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**bulletin**

*Newfoundland and Labrador Teacher's Association*

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# EDUCATION NOW

by [Lesley-Ann Browne](#)

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It is one of the most harmful afflictions plaguing the world. It has left hundreds of millions of adults vulnerable and living in poverty. Each year it claims millions of new victims, all of them children. This affliction is illiteracy and the Education Now campaign is aimed at addressing the problem.

The Education Now campaign is launched by three international organizations Education International (of which NLTA is a member), and aid agencies Action Aid and Oxfam International. As you may know, in August of last year the Provincial Executive Council of NLTA endorsed the Education Now campaign.

Ten years after the UN Convention on the Rights of the Child guaranteed education for all children, the promise is still a dream. Over 125 million children, most of them young girls, often never even see the inside of a classroom. Another 150 million children receive schooling of such a low quality and such high cost that they drop out soon after they start.

The Education Now campaign is targeted at government leaders everywhere. It is a global campaign to pressure governments to deliver education for all before the year 2015. It is believed that if these leaders are prodded and pushed they will take action against global illiteracy.

The campaign demands eight years of education for all children and a second chance for adults who have missed out. The campaign is also calling for: better provisions for early childhood education and care; a public commitment of six percent of GNP for education; the mobilization of new resources through aid and debt relief; reform of IMF and World Bank structural adjustment policies; an end to the exploitation of children for their labour; democratic participation of civil society in education; fair and regular salaries for teachers; properly equipped classrooms and a supply of quality textbooks; and nondiscrimination in the provision of education.

According to information from Oxfam, a mere one percent of what the world spends on armaments would be enough to provide education to every single person on earth.

It is often difficult to grasp this issue from a global perspective, and even more difficult to compare what is happening elsewhere to Canada's education system. On the surface, the education system in Canada seems great.

Per capita spending per student in Canada is \$5,083, compared to \$8 in Pakistan. The industrialized countries spend on average \$4,636 in public finance per pupil compared to \$165 in developing countries.

While Canada is consistently ranked one of the best countries to live where education is compulsory and free, there are still areas of concern. One of these is the link between poverty and educational achievement. In its Child Poverty in Canada Report Card 1998, Campaign 2000 found that children in poor families are twice as likely to repeat a grade before the age of 11, more likely to have above average hyperactivity scores, more likely to drop out of school and to face poor employment prospects, twice as likely to have delayed vocabulary scores, and more likely to have low math scores.

There are things that we can do to address these issues. For more information about the Education Now campaign you can contact me at NLTA or get in touch with the local Oxfam office at 709-753-4110 or through their web site at [www.oxfam.ca](http://www.oxfam.ca).



## ON LOCATION

# Provincial / National / International NEWS

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### ROBERTS' ARM

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#### **Investing in the future of students**

"Rewarding students with a debenture for academic achievement is a great initiative by Green Bay South Academy in Robert's Arm. The students receive immediate recognition for good work while being encouraged to continue working hard towards a high school diploma," says Mr. Brian Beson, member service consultant with the Newfoundland and Labrador Credit Union.

Last year, as a newly reconfigured K-8 school, Green Bay South Academy saw the need to revisit and redesign its scholarships and awards policy to reflect a philosophy more compatible with the age level of its students. With outstanding support from individual contributors, local churches and corporate sponsors, the school found itself in a position where it could tangibly promote academic excellence and recognize outstanding academic achievement by awarding fairly substantial monetary scholarships to deserving students. However, rather than give the scholarship recipients the actual money to spend at their discretion, the administration felt quite strongly that it would make more sense to invest in the future of their students by issuing debentures in lieu of cash scholarships.

With overwhelming support from parents and the business community, therefore, GBS Academy in partnership with the Newfoundland and Labrador Credit Union, initiated a Scholarship Debenture Program. The way this program works is that all monetary scholarships valued \$100 and over are invested in individual GICs which are scheduled to mature on the first day of June in the student's graduating year. Furthermore, since these debentures are secured in Trust in the GBS Academy Scholarship Account, access to funds upon maturity must require signatures from two school authorities. The school feels very strongly that this concept models good stewardship and fiscal responsibility.

Green Bay South Academy is proud to congratulate Erika Reid, Courtney Warr, Kimberly Hewlett, Hank Rice, Ashley Reid and Laura Fudge as its first group of debenture holders under this program. The school also extends appreciation and gratitude to the many generous sponsors of its Awards and Scholarships Program.

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### WHITBOURNE

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#### **Youth Centre students win awards and honor war veterans**

On October 26, 1999, the Newfoundland and Labrador Youth Centre held a special awards ceremony for some of its residents. Two of the residents received the Bronze Level of the Duke of Edinburgh's Awards program, while one received awards for completing three of the four sections required for the Duke of Edinburgh's Awards.

The St. John's Maple Leafs sent two of their players, Bobby House and Kevin Adams, to present the awards to the recipients. Brian Rogers of the St. John's Maple Leafs said it was an honour to be part of such an important day for the recipients.

On November 8, students and staff of the Youth Centre gathered in the gymnasium for a special Remembrance Day service. This year's commemoration was dedicated to the memory of Arthur Guy, a former resident of the Whitbourne Boys Home who died in the Korean Conflict at the age of 18.

Participants and guests included veterans and members of the Royal Canadian Legion, Royal Canadian Mounted Police, Royal Newfoundland Constabulary, Canadian Armed Forces, Prince of Wales Chamber Choir (under the direction of Mr. Terry Howlett) as well as Nick and Jan McGrath of the Foster Families Association.

A special award of \$100 and a plaque was presented to a student for his winning entry in an essay contest sponsored by the Foster Families Association. Principal Geraldine Wade accepted a plaque from the Association as well for her part in promoting academic excellence at the Centre.

One of the guests commented, "I've got to say this has to be the most beautiful service I've ever been to, and believe me I've been to a lot."

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## GANDER

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### **Home Economics/Family Studies Council holds workshop**

The Home Economics/Family Studies Regional Workshop was held at Gander Middle School on October 29. One of the speakers at the workshop was Isabel Hall who spoke on "Nutritional Changes in the Wind". Ms. Hall was a great speaker who gave many resources for the delegates to use. Some of these included web sites, resource people to contact in the profession here in the province, ideas about technologically altered foods in the marketplace (otherwise known as Franken Foods), as well as ideas for National Nutrition Month in March.

Another speaker, Judy Wagner, from Gander's Cara House, spoke about real life abuse issues (spousal and child) and how Cara House operates. She also informed the attendees about courses on Dating Violence for Teenagers that are taking place in central Newfoundland schools. Ms. Wagner ended her presentation with her own story of abuse and how she coped and survived the situation.

Those attending the workshop also had an opportunity for networking and show 'n tell. Textbooks were discussed, as well as available and lack of available resources for the programs.

Joy Sceviour, organizer of the workshop, said that overall the workshop was a great success. "We learned a lot from the presenters and each other. Plans are underway for the next workshop and if anyone has any suggestions for topics or wish to help they can contact me."

Joy Sceviour can be reached at 709-884-5931 (school) or fax: 709-884-5281.

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## STEPHENVILLE

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### **Students to compete at National Robotic Championships**

Students from Stephenville High School will compete in the 2000 CANADA FIRST Robotic Games

scheduled for March 2 to 4 at Mohawk College in Hamilton, Ontario. Sixteen students from Grades 10 to 12 will work closely with a team of advisors to design and construct a remote controlled robot which will compete in a sporting event with other robots.

Over an eight-week period Stephenville High's team will design and construct a robot using a CANADA FIRST robotics kit. The students will compete with other student teams in a form of "Robot Games", an athletic type competition in which robots play a sport. The nature of the sport was not to be disclosed until January 8, the designated date for the beginning of the competition. The robotics kit was also to be opened on January 8 by team members all across Canada. The kits were to be opened simultaneously at 2:30 p.m. N.S.T.

Team member Jeremy Nippard got involved with the project because of an interest in engineering and a love for science and creative activities. Grade 11 student Kayla Rotchford is looking forward to learning more about computer technology and robotics.

Students will collaborate with teacher advisors, private industry technologists, engineers, and instructors from the public college system. Students will be responsible for all aspects of the project including design and construction activities, financial accounting, detailed documentation for each phase of the work, the production of two videos, the design and maintenance of a web page, communications, and the presentation of the finished project at the national competition.

Participation in the CANADA FIRST Robotic Games is a major undertaking which can only be accomplished with the support of sponsors. Abitibi Consolidated is the major corporate sponsor for the Stephenville High School Team and is providing financial support as well as the services of personnel expert in technology design and construction. The College of the North Atlantic will assist in the production of the video for the competition. Financial support has also been received from the Provincial Government and the Town of Stephenville.

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## HAPPY VALLEY-GOOSE BAY

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### **School hosts leadership weekend**

Sixty participants and 20 facilitators participated in a fun-filled, high energy leadership weekend at St. Michael's School in Goose Bay on December 3 and 4.

The Leadership Weekend accommodated students from a number of communities in Labrador including Rigolet, Makkovik, Nain, Sheshashit, North West River and Goose Bay. The purpose of the weekend was to develop self esteem, positive attitudes and instill leadership qualities for future use. Through a number of large and small group activities students were dealing with topics such as cooperation, conflict resolution, commitment, trusting, and self esteem, just to mention a few. "Students left feeling energized and good about themselves leaving us with the impression that these type of activities should be happening in all our schools," said Andrew Battcock, a teacher at St. Michael's School.

