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MAKE YOUR MARK

by Lesley-Ann Browne

For months the retail industry has been exploiting the idea of the new millennium. There are millennium teddy bears, books, t-shirts, songs and music videos. Jennifer Lopez, Will Smith and the Back Street Boys are only a few of the many musical artists who have joined the "celebrations." I expect there will be many more to join the millennium craze.

The start of a new century is a momentous occasion that deserves recognition and celebration. But does this recognition have to involve spending lots of money? Don't get me wrong –; celebrations like this are great. But the cost of some events which are taking place this year are outrageous. I have to wonder how many hungry we could feed, or how many literacy programs we could establish, with the money being wasted on these celebrations.

There is an idea, called "Our Millennium", which offers some consolation during this millennium frenzy. It is a national initiative of Canada's Community Foundations and invites Canadians to make their mark on the millennium. It's about expressing hopes for the future and getting together and giving gifts of time, money, or energy to make our communities stronger and better.

The mission of "Our Millennium" is to encourage Canadians to come together in our communities to contribute gifts to the future. These gifts will signify our hopes, values and priorities for the future well-being of our communities and our children.

The ideas in a Catalogue of Possibilities come under the headings of youth and children, arts and culture, environment, connections, recreation, heritage, learning, safety, care and support. I see no better way to start a new century than by leaving my mark on my community. Wouldn't it be great if everyone bought into this idea and stuck with it all year?

This is why I like the ideas as expressed by "Our Millennium." It's a chance to give gifts to our communities and gifts to our future. I know I will lift my glass of champagne at midnight on December 31 to ring in the New Year. But it does not have to end there. I can do something for the future. I haven't decided what yet, but the possibilities are endless.

I would be remiss if I did not offer my best wishes for a happy holiday season. And despite my opinion of the overpriced new years celebrations, I trust the start of the new millennium finds you happy, safe and healthy.

A Time To Reflect

HAPPY HOLIDAYS

For many of us the Holiday Season can be a time of spiritual reflection, family gatherings, opportunities to socialize and renew old friendships. This season of giving is filled with warmth and tradition that I hope finds its way into your homes and your hearts.

Some of us will have the opportunity to travel for the holidays to be with loved ones. Others will bask in the warmer climates or head to areas for winter fun and frolic. This break allows us the opportunity to regenerate our energy and enthusiasm for teaching. The hustle and bustle of the classroom and the school can be put to the wayside. If only for a brief time.

Regardless of how busy the holiday season is, or what your plans for the season, I hope that the holidays find you safe, happy, and healthy. There is no better time to reflect on the positive things in our lives and to remember those that are less fortunate.

On behalf of the Provincial Executive of NLTA I wish every one of you a joyous and festive holiday season. Best wishes for a safe and happy New Year. I hope you enjoy every moment of your holidays.

Best wishes!

Fred

I find it amazing that a full year has sped by since I offered my Christmas message for 1998. It must be true that time flies in direct proportion to the pace at which we "mature".

A new century is about to open; I welcome this occasion to extend greetings to all our members and your families as we bring another year, and the twentieth century, to a close.

The Christmas season is a time to think of family and close friends; it is a time to give thanks for the benefits that we share through hard work and professional commitment; more than that, though, it is the time of year when we think of the thousands who are less fortunate than us –; through no fault of their own –; and to dedicate ourselves in some tangible way to trying to secure a brighter future for all.

It is this spirit of giving that Christmas is all about! Let's take the time to be good to each other in these very hectic times and take advantage of the holiday season to rejuvenate ourselves personally and professionally for the year ahead.

On behalf of the staff at NLTA I wish each of you the contentment and comfort that this season brings. Have a merry Christmas and a fulfilling new year.

Wayne

PATHWAYS

by Linda Younghusband

Inclusion the process of integrating students with disabilities into general education classes has been a buzz word since the mid 1980's. This movement to integrate all students with mild to moderate or even severe mental retardation, students with learning disabilities and students with emotional or behavioral disorders into general classrooms rather than special education classes has been a hotly debated issue in our province since the introduction of the Pathways document in the mid-90's. Historically, these students, for the most part, received much of their education outside the regular education classroom.

Approximately 40 percent of K-12 students will require instructional support beyond what has traditionally been offered in a general classroom (Salvia & Ysseldyke, 1995). Inclusion has been strongly supported by research, professional organizations and parent advocacy groups who hold the view that students with special needs will blend into and become a part of the general education classroom community (Mamlin, 1999). Idol (1997) lists the purposes for integrating students with disabilities into the general classroom:

- to allow students with disabilities to benefit from the general education programmes (with appropriate teaching strategies and support);
- to give students with disabilities the opportunity to interact with age-appropriate peers without disabilities;
- to let students with disabilities take part in all aspects of school life; and
- to better prepare students with disabilities for life within the social community.

Many general education teachers in Newfoundland and Labrador, with a passion for our profession and committed to holistic student learning, do not feel ready for inclusion. It is difficult for them to carry on with traditional duties and yet free up the energy, time and good will needed for new ones, especially given the feeling that they have not had sufficient time to prepare. Many of these teachers, who feel overloaded with work to begin with, support some inclusion but feel unskilled, untrained and lacking in the expertise to work with mild-moderate (and sometimes severe) disabilities. (There is no requirement to take even one course in special education to graduate as a teacher from Memorial University). Resources to accommodate these students, who are accustomed to a special education format, are not widely available. Many teachers are skeptical about the benefits for such students, fearing that lack of training and expertise in implementing the best practices for these students will lead to frustration on both sides. In addition, they fear the "dumbing-down" of curricula. They have voiced their concerns at meetings, through the Newfoundland and Labrador Teachers' Association (NLTA) and on Teachers in Cyberspace (TIC).

The majority of research on inclusion has been focused on K-6 and very little has been written with high school students and teachers in mind. The transition of students from special education classes to general classes, and more difficult, from junior high special education classes to high school general classes, demands further research. The move from junior high to high school is difficult for many students but for those who have rarely been outside a special education setting it may be traumatic. Adolescence is a difficult time at best, a time when social pressures increase and self-esteem fluctuates. Margalit (1993) has shown that intellectually disabled children are more likely than their non-disabled peers to be deficient in social skills and knowledge. Therefore, social relationships are more difficult for them (Roberts & Zubrick, 1992) and, unable to form close friendships, they feel lonely (Parker and Asher, 1993). Kobe (1994) goes further, stating that these adolescents should be considered at higher risk for developing depression.

As more students with moderate and severe disabilities are integrated into the mainstream at school it is essential that each person on staff understands the part s/he is to play if this is to be a successful venture. The concern is no longer whether this is a good plan but rather, how a programme can be implemented that is workable and effective, ensuring success for all from the child with a disability to one who is considered gifted.

Added to concerns about inclusion are the responsibilities of the new Atlantic Provinces Educational Foundation curriculum standards which place an emphasis on enhanced academic performance for all students.

Braaten and co-workers (1998) have written that this type of reform poses a problem for students with disabilities. They argue that "in general, current reform movements that stress higher, and more inflexible, academic performance requirements do not bode well for students with mild to moderate disabilities, such as learning disabilities". We are already losing at-risk students in high school because "hands-on" programmes at the lower end of the academic scale have been reduced to the degree that there is little remaining at which they can be successful.

The challenge to meet the needs of an academically diverse student population are especially great at the high school level. High school teachers work with more than 130 students daily and the time for individual students is quite limited. Despite studies which show that special needs students, educated in regular classes, perform better academically and socially than their special needs peers in non-inclusive settings (Wang & Baker, 1985-86; Baker, 1994), Shumaker and Deshler (1994) conclude that "the manner in which strategies are taught to students, especially students with disabilities, can significantly affect the degree to which students actually change as learners". Further, they advocate taking great care when including students with disabilities and other at-risk students in regular class settings. They go on to say that we must ensure that:

- "Students' achievements are commensurate with average or above-average classmates, and they do not receive passing grades as gifts.
- Students do not depend on others for their success. They function independently or interdependently as members of the learning community.
- Students do not negatively affect classroom instruction.
- Students, parents and teachers are satisfied with the outcomes of the learning situation.
- Disabled students are not singled out for special treatment but are integral members of the class."

Zigmond and Thornton (1985) caution as well that disabled students (e.g. Pathways 3) included in regular classes have a high rate of failure and drop out. Many students with disabilities are passive learners without the necessary skills to process information given in a traditional manner and many, while physically included in a regular classroom, may feel intellectually excluded and acutely inferior to peers. Some studies have shown that students perform better in a special needs class than in a regular class (Kaufman, 1994). The literature on educational change tells us that many factors influence the levels and patterns of improvement outcomes.

