

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

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Season's Greetings



THE bulletin

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Up Front from the President



The Christmas Season has always in many ways been enchanting to me even when I had difficulty celebrating. There is something about the colours, the lights, the chatter about the festivities, the always dreaded question, "Do you have your shopping finished?", the festive music playing in all kinds of retail stores and coffee shops (now, according to the CBC, they even have rules in some stores on how much Christmas music can be played – REALLY!!), the children and parents lining up to have their pictures taken with Santa, and the look of excitement and the sparkle in the eyes of children this time of year does something to my heart and brings a smile to my face.

These are a "few of my most favourite things", but the Christmas creep is difficult to take sometimes. The rush to have Christmas start earlier and earlier is a little of a mystery to me. I get the retailers point of view but when I rounded a street in St. John's last evening and saw a fully decorated house, I thought it was just a little too early and some of the wondrous appeal was lost on me. To everything there is a season, and for me, the middle of November is not the Christmas Season.

Such as it may be, the Season will certainly be well on its way when you read this. Again, this Christmas will bring a number of firsts for me. This will be the first year I will spend without my entire family around me. My oldest son, Stephen, has decided to spend Christmas with his significant other and her father in Quebec. I have cherished the many years she has spent with me and our family instead of being with her dad. As my children know after all these years, I take change much better when given time to internalize the

said change. So, it was not strange to me that Stephen mentioned this could happen, nothing definite, last Christmas. Time enough one would think. However, because Christmas is all about family to me, it will be a little hard to accept. Unfortunately, we need to give our children wings to fly.

My other son, Tyler, quite gallantly called this weekend to announce that he will be spending Christmas Eve and Day with me and that his wife would spend Christmas with her parents in Bay Roberts and they would meet up on Christmas night at my place. He commented, "We can't let you be all by yourself on Christmas Eve and Christmas Day until we get there from Bay Roberts." I assured him that I would be okay and they should spend their first Christmas together, not apart. He responded that he and his brother had discussed this and because Stephen could not be here with me, then he would. After Tyler hung up I started to cry as the reality of growing older and the responsibilities of your parent(s) being taken on by your children is starting to flare up in them. They are now trying to look after me and are having discussions with each other like I do with my siblings. I was not ready for this as I don't see myself as aging; however, the other option is not that great either. Time seems to creep up on you when you least expect it.

Once again I am reminded of the many people who are struggling with family relationships, and during this Season, when the emphasis is on families and relationships, the holidays may cause them much internal and external turmoil. The holidays can bring great acuity to the many struggles and losses people are experiencing. The heightened expectations of the Season can cause great physical and mental anguish for many, many people. As we go through the Holiday Season, try to remember all those who, for whatever reason, experience great challeng-

es at this time of year and let all of us show them the greatest of human compassion.

I want to share a story with you that I read from another article. It had no author cited, but to me it exemplifies the most precious of all gifts – our children, family and friends.

The Gold Wrapping Paper

Once upon a time, a man punished his five-year-old daughter for using up the family's only roll of expensive gold wrapping paper before Christmas. Money was tight, so he became even more upset when on Christmas Eve, he saw that the child had used the expensive gold paper to decorate a large shoebox she had put under the Christmas tree. Nevertheless, the next morning the little girl, filled with excitement, brought the gift box to her father and said, "This is for you, Daddy!" As he opened the box, the father was embarrassed by his earlier overreaction, now regretting how he had punished her. But when he opened the shoebox, he found it was empty and again his anger flared. "Don't you know, young lady," he said harshly, "when you give someone a present there's supposed to be something inside the package!" The little girl looked up at him with sad tears rolling from her eyes and whispered, "Daddy, it's not empty. I blew kisses into it until it was all full." The father was

crushed. He fell on his knees and put his arms around his precious little girl. He begged for her to forgive him for his unnecessary anger. An accident took the life of the child only a short time later. It is told that the father kept the little gold box by his bed for all the years of his life. Whenever he was discouraged or faced difficult problems, he would open the box, take out an imaginary kiss, and remember the love of his beautiful child who had put it there.

In a very real sense, each of us as human beings have been given an invisible golden box filled with unconditional love and kisses from our children, family and friends. There is no more precious possession anyone could hold.

As you prepare for another Christmas Season, cherish all those wonderful memories of years gone by and look forward with eager anticipation to the fabulous events yet to be explored and discovered. I wish all of you the very best this Season can offer – health, happiness, merriment, peace, abundance of love, and contentment in your place in the world.

On behalf of all of us at the NLTA and your Provincial Executive, my sincere best wishes for a joyous Holiday Season and a fabulous 2013.

Lily B.



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PROVINCIAL/NATIONAL/INTERNATIONAL NEWS



NEWFOUNDLAND & LABRADOR

NLTA scholarship winners

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2011-12. They are: Matthew Chaulk (Lewisporte Collegiate), son of Jeffrey Chaulk, Lewisporte; Travis Jones (Ascension Collegiate), son of Norma Jones, Bishop's Cove; Margaret (Molly) Noseworthy (Corner Brook Regional High School), daughter of Yvonne Noseworthy, Corner Brook; Kathleen O'Grady (Gonzaga High School), daughter of Sarah O'Grady, St. John's; Shelby Spurrell (O'Donel High School), daughter of Rodney Bruce Spurrell, Mount Pearl; and Justin Wheeler (Mount Pearl Senior High), son of Ruth Wheeler, Paradise.

The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Matthew Chaulk



Travis Jones



Molly Noseworthy



Kathleen O'Grady



Shelby Spurrell



Justin Wheeler

GANDER

School participates in Guinness Book of World Records event

A big congratulations to the Gander Academy school community for their participation in the Guinness World Record event for the largest simultaneous science experiment of all time. Students and staff of Gander Academy participated with other students from all across Canada.

"Being one of only two schools from the province of Newfoundland and Labrador, as well as having over a thousand participants strong are great accomplishments," said Diane Vey-Morawski, Vice Principal of Gander Academy. "Our students had a lot of fun, learned a great deal about scientific principles, and were excellent ambassadors for our school."



Students at Gander Academy participate in Guinness World Record event.

Ms. Vey-Morawski said such an event could not be accomplished without a great deal of effort. Special thanks are extended to grade 5 teacher Ms. Naomi Young, the Science and Technology Committee, Gander Academy staff members, and a fantastic team of volunteers, including parents, Ms. Jennifer Bennett and her high school science students from Gander Collegiate, community members, as well as representatives of the local media, the Town of Gander and the Nova Central School District. "It was definitely a world class event and one that we hope our students will remember for a lifetime!" concluded Ms. Vey-Morawski.



Gander Academy Teacher Wins Provincial Award

Gander Academy is pleased to announce that Ms. Alice McCarthy, an Instructional Resource teacher at their school, was awarded a provincial “Inclusion” Award in the category of “an individual who strives to promote inclusion” by the Coalition of Persons with Disabilities Newfoundland and Labrador (COD-NL). The award is based on teacher/community member efforts to promote inclusion.

Alice has been working in the field of special education for over 25 years. She has worked with students who were academically advanced, struggling learners and students with severe impairments due to an exceptionality (e.g., learning disability, autism, etc.). She is an excellent resource to classroom teachers and easily offers support, advice and can co-teach in any primary classroom. Alice sets high expectations for all the students in the classroom. Students are expected to try hard and take risks by trying to use new skills they are learning. She focuses heavily on student’s ‘can do’ strengths, as well as the skills they are/need to learn.

Alice has made a positive impact within the community. She is a huge supporter of the Department of Education’s new direction in special education – inclusive education and co-teaching. In fact, Alice is likely an unrecognized pioneer in this area, as she has been co-teaching and addressing students’ Individual Education Plans/Support Plans within the large classroom setting for many years prior to the province’s new initiative. Alice has supported students in and out of the classroom. Many of these students became accomplished learners (and eventually high school and post-secondary graduates) due to her early interventions and supports.

