

THE
bulletin

Newfoundland and Labrador Teacher's Association

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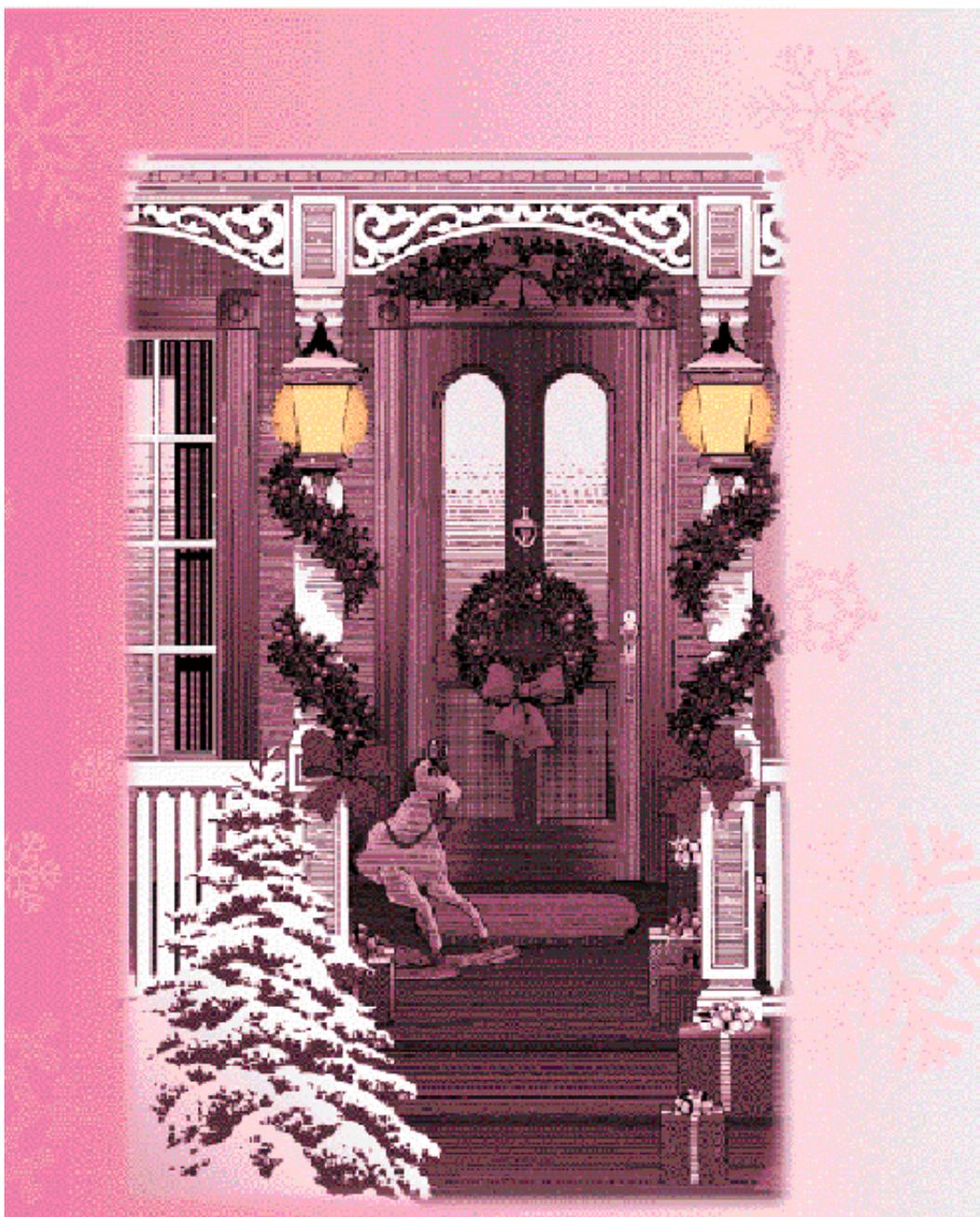


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NEVER-ENDING

by Lesley-Ann Browne

I just attended a meeting with my Atlantic colleagues where I brought up an excellent idea. At least I thought it was an excellent idea until I was met with the response that it had been done before. "Did it" they replied. Now I have often heard this response from people who just don't want to change or who are set in their ways and refuse to listen to new ideas. So I adamantly pursued my idea. And much to my chagrin it had been done before, as had several other ideas that were being contemplated. I am still the new kid on the block when it comes to the length of time served (two years in February) as my colleagues are years ahead of me in this area. It is fascinating, however, that the issues facing teachers and education in our provinces have not changed much in the last 20 years.

In Grade 10, I was responsible for organizing a symposium on "The Effects of Teacher Cutbacks." I will not admit how many years ago this took place but it is amazing that I could dust off the program, the reports, and the letters, and do the same event again. Many of the elected representatives and speakers on the subject would probably still be the same as well.

Educators all across Canada are united in their goals of educating children but often lose sight of the fact that the cuts to teachers and education have the same effects on children and teachers whether they are in British Columbia, Ontario or Newfoundland and Labrador. A few teachers do get to meet with their counterparts and compare experiences about the cuts to education, but often the majority only hear about the problems when they have reached national exposure.

The extent of the cuts experienced by the teachers of Newfoundland and Labrador would shock and astound many from across the country. In the past year, teachers in this province have lost jobs due to education reform and religious discrimination, programs have been cut, and professional development and substitute teacher days were cut back. It still astonishes people when I tell them that teachers in Newfoundland and Labrador are denied teaching positions due to their religious affiliation.

The results of these cuts and constant turmoil within education in Newfoundland and Labrador has directly affected teachers. Morale is at an all-time low and teachers are suspicious of elected leaders and politicians. Even more suspicious than before.

But there is still a great deal of support for teachers and the role they perform within society. The results of an opinion survey last Spring showed that teachers have enormous public support. Although teachers may not be able or willing to fight externally on many issues, there are people willing to do it for them. Parents are main supporters of education and of teachers. I have yet to speak to any individual who was not positively impacted by a teacher in their lives.

So although the issues haven't changed much and many of the players are still the same, teachers are a valued part of society and more often the public are willing to speak up on their behalf. Perhaps one day all teachers across Canada will be a united force and able to speak as one on these never-ending problems.

It is that time of year again, and during this Christmas season may your hearts be light, your thoughts on family and friends, and may you enjoy the season as never before. Have a wonderful Christmas, joyful New Year, and may the future be bright and happy. That just about covers everything. See you next year!

Lesley-Ann Browne is Communications Officer with the NLTA

SOUNDS OF SILENCE

When they came for those on UI,
I was silent because I had a job.
When they came for the truckers,
I was silent because I drive a car.
When they came for the pensioners,
I was silent because I am younger.
When they came to privatize,
I was silent because it's efficient.
When they came to globalize,
I cheered because it too is efficient.
When they came in the name of the debt,
we had no choice.
With manufacturing,
I was silent because I'm in the service sector.
With health care,
I was silent because I'm healthy.
With government workers,
I was silent because there are too many.
With welfare,
I was silent because of the abuse.
With women,
I was silent because I'm a man.
With student fees,
I was silent because I've graduated.
With immigrants,
I was silent because I'm already here.
With kindergarten,
I was silent because I could afford it.
With the workers,
I was silent because of my desk job.
With minorities,
I was silent because I'm a white male.
But when they came for tenured, white, male professors,
I screamed bloody blue murder.
And the silence was deafening.