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## MOUNT PEARL

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### **School launches new millennium**

The month of December was an extremely busy one for teachers and students at Mary Queen of the World School in Mount Pearl. To launch the new millennium, students participated in a Y2Kids reading program. The goal was to read 2,000 books in one week. The students surpassed their initial goal and read 4,131 books

in total with an average of 8.25 books per student.

In keeping with the millennium theme, on December 17 the school's Special Events Committee organized a school assembly where a Time Box Capsule was presented to the school. The capsule was constructed by the Department of Public Works of Mount Pearl and donated to the school. Each student placed a personal message inside the time capsule and it is to be opened on December 17, 2024.

As part of their Christmas activities students collected money and gifts for the Happy Tree and Gregory Donaghey accepted the gifts on behalf of the VOCM Cares Foundation. Money and food items were also collected for the Mary Queen of the World Parish St. Vincent de Paul Society.

Students and teachers at the school had a great time with these fun events and acts of kindness. Students enjoyed reading, donating and presenting gifts to the future and their community.

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## ST. JOHN'S

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### **Music conference a great success**

Musical Connections: Beyond 2000, was indeed achieved, according to delegates who attended the Provincial NLTA Biennial Fall Music Conference, held at Memorial University's School of Music in St. John's from October 15-16, 1999.

The focus of Musical Connections: Beyond 2000, was on current pedagogical techniques and methods that will lead music education into the 21st century. Both delegates and clinicians alike were receptive and enthusiastic with the cutting edge approach to the conference format.

Following greetings from the music council's nationally affiliated CMEA president, Dr. Amanda Montgomery, the conference opened with keynote speaker, Mr. Eric Favaro, Arts Education Consultant for Cape Breton-Victoria Regional School Board in Nova Scotia. He delivered a moving address promoting the importance of the arts and advocacy for the arts especially as it relates to Newfoundland and Labrador.

Delegates then proceeded to take advantage of the various sessions. In addition to tapping into our own local and valuable resource people, a number of clinicians were invited from outside the province. Among them, Dr. Amanda Montgomery, University of Alberta in Edmonton; Dr. Russ Mikkelsen, The Ohio State University, Columbus, Ohio; and Dr. Betty Ann Younker, University of Western Ontario. Local clinicians included: Dr. Valerie Long; Mr. Ki Adams; Mr. Charlie Barfoot; Drs. Andrea Rose and Nancy Dahn; Ms. Rhonda Wicks; Ms. Brenda Beresford; Ms. Doreen Brown; and Ms. Susan O'Brien.

Throughout the conference weekend there were many opportunities for the delegates to see and hear the talents of performing artists from across the province's schools and communities via the cameo and gala concerts. The gala concert on Saturday evening, offered a smorgasbord of wonderfully diverse music performed by equally diverse musicians in age and calibre from across the province. A special musical "in memorium" tribute was made by the Jim Duff Band and Ms. Sandra Sandoval, in recognition of the music education contributions made by the late Mr. Leo Sandoval.

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## NEWFOUNDLAND & LABRADOR

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### **SchoolNet Stellar Support Parents Program**

SchoolNet Stellar Support Parents (SSSP), a joint venture of The Newfoundland and Labrador Federation of



School Councils (NLFSC), Industry Canada, STEM~Net and the Avalon West School District, is working to involve parents in supporting effective Internet/Computer use in Newfoundland and Labrador Schools.

SSSP is a new volunteer program designed to encourage parents to become active in the computer related activities that are becoming a big part of education today. It offers parents an opportunity to develop their skills and help the school at the same time. It provides the unique opportunity for parent volunteers to acquire basic Internet skills so that they, in turn, may assist teachers and students with classroom on-line activities and help them develop and improve skills in information technology.

No previous experience is required and all skill levels are welcome. The trainers are provided; all that is required to become involved is a commitment from a teacher and parents from each interested school.

The "Train the Teachers" approach will be used to engage as many volunteers as possible and training will be initially provided to a lead group of volunteers from the interested schools. These volunteers could be parents, students or community volunteers. Once trained, the initial group of volunteers will become the qualified trainers to roll out more volunteers to help in the schools.

For more information contact Desiree King, SSSP Coordinator at [dkking@stemnet.nf.ca](mailto:dkking@stemnet.nf.ca), Tel: 1-877-739-4845, or visit the SSSP web site at [www.stellar.nf.ca/sssp/](http://www.stellar.nf.ca/sssp/).

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## MONTREAL

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### **Innovative schools**

During the November 5-8 weekend, teams of teachers from Booth Memorial High School and Bishops College in St. John's, Fatima Academy in St. Brides and St. Paul's School in Gander, attended the TeleLearning 99 Conference held in Montreal to received their awards as Charter Members of the Network of Innovative Schools. The schools have been named to the national group of 24 outstanding schools sponsored by Industry Canada through Canada's SchoolNet.

SchoolNet has recognized the innovative approaches of these schools in the areas of teaching and learning. As members of this new network, Bishops and Booth will act as mentors to other schools who wish to participate locally and nationally in ongoing research projects. Derrick Moore, principal of Booth Memorial, said "Emphasis placed on integration of technology into the curriculum has placed both schools on the leading edge of educational innovation in the country."

All four schools interacted with teams from the rest of Canada during the four day conference. While all schools enjoyed sharing and learning from their colleagues from across Canada, the Newfoundland contingent was pleased to find themselves in the forefront of many of the innovations under discussion. More information may be found on the SchoolNet web site at [www.schoolnet.ca/nls-rei/e/](http://www.schoolnet.ca/nls-rei/e/).

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Student Rights and Responsibilities  
**THE SCHOOLS ACT**  
by [Edward Hancock](#)

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A new Schools Act came into being in December 1997. The NLTA often receives inquiries from teachers relating to provisions of the Schools Act. This article deals with student rights and responsibilities and the suspension/ expulsion provisions of the Act.

### **Attendance**

Section 3 of the Act provides an entitlement to an "education program" for persons who are between the ages of five and 21 as of December 31 in the school year. Such attendance is compulsory for the entire school year for children who are six years of age or older on December 31 in the school year and younger than 16 years on September 1 in the school year (S.4). For those children within these compulsory enrolment ages, the parent(s) is required to present the child for enrolment in a school and to ensure that the child attends school unless the child is otherwise excused from attendance under the Act (S.15, 16). In addition, a teacher, principal and School District Director are required to make every reasonable effort to secure the regular attendance of students at school (S.19). Furthermore, principals are required to report to the Director (and the Director to the police, if necessary) the absence of students from regular attendance at school in breach of the Act.

Section 5 allows for a student to be excused from attending school in situations of illness, suspension/ expulsion, approved home instruction, or for a reasonable period while involved in other experiences of "significant educational and social value". Any student who is absent from school because he/she is engaged in home instruction approved by the School Board must still be enrolled in school under Section 15.

### **Student Conduct**

Section 11 requires that "every student shall comply with school discipline and the rules of the school and shall carry out the learning activities within the prescribed curriculum". This legal requirement under the Act will generally be further specified in School District by-laws and policies and individual school policies concerning student behaviour and student discipline. The Act further provides to principals and teachers the authority to maintain and supervise order and discipline among the students. In addition, there are suspension and expulsion provisions (see below) which may be applied in particular instances.

### **Student Records**

A student record must be maintained for each student in the "manner required" (S.12) and this record may only be reviewed by the parent(s) or the student (if age 19 or older). Further, the parent(s) or student (age 19 or older) have a right to receive an explanation and interpretation of information in the student record and to request a review of information they feel is inaccurate or incomplete. Student records are not admissible as evidence in a trial or hearing and no individual who has information on the content of the record shall be required to give evidence concerning same. The record can, however, be used by the principal or the Board to prepare a report for the purpose of a disciplinary proceeding respecting the student's conduct. Teachers often express concern regarding possible liability regarding information they may place in a student record. Section 12(9) stipulates that "an action shall not lie against a person who contributes test results, evaluation or information to a Student record where he or she acted in good faith within the scope of his or her duties".

## **Liability for Damage**

A student and his/her parent(s) are liable for any damage caused by the student to the property of the Board or a Board employee. Section 21 states that "where property of a Board or of an employee is destroyed, damaged or lost by the intentional or negligent act of a student, that student and his or her parents are individually and collectively liable to the Board in respect of the act of that student".

## **Suspension**

The provisions of the Act regarding suspension of students (S.36) are often of interest to teachers. S.36(1) provides that "a teacher may suspend a student from a class period in accordance with the by-laws of the Board". A teacher is required to report such a suspension to the principal "as soon as practicable, but in any event before the end of that school day" [S.36(2)]. Teachers should ensure that they make themselves aware of any School Board by-laws and Board or school policies respecting such "class suspension".

A principal may, in accordance with Board by-laws, suspend a student from one or more class periods, one or more courses or school programs, school, riding on a school bus, or participating in a school activity. The principal has further authority to reinstate suspended students.

