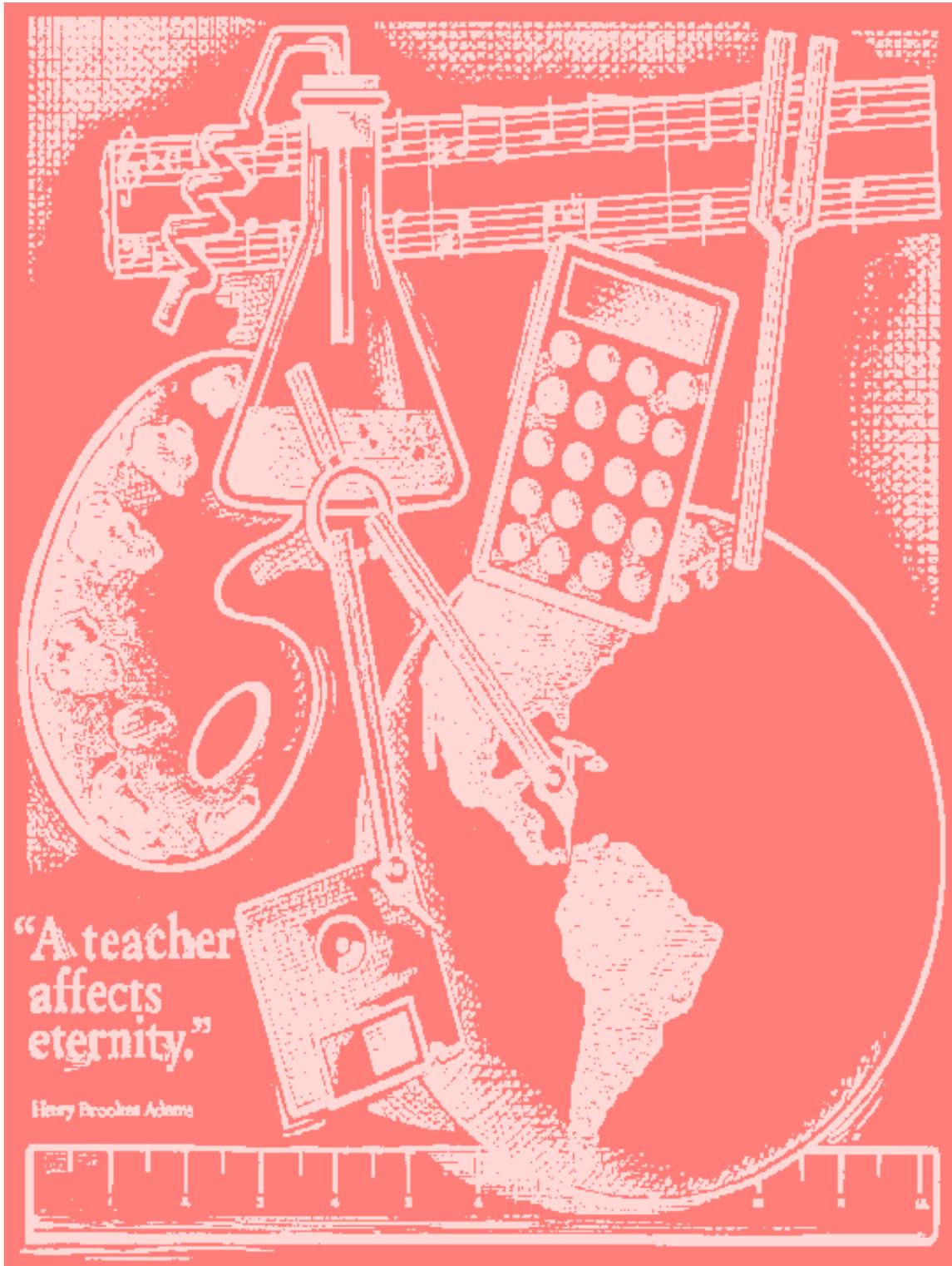


THE
bulletin

Newfoundland and Labrador Teacher's Association

Vol. 40 No. 4 January / February 1997



**"A teacher
affects
eternity."**

Henry Brooks Adams

Table of Contents

[Banner](#)

