

THE  
**bulletin**

---

Newfoundland and Labrador Teachers' Association

---

Vol. 42 / No. 6 -- April 1999





[Cover](#)

[Sleeping on the Stairs](#)

by Lesley-Ann Browne

NF Council for Exception Children

[Institute '99](#)

[ON LOCATION NEWS](#)

[Provincial](#)

[National](#)

[Everyone's Concern](#)

[NLTA Code of Ethics](#)

[Financing a Year of Deferred Salary Leave](#)

by Barbara Lewis

[Pre-Retirement Seminars](#)

by Barbara Lewis

[Pre-Retirement Registration Form](#)

[The Hard Work of Grieving](#) - Part I

by Claudette Coombs

[Understanding Equity Issues](#)

by Beverley Park

[Stem~Net Update](#)

[Youth News Network](#)

by Lesley-Ann Browne

[BGM 1999: A Reflection](#)

by Aubrey Dawe

[My Internship Experience](#)

by Boyd Lane

[Resources](#)

[Calendar of Upcoming Events](#)

---

[back to main page](#)

# SLEEPING ON THE STAIRS

by Lesley-Ann Browne

---

In 1777 John Wesley in his Sermon xciii stated, "Certainly this is a duty, not a sin. Cleanliness is indeed next to godliness." Obviously this man had never cleaned a house.

I fell asleep vacuuming the stairs in my house Saturday. I was sitting on the stairs moving the nozzle back and forth. The heat from the vacuum was comforting, the noise was soothing and I fell asleep. I had just returned from four days of Convention and was ready to become a couch potato for a few hours. This was well deserved considering the length of the meeting and agenda. Unfortunately, however, we received a call from our real estate agent. The new buyers of our house wanted to do a final walk through. We had two hours to get everything shiny, scrubbed and cleaned. We were then supposed to disappear for a few hours. This has been my lifestyle for the last four weeks and frankly I am exhausted.

The decision to place the house on the market was not an easy one but we finally decided we needed more space. Just another room and maybe a kitchen where two people could stand and work comfortably without risk of injury. There have been many near misses in the galley kitchen we presently have. My family has become quite adept at moving out of each others way.

I learned many things in the four weeks that it was on the market. I learned to place flowers strategically throughout the house for visual effect. That popcorn leaves a welcoming aroma. And dogs do not. I learned that I have nosey neighbors and that I do not like having to leave my home with little notice. Strangers poking through my belongings is not a pleasant experience either.

I learned that I cannot trust my dog around a dish of candy. Especially when there is a deadline to get out of the house. The candy dish, like the flowers, was strategically placed to welcome the potential buyers. Her difficulty opening them always resulted in a big mess and the mints did nothing for her doggy breath.

I also learned that real estate people make a great deal of money by sticking For Sale signs on people's lawns. We showed it, we talked about it, we sold it. The buyers met us as we were going for a walk one day and we offered to show them the house. And now the real estate agents walk away with a nice tidy little sum. The rental of a For Sale sign would probably have had the same effect.

The biggest lesson of all was not to try to sell my house while attending a Convention of NLTA. It was far too exhausting. Actually, if I were ever going to sell again I would take a leave of absence to keep up on the preparation. I have lost count of the number of times I have cleaned the toilets and shined the windows. I have nine bottles of cleaning products, some for shining, some for grease and others for smell. They will come in handy but I have to say that I am sick to death of cleaning. So if cleanliness is next to godliness then I qualify. I just do not like sleeping on the stairs. And I still have to pack my stuff and build a new house. It's going to be a long spring!

---



Special Matters Beyond 2000:  
Newfound Frontiers

## INSTITUTE '99

Newfoundland Council for Exception Children

St. John's Newfoundland  
November 11--;13

### ----- Program Strands -----

#### [Registration Form](#)

- 1. Assessment** --; sessions which deal with assessing a child's individual strengths and needs in several domains, timely information in light of recent Departmental policies.
- 2. Policy and Administration** --; sessions targeted to administrators, coordinators and others involved with designing and/or implementing policy at various levels.
- 3. Exceptionalities --; Programming and Supports** --; specific areas of exceptionality will be the focus providing information, practical programming, approaches and available support options.
- 4. Family and Community Support** --; sessions which explore the various issues related to supporting persons with exceptionalities and their families. Presenters come from various disciplines and perspectives, Health, Human Resources, Justice as well as Educational issues and supports are targeted.
- 5. Technology Fair** --; ongoing interactive displays allow participants to explore current technology used to support children with exceptionalities in addition to specific sessions throughout the program.

FOR FURTHER INFORMATION PLEASE  
CONTACT CO CHAIRS:

David Philpott  
[david.philpott@thezone.net](mailto:david.philpott@thezone.net)  
Telephone: (709) 739-7443  
or Dr. Wayne Nesbitt  
[wnesbit@morgan.ucs.mun.ca](mailto:wnesbit@morgan.ucs.mun.ca)  
Telephone: (709) 737-8606

**CEC INSTITUTE '99**  
Box 122  
Faculty of Education, G.A. Hickman Building  
Memorial University of Newfoundland  
St. John's, NF, A1B 3X8  
Fax: (709) 737-2345;  
Telephone: (709) 737-8606  
Our web site is <http://www.mun.ca/educ/>

## Provincial / National / International **NEWS**

---

### **SOUTHERN HARBOUR**

---

#### **Grandparents Day**

Grandparents and family of students at Our Saviour King Academy in Southern Harbour had a special treat this past March. As a social studies project, the Grade 4 and 5 classes held Grandparents Day. They invited their grandparents and family to a "good old Newfoundland time". Besides Newfoundland monologue, songs, and dancing by the Heritage Dancers, guests were treated to a scoff of boiled beans and homemade bread.

Dolores Billings, classroom teacher for Grades 4 and 5, says that "grandparents and students truly enjoyed each other's company. The activity also allowed our students an opportunity to experience a taste of Newfoundland culture." A guest at the Grandparents Day summed up the feelings of most. "This had been great. We should have more of this."

---

### **BURLINGTON**

---

#### **Education Week activities at M.W. Jeans Academy**

The week's activities began on Monday, March 1 when students, teachers and parents assembled at Riverside United Church. Mrs. Lush, Principal, welcomed everyone, read the Education Week proclamation and proclaimed Education Week officially open at our school.

The K-6 students performed a Burlington School Song which was written by the Grade 5/6 class. They also sang the school's "Attitudes" rap song. The 3/4 class did a recorder selection and a French song. The 5/6 class read selected Bible verses with reference to education meaning "to teach" or "to instruct".

Three teachers, Mrs. Alfreda Penney, Mrs. D. Lush, and Ms. G. Morris, did a teacher presentation called "Education --; Yesterday, Today and Tomorrow".

On Tuesday, the school held its annual Science Fair with 27 different projects. Mr. Clar Brown, Co-ordinator with our School District, did the judging. A total of five gold, eight silver, and 11 bronze medals were awarded.

In addition to these, the Kindergarten and Grade 1 class did a project called "Snowball Melting". The Grade 2 class did "What's Poppin" and the Grade 3 did "Water In the Real World".

On Wednesday afternoon Mr. Dale King and the Grade 3/4 class held a Grandparents afternoon at the school. A total of 11 grandparents and great-grandparents spoke about the "yesterday" aspect of school life.

On Thursday the school held a Reading Marathon in the gym to further promote the joy and love of reading. Thursday was also the deadline for entries in our story writing contest, "What I Like Best About My School". Eighteen entries were received in both the Grades 3/4 and 5/6 competition. First, second and third

place winners will be selected by a panel of parents and teachers.

On Friday afternoon the elementary grades (4, 5 and 6) travelled to Middle Arm by bus to play a game of floor hockey against the elementary students in Middle Arm.

Meanwhile, back at Burlington, the primary grades were having their own sports activities. Students took part in various sports activities in the gym because their hopes of outdoor fun in the snow were squished due to the rain.

All in all it was a busy but exciting Education Week at M.W. Jeans Academy and we would sincerely like to thank all the students, teachers, parents and the general public for making it a very worthwhile endeavour.

---

## **BONAVISTA**

---

### **Poster contest**

Natasha Pearce, a Grade 5 student at Matthew Elementary School in Bonavista, was the Provincial winner of a National Winter Poster Contest. Natasha's teacher, Dave Smith, encouraged her and 21 classmates to enter the contest.

Natasha and her parents won an all expense paid trip to Ottawa and participated in special activities during Winterlude, February 11 to 14. "I'm really glad I entered the contest," says Natasha. "It was a fantastic trip."

---

## **PARADISE**

---

### **Soiree art mural**

Every year the Grade 6 students at Paradise Elementary choose a theme for a large art mural. Last year it was "The Winter Olympic Games"; in 1997 it was the "Cabot 500 Celebration", and this year it is "Soiree Newfoundland and Labrador: 50 Years as a Canadian Province!" Grade 6 student, Adam Janes, came up with the idea, and the three classes of students jumped right in to research their Province.

With creative minds in full swing the students first worked on small compositions showing aspects of their homeland they thought were important to include. Some suggestions brought forth included: the sea; wildlife; the forestry; seasonal weather conditions; the people and their interests; popular sports; Cabot Tower and other well-known landmarks; light houses; country/city housing; beautiful scenery; and Provincial flags and banners.