Where a principal suspends a student from anything other than "one or more class periods", the principal is required to immediately inform the parent(s) and to provide a written report to the parent(s), the student and the School Board Director regarding all the circumstances respecting the suspension. Within three (3) days following the receipt of such a report, the Director is required to render his decision to either uphold, alter the terms of, or cancel the suspension.

Periods of suspension must be in accordance with Board by-laws and "shall be no longer than thirty (30) school days in total in a school year" [S.36(5)]. However, the Director may approve an extension if the principal "can demonstrate that the presence of the suspended student in the school threatens the safety of Board employees or students or frequently and seriously disrupts the classroom or the school" [S.36(6)]. In the case of such an extension, the Director, before reinstating the student, may require certification from a medical practitioner or other appropriate professional person that the student no longer threatens the safety of Board employees or students.

These provisions of the 1997 Schools Act specify greater authority for principals and teachers in relation to student suspensions than was contained within the previous Schools Act. However, such actions must still be consistent with School Board by-laws and policies and are subject to final review by the Director.

## **Expulsion**

An order that a student be expelled from school may be issued only by the Director. Sections 37, 38 and 39 outline a procedure for expulsion of students, review of the expulsion and re-admission.

"Where a student is persistently disobedient or defiant or conducts himself or herself in a manner that is likely to injuriously affect the proper conduct of the school, the principal shall" warn the student (recording the date and reason), notify the parent(s) and the Director in writing about the warning and discuss with the parent(s) the circumstances leading to the warning. Where, after a reasonable period and further consultation with appropriate Board personnel, it is determined that the student has not made a satisfactory effort to reform, the principal is required to report the same in writing to the Director and may recommend that the student be expelled (S.37).

Prior to an order for expulsion being issued, the parent(s) or the student (age 19 or older) may make representation to the Director. The Director is then authorized to order that the student be expelled or not be expelled.

A Board may re-admit a student who has been expelled and, in any case, a student who has been expelled shall have the right to be re-admitted at the commencement of the next school year. Section 39 provides a process for a review of any expulsion. If such a review is requested, a Review Panel, consisting of three School Board members, would then investigate the circumstances of the expulsion and is authorized to issue a final binding order concerning same.

### **Appeal Process**

Any decision which affects a student may be appealed by the parent(s) or the student (age 19 or older). If the decision was made by a teacher, it may be appealed to the principal and any decision of the principal may be appealed to the Board. The Board's decision on any appeal is final and binding on all persons affected by that decision. Any such appeal must be commenced within 15 days from the date that the parent(s) or student is informed of the decision leading to the appeal. This appeal process does not apply to expulsion decisions (see above).

As can be seen from a perusal of just these few sections, the Schools Act contains detailed provisions relating to the operation of schools. The requirements concerning student attendance and conduct, student records and suspension/expulsion are an important part of those provisions. Further articles in this series will deal with teachers' and principals' duties, School Board duties and powers, parents' rights and responsibilities and School Councils.

Questions concerning any provisions of the Schools Act should be addressed to Administrative Staff in the Benefits and Economic Services Division at the NLTA office.

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Edward Hancock is Assistant Executive Director with the NLTA.



# WORKPLACE INJURY & YOU

by [Perry Downey](#)

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If you are involved in an accident and/or injured while working as a teacher, do you know what you are expected to do? Many individual teachers who contact the Benefits and Economic Services Division regarding situations such as mentioned above, do not.

As a means of addressing this concern, the Newfoundland and Labrador Teachers' Association, in consultation with Workplace Health, Safety and Compensation Commission (WHSCC), have jointly produced a new information brochure entitled *What to do if You are Injured at Work*. The information contained within this brochure is intended to provide advice and guidance to an individual teacher who may unfortunately be involved in a workplace accident. It is important for all members to understand their obligation and responsibility in reporting an accident to an employer; the process of reporting an injury to WHSCC; and, the process which is followed once an individual claim is filed and accepted with WHSCC. These issues, and others, are addressed. The following is an example of the type of information available in the brochure.

What to do if you're injured at work:

- Get First Aid treatment immediately, if available;
- Report the injury to your School Administrator immediately;
- Contact your School Board Office (Director). Explain what happened, where it happened, and the names of any witnesses;
- If necessary, visit a doctor (medical or chiropractic) and tell the doctor it's a work injury. (Note: Your School District is responsible for paying reasonable travel costs for your initial visit and/or reasonable medical care);
- Report the injury to WHSCC;
- Actively participate in your recovery. Ask questions of your WHSCC Case Manager to ensure you understand the process and programs involved;
- Feel free to bring along a family member, friend, or an NLTA Administrative Officer to any meeting you have with the Commission.

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Perry Downey is an Administrative Officer, Benefits and Economic Services Division, with the NLTA.



# TERM CONTRACT OR PART-TIME TEACHING AND EMPLOYMENT INSURANCE

by [Lloyd Hobbs](#)

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Some teachers in less than permanent full time positions receive a portion of their income from Employment Insurance claims. These individuals must report their teaching income as earnings to determine the amount of employment insurance available to them. A problem can develop if these people use their bi-weekly pay stubs to determine what they earned during that period.

A teacher's pay stub only reflects what was paid during the period. This is not the actual earnings for the period which also will include holdback pay for the vacation periods of Christmas, Easter and Summer recess. Therefore, if holdback earnings are not reported during the period when they were earned an individual will receive higher E.I. payments for that period than he/she is entitled to receive. When it is discovered, the claimant will have to return the overpayment of employment insurance to HRDC. This can be a major inconvenience.

Teachers who have an Employment Insurance claim open during a period when they are teaching, must determine their total earnings for each bi-weekly E.I. reporting period and report it to HRDC. This amount per day is 1/190 of the annual salary for that person's position on the salary scale as outlined in Schedule C of the Collective Agreement.

Any teacher who has questions relating to Employment Insurance may direct them to Lloyd Hobbs, Administrative Officer, Benefits and Economic Services Division, with the NLTA at 1-800-563-3599 or 726-3223, ext. 232.

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# SUBSTITUTE TEACHERS: SCHOOL CLOSURE AND SALARY

by [Perry Downey](#)

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

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

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

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

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

Additional information on this issue can be found in the NLTA Infosheet "[Substitute Teacher Member and Benefits](#)." Inquiries on this matter should be directed to the Benefits and Economic Services Division.

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Perry Downey is an Administrative Officer, Benefits and Economic Services Division at the NLTA.



# IMPROVING YOUR ATTITUDE

by [Kathy Burford](#)

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Have people and situations been getting to you lately? Everyone faces challenges in their lives and how people react to those challenges can vary greatly depending on a person's attitude. If you are finding that you need to do some work on your attitude, now might be good to take a time-out and make a conscious effort to end what is not working and to find something that can.

Attitude as the dictionary defines it is "a feeling or opinion about something or someone, or a way of behaving that follows". Our thoughts and feelings are entirely up to us, and it follows that we create our own attitude. When people approach life with a positive attitude, they are clear about who they are and what they can accomplish. They are secure in the knowledge that they will handle and cope with whatever form of adversity will come their way. Those with a positive attitude approach each day with a sense of anticipation and gratitude. Even when adversity presents itself, they view it as a challenge and often as an opportunity to learn and grow. On the other hand, people who live life with a negative attitude, look for bad things to happen and generally expect the worse. Unfortunately, those with a negative attitude often blame other people or circumstances for their misery.

Attitude also affects our physical and emotional health. We know that when we focus on the positive aspects of life, we feel physically and mentally up to the task, and are able to cope with the demands that life brings. Dr. Donald Ardell, author of *High Level Wellness* has said, "The greatest health problem today is the forfeiture of health to someone or something else." Taking responsibility for your own wellness and using self-help techniques can go a long way in helping improve your attitude. Foremost, keep in mind that your attitude is under your control and you can work to change it. The following can help you begin making those changes.

- If you find you are in a negative cycle, take a time-out to stop and reflect upon what is working and what is not.
- Be clear about what you want. Do you live your life based on your needs and desires, or are you constantly putting others ahead of yourself?
- Set your goals and take them in small steps. Set manageable and measurable goals for yourself for this day, month, and year. Write them down and review them on a regular basis to determine how well you are doing.
- If you fail at first, be patient and persistent. Take time-outs when necessary to determine if your approach needs some re-working. Stick with what works; stop making the same mistakes over again.
- Seek new information and the input of others. Sometimes, we overlook the obvious. At other times, we may not have even considered another point of view. An independent viewpoint can help steer us in the right direction.
- Be inspired and motivated by positive things and people. Make it a point to spend time with positive people. Books and workshop offerings can also provide motivation and inspiration.
- Face your fears today and stop putting it off until tomorrow. You can mentally rehearse a positive outcome just as athletes do before competing. It can be a useful strategy to create in your own mind a positive outcome before dealing with a difficult situation. Each time you face your fears and have a positive outcome, your fears will diminish.
- Stay in the present and trust in your ability to meet your challenges with a positive attitude.