(with apologies to Martin Neimoller)

(Source: James Winter, "Poetry", *Canadian Dimension*,
Vol. 30, No. 5, Sept/Oct 1996, p. 63)

CHRISTMAS CARD CONTEST

1998 Theme

"All I Want For Christmas Is ..."

Open to Grade 5 Students

How to Enter

Entries should be submitted on 8 1/2" x 11" paper, and drawings must be completed in black or red felt marker, or any other medium which will reproduce well. Entries should also include a verse/greeting to be included on the inside of the Christmas card. Only three entries can be accepted per school. Each entry must include the following statement signed by the teacher: "I certify that this is the original work of (insert name), a Grade 5 student, and that it has been completed entirely by the student." Entries will be judged on the basis of their artistic merit, creativity, and ability to produce well. The winning submission will be the NLTA's official Christmas card for 1998.

Prizes

First prize - \$75

Second and third prizes - \$25

Deadline

Entries must be received by December 31, 1997. Please include student name, teacher name, school address and phone number.

Please send entries to:

CHRISTMAS CARD CONTEST
Newfoundland and Labrador Teachers' Association
3 Kenmount Road,
St. John's, NF, A1B 1W1

Educational opportunities for music educators

This past September, Alex Hickey, Fine Arts Consultant at the Department of Education, gave a very informative and interesting presentation to music educators on Arts in the Curriculum. Mr. Hickey discussed factors influencing arts programming, including migration, enrollment declines, uncertain economic security, and few opportunities for teachers to move. He also talked about some factors influencing education such as fewer dollars and limited resources, the need for parents to spend more time preparing children for school, and an increase in physically and mentally handicapped students. Other topics included why we should speak out for the Arts in education and who should speak out for the Arts. Mr. Hickey explained that Fine Arts graduates are getting jobs, most of them relating to their programs and that teachers need to inform students of the many job opportunities in the Arts. He also discussed the need for parents, school principals and Fine Arts teachers to get involved in the fight for a balanced curriculum.

In October, the Eastern Division of the NLTA Music Council sponsored a workshop for music educators under the Avalon East and Avalon West School Boards. The workshop opened on the first evening with a choral session led by Angela Elster from the Royal Conservatory of Music and York University in Toronto. The focus of this session was expressive singing for all ages via the exploration of vocal warm ups, exercises and songs and singing games. Ms. Elster closed the evening with a presentation dealing with the need for advocacy in the Arts. Mary Dinn, President of the NLTA Music Council, says she could not help but be struck by the resemblance this session bore to Mr. Hickey's presentation. "It was interesting to note that the most popular myth for not pursuing or offering Fine Arts programs is that there are no jobs in the Arts," says Ms. Dinn. "This statement is not in keeping with the statistics showing that employment rates for music students upon graduation are comparable to or higher than those of math/science students." The information and data presented at the workshop went on to state that to be competitive in today's job market, the three "R's" are not enough. Employers are looking for employees experienced in skills that a Fine Arts program promotes and strengthens --; namely technical and cultural literacy, creativity, self discipline, conflict resolution, visioning ability, and leadership.

On Day Two, choral and instrumental sessions ran concurrently. Ms. Elster's sessions focused on creative learning in the music classroom (K-12) through the use of movement and Orff instruments. The instrumental component featured local clinicians such as Dr. Nancy Dahn and Dr. Donald Buell, both music professors at MUN's School of Music. Dr. Dahn opened the morning with a string technique session, complemented by a breathtaking afternoon performance by the MUN Chamber Orchestra, under her direction. Dr. Buell offered a conducting technique session in the morning and was responsible for arranging the instrumental technique sectionals offered by 4th and 5th year MUN music students. "All in all, it proved to be a most successful workshop that provided an educational opportunity for all music educators," concluded Ms. Dinn.

Busy fall lineup for students and staff at St. Augustine's

Teachers, students, and parents were involved in many school activities this fall at St. Augustine's School in St. John's. In October, Grade 1 students were visited by Sergeant Mike Adams and his police dog, Storm. The visit was planned as part of a Grade 1 curriculum unit, and according to Ed Wade, Principal of St. Augustine's, both Sergeant Mike and Storm were a great hit and the presentation was really informative for all of the children. Grade 1 students and teachers also received a special visit from Anita Caines, a Grade 1 teacher at St. Agnes School in Pouch Cove, and retired teacher, Jean Kehoe. Both teachers spent a full day at the school working with the students on art, cooperative learning and children's literature. Mr. Wade says the teachers and students really enjoyed the day and the school is now in the process of setting up a Grade 1 art gallery.

Grade 2 students were also busy this fall. As part of their Social Studies unit, the Grade 2 class set up their own museum and invited children from other classes to come visit. Parents and grandparents provided some very unique items for the museum, including a helmet worn by a soldier in the war. The Grade 2 students had also visited the Newfoundland museum, but Mr. Wade thinks they were more impressed by their own

items. A "Friendship" celebration was also held in October as part of the Grade 2 religion program. Parents, siblings and grandparents, along with special guest, Father Maddigan, helped the students celebrate.

The Grade 5 classes, along with their teachers, parents and parent volunteers visited the archeological site at Ferryland in October. Prior to their visit, the students had previewed a video produced at the site. Mr. Wade says this visit was an enormous success and a tremendous occasion to study the local history of the Avalon.

The Halloween spirit was alive and well at St. Augustine's as parents and teachers helped put together the first ever haunted house at the school. The house was a great hit with the students and many hours were spent in organizing the success of this event. Students were also treated to a visit by UNICEF representatives, Terry O'Rielly and Mrs. Glassman.

Educational Partnerships Council scholarship winner announced

Each year the Educational Partnerships Council of the NLTA offers a \$500 scholarship to a Co-op or Youth Internship Program (YIP) student who will be furthering the educational process in a post-secondary institute. This year's winner is Tracy Tucker, a first year Arts student at Memorial University of Newfoundland. Tracy was a co-op student at Pearce Regional High School in Burin and graduated with honours in June 1997. During her program, Tracy worked for a semester with Veronica Connors at the Burin Peninsula School Board as a speech pathology co-op student and engaged in one-on-one speech and language sessions with deaf and hard of hearing students. Tracy says her long term goal is to complete a degree in speech pathology and to find employment in this field. The president, Barbara Anne O'Keefe, and the members of the Educational Partnerships Council wish Tracy much success in her future endeavours.

CHURCHILL FALLS

1997 Christmas Card Contest winner

Brandy Down, a student at Eric G. Lambert School in Churchill Falls, is the winner of the 1997 NLTA Christmas Card Contest. The theme for the 1997 contest was "John Cabot's Christmas". Brandy received a \$75 cash award for her winning entry as well as a framed copy of her winning design.

The theme for the 1998 contest is "All I Want for Christmas Is " which is open to all Grade 5 students. The deadline for this year's contest is December 31, 1997.

NEWFOUNDLAND AND LABRADOR

Omission

In a news item entitled "NLTA scholarships awarded" from the November 1997 issue of The Bulletin, the following photo of scholarship winner, Peter Dawe, was omitted. Peter, who graduated from Queen Elizabeth Regional High School this past June, is the son of Robert and Donna Dawe of Topsail. We apologize for this omission.