If we include students with disabilities (e.g. Pathways 2, 3, 4) in the regular classroom we must ensure that they will continue to achieve at a level at least equal to or higher than when they were in a special needs classroom. Additionally, all students, regardless of their ability, should benefit from changes made and alternate educational methods practised in their classroom. We must ask ourselves: What will allow this student to function to his or her greatest capability? Can this student participate in this lesson with the same learning outcome as all the other students? What supports and/or modifications are necessary for this student to participate fully?

Staub and Peck (1994) studied the outcomes of inclusive classrooms for non-disabled students. They asked

the following questions: Will inclusion reduce the academic progress of non-disabled students? Will non-disabled children lose teacher time and attention? Will non-disabled children learn undesirable behaviors from students with disabilities?

The answer to all questions was NO. In fact, they believed there were potential benefits for the non-disabled students. Murray-Siebert (1989) found the same results when she conducted a similar study in an inclusive high school. She went on to show that non-disabled students became more tolerant of their disabled peers and more aware of their needs, and after spending time with them, reported more positive feelings about themselves.

Currently, students are to be given non-inclusive placements for special services only if they can be accurately classified through a psychological assessment. Unfortunately, classifying children accurately is a difficult task at best as has been shown in many studies (Baker, Wang & Walberg, 1994). Assessment information must be examined taking into consideration the needs of the student within current environments if the desire is to develop relevant ISSP goals. Norm-referenced approaches cannot be used exclusively. Traditional assessment summaries emphasize the weaknesses and limitations but strengths-based assessments can be used effectively to identify the needed supports and offer valuable information for the teacher. Schwartz, Staub and Peck (1995) report that we should pay close attention to all aspects of the student's life-memberships in organizations and clubs and their social relationships with non-disabled peers if we are to foster the development of competence in relevant functions. We must ask ourselves, "What, exactly, does this student need?" And then, "How can we best provide these services?"

Between 1958 and 1995, Scruggs and Mastropieri (1996) surveyed 10,560 teachers in the United States, Australia and Canada regarding their attitudes toward mainstreaming or inclusion of students with disabilities. Consistently, they found that teachers require support when teaching students with disabilities alongside their non-disabled peers. Further, they found these needs may be greater, for a variety of reasons, for high school teachers than for elementary teachers. Supports needed were as follows:

- Time Teachers report a need for time each day to plan for students with disabilities.
- Training Teachers need systematic, intensive training, either as part of their certification programmes, as in-services, or as an ongoing process with consultants.
- Personnel resources Teachers report a need for additional personnel assistance to carry out mainstreaming objectives. This could include teacher-aides and regular contact with special education teachers.
- Materials resources Teachers need adequate curriculum materials and other classroom equipment appropriate to the needs of students with disabilities.
- Class size Teachers report that their class size should be reduced if students with disabilities are included.
- Consideration of severity of disability Teachers are more willing to include students with mild disabilities than students with more severe disabilities, apparently because of teachers' perceived ability to carry on with their teaching mission for the entire classroom. By implication, the more severe the disabilities represented in the inclusive setting, the more the previously mentioned sources of support would be needed.

There is much to be said in favour of Pathways. But at the same time, it poses many problems, challenges and concerns. At the moment, the role of special education teacher and that of the regular classroom teacher have become confused to most teachers. The introduction of Pathways, without clear explanations of the benefits or methods of implementation, has added to this confusion. The required support models are not yet fully in place. The role of team teaching (special education teacher and classroom teacher sharing the class) which is implied, but not prescribed in Pathways, adds further confusion. Many teachers have reservations or concerns about Pathways and believe that further support and in-service are necessary if this model is to

succeed. Every teacher and student is a stakeholder. It is clear that the ultimate success of Pathways will depend on the extent of support provided by the Department of Education and School Boards throughout the province.

Linda Younghusband is a teacher at Booth Memorial High School in St. John's. She is currently on secondment to Memorial University.

ADJUSTING EXPECTATIONS

by [Claudette Coombs](#)

We begin any relationship with expectations of how we will feel, act and be treated. Some of these are clearly understood and have been discussed; others are vague and have not yet been defined in our own thinking. Eventually we may discover that our unspoken expectations don't quite match those of others. The resulting conflict is often a source of problems in relationships. The solution may be as straight forward as changing expectations, or as complicated as changing the relationship!

Consider the almost unimaginable proposition of accepting a teaching position without knowing the duties. Naturally some details are more clearly defined with time and experience but we begin a job with certain expectations. The more observant, reflective and open we are, the greater our chances of successfully adjusting to, and meeting, the needs within this environment. Interpersonal relationships with family, friends or partners function similarly. When expectations are clearly discussed and agreed upon, interactions are more predictable and satisfying for all involved. When expectations are mismatched, we must be prepared for discord.

Typical Mismatched Expectations

OUR UNREALISTIC EXPECTATIONS OF OURSELVES

We often expect to do everything on our "to do list" . That is of course, if others would stop adding to the list and stay out of our way! In an ideal world maybe we could control these influences, but the real world is very different. Setting unrealistic expectations, which are left unmet, causes disharmony within ourselves and with others as anger and frustration erupt.

OUR EXPECTATIONS OF OTHERS

Common sources of dissatisfaction in relationships focus, not on what we expect for ourselves but, on what we expect from others. We may have standards of behaviour for ourselves which we "expect" others to follow. When they don't measure up, we feel justified in judging their "inadequate" performance.

OTHERS' EXPECTATIONS OF US

We may be aware of, and agree with, some of the expectations that others have of us. When we don't agree, we can become indignant, resistant and deliberately uncooperative, especially if we feel unfairly treated or judged. These feelings are then reflected in our actions.

MISMATCHED CAPACITIES

In relationships we make too many mistakes. Two faulty beliefs are: "if I can do it, you can"; and, "if I have to do it, so do you". Despite how we want the world to function, we do not all have the same interests, abilities or desires! Failing to accept this presents problems.

Creating the Match by Changing Expectations

Actual or anticipated change brings with it intense emotions. We may experience fear, confusion, resentment, frustration or a sense of "giving in". However, change can be managed and emotional intensity eased by planning a personal process. The following steps may help: Step 1. Increase your awareness, knowledge and understanding of expectations (yours and those around you). Know what they are, how they developed, how they differ and where conflict arises. Step 2. Assess your options and set a direction. If the potential benefits outweigh the costs, you may make the necessary changes, thereby creating a match. If the balance doesn't favour change, you may: exit from the relationship; maintain the status quo until things

escalate; or wait for someone/something to change. Step 3. Act on your decision by anticipating and preparing for the new climate. Depending on your decision, preparation may require: the acquisition of new skills; the acceptance of a less than satisfactory life; or the acknowledgment that the task is not worth the effort. The ensuing action plan includes mental monitoring and control to focus on thoughts which support your decision.

Using Realistic Guidelines

Matching our expectations with the realities of our environment is mandatory, if we want to avoid unnecessary frustrations and improve relationships.

Realigning the Match

Despite the mismatches that may be part of daily interactions, this incongruity does not prevent satisfying relationships. In fact, enhanced understanding and mild readjustments in our thinking, followed by appropriate changes in our behaviour, can have a dramatic impact on our contentment and sense of well-being and may put relationships on track. It is never too late to examine personal expectations and observe how they are expressed in our behaviours. If we experience annoying or seriously disturbing conflict in a relationship, it is definitely time to take an inventory of expectations and compare the lists. Action can then be taken to understand each other's underlying needs and to establish new expectations which are better suited to the relationship.

Eliminating the Match

It is necessary to realize, however, that some conflicts are not caused by mild, or even moderate, differences in expectations. Sometimes the difference is more fundamental and conflict will always be present, as long as the relationship exists. When we recognize these fundamental incompatibilities, we have serious decisions to make and, at least short-term, unpleasant consequences ahead. One of the greatest causes of starting, or continuing, in mismatched relationships is poor communication. We tend not to clearly communicate our personal needs and our expectations of others. This leads to unspoken frustration and escalating resentment.

Improving Information Exchange

Unfortunately, we seem better able to make our expectations understood when dealing with students than in dealing with those closest to us. For example: we tell students "homework is due or else ..." but we rarely tell our partners "when I'm upset I want you to ...". When we understand what we want from ourselves and expect from others (a big task) and are ready to share that information with others (an uncommon skill), then we are setting the stage for informed decision-making. We can then continue to develop a relationship, based on reasonable and mutual expectations; or, we can end a relationship, based on a rational understanding of the existing incompatibilities. If this is not done early in a relationship, there is likely to be an accumulation of resentment because the partner is not meeting expectations. If this goes on too long, it may appear to be impossible to resolve the conflict.

Points to Remember

- We cannot change others but may influence their thinking, which may lead to their decision to change.
- We are not responsible for the decisions of others.
- We are responsible for how we react to situations around, and within, us. We are also responsible for how we plan for anticipated events or situations.
- Emotional involvement is a natural consequence of unfulfilled expectations.
- Changing ourselves is a long and tedious process generally requiring significant reminders, strong motivation and plenty of patience –; why expect less of others?
- Changing expectations should not prevent us from aiming for the stars or striving for perfection.

