

THE
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THE MEANING OF CHRISTMAS



by Lesley-Ann Browne

The Holiday Season fast approaches. Christmas with its pervasive atmosphere of family warmth, love and giving is a holiday dear in the hearts of many people around the world. We celebrate at this time of year with our own customs and traditions. Often, however, we know very little about these customs and how they have evolved over the years.

After doing a little research (and I stress little) I learned that the Christmas Tree, a major part of our Christmas festivities, was an ancient symbol of the Egyptians, Chinese and Hebrews. The modern Christmas Tree originated in Western Germany. The custom came to North America by German settlers in the 17th century. The Germans set up a "paradise" tree in their homes on December 24, the religious feast of Adam and Eve. Originally wafers were hung symbolizing the Christian host, and later the wafers were replaced by cookies and then candles were added. This custom evolved to hanging ribbon, paper chains, and fancy cakes in the trees and eventually to the symbols we use today.

Apparently, the custom of Santa Claus evolved from an actual person. Saint Nicholas was one of the most popular saints commemorated in the Eastern and Western Churches. His existence is not proven by any historical document so nothing is known of his life except that he existed in the 4th century. His life is filled with legend and he was chosen patron saint of countries such as Russia and Greece, of charitable fraternities and guilds, of children and sailors. The transformation of Nicholas into Father Christmas or Father January occurred first in Germany and then France with the feast day being celebrated on Christmas or New Year's Day. Dutch settlers in North America replaced Nicholas (Sinter Claes) with the magician who became known as Santa Claus. Nicholas is still considered the patron saint of Christmas.

Mistletoe, another Christmas tradition for some, was once believed to have magical powers and medicinal properties. This was especially true when it was found on an Oak tree --; considered a sacred tree. Later the custom developed of kissing under the mistletoe, an action that was to lead eventually to marriage. However it's my experience that the mistletoe is used as an excuse to kiss. Marriage or expectation of marriage has nothing to do with it.

I would have to do extensive research to find out more about these traditions but I only wanted some brief information. I know lots of books and resources exist that explain the historical nature of our present day beliefs and customs. School children are not usually taught the origins of these customs other than that Christmas is the celebration of the birth of Christ. Perhaps I was taught them but, like most children, my main interest was in modern day Santa.

As I prepare for my own customs and traditions during this holiday season I do so with the knowledge that a very dear friend, a teacher, is quite ill. I hope a copy of this issue of The Bulletin finds its way to him and that he will know how important, valued and loved he is in the lives of so many people. May family warmth and happiness find him during this holiday season.

My thoughts and wishes for a safe and happy holiday season are with you all. Have a joyous Christmas and a very happy New Year!

A Message from the Executive Director

THE TRUE CHRISTMAS SPIRIT

by Wayne Noseworthy

I welcome this opportunity to extend greetings to all our members and their families for the Holiday Season and best wishes for a safe and rewarding 1999.

The Christmas season is a time when we turn our thoughts to family and friends; it is a time to give thanks for the benefits that we share as members of the teaching profession, notwithstanding the many challenges that face all of us on a daily basis; moreover, it is a time to thank each other as members of NLTA for the comfort and security that come from being a family together within our organization.



The past year has been turbulent, frustrating, yet rewarding, as we came together with a common purpose to realize a number of our goals as an Association.

1999 will continue to present goals for us to accomplish and obstacles to overcome; and we will meet those challenges together.

However, let's cherish Christmas 1998 as a time to remember and celebrate the good fortune that we have compared to many in the world, and in the true Christmas spirit, give of ourselves to help ensure that all those less fortunate will be able to remember this season with the joy intended.

As Executive Director, on behalf of all members of staff, I express our appreciation for the opportunity to assist in realizing the objectives of the Newfoundland and Labrador Teacher's Association. We are fortunate to be part of a dynamic team and will continue to strive, with all of you, to ensure that all our children receive the best education possible.

It has been my good fortune over the years to see just about every corner of this province and to witness first hand the outstanding contribution that you make to all our citizens, many times under circumstances that few others would tolerate. To all of you let me say that you make me tremendously proud! I am humbled to be your colleague.

Anita and I and our children wish you, above all, happiness and contentment now and in the times ahead.

Merry Christmas and a Happy New Year!

A Time to Relax, Refocus, Re-energize

CHRISTMAS BREAK

by Brendan Doyle

I do welcome this opportunity to extend Christmas greetings and best wishes for the New Year. I fully appreciate how important it is to take some time during the Christmas season to spend with family and friends. As well, depending on the extent and nature of our festivities, it provides a time to re-energize for the many challenges that await us in the new calendar year.

Given the unprecedented downloading of duties and responsibilities to the school level so evident by the feelings of being overwhelmed and by a crisis in confidence in the profession, the Association has committed its full resources to addressing quality of work life issues. Every attempt is being made to create an awareness among the various stakeholders in education, especially the Department of Education and school districts, that many of their individual and collective decisions are placing unreasonable and inhumane demands upon our teachers. A recognition and awareness of this downloading and resulting negative impact on the working lives of teachers is, I believe, a necessary first step in addressing the problem.



To illustrate but one example of our efforts to date in the area of teacher workload, I will reference the work of our Curriculum Committee. This committee is engaged in ongoing discussions with the various divisions in the Department of Education (Curriculum, Student Support Services, and Testing and Evaluation) to plead the case for a more coordinated and effective implementation model for their respective education initiatives. Policy makers in education must realize that new curriculum initiatives and ISSP preparations, for example, without inservice and preparation time for teachers, is sapping the energy out of the practitioners in the field and is thereby counterproductive to many current reform efforts, especially in the area of curriculum.

I raise this issue in my Christmas message so that it might offer some hope for the year ahead. Meanwhile, please do use the holiday time to restore some quality time to your personal and family life. Your support and cooperation is essential in the months ahead in the battle to improve our professional lot in life. Finally, I remain fully committed to this cause in the short time that remains in my mandate and would welcome your suggestions and comments.

All the best for the Christmas Season and the New Year.

Provincial / National / International NEWS**GRAND FALLS - WINDSOR****Three day ADD seminar**

Parents, teachers and other professionals gathered in Grand Falls-Windsor from October 2-4 to hear Dr. Thomas W. Phelan, a nationally renowned expert and lecturer on Attention Deficit Disorder and Child Discipline. Dr. Phelan presented four internally acclaimed seminars: All About Attention Deficit Disorder; Home and School Management of ADD (1-2-3 Magic); Revolutions in Self-Esteem; and Surviving Your Adolescents. The seminar was organized by ADD Central and the Baie Verte, Central, Connaigre School District. The NLTA was one of the many sponsors that helped make this seminar possible. "I found this seminar to be very inspiring as well as informative and practical" said Arlene Johnson who attended the seminar.

GANDER**Enterprise Olympics --; go for the gold**

From May 28-30, 1998, nearly 200 people descended on Gander as part of the 3rd Annual Enterprise Olympics. This two day Enterprise Conference was a reward for the top 100 entries that were received in both the Enterprise Showcase and the Market Your Thoughts competitions. In addition, the top three entries were also recognized and awarded cash prizes in the Saturday morning awards ceremony.

The students and chaperones came from all across the province and learned many new things about business in a fun and informative way. Premier Tobin was the special guest speaker for the Opening Ceremonies and had the opportunity to visit the displays at the Enterprise Showcase and even buy some merchandise from the young entrepreneurs. Amanda Dowden, a student from Carbonear commented, "Thanks to the people who make this possible! It's been a blast."

Plans are already underway for the 1999 Enterprise Olympics. This time the Enterprise Conference will be held in St. John's at the Battery Hotel from May 6-8, 1999. Info-mercials, a stock market game, motivational speakers, entertainment and excursions around St. John's are just a few of the things planned for the 1999 conference.

Encourage your students to enter the competitions! Remember, while the Enterprise Showcase is intended for Enterprise Education students only, Market Your Thoughts is open to any student in Grade 9-12. It can easily be incorporated into the curriculum as a Consumer Studies project or a Creative Writing essay.

For more information on the 1999 Enterprise Olympics, please call the Y-Enterprise Centre at 709-739-9933 or check out our web site at www.global-inc.net/olympics.

SOUTH BROOK**A different kind of Thanksgiving**

The Grade 2/3 class of South Brook Academy did something different this Thanksgiving to show their appreciation of past support from residents. In Math class they figured out how much food it would take to cook a traditional Newfoundland Thanksgiving dinner for 25 seniors and shut-ins. Grocery stores in Springdale and South Brook were gracious to donate the food needed. Special thanks to Mr. Wallace McKay of Eddy's Restaurant for cooking our huge turkey! Mrs. Glenda Fowlow, a Grade 3 parent, came to the school and was our chief cook for the meal. Other parents, Mrs. Dianne Matthews and Mrs. Mamie Hopkins along with Mrs. Judy Langdon, Student Assistant and Mrs. Geraldine Warr, the Grade 2/3 teacher, assisted.

Students made a place mat, in a previous art class, to take along with the dinner. Mrs. Deanne Burton and Mrs. Hazel Dawe, two of our teachers, a parent, Mrs. Donna Budgell and the students made sure that the dinners arrived on time.

The recipients seemed happy to receive the delicious meal. Students were happy to knock on doors to give, rather than to ask. Everyone thought it was a pleasant change.

Mrs. Warr and her class express their sincere thanks to the grocery stores and parent volunteers for making their special project such a success.

ST. JOHN'S

Music Council sponsors workshop

On Friday, October 9 and Saturday, October 10, 1998, the Eastern Division of the NLTA Music Council sponsored workshop sessions for its members and music educators under the Avalon East and Avalon West School Boards.

The Friday afternoon session at the Salvation Army Citadel in St. John's, was led by Mr. Paul Bendzsa, a music professor at Memorial's School of Music, and dealt with the topic of jazz styles and techniques. A very informative and instrumental session for those fortunate enough to be in attendance.