Industrial Health and Safety Association scholarship

Level III students in Newfoundland and Labrador are encouraged to submit entries for the Newfoundland Industrial Health and Safety Association (NIHSA) scholarship. This \$1,000 scholarship is awarded annually to a Level III student in this province to assist in post-secondary education. Essays must be 1,000 --; 1,200 words and the topic will be restricted to some event impacting upon occupational health and safety. Such event may be natural or manmade and may be historical or current. Entries should be submitted either typed or computer generated, double spaced and accompanied by a disk if possible. All entries become the property of NIHSA with the winner's entry and picture published during Occupational Health and Safety Week. The winner and runner-up will be invited to attend NIHSA's Annual Safety Conference where the winner will be presented an individual award. The Scholarship will be awarded based upon proof of registration for a second term at a post-secondary institution.

Essays must be submitted by February 28, 1998, to: Newfoundland Industrial Health and Safety

Association, P. O. Box 5055, St. John's, NF, A1C 5V3. For further information, contact Mona Saunders, Tel: 709-576-7233.

Heritage Fairs expanding across the province

The CRB's Heritage Project offers exciting new ways to bring the Social Studies curriculum to life for students in Newfoundland and Labrador. A provincial Steering Committee is working to make the initiative available to all areas of the province. The national project has been spearheaded by the Charles R. Bronfman (CRB) Foundation. Heritage Fairs and E-Fair (Electronic-Fair) offer a variety of ways for all students in our province to explore and showcase Canadian culture and history, while the Heritage Learning Resources are designed to assist teachers.

Heritage Fairs are designed to link school studies with the community. They give students from Grades 4 to 9 a chance to create history projects and showcase them at public Fairs held within various regions of the province in May. The projects can use a variety of mediums (for example, drama, music, dance, videos, web sites, models, oral history) to share research. Fifteen students from Newfoundland and Labrador will be selected to join students from the rest of Canada at a week long, all expenses paid national "History Camp" held in July 1998 in St. Boniface, Manitoba.

Last year a pilot Fair was held in the Avalon area and attracted over 2,000 visitors to enjoy the 90 displays, dramatic presentations, re-enactments and demonstrations. Prior to the Fair, a group of students from Ecole St. Patrick in St. John's visited Quebec as part of a national exchange program. As well, students from the Newfoundland School for the Deaf created a Kid's Heritage Minute on video.

In order to expand the Heritage Fairs into a province-wide event a Provincial Steering Committee has been established and is currently identifying people and funds to help set up new fairs. The Committee hopes teachers, parents, and representatives of heritage organizations will come forward and work together to build a network of Fairs. The CRB Foundation will continue to provide national connections and to fund the History Camp and the Provincial Committee will offer some financial support, advice and provincial co-ordination.

The internet offers new opportunities to be in direct contact with all schools and communities and the E-Fair can involve students in historic fun throughout the year. STEM~Net is co-ordinating the Newfoundland E-Fair, and visitors can participate by contacting the following E-Fair sites: www.heritageproject.ca; www.stemnet.nf.ca; www.refletsdupatrimoine.ca. Three exciting interactive options are available. Cyberzine lets students publish some of their work on the internet. Yakville provides a student forum for real time chats with other classes across the country, and Tattoo Moose is a contest that has started for children to design a tattoo that says something special about their heritage. Entry forms are available on the web page.

For further information on Heritage Fairs and E-Fair or to get involved with starting a Fair in your community, contact Catherine Dempsey, Heritage Fair Provincial Steering Committee, Tel: 709-576-0488; e-mail: dempseys@nfld.com.

The Fight in Ontario

A TIME TO REFLECT

by Wayne Noseworthy

This past October, Brendan Doyle and I attended a meeting of the Canadian Teachers' Federation (CTF) Board of Directors and General Secretaries. This marked my first attendance at a meeting with the Executive Directors of our affiliates in approximately 14 years. For me it was a poignant moment. While in Ottawa, Brendan and I had an opportunity to visit with teachers in Ontario during their protest against the government's Bill 160. We attended a huge rally at the Ottawa Civic Centre and spent time with our colleagues on their picket lines. Brendan also participated in a national press conference sponsored by CTF, pledging support and encouragement for the efforts of teachers, not merely in Ontario but anywhere in Canada where the need may arise.

As I stood on the picket lines with our Ontario colleagues, it was as if time had stood still --; I was back in 1983, standing on the picket lines in St. John's, Grand Falls, Windsor (they were separate municipalities then), Corner Brook, Mount Pearl, to name but a few of the locations where members of our Association stood to face an arrogant and self-righteous government who believed they knew what was best for education and for teachers. The Ontario government has not yet learned the lesson; I wish for the teachers of Newfoundland and Labrador that it will not become a necessity here.

The current agenda of the Ontario government with respect to education is not an isolated phenomenon. The teachers of Alberta have seen similar initiatives and, as far away as New Zealand, similar notions have already been tested. We do, indeed, live in a small world.

My appointment as Executive Director of NLTA marked a time of deep reflection for me. I recalled the turbulent times of the early 1980's when I served as your provincial president and I am struck by the tremendous changes that have marked the last decade or so. Our numbers are less, resources are more difficult to acquire, our publics are much more demanding, the frustrations of the profession on a day-to-day basis have increased significantly, but, despite all these realities, teachers today have a commitment to professionalism and quality education that has never been greater. We have a teaching force that is better qualified than at any point in our history and we are committed to excellence, despite the sometimes enormous obstacles before us.

I think our greatest challenge as the Newfoundland and Labrador Teachers' Association --; and this is probably true for all teacher organizations today --; is to find a means of instilling in our membership a belief that the future of public education is positive, that our profession is at least the equal of any other, and that this professional calling will provide the kind of rewards that it did when I entered my first classroom in 1970.

How do we do accomplish this? We accomplish it together, as a united force, committed to the cause of teaching and to the needs of teachers. Teachers want a restoration of the confidence and stability that was once the hallmark of our profession. We need to feel that our Association, united and of a common purpose, can overcome any obstacle. We must persuade ourselves that we are able, through our Association, to build a secure future, with the extrinsic and intrinsic rewards that will make us proud to call ourselves teachers.

My challenge as your Executive Director is to ensure that the human, physical and financial resources of our Association, on a day-to-day basis, are put to the greatest possible use to accomplish the goals of our organization. We have strong and dedicated leadership, a highly motivated and competent staff and an infrastructure at head office that will serve us well into the future.

I'm excited about that future even though I recognize the significant challenges ahead. We are on the eve of tremendous change in education in our province. As this article is being written, Brendan and I are preparing to travel to Ottawa to appear before the Special Joint Senate/Commons Committee on Term 17 of the Terms of Union of Newfoundland with Canada to present the NLTA perspective as to why Term 17 should be changed, and changed radically and immediately. If things go as proponents of change would prefer, this province and our children are about to set out on a brave new journey --; a journey that will benefit not only students, but teachers as well. We must be vigilant to ensure that a new era is created on the basis of plans and goals that you helped establish as the NLTA.

What does the future hold for the next generation of teachers? Will there be enough positions for these young people to occupy? Your Association is currently partnering with the Faculty of Education at Memorial University and are in the process of finalizing the parameters of a study of teacher supply and demand into the next millennium so that our schools will have the appropriate human resources to meet the needs of our young people.

As a profession and as a professional Association, we must learn to function in a much more co-operative fashion with all the groups around us who share the common goal of providing the best possible education system for the youth of Newfoundland and Labrador. For too long I feel we have tried to do too much on our own. There are many other stakeholders in education who can have a dramatic impact on improving the quality of education, but we must work in tandem. We must build dynamic partnerships with groups such as the Home and School Federation, the School Boards Association, the Association representing Directors and Assistant Directors of Education, Memorial University, the Department of Education, other labour groups who have a direct stake in education, and all those with whom we have regular liaison. The experience and expertise of our provincial affiliates and the Canadian Teachers' Federation will prove invaluable as we forge these new partnerships.