There was certainly no shortage of ideas and the students worked on their own individual pictures for three weeks before selections were made for the final product. Ideas were arranged and outlined on the approximately 10' by 35' mural sheet and the painting began. Individual designers painted their own parts with the help of classmates. A total of 70 students were involved in the project and the end result is quite spectacular.

The mural will be the centerpiece for the Grade 6 Art Exhibition held at Paradise School every May. It has already received much high praise from passers by. It is hoped that this splendid piece of student work will be displayed in St. John's over the summer of '99 to show how young people are joining in with the 50th celebrations. Well done on a terrific job Paradise artists!

---

## RAMEA

---

### **Teacher to present at AMTEC Conference**

Gail Scott, a Core French Teacher at St. Boniface All Grade School in Ramea, will be presenting her research paper at the national conference of AMTEC: The Association for Media and Technology in Education in Canada. The conference is scheduled for June 6 to 9 at the Delta Hotel in Ottawa.

Her research paper is titled "Integrating Technology in the Curriculum: The Challenge of Dilemmas". It discusses the expectations placed upon teachers to integrate technology into the curriculum by examining the technology plans of various provinces. Also explored are the problems and concerns of teachers as they attempt to implement these objectives in their classrooms, as well as possible solutions proposed by several initiatives of provincial Departments of Education. The role of university Faculties of Education in preparing new teachers for the technological classroom is addressed as well.

AMTEC is Canada's national association for educational media and technology professionals. The theme for this year's conference is "Ready or Not: Media for the Next Millennium". For more information about AMTEC visit the web site at [www.amtec.ca](http://www.amtec.ca).

---

## SWIFT CURRENT

---

### **Team spirit**

The week of February 8 to 12 was Spirit Week at Swift Current Academy. All students from K through 12 took part in a spirit race throughout the week. Students and teachers "teamed up" to show the most spirit.

Debra Hiscock, a teacher at Swift Current Academy, said the week was a great success. "Everyone had fun and students cooperated to get everyone participating."

Each day had a special theme and students took part in Pajama Day, 60 and 70's Day, Wacky Wednesday, Cupid Day, and Winter Carnival. The students enjoyed participating and dressing up. The overall winner, the Black Team, won the most events during Winter Carnival.

---

## UPPER ISLAND COVE

---

### **Fine arts project**

In September of this school year a need arose at St. Peter's School in Upper Island Cove to improve the Learning Resource Centre to make it more serviceable and enjoyable for student use. As part of this improvement project, a wall mural was painted that had a special theme to appeal to small children. The wall mural was designed and painted by the Fine Arts Group with the help of several students from the school.

The Fine Arts Project is a partnership of the Avalon West School Board, the Carbonear Regional Community Theatre Board, HRDC and the Provincial Government. The partnership is dedicated to the promotion of fine arts in the region's schools and communities. Thirteen full-time employees offer workshops in dramatic performance, visual art, sound and light production, and many other aspects of the fine arts. The project started on November 16, 1998, and will end on July 2, 1999.

Painters from the Fine Arts Project were Karen Mercer, Florence Button, Jeff Newman, Ken Butt, Randy

Stone, and Cindy Spurrell. They were assisted by artists Michael Stone, Grade 6, and Christina Bartlett, Grade 8.

Learning Resources Teacher, Alexandra Goff, feels the project was a great success. "We attempted to create a cozy corner for children and teachers to curl up with a good book. We wanted a scene that incorporated the love of reading with characters that all children would recognize and we have certainly accomplished our goal; the children love it."

---

## **MOUNT PEARL**

---

### **In-School Mentoring Program**

In conjunction with the Avalon East School Board, a local charity has been able to expand its services to children in the St. John's and Mount Pearl areas. Big Brothers/Big Sisters of St. John's, Mount Pearl and District have just implemented an "In-School Mentoring Program".

The program is being piloted at St. Peter's Primary in Mount Pearl and there are currently five volunteers taking part. The goal of the project is to improve the confidence, self-esteem and school interest of children who have been identified by school personnel as not reaching their full potential. The children, generally aged 7 to 9 (Grades 2 to 4) meet with their carefully screened mentor during school hours, for one hour a week, on school property.

Craig Bennett, Caseworker at Big Brothers/Big Sisters and co-ordinator of the project, says "If our financial circumstances allow we hope to expand the program into the greater St. John's area in the 1999-2000 school year. We hope to be able to fulfill our goals of having a profound, positive impact on the personal development of children."

For more information on this project or other services of Big Brothers/Big Sisters, call 709-579-2900.

---

## **SHOAL HARBOUR**

---

### **Bridge Competition**

As part of their science program, students at Balbo Elementary School designed and constructed different types of model bridges. While studying a unit on "structure and design" the Grade 7 class built 23 bridges. These included different types of suspension, arch and girder bridges.

Students had a choice of working alone or with a partner to complete their bridges. The bridges were judged on design and workmanship.

When asked about the project, Paul Green, Science and Technology teacher at Balbo Elementary, says he is thrilled with the results and the involvement of his students. "The overall quality of all bridges was excellent! Students worked on bridges at home and did research on the Internet from the school's computer lab. We had so many bridges that we had to store them in the multi-purpose room."

Besides having a lot of fun, students learned hands on about structure and design. As one student stated: "I'd love to be an engineer it's cool to design and construct things."

---

## **CANADA**

---



### **Thank a Veteran Campaign**

The Canadian Military Heritage Museum needs your help. A web site is being designed for Veterans which will be used all over the world for Veterans looking to contact other Veterans, students looking for information on war history, a history of true experiences, and ordinary people looking for relatives who served their country.

This can only be accomplished with your co-operation. If you are a Veteran or know a Veteran, please help us to tell the story before it is too late, and if possible, send us a recent picture of yourself, and a Military picture. We are very interested in hearing your stories and recollections.

Send information to, or if you have any questions, contact Stan Wawzonek, Chairperson, "Thank a Vet", Box 22059, 794 Colborne Street, Brantford, ON, N3S 7V1, Tel: 519-753-2753, Cellular: 519-770-6060.

### **Masters Degree in Education --; Deafness Studies**

Canada is now facing a shortage of teachers who have specialized training in working with deaf and hard-of-hearing children. This year, the University of Alberta has received calls from every province in Canada looking for trained teachers of the deaf to work in both classroom and consulting situations.

The Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH) offers certification for those trained to work with this population. Teachers may also work towards Auditory-Verbal Certification. This training is offered at the University of Alberta: a one-year course-based M.Ed. in Deafness Studies in the Department of Educational Psychology. The training includes studies in language development and reading, American sign language (and other forms of manual communication), psychology, audiology, oral rehabilitation, curriculum design, and counseling. In addition, there is a field experience component in which the students work with CAEDHH certified teachers of the deaf in a variety of settings. Field experiences are designed individually and students have been placed in educational settings worldwide.

For more information please contact Dr. Mary Ann Bibby, Director, Deafness Studies Education, Department of Educational Psychology, University of Alberta, Edmonton, AB, T6G 2G5, Tel: 403-492-3697; Fax: 403-492-1318; E-mail: maryann.bibby@ualberta.ca.

### **Semaine nationale de la francophonie**

Au moment où vous lirez ces lignes, toutes les communautés francophones canadiennes auront manifesté leur attachement à la langue et à la culture d'expression française. Dans le cadre de la Semaine nationale de la francophonie qui s'est déroulé du 15 au 25 mars 1999, les francophones du Canada organisaient des activités socioculturelles et pédagogiques pour célébrer la richesse de leur langue et de leur culture. Cet événement national est jumelé à la Journée internationale de la francophonie --; cette année le 20 mars 1999.

Ces multiples activités culturelles, sociales et pédagogiques poursuivent les objectifs: de multiplier les occasions de vivre et de s'exprimer en français; d'exprimer le besoin d'affirmer le sentiment d'appartenance à la francophonie; de reconnaître les talents et la richesse de la diversité des communautés francophones canadiennes qui permettent au Canada d'exercer un rayonnement commercial et culturel plus large sur le plan international.

Qu'est-ce que la francophonie? La francophonie, c'est un concept, un ensemble de pays, des millions de personnes, une âme En 1880, le géographe français Onésime Reclus invente le concept de francophone pour désigner les personnes et les pays qui font usage de la langue française. En 1970, c'est la création de la première organisation intergouvernementale francophone, l'Agence de la francophonie. En 1985, c'est la tenue du premier Sommet de la francophonie. Cette année, Moncton au Nouveau-Brunswick, est l'hôte du

Sommet. On y accueillera environ cinquante-deux états qui représentent vingt-cinq pour cent des pays dans le monde, c'est-à-dire 450 millions de personnes.

Pour l'écrivaine acadienne Antonine Maillet, la francophonie n'est pas un mot, mais «une mémoire de mille ans, dispersée sur cinq continents, reproduisant à même le sable du Sahara, les bayous de la Louisiane, la brousse du Cameroun, les neiges du Québec et de l'Acadie, des sons nés de la rencontre des Latins, des Gaulois, des Celtes, des Francs, des noirs et des blancs, des nouveaux et des anciens, des maigres et des gras, des sons tirés d'un savant alliage de consonnes et de voyelles pour capturer l'âme d'un peuple appelé à ajouter sa note à la symphonie universelle. La francophonie n'est pas un mot, c'est une âme. Cent millions d'âmes.»