However, it may prevent us from developing heart disease along the way as we (or others) fall short of achieving a goal or are reminded of our imperfection.

Now that you are more familiar with your own expectations and those of your partner, family and colleagues, you may want to continue with improvements. Look for tips in my next article dealing with effective communications or contact me directly for more information on improving relationships.

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

NLTA / Avalon West Partnership Program

LEADERSHIP DEVELOPMENT

by [Beverley Park](#)

Principals and vice-principals are constantly referred to as leaders. That concept of leader is rarely defined and most often is rooted in the traditional view of the leader as some sort of emergent hero figure who rises to the fore in time of crisis. While it could be argued that there is ample opportunity for this in the current educational context, i.e. there is no shortage of crises, this is not the concept of leadership a professional organization would ideally promote.

While the challenges are growing for everyone involved in the education sector, principals often find themselves on the front lines with parents, teachers and students. They are also the liaison with district personnel and the community at large. The role of the school principal and vice-principal, perhaps more than any other in the system, has expanded.

Unfortunately, supports for these professionals have not kept pace with increased expectations. The result is growing discontentment among those who are currently in administrative positions and a reluctance among other able leaders to offer themselves for positions when they become available.

The NLTA is keenly aware of the challenges faced by administrators in this province and of their desire for support. The NLTA offers programs such as DSS (the Developing Successful Schools Institute) and the NLTA School Administrators' Special Interest Council offers conference-type opportunities for professional development. However, up until now there has been very little ongoing support whereby colleagues working in a similar context (e.g., School District) could have a regular forum for professional enhancement and support.

The NLTA has been contemplating a response to this need and developing the concept of a support program for administrators. At the same time the Avalon West School District has been exploring ways and means of formalizing support for their principals and vice-principals. Combining their ideas, efforts, and resources, the Avalon West School District and the NLTA are working this year on a program to develop, enhance and support leadership at the school level.

As expressed by Fullan (1997), the partners in this program are hopeful that the principals and vice-principals in our schools will see themselves as "designers" instead of crusaders. These leaders would be designing the learning process so that people throughout the organization can deal productively with critical issues and develop their mastery in the learning disciplines. Senge (1990) supports this concept of leader as one who fosters learning for everyone, who can conceptualize their strategic insights so that they become public knowledge, open to challenge and further improvements. This is the type of leadership that the partners in this program hope to develop and support.

The program has two components –; an initial team-building/training seminar and a series of follow-up sessions to take place throughout the school year. The initial seminar took place during three days in August and dealt with topics which included the school as a learning organization, the role of the leader, school culture, staff development, decision making and focus on teaching and learning. One follow-up session has occurred to date with another planned for the end of November.

During these follow-up sessions discussions are extended on one topic which has been the focus of efforts in the interim period. Participants report on a related idea or strategy they have tried in their school; how the idea/strategy was received in the school and how they felt as leaders. For example, in August, participants

identified the initial staff meeting of the year as a real "moment of truth" in that it could set the tone for how the school staff would interact as a team. Many talked of the timing of the meeting, the atmosphere, the agenda, the effectiveness or ineffectiveness of their past experiences. All committed to trying something new –; applying the principles and learning from shared experiences they had worked through in the summer institute. During this follow-up reporting the room was electric with ideas and people were excited about the results. The next meeting will include a similar report on ideas/ strategies that were tried to strengthen the school team.

This is truly a work in progress. Throughout the year the partners will be constantly recording successes and ideas about how the program can be improved. It is an exciting venture for everyone. It is hoped that the result will be a program that principals and vice-principals throughout the province will be able to avail of. The intent is to field test the program next year, and following that to make it available to other school districts.

For more information contact [Beverley Park](#), NLTA Administrative Officer, Professional Development, 1-800-563-3599 or 726-3223, extension 244.

EDUCATION WEEK 2000

The Education Week Committee would like to use this opportunity to announce the theme for Education Week 2000 and ask all schools to become involved.

This year's theme is "Get Together! Give Together!" and was chosen to coincide with the "Our Millennium" project, an initiative of Community Foundations of Canada. Our Millennium is a nationwide project which encourages Canadians to come together in our communities to contribute gifts to the future.

The Committee has been meeting regularly to finalize plans for the week including an opening ceremonies, resource materials, logo, posters, stickers, and bookmarks. We have forwarded a copy of a Catalogue of Possibilities to each school principal, branch president, and special interest council president.

This year's theme "Get Together! Give Together!" allows you to join with others in your community to reflect on the future and decide where and how you can give back to your community. Activities don't have to be limited to Education Week but can be year long.

We hope you will take part in our Education Week activities and make the week truly a celebration of education.

Kim Gosse
Dolly Oldford
Co-chairs
Education Week 2000 Committee



FEBRUARY 14, 2000

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 \$580,000 to the Janeway. That's something for us to be proud of!

Make sure you participate in Janeway Day 2000; here's how:

BEFORE FEBRUARY 14th...

- 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 14th...
- Ask students (and teachers) to forego the equivalent of recess monies for this one day. (That's their donation to the Janeway.)

AFTER FEBRUARY 14th...

- Principals should deposit the donations and write a cheque to their NLTA Branch President. Branch Presidents will then send a cheque to the NLTA (make 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.

BURLINGTON, GREEN BAY

School earns national recognition

M.W. Jeans Academy in Burlington, Green Bay, has been selected as one of the recipients of the Elementary School Recognition Award.

The winning project was a reading marathon led by Mr. Garland Morris and the elementary students. The project addressed the topic Fostering Student Leadership and has earned national recognition. The school is one of five recipients this year and receives a cash award of \$250. The award is co-sponsored by the Canadian Association of Principals and Premiere School Agendas.

PARSONS POND

School wins national award

St. Francis Elementary in Parsons Pond has won the prestigious National Canadian Association of Health, Physical Education and Recreation (CAPHERD)/Fitness Canada School Recognition Award for Quality Daily Physical Education (QDPE) Programs for the last five years (1994-95; 1995-96; 1996-97; 1997-98; 1998-99). In doing so, St. Francis Elementary joins a select number of schools across Canada that have made a commitment to providing a high quality physical education program for their students. Fewer than five percent of Canadian schools qualify for the QDPE Award each year.

In order to qualify for the award, the school had to satisfy a challenging set of criteria. Physical Education instruction must be offered to all full time students for a minimum of 150 minutes per five day week. There must be a good balance in the types of activities offered and in the time devoted to them within the instructional program. The program must be well-planned and based on a child's growth and development needs. A student evaluation process must be in place.

The School Recognition Award is an ongoing program of CAPHERD and Fitness Canada and is supported by the Provincial Ministers of Education, the Canadian Medical Association, the Canadian Home and School Teacher Federation, and over 70 percent of Canadians (Gallop Poll, 1990).

ST. JOHN'S

School promotes spirit and pride

On October 1 a day full of fun activities for students, teachers, staff, parents and friends was held at Holy Cross Elementary School in St. John's. The day began with a prayer service in the gym, followed by a cake cutting ceremony. The cake was cut by Principal Jean O'Neill together with two of the schools' special guests –; Ms. Jane Haynes from VOCCM and Constable Ralph Mitchell from the Royal Newfoundland Constabulary.

The school then held a neighborhood parade led by Ms. Haynes. Students waved hand made flags and banners as they walked along the parade route. Recess was provided as teachers made cakes for all the students. Complimentary drinks were also provided. The day continued with a host of fun outdoor activities including sack races, relay races, team races and other fun games.

"The event brought our whole community closer together and allowed the teachers, students, staff and parents a chance to have fun together and get to know one another a little better," said Ms. Danielle Spratt, Kindergarten teacher and one of the organizers of the event. "Not to mention build a sense of school spirit and pride in Holy Cross. It was also an opportunity to keep a tradition alive in the next generation of Holy Cross Crusaders."

SAINT-JEAN

Deux journées de perfectionnement pour le CSFP

Les 30 et 31 août dernier à l'École française de Saint-Jean, plus de 30 enseignants francophones de la province ont participé à deux jours de perfectionnement qui portaient sur la gestion de la classe et la francisation.

En juin dernier, cinq thèmes ont été suggérés au personnel enseignant, soit la francisation (les démarches et les outils), la motivation en contexte scolaire, une gestion de classe plus respectueuse des différences, le travail en projet et l'évaluation des apprentissages dans le contexte des données de la psychologie cognitive. Les enseignant-e-s avaient alors souligné leur préférence par l'entremise d'un sondage.