Modern technology has made our world minuscule. Communication is instantaneous. A democracy like the NLTA is a very different entity now than it was even five or ten years ago; in many ways we operate in a "fish-bowl". Our decisions are open for all to see and subject to immediate debate and reconciliation. However, the challenge in such an environment is to ensure that sober second thought is given to all enquiries that may be registered with respect to ongoing decisions so that in the end, the political leadership is not so cautious in their deliberations that they become stagnant and unable to take aggressive action as required. It is imperative to recognize that once our political leadership have collectively made a decision, then it is our decision to support and implement.

It is my desire, as your Executive Director, to lead a team of dedicated professionals who work tirelessly on behalf of each and every teacher in this province. Together, we will be able to offer the type of advice and support that members of our Provincial Executive Council and Joint Council have come to expect and rely on as they fulfil teacher needs on a daily basis.

I look forward to hearing from you, meeting and working with you in the months and years ahead.

And, from my family to yours, a very happy and relaxing Christmas and a prosperous New Year.

Wayne Noseworthy is Executive Director of the NLTA.

ARTICLE 15:04 CLARIFIED

by Lloyd Hobbs

Occasionally, when referring to their use of sick leave, teachers make the comment that "they did not obtain a sick note or their school administration did not want to take their doctor's note because they had not yet used their seven days". This reflects a misunderstanding of Article 15:04 of the Collective Agreement which states: Sick Leave with pay in excess of four (4) consecutive teaching days at any time or seven (7) teaching days in the aggregate in any school year shall not be awarded to a teacher unless a medical certificate satisfactory to the School Board has been submitted in respect thereof. In any case where the School Board is satisfied that it is not possible for the teacher concerned to secure a medical certificate, a certificate of a registered nurse, the Chairperson of the School Board, a magistrate or any other person designated by the School Board may be accepted in place of a medical certificate.

This means that any time a teacher is absent for more than four consecutive days, a medical certificate is needed to qualify for sick leave with pay. As well, once a teacher has been away from work on sick leave for a total of seven days throughout the year without providing medical certificates, such medical certification is then required for any day that year that exceeds the seven if the teacher is to receive sick leave with pay.

Some teachers think that these seven days must be used before medical certification is presented. This is not so. While you must provide such records after seven days, you can and should provide these medical certificates whenever you are off sick and have the documentation even before you have used seven days. When you provide this information from your doctor, you retain your days of sick leave with pay that may be used without medical certification.

As an example, a teacher is home sick a day in September and does not visit a doctor. This teacher has used one of the seven days referenced above. However, in the next month this person has a medical specialist appointment in another community that required being away from work for the day. By bringing back a medical certificate, the teacher does not use one of the six remaining days from that seven.

If the employer has reasonable grounds to suspect abuse of sick leave and demonstrates the grounds for these suspicions, the teacher may be requested to provide evidence to substantiate the reason for any absence under Article 15. This is another reason to provide documentation whenever possible.

As well, there is some confusion over Article 18 --; Leaves in General and Article 15 --; Sick Leave. If you wish to take a family member to a dental or medical appointment you would request special leave under Article 18:03 and this may or may not be granted. However, when this type of appointment is for the teacher personally, it falls under Article 15 --; Sick Leave. Such leave would be accessed in the usual manner as any other sick leave usage.

Lloyd Hobbs is Administrative Officer, Benefits and Economic Services, with the NLTA.

SCHOOL CLOSURE AND SALARY

by Edward Hancock

If a substitute teacher is contracted to work at a school on a particular day and that school is subsequently closed due to inclement weather, lack of heating, or other cause specified under Section 32 (formerly Section 58) of the Schools Act, then the substitute must receive salary for that period of time. This holds whether or not the teacher received prior notification of the school closure before leaving for school or arriving at school.

The particular article of the Collective Agreement dealing with this issue is Article 49.04, and it distinguishes between situations when the school is closed for weather or any other cause (under Section 32 of the Schools Act), as compared to situations when the school is still open but previously contracted substitute services are not required for some other reason.

Article 49.04 (a) states that: For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where the school is closed pursuant to Section [32] of the Schools Act. That section of the Schools Act requires that a teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or part of it when the school is closed for any of the reasons contained in that section. These reasons would include: inclement weather, by order of the Minister of Health for health reasons, school repairs, failure of the sewage system or other cause of a similar nature, lack of heat, etcetera. Thus, if school is closed, under Section 32 and Article 49.04 (a), previously contracted substitute teachers are "deemed to have kept school" and must receive salary.

.However, if the services of a substitute teacher are not required for reasons other than school closure under Section 32, and the teacher is notified before arriving at the school, then the substitute teacher doesn't receive pay. For example, if a substitute teacher was contracted to substitute for another teacher who would be attending a workshop, and the workshop was cancelled, the substitute teacher would not be paid for the day, provided prior notification (i.e. notification prior to reporting for duty) was given.

These latter situations are covered under Article 49.04 (b), which states that: For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where previously contracted substitute services are not required for any other reason(s), and the substitute teacher is not notified prior to reporting for duty at the school that his or her services are not required.

Additional information on this issue can be found in the NLTA Infosheet "Substitute Teacher Member and Benefits." Inquiries on this matter should be directed to the Benefits and Economic Services Division at the NLTA office.

Edward Hancock is Assistant Executive Director at the NLTA.

An Emerging Dilemma

FUNDING LONG-TERM CARE

by *Barbara Lewis*

The current debate on health care, both from a private and public perspective, will remain with us for some time to come. The philosophy of governments, whether provincial or federal, with respect to health care is to downsize hospital services and to move those services into the private sector and into the community. We all have heard of cases where individuals have been released from hospital earlier than the family had expected, and the family, or community, is expected to provide ongoing support services whether in the home or in a local institution. The question of who should provide these out of hospital services and who should pay for them is the crux of the debate. A second consideration is providing health care/support services for the growing number of elderly.

The primary goal of long-term care is not to cure a disability, but rather to attend to the patient with normal daily activities and personal needs. Such needs could be supported in a home care setting, or in a public or private facility.

Regardless of where the individual is receiving care, whether it is in his/her own home, or in a nursing and/or retirement home, someone is expected to pay the costs.

Consider the following scenarios:

Teacher A

This teacher is a terminally ill cancer patient. The teacher has been removed from the hospital facility and has basically "gone home to die". Who takes care of the individual in the interim? From a public policy health care perspective, it should be community based services. We all know that in Newfoundland, these services are totally inadequate. As a result, the individual is left to be attended to by family members or volunteers who may or may not always be able to deal with that person's needs.

Teacher B

This is an elderly retired teacher who has been hospitalized on numerous occasions for chronic disorders. The individual is released from hospital to a private home care setting without family support. This elderly person could require 24 hour surveillance and custodial care to enable the individual to deal with the normal activities of life: i.e., feeding, cooking, household duties, some rehabilitative services, but most importantly, just dealing with such things as normal hygiene requirements, and keeping house.

Are such services covered under the NLTA Group Insurance Health Plan? The answer is NO. "Why?" you may ask. The NLTA Health Insurance Plan, as currently designed, was never meant to cover such scenarios. In fact, the premiums currently being paid by teachers are not sufficient to meet the current health care payments. In short, your Group Insurance Health Plan is running a deficit.

What then can the Association do in providing long-term health/custodial care for those in need? In reality, very little can be done without further input of substantial premium dollars, possibly up to double or triple the current premiums. In addition, any attempt to place such a benefit into the NLTA plan would require the agreement of government.