- Cultivate the spiritual side of yourself in whatever form it takes.
- Consider the advantages of discarding the pattern of the blaming game. Instead, develop the habit of looking at other people's actions as just the way they are and less of a statement about you than about where they are. Keep in mind that you can't make another person change but you can change your own thoughts and be free of futile judgments and complaints about how unfair life is.
- Begin each day with a mental plan on what you are going to do today that will be a positive step in helping you become a more positive person.
- See each day as a gift and look around you to see the beauty in all things.
- Do things that are required but also include those things that bring you joy, hope, and renewal.
- Enjoy the successes of others. A leader (which we all are) is one that finds joy and new ideas in the accomplishment of others.
- View failure as the seed for accomplishment. How often have we had disappointments and failures or had a plan that did not reap the success that we had hoped? These are a part of life and we are not 100% perfect all of the time. We have a choice in learning from our lack of success and viewing what might be the meaning of this occurring in our life right now. Our attitude will determine if we view our failure as a fertilizer for better things to cultivate. Conversely, a negative attitude might show us being hard on others or ourselves. Unfortunately, the latter choice only uses up our precious energy that we could have directed towards our goals.

Attitude and perspective, therefore, determine largely the way we live our lives in either a positive or a negative direction. A positive attitude gets us through the challenges; a negative one makes the challenges seem insurmountable. Perspective can be changed or enlarged upon if we are open to examining our limiting beliefs and have a real desire to change. We know that research in the health field has found that positive attitude plays a role in boosting the immune system to ward off illness. It can also be a powerful healing aid when our physical health deteriorates. It could virtually mean the difference in maintaining our precious health or succumbing to illness and, in some cases, death.

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



# AT THE CROSSROADS

by [Beverley Park](#)

We are at the crossroads of a century. At any crossroad the usual approach is to look both ways before proceeding. It is only natural, then, for us to look back at where we have been and ahead to the new road before us.

As we look back, what does our experience reveal about how we should move ahead? Some political analysts go so far as to say that the 20th Century was a century of civic devolution characterized by a profound decline in civic participation and involvement. If we accept this as true in the larger political context, is it likewise true for our organization, the NLTA? Our most recent experience of trying to get a single representative from each school to attend an NLTA-sponsored seminar suggests that this may be the case. Fewer and fewer of our members are offering themselves for any position of leadership either in the Association as school representative, branch executive or Provincial Executive Council or even in the schools as principal and vice-principal.

We can speculate as to the reasons for this. Factors such as the intensification of workplace demands or the increased sense of helplessness in the midst of structural changes are most obvious but there are, without a doubt, other less evident factors. Some may indeed be systemic such as educational reform. Some may be part of the culture (both the educational culture and the larger culture of our province); others are very specific and personal. Whatever the cause, our responsibility is to re-dress the situation, to reverse the trend and to re-engage people in the processes and structures which govern them.

In its deliberations on the topic, the Equity Issues in Education Committee has determined that if there is a concern about involvement in leadership among the general membership, then this concern has reached crisis proportions in one particular sector of the membership our female teachers. The table summarizes the percentage of females in the teaching force and by comparison, the percentage of females in elected leadership positions on the Executive Council of the Association. As a committee we will continue to explore ways and means of addressing this issue. Over the next few months The Bulletin will be featuring a series of articles by women from Newfoundland and Labrador and elsewhere who have overcome obstacles and met the challenges of leadership within our organization, in the educational community and in the community at large.

In the upcoming March issue we will feature the first of the series, an article by Marilies Rettig, President of the Canadian Teachers' Federation. In subsequent publications other writers will address various issues of female leadership. We also welcome your submissions on this topic whether it be responses to our features or an article you would like to have included. Please contact [Beverley Park](#), Staff Consultant to the Equity Issues in Education Committee or [Lesley-Ann Browne](#), Editor of The Bulletin.

**Newfoundland and Labrador Teachers' Association  
Statistics on Female Membership/Leadership  
1990 - 1999**

YEAR	% of FEMALES In Teaching Force	% of FEMALES on Executive Council
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1990-91	53.3	33.3 (5/15)
1991-92	53.5	26.7 (4/15)
1992-93	54.1	33.3 (5/15)
1993-94	54.1	20 (3/15)
1994-95	54.4	26.7 (4/15)
1995-96	54.1	20 (3/15)
1996-97	56.2	13.3 (2/15)
1997-98	56.7	23.1 (3/13) (97-99)
1998-99	57.7	8 (1/12) (99-2001)

NOTE: Numbers refer only to full-time personnel.

SOURCE: Education Statistics, 1990-91 to 1998-99

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CTF Commentary

# SECTION 43 OF THE CRIMINAL CODE: SCHOOL DISCIPLINE

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The Canadian public has been subjected to a great deal of misleading information surrounding school discipline and Section 43 of the Criminal Code. The teachers of Canada want to make it very clear that Section 43 of the Criminal Code does not sanction or condone child abuse. The Canadian Teachers' Federation (CTF) opposes the use of corporal punishment and has extensive policy supporting the right of children to be protected from abuse.

## **Why then does CTF support the retention of Section 43?**

Section 43 does not confer a right to use force, nor is it a licence to hit children. It provides a shield to various classes of persons, including teachers, when the use of force by way of correction is justified.

Section 43 states: Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction towards a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances. In order for a teacher to use this section as a successful defence against an assault charge, it is necessary that: the misconduct of the student justify the use of force; and that the force applied not exceed what is reasonable under the circumstances.

Jurisprudence has evolved considerably over the past number of decades. Court decisions are generally based on the evolution of societal norms regarding what is reasonable force under the circumstances. These norms have become increasingly more child-centered. The right of the child to protection from abuse is an issue that must be tackled from much broader social considerations than one section of the Criminal Code. There is no evidence to indicate that the existence of Section 43 is a root cause of child abuse or that it encourages abuse of children. Courts continue to insist on both justification and reasonableness in evaluating whether or not the use of physical force by teachers in a given situation is warranted. A significant number of teachers who have attempted to invoke Section 43 as a defence were nevertheless convicted of assault in instances where the courts found that the force used was unreasonable under the circumstances.

Teachers deal with many situations during the course of a school day in which physical intervention may be the surest and quickest way to control unruly behaviour and to prevent young people from doing harm to themselves or each other. A teacher who could not put out a hand to check a rush for a door to stop a fight or a bullying assault, or to prevent damage to property, would be hard pressed to maintain the degree of order necessary to maintain a safe and appropriate school and learning environment.

Any overt action to lessen the authority of teachers would only exacerbate an already serious problem. In survey after survey, teachers indicate that student discipline and problems of violence in the school are on the rise.

The repeal of Section 43 would send the wrong signal to both students and teachers. Students who are abusive to their peers, and in some cases to teachers, would receive a message that such behaviour is more likely to be tolerated in the future. Teachers would be more vulnerable to the threat of prosecution and less likely to intervene in, and more likely to ignore, situations that require immediate action. There would likely be an increase in the need for police intervention in school situations as well as a substantial increase in the number of cases in which teachers would be subject to prosecution. It is important to understand the best case scenario for a teacher accused of using excessive force towards a pupil is a verdict of "not guilty" usually after lengthy court proceedings.

Some contend that a few individuals have used Section 43 successfully as a defence for the use of excessive

force. This is not an argument for its repeal. As with any law, a bad judgement does not mean a law is defective. Section 43 remains an essential protection for both students and teachers because it does not apply exclusively to corporal punishment, which the Canadian Teachers' Federation opposes. Numerous situations arise on a day-to-day basis within schools that affect the quality of the learning environment and the safety of students.

Such situations include: the need to protect students or teachers when a fight occurs at school, including restraining students if necessary; escorting an uncooperative student to the principal's office; removing a disruptive student who refuses to leave the classroom, or the school itself; placing a young student on the bus, in a situation where that student has been on a field trip and refuses to return to the bus; restraining a cognitively impaired student; and intervening in a potentially disruptive situation to prevent escalation into something more dangerous.

### **1. What is Section 43 of the Criminal Code?**

Section 43 is a defence that can be invoked to an assault charge. It does not automatically absolve the accused from criminal prosecution. The section states: Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

### **2. Why is the Canadian Foundation for Children, Youth and the Law applying to have the court declare Section 43 of the Criminal Code unconstitutional?**

The Foundation is opposed to corporal punishment and argues that Section 43 violates a number of sections of the Canadian Charter of Rights and Freedoms by permitting children to be legally assaulted.

### **3. CTF has policy opposing corporal punishment. Why then would it oppose the Canadian Foundation's petition to repeal Section 43?**

CTF agrees with the Canadian Foundation for Children, Youth and the Law on its objectives of protecting children from abuse and in ensuring the right to security of children. CTF also supports the Foundation's efforts to develop and promote effective disciplinary skills to eliminate the use of corporal punishment. However, we believe the Foundation's assumption that the elimination of Section 43 would advance any of these objectives is incorrect. CTF also believes that the removal of Section 43 would be detrimental to maintaining a safe and secure school environment for all students. This could be interpreted as encouragement to insubordinate or disruptive behaviour by those students who bully their peers.

### **4. What kinds of school situations would be potentially covered by Section 43?**

Section 43 does not apply exclusively to corporal punishment. Numerous situations arise on a day-to-day basis within schools that affect the quality of the learning environment and the safety of students. Such situations are more likely to occur in a school setting than in the home given the large numbers of children and youth who attend school. For example:

- a) the need to protect students or teachers when a fight occurs at school, including restraining students if necessary;
- b) escorting an uncooperative student to the principal's office;
- c) ejecting a student who refuses to leave the classroom, or the school itself;
- d) placing a young student on the bus, in a situation where that student had been on a field trip and refuses to return to the bus;
- e) restraining a cognitively-impaired student; and
- f) intervening in a potentially disruptive situation to prevent escalation into something more dangerous.