[Another New Year](#)

by Lesley-Ann Browne

[TIMSS Results](#)

[Fellowship and Bursary Program for Study in French](#)

On Location

[Provincial](#)

[National](#)

[Arbitration Ruling](#)

by Edward Hancock

[Pre-Retirement Seminars](#)

by Wayne Noseworthy

["Holdback Pay" Resolution](#)

by Edward Hancock

[Gallup Poll Results](#)

by Edward Hancock

[The NLTA Intepretation](#)

by Wayne Noseworthy

[NLTA Group Insurance News](#)

by Barbara Lewis

[Health Status Report Card](#)

by Claudette Coombs

[Seeing The Obvious](#)

by Beverly Park

[Resources](#)

ANOTHER NEW YEAR

by Lesley-Ann Browne

After my five-year-old daughter finished opening her presents on Christmas morning she asked when the Easter Bunny would be coming. My first thought was to chastise her for being so un-appreciative of all the presents she had received. But before I said anything I quickly realized that in her innocent way she was putting into words what many of us feel after the Christmas rush. So that's it! It's all over! What comes next?

For many weeks before and during Christmas I spent my time organizing and rushing to get things completed. I don't know why we decided to install, finish and paint an oak railing before Christmas, or why the house had to be painted, or why I had to make 27 different varieties of cookies for the visitors who were all too stuffed to eat them anyway. I guess my worst feeling of exhaustion was when I awoke to find myself sitting on a bench in a shopping mall. Luckily no one noticed (I hope), no one knew me (I don't think), and my packages were still in my hands. And in response to my daughter's question about the Easter Bunny, she now understands that the furry little critter won't be arriving for many months. At least until the stores have put away the Christmas merchandise and taken the Valentines gifts off the shelves.

Another New Year is upon us with all the challenges and promises that it brings. When I was a little girl, the following verse was given to me by my father and I have always felt it is worth sharing.

I am the New Year. I am unused, unspotted, without blemish. I stretch before you three hundred and sixty-five days long. I will present each day in its turn, a new leaf in the bank of life, for you to place upon it your imprint.

It remains for you to make of me what you will; if you write with firm, steady strokes my pages will be a joy to look upon when the next New Year comes. If the pen falters, if uncertainty or doubt should mar the page, it will become a day to remember with pain.

I am the New Year. Each hour of the three hundred and sixty-five days, I will give you sixty minutes that have never known the use of man. White and pure. I present them; it remains for you to fill them with sixty seconds of love, hope, endeavour, patience, and trust in God.

I am the New Year. I am here but once past can never be recalled. Make me your best.

Anonymous

*Lesley-Ann Browne is Communications Officer with the NLTA.
e-mail:labrowme@calvin.stemnet.nf.ca*

TIMSS RESULTS

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious study ever conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The study examines the teaching and learning of mathematics and science at the elementary and secondary school levels with the aim of informing educators around the world about exemplary practices and outcomes. The report, which was released on November 20, 1996, focuses on students who are at approximately the Grade 8 level, or who are about 13 years of age. This is about the highest level in most countries at which almost all young people are still in school and studying mathematics and science.

Provincial Highlights

- In mathematics, Newfoundland and Labrador ranked twenty-second among the 41 countries, and in science Newfoundland and Labrador ranked sixteenth.
- In mathematics, Newfoundland and Labrador results are as good as Alberta and Canada as a whole, are significantly below British Columbia and significantly higher than Ontario and New Brunswick.
- Achievement in mathematics in fraction and number sense, algebra, data analysis, and proportionality is higher than the international scores.
- Newfoundland and Labrador students are performing as well in algebra as their Canadian counterparts.
- Most Newfoundland and Labrador students have a positive attitude towards mathematics.
- Ninety-eight percent of Newfoundland and Labrador students think that mathematics is important to everyone's life.
- The mean score for Newfoundland and Labrador on the overall science test is 59%, tied with Canada, Slovak Republic, and Sweden and higher than the international mean of 56%.
- In science, Newfoundland and Labrador results are as good as British Columbia and New Brunswick, are significantly below Alberta and are significantly higher than Ontario.
- Achievement in earth science, life science, physics, and environment and the nature of science is higher than the international scores.
- Newfoundland and Labrador students are performing as well in earth science as their Canadian counterparts.
- In environment and the nature of science, Newfoundland and Labrador students are performing higher than Canada as a whole.