Alice can deliver special education programming with such proficiency that she can assume the role of the classroom teacher leading the whole class, yet

still address specific skills that struggling learners need within the large classroom setting. She is an accomplished lead “co-teacher” at Gander Academy. Alice has been instrumental in assisting school administrators organize instructional resource (special education) supports throughout the

primary school over the years. She takes charge of all struggling learners by coordinating supports while she is in the classroom, as well as providing excellent suggestions for classroom teachers while she is in other classrooms.

Alice is an amazing teacher who has truly advanced the inclusion model within education circles and enhanced the lives of every student with whom she has worked.

Alice accepted her award this past September at a special ceremony held at the COD-NL office in St. John’s. Thank you Alice and a big congratulations from students, staff and parents of Gander Academy!



Alice McCarthy pictured with her Inclusion Award from the Coalition of Persons with Disabilities NL.

Information for the article was submitted by the staff of Gander Academy.



Someone's Complaining About Me! What Do I Do?

by DON ASH

In any context in which services are provided and interaction occurs between individuals, complaints and criticisms will arise. Specifically, teachers in schools providing educational services will periodically receive complaints, criticisms or concerns. This article discusses suggestions for teachers dealing with criticisms and complaints in a professional manner, and supports that are available to assist teachers in this regard.

There are a number of categories of concerns/complaints that may arise, each of which may engage different policies or procedures:

- A. Colleague to Colleague
- B. Employer to Teacher
- C. Parent to Teacher
- D. Student to Teacher

The one fundamental suggested response common to all categories is that teachers reflect on criticism and complaints and respond to these issues in a calm and professional manner in accordance with the NLTA Code of Ethics. School districts also have Respectful Workplace and Safe and Caring Schools policies in place that outline expectations and procedures for raising and addressing concerns in a respectful manner.

A. Colleague to Colleague

The Teacher-Colleagues section of the Code of Ethics states in part:

- (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.*
- (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.*

Teachers may seek confidential advice and assistance from NLTA administrative officers regarding the proper process for raising a concern about or responding to a concern raised by a colleague. Mediation services are available through the NLTA. In addition, the Employee Assistance Program is a great source of support for teachers in addressing professional relations matters and/or professional or personal issues in general.

B. Employer to Teacher

Teachers who find themselves the subject of criticism or complaint from the Employer, whether through formal procedures outlined in formative or summative evaluation processes or through less formal meetings and dialogue, can also obtain confidential advice from NLTA administrative officers, and representation if appropriate. If there is potential violation of a teacher's rights under the Collective Agreement, grievance and/or complaint mechanisms exist to address such occurrences in a professional manner.

C. Parent to Teacher

The Code of Ethics – Teacher-Parent states:

- (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.*

Parents have a responsibility and natural inclination to promote and protect the best interests of their children. It is very difficult for any parent to be totally objective in their perception of events related to their child. Clearly, concerns, criticisms and complaints regarding teacher-pupil interactions will arise. Hopefully, these issues are brought by the parent(s) directly to the teacher in the first instance. Any such criticism or complaint should be met with reflection, discussion and a sincere attempt to address the issue in a mutually agreeable fashion.

The question sometimes arises as to what a teacher should do if a mutually agreeable course of action

is not found, or if the complaint/criticism is unwarranted or has even escalated to the level of harassment. There is protection available through employer policies/procedures regarding respectful workplaces. If necessary, the assistance of legal counsel may be accessed through contact with NLTA administrative officers. Our initial suggested course of action in the event of an unresolved criticism/complaint by a parent is to make the school administration aware of the issue and seek their guidance/support in facilitating resolution. Depending on the level of escalation and discomfort, seeking advice from the NLTA is advised and/or involving school district officials as deemed appropriate.

D. Student to Teacher

The Code of Ethics in the Teacher-Pupils section states in part:

(i) A teacher's first professional responsibility is to the enhancement of the quality of education provided to the pupils in his/her charge.

(vi) A teacher accepts that the intellectual, moral, physical and social welfare of his/her pupils is the chief aim and end of education.

Most student to teacher criticisms and complaints are resolved through discussion with students and/or parents. Should resolution not be reached at the school level, communication with parents is essential and can and should be facilitated by school administration, as necessary. Again, if the type of criticism/complaint is inappropriate, contact with the NLTA for assistance and support is suggested.

Legal Assistance

In some instances, legal assistance may be desired or required to address complaints/criticisms raised against a teacher. The NLTA retains the firm of O'Dea Earle for legal assistance. NLTA policy permits the BES Division to approve requests for legal assistance for issues arising from situations that are contingent upon the individual's position as a teacher.

Addressing concerns, complaints, and criticism is a normal aspect of teachers carrying out their responsibilities providing educational services to students. Maintaining professionalism in addressing these matters is of paramount importance. The NLTA is committed to providing assistance and support to teachers who seek advice or encounter difficulties in such matters.

*Don Ash is Assistant Executive Director of the NLTA.
He can be reached at dash@nlta.nl.ca.*



The Importance of Reviewing Your Group Insurance Benefit Statement

by PERRY DOWNEY

Each year, in early April, all active, retired and survivors of deceased teachers are mailed a copy of their Group Insurance Benefit Statement directly from Johnson Inc., the NLTA's Group Insurance Plan Administrator. These benefit statements contain important information regarding your mailing address; the current insurance policies that you have been automatically enrolled in or have personally applied for; the amount of coverage you have within each of the various policies; the type of coverage you have (single or family); and the name of the primary beneficiary you have named to your life insurance policies.

It is critical that each year when you receive your benefit statement that you take the time to review the information and ensure that you have the necessary coverage to protect you and your family in case something were to happen. It is also critical to understand that if you wish to change your coverage or your beneficiaries, you must notify Johnson Inc. officials of such changes. Failure to enquire or to notify Johnson Inc. of any benefits or changes can have devastating consequences to you and/or members of your family.

Stated on your Benefit Statement is the following:

For further information on coverage available to you, changes in coverage or beneficiaries, please contact your service supervisor, (name) at 709-737-1528 (local), 1-800-563-1528 (toll-free), 709-737-1021 (fax) or (email address of service supervisor).

Advice Regarding Life Insurance Policies

The NLTA Group Insurance Plan contains five life insurance policies: A1-Basic Life; A2-Voluntary Life (Member); A3-Accidental Death and Dismemberment; A4-Voluntary Accidental Death and Dismemberment; and A5-Spousal Life. For each of these policies, it is important that the insured member name both a "Primary" beneficiary (name usually appears on Benefit Statement), as well as a "Contingent" beneficiary(ies) (names do not always appear on

Benefit Statement, but are filed at Johnson Inc., if previously named). The main reason for naming both a primary and contingent beneficiary(ies) is in case of the death of both the member and the primary beneficiary at the same time. By not naming a contingent beneficiary, in a case where both the member and primary beneficiary were to die together, the value of the life insurance policies would be payable to the estate of the member and would be subject to the appropriate probate and estate taxes before any beneficiary would be entitled to receive the benefit. If, however, the member had named a contingent beneficiary(ies), then the value of the life insurance policies will be made payable to the beneficiary(ies), tax free, without passing through the member's estate. To determine whether or not you have named a contingent beneficiary(ies) on your life insurance policies, you should contact your Service Supervisor at Johnson Inc. as indicated on your statement. Since all insurance policies that are applicable to each member are available online, we strongly recommend that you access the Members Only website by going to www.johnson.ca. However, before you log into your own personal account, you will need to contact your Service Supervisor at Johnson Inc. to obtain a password.