L'atelier sur la gestion de classe plus respectueuse des différences avait pour but de faire connaître les outils organisationnels susceptibles d'aider l'enseignant-e à gérer les différences dans la classe et d'offrir les démarches et les stratégies pour faciliter l'expérimentation des instruments proposés. La gestion de classe participative s'inspire des nouvelles approches en éducation. La devise pédagogique "faire avec " ou "donner du pouvoir à l'élève " inspire les interventions pédagogiques des enseignant-e-s adeptes de ce modèle. Le climat, le contenu, la gestion des apprentissages et l'organisation de la classe sont les quatre composantes de la gestion de la classe participative explorées lors de l'atelier.

Par la suite, les enseignants et enseignantes ont dégagé trois pistes d'expérimentation qui retiennent leur attention et qu'ils ont le goût de développer. Par exemple, le tutorat, les règles de vie et les regroupements d'élèves dans les classes multi-âges ont soulevé l'intérêt du personnel enseignant.

Les objectifs de l'atelier sur la francisation étaient de faire connaître les démarches et les outils pour répondre aux besoins pédagogiques des élèves qui doivent bénéficier de mesures de francisation afin d'atteindre avec succès les résultats d'apprentissage rattachés aux programmes d'études de l'école française.

En ayant recours à plusieurs formes de médias, l'animatrice a proposé des activités de communication orale ou écrite pour répondre aux besoins et aux intérêts des élèves.

Par la suite, les enseignants et enseignantes ont dégagé les priorités à travailler dans le cadre du dossier de francisation, telles que la planification, l'évaluation et la gestion de classe.

Les ateliers n'auraient pas pu se tenir sans le soutien de trois partenaires du monde de l'éducation, soit l'Association des enseignants et des enseignantes de Terre-Neuve et du Labrador (NLTA), le Centre de leadership en éducation (programme de formation pancanadien) et le Conseil scolaire francophone provincial de Terre-Neuve et du Labrador.

Conservation Education Project

The Newfoundland and Labrador Conservation Education Project is a project initiated by the Protected Areas Association of Newfoundland and Labrador. This project responds to the need identified by the Department of Education, teachers, and students for educational materials (French and English) to supplement curriculum resources on conservation topics of local interest; including the rationale for the protection of biodiversity, the distinct ecoregions in the province, and information on native plant and animal species, with reference to endangered species.

The project will provide all teachers in the province from Grades 4 to 12 with Science-based educational materials, resources and lesson plans matched to provincial curriculum objectives. The end product will be 500 teachers' guides distributed to all school resource centres in the province. In addition, classroom presentations and in-services will be available to teachers.

In producing the teachers' guides, the project will be guided by an eight-member Advisory Committee and several e-mail consultants from Newfoundland and Labrador. Specialists from the Department of Education will be represented on the Advisory Committee to ensure that all resource materials match the provincial curriculum.

An invitation is extended to teachers who are interested in becoming a member of the Advisory Committee or an e-mail consultant. In addition, if you would like to submit activities, lesson plans, or assignments that you feel would benefit the students in Newfoundland and Labrador, please contact Joy Carter, Curriculum Developer, at 709-747-0024 or by e-mailing: joycarter@roadrunner.nf.net.

Getting the Message Out program

Newfoundland and Labrador, once the most economically challenged province in Canada, is quickly becoming an economic trail blazer. In 1998 the province's Gross Domestic Product (GDP) was the highest in Canada and is expected to lead the pack again in 1999.

This is impressive. What is even more impressive, and refreshing, is to look behind the statistics and take a glimpse at some of the companies behind these positive economic indicators, which is what the Getting the Message Out program does.

The Getting the Message Out program is a joint initiative delivered by MUN work term students at the Department of Development and Rural Renewal in cooperation with Human Resources Development Canada. This program (GMO for short) shares the province's success stories with students, educators, business people and community groups all over the province.

The presentation information has been updated for the upcoming school year and the format has improved tremendously. A new video is being produced and a new PowerPoint presentation with animation has been developed. Program presenters are ready to go and are looking forward to speaking to students throughout the province.

Presenters for high schools for the September to December term have been hired and are: Steve Butler, Diana Cose, Paul Currie and Crystal Gosse. The areas targeted for this term include the Notre Dame Bay area, the south coast of Labrador, the Northern Peninsula, the South West Coast of the Island and the Bay d'Espoir area. As well, Youth Info Fairs will be covered in Labrador City, Corner Brook, Grand Falls and Gander.

If you would like further information or wish to book a presentation call 709-729-6624.

Hackmatack program begins

More than 1,200 students in Grade 4 to 6 classrooms around the Atlantic Region of Canada have already started reading the 20 titles (10 fiction, 10 nonfiction) on the list for the 1999-2000 Hackmatack Children's Choice Book Award. This program has been established to promote the reading of high-quality Atlantic and Canadian children's literature at the upper elementary level. It will be followed by an election where student participants vote for their favourite authors who will receive the Hackmatack Award at a ceremony in May 2000.

The Hackmatack Award has been developed by a unique partnership, including provincial and regional libraries, teachers' organizations, a writers' federation and many other provincial and Atlantic organizations. Children's bookstores are able to sell (and ship) sets of the 20 titles for approximately \$190.

For more information, connect to the Hackmatack web site via the link at www.nstu.ns.ca or fax for the information and registration package to "Hackmatack Info" at 902-462-6047. Remember to include your name and fax number.

CANADA

Communities@ca competition

The GrassRoots Communities@ca competition returns for a second year. Participation is fun and rewarding celebrate what makes your community special through a web site you and your students build together. You could win prizes for your school and national recognition for your community.

Join the thousands of teachers and students already involved in building this unique and valuable Canadian resource. Register today at www.communities.ca and while you're there, take some time to travel to the more than 100 communities currently showcased. Watch for this year's Millennium Challenge. Through initiatives like GrassRoots Communities@ca, Industry Canada is helping Canadians to innovate, connect and prosper in the new millennium.

A&E Canadian Teacher Grants

A&E Television Networks have launched the 2000 A&E Canadian Teacher Grant program to recognize teachers in Canada who apply innovation in the classroom. The millennium program will honour and reward teachers who develop creative and enriching methods of instruction inspired by quality A&E productions with savings bonds, travel, and a VCR and video tape library.

To participate, teachers create a unique classroom project using A&E programming. Each entry will be judged by an independent panel of educators, education advocates and television professionals on the basis of four key criteria: teaching objective; integration of A&E programming into curriculum; innovative approach; and benefit to students.

The first prize, a \$2,000 grant, will be awarded to the winning teacher. Additional grants of \$1,500, \$1,000 and \$500 will be presented to second, third and fourth place winners. In addition, a colour TV, VCR and an A&E Video Library will be donated to the school of each prize winner. Grant winners will receive an all expenses-paid trip to Ottawa for an awards ceremony to be held in May.

Teachers can obtain registration forms by calling 1-800-722-6146 or writing to: A&E Canadian Teacher Grant, P.O. Box 3690, Markham Industrial Park Station, Markham, ON, L3R 3L0. The deadline for submission is March 31, 2000.

The A&E Canadian Teacher Grant is an extension of A&E Classroom, which was established to provide educators with quality educational information to help enhance basic skills and present complex material. It matches A&E productions with the curriculum needs of schools through commercial-free cable programming on literature, performing arts, history, biography and more. Programming is complemented by A&E Study Guides, which identify curriculum and grade appropriateness.

Girls@Play Grant-A-Week Program

The Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) and NIKE have partnered in an exciting opportunity to enable girls and women to get off the bleachers and sidelines and into the game.

Grants of \$100 to \$200 will be awarded each week for two years to female athletes, coaches, officials, and sport and recreation organizations to help make their sporting dreams come true.

The Grants will be awarded to individuals, teams, and event organizers to offset costs related to training, travel, equipment, uniforms, tournaments, events, child care, and manuals and resource materials.

Applications are accepted on an ongoing basis. Application forms are available by contacting: CAAWS, 1600 James Naismith Drive, Gloucester, ON, K1B 5N4; Tel: 613-748-5793; Fax: 613-748-5775; web site: www.caaws.ca; e-mail: caaws@caaws.ca .

FOOD SECURITY NETWORK

by John Greene

Food security, you say? That term has been debated right from the beginning. Some people would have preferred the term "anti-hunger" but we have been preceded in the field by numerous organizations both nationally and internationally. And they have all opted for the food security term. The lead has actually been taken by the United Nations who have not only adopted widespread use of the term but have defined it in the following manner: "Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life". We have adopted this as our working definition and have incorporated it into our constitution. It's an all-embracing definition whereas anti-hunger, by contrast, implies specific and limited objectives such as producing and/or distributing food to low-income participants. Food security on the other hand advocates the equivalent of a public health approach which is more prevention-oriented. At the same time it incorporates the vision of an environmentally sustainable community based food system grounded in local agriculture.