Teacher and Student Fellowship and Bursary Program for Study in French

Department of Education Language Programs Section

Teacher Fellowship

Applicants: French teachers or teachers who will teach French.

Aim/Purpose: To assist teachers who wish to undertake full-time French studies in Canada.

Financial Assistance: \$4,250 per semester, without dependents; \$5,250 per semester, with dependents, for a total of 2 semesters.

Deadline: March 7, 1997

Teacher Bursary

Applicants: French teachers or teachers who will teach French.

Aim/Purpose: To assist teachers who wish to undertake a summer study program in French in Canada.

Financial Assistance: \$310 per week to a maximum of 6 weeks; or \$200 per course for a maximum of 2 French or second language methodology courses at MUN.

Deadline: March 7, 1997

Student Summer Language Bursary Program

Applicants: Grade 12 students and post-secondary students.

Aim/Purpose: To allow students to undertake a summer study program in French.

Financial Assistance: Bursaries are paid directly to the institution on behalf of the student by the Council of Ministers of Education, Canada. Bursaries will defray the cost of tuition, room and board, instructional materials and compulsory activities. Bursary recipients will be responsible for their transportation costs, pocket money and up to \$100 registration fee and/or deposit.

Deadline: February 15, 1997

For further information on these and other bursary programs for study in French, contact:

Cynthia Murphy, Language Programs Department of Education P.O. Box 8700, St. John's, NF, A1B 4J6
Tel: 709-729-6604/2741.

Students experience science at sea

Students at Holy Spirit High School got a feel for their sea legs this past October when they took part in a two-day Oceanographic Field Trip. The first part of the event consisted of a three hour guest lecture by Captain Jan Negrigen of the Marine Institute. Captain Negrigen spoke about latitude and longitude, nautical miles and knots, deviation and vandalism, dead reckoning, position fix, plotting a course, hi-tech navigation, wave characteristics and tides all topics covered in the elective unit of Oceanography in Physics 3204. Students then had an opportunity to take information from the lecture and labs and experience first hand the feel of the ocean aboard the M.V. Mares. Students toured St. John's harbour and Freshwater Bay and actually took plotted sites from the lecture and inserted them into the hi-tech navigation devices aboard the Mares. Each student was given the opportunity to take the wheel and navigate along a plotted course under the supervision of the Captain.

Robert Kelsey, Science Department Head and Physics teacher at Holy Spirit, said the opportunity to be with a sea Captain who participates in oceanographic studies was very important. "I believe students learn a lot in the classroom, but more lasting understanding of science concepts and ideas occurs through the actual experience," he concluded.

CARBONEAR

Students prove their talent in several mediums

The results of the second Provincial Junior High Math Challenge were recently released to schools and boards of education in the province. St. Clare's Junior High has again placed first overall, with students taking 25 of the 32 gold certificates, 49 of the 74 silver certificates, and 36 of the 116 bronze certificates. The competition is sponsored by the Mathematics Department of Memorial University. St. Clare's Math coaches were: Christine Rose, Grade 7; Paul McCarthy, Grade 8; and Marian Penney, Grade 9.

The results of the Provincial Science/Technology Competition sponsored by STEM~Net were also recently released, with St. Clare's students winning four of the ten awards. Winners were Maureen Manning, Meaghan Whelan, Mark Butt, and Maggie Sullivan, all Grade 9 students. Computer coaches were Gerard Butt and Christine Rose.