Your Association has managed to release from its Group Insurance trust fund a basic amount to assist individuals with custodial home care. However, that amount is just \$1,750 per person per lifetime. It must be stressed that this trust fund amount is meant to assist on a temporary basis and was never intended to fund individuals who may require such services for many years.

It should be noted that the NLTA is not alone when faced with this dilemma. Demographics and economics are the two main drivers of this problem. We are faced with the reality of an aging teacher population. This has caused a shift in health needs from acute to non-acute types of services and greater demands for long-term health care provisions.

As stated above, there is an expectation from the public policy makers that when a medically disabled person is released into the home and community, the family and community members will come forward to provide the specific services needed. This expectation is also not lessened with regard to the elderly. In Newfoundland, where there has been substantial outmigration in the past few years, many communities are left with a disproportionate number of the elderly and sick as residents. Many of the younger and more able-bodied have moved away for work related reasons. Who is then available to care for these individuals in need?

The NLTA Group Insurance Plan does not have the financial resources to assist these individuals. The plan was never structured to provide that coverage and the present premiums are not able to support the cost. People are living longer, but not always able to tend to their own daily needs. What is required is a public policy strategy to deal with this emerging problem.

Here are some facts for you to consider regarding this dilemma:

- The birth rate is decreasing. The significantly reduced number of persons in the workforce cannot support the increasing number of persons being added to the "elderly in need" list.
- The population is getting older. Approximately 60% of the population will be over age 65 by the year 2035.
- The population is living longer and, in the process, many suffer from chronic conditions which require long-term care.
- The first wave of baby boomers are reaching age 50 (this group provides many possible candidates for long-term care).
- Between 1990-2030 the number of adults requiring long-term care is expected to almost double, and the number needing nursing home care will more than double in size. Also consider that, at age 65, an individual's probability of having to enter a nursing home (at some point in time in their life) is more than 40 percent.
- Advances in medicine mean that fewer and fewer individuals will die of a single catastrophic event. Instead, people will just "wear out". Instead of a massive heart attack their health will slowly deteriorate over a long period of time. Therefore, the longer we live, the greater the chance we will need long-term care due to the "wearing out" process.
- Diseases such as Alzheimers can exist up to 20 years and the care required can easily cause a major financial crisis.

Taking all of the above into consideration, you may well ask what the NLTA is doing to address this matter. The Trustees of the NLTA Group Insurance Plan (all of whom are teachers) directed the consultant, Johnson Incorporated, to do a report on long-term care. This report was received by the Trustees at their last meeting in November. Trustees reviewed that information in detail. The cost of providing such coverage in the plan is, in essence, exorbitant, especially when one commences payment into same at a later stage in life. As a result of this information, the NLTA Trustees decided to take no action at the moment on pursuing the matter further. To conclude, long-term health care, outside of a public hospital, whether in one's own home or a private or publicly supported institution, is, at this stage, not financially viable as a group insurance option.

Ongoing liaison through meetings and correspondence with other teacher affiliates across the country reveals that this dilemma is shared by other Group Insurance Trustees. None of the groups with whom we regularly

liaise, have long-term care as an insured benefit. Any future consideration of providing a long-term care policy will have to be on a "stand alone" underwriting basis, and one which is voluntary. Even then, it is feared that the premiums, several hundred dollars a month, on average, would be prohibitive.

This article was written by Barbara Lewis, Administrative Officer, Benefits and Economic Services, with the assistance of the staff of Johnson Incorporated.

AN OXYMORON?

by Claudette (Boyd) Coombs

We are bombarded daily by conflicts, choices and sometimes overwhelming decisions. Making the best choice in any situation isn't always easy because each decision can have its own set of criteria. Is it the most convenient? morally the right thing? the least disruptive? the most helpful? realistic and manageable? and the list continues. Some decisions are much more difficult to make than others, require greater investigation, and have more serious consequences. Given the time and skills we can improve our decision-making efficiency whatever the dilemma, the surrounding atmosphere and resources, or the magnitude of the consequences.

We may anxiously procrastinate giving the final word for reasons such as: confusing what we feel and what we know or believe; frequent demands; fear of failure or causing harm; lack of clearly defined absolutes or an understanding of what is "best"; ever changing rules; uncertainty of the outcome; and the negative potential.

Where Do I Begin?

When we consider a process framework for decision making, our turmoil can be significantly reduced. However, our attitude is key in determining the amount of distress we experience as a result of the decision-making process. We are often helpless to control many of the situations in which we find ourselves having to make difficult decisions, and the consequences may be undesirable no matter what steps we take. By the time we enter the process these are the fixed components. Consider the equation: SITUATION + REACTION = CONSEQUENCES. The situation requires an action or choice. The choice brings with it a set of consequences. Like a flow chart, one follows the other but there are different pathways available. Our role is to find the path that is best suited to our current need and will lead to the optimum consequences. When making complex or difficult decisions, take the time (even a few minutes helps) to work through the following steps.

Steps to Making the "Right" Decision for Me

1. Clearly define the issue. Don't confuse it with a variety of other issues, or bring unnecessary complications into the picture.
2. Identify your most important criteria in making the final decision. It could be financial, emotional, time, convenience or something unique to you.
3. List all the options that you and your family or friends can imagine. Give this whatever time you have. You might be surprised at the ideas you can generate.
4. Explore each option. What are its costs and consequences? Can you live with them?
5. Limit your list. Select the top suggestions or eliminate those with costs or consequences which you cannot accept.
6. Use your selection criteria to make the final decision. Announce it. Take action.
7. As soon as it is appropriate, review your decision. Did it work out? Can it be modified and improved? How? Now you're in the loop return to step # 1 and continue.

With hindsight, if the decision was the best for you congratulations! If not, allow yourself to move on. You did everything within reason to make the "best" choice.

Points to Remember

- Separate emotions and intellect. Feelings often cloud rational decisions and facts alone can present a "heartless" choice. Take both into consideration.
- Use creativity (not limited to your own) to develop a list of possible reactions to the situation.
- Accept that we made the best decision we were able to (given our knowledge, resources, support) at the time.
- Acknowledge that "I am not perfect". We all know that but where do we actually allow ourselves to make mistakes?
- Hold no regrets. Asking "what if ?" tends to bring mistrust of our own judgement and leads to futile blame.
- Avoid stalling your decision-making process by pre-judging your ability to make "good" decisions.
- Life goes on. Accept that as a fact! You can rest assured that there will quickly be new opportunities to make decisions and there will be ways to minimize damage from old decisions. It is not helpful to remain stuck on past choices.

Our internal conflict with decision making can result from our need to make sense of the world, or to expect that if we make the right decisions then bad things won't happen to us. Unfortunately, there are times when both of those premises are impossible. We know that life is not, and will not be, that simple, no matter how much we wish it to be. Instead, we must function in the environment in which we live and use the resources available to us to make our own sense of our world.

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).

Junior High Was Never Like This
A PROFILE OF G.A. MERCER

by Lesley-Ann Browne

There is a junior high school in Corner Brook that provides students with an innovative hands-on experience in practical programs and course offerings. G.A. Mercer Junior High School changed its program in the 1994-95 school year to offer students a new exciting junior high school program. The changes came about through the joint efforts of former principal, Victor Kendall, present principal, George Keeping, and the staff of G. A. Mercer who were eager to learn and cooperated with all professional development that was required. When changes were first implemented staff were required to learn new approaches to teaching as well as technological information. They did so with ease and enthusiasm. The curriculum expertise of Mr. Kendall, the technological skills of Mr. Keeping and a dedicated administration and staff, were a perfect combination for success of the new program.