Choral and jazz reading sessions were offered by Dr. Douglas Dunsmore and Mr. Paul Bendzsa respectively, at Memorial's School of Music during the morning of Saturday, October 10th. Both of these sessions provided attendees with not only the opportunity to hear some new material but also to enjoy and witness the tremendous calibre of talent of the MUN Jazz Band and MUN Chamber Choir. Indeed a special treat on Thanksgiving weekend!

All in all, it proved to be an event that offered informative sessions led by highly qualified local music educators with strong personal convictions regarding the importance and value of the arts and the need for such professional development days that provided an educational opportunity for all music educators.

AVALON EAST

Teacher Induction Program introduced

The Avalon East School Board is committed to the professional growth and development of teachers. On October 20th the district's steering committee responsible for the implementation of the Teacher Induction Program facilitated an in-service of new teachers, their mentors, and the administrators of the schools having beginning teachers. Teacher induction is a process of systematic and sustained support for those teachers who are making the transition between pre-service and the practice of teaching. "We view the Teacher Induction Program as part of a career-long process on the teacher education continuum," says Judy Moakler of the Avalon East School Board. "Unlike orientation, which may be viewed as an event, induction is an ongoing process."

The Teacher Induction Program is a joint initiative of the NLTA, NLSBA, Faculty of Education of MUN, Department of Education, and School Districts.

The steering committee of the Avalon East School Board for teacher induction consists of two administrators, two mentors, two beginning teachers, and the Associate Assistant Director of Professional Development. Ruby Manual, Rick Canning, Elizabeth Melvin, Elizabeth Shute, Murray Park, Dawn Wheeler, and Judy Moakler facilitated the day which saw thirty beginning teachers, thirty mentors, and eighteen administrators participate. The day consisted of a plenary session followed by concurrent sessions, (one for beginning teachers, another for mentors, and a third for administrators). The concurrent sessions were followed by a whole group sharing session, a session for school teams to plan for back at their school, and concluded with a question/sharing session. As one administrator noted the "process went beyond my expectations of what the inservice would be able to provide for each group."

This inservice day was but a first step in the district's plan for teacher induction. Two full day sessions with beginning teachers are planned, one for December and another for March. We also hope to facilitate a follow up session with our mentors. In April the District's steering committee plans to garner input on the success of the implementation of the program from the participants involved. This input will assist us as we plan for subsequent work with the Teacher Induction Program.

Career opportunities in Hearing Impairment and Visual Impairment

Newfoundland and Labrador is currently experiencing a shortage of qualified Teachers of the Visually Impaired and Teachers for the Deaf and Hard of Hearing. Mount Saint Vincent University in Halifax, Nova Scotia offers masters degree programs in both areas. These masters degrees may be completed through either full-time or part-time study. Courses are offered on campus at APSEA (Atlantic Provinces Special Education Authority) in Halifax throughout the year, and some courses are available through distance education.

For more information on these masters degree programs offered through Mount Saint Vincent University, please contact Glenda Truitt, Department of Education at 709-726-0709 or Graduate Studies, Mount Saint Vincent University at 902-457-6341.

School Achievement Indicators Program (SAIP) Science

Newfoundland is continuing its participation in the School Achievement Indicators Program of the Council of Ministers of Education, Canada (CMEC). This program is intended to conduct a comparative cross-Canada assessment of what 13- and 16-year-old students have learned in mathematics, reading and writing, and science. It provides us with an excellent opportunity to show the education community, as well as the general public, the efficiency of our system with regard to the learning of these disciplines. The first mathematics assessment was conducted in April 1993 and results were released in December 1993. The reading and writing assessment was conducted in April and the results were released in December 1994. The science assessment was conducted in April-May 1996 and results were released in January 1997.

The second cycle of assessments began in 1997 with the administration of the SAIP Mathematics followed by the administration of the SAIP Reading and Writing Assessment in April-May 1998. The science assessment is scheduled for administration during the latter half of April and the beginning of May 1999.

The science assessment is a criterion referenced test that will assess approximately 40,000 students across the country. This assessment is composed of two components: a written component, and a practical task component. Performance on both of these components is described over five levels representing a continuum of science literacy acquired by students over the entire elementary and secondary school experience.

Associated with each of the five levels are criteria that reflect various aspects of the science criteria. Level one describes the very early stages of science literacy and awareness around the individual, whereas level five describes the functional literacy acquired by one who has completed a full range of integrated and specialized science courses.

The written component of the assessment is made up of 78 questions divided into two sections: Section A (12 questions for placement), and Section B (66 level one to three questions), or Section C (66 level three to five questions). Performance on Section A will determine whether a student will receive Section A or Section B (i.e. Seven or less correct on A will receive B. Eight or more correct will receive Section C).

The written component is designed to evaluate knowledge and concepts of science, nature of science, and the relationships of science to technology and societal issues.

The practical task component is composed of seven hands-on experiments that were designed to evaluate the science inquiry skills of students.

Results for the written component will be compared at the provincial and territorial levels, but this is not the case for the practical component. Only provinces which have over sampled will have comparisons for that particular aspect of the assessment.

NLTA scholarships awarded

Six Newfoundland and Labrador students, who completed high school last June, have been awarded NLTA scholarships for 1998-99. They are: Jeffrey R.K. Coffey (Gonzaga High School), son of William Coffey, St. John's; Susan Ivimey (Ascension Collegiate), daughter of Patricia Ivimey, Clarke's Beach; Harvey Smith

(St. Bernard's School), son of Harvey and Cora Smith, St. Bernard's; Karen Anne Kelly (Holy Heart of Mary Regional), daughter of Theresa Kelly, St. John's; Janice Manning (Fatima Academy), daughter of Joan Manning, Placentia Bay; Greg Lee (St. Stephen's High School), son of Wayne Lee, Stephenville.

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 achievement in the scholarship exams administered by the Department of Education and are made in accordance with the Schools Act (Scholarship) Regulations.

CANADA

Teacher volunteers sought for internet adventure

Five educators are needed to take a leave of absence from approximately January to July 1999 to take a leadership role in an incredible adventure. The five will act as team leaders for the Canadian Heritage Interactive Journey, an adventure organized by British Columbia based Ingenuity Works, a pioneer in education technology.

In April 1999, five cycling teams will depart from various locations across the country, visiting at least 135 host schools. Each team is responsible for discovering and investigating the culture, heritage, languages and lifestyles of Canadians. During the nine-week journey the teams will communicate their findings to schools across the country via an Internet web site. They will also be in regular e-mail contact with students from up to 10,000 schools.

Team leaders must be excellent communicators and capable of organizing the team's daily itinerary. Preference will be given to educators fluent in both English and French. Successful candidates don't need to be in great cycling shape, as they'll take on part of the support van driving duties. However, candidates must understand the rigors of an extended cycling excursion and must share a passion for bringing understanding to children through experience.

Team leaders must also be comfortable working on the Internet, using e-mail, digital cameras, video, popular software applications, and cell phones. Bicycle mechanical skills are a bonus and first aid knowledge is preferred.

Training will take place in Vancouver. An honorarium will be available and all food and lodging will be supplied. Please forward your application by e-mail to Lynne Mutrie, CHIJ Project Manager, at lmutrie@ingenuityworks.com.



NEWFOUNDLAND AND LABRADOR
TEACHERS' ASSOCIATION

ON LOCATION REPORT
for The Bulletin

To have your story told in On Location News... please complete this report and submit to:

Lesley-Ann Browne, Editor, [The Bulletin](#),
Newfoundland and Labrador Teachers' Association,
3 Kenmount Road, St. John's, NL, A1B 1W1

Name

Position

School

School
Address

Postal Code

Telephone

E-mail

Event Date(s)

Type of Event

Event
Description

Colorful Quote(s) from Participant(s)

Most Significant Result of the Event

bbbbb

TEACHERS FOR A CHANGING WORLD

by Wayne Noseworthy

UNESCO's Fourth World Education report, titled "Teachers and Teaching in a Changing World" focuses on the role and status of teachers in a world undergoing rapid transformation, not least in the field of communications and information, an issue which obviously has an impact on teachers. The report examines in some detail the validity of the frequently heard statement that teachers have lost status. It argues convincingly that "What society currently expects from teachers in most countries could be out of proportion to the rewards it is prepared to accord to teachers and the means typically put at their disposal". It also points to the detrimental impact that some very popular, and seemingly innocent, education policies have had on teachers' status.

I recently had the opportunity to examine a review of the Fourth World Education Report and, in particular, examined some of the observations by Anton D. Grauwe, one of the observers with respect to UNESCO's report.

The observations and findings are most interesting and, indeed, relevant to the circumstances that we find teachers surrounded by in our own environment.

Teaching might not be the most popular profession in the world, but it is undoubtedly the most populated. There are 57 million teachers in the world, about two-thirds of whom work in the developing countries. The irony in this statement hides a preoccupying truth. Teachers are an important force in our society, not only because of their sheer numbers, but much more because they are the guarantors of the education of future generations, especially in developing countries where few other resources are made available to schools. At the same time, teachers feel weakened and complain about loss of their status and diminishing respect. This complaint is often reflected in parental criticism that teachers in schools are offering an irrelevant and mediocre education.

The World Education Report 1998 investigates how changes in the demographic, economic and technological environment have affected teachers and asks if education policies have successfully drawn benefit from these changes to improve teachers' motivation and performance.

