment. However, an argument might ensue that a commuting teacher has less of an opportunity to interact within the community, and that a certain reduction in the level of interacting may affect teaching outcomes. Once again, a side issue is raised that merits discussion.

The closing of schools is bound to increase the number of commuting teachers, as the bumping process works itself out. While a teacher, or even a group of teachers, may have been willing to tolerate a particular level of ineptitude or lack of professionalism from a colleague whose actions previously did not impact on others with respect to their jobs, will that same level of tolerance be maintained when jobs are threatened? While it may be difficult to admit and even harder to prove, it could be that our inaction in these matters will result in the greatest test our ethical standards have been subjected to. Contract benefits may negatively

impact on the quality of education as it protects the rights of teachers. If the position of an ineffective and uncaring teacher is protected at the expense of a dedicated professional, then one might have to question the value of maintaining rights at such a cost.

Our present system does not allow for this realization, or may even suggest it is not a wide ranging problem, and therefore, not worthy of our attention. Others might see this as burying your head in the sand. Only new efforts at examining a self policing policy will answer these increasingly complex issues related to the future of education in this province.

Contributing issues which haven't been addressed might fill a book. An underlying reality in the difference between effective and ineffective teaching has little to do with the level of training, the amount of professional development, or how well a teacher has learned or used the most modern methods. This last phrase is being bandied about as though it and it alone is the surest way to determine teacher effectiveness. While teacher training continues to undergo changes necessary to prepare the teachers of tomorrow, a significant number of educators will insist that personality has as much to do with effectiveness as any quantitative indicator. This is a separate issue which merits an article of its own. It is necessary to raise it here, however, as a suggestion we might consider when faced with all the problems we've given ourselves as we filled the collective agreement with "rights". If we have moved so far forward in addressing benefits for teachers in the context of being recognized as a professional organization that we may have begun to negatively impact on our effectiveness, this might be the right time to refocus. This assumes, of course, that others agree.

Alex Harrold is a retired teacher, now a columnist for the nor'wester in Springdale.

How to Engage Your Community in Partnerships in Education

Partnerships in Education is a resource guide for educators and employers written and published by the Industry-Education Council (Hamilton-Wentworth), a community-based, not-for-profit organization funded by local school boards and various community partners. Authors, Jim O'Connor and Richard Allen, visited 24 communities across Canada to seek local input from employers, educators, service agencies, and labour groups. The guide is based on sound research and provides the tools needed to establish genuine educational partnerships. For further information or to order, call 1-888-698-4888 or 905-529-4483.

Sayings for Teachers

Sayings for Teachers, by David C. Jones, is a collection of over 100 sayings gathered from sources as varied as The Urantia Book and Gloria Steinem, from ancient Chinese proverbs to thoughts from the author himself. Mr. Jones is a professor of education at the University of Calgary, where he offers a course on the spirit of teaching excellence. He has won several teaching awards. Copies of Sayings for Teachers are available through local bookstores and retail for \$9.95.

Proud of Two Languages Video

Proud of Two Languages is a new video, produced by Canadian Parents for French, that showcases seven young graduates of French immersion programs speaking about themselves and their experiences learning and using French. The video is ideal for use with parent information nights, community outreach, potential Late French immersion classes, and professional development activities. To order, contact: Canadian Parents for French, 176 Gloucester Street, Suite 310, Ottawa, ON, K2P 0A6, Fax: 613-230-5940; E-mail: cpf@omnimage.ca.

Newfoundland and Labrador Social History Series

The Writers' Alliance of Newfoundland and Labrador, in conjunction with Cabot College Literacy Office, have published a series of 10 booklets on the Social History of Newfoundland and Labrador. Written in easy to comprehend English, these booklets open windows on the people, places and events that have helped shape our history the Great Depression, immigration, Commission of Government, the labour movement, poverty, the groundfish moratorium --; the people who have struggled and continue to struggle to improve the quality of life for everyone. Booklets individually priced at \$3 and \$5; the complete set sells for \$30 plus postage. To order, contact: Writers' Alliance Office, P.O. Box 2681, St. John's, NF, A1C 5M5, Tel/Fax: 709-739-5215; E-mail: wanal@public.nfld.com; or drop by 155 Water Street, Suite 102.