There are presently 180 students at G.A. Mercer and 10 full-time and three part-time teachers. The programs, staff and the school have one stated purpose --; to help students participate, learn and achieve. This is accomplished by offering challenging programs, and striving to give students individual attention. High expectations are set for both students and staff.

Courses such as painting, sculpture, graphic design, print making and interior design, offer students a well-rounded experience in practical course offerings. The chart on page 19 outlines the various courses offered to students.

At G.A. Mercer, students learn to balance academics with a host of additional skills. It is the belief that participation in athletics and the arts must carry with them a desire to excel. Experiences gained from field trips, volunteer work and teaching others help make the students contributing citizens of the community and the province. "By setting high standards, students are helped to prepare to meet the challenges and demands of today's high-tech work place", states program co-founder Victor Kendall. "There are clear expectations for student achievement. In addition to regular programs, students receive enrichment through computers, technological studies and the arts."

Teachers at G. A. Mercer work hard to help students achieve success. The school guidance counsellor works closely with teachers, students and their parents to help each child succeed in school and to set goals for further study. Information and advice is also provided to students on course selections and career opportunities.

Grade 7 Program			Grade 8 Program			Grade 9 Program		
TERM 1			TERM 1			TERM 1		
Category	Subject	#Periods	Category	Subject	#Periods	Category	Subject	#Periods
A	Math	12	A	Math	12	A	Math	12
Acad.Dev (All Req)	Eng/WP	11	Acad.Dev (All Req)	Eng/WP	11	Acad.Dev (All Req)	Eng/WP	11
	Science	7		Science	7		Science	7
	Soc. Stu.	7		Soc. Stu.	7		Soc. Stu.	7
	French	7		French	7		French	7
		44			44			44
B	Phys.Ed	5	B	Phys.Ed	5	B	Phys.Ed	5
Pers Dev. (All Req)	Rel.Ed.	5	Pers Dev. (All Req)	Rel.Ed.	5	Pers Dev. (All Req)	Adol Re/Gui	5
	DesignTech	4		DesignTech	4		Tech Exp	4
		14			14		Drawing	14
C	Drawing	4	C	Drawing	4	C	Int Des.	4

Pers Dev. (Any 3)	Int Design Drama Instr Music Outdoor Ed	4 4 4 4 <u>12</u>	Pers Dev. (Any 3)	Int Design Drama Instr Music Outdoor Ed	4 4 4 4 <u>12</u>	Pers Dev. (Any 3)	Drama Instr Mus Outdoor Ed	4 4 4 4 <u>12</u>
TERM 2			TERM 2			TERM 2		
Category	Subject	#Periods	Category	Subject	#Periods	Category	Subject	#Periods
A	Math	12	A	Math	12	A	Math	12
Acad.Dev (All Req)	Eng/WP	11	Acad.Dev (All Req)	Eng/WP	11	Acad.Dev (All Req)	Eng/WP	11
	Science	7		Science	7		Science	7
	Soc. Stu.	7		Soc. Stu.	7		History	7
	French	7		French	7		French	7
		<u>44</u>			<u>44</u>			<u>44</u>
B	Phys.Ed	5	B	Phys.Ed	5	B	Phys.Ed	5
Pers Dev. (All Req)	Rel.Ed.	5	Pers Dev. (All Req)	Health	5	Pers Dev. (All Req)	Rel. Ed.	5
	DesignTech	4		DesignTech	4		Res. Wri.	4
		<u>14</u>			<u>14</u>			<u>14</u>
C	Painting	4	C	Graphic Des	4	C	Animation	4
Pers Dev. (Any 3)	Nutrition	4	Pers Dev. (Any 3)	Child Care	4	Pers Dev. (Any 3)	Entrprshp	4
	Choral Mus	4		Choral Mus	4		Choral Mus	4
	Instr Music	4		Instr Music	4		Instr Music	4
	Pol/Leg Ed	4		Journalism	4		Comm Tech	4
		<u>12</u>			<u>12</u>			<u>12</u>

The staff is caring, efficient and devoted. Each strives to be a team player, dedicated to helping provide the best possible learning opportunities for all students at G. A. Mercer. The staff recognizes that each student has unique strengths, talents and interests. This is matched with strong primary and secondary core subjects and innovative personal development choices. In addition, there are programs and student activities that facilitate learning. These include, peer tutoring, library prefects, breakfast program, yearbook committee, art club, prom committee, volleyball, basketball, ice hockey, soccer, and a computer club.

There were and still are numerous partners who helped make the transition to the new program successful. The Western Integrated School Board and School District 3 helped with funding and providing inservice time and advice. Funding was provided by HRD for computers, CEIC funded the library automation and peer tutoring program, Cable Atlantic and Stellar Schools provided the Internet access, and the NewTel Pioneers provided computers that are used in the science lab with interface technology. The Humber Valley Association for Community Living and the United Travellers donated money for computers for the Special Needs program. As part of a partnership agreement, the Corner Brook Pulp and Paper provided funding for a new score clock and the school council hired students to research material for new courses. There were numerous parent volunteers as well as volunteers from the community who were instrumental in getting the new program up and running.

The work carried out at the school continues to be a team effort where teachers, students, business, and community groups, work together to ensure that the students get a positive experience from the school environment. With a dedicated, enthusiastic staff, and an excellent program, G. A. Mercer Junior High offers a positive, well-rounded learning experience. The program co-founders, teachers, staff and partners should be congratulated for a job well done.

This article was written in consultation with principal, George Keeping, and from materials and brochures about the school.

The Brother Brennan Environmental Education Centre

A BREATH OF FRESH AIR

by David Philpott and Lisa van Nostrand

Environmental Education is one of Alexander Street District School's best kept secrets. Environmental Education is one of the main programs offered through the school and is a high priority of the Avalon East School Board. The program has a dual focus --; in outdoor environmental education at the Brother Brennan Environmental Education Centre, and (during the winter months) in-school enrichment on environmental issues.

The Environmental Education Centre is located approximately 75 km from St. John's on a 12 acre site on the north side of Father Shea's Pond off Salmonier Line. Students are bussed to the site where they spend 2H days completely immersed in environmental studies. Most of these activities are completed outdoors in a practical and relevant way for students to develop an increased meaningful awareness and appreciation of nature. Students working through the program get their hands dirty and their feet wet (figuratively and literally!) as they discover new insights into their environment. Through hands-on experiences as well as social interactions, students enhance their personal and social responsibilities for environmental action and begin to gain an understanding of the fragility of their local ecosystem.

Environmental studies such as habitat comparison, orienteering, forest management, aquatic insect study, pond/stream study, etc. are complimented by recreational activities such as hikes, role plays and campfires. Well-defined trails and a lakeside location make for an exceptional natural classroom where the ceiling is eight miles high and the walls are made of trees.

When the snow makes it impossible for students to visit the Centre, the program will visit the students. The environmental teacher will visit each of the junior high schools in the Avalon East School Board and deliver an intensive one day pull-out program for Grade 7 students. In addition to the 2,400 students a year who will visit the Environmental Education Centre, another 2,500 students will be visited by the environmental education teacher in their schools. Modules will also be developed for the junior high science teachers to use as a compliment to their regular curriculum that will further raise the awareness of environmental education.