The recent economic environment has taken its toll on the teaching profession. High unemployment levels, which seem endemic in much of the developed and the developing world are --; rightly or wrongly --; linked to weaknesses in the education system, which reflects badly on teachers. There seems to be a lack of faith in education, a feeling probably strengthened by the ideological mood of the moment, which has turned opinion against the public service and in favor of the introduction of market forces in education. The Report claims that teachers are considered to be "carriers of light into dark places, be it tolerance, international understanding or respect for human rights, and, on the other hand, as costly 'factors of production' in an enterprise which absorbs a significant proportion of public budgets." In a number of countries, this pro-market mood has led to breaking down some of the hard-earned benefits of teachers and to several other strategies with an adverse impact on the teaching profession. At the same time, public authorities --; and teachers --; are requested and expected to work harder towards Education For All, or EFA.

In the least developed countries, especially, achieving EFA is becoming every year more challenging, because of the continued rapid population growth. When one combines this with the financial difficulties in the developing world, there is a major temptation to save on what is the largest budget item (teachers), particularly when certain research seems to show that such savings can be obtained without sacrificing quality. Do we not see this attitude evidenced within certain parts of our own country?

Because of the financial squeeze in many parts of the world, policy makers have responded in different ways to the challenges. In the less developed countries, spending on the main "input", namely the teachers, has been cut in three main ways by:

- hiring teachers on specific contracts with lower remuneration and fewer rights;
- employing teachers with less qualifications;
- increasing pupil-teacher ratios and introducing "staff saving" modes of teaching (eg. double-shift schools and multi-grade classes).

One is left to question whether these are trends in only the less developed countries!

The last two strategies referenced above have been promoted by the World Bank which attempts to argue that the quality of education does not suffer from these measures. However, the World Education Report 1998 usefully challenges this proposition.

Regarding pupil-teacher ratios, the report notes that the debate so far has focused on cognitive outcomes and that little is known about the acquisition of personal and social skills and attitudes, especially among poor learners. Large classes, moreover, are bound to have an impact on teachers' motivation and stress. In addition, when pleas are made to raise pupil-teacher ratios to 45 or 50 to 1, little attention is given to the fact that these are averages which naturally hide extremes within the country and between grades.

"Teacher-cost-saving" policies are fed by an indiscriminating use of the cost-effectiveness approach to education, which views teachers as an input rather than a "creative partner". This attitude has led to greater demands on teachers, with an emphasis on competition between schools in the belief that such competition will almost automatically lead to improved teacher and school performance. While there is no clear conclusion that competition improves teacher and school performance, the argument is made that improving education quality might well need more cooperation between schools and teachers rather than more competition.

As a conclusion, I would emphasize that the World Education Report 1998 advises that recent research demonstrates that "teacher policy packages" should include strategies:

- to improve teachers' working conditions
- to strengthen feedback and support, including thorough practice-oriented and school-based in-service training
- to set up structures which allow more interaction and cooperation between teachers
- to develop motivational career ladders
- to get communities to show an interest in their teachers

I share the conclusion within the report, and by some of the reviewers, that "it is only by giving teachers more support and more authority that more can be expected from them."

Masters Program and Graduate Courses

Newfoundland Summer School 1999



**NORTHERN
COLLEGE**
ABERDEEN & DUNDEE

Northern College of Education is an institution within the Scottish University Sector offering either a full M.Ed. Program or individual graduate courses by Supported Distance Learning. The College has developed its own unique program of courses in professional development, which have been designed or adapted for direct delivery by ICT supported distance learning to the rural and remote communities of Northern UK.

Areas of study available: Early Education, Educational Management, Educational Studies, ICT and Learning, Primary Education, and Special Educational Needs.

In recognition of the 30-40 NLTA teachers currently within our Masters Program, Northern College is planning to run a Summer School in July 1999 in St. John's. This will teach and support

a core course suitable for all Masters students --; "Understanding and Using Research".

Our intention is to offer a 2-3 week school where this course will be the taught focus with opportunities for allied discussion and support in other courses along with the production of P.L.A. evidence/portfolios.

Whether you are within the program or considering studying with us for the first time, please help our planning by e-mailing Iain Maclean, Director of Development, at i.e. maclean@norcol.ac.uk and express an interest.

Features

- Courses agreed by the Newfoundland and Labrador Department of Education as appropriate for approval and credit towards upgrading.
- Distance courses may be commenced at any point in the session.
- All assessable work is guaranteed to be designed to allow completion at a graduate level with a practical focus relevant to school commitments.
- Each individual course costs C\$950 including teaching materials, extensive tutor support by e-mail, fax or telephone and access to Northern College library support.

For further details please contact:

i.e. maclean@norcol.ac.uk

Tel: 01144 1224 283504;

Fax: 01144 1224 283900

OPTION C

by Don Ash

The NLTA Group Insurance Plan contains a voluntary option known as Salary Continuance Insurance (Option C). The name Salary Continuance Insurance has sometimes resulted in misunderstanding and frustration for teachers. Option C is perhaps better described as Disability Insurance. Some teachers have expressed surprise and frustration with the level of medical verification necessary to avail of this insurance benefit.

This article is intended to clarify the purpose of Disability Insurance, the reasons for maintaining coverage, the claims process and the details of coverage. As well, the article is intended to dispel misconceptions about Salary Continuance, and to provide some general statistics on usage by teachers.

Option C is not accessible until a teacher has exhausted their sick leave or 30 days from the date of application, whichever is the later. First, it is important to realize Option C does not automatically kick in when a teacher's sick leave runs out. This popular misconception may be partially blamed on the name Salary Continuance. To avail of sick leave a teacher must provide a medical certificate from a physician indicating they are "sick" or unable to attend work. To avail of Salary Continuation a teacher must be totally disabled, and must have medical documentation to confirm a continual disability from the onset of sick leave. Application must be made and detailed medical documentation provided. Hence, Option C is perhaps better referred to as "Disability Insurance"

What is Deemed a Disability Under This Insured Benefit?

Under the terms of the Insurance Policy, an insured must be totally disabled in order to qualify for benefits. Totally disabled means: **An employee who is wholly and continuously disabled due to an illness or accidental bodily injury and, as a result, is unable to perform the duties of: a) his/her normal occupation during the qualifying period and the succeeding twenty-four (24) months and thereafter, b) any occupation for which he/she is, or may become, fitted by education training or experience.**

The insured must also be under continuing medical supervision and active treatment considered satisfactory to the underwriter Manulife Financial.

The phrase "normal occupation" does not refer to a specific teaching assignment, for example a physical education teacher, but refers to the general occupation of a teacher. After twenty-four (24) months the definition changes such that to continue to avail of Disability Insurance, a member must be unable to perform the duties of any occupation for which they are, or may become, fitted by education, training or experience and which will pay no less than 75% of the earnings for your normal occupation. Of course, this means that a person may qualify for Disability Insurance within the definition of their occupation and receive benefits for twenty-four (24) months, but may not qualify under the "any occupation" definition after the 24 months even though the illness/disability may not have changed. Continuous medical treatment and documentation is required regularly throughout the time the teacher is accessing Disability Insurance benefits.

When Should a Teacher Apply for Disability Benefits?

The application for Disability Benefits often takes from thirty to forty-five days to process. If medical documentation is incomplete the process can be extended. It is desirable that teachers apply for salary continuance at least sixty (60) days in advance of running out of sick leave to ensure that there is no period when a teacher is without income. **A teacher on Workers' Compensation must apply for Disability**

Insurance no later than six months after their injury even though their sick leave is not used up.

To What Benefits is a Teacher Entitled, if Deemed Eligible?

Disability Insurance is not a stand alone plan. The premiums are based on the expectation that the teacher will avail of other potential sources of income simultaneous to receiving Disability Insurance benefits. For example, if a teacher's disability is deemed to be permanent, the insurance company may require the teacher to apply for Teachers' Pensions Plan Disability benefits. On its own, Disability Insurance will provide a benefit of 66 2/3% of gross salary. The all source maximum is 85% of regular net earnings. Therefore the amount of insurance claim paid is reduced if a person has other sources of income, for example, T.P.P. Disability, Workers' Compensation, CPP Disability, etc.

Why Have Disability Insurance Coverage?

Like any insurance you pay the premiums hoping you will never have to use the insurance. Disability Insurance enables teachers to protect themselves against financial disaster should they find themselves without income and unable to earn a living because of illness or accident. Teachers with less than five (5) years pensionable service will have no income source (not eligible for TPP Disability) should they become disabled. Disability Insurance is **essential** protection for this group.

Teachers with more than five years pensionable service may access TPP Disability if they are deemed to be **permanently** disabled from teaching. However, this disability must be permanent and the benefit accrued and subsequent pension paid may not be sufficient to provide a standard of living to which the teacher is accustomed. Disability Insurance is recommended for this group.

What is the Claims Process?

- Ideally a teacher applies for disability benefit at least sixty (60) days prior to sick leave running out (or less than six months from the date of injury for a teacher on Workers' Compensation)
- Parts of the application must be completed by the plan member, plan administrator - Johnson Incorporated, the employer, and the member's physician(s).
- The application is received by the insurance company. A Disability Assistant ensures all necessary information is provided and then gives the file to a Disability Adjudicator for review.
- The Disability Adjudicator reviews the application, makes contact with the member, attempts to gather any additional medical or personal information required, and does a determination of the functional ability of the member.
 - (a) If a determination is made that benefits are payable, the claim is approved and benefits begin.
 - b) If a determination is made that the member is not eligible for benefits according to the terms of the contract, a detailed letter is provided outlining the rationale for the decision.

APPEAL PROCEDURE:

If desired, the claim will be reassessed upon receipt of a written appeal accompanied by new/additional information.

- Once benefit payments commence the file is managed according to prognoses, rehabilitation potential, etc. with the objective to continually manage the claim for progress, deterioration, preparation for change in contract definition. This management includes requests for ongoing medical information and other information the underwriter may require.
- Approximately eighteen (18) months into the claim (six (6) months before the definition change to "any occupation") the adjudicator will review the application to determine eligibility for benefits beyond the definition change.