And the Network? Well, in 1997 dietitian Annette Stapenhorst conceived the idea of forming some type of provincial organization to combat the ever growing menace of food insecurity, which threatened to grow completely out of control in this province. Together with colleague Jane Aucoin and nutritionist Margie Coombes of St. John's Community Health they contacted a number of interested organizations and individuals. The result was the formation of a steering committee at a public meeting on November 12, 1997 and on April 2, 1998, the Network was founded. The first Board of directors elected consisted of: Annette Stapenhorst, John Greene, Margie Coombes, Susan Kettle, Anne Marie Lewis, Keith Davis, Susan Green, Cheryl Hebert, and Dr. H.W. "Bud" Hulan. The membership consists of individuals and organizations across the province who are interested, or have a stake, in food security. To date approximately 40 organizations have joined such as: The Community Health Boards, the Newfoundland and Labrador Association of Social Workers, MUN's School of Social Work, The Newfoundland Dietetic Association etc. If you would like to join please contact us as soon as possible.

What will the Network do? From discussions to date there has been a consensus that food insecurity can only be beaten if the general public are made fully aware of its full effects in all their implications. Therefore we have been engaged in searching for sources of funding to sponsor studies on the physical, social, emotional, mental and spiritual effects of hunger on the individual, the family, and the community at large. In the interim we have been engaged in two efforts to forward the aims and objectives of the organization: (1) networking by means of teleconferences with dietitians, nutritionists, nurses, family care workers and others around the province towards expansion of the organization provincially; as food insecurity is a provincial problem it is imperative that regional branches be founded throughout Newfoundland and Labrador. Once accomplished we hope to link up with other national and international organizations in the same field; (2) forwarding our "Transformation of Food Banks" strategy. The latter is based on the premise that food insecurity will not be solved until both food bank consumers and personnel are actively involved in working towards a solution of the problem. Thus we hope to transform food banks into agents of social change as well as acting in the short term as instruments of charity. The discussion on that strategy is an ongoing one.

The Y2K Problem and Why It's Important

THE MILLENNIUM BUG

by Kevin B. Andrews

Given our natural fascination with disaster movies and stories of impending doom, it comes as no surprise that the Year 2000 computer challenge has captured wide-ranging interest. At one end of the spectrum are those who embrace, even relish, the concept that Year 2000 problems will bring down our socioeconomic structure. Then, there are those at the other who continue to ignore the possible impact on business, services, and social order. The fact is, no one knows for sure what will happen because it's a unique event in history. Our best judgment is that there will be some disruption and some impact on the economy, but certainly no "nuclear winter" with a return to an agrarian society.

The Date Effect

The Year 2000 problem could more appropriately be called the date effect. This event would have occurred in 1900 as now, had computers been a big part of our life in the 1800s. It is just a coincidence that our reliance on computers and the change of centuries are occurring within the same time frame. The culprit in the date effect is the century indicator –; the first two digits in the four-digit year. Much of the hardware and many applications were designed to use two digits to indicate year in a date. The last two digits in the date "01/22/63", for example, we understand as 63rd year in what we assume to be the 20th century. But a problem arises with assumption as we start dealing with dates across centuries. When we reach the year 2000, 00 could be interpreted as 1900 or 2000. And, of course, in date-sensitive calculations, the century cannot be an either/or proposition.

You probably know a word processing file with a save date of 12/12/00 which was saved in the year 2000 and not in 1900. But what about earnings, compounding, and payments on a fund that was established in 1980? Where does the trust fund go when the system used to manage it says, "if my computer system clock says it is 00, then it must be 1900?" If the computer reads 00 as 1900, then the trust fund doesn't exist. If the computer reads 00 as 2000, the trust fund still doesn't exist unless the system can also recognize 1900, the year in which the trust fund was set up.

Other problems resulting from the date effect occur when dates are used to determine the day of the week or initiating a complex process based on dates or a combination of dates and conditional criteria. The day of the week issue is an easy one to understand; Jan. 1, 1900, was a Monday, but Jan. 1, 2000, will be a Saturday. So, if you have a noncompliant employee work-scheduling application that uses the date to calculate the days of the week, you may find that the application schedules workers on Sundays when the business is closed. Similar day-of-the-week calculations can create havoc with certain payroll mechanisms, paying employees every Friday, for example. Missing a payroll day probably would not be the end of the world for most companies. However, when day-of-the-week calculations are an integrated part of a company's method or organization, the implications of not being Y2K ready becomes a more critical issue.

An Ageless Problem

Dates are also used in calculating age and time/money functions. Ever notice that most forms such as insurance and loan applications, even a hospital admittance form, ask when you were born? In some instances, there may be a genuine need to know your date of birth. For the most part, the big deal about getting your date of birth is not the date itself, but to use it as a key value in a mathematical function that enables a computer to figure out how old you are. Say you were born July 4, 1966, and it is now July 4, 2000. The system would subtract 1966 from 2000 and determine that you are 34 years old.

The leap year adds another wrinkle to the Y2K math. Every year divisible by 4 is a leap year with the exception of years that are divisible by 100; however, the exception to the exception is that years divisible by 400 are leap years. Therefore the year 2000 is a leap year, which means it will have 366 days. But 1900 was a non-leap year, with 365 days. So, to do any type of precise calculation involving number of days, for example, one that involves daily interest that spans the bridge between the two centuries, a computer system will need to understand there is an extra day, specifically, Feb. 29, 2000, that must be considered.

BIOS Update Best

Although the safest approach to hardware compliance is physically replacing or upgrading the BIOS (Basic Input/Output System), there are several software products available to check compliance and provide third-party fixes to the hardware problem.

The date effect in PCs is small potatoes compared to problems in large company computer mainframes generally because big businesses handle key mission-critical roles in Canada. In any given corporation, there can be hundreds, even thousands, of applications containing millions of lines of code that often are written in early computer languages, such as COBOL and FORTRAN. Many were developed in-house, and have been patched and tweaked over the years without documentation and source code. Too often, the original programmers have moved on. To make these mainframes Y2K compliant would mean going over thousands of lines of computer code (reverse-compiling) to discover and figure how dates were handled.

What Y2K-Ready Means

Whether you are dealing with mainframes, PCs, or both, even the definition of century date compliance can be up for grabs. Definitions can vary by industry, by organization and by hardware and software vendor. Most Y2K experts conclude the financial industry has probably done the best, both defining the challenge and taking action to ready their systems for the new millennium. Banking operations involve interest computations, transaction fees, payments and transfers, and other money/date operations.

Also, the banking industry is heavily regulated; there are at least four separate regulatory organizations that are interested in bank Y2K readiness, which adds a measure of not always present in other industries. In effect, most major banks have been working toward Y2K readiness since 1992.

Process Of Repair –; Is There a Solution?

The specific strategy used for addressing Y2K depends on to what degree a computer system is able to handle the Year 2000 in its current state. When a system simply is incapable of handling dates beyond 1999 and cannot do what it was designed beyond this date marker, then there is no alternative but to replace or retire it. In systems that are technically adequate but functionally impaired, it is often possible to install an update or new version of an application that is Year 2000 ready. With regard to home PCs the dreaded year 2000 (Y2K) bug can create minor problems. The good news is that many home PC problems are easy to mend. Hardware and software vendors are already offering many Y2K patches and fixes/tricks, and where they fail, third-party vendors are filling the void. One trick is to reset your computers to 1972, the last year that resembled (in calendar terms) the year 2000. Possibly the most difficult Year 2000 fact we have to come to terms with is that there is no single solution. From time to time the nightly news will bring up a possibility that a teen-age hacker has discovered a magic fix. But we need to understand that a single solution is not possible and there are no real answers to every Y2K problem out there.

Kevin B. Andrews, B.A., B.Ed., is a High School Technology teacher at Beaconsfield High School in St. John's. Kevin can be reached at kevin@bhs.k12.nf.ca.

Swapping Education for Infotainment

YOUTH NEWS NETWORK

by Erika Shaker

Imagine this scenario: a private company approaches a school and offers the loan of free audio/video and computer equipment over a five year contract. In return, the school must consent to a mandatory daily broadcast of 2H minutes of advertising. Attendance records will be provided on demand to the private provider to guarantee the precise numbers of the target audience –; in this case, the student market.

What would you –; as parents, as teachers, as taxpayers, as students, as citizens –; say to this trade-off? I'd wager that the vast majority of the population would recognize this act as a blatant attempt to target the youth market during school time, on school property, at the expense of public dollars and the public's trust.

But this is precisely the initiative that AEP (Athena Educational Partners) is proposing to schools across the country –; with one difference. The 2H minutes of advertising will be interspersed with 10 minutes of "current events", in a program entitled YNN (Youth News Network).