Students also proved their talents this past fall in the Remembrance Day Arts Competition sponsored by the Royal Canadian Legion Branch #23 in Carbonear. The competition was open to all students from Bay de Verde to Carbonear. The results for St. Clare's students were as follows: Essay Competition Amanda Purcell, Andrea Pike, and Angie Gear placed first, second, and third respectively; Posters (Coloured) - Christopher Trainor and Bradley Sheppard placed first and second respectively; Posters (Black and White) - Ralph Pike and Angela Dunphy placed first and second respectively; and Poetry Competition Colleen Dunphy placed third.

The Christmas spirit was alive and well at St. Clare's in December. A memo sent to all parents, guardians and students from Principal Brian Manning read as follows: On behalf of the Lithuanian fishermen who are stranded at Harbour Grace due to a dispute, I want to thank you for your kindness and generosity. The 13 cases of food that you donated were greatly appreciated by the crew and Harbour Authority. Your concern is truly a reflection of the Christmas season and the Newfoundland character.

In St. Clare's Technology Education News, all students in Grades 7, 8, and 9 are enrolled in a prescribed computer course. Since September every student has been using the computer lab for seven hours during each 14 day cycle. In December, Grade 7 students utilized an interactive computer software program entitled "Get a Life". The program, supplied by Human Resources Development, urged students to prepare for their future by continuing with their education. Following a couple of sessions on the computer, students were given a personalized printed report based on the answers they provided about their interests, favourite subjects at school, and their talents and skills. Students were encouraged to use the information in the report to start planning their futures, keeping in mind that the best preparation for their future is education.

CHURCHILL FALLS

1997 Christmas Card Contest winner announced

Brandy Down, a Grade 5 student from Eric G. Lambert School in Churchill Falls, has been chosen as the winner of the 1997 NLTA Christmas Card Contest. Brandy will receive a \$75 cash award and a framed copy of her winning entry. Brandy's winning design will appear on the NLTA's official Christmas card which will be sent to schools, businesses and other groups. The theme for the 1997 contest was "John Cabot's Christmas".

Each year the Communications Committee of the NLTA chooses the theme and judges all entries for the Christmas Card Contest. For the first time in the contest's history, first, second, and third place winners were chosen from the same school. Second place went to Katie Edwards, and third place went to Melissa Jacobs. All three winners are students of Grade 5 teacher, Jane Price of Eric G. Lambert School.

PORT AUX BASQUES

Peer counsellors send anti-drug message

Peer counsellors at St. James' High School visited Grade 5 and 6 classes at St. James' Elementary to talk about drugs as part of Drug Awareness Week (DAW) this past November. Wayne Strickland, Guidance Counsellor at St. James' High, and Wendy Osmond, Guidance Counsellor at St. James' Elementary, decided to try something new for DAW. Six peer counsellors agreed to the project and, after researching and brainstorming ways to effectively present the topic to the students, they came up with a 40-minute presentation that included role-playing, information, and games. The counsellors talked about addiction, alternatives to using drugs, and ways to find help. Students carried out a role-play that depicted a typical party scene where a pusher was trying to entice a group of girls to take drugs. Mr. Strickland believes these presentations would appeal more to the elementary students if they came from the high school students. "They're used to teachers coming in and talking about topics like this, but they may be able to relate more with the peer counsellors," he said. Peer counsellor, Corey Pike, said the peer counsellors also learned something. "We learned a lot about drugs through our research that we otherwise wouldn't have known," he said. "I think we surprised ourselves by putting this together so quickly and efficiently. It also helped us with our communication skills." The group is considering holding sessions like this on other topics during Education Week.

(Information for this item was taken from an article by Karen Blackmore of The Gulf News.)

SHOAL HARBOUR

Students learn about science of rocket flight

This past fall, Grade 8 students at Balbo Elementary were busy constructing model rockets from scratch. With the help of computer assisted software, students learned about the science of flight, structure and design. Students also received an in-service on design and structure from Clyde Maclean, a local engineer. "The entire experience has been very beneficial for students because they have had a 'hands on' approach to learning," said technology teacher Paul Green. He said students had a lot of fun and now understand how rockets are powered and how they use recovery systems. Students launched their rockets on November 15.