- If a member is deemed to possess the qualifications, functional ability, and transferable skills to perform the duties of an alternate occupation, which could provide minimal 75% of normal earnings, benefits will cease at the definition change date. This is irrespective of availability or attainment of the identified occupation(s).
- If a member is deemed unable to work in any capacity, benefits continue and any potential offsets such as TPP disability or CPP disability would be pursued if this has not already been done.
- The file would be medically updated on a regular basis.

Statistics

OPTION C:

- Premiums are paid entirely by the teacher. Government does not make any contribution.
- Premiums for the 1998/99 school year are unchanged at \$0.62/\$100 of gross salary.
- As of the June '98 Review, there were 3,996 teachers participating in this option.
- The estimated deficit balance at December 31, 1998 is \$326,000. Despite the deficit anticipated, the current premium structure was maintained for the 1998/99 school year, but Trustees will examine the experience of this option in June '99.
- The following are the available statistics for the NLTA Option C Salary Continuance Plan as of October 23, 1998:

Total Approved	51
Claims	
Pending	4
Under Active Review	31
Working Part Time	6
Permanently	
Disabled	14

[Don Ash](#) is Administrative Staff Officer, Benefits and Economic Services, with the NLTA.

TEACHER STRESS

(The following is an excerpt from an Article written by Barbara Lewis in April 1998.)

Where does teacher stress fit into this illness/disability program? Is the inability to continue teaching deemed to be a disability?

The classroom of the '90's and the demands, expectations and pressures placed on teachers are quite different from those most teachers experienced 10 or 20 years ago. Some teachers are simply not able to cope with these new classroom realities and exhibit classic signs of burnout - anxiety, impatience, loss of control, etc., all which lead to stress. At times, work related pressures force teachers to seek medical or counselling help to deal with such problems. Some physicians or counsellors advise, based on the immediate presenting symptoms, that teachers take some time off work, usually through sick leave, to deal with anxiety, burnout and stress. In the majority of cases, after some time away from the classroom, with the support of a counselling and/or medical treatment program, teachers so affected are able to continue professional duties. There are, though, some teachers who are advised by their counsellor or attending physician that they not return to classroom duties. This recommendation might be based on a number of factors, including:

1. The teacher no longer feels comfortable before a group of students, or
2. The teacher cannot control his/her temper or actions in conflict situations, or
3. The teacher has lost his/her self esteem among his/her colleagues and students, or
4. The teacher realizes that the demands of the teaching profession are simply beyond his/her coping ability, etc.

However, a teacher exhibiting one or all of such symptoms may not necessarily be deemed "medically disabled" according to the criteria established under sickness/disability insurance coverage.

Who makes that judgement?

The medical adjudicators used by the insurance company. A definable medical illness must be documented and the teacher must be undergoing a medical treatment plan.

Simply being deemed "unfit or unsuitable for teaching" or being advised not to return to teaching, is not in itself a sufficient medical criterion without supportive evidence of a disabling illness - permanent, recurring or temporary. In some cases, and sadly, teachers discover after much time in the profession that they are unable to continue teaching. Perhaps some have chosen the wrong career. Perhaps some have not grown with the career. Some realize it is time for a career change.

But is a disability insurance plan designed to provide income benefits in such circumstances? The answer is NO, unless there is documented medical evidence to meet the criteria of "disability". Disability benefits are not automatic simply because a person is no longer deemed able or suitable to teach. Either a bonafide medical condition exists or it doesn't. That a teacher dislikes his/her job, cannot cope with the classroom, gets impatient with students, cannot keep up with the pace of the job requirements of the '90's or gets anxious even thinking about returning to work, does not mean that person is "medically disabled".

Summary

Because one is deemed unable or unsuitable to continue teaching, and because one pays into a disability insurance program, does not by virtue of premiums paid guarantee that benefits will be received. One must

meet the criteria of having an illness/injury, documented by an attending physician, and approved by the benefit providers (i.e. the insurance company). The insurance company can only assess the documentation provided by the teacher's physician. If that documentation is vague or incomplete, the claim will most likely be denied. NLTA staff can only help ensure that the proper process is followed by the insurance carrier in assessing the claim. NLTA cannot guarantee that a specific application for benefits will be approved. It is the teacher's responsibility, not the union's, to ensure that all and sufficient medical information is provided. Such medical documentation must be specific regarding the illness/injury, symptoms and treatment. With the escalating cost of providing disability benefit programs, it can be anticipated that very close scrutiny of each case will continue. Unless there is adequate medical evidence of illness/disability, some teachers may have to reconsider their career choice and conclude that what is needed is a career change.



SMALL RURAL SCHOOLS IN THE GLOBAL COMMUNITY

AN INTERNATIONAL SYMPOSIUM ON RURAL EDUCATION AND TELELEARNING

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Due to the limited availability of accommodations and registration for this symposium, individuals who might consider attending are encouraged to submit an expression of interest. This will ensure that your name is on a mailing list for future communications and that you are contacted regarding final confirmation of attendance. There is absolutely no obligation for submitting this information. Kindly submit the following:

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Mr. René Wicks
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Newfoundland and Labrador Teachers' Association
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Phone: (709) 726-3223 Fax: (709) 726-4302 E-mail: rwicks@nlta.nf.ca

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Developing a Healthy Life Style

CHANGE FOR THE BETTER

by Kathy Burford

The halfway mark of the school year is fast approaching, and now is an opportune time to reflect on the past several months and evaluate how well you think you did in managing your personal and work-related stress. If you were to grade your efforts, would you pass or fail? Would you say you are doing well or are you feeling tired and worn-out with low self-esteem. If the latter is the case, you might use this time to not only recharge and renew your batteries, but also to make new commitments and decisions for the New Year. Now is a good time to start paying attention to your own mental and physical health needs and sense of well-being. It's never too late to make changes and re-adjustments in attitude, negative self-talk, and a lifestyle that might not be healthy or beneficial to yourself.

If you've ever made a New Year's resolution on January 1 and abandoned it on January 2, you understand how reluctant human beings are to change. Our habits are something we can count on and they give us a sense of certainty about life. Attempting to break a bad habit or acquire a new one, even if for the better, can make us feel uncomfortable and lead us back to the familiar. What are some ways we can go about doing things differently and guarantee a successful change?

Be Honest With Yourself

Learn to know your own limits and make an effort to be aware when you are ignoring your physical and emotional needs during a period of constant or severe stress. Denying a problem will not make things better. In fact, our bodies have a way of telling us when we are not paying attention to what we need. Occasionally, our body might be talking to us through a throbbing headache or pain in our muscles, or by not allowing us to sleep or to relax, or becoming sick with various other types of physical symptoms. If you've stopped providing yourself with good self-care which includes eating well-balanced meals, getting regular exercise, rest, and recreation, it might be time to take a good look at your lifestyle and consider what actions you can take to change things for the better.

Changing Habits

Thinking about the work involved in changing a habit can stop us before we start. Instead of picturing the project as overwhelming, remember that change happens with that first small step. It is with the accumulation of all those little steps that you'll reach your goal.

The Key To Change

Habits take some time to acquire and it takes some time to revise, eliminate or add new habits. The key to behaviour change is to define exactly the behaviour you want to change, set realistic goals to change it, take small steps toward those goals and reward yourself for every movement toward positive change.

Be Specific

For example, the statement "I want to get some exercise," is a start toward defining the behaviour change, but doesn't set forth exactly how you are going to accomplish it. On the other hand, "I will set aside 20 minutes on Monday, Wednesday or Friday mornings to take a walk" is a much more specific plan with a realistic goal. Later, if you want to increase the time you spend walking, you will have already taken the first small steps toward your goal by getting in the habit of taking a short walk three times a week. After one week of meeting your commitment, you might want to reward yourself with something you enjoy, such as buying a book or going to a movie.

Record Your Progress

Another way to make habit change fun is to keep a diary and record your accomplishments, or post a chart on a wall where you can see what you've done. That kind of positive feedback does wonders for motivation. Most of all, have enthusiasm for what you are doing and keep a sense of humour. Before you know it, you will have gained a positive habit, and skills to take on new ones.

Finding Balance

Are you a workaholic? Do you have a tendency to ignore traditional boundaries between what is work and what is not? While not all people who work hard are workaholics, if you are finding that your work has become detrimental to meaningful relationships, such as family and close friends, there is a possibility that you may have fallen into this category. Instead, you need to create more balance in your life by making a shift of your energy from work to also including having fun and enjoying relationships more.

Eat Right And Exercise

Eat sensible amounts of nutritious food. Eating right can help you feel your best and control your weight. Too much of one kind of food or beverage can take your body out of balance. Too much caffeine can make you tense or sleepless. Too much alcohol can cloud your thinking. Participate in some enjoyable physical activity. Although there are different types of exercise to achieve different goals (such as aerobic exercise for heart health), you don't have to take up running or power walking to reap the benefits of some physical activity. A day spent outdoors or an evening with friends can provide other benefits if you find the activities relaxing.

Rest Your Mind And Spirit

Don't forget that your mind and spirit need a balanced diet and exercise as much as your physical body does. If you find yourself constantly worrying about a problem, talk about it with a friend or trusted advisor. Going for a walk, reading a book, or enjoying a hobby can also help you relax mentally.

Get Variety In Life

Variety is essential in maintaining a healthy lifestyle. If you're in a rut, overstressed, not eating well or not getting any exercise, vary your routine. Regularly implement just one small change in your routine and it can make the world of difference.

You may find making positive changes a difficult thing to do, or you may have more serious problems that need attention. If that is the case, you may consider using the help and expertise of a counsellor to help you. The [Employee Assistance Program](#) is there when you need it. Don't hesitate to call your Employee Assistance Program for confidential help. It could be one of the best decisions you ever made.