### **5. Does Section 43 provide teachers with a licence to abuse or assault students?**

Absolutely not. Teachers may only use force that does not exceed what is reasonable under the circumstances. If the use of force is unwarranted or excessive under the circumstances, the teacher will be found guilty of assault by a court of law.

### **6. Is it true that some court judgments, based on Section 43, have acquitted parents or teachers of assault under circumstances that may have warranted a conviction?**

Yes. Several court judgments are frequently cited as a rationale for the repeal of Section 43. These are few

in number. Judgments that are not well founded are sometimes rendered on all kinds of laws. This does not necessarily mean that the laws in question are flawed. That is why appeal procedures exist.

It should also be noted that jurisprudence on Section 43 has evolved considerably with societal norms. What was considered "reasonable under the circumstances" by a judge in 1955 would not necessarily be so in 2000.

**7. What would happen if Section 43 were removed from the Criminal Code?**

It would likely result in a dramatic increase in the number of assault charges filed and prosecuted. As a precaution, teachers would be advised to not intervene in any classroom or school situation that could develop into one in which reasonable force might be required. This could result in more calls to the police department and inevitably more injuries to students as well as a deterioration of the classroom and school learning environment. In addition, those students most likely to disrupt may interpret the removal as a licence to do so with impunity.

**8. How broad is the Criminal Code definition of assault?**

A person commits an assault when without the consent of another person, force is applied intentionally to that other person, directly or indirectly. This could include an attempt by an act or gesture, to apply force to another person if it causes the other person to believe on reasonable grounds that the other has the ability to carry out that purpose. For example, a simple tug at a student's sweater or jacket is an assault.

**9. Are there other provisions in the Criminal Code to allow individuals to use reasonable force to defend themselves, or other persons, when someone acts in a threatening manner?**

Yes. Sections 34 to 37 provide these defences. However, they do not cover many school situations that require prompt preventative interventions including those that may arise from disruptive or insubordinate behaviour. A strict application of these sections, in the absence of Section 43, would inevitably lead to a considerable increase in the number of questionable and frivolous assault cases filed against teachers.

**10. Why should teachers be concerned about an increase in the number of such cases? Wouldn't most of these teachers eventually be found innocent?**

Charges of teacher assault against students are invariably well publicized by the media. The result of a trial, usually many months later, gets minimal coverage particularly if the teacher is found not guilty. It should also be noted that a court verdict of not guilty is not the same as being found innocent. Teachers' reputations and jobs are at stake. Furthermore, given the broad definition of assault, a lot more convictions would be the result.

**11. Are other national organizations that have an interest in children and youth issues aware of our concerns?**

Yes. CTF has been in contact with the Canadian School Boards Association, the Canadian Home and School Federation, the Canadian Police Association and the Council of Ministers of Education, Canada (CMEC) to seek supportive affidavit evidence for our position.

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Professional Development

# A WEEK ON PARLIAMENT HILL: THE ULTIMATE PD EXPERIENCE

by Keith Samuelson

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Teachers from across Canada have been going to Ottawa for the past four years and returning home to tell colleagues that they had attended the best professional development program in the country. This past November, I participated in the same program. The fourth annual Teachers' Institute on Canadian Parliamentary Democracy was an experience I will never forget.

Participants in the Institute were treated with the utmost respect from the moment they arrived. After checking into the hotel I went to the registration area and picked up a thick program binder. Inside a message from the Honourable Gildas Molgat, Speaker of the Senate, read: "The program set out for you is intensive and has been carefully designed by teachers from across the country and by experts from Parliament Hill." I was soon to discover the significance of this statement.

One could not help but be impressed with the logistical skills of the organizers. The Agenda listed an astonishing array of expert presenters and locations for all confirmed sessions. Objectives and activities for each session were listed and a learning log was included to encourage introspection.

The Institute has four well-defined goals:

- to enhance knowledge and understanding of Parliamentary proceedings;
- to stimulate discussion and critical inquiry into the fundamentals of Parliamentary democracy;
- to create, develop, maintain and promote quality learning resources and effective teaching strategies for citizenship education and parliamentary democracy;
- to provide insights into teaching parliamentary democracy and motivate participants to be innovative practitioners of effective citizenship education.

The process for achieving these goals was evident from the demanding schedule. Most days commenced at 8:00 in the morning and concluded around 10:00 in the evening. There were eight major presentations during the week, with question and answer periods. Group debriefings were scheduled on seven occasions. In addition, there were numerous other meetings, seminars, official breakfasts, lunches and dinners, receptions, photo sessions, tours of national heritage sites and museum visits. A full day was devoted to project work and evaluation of the program.

That first evening we received a warm official welcome from the Director of the Institute. The Canadian Study of Parliament Group was introduced as a mechanism for staying in touch with parliamentary issues and extending the Teacher's Institute experience. Then a presentation on Pedagogical Perspectives outlined the objectives and benefits to participants with respect to teaching practice. This was followed by our first Group Debriefing, facilitated by past participants. The 70 new participants were introduced to their facilitators and Debriefing Group of ten teachers from across the country. The Agenda was reviewed with particular attention to the purpose and projected steps of the process which was to occur at least once a day.



On Tuesday Richard Paré welcomed participants on behalf of the Library of Parliament and we had an opportunity to network informally with colleagues in opulent surroundings immaculately preserved since 1920.

This was followed by a presentation on "The Constitution" by James Ross Hurley, Special Advisor on Constitutional Affairs in the Privy Council Office, which enabled teachers to appreciate the constitutional context within which Parliament operates.

The group debriefing afterwards allowed participants to challenge and expand their understanding of our democracy through a structured process of reflection and discussion. Facilitators assisted participants in the production of their own learning strategies based on Teachers' Institute experiences.

After lunch, Jean-Pierre Kingsley, Canada's Chief Electoral Officer, reviewed the history and evolution of Canada's electoral system, pointed out the advantages and disadvantages of alternative systems and explained how the electoral process reflects our evolving democracy.

The next presenter, Simon Kennedy, a senior policy analyst with the Privy Council Office, explained how government legislation is formulated before it is introduced at Parliament. He also defined the role and responsibility of the executive branch of government and distinguished it from the legislative branch.

On Wednesday we spent almost the entire day in the House of Commons. The Honorable Gilbert Parent, Speaker of the House and former high school History teacher, was a gracious host who elaborated on the origins and objectives of the Teacher's Institute. He was passionate about the unique role that teachers play in the cultivation of active citizens in a parliamentary democracy. His sincerity in paying homage to our profession gave a great boost to our collective self-esteem. It was particularly moving when he rose from the Speaker's chair, raised his arms and proclaimed "Ladies and Gentlemen: This is your House!"

Shortly afterwards we returned to the House of Commons Chamber. Bill Corbett, Deputy Clerk of the House, gave an "Insider's Introduction to the Legislative Process" which provided us with a real sense of what goes on behind the scenes in preparing legislation. The focus was on the main stages involved in getting a bill through Parliament.

After our Debriefing Group Luncheon, we attended Question Period to witness the theatrical side of Parliament. At the end of yet another boisterous session, Mr. Speaker said that he would like to introduce some special guests in the gallery and requested the teachers to rise. With that, the entire House of Commons erupted into a thunderous standing ovation; an image seared into our memories forever. We were overwhelmed by this unexpected tribute. Then we were escorted through the foyer to observe the media blitz known as the "scrum".

Our next session on Debates and Committees involved being escorted or directed to the meetings or debates we had selected. I observed the proceedings at a round table discussion on African security with the Committee on Human Rights and then attended a meeting on the Chinese refugee problem in British Columbia with the Committee on Citizenship and Immigration. The M.P.'s from all parties displayed an impressive grasp of complex issues and were generally able to make astute recommendations in spite of their outrageous antics an hour earlier.

The Dinner with Parliamentarians took place later that evening in the historic Hall of Honour. I sat with Geoffrey Booth, a Program Co-ordinator with the Labrador School Board, and Randy Head, Social Studies Department Head at Beaconsfield High School in St. John's. We were captivated by the warmth, charm and fascinating conversation of three of our province's most distinguished parliamentarians: Senators Ethel Cochrane and Bill Rompkey and my own M.P. from St. John's East, Norman Doyle.

Thursday morning we attended breakfast with the Speaker of the Senate, hosted by the Honourable Gildas Molgat. Participants had an opportunity for informed discussion with Senators. The Honourable Joan Cook made a point of introducing herself to me and said that she was available for school visits. Senator Molgat was also interested in coming to our province to speak to teachers and students. Afterwards we went to the Senate Chamber for the Senate Speaker's Address, an eloquent and passionate articulation of the importance of the Senate in the legislative process.

Our next session was the one which created more suspense and took up more Institute planning time than any other. Participants had previously sent in prioritized lists for their "Meetings with Parliamentarians". However, cancellations and rescheduled appointments are a reality of life on the Hill. An inevitable result was that most of us were handed a name ten minutes before our meeting. Mine was with Alberta's Leon Benoit and I learned a great deal about the busy everyday life of an M.P. Naturally, he was quite articulate in explaining the Reform party's platform and strategies for implementing political change.