To obtain information about the coverage available to you or to make any changes to your current coverage, you are responsible to contact Johnson Inc. at 737-1528 or 1-800-563-1528.

If you have any questions regarding the NLTA's Group Insurance program, please contact Perry Downey, Administrative Officer in the Benefits and Economic Services Division of the NLTA at 726-3223 or 1-800-563-3599, ext. 226 or pdowney@nlta.nl.ca.

Caring and Sharing for the Janeway

A project of the
Newfoundland and Labrador Teachers' Association

February 14, 2013

Janeway Day 2013

Every year, Janeway Day in the schools provides an opportunity for students and teachers to help other children. Since 1986 students and teachers have donated more than \$957,000 to the Janeway.

Here's how to participate in Janeway Day 2013:

Ask students and teachers to forego the equivalent of recess monies for one day. That's their donation to the Janeway.

All monies will be forwarded to the Janeway to help the children of Newfoundland and Labrador.





Celebrating Christmas in All its Glory (*and challenges*)

by GAIL M. CARROLL

Well it's time to deck the halls and get ready for "the most wonderful time of the year!" Christmas in all its glory is a beautiful time. One that many of us look forward to. However wonderful though, it can come with its many challenges. How will you look after you and yours this holiday season? Here are some tips and tricks as we approach this holiday season.

First comes the preparation – Christmas shopping, decorating, travel planning and helping ourselves and our families get through all the pre-Christmas and Christmas excitement.

- As we are getting ready to shop, the key to anything is *planning*. Make a list of all the people in your family, your friends and other individuals you wish to acknowledge at Christmas.
- Remember, it is the thought that counts. Develop a realistic budget and try to stay within your budget. Al Antle of Credit and Debt Solutions of NL advises people to use a 70% rule. Spend 70% of your budget on your immediate family, 70% of the remaining funds on extended family, 70% of those remaining funds on friends and co-workers, and give the remainder to a charity of your choice.
- Whatever method you choose – do plan and do make a list!
- Keep in mind some old traditions and look at some new ones.
- If you are travelling outside the province, remember to book your travel plans early. The closer to Christmas, the higher the travel cost and the lower the seat availability.
- If you are travelling within the province by vehicle, remember to give yourself time to accommodate for the varying driving conditions. Also remember to pack a winter vehicle emergency kit that should include a blanket, flashlight, matches, a candle, bottled water, food, a shovel and remember to charge your cell phone.

Trying new ideas and changing how you do things can be fun for all and reduce stress. One idea

to make Christmas a little simpler and take some of the commercialization out of the season is to try celebrating an old fashioned Christmas. Everyone makes gifts for each other no matter how talented they are in the craft department. This includes children making handmade gifts as well. Start your gift making early, i.e. after Halloween. Ideas for gift making of all ages could include:

- Christmas decorations;
- Handmade soaps and/or candles;
- Knitted items i.e. hats, scarves, sweaters;
- Have younger children make a special painting – even finger painting for the very young. Mom or Dad could mat and frame it and you have a great gift that will be treasured forever by a grandparent or loved one;
- Bookmarks;
- Paint and shellac a ceramic Christmas ornament – you might even personalize it;
- Bake favorite cookies, squares, cakes or breads for family members who have everything or are too busy to do their own. You can be really creative here!;
- Make favorite dry recipes for cookies or pancakes. Give the gift of Christmas breakfast. Mix the dry ingredients of your favourite pancake recipe and put all of the ingredients in a mason jar, then add dried blueberries, cranberries or chocolate chips to the top, write the directions for making on a fancy card and attach it to the jar with ribbon and a small bottle of maple syrup. Decorate the jars with Christmas stickers and include a favorite tea, cider, coffee, or hot chocolate to go in a fancy gift bag (or one that you make). The theme: "Christmas Breakfast for our family and friends...made with love." It is always a big hit! (You can do the same with a favorite cookie or loaf recipe.)

Having an old fashioned Christmas can be such a hit and lots of fun. After all, the "true meaning of the Christmas Season" is giving of yourself to the ones you care about. So, whatever you do, put your heart and soul into it and be creative. No matter how big or small your gift giving budget, what people appreciate is that you thought of them. So, pace yourself

and shop, create or work to your list.

If you have a large family, some ideas you might consider...

- Have a Christmas draw (buy for the family or person you drew at your Thanksgiving Dinner);
- Have a Secret Santa;
- Make a homemade gift, give to a charity on behalf of a friend or loved one;
- Give handmade coupons for a service you could do, i.e. snow clearing, lawn mowing and errands, etc. ...many, many ideas.

Make decorating a fun time. Play Christmas music, order pizza, have cookies... make it a fun tradition. Invite friends or family over for a fun afternoon or evening of carols, tree trimming and a festive time.

Plan for your Christmas dinner early. Who is hosting? Who is cooking? Share the tasks and make it enjoyable and as stress free as possible. When celebrating in a large family share the work, help the hosts to set the table and assist with meal preparation. Make certain that those who cooked do not clean. Everyone share in the workload. Makes for far more enjoyment for all.

If Christmas is particularly stressful, you might consider changing your routine. Try booking a reservation for Christmas dinner at a hotel or favorite restaurant. Host a family potluck. Lots of fun and little stress! (Works very well, particularly if you have been indulging in many Christmas festivities and eating many turkey dinners.)

Whatever your Christmas preparations, make it fun and light.

Unfortunately, Christmas and the holiday season can come with its challenges. We have talked a little about the financial challenges and how to plan for and address some of those; however, Christmas can be a sad and lonely time of the year for some people.

For those facing challenges such as family illness or mental health issues such as anxiety, depression, grief and/or other issues:

- it is important to pace yourself. Decide how much going you want to do and how much your energy will allow.
- you can go out to Christmas dinner and decide to have a quiet few days after.
- don't allow the pressures of the season to dampen your Christmas spirit or energy. Take care of yourself and your family.
- don't be afraid to change your yearly traditions or practices. Some years are better than others at Christmas as we tend to family illnesses, hospitalizations, palliative care visits and deaths. It challenges you to be flexible and to help your family members do the same.

When you experience periods when your energy is low for any number of reasons, consider changing some of your traditions. Many times when we make decisions to take care of ourselves, helping hands arrive as other family members may decide to host one of the dinners or socials.

Energy is like money; you have to budget it and decide how you are going to spend it. Don't let the holiday season leave you feeling run down and blue. Take care of you. Pace yourself. Make sure you are getting enough sleep. If you are taking medication, don't forget to take it during the holiday season and if you are enjoying a few drinks, check to ensure the medications you are taking will not react with certain foods or drink. Keep yourself hydrated. Also, please remember not to drink and drive. Arrange for a designated driver or taxi. Have fun, get in some relaxation time and stay safe as you celebrate this holiday season. Happy Holidays!

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



...And it Will Be the Same for Both

by BEVERLEY PARK

The most satisfying part of my job is to design and deliver professional development sessions for teachers. Over the years my colleagues and I have developed numerous sessions on a wide variety of topics – from the implications and applications of brain research to dealing with the stresses of teaching. It occurred to me recently, in one of those light bulb moments, that no matter what session I happen to be working on, no matter what the title, the key content usually comes down to relationships in one way or another.

I tested my theory by going through the repertoire of workshops and I could not think of one exception. For example, classroom management is all about the relationship between teacher, student and parents. Staff dynamics and team-building usually ends up being about the relationship between the adults in the school: the administration, the support staff, the grade-level subgroups, etc. Relationships are even a significant component in workshops on effective feedback and assessment. The degree to which the student responds to critique and takes necessary corrective measures is highly affected by the rapport between student and teacher.