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

THE BEST CURE FOR ILLITERACY

by David B. Hickey

In September 1999, a number of schools in the province will begin implementing the latest school reforms for high school. It is expected that by the year 2001 every high school student from New Brunswick, all the way to the Southern Shore of the Avalon Peninsula, will be under the same spell. This hoped-for uniformity is the result of an agreement among the four Atlantic provinces, known as the Atlantic Provinces Education Foundation (APEF). This body will oversee a complete overhaul of the curriculum from Kindergarten to Grade 12. Education in English --; what many call Language Arts --; is set to undergo a radical transformation.

Here, then, is the future of English education in Newfoundland high schools, brought to you by the APEF:

- fewer instructional hours in reading;
- physical segregation of so-called 'general' students;
- the overall downgrading of literature study.

Now, add to this our own Newfoundland government's contribution to the future of education:

- larger class sizes;
- fewer resources for remedial instruction;
- inferior textbooks.

All this --; and more besides --; courtesy of the forward-minded Atlantic Provinces Education Foundation and our own peculiar brand of inept educational leadership. A perverse mix of philistinism and elitism, with large doses of segregation, discrimination, labelling --; this is the new order for the study of literature and language.

Paradoxically, the APEF's two major documents outlining the new Language Arts curriculum tell a different story. Their document entitled "Foundation for the Atlantic Canada English Language Arts Curriculum" states that the concept of literacy in 1997 is considerably broader than even 20 years ago (p. 1). And the APEF "Senior High Language Arts Curriculum Guide" claims that the new program will provide "greater opportunities for all students to become literate" (p. 3) and then goes on to argue that language is [t]he most powerful tool students have for developing ideas and insights, for giving significance to their experiences and for making sense of both their world and their possibilities within it. (p. 5).

This is what they say. But, instead of the seven English credits currently required (a substantial number of students in the province now take nine), the APEF is requiring only six English credits.

That is one glaring contradiction. Here is another: on paper APEF praises a learning environment which is "inclusive", ("Guide", p. 12) and which emphasizes "that diversity enhances everyone's experience of learning" ("Guide", p. 11). The Foundation document calls for "students to value individual variation among members of their classroom community" and draws attention to the need for "opportunities to communicate with others who may differ in attitude, knowledge, point of view and dialect" (p. 42). And yet, education authorities here still intend to segregate students according to their so-called abilities.

It would appear that the Department of Education is speaking with a forked tongue. They want to increase literacy by decreasing the number of hours students spend learning how to read. And, having once promoted a policy of integrating all students into a common classroom, they now seem intent on weeding out the

lower stratum, keeping them only functionally literate, keeping them from studying alongside their peers, keeping them from great art, and exciting and original ideas. Now the widening chasm in the possession of cultural capital --; to say nothing of income levels --; will be made even wider. Welcome back to the 1950's.

The future is clear: education in English in this province is about to be severely mutilated.

Despite the fact that all anyone talks about today is math, science, computers and sports, reading and writing are still the essential tools of learning and none of the other academic subjects could even be taught without them. But, most importantly, we need to realize, once and for all, that one does not learn how to read and write and then stop doing so in order to go on to concentrate on other school subjects. Reading and writing skills have to be continually improved upon. As the mind grows, and as the complexities of life present themselves to the growing individual, (complexities in science and social studies, for example) language growth must also be maintained. Furthermore, reading and writing matter because we think with language. So, a mind starved for language is a mind thinking below its capacity.

But nurturing language growth beyond a level of mere functional literacy is a much different matter than the current debates about phonics and spelling and the how-many-books-can-you-read-in-an-hour programs would lead us to believe. There is really only one sure way to maintain consistent and steady language development: to study the best language our civilization has to offer. "To study" means to read, reread, analyse, and respond to. "The best language" is, of course, literature.

Literature --; the one art form accessible to everyone --; can be defined simply as language used to the best effect. From the pun you used to break the tension at the dentist's or the verse on your mom's Mother's Day card all the way to the lines from Romeo and Juliet that you still remember: "Romeo, Romeo, wherefore art thou Romeo", finely tuned language continues to make a difference in the quality of our lives. And it is in high school that most of our future citizens establish or fail to establish their relationship with literature.

A funny way to put it: "establish their relationship with literature". Unfortunately, as well all know, such awkward language is often inescapable in discussing education. Schooling is an awkward and unnatural enterprise. One does not naturally bond with literature, no more than one bonds naturally with quadratic equations or the names of the capital cities of the ten provinces. Education is the unnatural harnessing of energies, the unnatural fostering of interests and the painfully unnatural repetition of meaningful experiences. This is the way learning is established. This how English is learned, too.

It has always been challenging, this process of helping the resisting student form a relationship with literature. And how well are my colleagues and I succeeding at it? In the context of universal public education --; a phenomenon not even 10 years old --; we were, up until now, doing pretty well, considering what we're up against. Since the Reorganized High School Program was introduced in the early 1980's, we have been able to find better and better ways to meet the needs of more and more English-resisting students. These curriculum reforms were actually working, despite the fact that students were being brainwashed to believe that only math and science guaranteed them a future.

For the past 14 years the Reorganized High School Program has expanded English education in the high school through a separation into Literature study and Language study and broadened the approach by increasing the number and varying the focus of English courses. Thus, English teachers now have a menu that makes it possible for all students to achieve real improvement as well as continuous success alongside their peers, regardless of their learning handicaps. This is important because English study is the study of the human community. (Disgruntled religionists please note: literature is one of the greatest repositories of our civilization's values and ideals. Literature teachers till discuss kindness and truth and an awareness of things greater than ourselves.)

But more important still has been the gradual humanization of the study of literature, thanks to the philosophy of the Revised High School Program. While once a student coming out of Grade 9 was directed into either a matriculation stream or a "general" stream, it has become the policy of schools to integrate all students into a common program of study. It was no longer pedagogically or ethically defensible to label a student as "slow" or "special ed" or "general"; every student studying English could now share the same intellectual, emotional, and social experiences.

And then, in 1989, the Department of Education opened even wider the doors of opportunity with the publication of the Exploring New Pathways document. This document outlined the procedure for modifying any course in the curriculum for any student. It was now no longer necessary to isolate struggling students, or handicapped students, or learning disabled students in their own little segregated universe. A true sense of school community was now officially the policy of our educational institutions.

Now we haven't yet constructed a Utopia by any means --; resources are scarce, social problems still make their way into the schools, and the education bureaucracy is still sometimes less than satisfactory. But overall, students themselves are better served and literature lives.

This is as it should be. Literature, the most humane of the humanities, belongs equally to all. I believe it is wrong to suggest that there are two classes of students: those for whom literature is a birthright and another, subordinate, class for whom literature appreciation is an impossible dream. But this is precisely what our Department of Education is now suggesting. Their vision for English education in Newfoundland is regressive and reactionary and will lead us back to the practice of ghettoising the disadvantaged.

And don't let them tell you "Nova Scotia made us do it". They will try that. And don't let them hid behind "fiscal realities". They will try that too. Don't accept their claim that "smaller schools need two streams or classes become too large". You're bound to hear that one too. And don't let them get away with the old lie that "streaming helps the weaker students".

The truth is that we are not being bullied by the other Atlantic provinces; nothing in the APEF agreement prevents Newfoundland from enriching the Maritime's common curriculum. And the so-called "fiscal realities" as they pertain to education are made right her in Newfoundland, and any government that settles for a second-class system of education is only engendering more "fiscal realities" of a grim sort. As for their claim that without a general stream small, rural schools will end up with one --; overcrowded --; English class, ask them where they intend to get the other teacher for their new general stream. And to the lie that streaming according to abilities is the only fair way, tell them we threw out that elitist, colonial, class-bound system once already and ought not to have to do it again.

Let us not deceive ourselves; this is a serious matter. Without a shared experience of our literary heritage, without a thorough study of great literature, our young suffer in two ways. First, their ability to process complex thought is permanently impaired. Second, young people become alienated from each other and from the social forces that it is in fact their responsibility, in a democracy, to manage. If only for our own self-interest, we had better not be complacent about such alienation: if future generations feel cut off from the values of the human community, will they feel obligated to us in our time of need?

It is well and good to say that technical subjects such as math and science guarantee employment. By themselves they won't. But more to the point: wouldn't you prefer that children receive an education that helps create a richer life when they aren't punching time behind a counter or sitting in front of a computer? Who still needs to be told that if we educate for jobs along, we will end up with drones only?

TEACHERS' WORK RECOGNIZED

Since 1991 the Special Interest Group on Telecommunications (SIG/Tel) of the International Society for Technology in Education (ISTE) has sponsored a contest for educators using telecommunication networks for innovative practices in today's classrooms.

Patrick Wells, a teacher at Bishop's College in St. John's has earned honours for his entry, The Intertidal Zone Field Trip. His innovative work in bring telecommunications to the classroom has been recognized by an international panel of judges as an exemplary telecomputing activity.



His project is a web site designed for Level III students in Biology 3200. This virtual field trip is an important part of the Survey of Plants and Animals, Ecology Curriculum and the Fisheries Elective. Within these curricula the virtual field trip is accessed by all students in preparation for actual field trips. The goal of the virtual field trip is to increase the quality of learning for students. In the Spring of 1998 Mr. Wells and this project received the 1998 Roy C. Hill Award.

Mr. Wells is invited to share his work during an Exemplary Projects session to be sponsored by SIG/Tel at both Tel-Ed/Multimedia '98 in New Orleans, Louisiana, October 29-31, and the National Educational Computing Conference '99 (NECC) in Atlantic City, New Jersey, June 22-24. In addition, SIG/Tel will publish the winning entries in its quarter publication, the Journal of Online Learning. All contest winners and honourable mentions will receive a complimentary membership in the International Society for Technology in Education which includes a subscription to the Journal of Online Learning.