#### **Le semaine de la francophonie dans les écoles françaises de Terre-Neuve et du Labrador**

Dans le cadre du programme «La tournée des écrivains» son équivalent anglophone «Writers in Schools» l'école française de Saint-Jean recevait Dominique Giroux, une auteure québécoise de littérature pour la jeunesse. Elle présentait trois ateliers interactifs sur la lecture d'extraits de ses oeuvres. Le vendredi 19 mars, les élèves de l'école passaient une nuit blanche à lire des contes, des albums, des nouvelles, des romans Des activités d'animation en grands groupes et en petits groupes étaient proposées aux élèves. À l'occasion de cette soirée de lecture, le personnel enseignant, la direction et les élèves de l'école ont reçu le prix du meilleur journal d'école (primaire et intermédiaire) des provinces de l'Atlantique décerné par l'Association canadienne de langue française.

Pour célébrer la Journée internationale de la francophonie, les élèves du Centre scolaire l'ENVOL à Labrador City jouaient au jeu du dictionnaire: mimes, dessins et définitions.

Au Centre scolaire Sainte-Anne, à l'école Notre-Dame du Cap sur la côte Ouest de Terre-Neuve et dans les classes françaises d'Happy Valley - Goose Bay au Labrador, le personnel enseignant ont exploité les activités pédagogiques publiées par l'Association canadienne d'éducation de langue française.

---

Occupational Health and Safety

# EVERYONE'S CONCERN

---

The health and safety of the people in our workplaces depends on a variety of factors: the nature of the work, the level of training, the condition of equipment, the hazards of materials used, the condition of building facilities, and many others. Most of all, health and safety depends on the efforts of each of us to make the workplace healthier and safer. Safety is the responsibility of everyone in the workplace: teachers, support staff, custodial staff, administrators, and employers. Employers have the ultimate responsibility for health and safety in the workplace. The basic principles that guide health-and-safety activities in every workplace are outlined below:

## **Workers' Responsibilities**

All workers are required to:

- avoid horseplay
- ensure ability to work is not impaired
- follow safe work procedures; e.g. use ladders, not chairs and desks, when putting up displays
- refuse to carry out work when there is an undue risk to the health and/or safety of any person
- report unsafe equipment and conditions to administrator(s) and document the report
- report to the administrator(s) all work-related injuries and/or illnesses and document the report
- use safety equipment.

## **Employers' Responsibilities**

Employers must:

- ensure that all equipment is safe, and complies with regulations
- ensure that workers are properly trained in safety procedures; e.g. how to handle violent students effectively
- inform workers about the potential hazards in a workplace and how to minimize the risk
- inspect the workplace regularly
- record all injuries reported, and report accidents and injuries to (WHSCC) Workplace Health Safety and Compensation Commission
- take all reasonable precautions to prevent accidents, injuries, and occupational diseases
- take immediate steps to eliminate or minimize workplace hazards.

At the recent British Columbia Teachers' Federation (BCTF) leadership training course on occupational health and safety, a group of local presidents brain-stormed all the hazards they thought could affect the health and safety of their members. They looked at the hazards, at the risk levels, and at ways to prevent or minimize the hazard. In thinking about hazards and the level of risk, consider this: The hazard of crossing a road is possible injury, even death; the risk of crossing a country road is much lower than that of crossing a freeway. Each workplace and hazard requires a different approach to dealing with the hazard. The following list shows the hazards only, and you can think of the risk level in your school and ways of eliminating or minimizing the hazards. The list, by no means exhaustive, will give you some idea of the potential hazards teachers and other workers may have to deal with in the education system.

## **Hazards**

allergies · animal bites · asbestos · bomb threats · broken chairs · broken hand railings · carpeting --; not cleaned properly · ceiling material falling down · chemical spills (labs) · chemicals (paints, cleaners) · coaches driving mini-buses · coaches, etc., injured after school · cooking accidents · darkness in parking lots

· deliberate contamination of teachers' food/drink · diseases --; chicken pox, measles, mumps, etc. · driving to work sites for itinerant teachers · falls (putting up displays) · fires · floods · frayed electrical cords/plugs · gas leaks --; no gas protection · harassment · hazards in labs/shops · hearing loss · holes in playground · ice, snow, mud · indoor air quality --; molds fungus, toxic vapors, poor ventilation, CO, radon, etc. · infestations (rodents, etc.) · isolated portables · lack of cleanliness --; toxic materials · laser lights --; eye damage · lifting of students · moving trolleys and equipment from class to class · overcrowding · paper cuts · PE teacher demonstrating or playing games with students · RSI (repetitive strain injuries) · stairs · syringes · uneven concrete · unsecured shelving, storage · violence --; colleagues · violence --; parents · violence --; strangers · violence --; students · voice disorders · weapons --; guns, knives, etc. · wet leaves causing slips · worn and slippery flooring · Year 2000 computer bug.

If you are concerned about a workplace health and safety problem, report it immediately to your administrator(s) and to an occupational health and safety representative (if your workplace has one). The employer must then investigate the complaint.

If you believe you have been injured or made sick by an accident, a strain, or exposure to hazardous workplace material, report the resulting injury or disease to your administrator(s) immediately, and if you believe it is necessary, seek medical treatment right away. Always report the injury or disease to your administrator as soon as possible, and always ask for help when filling out a Workplace Health, and Safety Compensation Commission claim. You do not have to file a claim to WHSCC, but the claim is stronger if it is made early. WHSCC will probably question a claim that was not filed immediately. Your Association will help make the process as stress-free as possible.

Remember, occupational health and safety is the responsibility of everyone in the workplace.

---

This article previously appeared in the January/February issue of "The Teacher" --; the news magazine of the British Columbia Teachers' Federation. It has been edited slightly to reflect issues in Newfoundland and Labrador. Thanks to BCTF for permission to reprint. For more information contact [Perry Downey](#), Administrative Officer in Benefits and Economic Services Division, who is responsible for WHSCC issues and work related injuries.

# NLTA CODE OF ETHICS

by Barbara Lewis

---

The NLTA Code of Ethics (text below) outlines the code of professional practice which applies to all teachers in Newfoundland and Labrador. While the Code of Ethics is included as an academic topic of study by every education student at Memorial University it sometimes is forgotten in everyday practice by teachers. However, teachers should realize that breaches of the Code of Ethics can and do result in complaints which may lead to disciplinary action. We urge all teachers to become familiar with the Code and use it as a guide for their professional behaviour.

In early March, the NLTA office provided to all schools, through their school representatives, an 11 x 17 poster format of the NLTA Code of Ethics. It should be posted in a prominent area of the school frequented by teachers. If the Code is not posted in your school, please ask your NLTA school representative to do so.

The Employee Assistance Program Coordinators at NLTA offer staff workshops on Conflict Resolution, Interpersonal Relations, Communication, Staff Morale, Self Esteem, and other topics on personal development and professional interaction in which a staff/school administration might be interested. Please contact an Employee Assistance Program Coordinator at NLTA if your staff would be interested in such a workshop.

If you have inquiries regarding the NLTA Code of Ethics, please contact an Administrative Officer with the Benefits and Economic Services Division of NLTA.

## **Code of Ethics**

The Code of Professional Practice shall apply to all members and the term "teacher" as used in this code includes all members of the Newfoundland and Labrador Teachers' Association. This statement, arrived at by consensus of the Association, does not attempt to define all items of acceptable practice but rather to serve as a guide. Both individual and collective actions taken by members of any professional group may enhance or detract from the status of that profession; NLTA members are expected to be aware of this and to observe general principles of professional practice. (Note: The Code of Professional Practice shall not apply in the case of a teacher who, in good faith, provides statements or evidence to a Court of Law, an Arbitration Board, the NLTA Professional Relations Commission, the NLTA Disciplinary Committee, or any body or official duly authorized by the NLTA.)

## **Teacher-Pupils**

- i) A teacher's first professional responsibility is to the enhancement of the quality of education provided to the pupils in his/her charge.
- (ii) A teacher regards as confidential, and does not divulge, other than to appropriate persons, any information of a personal or domestic nature concerning either pupils or their homes.
- (iii) A teacher keeps teaching as objective as possible in discussing with the class the controversial matters whether political, religious or racial.
- (iv) A teacher does not knowingly misuse professional position for personal profit in the offering of goods or services to pupils or to their parents.
- (v) A teacher does not accept pay for tutoring his/her own pupils in the subject in which that teacher gives classroom instruction.
- (vi) A teacher accepts that the intellectual, moral, physical and social welfare of his/her pupils is the chief aim and end of education.
- (vii) A teacher recognizes that a privileged relationship exists between the teacher and his/her pupils and shall never exploit this relationship.
- (viii) A teacher who has reason to suspect that a child has suffered, or is suffering, from abuse that may have been caused or permitted by any person shall forthright report the suspected abuse to the appropriate authorities. [This section applies notwithstanding section (ii) under Teacher-Colleagues.]

## **Teacher-Employer**

- (i) A teacher does not disregard a contract, written or verbal, with a school board.
- (ii) A teacher does not apply for a specific teacher's position that is not yet vacant.
- (iii) A teacher does not accept a position with an employer whose relations with the Professional Organization have been declared in dispute.