As teachers, relationships are critical to our professional effectiveness and our personal satisfaction. I often quote the adage, “*We teach some by what we say, we teach more by how we say it, but we teach most by who we are.*” The curriculum content and the lesson plan will never ever be as significant to the student as the person delivering it.

One activity that I have used many times over the years is to post two large strips of craft paper creating what I call a GRAFFITI wall. I ask teachers to write on the first wall, with large markers for all to see, an indelible memory from their years as a student in grade school. On the second wall I ask them to write something they recall from their teaching experience which they know will be unforgotten when everything else has faded into oblivion. In both cases the walls are filled with personal stories of people interacting in some context – their relation-

ships. Rarely, and I mean very rarely, there will be a mention of learning content. The stories on the wall are laden with emotion – strong emotions of joy and inspiration and wonder; equally strong emotions of disappointment and dashed hopes and fear. Teaching is not an emotionally neutral territory. It cannot be, because it involves humans.

There is a point to this. While I do not deny how important it is to be knowledgeable about curriculum and competent in curriculum delivery, I think we would do well to pay more conscious and deliberate attention to our relationships. It isn’t just about being “nice”, though that, I believe is highly under-rated! It’s about being more aware of the effects of our interactions. Here’s something for you to try. The next time you are on supervision duty, speak, even if it is just to say hello, to a student that you rarely have the opportunity to interact with. Guaranteed the seed of a positive relationship will grow to include other students. Word gets out! When you go to the staffroom, sit beside someone you don’t often share a moment with and ask how they are. You know how when one person yawns, others in the room will yawn too – well, smiles and positivity are equally contagious.

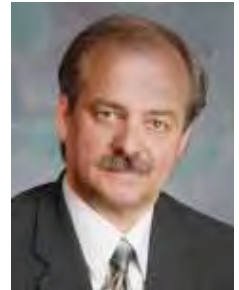
The title of this article comes from a quote which I absolutely believe to be true: “All interactions between people are either humanizing or de-humanizing, and it will be the same for both.” Think of that the next time you are about to make a snide remark to a colleague. Think of it as you start to discipline a student. You get what you give. The old saying “this will hurt me more than it hurts you” has more than a kernel of truth. We cannot devalue someone without devaluing ourselves. Thankfully, the opposite is also true. Respect breeds respect. Dignity breeds dignity. Think how good you feel when you make someone else feel good.

So, will you be more human at the end of this school day?

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

Cultural Connections: A Snapshot of Components

by GEORGE TUCKER



During the last five years or so I have had the distinct privilege and pleasure of representing the Newfoundland and Labrador Teachers' Association on the Department of Education's Cultural Connections Advisory Board. The Advisory Board generally meets quarterly to discuss new Cultural Connections initiatives and to receive updates on the wonderful work that is taking place throughout the province by numerous organizations, schools, and individuals. These entities are working creatively and tirelessly to enhance, nurture and protect the precious and unique heritage and culture of Newfoundland and Labrador.

As my awareness has grown over the years, I have been awed by the number of tremendous initiatives and opportunities that fall under the Cultural Connections brand that are available to educators and students. In an attempt to share our knowledge and enthusiasm, my Advisory Board colleagues and I feel it is imperative that we disseminate this extremely valuable information to our respective audiences. Thus, the following article was created to help spread the word. I trust you'll find the information useful. More importantly, I hope that you and your colleagues will avail of one or more of the opportunities that are available to you. I once heard Stephen Covey, author of the famous self-help book, *The 7 Habits of Highly Effective People*, state, "The best way to predict the future is to create it". I hope that you'll do your part to help protect and nurture our brilliant past while helping your students to create an even more spectacular future. Good luck!

ENRICHMENT OPPORTUNITIES

Student Travel Grant (STG)

STG is intended to promote students' critical awareness and appreciation of the arts, culture and both the tangible and intangible heritage of Newfoundland and Labrador. This travel support is intended to promote either students' performances in areas of the arts and/or student opportunities to attend or participate in educational/cultural events (e.g., museums, designated heritage sites, art exhibits, theatrical plays, and musicals). The 2012-13 application and guidelines are currently on line at: www.ed.gov.nl.ca/edu/k12/culturalconnections/stu_travel_grant_app2012_13.pdf. The deadline for submissions for the 2012-13 school year is April 11, 2013.

LEGACY

The purpose of LEGACY is to support student projects in the areas of arts and culture. An artist, tradition bearer or heritage professional works with students to examine a Newfoundland and Labrador tradition in the context of present time. Projects should enhance student critical awareness of the role and value of arts and culture in the community. LEGACY projects help meet curriculum outcomes by focusing on any of the following expressive forms: creative writing; dance; drama; music; theatre arts; traditional crafts; and visual arts. Teachers can apply to this program through their respective district program specialist responsible for Fine Arts, using the LEGACY application posted at: www.ed.gov.nl.ca/edu/k12/culturalconnections/enrichment.html#Legacy.

ArtsSmarts

ArtsSmarts affords schools and their communities a chance to enhance artistic activities linked to educational outcomes. The desire is to encourage students to develop their intellectual skills through active

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CULTURAL CONNECTIONS WEBSITE

The new website, which is bilingual, interactive, and user friendly, will be accessible in the 2012-13 school year. In the meantime, please visit the current website located at: www.ed.gov.nl.ca/edu/k12/culturalconnections/index.html

participation in the arts. In this context, the program goal is to engage young people in artistic activity to develop supporters and practitioners of the arts by nurturing creative thinkers. Successful applications for the 2012-13 school year are announced at: www.nlac.nf.ca/news/grant_artssmart.htm. ArtsSmarts applications can be found at: www.nlac.ca/grants/artsmarts_app.pdf

Visiting Artists Program (VAP)

VAP brings individual artists, groups of artists, or arts organizations into the school to provide students with direct personal contact with practicing professional artists. The program covers artist fees, materials, and travel costs. The program is funded by the Cultural Connections Strategy of the Newfoundland and Labrador Department of Education, the Newfoundland and Labrador Teachers' Association, and the Newfoundland and Labrador Arts Council (NLAC). Applications are reviewed on an ongoing basis throughout the year and successful applicants for the 2012-13 school year will be announced on an ongoing basis at: www.nlac.nf.ca/news/grant_vap.htm. VAP applications can be found at: www.nlac.ca/grants/VAP_app.pdf

School Touring Program (STP)

STP is available to professional artists, groups and not-for-profit arts organizations to support significant touring productions to schools throughout the province. Offered in partnership with the Department of Education through its Cultural Connections Strategy, the program provides students with direct access to high quality artistic experiences. The program covers touring costs (i.e. travel, accommodation, per diems, artist and technician fees, tour administration, royalties, and limited rehearsal). A listing of successful school tour applications are posted at: www.nlac.nf.ca/news/grant_school.htm. STP applications can be found at: www.nlac.ca/grants/STP_app.pdf

Fine Arts and Cultural Festivals

Community-based programs can benefit K-12 students and extend their arts and cultural experience outside the school setting and enhance the achievement of curriculum outcomes in arts and cultural education. These programs may access funding through the Cultural Connections strategy. Fine Arts and Cultural Festivals are funded by the Department of Education. Festival applications can be found at: www.ed.gov.nl.ca/edu/k12/culturalconnections/enrichment.html#finearts

PROFESSIONAL DEVELOPMENT

Learning Partners

Learning Partners is a professional development program. It is intended to assist teachers who have identified art or culture as a professional development priority. Interested teachers design a learning plan to work with a learning partner who displays a level of expertise in an arts/heritage related discipline. He or she may be a colleague or a professional artist, tradition bearer, or heritage professional in the community. Teachers can apply to this program through their respective district program specialist responsible for Fine Arts, using the Learning Partners application found at: www.ed.gov.nl.ca/edu/k12/culturalconnections/prodev.html