Athena is owned by the Montreal-based Telescene Film Group, and in addition to their president and vice-president (Robin Spry and Paul Painter), Telescene and Athena share the same mailing address. While Telescene has years of experience in producing entertainment for an international audience, it has no experience in producing educational content –; as evidenced by YNN's pilot broadcast, which was not only simplistic in its coverage of issues, but frequently inaccurate. This is significant, considering Athena's intent, as stated on their website, to be in 400 classrooms by this fall –; although expectations and numbers have since been lowered to 30.

Telescene explains its \$500,000 interest in YNN as follows: "[Telescene] believes YNN will be a success, creating significant value relative to its investment; it will enable [Telescene] to test concepts for teenage programming; and it will develop closer relationships with advertisers." YNN itself is an advertisement for Telescene; "cast" in the role of the YNN anchors are two of the stars from "Student Bodies," one of Telescene's more successful television shows aimed at youth.

Many organizations –; including the Canadian Association of Home and Schools, the Canadian Teachers' Federation, the Ministries of Education in Prince Edward Island, Nova Scotia, New Brunswick and British Columbia –; have expressed their concern and outrage at such blatant commercialization of Canadian classrooms.

The "cost" of the equipment loaned by Athena is cited at approximately \$150,000. But the time in which YNN is to be viewed by students is not "free." It has been provided as a result of taxpayer dollars, and its value to students and communities is well beyond that of Athena's equipment. And, while Athena claims that students are not "forced" to watch the commercial program, attendance/audience numbers are required by Athena, and the equipment may be pulled out if advertisers believe they are not adequately reaching their target market.

YNN, and its American prototype Channel One (which charges advertisers U.S. \$200,000 per 30-second spot for an exclusive presence in 40% of American schools), is evidence of the growing belief that schools, like the rest of our society, must adapt to the rules of the marketplace. Rod MacDonald, president of YNN, claims "the education system is changing. Schools are no longer the hallowed halls of sacred public trust they used to be." On the contrary, it is precisely because schools are still such trusted institutions that in-

school marketing initiatives are so financially lucrative –; and so inherently wrong.

YNN is a blatant manipulation of our educational system. As schools are increasingly underfunded, they are becoming less resistant to commercial and corporate initiatives, which often involve some donation of equipment or money in return for an exclusive marketing opportunity. Marketers explain that the classroom is one of the most effective environments in which to target young consumers: attendance is mandatory, the classroom is trusted, the teacher becomes an effective corporate spokesperson, and the corporate donor receives positive P.R. as a result of an extremely grateful community. It's no accident that corporate educational initiatives are called "strategic philanthropy."

In a climate of technolust and "partnerships," of school underfunding, and mass commercialism, the YNN initiative sets a dangerous precedent. Once we open the schoolhouse door and expose classrooms and students to the commercial exploitation of education, standards have been set. And, unfortunately, there will always be predators who will rise –; or, more accurately, sink –; to the occasion.

Erika Shaker is Director, CCPA Education Project, Canadian Centre for Policy Alternatives, Tel: 613-563-1341; Fax: 613-233-1458, e-mail: erikas@policyalternatives.ca.

What Educators Can Do About YNN

The following is adapted for use in all provinces from a memo sent by the B.C. Teachers' Federation to its Local Association Presidents in January 1993.

- Inform association members about the Youth News Network and about the educational implications of this issue.
- Bring motions in opposition to YNN to your local association executive.
- Ask your members to monitor YNN's approaches to their schools and to report indications that their schools might be considering contracts with YNN.
- Even prior to approaches from the Youth News Network, encourage your board to adopt policies opposing YNN in particular, and commercial intrusions into the classroom in general.
- Meet with members of local parent groups and inform them of issues surrounding YNN.
- Write a letter to the Minister of Education expressing your opposition to YNN and calling for a clear ministerial policy banning contracts between school boards and YNN.

For further information on the YNN campaign, educators can contact the Canadian Association of Media Education Organizations at pungente@chass.utoronto.ca.

Taping Radio and TV Programs

A SURVEY ON COPYRIGHT

by Wanda Noel

On January 1, 1999, amendments to the **Copyright Act** introducing new "exceptions" for educational institutions came into force. An exception permits the use of a work without having to ask for permission or paying a royalty. Two of these exceptions permit educational institutions, and teachers working for them, to copy radio and television programs under very specific conditions.

What do these exceptions say?

Under the first exception, an educational institution, or a person acting under its authority, may copy "news" and "news commentary" from radio and television programs and use the copy, on the school premises, for education and training purposes. "Documentaries" are specifically excluded from this exception. The following rules apply:

- The "news" or "news commentary" program can be copied only at the time the program is aired.
- The audience viewing or listening to the recorded program must consist primarily of students of the educational institution.
- The copy can be made and shown an unlimited number of times for up to one year from the date it is made. After one year, it must either be erased or paid for.
- The educational institution is required to provide information to the copyright owner, or a collective representing the owner, about when the copy was made and erased, when it was used, and the information marked on the tape itself.
- Copies that are not erased after one year will be subject to payment and terms and conditions relating to the use of the copy.

The second exception lets an educational institution or a person acting under its authority make a copy of any other type of broadcast program (i.e. those that are not "news" or "news commentary" programs). The rules are similar to the first exception, but the time lines are shorter.

- The copy can only be made at the time the program is aired.
- The copy may be examined for up to 30 days to determine whether it will be used for educational purposes on the premises of an educational institution.
- After 30 days, the copy must either be erased or paid for.
- A copy kept longer than 30 days may only be listened to or viewed by an audience consisting primarily of students of the educational institution.

For both exceptions, the Copyright Board, an independent tribunal established by the Copyright Act, has the authority to set the amount of the payment and the terms and conditions of use once the permitted free uses under the exceptions are no longer possible.

Collective Societies

There are many different collective societies already operating in the education market. They administer rights provided under the **Copyright Act** on behalf of copyright owners and rights holders who are members of the collectives. The best known collectives are CANCOPY and COPIBEC. Two other collectives, the Visual Education Center (VEC) and Audio-Ciné Film Inc., license the public performance of some audiovisual material in schools.

The Educational Rights Collective of Canada (ERCC) is a new collective formed for the purpose of collecting royalties for off-air taping by educational institutions. On March 31, 1998, ERCC filed with the Copyright Board a statement of proposed royalties to be collected from educational institutions in Canada for off-air taping for the year 1999 to 2002. In 1999, a second collective, Société du droit de reproduction des auteurs, compositeurs et éditeurs au Canada (SODRAC) filed a separate statement of proposed royalties for the years 2000 to 2002. SODRAC is not a new collective; it has been licensing reproduction rights for several years.

These two applications have triggered a legal process directly affecting all educational institutions in Canada. At the end of this process, educational institutions taping radio and television programs not covered by the exceptions in the **Copyright Act** will have to pay copyright royalties. The Canadian Teachers' Federation, along with many other educational organizations, filed objections to the proposed tariffs with the Copyright Board. In this way, they established their right to participate in the process of setting royalty rates and the terms and conditions for off-air taping by educational institutions.

Why a Survey?

The Canadian Teachers' Federation, in conjunction with the Council of Ministers of Education, Canada, and the Canadian School Boards Association have arranged for a survey to be conducted in the fall of 1999 by a research firm, Circum Network Inc. Individual teachers from across Canada will be selected at random to participate in the survey. The answers provided by individual teachers will remain confidential, and it will be impossible to link individual teachers to a particular answer. We need your help to get the required information.

Accurate information about the kind of radio and television programs teachers tape, and how they use the tapes in their classrooms, is critical to establishing fair and equitable tariffs by the Copyright Board and to ensure that teachers' needs are taken into account. As well, in order to implement the new provisions in the copyright law, ministries and departments of education and school boards need to know the extent to which teachers tape radio and television programs, as well as which programs are being taped and how they are used in the classroom.

Ministries, departments of education and school boards need a true picture of taping practices, in order to build their case for presentation to the Copyright Board and to decide how best to implement the new exceptions in the copyright law. Over the next few months, all teachers should pay particular attention to what they tape and when and how they use these tapes. And if the representative from Circum Network asks for your input, please agree to participate and answer the questions as clearly as possible. The information you provide could make a difference in meeting your needs as well as those of the students you teach.

Wanda Noel is a lawyer in Ontario specializing in copyright law and cultural policy.

AN ENCOUNTER WITH CANADA

by Keith Samuelson

When Terry Fox dipped his artificial limb into St. John's harbor almost 20 years ago, he had no idea of the ultimate impact on our youth.

Since 1982, about 2,500 students and 100 teachers from Newfoundland and Labrador have visited Ottawa to attend a program at the permanent residential conference complex that bears his name.

"Encounters with Canada" is a one-week program of Canadian studies held at the Terry Fox Canadian Youth Centre. The Centre seeks to develop a spirit of understanding and brotherhood among Canadians of all backgrounds. It stands as a tribute to the man **Maclean's** has recognized as the Canadian hero of the century.