### **Teacher-Colleagues**

- (i) A teacher reports through proper channels all matters harmful to the welfare of the school. S/He does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication.
- (ii) A teacher does not criticize the professional competence or professional reputation of a colleague, except to proper officials and then only in confidence and after the colleague has been informed of the criticism.
- (iii) A teacher notifies any other teacher whose pupils s/he proposes to tutor on a regular basis.
- (iv) Teachers do not take any individual or collective action which is prejudicial to the Association, to other members of the Association, or to the profession generally.
- (v) A teacher does not knowingly undermine the confidence of pupils in other teachers.
- (vi) A teacher submits to the Association disputes arising from professional relationships with colleagues which cannot be resolved by personal discussion.
- (vii) A teacher, before making any report on the professional competence of a colleague, provides that colleague with a copy of the report and forwards with it any written comment that the colleague chooses to make.
- (viii) A teacher who is in an administrative or supervisory position makes an honest and determined effort to help and counsel another teacher before subscribing to the dismissal of that teacher.
- (ix) A teacher does not actively oppose the presentation to higher authority of matters duly agreed upon by fellow teachers, except by formal minority report.

### **Teacher-Professional Growth**

- (i) A teacher acts in a manner which maintains the honor and dignity of the profession.
- (ii) A teacher assists in the professional growth of colleagues through the sharing of ideas and information.
- (iii) A teacher makes a constant and consistent effort to improve professionally.

### **Teacher-Professional Organization**

- (i) A teacher, or group of teachers, does not make unauthorized representation to outside bodies on behalf of the Association or its local branches.
- (ii) A teacher does not refuse to follow Association directions under a legitimate job action.
- (iii) A teacher adheres to collective agreements negotiated by his/her professional organization.
- (iv) A teacher recognizes, as a professional responsibility, service to the Association at the local and provincial levels.
- (v) A teacher who has requested representation by the Association honors commitments made on his/her behalf.
- (vi) A teacher recognizes the Newfoundland and Labrador Teachers' Association as the official voice of teachers on all matters of a professional nature.

### **Teacher-Parents**

- (i) A teacher seeks to establish friendly and cooperative relationships with the home and to provide parents with information that will serve the best interests of their children.

# FINANCING A YEAR OF DEFERRED SALARY LEAVE

by Barbara Lewis

The Administrative Officers in the Benefits and Economic Services Division are often asked what the "difference is" in take-home pay while on Deferred Salary. We are reluctant to provide specific financial advice to members because each individual's financial situation is different and all financial matters are subject to change. However, we attempt to provide teachers with as much information as possible to help make informed decisions.

The following comparison of net salary under full salary and the various Deferred Salary options are rough calculations and for illustration purposes only. Each individual teacher's situation will be different. The salaries are those in effect as of February 1999. Future salary increases are not applied. Taxes deducted vary for each teacher and they are rough approximations based on information provided by Teacher Payroll. EI and CPP deductions are based on 1998-99 formulae. Any further questions on the Deferred Salary Leave Plan should be directed to Administrative Officers in the Benefits and Economic Services Division of NLTA at 726-3223 or 1-800-563-3599.

## Full Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	41,602	48,186	54,514
Estimated Tax	9,600	12,200	14,700
Estimated EI	995	995	995
Estimated CPP	1,187	1,187	1,187
NLTA Fees	416	482	545
Pension Deduction	3,536	4,096	4,634
<b>Estimated Net*</b>	<b>25,868</b>	<b>29,226</b>	<b>32,453</b>

\* Estimated Net does not include an individual's insurances and deductions

## 2/3 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	27,734	32,124	36,343
Estimated Tax	4,700	6,000	7,500
Estimated EI	707	820	927
Estimated CPP	971	1,124	1,186
NLTA Fees	277	321	363
Pension Deduction	3,536	4,096	4,634
<b>Estimated Net*</b>	<b>17,543</b>	<b>19,763</b>	<b>21,733</b>

\* Estimated Net does not include an individual's insurances and deductions

## 3/4 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	31,201	36,139	40,885
Estimated Tax	5,800	7,500	9,300
Estimated EI	796	921	995
Estimated CPP	1,092	1,187	1,187
NLTA Fees	312	361	409

Pension Deduction	3,536	4,096	4,634
<b>Estimated Net*</b>	<b>19,667</b>	<b>22,074</b>	<b>24,360</b>

\* Estimated Net does not include an individual's insurances and deductions

#### 4/5 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	33,282	38,548	43,611
Estimated Tax	6,400	8,400	10,400
Estimated EI	848	982	995
Estimated CPP	1,165	1,187	1,187
NLTA Fees	333	385	385
Pension Deduction	3,536	4,096	4,634
<b>Estimated Net*</b>	<b>21,000</b>	<b>23,498</b>	<b>26,010</b>

\* Estimated Net does not include an individual's insurances and deductions

A teacher does not pay EI premiums in the year off.

---



A Look Ahead

# PRE-RETIREMENT SEMINARS

by Barbara Lewis

---

During the Fall of 1998, NLTA hosted seven Pre-Retirement Seminars --; one in Stephenville, one in Corner Brook, one in Gander, one in Grand Falls-Windsor, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling, and were attended by 495 teacher participants and 195 spouses.

Information sessions dealt with topics such as the Teachers' Pension Plan, Severance Pay, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants.

From all reports, the seminars were regarded as quite successful. Notwithstanding this however, there have been a number of recommendations for improvement and our plans for the Fall of 1999 will try to incorporate those various suggestions. Preparation is already under way to hold seven seminars during October, November and early December 1999 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's.

The sessions will be two days in duration. The program begins with registration from 9:00 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:30 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained on page 16 of this Bulletin; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 1999 seminars can be found on page 17. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during the school years 2000-2001 and 2001-2002 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business. Note that accommodation expenses are the responsibility of the teacher.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come-first-served basis.

### **NLTA Policy on Pre-Retirement Seminars**

**1.** The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of the Benefits and Economic Services program relating to retirement planning will be communicated through the use of the NLTA Bulletin, Infosheets, and special publications.

**2.** The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.

**3.** Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.

**4.** Expenses will be paid (or not paid) for teachers and spouses who attend the pre-retirement seminars in accordance with the following stipulations:

(a) No meal expenses will be paid during travel to and from or at the seminar itself.

(b) No accommodation expenses will be paid during travel to and from or at the seminar itself.

(c) No child care expenses will be paid for seminar participants during travel to and from or at the seminar itself.

(d) Travel expenses shall be reimbursed in accordance with the following provisions:

i. Participants shall be reimbursed the lesser of travel by private vehicle or public transportation.

ii. Payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.

iii. Travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.

iv. No expenses will be paid to participants living or teaching in the community where the seminar is held.

v. The participating teacher and spouse are expected to travel in the same private vehicle and, consequently, only one claim will be entertained for car meterage.

**5.** Expenses for the spouse of the retiring teacher shall be provided in accordance with Association policy as stipulated in Section G (Pre-Retirement Counselling).

**6.** Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)

**7.** Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.

**8.** Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

**9.** All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.

**10.** The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Benefits and Economic Services Committee with recommendations being made to Executive as required.

# 1999 PRE-RETIREMENT SEMINAR

## REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

**Please check which session you will be attending:**

Oct. 14-15 -- Hotel Gander, Gander

Oct. 21-22 -- Glynmill Inn, Corner Brook

Nov. 4-5 -- Mt. Peyton, Grand Falls-Windsor

Nov. 18-19 -- Holiday Inn, Stephenville

Nov. 25-26 -- Holiday Inn, St. John's

Dec. 2-3 -- Holiday Inn, St. John's

Dec. 9-10 -- Holiday Inn, St. John's

Will your spouse be attending?  Yes  No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

Yes  No

### NOTE:

- Travel Costs will be paid according to policy.
- You will receive confirmation prior to seminar
- All participants must pre-register.
- Teachers eligible to retire by 2002 are eligible to attend.

**Please submit registration form to:**

Melanie Jaster

Benefits and Economic Services Division

Newfoundland and Labrador Teachers' Association

3 Kenmount Road, St. John's, NF, A1B 1W1

Fax: 709-726-4302

### FOR NLTA OFFICE USE ONLY

Date Received	Confirmation Sent	Information Package Sent

# THE HARD WORK OF GRIEVING

by Claudette Coombs

---

This school year has been a tragic one for many of our colleagues. Not only have we faced illness within our ranks ([The Bulletin: March 1999](#)) but we have also watched helplessly as family and friends have been taken from us through death. In my role with the Employee Assistance Program, I have witnessed the grief and pain associated with loss. These articles attempt to share with you some things which may help each of us move through the pain toward restoring hope on a personal pathway of resilience.

Grieving is a complex process. It encompasses recognition of the impact of a personal loss and management of the subsequent recovery. It brings emotional, psychological, intellectual and behavioural responses to the loss and therefore requires specific recovery action in each of these areas.

We experience grief when someone or something significant has been, or threatens to be, taken away from us. Although we generally associate grief with a loss of life, we also grieve other losses. Examples include: the end of a close relationship; termination of a job; a move to a new town, job or home; or, the loss of personal security. In each case we lose something which is valuable. We are faced with uncertainty, isolation, sadness, confusion and possibly fear. We must adjust to new conditions and rules and may experience a feeling of helplessness or loss of control over our lives.

## **Intensity**

The "bereavement", or sense of loss, is more intense when the loss affects many areas of our lives. We may all have shared in the grief of the families who suffered loss from the Swiss Air disaster in Peggy's Cove. After all, we are part of a universal family experiencing pain and we may relate to the personal devastation of losing a family member. However, we experience more intense feelings when we hear of the death of a friend's child. Why? We interpret the world events according to the relevance to us. We try to protect ourselves and build psychological barriers around our emotions. We acknowledge tragedy and try to console, then we move on with our lives. But, sometimes, emotional acknowledgment of a loss is more than we can bear. When we survive the death of a spouse, child or parent, the psychological pain may be so great that we deny reality or we refuse to continue "living". If this desolation persists, our hope for moving through the hard work of grieving may rely on professional intervention.