Arts and Culture Infused Curriculum (ACIC)

The mandate of the ACIC program is to enhance the delivery of curriculum outcomes in arts or cultural education as co-facilitated by the teacher and community artist and to provide professional learning (PL) for teachers. ACIC projects must engage whole classes as well as include a PL session for teachers within their project proposals, in accordance with the following time allotment: 19 hours dedicated to in-class instruction and 6 hours dedicated to a combination of teacher/mentor preparation and PL. Teachers may apply once a school year through their respective district program specialist responsible for Fine Arts, using the ACIC application at: www.ed.gov.nl.ca/edu/k12/culturalconnections/prodev.html

Virtual Professional Learning (VPL)

Virtual Professional Learning modules with a NL arts and culture focus are designed to enhance teachers' understanding and ability to teach visual art, music, theatre arts, and social studies. The modules are supported by the Department of Education and align with curriculum. VPL modules for Grade 8 Social Studies and Newfoundland and Labrador Studies 2205 can be accessed at: www.heritage.nf.ca/

CURRICULUM DEVELOPMENT & RESOURCES

In addition to curriculum renewal and development in visual art, theatre arts, music and social studies, the following programs offer further support and enhancement.

Resource Acquisition

Cultural resources – in print and non-print formats – have been supplied to school learning resource centers. These resources support various current curricula and are noted in the brochures found at the following link: www.ed.gov.nl.ca/edu/k12/culturalconnections/curriculum.html#drama

Fine Arts Equipment (FAE)

The Fine Arts Equipment program supports the purchase and/or repair of fine arts equipment. These resources and repairs orders are coordinated with district Fine Arts program specialists.

Change Constant

This bilingual K-12 curriculum resource contains 40 images in poster format. Places and situations where change and transition occur are illustrated through the forty images from The Rooms Provincial Art Gallery's permanent collection. The posters also feature artist's biographies and teaching activities in support of K-12 Visual Art, Language Arts, and Social Studies programs. Portfolios were mailed to every K-12 public school in the autumn of 2011.

Virtual Fine Arts and Cultural Tour

The Department of Education develops virtual arts and cultural tours of arts and cultural collections, which allow resources to be digitized and made available to K-12 students. This program is facilitated by the Department of Education.

The Newfoundland Regiment and the Great War virtual tour can be accessed by visiting: www.therooms.ca/regiment/part1_entering_the_great_war.asp

George Tucker is an Administrative Officer in the Professional Development Division of the NLTA. Any questions on this article can be directed to George at gtucker@nlta.nl.ca or 726-3223 or 1-800-563-3599, ext. 245.



Educational Research: Heading in the Same Direction ...

by BARRY ROWE, ANN VIBERT & JEFF ORR

Educational research is essential to a vibrant and healthy democracy, and to the development and sustenance of individual, social, cultural, political, and economic well-being in Canada ... it is responsible to a complex network of social, political, and cultural organizations and communities that share a desire to foster understanding and societal betterment ... (Accord on Educational Research, Association of Canadian Deans of Education, 2010, p. 1)

High-flung words, n'est-ce pas? Nonetheless, these are words that are meant to remind us all (teachers, administrators, researchers) what we are about. Here, the assembled Deans and Directors of Canadian faculties, schools and departments of education reassert the purpose of educational research as an impulse toward a greater understanding in the service of social improvement. Educational research, we are reminded, is not about amassing data; it is not intended to be used as a mechanism to dominate, or bamboozle, or provide surveillance. It promotes better understanding and improvements. The authors are confirming their belief that, both historically and currently, it is primarily through our public education system and our ongoing inquiries to strengthen it that we embody, maintain, reproduce, and extend – or not – a democracy.

Sometimes educational research gets a bad rap! But face it – if we think about it – the cars we buy, the food we eat and the electronic gadgets we so often seek to engage us are all as a result of research. Someone somewhere, attempting to “better understand” something, shares their results with us – and our purchasing practices are often influenced. Local educational research should similarly be of interest to us.

Questions about the purposes, uses, and accessibility of local educational research were central to discussions held at the Inter-Agency Forum on Teacher Education in Truro in June 2012. Participants came from the five universities in Nova Scotia that offer B.Ed. programs, the Department of Education, most of the province's school boards, the NSTU, Mi'kmaw Kina'matnewey, and the Nova

Scotia School Boards Association to share perspectives on three broad concerns in teacher education. One of these themes was educational research and its place in informing policy and practice in Nova Scotia schools and educational sites. The appropriateness and usefulness of educational research for each partner group was discussed. Participants had a rare opportunity to exchange views across a broad representation of educational partners, spurring many candid, sometimes challenging, and often fruitful exchanges. A central point of agreement, however, was that such cross-agency discussions and information sharing sessions should be made much more regularly available for all of us and should be held more frequently.

The discussions represented a predictable diversity of perspectives, particularly on the potential meaning of phrases like “meaningful and relevant research.” A plethora of ideas and opinions were expressed. Participants recognized that significance and relevance are located terms, as exemplified by the fact that a classroom teacher's interests in research may differ from those of personnel from district office or equally from those of university faculties. The dialogue across these interests and perspectives is vital to a lively local research culture; continued communication is essential.

A recurring theme in the discussions focussed on practitioners' sometimes ambivalent relationship to research. A number of participants indicated that when teachers perceive research as an activity in which they are involved, rather than research as done “on” or “to” them, they value it. In this vein, participants recognized that in the context of Masters programs and professional learning communities, teachers and principals regularly undertake action research projects, suggesting that linkages among and between such projects; district and university researchers could enliven the research culture for all educators.

Action research has become an essential component of teacher learning. Teachers systematically

investigate their pedagogical approaches and other aspects related to the teaching and learning process. In some jurisdictions – action research HAS become an integral part of teachers’ lives in that they plan their own professional growth in concert with their school growth plans, school accreditation processes and ongoing school district improvement efforts. Maybe we could encourage and collaborate on more action-research efforts?

To this end, participants suggested that the NSTU might provide coordination between university researchers and teachers in the interests of providing allies in framing and understanding issues facing schools. Collaboration, mutual understanding and trust are crucial for local research to advance. Another specific suggestion involved the creation of a lead person at the district level to promote and coordinate local research efforts across schools, the NSTU, the Department, and the Faculties of Education. These people could collaborate and consult public school teachers, NSTU personnel, Ministry personnel and university faculty and develop plans for their respective districts. Again – collaboration and ongoing dialogue is essential.

This coordination could lead to much greater leverage of research for the improvement of education. There are a great number of educational issues facing educators right now that require important decisions and we historically look outside our context for empirical evidence to inform these decisions. Yet this often leads to decisions that are taken out of context, based on an analysis of data that cannot be easily generalized to the Nova Scotia and Newfoundland and Labrador contexts. Decisions about how to best support student learning in areas such as French-Second-Language learning, for instance, need careful analysis in the context of our “own” classrooms. While analysis of such issues can and should be informed by theories and concepts that may originate outside the region, the analysis of student learning by local educators, across all the partners, is more likely to lead us to conclusions that are more credible and valid and thus of higher quality, which is also more sustainable.

One of the highlighted recommendations emerging from the research sessions in Truro was a proposal for a coordinated system for local research sharing. Teachers, consultants, and administrators could benefit from better familiarity with ongoing university research projects and, similarly, university researchers need access to systems analyses and to ongoing classroom based action-research. Participants supported the notion of a future forum focussed on local research as an exciting opportunity for opening up

the educational research culture in the province, and they found particularly promising the idea of a central digital research repository for Nova Scotia educational research.