The Centre staff consists of an environmental/biology teacher, four assistants, three cooks and two maintenance people. The facility is open from September to December and from April to June. This year the Centre was open to full capacity for ten weeks with approximately 120 students from four different schools per week --; that works out to an estimated 1,200 students for the fall semester alone.

The academic and social benefits of the program are obvious to the numerous teachers and students who have participated in the Brother Brennan Experience and in speaking with adults who participated in the program as students, it is clear that the environmental activities remain as some of the major highlights of the junior high curriculum.

It's time for this secret to be brought out into the open air!

Dave Philpott is Principal and Lisa van Nostrand is the Environmental Education Teacher at the Alexander Street District School. For further information, contact Alexander Street District School, Tel: 709-753-9124; Fax: 709-753-1145.

PROFESSIONAL DEVELOPMENT

by Gordon T. Brockerville

For some time I have argued that the Newfoundland and Labrador Teachers' Association should be more proactive with respect to professional development (PD). This article is an ongoing reflection that evolved from a number of concerns that I expressed at a Joint Council meeting last February. It is my intention to initiate a critical dialogue about PD.

PD --; Professional, Personal and Political

I see PD as having three interconnecting dimensions. First and foremost, PD is professional; it's about who we are and what we do as teachers. Second, PD is personal; we bring our personal interests, hopes and dreams to any formal and informal gathering of teachers. Individually, what we take from any form of PD is determined by our personal values and beliefs. Third, PD is political, that is, who has power and control over what is considered to be PD, who participates and when. The political context affects us personally and professionally. In short, these are the three Ps of professional development. Whenever we deliberate about PD we must view the three Ps dialectically; that is, we cannot have one dimension without acknowledging and considering the other two dimensions.

Subsumed within the three Ps is the concept of being "critical", a term that has a variety of meanings depending on who defines it. For the purpose of this article, I draw on the work of John Evans, Faculty of Educational Studies, Southampton University, England. Critical means to deliberately question everything about ourselves and our settings; not to damage, but to reveal and challenge our values and principles and the often taken-for-granted assumptions that guide and direct our everyday affairs. The ultimate purpose is "change"; change that contributes to personal and professional maintenance and growth that is in balance with social and political interests.

Critiquing Traditional PD

As a professional association, PD is our lifeline. It is the flip side of teacher welfare (i.e. pensions) and governance. The Association's strategic plan, *Exploring Our Pathways*, states that increased demand on teachers will "require all stakeholders to carefully evaluate their professional programs, so that effective and relevant professional growth opportunities are available." This article is a political statement that is intended to create dialogue and initiate action in highlighting the need for more emphasis on PD.

At the branch level, presidents in conjunction with professional development and public affairs/political action officers need to consider an advocacy for PD. Further, we have to be more political within the Association in putting more emphasis on PD. The elements of "inservice and release time" are tied to the three Ps. Release time is political, and the Association is taking the right approach by insisting that article 18.04B (professional leave) become a "shall article" in the next Collective Agreement. We should not let the article become a negotiating item to be traded off for economic benefits issues.

Inservice is probably the most prominent form of PD and, in being directly related to release time, it is very political. Officials at the Department of Education and the school board level determine the subject areas that will get the most attention, stacking certain subject areas at the top while marginalizing others. Even more critical, this type of inservice reduces teachers to mere implementers of curriculum. Implicit within the present state of inservice, there is the notion of control --; those at the top have the expertise; they access and select knowledge, pass it onto teachers, who in turn pass it onto students. In many respects, we are reduced to knowledge sponges. Both the deliverers and recipients of this form of PD may or may not be consciously aware of this implicit control. It is our professional task to make inservice problematic at the

formal, institutional, instructional and operational levels of decision making and reverberate the critique all the way back to the academic level.

Notwithstanding this particular critique of inservice, I do believe that it is necessary if we are to have consistency and standards in the curriculum; however, there are alternatives to what knowledge is selected and who selects it. It comes down to two critical questions: What content is of most worth in the curriculum? Whose knowledge is of most worth? These questions and others are about values and beliefs in education that deserve a thorough debate as part of education reform. As a professional association we must initiate and provide leadership in ensuring that teachers are part of the debate. Further, we must ensure that parents and students are involved in a meaningful way.

Further to these problematic concerns about inservice, Government has taken a regressive step. Grounded in an argument of economic constraint, it has put a freeze on education and other sectors of society. In the past two years, the Department of Education cut inservice days and, in turn, imposed a moratorium on all other forms of PD. As new courses and programs of study come on stream, in all likelihood, the traditional top-down inservice programming will continue once Government is satisfied that it has balanced the budget. This was evident early in the new school year. PD was put back on the education agenda but for the most part it was for traditional school board sponsored inservice.

Will Special Interest Council (SIC) professional development continue? It's questionable. Discontinuation would be a disservice to all teachers who have dedicated themselves to making SIC activities a valuable and viable part of PD. We must be political in reversing this regressive move. The political pressure within the past two months kept the dream alive as the Social and Religious Studies Conference and the Technology Conference did go ahead. This was appropriate and necessary, but we cannot rest with political pressure that is reactive in nature; rather, it must be proactive, constant and consistent.

Having said this however, I have to be critical of NLTA sponsored PD as organized by SICs. Typically, SIC workshops and conferences are one shot deals. Specific groups of teachers put in countless hours of work to organize a workshop or conference with fellow teachers and outside experts coming in to pass on knowledge. For the organizers, the planning and organizing is in itself a rewarding growth experience. However, is it a growth experience for delegates? As delegates we get excited, become reacquainted with old friends and may make new ones. In many cases, teachers from the same school district, even the same school community, have to get reacquainted. These SIC sponsored activities are the only time in the course of a year (probably two or more years) that teachers get a chance to converse about their work. In the process, we may take home ideas and activities that we can apply to our practice. Some teachers try the new ideas and activities while others slip back into their former mode. Why? For the most part, conferences and workshops are too infrequent, and as delegates, we are merely "passive recipients". Rarely is there any formal or informal follow-up and reflection. This critique also applies to school board sponsored inservice.

Evaluating PD

In keeping with the Association's Strategic Plan, we are compelled to evaluate present forms of PD. Where do we start and how? First, we will have to find it in ourselves to become personally committed to PD. Second, we will have to be political in demonstrating to school boards and to the Department of Education and to this Association that present forms of PD must be improved and that new conceptions are possible and worth pursuing. In other words, the present atmosphere of mistrust within the teaching profession for government, school boards, school administrators and the NLTA, as stated in the Strategic Plan, must be addressed as part of the political context of PD. How do we address this problem?

Branch executives and school district personnel need to consider moving towards a collaborative approach, committed to helping each other create meaningful PD for all teachers. In an attempt to re-affirm the importance of professional development, I propose that interested teachers and administrators from all levels

engage in a review of how they conduct PD at the school, district and branch levels. Whatever the forum that may unfold, stakeholders could critique the conventional way of conducting professional development and explore possibilities for alternative directions.

Based on the work by Kenneth A. Sirotnik, Research Professor in the College of Education, University of Washington, a series of critical questions may be asked in the process of reflecting on and preparing for PD renewal. They are as follows: What is going on in the name of PD? How did it become this way? Whose interests are being served (or not being served) by the way things are (past, present and future)? Is this the way we want it? What information and knowledge do we have --; and need to get --; to bear upon PD concerns and issues? What are we going to do about all of this?

This critique of PD is about educational reform that is for the betterment of teachers and students in our charge. Leo H. Bradley, author of a text entitled Curriculum and Leadership Development Handbook (1985) states it best: "A very healthy state for individuals as well as organizations is to be in a state of being and becoming --; in other words, a state where you feel positive about what you are but you are still trying to be better." In Part II of this article I propose the possibility of action research/reflective practice as a complementary but alternative form of professional development that could contribute to that betterment.