Project Positive Action Kits

MediaWatch has created three booklets to assist parents, teachers and school administrators working with children aged 4 to 12 to counter violence and sexism in broadcast TV, videos, video games and computers. An advisory committee comprised of representatives from teachers', parents', administrators' and trustees' groups guided the development of this resource as well as its marketing. Kits (Parent, Teacher, or Administrator) are available for \$7.50 each (plus \$1.50 postage/handling) or three for \$20 (plus \$4 postage/handling) from MediaWatch, Suite 204, 517 Wellington Street W., Toronto, ON, M5V 1G1, Tel: 416-408-2065; Fax: 416-408-2069.

CALENDAR OF UPCOMING EVENTS

Canada Life Walk for Wilderness

April 27, 1997

St. John's. Hike Signal Hill to support the Protected Areas Association (PAA) preserve our land and sea environments. For information or to obtain a sponsorship form, contact: PAA, Tel/Fax: 709-726-2603.

Library Week 1997

April 28 - May 4, 1997

Set sail with your local library during Library Week 1997. Check out the Newfoundland Library Association web page at: <http://www.infonet.st-johns.nf.ca/providers/nlla/nlla.html>.

25th Anniversary Macdonald Drive Junior High

May 1-3, 1997

Former students, staff, parents and friends are encouraged to attend the "Festival of Memories" to be held at Macdonald Drive Junior High School. For further information or to assist in planning the celebrations, call the school at: 709-753-8240; Fax: 709-753-1243.

IASL-ATLC International Conference

July 6-11, 1997

Vancouver, BC. Bridging the Gap is a conference on emerging issues for schools and school libraries, sponsored jointly by the International Association of School Librarianship (IASL) and the Association for Teacher-Librarianship in Canada (ATLC). For further information or to request a registration package, contact: Lynne Lighthall, Conference Coordinator, 4093 West 14th Avenue, Vancouver, BC, V6R 2X3; Tel: 604-822-2704; Fax: 604-822-6006; E-mail: iaslatlc@unixg.ubc.ca; Conference web site: http://www.rhi.hi.is/~anne/conf_van.html.

AREXCEL Summer Program in France

July 6-26, 1997

A summer program in France designed in a way that effectively combines language learning with vacationing. Participants will tour the French Alps, sample the wines and cheeses which make France famous, explore dozens of cultural venues, and gain first hand experience of French daily life. Contact: AREXCEL Language and Culture, 385 St. Mary Avenue, Winnipeg, Manitoba, R3C 0N1, Tel: 204-957-5441; Fax: 204-772-3140.

Summer Science Institute

July 19-27, 1997

Discover one of the most biologically productive ecosystems in the world. This hands-on Huntsman Marine Science Centre course offers a wide variety of learning experiences through lab and field studies. Cost: \$770 (all inclusive). Contact: Huntsman Marine Science Centre, Public Education, St. Andrews, NB, E0G 2X0, Tel: 506-529-1200; Fax: 506-529-1212; E-mail: huntsman@nbnet.nb.ca.

Summer Institutes for Teachers

July 1997

St. Andrews, New Brunswick. Understanding Global Change --; July 5-9. Designed for teachers of science, environmental studies, geography, world issues and social studies. Curriculum materials, field trips to illustrate aspects of Sea Level Rise, Biodiversity, Climate Change. Exploring the Environment --; July 9-13. Using sea kayaks to access the coastal environment of the Bay of Fundy, learn how to observe and interpret,

geology, marine ecology and environmental issues through this total immersion session. History and Geography in Our Own Backyard --; July 13-17. Designed to show teachers how to effectively use their own communities as learning resources. Topics include architecture, archeology, settlement. Contact: James Steel, Course Coordinator, 340 Water Street, St. Andrews, NB, E0G 2X0, Tel: 506-529-4585; E-mail: steeljm@nbnet.nb.ca; web site: www.islands.org/salty.htm.