The practical side of political life was also evident at the luncheon with lobbyists. I sat with a couple who work on behalf of disabled Canadians. They felt that considerable legislation has been passed to improve the quality of life of their constituents but they were continuously learning new strategies to achieve their goals. It was quite interesting to consider the role lobbyists play in shaping legislation.

Thursday afternoon's sessions were two of the liveliest and most entertaining affairs we had ever attended. Barry McLoughlin, Canada's most dynamic media consultant, has advised numerous politicians and other public figures how to deal effectively with the press. He shared a seemingly endless supply of fascinating and hilarious anecdotes about the famous and the infamous and taught us the fundamentals of media literacy in the process. His presentation on The Media and Parliament was exhilarating. The panel discussion on The Nature of Representation with parliamentarians from each of the political parties was at times almost as raucous as Question Period. However, it was extremely effective in helping us understand the challenges legislators face in representing the interests of constituents, supporting a political party and living with one's individual conscience.

The atmosphere at breakfast on Friday morning in the Grand Entrance Hall of the Supreme Court was tinged with excitement. Our presenter for "Parliament and the Supreme Court" was Beverley McLaughlin, the first woman in Canadian history to be appointed Chief Justice. The announcement had come just a couple of days before our session so we were honored to participate in her first official function. As we sat in awe of the formidable chamber, Chief Justice McLaughlin explained the role the Supreme Court plays in Canadian parliamentary democracy, the idea of Supremacy of Parliament, the impact of the Constitution of '82 and the Charter of Rights and the dynamic relationship between the legislative and judicial branches of government.

The two sessions scheduled for Friday afternoon were of the same high quality which we had come to expect. I attended a "Special Issues Seminar" on the Newfoundland referendum of '49. Interestingly, it was conducted with great skill by a consultant from Quebec. This particular session was highly interactive as participants from across the country role-played Newfoundlanders with pro-and anti-confederate views.

The Bear Pit Session with the Clerks of the Senate and the House of Commons was also a lively affair as participants asked a wide variety of questions to clarify their understanding of how Parliament operates. Afterwards there was another group debriefing before we returned to the hotel to prepare for the grand finale.

Friday night's Honours Banquet, hosted by the Speaker of the House, was an emotional official farewell. Each teacher was presented with an impressive Certificate of Appreciation signed by the Speaker of the House of Commons and the Speaker of the Senate. The Speaker's Address was truly inspirational and enlightening as Mr. Parent honoured participants for their excellence in teaching, commitment to education

and compassionate service to the youth of our country. We were deeply moved by the respect our government was paying to our profession.

The last day of the Institute focused on project work and curriculum application. The morning was taken up with participants producing learning strategies based on their experiences and what they learned in the program. After lunch and a tour of East Block's fascinating heritage rooms, Association representatives and participants were grouped by geographical area to discuss ways to link their learning strategies to provincial and regional curriculum requirements. Arrangements were made to add these documents to the Library of Parliament website ([www.parl.gc.ca](http://www.parl.gc.ca)). Every attempt was made to expand the Institute experience to the classroom level for the benefit of students.

Later on Saturday afternoon, after the evaluations were completed, travel claims finalized and administrative questions answered, we gave a hearty standing ovation to Institute staff. Their meticulous attention to detail and unbridled enthusiasm were inspirational. They had achieved their goals. Our knowledge and understanding of parliamentary proceedings had been enhanced through a critical inquiry into the fundamentals of parliamentary democracy. In the process a deep bond developed between participants and we were proud of our country, our capital and our profession. We had arrived anticipating the best professional development program in the country; the experience exceeded our wildest expectations.

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



PATHWAYS TO PROGRAMMING AND GRADUATION:

# MADE IN NEWFOUNDLAND

by Patricia Ryan & Wayne Hallett

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**Pathways to Programming and Graduation** is an award-winning, made in Newfoundland framework for the support of students within the schools of this province. It is a model that breaks with past practices which seemed to dictate that our province adopt whatever had been tried, and sometimes failed, on the continent. **Pathways**, may in fact be leading the continent by developing a functional model that responds to the unique needs of students in a manner which is consistent with the demands of an outcomes-based education system. We have other provinces coming to us, for a change, to learn about **Pathways**, and to use its framework in their systems. The **Pathways** model builds upon the common experiences and expertise of this province's teachers. It offers a support and service model that can provide consistent and clear direction in addressing the needs of all children. It allows us to adapt the regular curriculum to the unique needs of individuals.

However, the recent (we say "recent" because the original implementation of **Pathways** began in 1993) implementation of **Pathways** has proven to be fraught with difficulties. The path has proven to be steeper and far rougher than any could have imagined. This shouldn't surprise us. We are, as a result of the considerable changes in education, traveling over new territory, without a well-defined map, at a time when the ground we are walking upon is changing under us, and when the tools we require do not appear to be available. This doesn't mean we are heading in the wrong direction, or that the trip isn't worthwhile. It does mean that we must be prepared for the journey, and provided with the resources necessary to get us there.

The following commentary is not intended in any way to diminish the difficulties faced by teachers as they implement **Pathways**. We hope to demonstrate that through **Pathways** we may find not only the tools to respond to the individual needs of students, but also those needed to be more responsive to teachers' needs as well.

## **What are the benefits of adopting the Pathways model?**

**Pathways** provides a model; a framework which encourages teachers to work as a team; recognizes that no one individual has all the answers; gives parents and their children equal rights and responsibilities in deciding what is the best and most appropriate programming; recognizes that the education system may never be able to address all the needs of every student; and calls upon all school personnel to pool their resources and skills in developing the most effective program for all students. Without a framework which encourages co-operation, shared responsibility and essential documentation, individual teachers will be left unprotected in light of the fact that they may be challenged in court for failing to meet the needs of a student. The consequence of not having such a framework will be a system that is reactive and not proactive. The price for all involved may be very high.

**Pathways**, in conjunction with the ISSP process, encourages a more efficient and effective use of resources. It provides for a continuum of services to students, which in turn encourages independence rather than dependence. It encourages teams to make the best use of available resources, while also providing them with the means to identify and access services and supports which may not be readily available within the school building.

**Pathways** is a tool through which teachers and other service providers can demonstrate the necessity of

accessing professional development to keep them on the leading edge of their profession. It will help ensure that the services we deliver are, in fact, "best practices", and are able to stand up to scrutiny from outside the education system.

### **What are the challenges to the implementation of Pathways, and what are some possible solutions?**

**Pathways** calls upon teachers to deliver services for which they may not have been prepared in their pre-service or in-service training. We need a commitment to the provision of necessary professional development through well supported institutes and in-service combined with in-class support. The cost is not as great as some may believe, and the pay off far greater than the financial investment for both students and teachers.

The implementation of the **Pathways** model requires, as is true of any significant change, a considerable amount of initial work. Assessments of children need to be brought up to date and ISSPs developed and/or updated. Time must be provided to allow this to happen in as efficient and timely a manner as possible. It must also be recognized that the implementation of **Pathways** does demand additional paperwork, and does require additional team meetings. We need to find ways to provide the necessary time throughout the school year to allow this to happen.

**Pathways** requires the Department of Education in this province to revisit its initiatives and ensure that they are supportive of this service model. Has the call for more rigor, for example, actually resulted in an increase in course content and not in the expectation that every student will do his/her best? Is the curriculum broad enough to address student needs while preparing them for their future? Are individual courses/programs designed to respond to as wide a variety of students as possible in the regular classroom? Can these courses/ programs be easily modified for students in **Pathways Three**? The Department of Education has to honour its commitment to provide the outcomes for all prescribed courses and programs and to make them readily available to all who need them, both on disk and via the Internet.

**Pathways** is being implemented at a time when there is a demand for greater accountability and for greater emphasis on academics in the name of a more rigorous curriculum. At the same time, parents are demanding that we address the specific learning needs of their children. It is essential that future curricular development be responsive to the needs of the wide variety of learners in our classrooms the above average, the average and those below. School program/course offerings should respond to the fact that students have a variety of talents, many of which might not be "academic" in nature, and these too should be enhanced through formal education. As educators we need to demand access to more appropriate courses designed to address the reality of education in both urban and rural sectors of this province, with particular attention to the practical arts at the junior and senior high level.

We are in a period of dynamic economic and sociological change within this province, and indeed nationally and globally. We must recognize and acknowledge that some of the difficulties presently encountered within the education system come as a result of these external factors, and are not merely a result of internal changes. It is time "to cut **Pathways** some slack" and acknowledge the other issues which may be contributing to stress: years of low teacher morale; persistent lack of professional development; child poverty; lack of counseling and mental health services; the belief that technology is the answer to every issue; the reorganization of the school system; the loss of jobs because of declining enrollments; and so on.

### **What are the alternatives to Pathways?**

We are at a crossroads. We can return to past models of service in which some children and their teachers were segregated, and a large number of needs went unaddressed within our classrooms. The consequences of such a choice may include a higher dropout rate, more involvement of young people with the criminal

justice system, and students who are not encouraged to reach their true potential.