The current approach to educational research sharing, which could only be described as sporadic and anecdotal, could easily be replaced with a more structured and deliberate sharing process. Why don't we normalize meetings between regional M.Ed. cohorts and school district and Department personnel? This could mean that for each M.Ed. cohort, conversations could share teacher-driven issues and concerns, rooted in the contexts of their practices, with the school board and provincial issues and concerns, to surface areas of conceptual overlap. While some universities and school boards have commenced this, its regularization could lead to a province-wide expectation of a collaborative research culture.

Shared horizons of understanding, the development of mutual trust and respect across diverse institutional affiliations and roles are the critical features of a vibrant local educational research culture that contributes to pedagogical growth, stronger schools, and student and professional engagement. Participants agreed that such shared understandings are forged in the kind of open inter-agency dialogue held at the Truro Forum, and soundly supported the continuance of such opportunities for dialog across the constituencies interested in teacher education and educational research.

Research is sometimes considered a “dirty” word for public school teachers. It is often mentioned in school staff rooms in negative ways – sometimes jokingly. Forum participants agreed that we need to “clean” the word ... we need to work together to clearly define the need for research, establish the intent of research, identify the key players in the process and broadly communicate the findings and learnings. ALL combined efforts would be attempting to improve ALL existing teaching conditions, and at the same time, improving ALL student learning experiences. Everyone learns – everyone benefits – let's seize the opportunity!

Dr. Barry Rowe is the former Director of the Département des sciences de l'éducation at Université Sainte-Anne, Dr. Ann Vibert is the Director of the School of Education at Acadia University and Dr. Jeff Orr is the Dean of the Faculty of Education at St. Francis Xavier University.



21st Century Learning: I'm Concerned

by BETH PEDDLE

In the past year, there has been increased discussion and excitement surrounding a teaching framework called *21st Century Learning (21CL)* or the *21st Century Skills movement*. This movement focuses on skill building (critical thought, communication, collaboration, and creativity), student-driven and experiential learning, and key areas today's citizens will be expected to understand and navigate, including cyber, media and multi-cultural literacies.

I work for a Canadian youth leadership program called *learn&lead*, a new venture of a national NGO. Our team seeks to support and influence the formal school system to produce more and stronger youth leaders. Since our formation earlier this year, our research has shown us that shifting towards a 21st Century Learning-based approach is one very effective step towards empowering youth to be stronger citizens and leaders.

In a recent survey, 88% of ESDNL teachers stated that they had a good understanding of 21st Century Learning. What exactly does that "good understanding" mean? After months of research, I would never have guessed the figure would be so high. Certainly most people I'd spoken with had heard of 21st Century Learning, but few were personally satisfied with their answers when asked to describe it. Most people I spoke with had very different understandings. Often, people had good grasps of one micro-objective of 21st Century Learning, but fell short of seeing the bigger picture or the broader motivations for the movement. Many others often misinterpret 21st Century Learning to be synonymous with maximising technology in the classroom.

While I wholeheartedly value 21CL principles, I have qualms about the transition to 21CL and about what defines a "good understanding" of this movement. Specifically, I'm worried about the concerns I'm hearing from educators in a range of roles. So, I thought that before we move forward, we should step back and take a moment to evaluate our assumptions and understandings and better reflect on how to col-

laborate here, in a movement that I believe is invaluable to the advancement of learning (and teaching) in today's society. Here are the principal problems and misconceptions about 21st Century Learning that have echoed through my research:

Concern #1: 21st Century Learning isn't a new movement, it's just a buzzword for what we've been doing for years.

It is definitely true that learning is not new to the 21st Century; the movement does not aim to discount any of the teaching and learning that took place until now. In fact, the movement draws from John Dewey's writings at the turn of the 20th Century. However, I don't believe that 21st Century Learning will be a buzzword unless we wrongfully make it so. Buzzwords are terms that are temporarily fashionable but ultimately become obsolete, often because few people really understand what they mean.

Teachers and society have been increasingly recognising the value of core skills, the inadequacies of memorisation for learning, and the value of experiential and constructivist learning. We have been moving towards 21st Century Learning principles for decades. This movement is still important, especially because it is an articulation of what are arguably the most effective teaching methods we have tried so far. This articulates the highlights of teaching and learning up to and in the 21st Century, and challenges us to be more aware of, and more explicit about, these methods. I believe that the movement acts as a basis for us to learn more and become better at what we are already doing well.

Concern #2: 21st Century Learning? It sounds more like Tech-Century Learning. We're spending all our financial resources on new technologies that our staff isn't even comfortable with.

Despite the local movement seeming to emerge as a "we love tech – more tech!" movement, 21st Century

Learning is not a technology movement. Technology is viewed as a means – one of many tools accessible to today's learners. 21st Century Learning highlights that it is important for today's students to be “cyber literate,” but lists that as one of *eight* “Literacies” or domains which students should be able to navigate.

Another important note: The simple transition from writing notes on a chalk board to writing notes on a Smartboard and from copying notes in a notebook to typing them on a laptop is not 21st Century Learning. Screens are just a shiny version of paper, and only minimally increase student engagement. Classroom technology advancement is not synonymous with 21st Century Learning. However, technology is an important part of our current and future world, so we need to embrace these resources: learning to use them to their potential, and understanding that tech is a means to an end, not something we can use to measure success.

Concern #3: The current curriculum is too content heavy to do any skill building, and the required standardized testing contradicts 21st Century Learning principles.

One of the challenges of having different organizations governing different aspects of the education system is that changes are sometimes staggered. It is certainly true that the current curricula are very content heavy, and teachers feel pressure to fulfil a sometimes-overwhelming number of outcomes; this pressure prevents teachers from trying newer techniques, more differentiated instruction or 21st Century skills-based approaches.

21st Century Learning will have the most impact if all the education system players contribute to this precision in direction for educational progress. 21st Century Learning suggests a shift from transferring specific knowledge, to empowering students to be skilled and literate in certain areas. This implies a loosening of outcomes that focus on overly domain-specific knowledge and skills. The movement advocates for 21st Century Learning Curriculum, which is “interdisciplinary, project-based, and research driven”, and in which “students are self-directed, and work both independently and interdependently”.¹ In this movement, the Department of Education has a responsibility to mandate a curriculum that gives teachers the space to be innovative and gives students the opportunity to realise their potentials as thinkers and skilled innovators themselves.

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¹ www.21stcenturyschools.com/What_is_21st_Century_Education.htm

NLTA Teacher EDUCATION WEEK 2013 THEME Contest

The theme for Education Week, October 5-11, 2013, will be selected from submissions by NLTA members.

Go to www.nlta.nl.ca, Members-only section, and complete the Education Week Theme Contest submission form.

The teacher who submits the winning entry/theme will receive an Apple iPad Mini.

Ten other teachers will receive \$25 VISA gift cards from random prize draws among all submissions.

The winning entry/theme will be selected by the members of the Communications/Political Action Committee in January.

Deadline for submissions is January 25, 2013.

Enter as often as you like!



Concern #4: I'm expected to know what 21st Century Learning is for job interviews, but it wasn't mentioned during my Bachelor of Education!

Students are often at the forefront of social shifts and are actively seeking up-to-date training. Shouldn't we conclude that as the province's school districts move toward 21st Century Learning, Memorial's Bachelor of Education should reflect this shift as well? Currently, despite ESDNL including 21st Century Learning in their Strategic Plan and frequently in interview questions, Bachelor of Education 2012 graduates report never having heard about, much less covered 21CL in their courses. So far this year, Bachelor of Education students have had no exposure to 21st Century Learning.