Joan Vautier, Grade II French immersion teacher at Park Avenue School, Mount Pearl (September 1991 - June 1998), is the recipient of the 1998 Newfoundland and Labrador Environmental Award (Education Category). She was rewarded for her devoted work in establishing the Elementary Enviro-Club and for raising an environmental awareness in the school. Joan is presently teaching Grade IV at St. Peter's Primary, Mount Pearl.



Félicitations! Joan Vautier, enseignante d'immersion de la 2^{ième} année à l'École Park Avenue, Mount Pearl (septembre 1991 - juin 1998), est la récipiendaire du Prix Provincial Environnemental 1993 (Division Éducation). Ce prix lui a été décerné an raison de son dévouement à l'initiation et à la gestion du club de recyclage, Les Écoles, ainsi qu'à l'organisation des maintes activités pour élèves afin de les sensibiliser à l'importance d'un environnement sain. Présentement, Joan enseigne la 4^{ième} année à l'école St. Peter's Primary, Mount Pearl.

PREPARING FOR POST SECONDARY

by Wendy Batten

Leaving the familiar setting of high school and moving on to post-secondary education is challenging and intimidating for many students. For students who have learning disabilities, the challenges and fears can be quite overwhelming. However, with appropriate planning beginning early in junior high school, students with learning disabilities can have successful post-secondary experiences.

A transition team consisting of the student, the student's parents, teachers and the school's guidance counsellor will ensure that the transition is as smooth as possible. The roles of each will overlap as the student gathers information that will help to determine which post-secondary institution is most suitable to meet the student's individual needs. As well, the team will work to ensure that the LD student is prepared and has acquired the skills and strategies necessary for independent, successful study. Together, the team will develop a plan that will enable the student to make the transition from high school to post-secondary schooling a positive process.

Planning for post-secondary education should begin in junior high school. Though most students are not ready to decide on a career path in the junior high years, they should become aware of their interests, their strengths and weaknesses, and their abilities. Course selection should reflect these criteria. As well, it is important that students become familiar with the requirements specified by post-secondary institutions for acceptance into their programs. Students need to set realistic goals for their post-secondary education.

LD students must develop an awareness and acceptance of their learning disabilities. Students will need to inform professors, instructors and others of necessary accommodations and other specific needs. Development of self-advocacy skills will empower the student to seek the services required and to make decisions about academic programming.

During high school year, LD students should be encouraged to develop personal independence. Learning to handle a bank account and credit cards, to cook, to do laundry and other personal chores will be important skills for independent living. As well, students should become aware of how they learn and should develop good study skills. Good organizational skills and effective time management practices will enable students to budget their time for study and recreational activities.

There are many issues to consider in choosing a college or university. Students should thoroughly investigate the colleges or universities that they are interested in attending. If possible, visits to the institutions and meetings with admissions personnel will provide answers to the many questions and concerns students will have. Before visiting, students should prepare a list of questions and develop a list of accommodations or special services that they will require.

School guidance counsellors can provide information on various programs available at universities and colleges. Counsellors can assist students and their parents in investigating services and accommodations offered by different institutions. Many post-secondary institutions have special services office which offer support to students with disabilities.

At Memorial University of Newfoundland, The Glenn Roy Blundon Centre was established several years ago to co-ordinate special services for students with disabilities, including students with learning disabilities. The staff at this centre provides guidance and support to students who require accommodations and special services.

The Glenn Roy Blundon Centre, as well as special services departments in other universities and colleges, will require recent documentation describing the learning disability and outlining accommodations and special services required for the LD student. It is important that the documentation is in place before the student leaves high school. School guidance counsellors can ensure that the necessary assessments have been done and can provide the information to the post-secondary school to assist them in providing services for the student.

Many students who have learning disabilities, like other students, will prefer to attend an institution that is close to home for economic reasons. As well, because moving on to post-secondary can be quite intimidating, many LD students would benefit from attending a local institution in a familiar setting where they feel comfortable and where home support is more readily available. For other students with learning disabilities, the independence and the opportunity to fly on their own may be more appropriate.

Choosing from post-secondary options will be an individual process. Students with learning disabilities have specific individual needs which can be accommodated by many post-secondary institutions. Careful selection of the most appropriate post-secondary program along with the acquisition of skills necessary to be a successful student will make the transition from high school to post-secondary a positive experience for the student with a learning disability.

To assist students and their parents in dealing with the many issues of post-secondary education, the Learning Disabilities Teachers at Alexander Street School, in conjunction with several guidance counsellors throughout the Avalon East School District, have developed a seminar for students who have learning disabilities and their parents. During the seminar students and parents learn how the staff in their high schools can help with the transition to post-secondary schooling. Also, Ms. Ruth Walsh of The Glenn Roy Blundon Centre and Mr. David Touchings of the College of the North Atlantic inform students of the programs and services available to them.

Wendy Batten is a Learning Disabilities Teacher at the Alexander Street School in St. John's.

ACTION RESEARCH

by Gordon T. Brockerville

Professional development (PD) is a dynamic process of learning that leads to a new level of understanding and heightened awareness of the context in which teachers work that may compel them to examine accepted policies and routines. Viewed from this perspective, Daniel L. Duke at the Department of Educational Leadership and Policy Studies, Virginia University, contends that we must go beyond advocating to achieving PD. Attending conferences and in-services is only part of the PD learning cycle. To complete the cycle, opportunities must be provided to reflect on these learning endeavors and our teaching experiences with the intent of refining and extending our thinking and learning in education. In short, beyond talking about professional development, we must live it.

An alternative form of knowledge pursuit that engages teachers as active developers of knowledge can be employed to complement and enhance conventional forms of PD, and must be viewed as process-oriented rather than product-oriented. Educators need a model of PD that brings groups of teachers together regularly to reflect on who we are, what we value, who we teach, what we teach, how we teach and why we teach the way we do.

This concept of PD means going beyond the dominant view that knowledge about education is generated by academic researchers outside the classroom and then imposed on teachers. In the words of Donald Schon, in his book *Educating the Reflective Practitioner*, "the question of the relationship between practice, competence and professional knowledge needs to be turned upside down. We should start not by asking how to make better use of [academic] research-based knowledge but by asking what we can learn from a careful examination of artistry, that is, the competence by which practitioners actually handle indeterminate zones of practice".

According to Jean McNiff, a British educational consultant, the alternative view considers educational inquiry as a process that enables teachers to create their own knowledge, that teachers own their knowledge, and are seeking to understand their own professional practices with a view to improving them.

One possibility for renewed PD is the concept of teacher-as-researcher engaged in practical inquiry about his or her teaching. As action of some sort is often associated with practical inquiry it is also referred to as action inquiry. Broadly defined, action inquiry is an umbrella term for the use of any kind of plan, act, describe, review cycle of inquiry into action in a field of practice. According to David Tripp, Murdoch University, Australia, the term includes any form of deliberated inquiry in which action and inquiry proceed together with and through each other. There are many kinds of action inquiry, all of which are characterized as following a cycle of phases in the same order. Two such types of inquiry are 'reflective practice' and 'action research', both of which are receiving much attention in the literature as having potential for teachers to reclaim their voice in education.

According to Tripp, reflective practice is any systematic and deliberate on-going use of a plan, act, describe, reflect sequence in which the reflection is a conscious attempt to evaluate the process and outcomes of the action as experienced by the actor. In our case, we engage in a cycle of thought and action based on our professional practice; that is, our everyday experiences and personal knowledge about teaching in our particular settings. Based on Schon's work, three types of reflections pervade the literature. Reflection-on-action is reflection on practice and our actions and thoughts, undertaken after the practice is completed. Reflection-in-action is reflection on phenomena and our instinctive ways of thinking and acting in the midst of action. The third type, reflection-for-action, is a synthesis of the other two. According to staff development specialists, Joellen Killion and Guy Todnem, reflection-for-action is a process that

encompasses all time designations, past, present and future simultaneously. In sum, reflective practice inspires us to engage in continued knowledge development to further our understanding of school and classroom events.

John Smyth, at the School of Education, Deakin University, Australia draws on all three types of reflection. In a call for personal and professional transformation he contends that teachers must theorize about their practice as a form of empowerment. This view moves reflective practice towards action research.

Action research is a more deliberate action based on and informed by recognized research procedures. According to Tripp, the difference between action research and reflective practice lies with a specific data creation and analysis phase in action research that is not necessarily part of reflective practice; however, informal reflection still continues within it. This conception of action research is similar to that of Richard Sagor, a member of Project LEARN (League of Educational Action Researchers in the Northwest), Washington State University. He indicates a flow of six sequential steps:

1. formulating a problem
2. planning for data collection
3. collecting data
4. analyzing data
5. reporting results
6. taking action

There are as many definitions of action research as there are researchers; however, the most widely cited is that of Wilfred Carr and Stephen Kemmis, in their book *Becoming Critical: Education, Knowledge and Action Research*. They write, "Action Research is simply a form of self-reflection enquiry undertaken by participants in a social setting [including educational settings such as schools] in order to improve the rationality and justice of (a) their own practice, (b) their understanding of these practices, and (c) the situation in which the practices are carried out."

James McKernan, in his book *Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner*, states that, "Action Research is the reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner --; first, to clearly define the problem; secondly, to specify a plan of action --; including the testing of hypotheses by application of action to the problem. Evaluation is then undertaken to monitor and establish the effectiveness of the actions taken. Finally, participants reflect upon, explain developments, and communicate these results to the community of action researchers. Action research is systematic self-reflective inquiry by practitioners to improve practice."