## **Mourning**

Mourning allows us to express our anguish and sorrow. We may withdraw, become overwhelmed with emotion, talk continuously, or publicly show the intensity of our sadness in numerous other ways. We may also choose to mourn privately. Unfortunately, the grieving process may outlast the socially recognized mourning period. This poses personal danger when we misinterpret well-meaning comments or behaviours by friends. A statement that 'it is time to get out more and move on with life' may cause us to think that our behaviour is inappropriate. If we then choose to hide our grief, this prevents a natural process of grieving suited to our emotional needs. Although others may feel uncomfortable with a short, or a long, public mourning period, we must not allow our mourning behaviours and grieving process to be dictated by others. Yes, grief can be suppressed but it will inevitably re-emerge. Grief is a very personal experience and can only be properly expressed and resolved in ways which match an individual's personality, experience of loss and subsequent needs.

## **Complications**

The impact of loss varies with individuals and according to many personal factors. These can include: abilities to cope and readjust; anticipation of, and preparation for, the loss; the presence of external supports;

and personal expectations for change. As well, the grieving process can become complicated by: personal issues (eg. regret and guilt); or external issues (eg. blame, lack of understanding or support); or environmental factors (eg. family, professional or financial demands).

Any of these factors can lead to problems with adjustment, interference with daily living and ability to achieve future happiness. For many of these complications, we can (alone or with the help of others) rationally reassess the situation and reconcile our thoughts and feelings.

Acquiring the needed support may be only an issue of communication. On many occasions people fail to act because they are unsure of how to help. Open discussion can lead to enhanced understanding and support from those who really care. Often an objective perspective can assist with defining options to address the demands currently overpowering us.

### **Expectations**

When we know what to expect we are less frightened by the process, even though the pain remains. The physical and emotional reactions can be most acute immediately following the loss and are usually short-term. Physical symptoms may resemble those of shock. Numbness, heart palpitations, chills, nausea, and muscle pain are common. Psychological symptoms may resemble extreme stress. Interference with sleep, activity, eating and socializing patterns; loss of interest in hobbies, pleasure and family; anxiety, confusion and inability to concentrate; withdrawal from, and rejection of, others; and, substantial personality changes may occur. The intellectual processing of the loss over time usually relieves most of these symptoms.

Beware! The emotions and behavioural responses associated with loss can be triggered by spontaneous memories of the past or by naturally occurring events in our daily lives. The emotions can range from overwhelming to mild reminders of what we have lost. However, the debilitating intensity is generally reduced over time --; not because the loss is less significant, nor is it because we replace the memories or treasures of the past, nor is it because we find no place to recognize the loss in our future. Instead, it is because we have learned how to incorporate a new view of a loved one, how to go on living, how to create new and different pleasures, and how to accept that life still has meaning.

Successfully conquering grief depends on being able to progress through a series of indicators. Although they may be achieved in different order and may be cycled through repeatedly, they include: accepting the reality of the loss; recognizing its pervasive impact; expressing the intensity of the pain; creating a new and different place for the loved one; finding new avenues to meet personal needs; and looking to the future without a sense of dread but instead with a sense of hopefulness.

To explore "TOOLS FOR RECOVERY", read the follow-up article: [Grief Part II: Continuing the Work of Recovery](#).

---

Claudette Coombs is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact [Claudette Coombs](#) (ext. 265), or [Kathy Burford](#) (ext. 242).

# UNDERSTANDING EQUITY ISSUES

by Beverley Park

---

When the NLTA first struck a committee in 1983 to deal with issues of equity, its focus was on gender equity. The original committee was the Women's Issues in Education Committee. It soon became evident that the concerns of that committee went far beyond issues of gender. Women's issues were everyone's issues and spanned the whole spectrum of social justice topics. To reflect this the committee was renamed the Equality Rights in Education Committee, which has evolved further to the current Equity Issues in Education Committee. This is not to imply that issues of gender equity are no longer a concern. In a profession dominated by females there is still a disproportionate percentage of males in administrative positions. There are no female directors of education, and in the history of our own organization we have had but one female President. In Newfoundland and Labrador equity issues surrounding racial discrimination are less prominent. This may be due to the nature of our society in that we are largely homogeneous and our culture is generally accepting and hospitable.

In the school context, equity of access to programming and equity of opportunity for employment as defined in the collective agreement are priority. In addition, the issue of homophobia came to the fore last year as there appeared to be a growing intolerance for homosexuals students and teachers.

## **Purpose**

The Equity Issues in Education Committee has, as part of its mandate, the promotion of awareness of equity issues among the membership. In past years Branch Equity Officers were brought together in the region where the committee was located and instructed in the issues. It was hoped that eventually a cadre of informed teachers would provide support in the field and feedback to the committee. This year, in an attempt to reach more members, the committee is taking a new approach in providing a series of articles on equity issues topics. It is realized that such an article cannot "educate" but it can raise awareness, provide basic information and open avenues for further exploration and discussion.

## **The Issues**

What are the issues of equity in education? As referenced earlier, despite what many teachers believe, the concerns go well beyond gender equity.

Any form of discrimination whether it be on the basis of employment or contract status, ability or disability, sexual orientation, gender, age, ethnic origin, geographic location or linguistic group is an equity issue.

If you consider this from the point of view of a teacher or a student, it means that one should have equity of opportunity and access regardless of any of those factors listed above.

## **Focus**

The Equity Issues in Education Committee, like most standing committees of the NLTA, meets only four times in a school year. It is critical therefore that it focus on particular concerns in any given year if it is to effectively do anything of significance. In 1997-98, as referenced earlier, homophobia emerged as a critical issue for both teachers and students. An educational campaign was initiated which will soon be launched (Spring '99) with a poster and brochure in every junior and senior high school on "how to stop homophobia".

This current year, work has focused on dealing with the potential discrimination of a group of teachers - substitutes. Substitute teachers often do not have the benefit of preparation periods and are assigned to supervision beyond that which the teacher they replace has been scheduled to do. These colleagues are in a

very vulnerable position since they sometimes feel that the reporting of discriminatory practices will further jeopardize their ability to secure work. Communications has been facilitated between various agencies and groups which have the capacity to deal with the problems. Perry Downey, an Administrative Officer in the Benefits and Economics Services Division of the Association, has been designated as staff person responsible for substitute teacher concerns.

The committee welcomes your comments, questions and ideas. Although the membership and the location of the committee may change yearly, your feedback can be addressed on an ongoing basis through Beverley Park, Staff Consultant to the Equity Issues in Education Committee and Administrative Officer for Professional Development, 726-3223 or 1-800-563-3599, ext. 244, fax: 709-726-4302 or e-mail: [bpark@nlta.nf.ca](mailto:bpark@nlta.nf.ca).

Think about it If you have an issue you feel needs to be addressed or if you are interested in becoming more active in equity issues, please let us know.

Our lives begin to end the day we become silent about things that matter.  
Dr. Martin Luther King, Jr.

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

## STEM~NET UPDATE

---

STEM-Net is pleased to announce that Dr. Seymour Papert will deliver the keynote address to participants of this year's Hook Line and Net conference in Stephenville.

Seymour Papert is a mathematician and one of the early pioneers of Artificial Intelligence. He is internationally recognized as the seminal thinker about ways in which computers can change learning.

Born and educated in South Africa, where he participated actively in the anti-apartheid movement, Papert pursued mathematical research at Cambridge University from 1954-1958, and he worked with Jean Piaget at the University of Geneva from 1958-1963. It was this collaboration with Piaget that led Papert to consider using mathematics in the service of understanding how children learn and think.

In the early 1960's, Dr. Papert came to MIT where, with Marvin Minsky, he founded the Artificial Intelligence Laboratory and co-authored their seminal work, *Perceptrons* (1970).

Dr. Papert is the inventor of the Logo Computer Language, the first and most important effort to give children control over new technology.

He is the author of *Mindstorms: Children, Computers and Powerful Ideas* (1980), and *The Children's Machine: Rethinking School in the Age of the Computer* (1992), as well as numerous articles about mathematics, Artificial Intelligence, education, learning and thinking.

In 1985, Papert helped found the Media Arts and Sciences program at the MIT Media Laboratory, and in 1988 he was named LEGO Professor of Learning Research, a chair created for him.

Papert's advice on technology-based educational methods has been sought internationally by governments and government agencies in Africa, Latin America, Europe and Asia. In the United States he is often called to testify before Presidential and Congressional Committees. His work on education has been recognized by many awards including the Marconi International Fellowship Award, the Lifetime Achievement Award of the Software Publishers' Association, and the Smithsonian/ComputerWorld Award for Leadership in Education. Among other projects, Papert is currently serving as the Chairman of the Advisory Board to MaMaMedia, a New York-based children's media company, <http://www.mamamedia.com/>.

Dr. Papert clearly maintains a truly outstanding reputation for his advanced work in mathematics, Artificial Intelligence, and educational computing. He has advanced human understanding of mathematics, Artificial Intelligence and educational computing, particularly the way children best learn using contemporary technology.

Dr. Papert has strong ties to Maine. He recently moved to Maine, currently living in Blue Hill.