The objectives of the program are to bring together young Canadians from different regions and give them an opportunity to learn about one another, to discover their country through each other and to gain a better understanding of Canadian institutions. Students gain "hands-on" experience through participation in group discussions and simulations, multi-media presentations and role-playing. Other activities include special speaker presentations., theme-related visits and guided tours.

A highly motivated and exceptionally well-organized permanent staff work in the areas of recruitment, administration and programs. Each week a team of six Program Monitors –; teachers on loan from school boards across Canada for a period of two weeks, facilitate the daily activities planned by the Centre's staff.

Personally, I found my two weeks as a program monitor exhilarating. I was fortunate to meet up with a colleague from Fogo Island and we enjoyed working with teachers from Nova Scotia, New Brunswick, Prince Edward Island, Saskatchewan and British Columbia. Newfoundland and Labrador was also well-represented in the student population, with participants from St. John's, Bay Roberts, Ferryland, St. Mary's Bay, Gander, Bonavista, Bay De Verde, Corner Brook, Roddickton and Goose Bay.

Monitors are responsible for all the participants and especially one group of about 25 students, acting as hosts, counselors, surrogate parents and friends. Duties include introducing guest speakers, leading discussions, teaching a few classes, supervising visits and participating in recreational and cultural activities. Each teacher assumes the role of Head Monitor one day per week. The Head Monitor co-ordinates all the details for that particular day and ensures that it runs smoothly.

I have vivid memories of my encounter with Canada. It was a privilege to teach the most gifted youth in our country and work with outstanding Canadian educators. The hospitality and efficiency of the Centre's staff speaks volumes about their level of commitment; workshops with eminent scientists, writers and political leaders were of the highest quality. A number of images are particularly memorable: swelling up with pride as a young lady from Bay De Verde brought the house down with her rendition of Newfoundland folk songs in the Variety Show, covering our capital's landmarks with a guide whose high school teacher was the famous Newfoundland writer Art Scammel, author of **The Squid Jiggin' Grounds**, gazing in awe at the L'Anse aux Meadows reproduction in the Canadian Museum of Civilization –; proud that displays of 2,000 years of civilization begin with a depiction of the Viking discovery of our province.

Conferences and workshops are conducted by specialists in the various fields covered in the program. Each year over 300 guest speakers and experts share their knowledge and experience with the 15 to 17 year old participants. Over the years many of them have been enthralled by surprise visits by Prince Charles and Lady Diana, media personalities and rock stars. Every Prime Minister since Trudeau has visited the Centre.

The first part of the program week concentrates on Canadian Institutes and includes visits to Parliament and the Senate as well as guided tours of the national capital's major landmarks and an evening attendance at a significant cultural event. The second part of the week is organized around one of nine sub-themes:

Business and Entrepreneurship, The Canadian Experience, Canada and the World, Journalism and Communications, Science and Technology, Arts and Culture, Law, Sports and Fitness and The Royal Canadian Mounted Police Forum.

Each of these sub-themes provides unforgettable learning experiences for the students. The highlight of Business and Entrepreneurship Week is the "Business Game", where participants set up their own business enterprise in a trade show setting and make decisions related to product development and marketing.

In contrast, the **Canada and the World** sub-theme explores internationally recognized Canadian achievement. This segment's most important event is the staging of the International Conference Challenge at the Department of Foreign Affairs and International Trade.

During Journalism and Communications Week students participate in a media round table discussion at the National Press Gallery, as well as meetings with media personalities, public relations experts, advertising copywriters, political cartoonists and freelance writers.

While **Science and Technology** is the most popular theme, Arts and Culture Week is also well attended due to guests such as Ottawa's own Alanis Morissette. "Arts Alive", a series of workshops that bring together over a dozen professional artists to the Centre, provides an opportunity for students to work with established artists in the fields of song writing, sculpture, drawing, improvisation, magic and dance. Participants experience one of the world's greatest collections of art at the National Art Gallery and attend performances at the National Arts Centre and the Great Canadian Theatre Company.

The **Law** sub-theme features discussions with lawyers, judges, criminologists and policemen on specific issues such as prejudice and discrimination, criminal law, human rights and the Charter of Rights.

Sports and Fitness focuses on the promotion of fitness as a lifestyle and gives participants the opportunity to exchange ideas with professionals in a number of sports disciplines. Students experience such diverse activities as wall climbing, laser tag, water polo, fencing, and karate.

The Royal Canadian Mounted Police, like the Royal Canadian Legion, are major supporters of the program. The **R.C.M.P. Forum** offers students the chance to influence police strategy on youth issues and community policing. In particular, the "Commissioner's Forum" attempts to improve youth and police relationships by making a connection with other elements in the community such as seniors, business people and social workers.

The **Encounters with Canada** program exemplifies democracy in action as the offspring of wealthy industrialists and the political elite make friends with the children of laborers and fishermen. Racial, economic and political barriers dissolve in this heady atmosphere. Our students from small outports and larger centres bonded with sophisticated urbanites from Vancouver, Calgary and Toronto, solid and mature farmer's daughters and sons from Saskatchewan, Native Manitobans –; gentle, strong and proud, Quebecers who were patriotic Canadians and, naturally, hearty, down-to-earth Cape Bretoners.

The spirit of the greatest Canadian hero of the century is alive and well and living in our province.

Keith Samuelson teaches at Prince of Wales Collegiate in St. John's.

1999-2000 School Board-Teacher Liaison Committee NLTA Representatives

The following are the NLTA representatives on the 1999-2000 School Board-Teacher Liaison Committees. These committees are established in accordance with Article 5 of the Collective Agreement (Article 16 in Labrador West) to provide the opportunity for teachers to discuss, with representatives of their employer, local issues such as board policies, physical conditions of the school, curriculum issues, and holiday schedules, that impact on their work life yet are not grievable items under the Collective Agreement. Your Association sees these Committees as being valuable avenues for dealing with employer/employee issues at the local district level.

District #1 - Labrador

Dion Burry, Nutak Labradorimi
Davis Inlet A0P 1E0

478-8812 (s); 478-8947 (h); 478-8828 (f)

Stephen MacDonald (C), Lake Melville,
PO Box 474, Stn C, Happy Valley-Goose Bay
A0P 1C0 896-5315 (s); 896-0875 (h); 896-4885 (f)

Dave Gatehouse, Coastal Labrador South
PO Box 7, Cartwright A0K 1V0

938-7291 (s); 938-7268 (h); 938-7467 (f)

District #1 - Labrador West area

Darryn Cramm (C),
PO Box 633, Wabush A0R 1B0
944-7731 (s); 282-3378 (h); 944-3105 (off f)

Nelson Larson,
50 Alderdice, Labrador City A2V 2M7
944-7731 (s); 944-5769 (h); 944-6834 (f)

Katherine Burgess,
PO Box 492, Wabush A0R 1B0
944-7731 (s); 282-6650 (h); 944-6834 (f)

District #2 - Northern Peninsula/Labrador South

Ernest Simms, Aurora
PO Box 241, St. Anthony A0K 4T0
454-8324 (s); 454-0026 (h); 454-0003 (f)

Denise Morris, Coastal Labrador South
Mary's Harbour A0K 3P0
921-6245 (s); 921-6367 (h); 921-6358 (f)

Rudy Porter, Bremco
PO Box 206, Englee A0K 2J0
866-2326 (s); 866-2779 (h); 866-2120 (f)

Glenn MacArthur, Ingornachoix
PO Box 222, Port Saunders A0K 4H0
861-3624/5 (s); 861-3086 (h); 861-3206 (f)

District #3 - Corner Brook/Deer Lake/St. Barbe

Gary Wilcott, Deer Lake
24 Walsh's Avenue, Pasadena A0L 1K0
686-5091 (s); 686-5309 (h); 686-5654 (f)

Bill Chaisson, Humber
9 Stonehenge Place, Corner Brook A2H 3B4
634-5258 (s); 634-5415 (h); 634-5413 (f) (h)

Diane Curtis (C), Taylor's Brook
PO Box 147, Jackson's Arm A0K 3H0
482-2413 (s); 459-5451 (h); 482-2413 (f)

Jean Murphy, Long Range
Cow Head A0K 2A0
243-2252 (s); 243-2064 (h); 243-2169 (f)

Irene Martin, Table Mountain
PO Box 106, Woody Point A0K 1P0
453-2206 (s); 453-2503 (h); 453-2460 (f)

District #4 - Stephenville/ Port aux Basques

Cynthia Downey (C), Appalachia
PO Box 416, Stephenville Crossing A0N 2C0
646-2971 (s); 646-2860 (h); 646-2996 (f)

Bruce Burton, Port aux Basques
PO Box 24, Port aux Basques A0N 1K0
695-3551 (s); 695-2850 (h); 695-9704 (f)

Ruth Tucker, Burgeo
PO Box 66, Burgeo A0M 1A0
886-2543 (s); 886-2786 (h); 886-2731 (f)