This movement will require optimism and participation from multiple players; this includes Memorial's Faculty of Education. As the movement grows, I hope that the Faculty will incorporate 21CL into the courses, seminars, or workshops. If not, new teachers will be left at a huge disadvantage to experienced teachers, and a significant opportunity to raise the teaching bar will be lost.

Concern #5: With correcting and lesson planning and emails, etc., I don't have time to learn about this "new" thing; plus, my students are doing just fine as is!

Nobody pushing for 21st Century skills will deny that teaching is an extremely demanding profession; 21CL does not aim to increase teacher workload; if anything it seeks to reduce it. No longer having to structure each minute of instruction will give teachers more time. Student-driven learning – while requiring teacher facilitation and support – means that teachers are no longer 100% responsible for transmission of information. This removes pressure and increases teacher autonomy. A skills-based approach clears schedules for more innovation and creative learning facilitation, while ensuring more self-generated “ahha!” moments amongst students.

As with everything, 21st Century Learning has a learning curve. Learning about newly articulated teaching approaches and developing methods for implementation take time. Einstein's quote stating “The more I learn, the more I realise I don't know. The more I realise I don't know, the more I want to learn” really resonates with me; this is why hearing “88% of teachers have a good understanding” of 21CL is concerning – the more I learn about this approach, the more I question new possibilities and want to explore new ideas and methods. There is, and there should be, a learning curve for implementing 21st Century Learning. Hopefully differ-

ent players in the school system can work together to facilitate this learning process. If teachers share their experiences, the districts share their research and offer appropriate and engaging professional development opportunities supported by shifts in curriculum, we will arrive at a destination where the 21st Century Learning approach makes teaching less demanding and more empowering, and more effective for learners.

Concern #6: Why should I invest time and interest in this new movement?

... because our students, kids, nieces, nephews and grandkids deserve this. Yes, students have been learning for hundreds of years, but let's focus on how we best engage with and empower our students. Yes, “What we're doing right now is working”, but “working” isn't enough to settle on.

Our world is changing more rapidly than ever before, and with that comes incredible changes to what students will need to succeed and to contribute positively to society. We cannot predict what a kindergarten student will need when they enter the job market around 2025, much less what they'll need before they retire in 2072. We cannot provide them with the specific knowledge and skills they will require, but we can give them core skills (critical thought, collaboration, communication and creativity) and foster literacy in key areas that will give students what they need to navigate societal demands and quickly adapt to new technologies and innovations as they emerge. We have already recognised the importance of skill building, and naturally moved towards more student-centred learning. Let's embrace this explicitly through the 21st Century Learning approach. Let's work together to make this a smooth transition, and let's use a 21CL lens to look optimistically to the future with our students guiding our actions.

Beth Peddle is a Bachelor of Education student who dedicates her time to learn&lead, a youth leadership program supported by Engineers Without Borders Canada; and a social justice youth leadership program called RADHOC that embodies the principles of 21st Century Learning. She would love to talk to you about setting up professional development workshops, individual coaching sessions... or if you'd just like to talk about 21st Century Learning in NL classrooms. She can be contacted at bethpeddle@gmail.com.

School-based nutrition programs help kids learn

Is There a Kids Eat Smart Club in Your School?

by KIM TODD

Research shows that school-based nutrition programs work. In the spring of 2012, the Toronto District School Board released results of the first Canadian large-scale study on school-based nutrition programs.

Feeding Our Future: The First and Second Year Evaluation is a report on a nutrition program that offers nutritious meals to all students in four middle schools and three secondary schools in Toronto's Jane and Finch neighbourhood. The project began as a two-year pilot program by the Toronto District School Board in 2008 and has since been continued. Outcomes were identified through qualitative and quantitative methods of program evaluation.

Interviews conducted at the end of the first year of the program show that most of the school administrators, teachers, and school and program staff indicated numerous benefits resulting from eating morning meals, such as:

- improved student behaviour or attitude;
- reduced tardiness;
- reduced incidence of disciplinary problems;
- improved ability to stay on task.

Outcomes related to achievement were studied at the end of the second year. The findings in general suggest that school breakfast programs providing access to a healthy morning meal to all students in their classrooms can be a valuable intervention measure to facilitate student success and well-being. Five main outcomes demonstrate improving academic performance with the incidence of morning meals.

For details on the study visit www.tdsb.on.ca/boardroom/bd_agenda/uploads/May_2_2012/Program_and_School_Services_Committee/120502_Feeding_1939.pdf

Kids Eat Smart Foundation, the provincial organization dedicated to nutrition programs for children, evaluates program effectiveness through year end reports for program coordinators and surveys to principals of schools that started a Kids Eat Smart Club in the previous year. Comments from principals in the 2011-12 school year about their 'new' Kids Eat Smart Club include:

- *Everyone feels it has been a very worthwhile cause and are enthusiastic about its success. Children attend regularly and appear to be more attached to school as a more welcoming and open environment. It promotes a positive school climate.* (Principal, School District 1)
- *Happy, smiling children having breakfast together (improved school climate). Improved attention spans. Healthier snacks, lunches have been noted.* (Principal, School District 2)
- *Observe less behavioral problems, happier students targeted in need, less stomach aches and disinterest in general.... Excellent program. If I had not seen, witnessed the change in students in learning, attention, dejected appearance, disinterest and overall behaviour I would not have believed. It was a heart-warming experience.* (Principal, School District 3)
- *One of the best programs I have seen creating a positive atmosphere socially and academically. As well, it involves outside partners to come to our school and contribute.* (Principal, School District 4)

Kids Eat Smart Foundation Newfoundland and Labrador supports 225 Kids Eat Smart Clubs throughout the province, and 208 are in schools – all-grade, primary, elementary, intermediate, junior high and senior high throughout the province.

Each Club is different. Most serve breakfast or a morning snack, but some serve lunch or an afternoon snack. Some are grab-and-go, while others are sit-down cafeteria style. People – teachers, school staff, parents, grandparents, community service groups, businesses, students, and others – volunteer to open the cupboard, cut the fruit, pour the milk, make the smoothies and toast and help kids get the nourishment they need to focus on their school work.

Kids Eat Smart Foundation works with Clubs through the start-up process, and provides grants for food and equipment, an operating structure, volunteer supports, and other resources.

For more information visit www.kidseatsmart.ca.

Kim Todd is the owner of Quick Brown Fox Communications and Event Management and is a consultant with the Kids Eat Smart Foundation. She also volunteers on the Foundation's Gala Committee, Fundraising Committee and Communications Committee. She can be reached at kimtodd@kidseatsmart.ca.

RESOURCES

NEW TRAINING MODULE FOR TEACHERS AND ADULT LEADERS ADDRESSES GAP IN AWARENESS OF HOW TO PROMOTE HEALTHY RELATIONSHIPS

Adults play a critical role in socializing children and youth, enabling children and youth to form healthy and respectful relationships with their peers. To provide adults with the knowledge, skills and confidence they need to do this, PREVNet (Promoting Relationships and Eliminating Violence Network) has recently partnered with youth-serving organizations to create the **Healthy Relationships Training Module (HRTM)**. The HRTM will soon be available, in English and French, to teachers as well as to other youth serving organizations. If used for in-service training, the resource is free of charge.

The HRTM was co-created by a Community of Practice involving PREVNet, Big Brothers Big Sisters of Canada, Canadian Red Cross, and Scouts Canada, and funded by Human Resources and Skills Development Canada.

PREVNet's goal was to fill a gap in the formal training of all those who work with children and youth. It is not enough to simply assume that without explicit training, adults will have the ability to form healthy relationships with all young people, to create healthy social climates, and to address bullying. This is often not the case. To fill this gap, the HRTM provides all Canadians who work with children and youth the explicit and integrated training they need, in order to fulfil their key role in fostering healthy social development. The HRTM enhances understanding of the importance of healthy relationships. It stimulates thinking and discussion about what defines a healthy relationship and the role of power in relationships. The module also addresses the abuse of power in bullying and the peer dynamics that surround bullying. The HRTM enhances skills in assessment, individual coaching, and group building, and uses a systemic model to understand and

positively influence social climate within a school or other community.