For more information about Dr. Papert and his work, writings and life please visit: <http://www.connectedfamily.com/> where you can watch Dr. Papert deliver the essay, *Child Power: Keys to the New Learning of the Digital Century over Real Video*.

Dr. Papert will speak Wednesday, July 7 at the College of the North Atlantic in Stephenville. More information about the conference, including the call for presenters and sponsorship opportunities, is available on the web site (<http://www.hln.nf.ca/hook99/>). In addition to the call for presenters, GrassRoots project participants can qualify for bursaries of \$300 each to cover the cost of the conference. An on-line form is also available.



# YOUTH NEWS NETWORK

edited by Lesley-Ann Browne

---

The following article is compiled from information supplied by Erika Shaker from the Canadian Center for Policy Alternatives, and from information from the Canadian Teachers' Federation.

The Youth News Network (YNN) is once again attempting to establish a foothold in Canadian schools. In March, YNN's parent company, Athena Educational Partners, launched a national campaign aimed at offering YNN to more than 2,000 high schools across the country. YNN's previous attempts since 1992 to gain access to schools have been resistant through strong public opposition by teachers' organizations, parent groups, school boards, media literacy groups, and a number of ministries of education. The test site for the initial phase of the campaign is a high school in the Peel District School Board in Ontario.

YNN is based on the American Channel One, which is currently viewed by 40 percent of students in the United States and charges \$200,000 per 30 second commercial spot. Chris Whittle, founder of Channel One, bragged to potential advertisers that this was basically "stealth advertising," because the target audience was literally required to watch, and parents ("gatekeepers") were unaware of the commercial content of Channel One. Channel One's advertising profits are enormous. "By October, 1989, Whittle had sold more than \$149 million worth of commercials in three and four year contracts, with \$51 million for 1990 over half the launch revenue projections. To put these figures in perspective, the ESPN television network sold only \$10 million worth of commercials in its first year, and the CNN network sold only \$24 million." (Barry, quoted in Michael Apple, "Constructing the Captive Audience: Channel One and the political economy of the text." 1992).

YNN's news content will be provided by Telescene Film Group Inc. (with offices in Montreal, New York and Los Angeles), which produces several television series and documentaries. One extremely popular series, directed at youth, is "Student Bodies." Not coincidentally, the two YNN hosts for the promotional episode are also starring in "Student Bodies." Currently, the news production and research team for YNN has not yet been selected --; that process begins in July, in time for the September release of YNN. However, it is significant that while Telescene has no experience in news gathering, they intend to provide daily news to students in 400 high schools across the country beginning in September (approximately 600,000 to 800,000 students).

YNN has commissioned the Ontario Institute for Studies in Education (OISE/U of Toronto) to conduct a six month study evaluating YNN, beginning in September. The study is costing YNN \$53,970.

YNN's equipment is not "free." It is being leased to schools in return for the opportunity to target the minds and wallets of students during classtime. Over the course of the five year contract, the 12.5 minutes of required YNN viewing time translates into more than an entire credit of high school. This amounts to substantial tax dollars for education being used to "pay" for the school time in which students are required to watch YNN. When the five year contract is up, the equipment is removed from the school by YNN.

YNN is not about "choice." Eighty percent of students are required to watch both the news and the commercials 90 percent of the days they are in school. Because school attendance is mandatory, so is the viewing of YNN.

YNN is not even about a "free market." When students are exposed on a daily basis to advertising on billboards or television, they can walk away. And in a "free" market, they will also see ads for competing

products. However, YNN advertises products to students in a closed environment, guaranteeing exclusive targeting of the student market to its advertisers. And it is unlikely that competing products will be represented in YNN's ads, much in the same way that schools which sign sponsorships deals with Pepsi will not sell Coke products. This is a virtual monopoly, not a free market system. And the option to turn off the ads --; or even to turn down the volume --; as one would outside of a classroom, is not there.

According to YNN's press release, "[YNN] intends to compete in the commercial training marketplace and provide services to governmental, industrial and other organizations by offering to make available its network for distance training and interactive distant training purposes. For these purposes the Company has structured the agreements it proposes to enter into with schools to allow access to such organization to IDL Centres during non-school hours on a revenue sharing basis." (February 8, 1999). We must recognize that because the equipment is owned by YNN and not the school, it is highly possible that YNN will have the final say on these distance learning contracts, in spite of the fact that sessions will take place on school property. However, there are many activities which take place on school property, after class time --; such as school plays, dances, team practices and night school. Some people have wondered if these "employee training schools" will conflict with and take precedence over school and community-based activities, which do not necessarily have a profit motive. It is also significant that YNN is establishing itself as a distance education network. Clearly, YNN's financial and philosophical goals go beyond the marketing-based exploitation of students to for-profit training, in public facilities and, therefore, with public dollars.

The Canadian Teachers' Federation (CTF) has reaffirmed its strong opposition to YNN as a crass commercial venture and is committed to working with other national partners to make sure that YNN stays out of Canadian schools.

#### Arguments against YNN

1. YNN occupies curriculum time that is not controlled by the teacher. One of the teacher's professional duties is to control the timing of curriculum.
2. YNN takes over from the teacher the control of the content of part of the curriculum. One of the teacher's professional duties is to select curriculum content carefully according to the needs of the class. This prerogative has now been usurped by a corporation.
3. YNN news broadcasts may offer versions of news about topics that students would otherwise be ignorant of, but the news is all coming from a single source, with a single bias. The sample tape we have seen contains a story explaining that the problems with Canada's economy are the fault of too much government spending on social programs; a story about Quebec separatism that is clearly biased against Quebec, and that does not even give the subjects on screen the courtesy of allowing them to speak for themselves, but substitutes a voice over explanation of what they are saying. It was not TV but radio with pictures.
4. YNN claims that it will be a source in the school for media literacy. It will offer through its satellite curriculum services (which do not yet exist) to give schools training in media literacy. This is rather like setting up the fox as supervisor of the chicken run. Real media literacy would be helping students to understand the one-sidedness of the news reports, the cream puff relationships between the news topics selected and the desires of the advertisers, the contradiction between the life style promoted by YNN commercials and that promoted by other parts of the curriculum such as Health and Phys Ed, Family Studies, Environmental Studies, Science, Ethics, Philosophy, Religion --; practically everything with the possible exception of Business.
5. YNN contains 2H minutes of advertising every day. Thirty seconds is to be devoted to PSAs (public service announcements). These could conceivably be of the kind that we have recently been treated to by our beloved government, explaining how we have all got it wrong about the health service. In the sample program we have seen (there is only one in existence so far as we know --; so much for the daily broadcast) there was a PSA from Health Canada about wellness and smoking. It was followed by an ad from Kelloggs for sugary breakfast cereal. Do these two cancel each other out? Which one might have been wasting its money? Who pays for the PSA?

6. Regardless, delivering a captive audience of students to corporate advertisers is just wrong. The school has no right to bargain in students' body parts. Selling off the students minds to advertisers is a bad thing to even contemplate. If it were student kidneys the school wanted to trade for a few computers and tellies, what would be the argument?
7. There are plenty of alternatives to the news portion of the YNN program. There are: CBC Newsworld; CTV News Channel; CNN; CBC News in Review; Cable in the Classroom; Canadian Daily Newspaper Association (CDNPA); MacLeans in the Classroom --; or any combination of the above. None of these wants us to deliver the students gagged and bound for their advertisers.
8. In seven years YNN has yet to keep a promise or meet a deadline. Time after time the promises made about programs to be offered have turned out to be wishful thinking. Deadline after deadline has passed without YNN delivering what is has promised. One principal last year decided to cut bait on YNN because every commitment turned out to be unreliable, and every deadline a fiction.

# BGM 1999: A REFLECTION

by Aubrey Dawe

---

I'm home again, with only hours to spare before it's back to school and teaching again. Where have the past few days gone? Was it all a dream? Was I a victim of some sinister spell that held me in suspended animation for the duration of my Easter vacation? But no, sorry. None of the above. I was a delegate to the first ever biennial general meeting of the Newfoundland and Labrador Teachers' Association held at the Delta Hotel in St. John's. I wonder, if some day, the delegates to this general meeting of the Association will appear in some historical account of the NLTA as it recollects this special part of our history. If it does, it will surely make for boring reading as it recounts an unrealistic agenda coupled with an extremely loquacious delegation representing all parts of Newfoundland and Labrador.

BGM '99 had as its theme, Building on the Past, Shaping the Future, and in some respects the organizers of this convention were successful in achieving some of the objectives inherent in this particular warm fuzzy. As I ponder my BGM experience in totality, the big picture as it were, I have to acknowledge that we went too far in my estimation, in building on the past. Shaping the future is a challenge, yet unmet. As you read this dirge, I hope it will become clear that the BGM was replete with near-history making events which contributed to some very interesting moments. Exciting times, indeed. Overall, however, BGM '99 should be a signal to decision makers that general meetings of the NLTA, (annual, biennial or otherwise) is a notion whose time has past. Let's proceed with the task of shaping the future as Mr. Bancroft would have probably envisioned or at least endorsed.