If we continue to respond to each crisis with additional personnel, without recognizing the needs of those teachers already in the system, and without a framework to guide service delivery, we are only guaranteed that the crisis will continue. The consequences of this practice are greater dependence on supports, less independence for both teachers and students, and the creation of a situation in which every need must be addressed by adding more resources. To follow this option to its natural conclusion is to create groups of teachers and students who will continue to be dependent in one way or another upon external supports. Where does it end? What is the cost?

We have a choice. We can demonstrate, in the development and delivery of curriculum, that we care about, and respond to, only the elite and the academically able, those preparing for university and technical studies; or we can, to the best of our collective ability, demonstrate that we value every student and will assist each and every one to reach their potential to be more contributing members of society. If we fail to demonstrate in our choices this commitment, the consequences and the costs may be far greater than those needed for the effective and efficient implementation of the **Pathways** framework. We must invest in independence and self-confidence if we are to see this province continue to grow.

We are certainly at a junction in the pathway, if you would pardon the pun. We can choose to take a path that appears less difficult upon initial scrutiny, but upon which we may well all get lost, and upon which we may find ourselves crossing over our own footprints again and again. Or we can choose the path that looks to be more difficult right now, that certainly has challenges, but that will carry us to a place where we want to go: where all children are valued; where teachers have access to the skills and resources necessary to meet students' needs; where teachers are not left alone to make critical decisions affecting the lives of their students.

If there is a crisis in education in this province it is not in student support services, as teachers have always and will always deliver these to the best of their ability. The crisis is in teacher support services, for we have failed to support teachers to effectively implement change; to keep skills on the cutting edge; to recognize that it is the support provided by a professional teacher confident in his/her practice that will truly make a difference in the life of a student; and, most importantly, we have failed to provide opportunities for teachers to share "best practices" that could help others as they work to support students.

The challenge is ours. The choice is ours. The time is now. Will we be able to say at the end of the day that **Pathways** was "Made in Newfoundland, Made Right Here!" and be proud that we have created a model of service that treats both students and teachers well? Perhaps at the end of the day we will hear more teachers say what one was overhead to comment, "Before **Pathways** I used to teach curriculum, now I find that I am teaching students."

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Patricia Ryan is a Program Specialist with School District #3 and Wayne Hallett is a Program Specialist with School District #5.



SOME CASE STUDIES

# DYSLEXIA PART I

by Dr. Catherine G. Penney

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To help teachers and parents recognize and understand dyslexia I have written this five-part series based on my work with reading-disabled children and adults. Part II focuses on the stages of normal reading development and Part III shows where and how dyslexic children fail to progress. In the fourth part, features of dyslexia other than reading and spelling difficulties are described and attributed to a single underlying cognitive deficit. The final section summarizes my research findings on a remedial reading and spelling method which seems to be effective with dyslexic children.

Brian (not his real name), 16 years old and in Grade 10, scores in the top one percent of the population on nonverbal intelligence, general knowledge and vocabulary. His reading comprehension is excellent (top 10%), but he is slow doing any kind of written work. Brian does poorly at French and music but gets A's in art, industrial arts, mathematics and science. In spite of a high curiosity level and wide interests, he does not read for pleasure. He has trouble remembering a sequence of five numbers, and cannot recall three numbers in reverse order. When asked to think of some words that had the sound "um", he said, "hung, son, hum, dumb, yawn, young, gun, run". But the worse problem Brian has is in spelling. He spells "open" with two p's, "awful" is spelled "offill", "sure" is spelled with an h.

Sarah is 18 and in Grade 11. She is shy and speaks with a slight lisp, but is well-behaved in school and is liked by teachers and other students. She cannot recall four simple words in their correct order. Listening comprehension is "low average" even though her vocabulary knowledge falls at the bottom one percent of the population. She always had difficulty in school and repeated Kindergarten. When in Grade 2, she was given an IQ test on which her performance was in the bottom two percent of the population. Another IQ test several years later confirmed these results. When Sarah was asked to read some common words, she made a lot of mistakes. For "here" she said "harm", for "saw" she said "always", and for "better" she said "both". Her spelling is often not phonetic: for "knife" she wrote "nift", for "strong" she wrote "sting", and for "who", she wrote "how".

Dennis is seven years old and in Grade 2. He still does not know the letters of the alphabet in spite of a lot of practice. He gets h, j, k, and l mixed up. He sometimes confuses m and n, and there are other letters he doesn't know. The only words he can read are "a" and "I" and his first name; he cannot spell any words but he can write his first and last names. His mother reads to him regularly and he enjoys this. Vocabulary knowledge is average for his age. His behaviour at school is a problem as he cannot sit still and is always out of his seat and annoying other students. He interrupts when someone is speaking, he speaks out in class when he should not, and he is frequently involved in fights at school.

Alex at age eight can read only 23 words. This frustrates his mother who is a primary school teacher and who has spent a lot of time helping him learn to read. Alex could write his first and last names, but he wrote one letter backwards and reversed the order of two letters. He can spell only a few simple words. Alex does not pronounce r and l sounds correctly, and he often has trouble finding the word he wants to say. His listening comprehension was in the top five percent of the population, and his vocabulary knowledge was above average. His scores on some tests involving learning visual concepts or processing visual information were above average, as was his general knowledge. He is athletic and well co-ordinated. Alex is well behaved at school and is liked by teachers and other children.



These four individuals differ in their personalities and intelligence, their social skills, interests, and family backgrounds, but they are alike in being extremely poor spellers, and in having difficulty with reading. Brian, academically the most successful of the three, can read, but reading is hard work and he doesn't like to do it. He is a slow reader, and remembers information much better if he hears it than if he reads it. Dennis cannot read at all, and Alex and Sarah can read only a few words. These four young people are all dyslexic.

What is dyslexia? The main feature of dyslexia is difficulty with reading and spelling, but there is little agreement about the definition or diagnosis of dyslexia. Children with visual problems hindering reading acquisition are not dyslexic reading problems clear up when they are fitted with glasses. Children with a lot of ear infections can have speech and reading problems, but these disappear when the ear infections get better. Children with low intelligence may have difficulty learning to read, but so do some very bright children; on the other hand, many children with low intelligence do learn to read. Children from impoverished homes typically have more trouble learning to read, but some nonreaders come from middle-class homes where parents are educated and literacy is highly valued; and some good readers come from very poor families.

Dyslexia is sometimes defined as low reading achievement that cannot be attributed to a specific cause such as lack of educational opportunity, visual or hearing problems, neurological damage, emotional disturbance, or low intelligence. Dyslexia is sometimes identified as a discrepancy between intelligence and reading achievement. For the purposes of scientific studies, researchers sometimes equate dyslexia as reading achievement in the bottom quartile. None of these definitions of dyslexia is satisfactory. Dyslexia can affect very bright children, but it can also be found in children who have below-average intelligence, Sarah for example. The IQ of dyslexic children can actually decline as they grow older if they are placed in inappropriate educational programs offering suboptimal intellectual stimulation. Reading achievement - especially when measured by reading comprehension tests does not indicate whether a child is dyslexic, as reading comprehension can be above average even though the child is a slow and unwilling reader and a poor speller like Brian. Defining dyslexia as a reading difficulty for which a cause can't be found is just not a useful definition.

The existing definitions of dyslexia do not capture the true nature of this problem. The four dyslexic individuals described above show that the characteristics of dyslexia are different in different people, and the problems often extend far beyond reading and spelling.

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Dr. Catherine Penney is a professor with the Department of Psychology at Memorial University of Newfoundland.



For Your Information

# JOHNSON INCORPORATED: SCHOLARSHIPS AND GRANTS

by Wayne Russell

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Over 120 years ago, Percie Johnson first opened the doors of the Johnson Insurance business on Water Street in St. John's. Over the years, the Johnson Family has transformed this single office consisting of a lone clerk issuing ornate, handwritten policies, into one of Canada's leading Insurance and Benefits Organizations. Continually growing in both physical size and scope of services, Johnsons currently employ more than 550 staff in over 50 branches extending from St. John's to Vancouver.

In 1997, Johnsons entered into an arrangement with Royal Insurance Company of Canada whereby Royal would purchase the shares of The Johnson Corporation, while allowing Johnsons to remain an independent and autonomous operation with a Head Office remaining in St. John's.

Paul J. Johnson, along with the other Company shareholders, decided to set aside a portion of the proceeds of this transaction to recognize those Group Clients who were instrumental in the growth and development of the Company. A condition of this gift was that it be fully dispersed within a ten-year period. One of the means selected to recognize the contribution of these Group Clients was the creation of the Johnson Scholarships and Academic Grants. Eligible to receive Scholarships are dependents of Johnson Group Members who are in their graduating year of senior high school. Grants are also available to assist those returning to full-time post-secondary studies following an absence of two or more years, as well as those beginning full-time studies as mature students. Eligible for these awards are Johnson Group Client Members/Employees, and their dependents.