The HRTM has been enthusiastically received by over 15 youth-serving organizations through its piloting stages. It can be delivered either in a half-day or full-day workshop, or further divided for shorter sessions. It is designed to use participatory and experiential learning, as well as didactic learning. It is an integrated resource that includes the following components: The *Facilitator's Guide* provides extensive background information tied to each presentation slide, specific prompts for each slide, and a collection of experiential activities tied to many of the learning objectives. The *PowerPoint slide presentation* provides a concise and visual synthesis of the key information. The *Participant's Handout* contains notes from the slides and other resources tied to the experiential learning activities. There is also a *Pre-Post Evaluation Questionnaire* to measure change in participant's Knowledge, Confidence and Skills as a result of the HRTM. PREVNet is committed to evidence-based practice, and will use these data to measure training effectiveness.

For more information, please email prevnet@queensu.ca or visit www.prevnet.ca.

EVERYONE JUMP 2012/2013

Everyone Jump is a resource, music CD and Educational Challenge for students in Grades 1 – 6. It teaches students about the importance of regular physical activity and healthy eating to prevent type 2 diabetes.

When you order this resource you will receive:

- a free teacher resource – complete with cross-curricular lesson plans;
- a free music CD – to accompany the lesson plans and help students remember diabetes prevention messages through fun songs and lyrics;
- Information on the Everyone Jump Educational Challenge! All registered classes have the opportunity to participate in the Educational Challenge to win several

prizes such as celebration concerts for the school and Ophea resource and equipment packages.

Everyone Jump 2012/2013 is available to all public and Catholic schools in BC, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia, and Newfoundland and Labrador.

For more information or to order the Everyone Jump manual, please visit www.everyonejump.ca.

Physical Educators Awards 2011-12

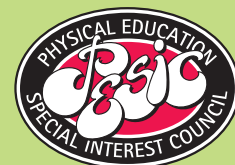
Call for Nominations

The Physical Education Special Interest Council presents several awards for which we are now seeking nominations:

- Award of Honour
- District Physical Educator of the Year
- PHE Canada Dr. Andy Anderson Young Professional Award
- PESIC Student Award
- PHE Canada Physical Education Teaching Excellence Award – Newfoundland & Labrador

We are requesting that regional affiliate councils and interested persons consider any likely candidates from their areas and submit their names and a résumé of their professional involvement by **January 4, 2013**.

Application forms can be requested from the awards chairperson at zoeahamilton@esdnl.ca

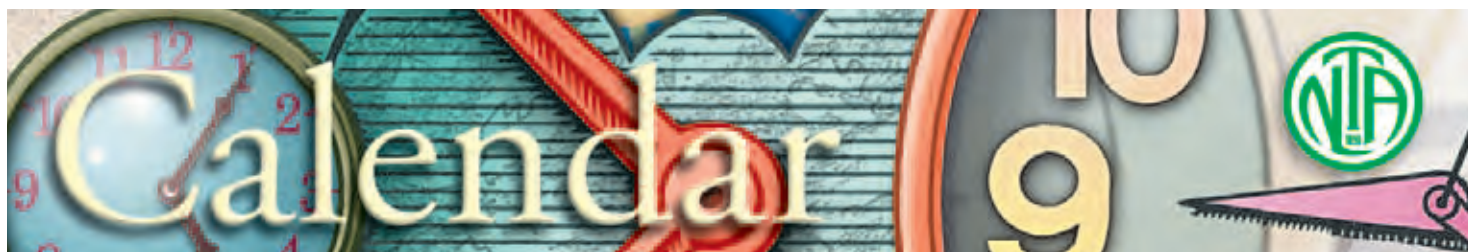


NLTA Membership Cards Expire December 2012

**In order to receive your new
NLTA membership card go to
www.nlta.nl.ca and click
"Membership Card" and
follow the instructions.**



For further information contact:
Lesley-Ann Browne, NLTA Communications Officer
726-3223 or 1-800-563-3599 ext. 228
labrowne@nlta.nl.ca



PHYSICAL EDUCATION SIC CONFERENCE

February 21-23, 2013

Grenfell College, Memorial University, Corner Brook. Theme: *What's Your Summit? Reaching New Heights*. For more information contact Roland Peddle at r_peddle@hotmail.ca or Shannon Sweetland at shannon.sweetland@wnlsd.ca.

SAC 2013 CONFERENCE

May 15 (evening), 16, 17, 2013

Delta Hotel, St. John's. SAC will be launching their website with all information in the next few weeks. Follow them on Twitter @ https://twitter.com/2013_sac for all major announcements leading up to the launch. For more information, contact: Kyran Dwyer, Principal, St. Matthew's Elementary, kyrandwyer@esdnl.ca.

COSS WORKSHOP:

FALLEN ANGELS: WHAT CAUSES CHILDREN TO BECOME VIOLENT AND HOW CAN WE PREVENT IT?

October 10, 2013

Sheraton Hotel, St. John's. Featuring Dr. Kathy Seifert. Registration details will be available soon. For more information contact: Keith Adey, keithadey@nf.sympatico.ca or Tel: 709-489-6491.

COSS WORKSHOP: TEACHING WITH WIT AND WISDOM

October 11, 2013

Sheraton Hotel, St. John's. Featuring international best selling author and speaker, Barbara Coloroso. Registration details will be available soon. For more information contact: Keith Adey, keithadey@nf.sympatico.ca or Tel: 709-489-6491.

TECHNOLOGY EDUCATION SPECIAL INTEREST COUNCIL (TESIC) BGM & CONFERENCE 2013

November 7-8, 2013

St. John's, NL. Theme: *Is There an App for That?* Details will be available soon.



NLTA Christmas Hours

Please be advised
that the NLTA building
will be **CLOSED** from

**December 24th to
January 1st (inclusive)**

to allow staff to
enjoy the holiday season.



Dates to Remember

December 2012

- Dec 1 Financial Information Seminar, St. John's
- Dec 6-7 Pre-Retirement Seminar, St. John's
- Dec 20 **Deadline:** PD Fund applications

January 2013

- Jan 15 **Deadline:** 2013 Christmas Card Contest entries
- Jan 15 **Deadline:** Receipt of nominations for Barnes, Bancroft, Allan Bishop and Special Recognition Awards
- Jan 17 **Deadline:** PD Fund applications

February 2013

- Feb 1 **Deadline:** Applications for Educational Leave – teachers must make prior application to school board
- Feb 13-14 Provincial Executive Meeting
- Feb 14 Janeway Day in the Schools
- Feb 15-16 Joint Council Meeting

2013 Convention and Province-Wide Vote Deadlines

December 4, 2012

Province-wide vote for the election of Vice-President.

December 18, 2012

Run-off ballot for the election of Vice-President (if required).

January 3, 2013

Proposed change, amendment or repeal of NLTA By-Laws to be actioned by Convention must be presented in writing to the NLTA.

February 3, 2013

- All nominations for Provincial Executive for publication in Convention issue of *The Bulletin* must be postmarked or hand delivered to NLTA Office.
- Names of elected delegates and alternates to Convention should be forwarded to NLTA Office for printing in Convention issue of *The Bulletin*.
- Resolutions to Convention must be received at the NLTA Office.

March 3, 2013

Mailing of Convention issue of *The Bulletin*.

April 3-5, 2013

Biennial General Meeting

April 4, 2013

Final deadline for receipt of nominations for Provincial Executive.