Put more simply, action research for teachers is about studying what is happening in our school and deciding how to make it a better place by changing what and how we teach and how we relate to students and the community. It can be carried on by a single teacher or by a group of teachers working collaboratively (sometimes with students) on a given problem area. Emily F. Calhoun, Director of the Phoenix Alliance in St. Simons Island, Georgia envisions using action research in self-renewing schools. Her book *How to Use Action Research in the Self-Renewing School* is a practical guide to conducting action research to improve student learning. In another practical book, *How to Conduct Collaborative Action Research*, Richard Sagor of Project LEARN, describes how teachers can use action research to both improve the teaching-learning process while making meaningful contributions to professional development.

The current education reform and school restructuring in Newfoundland and Labrador is moving in paradoxical directions. At once, there is a move towards shared decision-making at the school and school board level (i.e. school councils) while there are tighter controls over curriculum and standards (i.e. Atlantic

Curriculum). In this paradoxical atmosphere, teachers, schools and school boards are accountable to all stakeholders for policies, programs and practices. It is not enough that teachers be mere implementers of programs and policies; they must have a voice in development and evaluation. Informed decision-making must be the norm and teachers will have to be more deliberate in documenting and evaluating their efforts both individually and collectively. The infrequency and passivity of conventional PD will most likely not measure up to the new demands facing teachers. Action Research is a viable tool for teachers to take on the challenge and claim a voice in shaping their practice.

Gordon Brockerville is Branch President, Burin-Marystown Branch of the NLTA.

THE FUSS ABOUT PHOTOCOPYING?

by Helen Mason

For many years, Canadian teachers photocopied materials without worrying about copyright. Although Canadian teachers felt that they had a right to make such photocopies because they were using the materials for educational purposes, Canadian writers and publishers were extremely upset about such photocopying. Here's why.

Writers and publishers make money according to the number of books and magazines they sell. For books, writers are paid a royalty. A royalty consists of a percentage of the book price. In Canada, this is often 10 percent of the selling price. A book that sells for \$19.99, for example, produces a royalty of \$2.00. It can take a lot of books to pay for research costs that may add up to thousands of dollars --; not to mention payment for the writer's time. In addition, writers don't receive any payment until several months or a year after the book has been published and sold. This is similar to teaching this month and not being paid for at least a year.

Magazine writers are paid a fee which depends on the financial health of the magazine. Magazines with more readers and higher advertising rates tend to pay higher fees. Canadian magazine rates range from several hundred to a couple of thousand dollars per article, depending on the length of the piece and the magazine involved. Often, but not always, writers are reimbursed for telephone and mileage expenses. On the other hand, it may take several months to research and write the piece --; and writers sometimes have to wait for an article to be published before being paid. If magazine sales drop, the magazine may cancel the article. Then the writer is left with nothing but bills and a good idea that didn't go anywhere.

Photocopying books and magazines instead of buying them reduces the number of sales. As a result, it directly influences the income of writers and publishers. At least, it did!

In 1988, Canadian writers, illustrators, and publishers worked together to form an organization called The Canadian Copyright Licensing Agency --; CANCOPY, for short.

Before CANCOPY, writers, illustrators, and publishers controlled the photocopying rights to their works. This meant that people had to get permission directly from writers, illustrators, and/or publishers in order to photocopy most works legally. In many cases, the owners charged a photocopying fee which covered part of the research and production costs. Unfortunately, many teachers did not have the time to seek permission for photocopying. Writers, illustrators, and publishers lost this important component of their income. As a result, it was becoming less and less profitable to write and publish in Canada.

Once CANCOPY was established, most Canadian writers, illustrators, and publishers allowed the agency to administer their photocopying rights. As a result, CANCOPY could license Ministries and Departments of Education to allow photocopying in schools under their jurisdiction. The result? Teachers could use excerpts from books, newspapers, and magazines without worrying about getting individual permissions.

Today, Canada's teachers receive many benefits from CANCOPY licences. They can photocopy many materials without infringing the rights of writers, illustrators, and publishers. This makes it easier for teachers to use a variety of current materials from newspapers, magazines, and popular books.

Teachers can be more flexible about the articles they choose. Instead of being confined to readings from a particular text, they can use current articles from popular magazines and choose specific stories that meet individual student needs. In return, Canadian writers, illustrators, and publishers ask that teachers cooperate

with their needs by following certain copying guidelines.

In 1997, Newfoundland's Department of Education signed a licence with CANCOPY. This licence has been in effect since September 1, 1997. According to the agreement, here's what you may photocopy during one school year or course: Up to 10% of a publication, or more than 10% if the photocopying consists of:

- one newspaper, magazine, or journal article
- one entry from a reference work
- one artistic work that has been published in a print publication
- one whole chapter from a book (as long as it's 20% or less of the total)
- one short story, play, essay, or poem from an anthology.

The amount that can be photocopied from any one source is limited because photocopying is not meant to replace the planned purchase of books, magazines, and newspapers. It is meant to supplement these purchases so that teachers can seize the teachable moment by using a current source to reinforce a concept being taught in the classroom.

There are times when teachers and school librarians may exceed the copying guidelines. For example, librarians may photocopy rare or fragile publications in order to protect them. They may also photocopy an entire missing or damaged library book which is out of print. Similarly, teachers may photocopy damaged or missing pages from a work that cannot be replaced.

Contact CANCOPY before photocopying beyond the guidelines for these reasons. CANCOPY must confirm the print status of the work before you make photocopies.

Although your licence allows photocopying from most books, newspapers, and magazines, it does not cover everything. The following materials are not included:

- workbooks and other materials designed for one-time use
- teacher guides
- print music.

Workbooks are produced and priced for one-time use. Teachers who wish to use these materials more than once should check for the availability of duplicating masters, which are packaged and priced differently.

Teacher guides are meant to be used solely by the teacher who purchases them. Reproducible masters within such teacher guides can be reproduced for use by that teacher's classes. These guides and the reproducible masters they contain should not be photocopied and used by other teachers.

Some consumable materials may be photocopied. Under certain conditions, you may photocopy work cards, assignment sheets, tests, and examination papers made to replace materials from kits which include these types of elements and were purchased either by yourself or your school. If the consumable elements of these kits are no longer commercially available, you may photocopy up to 10% of the materials. Contact CANCOPY so that we can check the availability of these materials before you make photocopies.

Although print music is not covered in the licence, teachers can get special permission to photocopy it by calling CANCOPY at 1-800-893-5777 and asking for Sandra Mark at Extension 240. The cost of a licence for such photocopying is minimal.

In addition, there is a one-page "exclusions" list poster near the photocopier in schools covered under the provincial licence. This poster lists some publishers and creators whose materials are excluded from the licence. You must directly contact these publishers and creators to get permission to photocopy their

materials.

By following the province's photocopying guidelines, Newfoundland and Labrador teachers get the benefits of photocopying without infringing the rights of others. Canadian writers, illustrators, and publishers thank you for your cooperation.

Helen Mason is a former teacher who specializes in writing and editing materials for the educational market. She served on the CANCOPY Board for five, years, including three years as the co-chair representing Canadian creators. She lives in Parry Sound, Ontario.

FEBRUARY 12, 1999



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 \$550,000 to the Janeway. That's something for us to be proud of! Make sure you participate in Janeway Day 1999; here's how:

BEFORE FEBRUARY 12TH...

- 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 12TH

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

AFTER FEBRUARY 12TH

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

NEW RELEASES FROM WHITECAP BOOKS

For Every Dog An Angel

For those mourning the loss of a lifelong canine friend, each day is filled with sadness. For Christine David, coping with the loss of her beloved forever dog, Martha, prompted her to write and illustrate this book. Through thoughtful text and bright whimsical illustrations, the author invites you to celebrate your forever dog --; that special four-legged friend. It is available for \$12.95 hard cover.

Dog Tales

Introducing Dog Tales, a satirical look at some of our most well-known fairy tales. These stories are witty, wacky, and tongue-in-cheek. When one princess discovers that her prince charming has stuffed a Pekinese under her mattress, she promptly dumps him and takes the dog with her. Two cynical cats who comment from the margins add even more humor. Vivid illustrations by award-winning artist Rose Cowles make the twisted tales complete. This is a book that children and adults will love. It is available for \$19.95.

Imagine

Imagine that things aren't quite what they seem, and dream the possibilities. This is the challenge of Imagine, a beautifully illustrated children's book celebrating the wonder and innocence of childhood. In a playful back-and-forth dialogue, this book asks children (and their parents) to see the ordinary events surrounding them as magical occurrences. A tree fort becomes a kingdom, a horseback ride becomes a scene from the wild west, and a toy boat becomes a sailing ship. With a little creativity, endless possibilities await in the pages of Imagine. It sells for \$18.95 hard cover.

For more information contact: Angela Roberge, Whitecap Books Ltd., 351 Lynn Avenue, North Vancouver, BC, V7J 2C4; Tel: 604-980-9852, Ext. 232; Fax: 604-980-8197; angelar@pinc.com.

Once Upon a Storyboard

Once Upon A Storyboard creates and illustrates children's stories in felt, designs folding storyboards for storytelling professionals and provides storytelling services for the classroom, in children's hospitals or at special events. Vickie Walsh of "Once Upon A Storyboard" has worked for many years as a professional storyteller and artist/craftsperson. Her years as an educational interpreter for Salmonier Nature Park have given her much experience in the area of storytelling to children of all ages. She can be reached at 709-334-3297; Fax: 709-334-3298; e-mail: scb1020@infonet.st-johns.nf.ca; www.newfoundlandonline.com/story; e-mail: storyteller@webworksinc.com.

Great Canadian Scientists

Great Canadian Scientists has 19 in-depth profiles of great men and women of science as well as 120 short biographies of other great scientists, a glossary, a complete index by science and a detailed reference section. It sells for \$18.95. A companion CD-ROM for Macintosh or PC complements the book with video clips, interactive computer games and quiz (\$20).

Great Canadian Scientists is also on the World Wide Web at www.science.ca. Here, students can e-mail their "science problems" directly to a Canadian scientist. To tie it all together is a 150-page illustrated Teacher's Guide (\$20). The guide supports the book, CD-ROM and web site.