As I referenced earlier, there were a number of near-history making events. These include, but are not limited to, a record number of teachers offering themselves for President and Vice-President. For the office of President, five teachers threw caution to the wind and dropped their berets and fedoras into the political ring. These individuals, all committed to their cause with their own particular brand of leadership, are to be commended for their decision to place their names before the BGM delegates for consideration. To offer a quick political analysis (and I'd be the first to admit that I don't have the first quality necessary to acclaim such an ability), these five candidates represented the status quo (the establishment, for want of a better word) to the voice of malcontent with the abyss of pressures of the teaching profession, and all points in between. The discontented voices have unfortunately fallen into the trap of turning inward and blaming ourselves entirely for all of our contemporary woes. I take some comfort in the knowledge that the majority of teachers don't support this view. The teachers who offered themselves for the office of Vice-President, generally speaking, ran the same sort of political gamut, though all politically experienced, at least in the realm of the small 'p' politics of NLTA.

The same comments can be applied to the candidates for Executive (and, admittedly, I was one of them!). All of us were skilled in serving up healthy portions of pretentious platitudes that so besets political creatures anxious to make the climb to elected political office. The teachers of Newfoundland and Labrador should be extremely proud of all candidates (yes, even me) for offering themselves for the thankless and innumerable volunteer hours required to fulfill the duties of elected office in the NLTA as we all had one thing in common. Each of us felt we had a contribution to make to the professional lives of teachers and a strong desire to make that contribution. Whether or not we won, I am comforted in knowing (at least believing) that our efforts were and are appreciated. I offer my congratulations and best wishes to those of our colleagues who will lead our nationally acclaimed organization into the new millennium.

Rather pointedly, earlier on in this tirade, I asserted that general meetings of the NLTA is an idea whose time has passed. This may seem shocking at first glance, but I beg a degree of clemency, and ask that you not dismiss me as an iconoclast extra ordinaire until you have at least carefully cogitated my carefully

penned musings. As referenced, this was the first general meeting of the NLTA since the Annual General Meeting of 1997, the time and place of the decision to move to biennial meetings. For those who have chosen not to make yourselves privy to NLTA financial statements, it may come with some consternation, the knowledge that these general meetings (annual, biennial, or whatever) come with a stupefying price tag of approximately \$200,000 (Yes, that was \$200,000).

I slowly came to my current feelings about this colossal expenditure as I listened carefully to the excellent and respectful debate (though prolonged) on the proposed by-law changes sponsored by the teachers of the Placentia branch of NLTA. My own feeling of discontent was not as much with the issue under discussion as it was with the fact that maybe the time has come for us to streamline the decision making capacities and structures which contribute to the total governance of NLTA. I think it fair to say that it took nearly one full day of the BGM agenda to debate and discuss this issue (whose merit I am not at odds with). I will offer some further thoughts on this concept later in this treatise.

Considering the fact that NLTA branch leaders already congregate biannually (not biennially - there is a difference), has not the moment arrived in our evolution (and I use that word carefully!) when we should, in policy or by-laws, provide the duly constituted Joint Council (Branch Presidents and Provincial Executive) with some genuine and legitimate decision making power? I think the time is nigh. The benefits of such a paradigm shift are many, not the least of which is the annual savings to NLTA of approximately \$100,000 (or biennially, if you wish, of \$200,000). The Association's parliament would also connect and converge to conduct the business of the Association (the business normally carried out by the AGM/BGM) four times in a two year period as is current practice.

There were in excess of 100 resolutions duly proposed and passed at the grassroots structures which are currently in place in this organization, which then went on to await their fate at Convention. Many consider, and rightly so I suppose, that this is the 'meat' of convention, the nuts and bolts, the raison d'etre of the renowned milestone, the general meeting. Again this year, many delegates were frustrated that the business of discussing resolutions was pushed by other circumstances to the latter part of the week.

General meetings are grueling, both physically and psychologically. The hours are long, the debate interminable. This is not unique to BGM '99! Such has been the case for the past five general meetings at least (I know I was there!), and, by conjecture, maybe more. For a group of highly educated teachers, our learning on this front has surely been lackluster. I am not isolated in my thinking and my expression of opinion in this respect. It is a ceaseless grievance amongst and between those in attendance at general meetings. Agendas which have proven to be unrealistic on a consistent basis should end with BGM '99. It would be my sincere wish that we build on our past experiences to shape our existing decision making structures into those that work, and work well, for teachers.

There are those who would argue that the gathering presents an opportunity to honor our colleagues in a respectable and dignified fashion through the presentation of various Association awards. My reply is simple. A standing committee of the Provincial Executive, sometime in the last four years, studied this issue and presented sensible recommendations which would alleviate any concerns. My recollection of the details are sketchy, but I am certain the committee recommended as alternatives to current practice, that Association awards be presented at various times throughout the school year at significant functions of the Association (Joint Council, Education Week, etc.). Do you realize that these functions, as valuable as they are, consumed the span of two, two hour luncheons this past week? Please don't ascribe my motives to anything else but only to my strong desire to see our organization, of which I am deeply proud to be a member, position itself in strength for the new millennium.

My reverie would not be complete without some observations about the issue of province-wide voting, a major issue during the BGM. Judging from the debate on the resolution respecting province-wide voting and

its narrow margin of defeat, it is clearly an issue whose time has come. It received the support of the majority of delegates who voted, but did not enjoy the two-thirds majority required to pass such a by-law change. Those branch leaders who took it upon themselves to poll their members found clear support for the issue. The missing element, in my estimation, is a lack of information for teachers for them to make their determination. I, too, believe in universal suffrage. Amongst other issues, my discomfort arises from the fact that universal suffrage will cost my Association financially. The Association prepared a thorough (too thorough, some have unfairly criticized) report on the cost of implementing province-wide voting. Others have prepared financial projections for such a move which do not go as far as the Association's projections. My guess is that somewhere in the middle lies a more accurate figure. Rules of campaigning, campaign financing, campaign spending limits, and concern for ease-of-access for my colleagues on the Labrador part of the province are all unanswered questions which I (and I think all teachers) need answered before I can embrace the concept for us at this present time. We are at the doorstep of major change in our governance model. We should use the next two years wisely to educate ourselves about all of the issues surrounding province-wide voting and make a more informed decision at that point.

Accolades go out to the organizers of the Convention for setting the stage on the first day with a musical performance by some of our students and their teachers, all from St. John's. This was a performance befitting the event and served to remind us all of the things we do well in our profession. Of course, congratulations and salutations to the students and their teachers for a job well done.

Similar performances were held on the second and third day of convention, and the Ray Guy in me began to surface. I think my own frustration with the slowly moving agenda caused me to quickly tire of these performances as well as the exercise breaks. I felt that the true purpose of the BGM was to conduct the business of the Association in as efficient and effective a manner as possible. Much to my chagrin, however, efficiency and effectiveness were attributes which quickly and permanently eluded us.

The increased presence of the Professional Development arm of our Association did not go unnoticed. It was refreshing and reassuring to see the professional development pillar of NLTA reemerge to its rightful place within NLTA. The PD session relative to the World Wide Web was excellent in and of itself, but unfortunately, a victim of the chimerical agenda which guided us.

School administrators should no longer feel wary of their rightful place within the NLTA. Resolutions dealing with the concerns of administrators were soundly supported, thanks in no small part to their very articulate representation by the leader of the School Administrator's Council. The support shown for administrators should be celebrated as a success for unity in the teaching profession in Newfoundland and Labrador.

I have rambled long enough. I hope my random thoughts and reflections about BGM '99 make some degree of sense to some of you. To conclude, I will use the words of Albert Camus who contends 'Great ideas, it has been said, come into the world as gently as doves. Perhaps, then, if we listen attentively we shall hear amid the uproar of empires and nations a faint flutter of wings, the gentle stirring of life and hope.' I hope my remarks have been as gentle. Rest assured that my intention was not to unfairly criticize. It is my hope that my remarks will at least stir some new ideas and new ways of looking at the process of general meetings with the goal of placing NLTA on a stronger foundation for the future.

---

Aubrey Dawe is a grade five teacher at Catalina Elementary School in Catalina. He is not a struggling political commentator and has no wish to pursue such an endeavor. He welcomes your comments by e-mail: [adawe@stemnet.nf.ca](mailto:adawe@stemnet.nf.ca).

---

# MY INTERNSHIP EXPERIENCE

by Boyd Lane

---

Intimidated! Nervous! Scared! Unsure! Excited! These are just a few of the emotions that were racing through my body as I entered the school in which I was to do my student teaching. I had been looking forward to my internship with eager anticipation for several months. Four and a half years of life at Memorial University had come down to this. I now had three months to put the things I had learned with my peers into practice. How would I do? Would my co-operating teacher understand that I was learning? Would she understand some of the difficulties that I was about to face? Had university prepared me for what I was getting into? I was about to find out.

I had many successes in my studies at Memorial. I've twice been on the Dean's List of the Faculty of Education. I have achieved scholarships and awards for excellence in my work. I had worked hard to get to this part of my studies. I found, however, that I was doubting my knowledge, my ability, and worst of all, fearing the type of experience I would have. These fears were soon laid to rest when I met my co-operating teacher at Paradise Elementary.

She immediately made me feel comfortable. We discussed the expectations that both she and I had for my internship. After several days of learning classroom routines, I began my teaching. It was a wonderful experience, but it needed work. I was guided through my mistakes so they were valuable learning experiences for me.

Over the last three months, I have had many discussions with people who are doing their internship. There have been several grim experiences. The following example shows how the different attitudes can affect an intern's experience. Although this example is one of the extreme occurrences, it makes a strong point. On an occasion when my co-operating teacher was ill, I had to prepare homework for a student who would be out of school for an extended period of time. I had this done and then consulted with a teacher of the same grade to ensure I had not omitted anything. Help was gladly given and everyone was happy. One of my peers in another school was not so lucky. In the same situation, she went to another teacher of the same grade to ensure that she had the basics covered. She did not get the same results that I did. The comment she received was something along the lines of 'it's not my class, why should I help?' This is not the response expected from a school volunteering to boost an intern's confidence and development. It is not only the teacher we work directly with that we learn from, but all of the teachers in the school. An intern needs the support of the entire school through the interactions of ALL staff.