As of 1998, a total of 100 Scholarships and Academic Grants will be awarded annually, each valued at \$1,000. In 1999, 17 Scholarships and four Academic Grants were allocated to students in Newfoundland and Labrador. Of these, 14 Scholarships were awarded to dependents of NLTA Members and three of the Academic Grants were awarded to NLTA Members. They are:

**Scholarship Recipients:** Meagan Bennett, St. Joseph's Central High School, St. George's; Anne-Marie Bourgeois, Stephenville High School, Stephenville; Kerri Buckle, Regina High School, Corner Brook; Robert Collett, Holy Heart of Mary, St. John's; Rita Croke, St. Gabriel's All Grade, St. Brendan's; Deidre Keating, Brother Rice High School, St. John's; Brian Kennedy, Marystown Central High School, Marystown; Erin Lamond, Stephenville High School, Stephenville; Joanne McNeil, Stella Maris Central High, Trepassy; Jessica Oliver, Stephenville High School, Stephenville; Pamela Parsons, J.M. Olds Collegiate, Twillingate; Susan Pike, Carbonear Collegiate, Carbonear; Danielle Rumbolt, Stephenville High School, Stephenville; Kathi Simmons, Ascension Collegiate, Bay Roberts.

**Grant Recipients:** Joshua Collins; Erin Dawe; Douglas Gosse.

Further information and application forms for these awards may be obtained from the St. John's office of Johnson Incorporated, located on Elizabeth Avenue. When these forms become available, a notification and reminder will appear in The Bulletin.

Johnson Incorporated wishes to thank the NLTA for its cooperation in making the existence of these Scholarships and Grants widely known to its Members.

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Wayne Russell is Vice President, Special Services, with Johnson Incorporated.

## **CBC4Kids Teacher's Guide**

The 98-page Teacher's Guide provides extensive Technical Tips, detailed information on how to build a web site and lesson strategies based on CBC4Kids content that will support learning outcomes in key curriculum areas. Free copies of the Teacher's Guide can be ordered on-line at [www.teachers.cbc4kids.ca](http://www.teachers.cbc4kids.ca) or by writing: CBC4Kids Teacher's Guide, P.O. Box 500, Station A, Toronto, ON, M5W 1E6.

## **Standardized Testing: Undermining Equity in Education**

The Canadian Teachers' Federation's (CTF's) Standardized Testing: Undermining Equity in Education, by Bernie Froese-Germain, argues that there is little evidence to support standardized testing from a pedagogical perspective. It examines the effects of standardized testing on educational equity with particular emphasis on the impact of testing bias and the misuse of test results. It also discusses performance-based assessment, addresses the politics of testing, offers some general observations on the assessment of student learning, and provides principles developed by educators to guide decision-making in the areas of assessment, evaluation and curriculum.

Intended to increase awareness of critical issues related to the impact of standardized testing, this book will be a useful resource for teachers at all levels as well as administrators, researchers, policy-makers and anyone with an interest in student assessment and evaluation.

Standardized Testing: Undermining Equity in Education is available for \$10 (+ GST, postage and handling) from CTF, 110 Argyle Avenue, Ottawa, ON, K2P 1B4, Tel: 613-232-1505, Fax: 613-232-1886, web site: [www.ctf-fce.ca](http://www.ctf-fce.ca).

## **The War Amps "Never Again!" Video Series**

Teaching younger generations about the true horrors of war is part of The War Amps legacy. War Amps military heritage videos recount firsthand experiences of the battles as they really happened. All share a common theme: Never Again!

To see a list of Never Again! videos, visit the War Amps web site at [www.waramps.ca](http://www.waramps.ca). Videos can be borrowed free-of-charge or purchased at a cost-recovery price. To order a pamphlet that lists the Never Again! videos, contact The War Amps: E-ZEE ACCESS Tel.: 1-800-250-3030; Fax: 1-800-219-8988.

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# Editor's Choice for Resources on the Web

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## Check out these web sites

<http://improveschools.web.net>

This web site is an initiative of the Canadian Education Association and describes the Shape the Future project. Shape the Future is a nationwide effort to encourage and support the creation of successful schools for the future of young Canadians. Check out the web site for more information.

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

This web-based curriculum module for Grade 5 and Grade 9 Social Studies focuses on the youth of Newfoundland and Labrador and their future in the province and the world. It was developed as part of the Soiree '99 celebrations.

[www.language-course-finder.com](http://www.language-course-finder.com)

For anyone wishing to study a language abroad this web site lists more than 5,300 institutions, information on teaching 54 different languages from Arabic to Zulu in 77 countries. This site also offers detailed background information on language tests and certificates in many languages and a broad range of organizations active in the field of language education.

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## **Margaret Williams Trust Fund Award**

**March 31, 2000 (deadline)**

Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library related projects or assistance in pursuing graduate studies in Library Science. Annual awards generally approximate \$1,000. For further information and an application form contact: Mr. Richard Ellis, Chairman, Board of Trustees, Margaret Williams Trust Fund, Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NF, A1B 3Y1.

## **2000 Annual Technology Education Conference**

**April 12-14, 2000**

Hotel Gander.

Contact Tom Kingston, Tel: 709-466-2713, Fax: 709-466-1006, e-mail: [tking@stemnet.nf.ca](mailto:tking@stemnet.nf.ca).

## **SAC AGM and Conference**

**April 5-7, 2000**

Hotel Gander.

Contact Wayne Witherall, Tel: 709-256-8662, Fax: 709-256-8551; or George Tucker, Tel: 709-726-3682 (s) or 709-753-4001 (h), Fax: 709-726-1012.

## **School-to-Work Transitions 2000**

**May 1-3, 2000**

Toronto.

This international conference focuses on school-to-work transition programs whose primary purpose is to prepare youth for employment, self-employment or post-secondary education. The conference will provide a stimulating forum for educators, business and labour leaders, youth and government to focus on effective solutions and strategies. For further information contact: [www.school-to-work2000.com](http://www.school-to-work2000.com) or Tel: 1-800-648-9888.

## **READ -- Reading, English and Drama Conference**

**May 10-12, 2000 (tentative)**

Holiday Inn, St. John's.

Contact Brian Vardy, Tel: 709-579-4107, Ext. 236.

## **Summit 2000: Children, Youth and the Media Beyond the Millennium**

**May 13-17, 2000**

Toronto.

The first international conference to bring those who are involved in media education together with those who produce and distribute television, film, and new media for young people. For more information check the conference web site at [www.summit2000.net](http://www.summit2000.net) or contact Summit 2000, 60 St. Clair Avenue E., Suite 1003, Toronto, ON, M4T 1N5, Tel: 416-515-0466, Fax: 416-515-0467, e-mail: [summit2000@interlog.com](mailto:summit2000@interlog.com).

## **Program Specialists SIC Conference**

**May 24-26, 2000**

Grand Falls-Windsor.

Contact Christine Cole or Wayne Hallett, Tel: 709-489-2168, Fax: 709-489-2543, e-mail: [ctcole@stemnet.nf.ca](mailto:ctcole@stemnet.nf.ca) or [whallett@stemnet.nf.ca](mailto:whallett@stemnet.nf.ca).

### **Rock and Roll Hall of Fame and Museum 5th Annual Summer Institute**

June 26-30, 2000

Cleveland, Ohio.

The Rock and Roll Hall of Fame and Museum and Cuyahoga Community College present "So You Want to be a Rock and Roll Teacher: Using Popular Music in Interdisciplinary Learning" 5th Annual Summer Institute for Secondary Teachers. This week-long, credit-bearing course is about rock and roll, teaching, and bringing the two together. Taking an interdisciplinary approach, the institute provides the knowledge and tools you need to bring popular music into your curriculum in a meaningful way. Travel packages and scholarships available. Registration begins March 1, 2000. Tel: 216-515-1234 or e-mail: [edavidso@rockhall.org](mailto:edavidso@rockhall.org) for more information.

### **New Frontiers, New Traditions**

July 6-8, 2000

St. John's.

Join colleagues in a national conference whose aims encompass the development of interest of girls in science, technology, engineering and mathematics (STEM), the recruitment of young women into STEM career paths, and the retention and leadership of women in these fields by ensuring their career objectives are met. The event, 8th in a series of national conferences, is being organized by Women in Science and Engineering (WISE) Newfoundland and Labrador Chapter and Memorial University's Chair for Women in Science and Engineering. For information on the conference, check [www.mun.ca/cwse](http://www.mun.ca/cwse), or contact Carolyn J. Emerson, Conference Chair, Tel: 709-737-7960, e-mail: [emerson@engr.mun.ca](mailto:emerson@engr.mun.ca).

### **Trout River Come Home Year**

July 19-30, 2000

The Trout River Come Home Year Committee would like to extend an invitation to all former teachers to the community of Trout River to come join in the festivities. For further information, contact any one of the following: Carole Hann, Tel: 709-451-3521; Millie Crocker, Tel: 709-451-5220; Ivy Crocker, Tel: 709-451-3236; or Jenny Parsons, Tel: 709-453-2485.

### **Eastern Horizons Conference**

October 19-22, 2000

Hotel Newfoundland, St. John's

Co-sponsored by the NLTA Learning Resources Council and the St. John's Branch of the Children's Literature Roundtable. This conference will be a celebration of Canadian children's and young adult literature featuring presentations by a variety of Canadian authors, illustrators and educators, highlighting some of the best literature from across the country. Contact Heather Myers, Children's Librarian, A.C. Hunter Public Library, St. John's, Tel: 709-737-3317.

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