Winter Games Education Resource Booklet

The 1999 Canada Winter Games Host Society has developed an Education Resource Booklet for use in primary and elementary schools throughout Newfoundland and Labrador. This teaching supplement is provided free of charge and will be distributed to primary and elementary schools in the province. This resource is made possible through the support of Newfoundland Power. This 200 page booklet, available in both official languages, provides an opportunity for educators to integrate the 1999 Canada Winter Games into their instructional program. The activities are designed primarily for Grades Kindergarten to Grade Six but can be adapted for all Grade levels. The Booklet consists of an introductory section with information on the Host Society, background information about the Canada Games, the Host Region, the sports, the venues, past Newfoundland and Labrador medal winners and interesting facts on the Canada Games. The instructional sections are primarily suggestions on how to link the 1999 Canada Winter Games' sports to classroom instruction in language arts, math, science and health, art, physical education and values. Teachers are our link in developing the "Spirit of the Games" within each of the Province's school communities. Join Team Newfoundland as we bring the 1999 Canada Winter Games into your classroom. We are certain it will be an exciting journey for all! For more information on the 1999 Canada Winter Games visit our web site at <http://www.cgames99.ca> or contact: Georgina Etheridge, Community Relations Coordinator at 709-637-1218 or by e-mail at ethridge@newcomm.net.

New CD Celebrates the Canadian Panorama

A new CD recording by The Elmer Iseler Singers celebrates the Canadian panorama in song, with music from each of this country's provinces and territories, included in this programme are French, English, Sioux, Metis, Salish, and Inuit pieces. The Elmer Iseler Singers take the listeners on a cross-Canada tour in song. Celebrated Canadian author and historian, Pierre Berton, has said that "every home and every school in Canada should have this album."

The CD is now available in most record stores, but may have to be ordered in depending on which part of the country you are in. Copies of the CD may be ordered directly from Opening Day Recordings for \$20, cassettes for \$15, (plus \$3 shipping and handling), at 1-800-530-2509.

The Child and the Machine: Why Computers May Put Our Children's Education at Risk

Do computers really help children to learn? The authors of this groundbreaking book say a resounding no. Although the schools throughout North America and Europe have spent vast sums of money bringing computers into the classroom, the latest research indicates that this may be a waste of resources and students time.

Based on research and interviews with national and international authorities in the USA and Canada, The Child and the Machine shows how the uncritical rush to use computers in education ignores the developmental needs of the child. Focusing on children from Kindergarten through Grade 8, the book carefully examines how computers affect all areas of child development, including literacy, math and science. The Child and the Machine draws on hundreds of studies from North America, Europe and Japan, bringing to light what is known about the problems associated with this technology.

The Child and the Machine looks at what happens to a school when it placed huge emphasis on computer technology. It then shows other ways of improving education which are more beneficial for children, such as decreasing class size and including a strong arts-based curriculum. Price: \$21.95. Key Porter Books, Tel: 416-862-7777, Ext. 229.

Maple Computers Brings Video and Multimedia-On-Demand to St. John's Schools

Maple Computers and the National Film Board of Canada (NFB) are pleased to announce a new pilot project for on-demand delivery of more than 400 educational video and multi-media titles to schools, students, and educators in the St. John's metro area. These films will be available on-line in both English and French for one school year with an optional second year. All the video and multi-media titles in the

pilot project will be offered to educators free of charge and will be delivered over high bandwidth network using Maple's state-of-the-art high performance computer hardware and software technologies.

In order to access the titles available in this project, schools will need regular PCs with multi-media capabilities (i.e. video card with real-time MPEG capabilities, sound system, and 1 GB or larger hard drives) as well as high bandwidth connection to the Internet. This connection is available from local cable and telephone companies.

With this on-demand technology, films and multi-media titles will be available to be downloaded 24 hours a day, 7 days a week. There will be no limit to the number of people who might access a particular title at any one time. Teachers will need to contact Maple to receive user ID and password in order to access the video and multi-media products through Maple's home-page at <http://www.maple.nf.net> or contact Patricia Goulart, Project Co-ordinator, Maple Computers, Tel: 709-739-6778, Ext. 18.

Documentary Films from Cineflix

POWER follows the inside story of the Cree's battle to defend their land and rights. With unprecedented access to sensitive strategy meetings, confidential talks between leaders and private moments among the Cree, the film offers a behind-the-scenes look at one of the most important environmental battles of our time.

Article 1 is about the people on the front lines of the human rights movement, and the personal stories which drive them to risk their lives in the fight for human rights. The film focuses on human rights activists from around the world who come together to participate in the Canadian Human Rights Foundation's acclaimed International Human Rights Training Program.

For more information or to order please contact Glen Salzman, Les Productions Cineflix Inc., 5505 St. Laurent, Suite 4104, Montreal, QC, H2T 1S6, Tel: 514-278-3140, Fax: 514-270-3165, e-mail: gsalzman@cineflix.com.

Quest for Ancient Footsteps

An hour documentary about Dr. Priscilla Renouf's quest for the elusive Maritime Archaic habitation site. In 1967, archaeologists made a spectacular find --; one of the world's richest cemeteries used over 4,000 years ago by the Maritime Archaic. The cemetery was accidentally discovered when a local resident dug to build a basement. But where did those Indians live, who buried their dead with such great ceremony at Port au Choix?

For the better part of the past two decades, Dr. Priscilla Renouf has searched in vain for the settlement site of those ancient people. Discouraged, but not defeated, she started to rethink her plan during the summer of 1996. With the help of geographer Trevor Bell she mapped out her strategy.

This is the story of her quest and the passion and vision that motivates a scientist like Priscilla Renouf to delve into the mysteries of our past. For further information contact Sharon Halfyard, Producer, Curzon Village Productions Inc., Tel: 709-754-7859, Fax: 709-579-4396.

CALENDAR of Upcoming Events

Memorial University School of Social Work

Winter 1999

St. John's. Continuing Education for Field Instructors --; January 21, 1999. Registration deadline: December 18, 1998; Working with Families and Children Who Witness Violence --; February 11, 1999. Registration deadline: January 8, 1999. Contact: Joan Roberts, Clinical Institute, School of Social Work, Memorial University of Newfoundland, St. John's, NF, A1C 5S7, Tel: 709-737-2553; Fax: 709-737-7026.

1999 Canada Winter Games

February 20 - March 6, 1999

Corner Brook. Contact: Georgina Etheridge, Tel: 709-637-1999, Fax: 709-785-1999; e-mail: ethridge@newcomm.net.

Eastern Newfoundland Regional Science Fair

April 1999

St. John's. This annual science competition brings together bright, enthusiastic students interested in pushing the frontiers of science. The Connaught Student Biotechnology Exhibition was launched in St. John's at the Eastern Newfoundland Science Fair on April 3 and 4, 1998 with the first official competition set for April 1999. Contact: Ronda Dillon, Tel: 709-737-2682; e-mail: rondad@morgan.ucs.mun.ca or mail to Ronda Dillon at Seabright Corporation Limited, Memorial University of Newfoundland, Spencer Hall, St. John's, NF, A1C 5S7.

Focus '99: Believe in the Healing

April 11-13, 1999

Victoria, BC. Presents a cross cultural approach for those wishing to reach beyond the causes of youth violence and rebuild communities and schools. The conference is about working together to offer alternative solutions and effective strategies for healing and thriving in today's society. For additional information please contact: Barbara Smith and Associates Ltd., #300 - 3060 Cedar Hill Road, Victoria, BC, V8T 3J8; e-mail: Barbara_Smith@bc.sympatico.ca; Tel: 250-598-1039; Fax: 250-598-2358.

Forum Teachers' Conference

April 24 - May 1, 1999

Ottawa. Sponsored by Stentor, the Teachers' Conference gives teachers the opportunity to experience government first hand and to enrich their teaching of Canadian history and politics. Application deadline is January 31, 1999. A brochure containing detailed information is available from the Forum office, P.O. Box 2103, Station D, Ottawa, ON, K1P 5W3; Tel: 613-233-4086; www.forum.ca; forum@forum.ca.

Council of Special Services (COSS)

April 1999 (tentative)

Corner Brook --; April 26-27; Gander --; April 27-28; St. John's --; April 29-30. Contact: Ajit Bedi, Tel: 709-738-4081.

Technology Education

April 30 - May 1, 1999 (tentative)

Battery Hotel, St. John's. Contact: Garland Jennings, Tel: 709-579-4107.

Canadian Vision Teachers Conference '99

May 6-9, 1999

Halifax, Nova Scotia. Relevant topics will be of interest to itinerant, classroom and resource teachers.
Contact: Sandra Sackett, APSEA, 5940 South Street, Halifax, NS, B3H 1S6, Tel: 902-424-8520, Fax: 902-424-0543.

School Administrators (in conjunction with CAP)

May 19-21, 1999

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

Program Specialists

May 26-28, 1999 (tentative)

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

Small Schools Institute

August 9-11, 1999

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

Small Rural Schools in the Global Community

August 11-15, 1999

St. Anthony. An international symposium on rural education and telelearning featuring keynote speakers and presenters from islands and countries of the North Atlantic Rim. Sponsored by The Centre for Telelearning and Rural Education, Faculty of Education, MUN, in partnership with NLTA, the Department of Education, and the Northern Peninsula/Labrador South School District. Contact: René Wicks, Tel: 709-726-3223, Fax: 709-726-4302; e-mail: rwicks@nlta.nf.ca.

Humanities

Fall 1999

St. John's. Contact: Geoffrey Booth,

Music

October 15-16, 1999

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

Primary

October 20-22 (tentative)

Gander. Contact: May Keats, Tel: 709-679-2162.

Learning Resources

November 14-16, 1999 (tentative)

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

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