As interns, we have a tremendous amount of theoretical knowledge, but lack practical experience. We need support from staff, quality teaching time, and the chance to express our own ideas and concerns. The most important thing is for us to feel comfortable asking questions and to receive constructive criticism.

So what this all boils down to is --; how does the school staff and the co-operating teacher affect the intern? They are the most important resources interns have. It is through the building of strong bonds that a learning atmosphere is achieved. The school I was in was extraordinary in this respect. Both myself and the other intern felt a part of a family that we will sorely miss. However, there are interns in other schools who do not feel this bond. In fact, they could not wait for their experience to end.

It can be argued that negative experiences also have educational value. Negative experiences are an enlightening aspect of politics in a school setting, but as we know, positive experiences help us accomplish the most. It is the positive experience of a highly educational, supportive, relatively stress free environment

where the most valuable learning will take place.

The internship experience should not be thought of as a totally negative experience. I had an extremely supportive school. The entire staff was behind me one hundred percent and openly showed this. My co-operating teacher was highly supportive and will be remembered as one of the most influential forces in my education. I even learned a great deal when I gave the children white glue instead of white paint to paint the bellies of their penguins. There was no harm done to their paintings, but most importantly, there was no harm done to my learning experience. The whole school enjoyed the mistake and we all learned from it. There was no ridicule or harsh judgements placed upon me. The criticism after this experience was positive and therefore, highly educational.

Several interns have stated that because of their poor experiences, they will not be attempting to find a teaching position when they graduate because they do not feel adequately prepared. The bright side of all of this is that there are many of us who have had great experiences. We were supported along the way and not only has our passion for teaching been enhanced, we cannot wait until we have our own classrooms and students. We are ready for them. The relationship between an intern and the co-operating teacher, as well as the school, is a very important one to people in the final stages of their education. The type of guidance, understanding, and criticism given at this time, is of vital importance in helping us be the motivated teachers we have tried so hard to become.

---

Boyd Lane was a student teacher at Paradise Elementary. He graduates in Spring 1999.



---

# RESOURCES

---

## **The Circle Unbroken: Raising Awareness of First Nations Issues**

The National Film Board of Canada has released volumes 5-7 of the First Nations: The Circle Unbroken series. The first four videos were released in 1993 and are used by thousands of schools and community groups across the country.

The videos feature 23 documentaries which include topics of racism, aboriginal justice, treaties and land claims, community struggles against uranium mining and military flights over First Nations land, and traditions such as salmon fishing and canoe building.

To purchase First Nations: The Circle Unbroken series, order by number 193C 9198 068. Videos 1-4, \$169.95; videos 5-7, \$129.95; set of 7 videos, \$299.00. Please call 1-800-267-7710; Fax: 514-283-7564; web site: [www.nfb.ca/fncu](http://www.nfb.ca/fncu).

## **3D Froggy Phonics**

A great new educational software program featuring Frizzy the Frog, has been introduced by Ingenuity Works Inc.

Designed for ages four to eight, 3D Froggy Phonics combines the best elements of new technology with characters and animated movies, along with sound pedagogical elements. Children are introduced to the sounds each letter makes and to early spelling and reading skills. Ten fun animated movies explore the short and long vowel sounds, while educational games reinforce concepts introduced to children.

3D Froggy Phonics sells for \$49.95 for the school edition (2 CD-ROMS and teacher assessment features). Special pricing for lab packs and site licenses. For more information or for a review copy of 3D Froggy Phonics, please call Cris Leykauf at 1-800-665-0667, or e-mail: [cleykauf@ingenuityworks.com](mailto:cleykauf@ingenuityworks.com).

## **New Partners in a New Territory**

New Partners in a New Territory is a short video that gives an overview of the creation of Nunavut, Canada's newest territory. It briefly looks at the people, geography, history and economy of this vast territory which makes up one fifth of Canada.

New Partners in a New Territory introduces a few of the many people and organizations --; Inuit, non-Inuit, government and business --; that will help build the future of Nunavut in the Canadian federation.

You can obtain the 13 min. 40 sec. VHS tape for \$12.50 plus \$3.50 shipping and taxes by contacting LM Media Marketing Services Ltd., 115 Torbay Road, Unit 9, Markham, ON, L3R 2M9, Tel: 1-800-268-2380; Fax: 1-800-689-1067; e-mail: [lmmedia@the-wire.com](mailto:lmmedia@the-wire.com); web site: [www.lmmedia.com/videos/](http://www.lmmedia.com/videos/).

---

# CALENDAR OF UPCOMING EVENTS

---

## **Technology Education**

April 29-30, 1999

Battery Hotel, St. John's. 1999 Annual TESIC Conference and AGM. "Designing the New Millennium".

Contact: Garland Jennings, Tel: 709-579-4107. Additional information may be found at

[www.stemnet.nf.ca/tesic](http://www.stemnet.nf.ca/tesic).

## **REaD**

May 13-14, 1999

Holiday Inn, St. John's.

Contact: Brian Vardy, Tel: 579-4100 Ext. 236; e-mail: [bvardy@bishops.ntc.nf.ca](mailto:bvardy@bishops.ntc.nf.ca).

## **School Administrators (in conjunction with CAP)**

May 19-21, 1999

St. John's. Contact: George Tucker, Tel: 709-726-3682 or Richard Harvey, Tel: 709-834-2081.

## **Program Specialists**

May 26-28, 1999 (tentative)

Gander. Contact: Pat Collins, Tel: 709-786-7182.

## **15th Annual Canadian Association for Community Education (CACE) Conference**

May 26-29, 1999

Rocky Harbour, Gros Morne National Park. Theme: Discover the Experience: Community Education at Work brings the concept of community capacity building to life. Keynote Address by Gwynne Dyer.

Registration Fee: \$325. For more information contact Sue Rendell, Conference Coordinator, General

Delivery, Norris Point, NF, A0K 3V0, Tel: 709-458-3212 or toll-free 1-877-558-3212; e-mail:

[sue.rendell@nf.sympatico.ca](mailto:sue.rendell@nf.sympatico.ca); web site: [www3.nf.sympatico.ca/sue.rendell](http://www3.nf.sympatico.ca/sue.rendell).

## **Living Heritage: A Canadian Studies Institute for Teachers**

July 11-18, 1999

Faculty of Education, University of Alberta, Edmonton. An 8-day professional development opportunity for teachers of Canadian Studies (Grades 4 to 12 history, social studies, anthropology, geography, and Native

studies). Registration fee: \$450. For information and application forms, contact: Patricia Shields, Spectra Education, #410, 10113 - 104 Street, Edmonton, AB, T5J 1A1, Tel: 403-413-1672; Fax: 403-421-7164; e-

mail: [pshields@compuserve.com](mailto:pshields@compuserve.com).

## **Small Schools Institute**

August 9-11, 1999

St. Anthony. Contact: Barbara House, Tel: 709-635-2337 (s), 709-634-2205 (h).

## **Small Rural Schools in the Global Community**

August 11-15, 1999

St. Anthony. An international symposium on rural education and telelearning featuring keynote speakers and presenters from islands and countries of the North Atlantic Rim. Sponsored by The Centre for TeleLearning

and Rural Education, Faculty of Education, MUN, in partnership with NLTA, the Department of Education, and the Northern Peninsula/Labrador South School District. Contact: René Wicks, Tel: 709-726-3223, Fax:

709-726-4302; e-mail: [rwicks@nlta.nf.ca](mailto:rwicks@nlta.nf.ca).

## **Home Economics/Family Studies**

October 1-2, 1999 (tentative)

Gander. Contact: Joy Sceviour, Tel: 709-884-5931.

## **Humanities**

October 7-8, 1999

St. John's. Contact: Geoffrey Booth, Tel: 709-944-7628.

## **Learning Resources**

October 14-16, 1999

Corner Brook. Contact: Kathy Rowsell, Tel: 709-634-6837.

**Music**

October 15-16, 1999

St. John's. Contact: Mary Dinn, Tel: 709-745-1253.

**Primary**

October 20-22, 1999

Gander. Contact: May Keats, Tel: 709-256-7785 (w); 709-679-2162 (h);

e-mail: [mkeats@stemnet.nf.ca](mailto:mkeats@stemnet.nf.ca). Ideas on suggestions for presenters would be welcome.

**CEC National Institute '99 Newfoundland Council for Exceptional Children (in conjunction with NLTA Council of Special Services)**

November 11-13, 1999

St. John's. Special Matters Beyond 2000: Newfounde Frontiers. Join us as we explore frontiers in the provision of special services to exceptional children for the year 2000 and beyond. Keynote address: Dr. William Jenson, University of Utah, author of "Tough Kids Tool Box", will present Practical Behaviour Management Strategies. Contact: Dr. Wayne Nesbit (CEC), Tel: 709-737-8606; David Philpott (CEC), Tel: 709-739-7443; or Dr. Ajit Bedi (COSS), Tel: 709-738-4081.

---

Note: Contact the Professional Development Division at the NLTA for any changes or additions to NLTA Special Interest Council workshops/conferences.