Gordon Brockerville is President of the Burin-Marystown Branch of the NLTA. This article was originally prepared and presented for the Joint Council meeting in November 1997 and the Burin-Marystown Branch focus groups. Part II of this article will appear in a future edition of The Bulletin.

FEBRUARY 13, 1998



JANEWAY DAY

An opportunity to teach children about the true value of helping others.

Every year, Janeway Day in the Schools provides an opportunity for children in this province to help other children. In fact, since 1986, students and teachers in Newfoundland and Labrador have donated more than \$535,000 to the Janeway. That's something for us to be proud of! Make sure you participate in Janeway Day 1998; here's how:

BEFORE FEBRUARY 13TH...

- Announce the project and explain what's involved.
- If possible spend some time discussing the Janeway Hospital with your class or have a student who has been a patient at the hospital tell classmates about the experience.

ON FEBRUARY 13 TH

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

AFTER FEBRUARY 13 TH

Principals should deposit the donations and write a cheque to their NLTA Branch President. Branch Presidents will then send a cheque to the NLTA (made out to "Janeway Day in the Schools Fund") by February 28th.



Note: To receive a receipt, give your name, address, and amount of donation to the principal with the money from your class, who will forward this information to the NLTA.

* If you are sending your donations directly to The Janeway, **please** indicate on your cheque "Janeway Day in the Schools".

Janeway Day in the Schools is an annual fundraising effort sponsored by the Newfoundland and Labrador Teachers' Association in conjunction with the Newfoundland and Labrador School Boards Association. It is the only fundraising effort sponsored by the NLTA.

RESOURCES

Conflict Resolution Training Manuals

Peer Mediation manuals are designed for elementary and secondary levels and provide the essential skills necessary for conflict resolution training and for the training of students who can play a proactive role in resolving student conflicts. Written with the needs of teachers as a guide, they take students through a skill development process for the development of an understanding of conflict, communicating in conflict situations, managing anger, and resolving conflict through the use of a simple four step model. Each skill can be taught either as a separate lesson or as a group of skills to be covered in sequential sessions. These materials are designed to be covered in 24 teaching hours. Copies are available as follows: Elementary manuals \$110 (packages of 10) or \$250 (packages of 25); Secondary manuals \$110 (packages of 10) or \$250 (packages of 12); individual copies are \$12 each. GST is extra. Contact: Conflict Resolution Centre, 6235 C - 136th Street, Surrey, BC, V3X 1H3; Tel: 604-596-3516; Fax: 604-596-0188.

CBC for Schools

CBC for Schools is a new current affairs audio subscription series. Radio programs are available to schools and libraries through the Internet, giving students and teachers access to information on topics of immediate interest. The programs explore contemporary issues from a Canadian perspective. Topics range from social studies to ethics and from media literacy to science. Subscribers will receive up to two hours a month of programs from CBC's award-winning radio shows such as Sunday Morning, As It Happens, Quirks and Quarks, as well as the new CBC radio programs such as This Morning, plus specials on topics such as the 1998 Nagano Olympics. The fee for CBC for Schools is \$250 for a series of 10 months of programming. Contact: Patsy Stevens, Tel: 416-205-3168; e-mail: patsy_stevens@cbc.ca.

Read Up On It

The 1997 Read Up On It kit is ready and available free of charge to teachers, librarians, parents, groups leaders and book lovers. Entitled The Sports Pages, this year's bilingual resource kit encourages children and young adults to read Canadian books with features like lists of great books, many on the theme of sports, a poster, and suggestions for using the kit most effectively. For information or to order, contact: Read Up On It, National Library of Canada, Ottawa, ON, K1A 0N4, Tel: 613-995-7969; e-mail: publications@nlc-bnc.ca. The kit is also available on the World Wide Web at: www.nlc-bnc.ca/ruoi/eruoi.htm.

Is Your Child Caught in the Web?

Is Your Child Caught in the Web? is a parent/teacher guide to child safety on the Internet. Newfoundland author, Boyd Cranford, says children and teenagers get a lot of benefit from being on-line, but they can also be targets for crime and exploitation in this environment. The guide provides advice on how parents and teachers can be certain that children's experiences in cyberspace are happy, healthy and productive. Copies are available for \$6.95 from Publishing Solutions, 164 Park Avenue, Mount Pearl, NF, A1N 1K8, Tel: 709-368-1219; e-mail: pubsol@nfld.com; web site: <http://www.nfld.com/pubsol>.

YES Magazine

YES Magazine is a Canadian children's magazine designed for children ages 8 to 14. The magazine focuses on science, technology, engineering and mathematics. Each full-colour issue is 32 pages of hands-on projects, challenging brain teasers, environmental updates, science and technology news, exciting contests, and articles about Canadian students and scientists. A one year (four issue) subscription is \$11 (including GST). Contact: YES Mag, 4175 Francisco Place, Victoria, BC, V8N 6H1, Tel: 250-477-5543; e-mail: yesmag@islandnet.com; web site: www.islandnet.com/~yesmag.

Heritage Foundation Web Site

The Heritage Foundation of Newfoundland and Labrador is now hosting a web site intended to improve awareness of Newfoundland and Labrador's built heritage. The site contains information on the activities of the Foundation and its granting and designation programs. It also contains a great deal of historical information presented in a basic manner to serve as a valuable tool for teaching local and provincial history. Photographs and short historical sketches of designated buildings from communities across the province can be accessed. As well, the web site has an on-line glossary of architectural terms and brief descriptions of architectural features such as roof styles, trim and decoration, along with an illustration of each element. Contact: <http://www.avalon.nf.ca/heritage>.

CALENDAR of Upcoming Events

AECENL's 6th Annual Provincial Conference

May 2-3, 1998

St. John's. The Association of Early Childhood Educators Newfoundland --; Labrador (AECENL) 6th Annual Conference. Theme: *Early Childhood Educators... Moving Forward*. Organizations wishing to present a workshop at this conference should contact Mary Goss-Prowse by December 31, 1997, at Tel/Fax: 709-579-0217. If you are interested in setting up a display, contact Lynn Smyth at Tel/Fax: 709-579-0217.

Continuing Education Workshops: School of Social Work, MUN

January/February 1998

January 27, 1998. Littledale Conference Centre, St. John's. Social Work Assessment. The process of assessment and the form it takes in social work practice will be reviewed through use of lecture and discussion. Participants will also examine how to maintain the relevance of assessment within changing practice realities.

January 29, 1998. Corner Brook. *Continuing Education for Field Instructors*. This full day event titled *Teaching Clinical Skills in Field Education* will involve field instructors in discussion, role play and analysis of videos of field instruction sessions. Participants will examine ways in which debriefing, role play and video taping can be used as effective teaching tools.

February 12, 1998. St. John's. Understanding and Responding to Children Who Witness Violence. This one-day workshop will examine the impact of domestic violence on children and the ways in which children attempt to handle the violence they witness. The most helpful interventions that can be offered by social workers, counsellors, and educators will also be explored.

For further information on these and other workshops from the MUN School of Social Work, contact: Ellen Oliver or Joan Roberts, Tel: 709-737-2553; e-mail Ellen Oliver: elleno@morgan.ucs.mun.ca; e-mail

Joan Roberts: joanr@morgan.ucs.mun.ca; Fax: 709-737-2408.