Hartley Cutler, Rameaux
PO Box 114, Rameau A0M 1N0
625-2283 (s); 625-2567 (h); 625-2151 (f)

District #5 - Baie Verte/ Central/Connaigre

Ellis Stuckless, Baie Verte Peninsula
Baie Verte A0K 1B0
532-4288 (s); 532-8221 (h); 532-4199 (f)

David Milley, Exploits Valley
210 Lincoln Road, Grand Falls-Windsor A2A 1P8
489-5608 (s); 489-9537 (h); 489-1473 (f)

Allan Spencer (C), Belleoram-Wreck Cove
Box 2, Site 4A, English Hr. West A0H 1M0
888-3426 (s); 888-6231 (h); 888-3428 (f)

Harvey Rice, Green Bay
1 Earle's Drive, Springdale A0J 1T0
673-3775 (s); 673-4128 (h); 673-2181 (f)

District #6 - Lewisporte/Gander

Phylis Dyke (C), Trinity-Deadman's Bay
PO Box 131, Badger's Quay A0G 1B0
536-5654 (h)

Gerald Hynes, St. Brendan's
PO Box 13, St. Brendan's A0G 3V0
669-3331 (s); 669-5441 (h); 669-5551 (f)

Dave Wicks, Ganova
43 Grandy Avenue, Gander A1V 1B3
256-2581 (s); 256-7831 (h); 651-2986 (f)

Jim Small, Notre Dame
PO Box 460, Twillingate A0G 4M0
884-5931 (s); 884-5141(h); 884-5281 (f)

District #7 - Burin

Gordon Brockerville (C), Burin-Marystown
PO Box 895, Marystown A0E 2M0
891-2063 (s); 279-2009 (h); 891-1555 (f)

Jackie Maloney, Rushoon-Terrenceville
PO Box 1530, Marystown A0E 2M0
443-2293 (s); 279-4063 (h), 443-2323 (f)

Frank Crews, Granforline
PO Box 813, Grand Bank A0E 1W0
832-2990 (s); 832-2866 (h); 832-0003 (f)

District #8 - Vista

Wayne Dawe (C), Clarenbridge
PO Box 28, Lethbridge A0C 1V0
467-2785 (s); 467-2250 (h); 467-4357 (f)

Dean Ingram, Trinity, T. Bay
PO Box 461, Clarenville A0E 1J0
464-3501 (s); 466-4593 (h); 464-3243 (f)

Carol Ryan, Landfall
King's Cove A0C 1S0
447-6211 (s); 447-3406 (h); 447-2126 (f)

Joe Slaney, Placentia, Our Saviour King Academy,
Southern Harbour A0B 3H0
463-8756 (s); 463-8805 (f)

District #9 - Avalon West

Debra Sparkes-Mercer, Carbonear
PO Box 629, Bay Roberts A0A 1G0
596-5012 (s); 786-2937 (h); 596-5013 (f)

Joe Lafitte, Upper Trinity South
PO Box 121, New Perlican A0B 2S0
582-2861 (s); 583-2328 (h); 582-2041 (f)

Phylis Flynn (C), Conception Bay Centre
Avondale A0A 1B0
229-6474 (h); 229-3381 (s); 229-4282 (f) (h)

Ed Moore, Placentia
PO Box 278, Placentia A0B 2Y0
227-2911 (s); 227-2515 (h); 227-2924 (f)

District #10 - Avalon East

Eugene Noble, Conception Bay South
5A Abraham Street, St. John's A1B 2P7
834-9847 (s); 754-1841 (h); 834-6069(f)

Art Callahan, Waterford Valley

George Tucker (C), Marconi
71 Carpasian Road, St. John's A1B 2R6
754-2440 (s); 753-4001 (h); 754-1805 (f)

Cyril O'Keefe, Southern Shore

145 Hamilton Avenue, St. John's A1E 1J2
745-9731 (s); 579-1000 (h); 745-0607 (f)

PO Box 58, Ferryland A0A 2H0
432-2090 (s); 432-2537 (h); 432-2262 (f)

District # 11 - Conseil Scolaire Francophone

Joseph Benoît (C), Ecole Sainte-Anne,
CP 190 RR#1, La Grand Terre A0N 1R0
642-5771 (s); 644-2804 (h); 642-5164 (f)

Murielle McDonald, Ecole Sainte-Anne,
CP 190 RR#1, La Grand Terre A0N 1R0
642-5771 (s); 644-2037 (h); 642-5164 (f)

Marc Cormier, École Notre-Dame du Cap
CP 170, RR#3, Cap St-Georges A0N 1E0
644-2070 (s); 644-2190 (h) ; 644-2262 (f)

RESOURCES

RCMP Program –; Be Careful, Be Safe

This award winning series of positive, proactive videos are produced by the Royal Canadian Mounted Police in co-production with BCTV and Friday Communications Inc., in cooperation with many other concerned national community organizations, including Block Parents, Crimestoppers International and Block Watch. Now available on video, these one hour programs offer information that will empower us to take a stand against crime and make a difference. Videos in the series are: Safe Children; Youth Violence: What's Out There; Violence Against Women: Breaking the Silence; Safe at Home: How to Lock Out Crime; Personal Safety; and Auto Theft: Reduce Your Risk.

Videos are available for \$23.95 ea. plus tax, shipping and handling. For more information visit www.crimebusters.com or contact P.O. Box 91511, West Vancouver, BC, V7V 3P2, Tel: 604-986-0252, Fax: 604-986-0277.

The Changing Face of Labrador

On May 10, 1999 representatives of the Government of Newfoundland and Labrador, the Government of Canada, and the Labrador Inuit Association (LIA) initialed the Labrador Inuit Land Claims Agreement in Principle.

The Labrador and Aboriginal Affairs Secretariat has developed a power-point presentation accompanied with information packages to be delivered to interested organizations. This presentation provides an overview on the land claims process in Newfoundland and Labrador as well as an overview of the key provisions of the recently signed Agreement in Principle with the Labrador Inuit. The Changing Face of Labrador is the theme of the presentation and discusses frequently asked questions regarding land claims in Labrador and highlights the value of such agreements to all parties involved.

For further information contact Labrador and Aboriginal Affairs Secretariat, Government of Newfoundland and Labrador, Tel: 1-877-788-8822 (toll free); Fax: 709-729-4900; web site: www.gov.nf.ca/laas.

Money and Youth

Developed for youth at the high school level, Money and Youth addresses such important topics as setting goals and objectives, developing a financial plan and budget, making decisions, the impact of personal values, the pros and cons of credit, job search techniques, planning major purchases, and much more.

This resource (and the French-language version entitled Les jeunes et l'argent) has been widely distributed in Canada. In partnership with Investors Group, the Canadian Foundation for Economic Education (CFEE) is making class sets available free to teachers across Canada. The only charge is for postage and handling –; \$12 for 32 books. Money and Youth and a complementary Teacher's Guide can also be downloaded from the Members section of our web site (www.cfee.org).

The Foundation is a non-profit, non-partisan organization that has been working since 1974 to encourage and assist economic and entrepreneurship education in Canadian schools. For a list of resources and programs contact CFEE toll free at 1-888-570-7610, fax: 416-968-0488; e-mail: cfee@interlog.com, web site: www.cfee.org.

Virtues: A Family Affair

Virtues: A Family Affair, the 13-part series taken from the book, provides simple, practical ways for parents to tap into innate virtues, such as kindness, respect and creativity, to bring out the best in their children and in themselves. Real parents and their kids –; from tots to teenagers –; from a broad range of faiths, cultural

and family backgrounds, are shown in actual workshops, putting the virtues into action. The series features dramatized situations in which the virtues have helped, as well as interviews with community leaders and educators who have successfully used the virtues project on a larger scale.

Produced, written and directed by Hilary Jones-Farrow for The May Street Group in association with Vision TV. Begins January 6 at 8:30 p.m. E.T.

Editor's Choice for Resources on the Web

Check out these web sites

www.AandE.com/class

Educators can log on to receive complete programming information and study guides for Cable in the Classroom programming. There are over 200 study guides available on line.

www.nfb.ca/tv

Check out this site for listings and production news for the National Film Board. The site is divided into various sections including education/youth, pre-school, primary, elementary, secondary, post-secondary.

www.nac-cna.ca

The Canada Tour web site is located in the National Arts Centre web site and has an extensive section dedicated to students and teachers. Some things you will find include a downloadable Vivaldi Four Seasons Teacher Resource Kit, on-line video and sound files of the Canada Tour, and educational activities. Check it out!

www.webawareness.org

The Media Awareness Network has a new web awareness site and three new Web Awareness professional development workshops. Both the site and the workshops provide teachers, librarians and parents with practical hands-on activities to give kids the "cyber smarts" they need to make wise and safe on-line decisions.