ST. LAWRENCE

School wins environmental award

This past October, Marian Elementary School was presented the Elaine Burke Award for 1996 in recognition of their commitment to active living in the environment. Marian Elementary was nominated for this award by the Town Council of St. Lawrence for its Green Kid Club activities and the Community Recycling Program. Dave Feener, provincial co-ordinator of the Advisory Committee for the Active Living Go for Green Program with the Department of Tourism, Culture and Recreation visited the school to present a plaque to the students and staff for their environmental awareness projects. Iris Bonnell, Grade 4 teacher at Marian Elementary, says the students and staff are actively involved in environmental projects as a result of this recognition.

ST. JOHN'S

Students learn about fund raising

This past November, Enterprise Education students from Bishops College learned first hand how much work goes into a school fund raising event. The students raised money for their Enterprise Education class by charging \$5 for a comical and lively show by Kirk MacNeil, a hypnotist from Nova Scotia. Mr. MacNeil entertained students through the power of suggestion and later gave a free "Quit Smoking" session after the show. One Enterprise Education student commented that "it was certainly a lot more fun way of raising money than selling bars". Michelle Clemens, Cooperative/ Enterprise Education teacher at Bishops College, says students learned a lot about fund raising from the project, and it also helped them take the first step towards quitting smoking.

School gives generously to needy

Good will flowed abundantly at Macdonald Drive Junior High School this Christmas season. Students and staff donated \$1,200 to the Happy Tree Campaign and over 1,700 food items were collected for needy families. Hubert Hillier, Principal of Macdonald Drive, thanked all students during the school's Christmas assembly and remarked that "this year our donations were more generous than ever before in the 25 year history of the school". Macdonald Drive Junior High will be celebrating its 25th Anniversary during the 1996-97 school year.

Correction

In an article entitled "Students Celebrate National Child Day" in the December 1996 Bulletin, the school named in this news item should have been Mary Queen of Peace School, not Mary Queen of the World. We sincerely apologize for this oversight.

NEWFOUNDLAND & LABRADOR

Students compete in chess competitions

This past November, the All Newfoundland and Labrador Team and Individual Scholastic Chess Championship was held at Ascension Collegiate in Bay Roberts. Sixty-six students from as far away as Conne River and the Burin Peninsula competed in primary, intermediate and high school divisions. Baltimore High School in Ferryland recaptured the senior championship from Queen Elizabeth Regional High School in Foxtrap while St. Pius X Junior High in St. John's took possession of the intermediate team championship trophy for the third year in a row. There was no team play in the primary section.

In individual primary play, there was a certain amount of sibling rivalry. Samir Gandhi of Vanier Elementary in St. John's eventually dominated, but only after a tie-breaking speed chess match against his brother, Sumeet. Espen Sodha of St. Pius X Junior High captured the second championship banner and trophy for his school in the intermediate section. This marks the second year in a row that St. Pius X has had possession of the individual trophy. The high school individual championship was claimed by Ed Martin of Prince of Wales Collegiate in St. John's.

James Dinn, of Baltimore Regional High, says that for many of the players, the All Newfoundland served as a warm-up for the Canadian Youth Chess Festival. Regionals took place in November to determine qualifiers to the Provincial Finals held on December 7 at St. John's City Hall. Approximately 200 students participated in the Festival with 45 of them qualifying for the Provincial Finals. After some very tough play, four players earned the right to represent our province at the National Finals in Toronto on February 1 and 2. Scott Gammon of Macdonald Drive Junior High in St. John's will be the Under 18 representative, while Anand Joshi and Espen Sodha of St. Pius X Junior High will be the Under 14 and Under 12 representatives respectively. The Under 10 section will be defended by Neil Bobbitt of Brinton Memorial in St. John's. Mr. Dinn says if these players win at the Nationals, they will go on to represent Canada at the World Youth Chess Championships this summer in Cannes, France. "Considering the quality of our players and our recent track record at national events, this is not a far fetched possibility."

The only tournament remaining is the premier chess event and longest running national chess competition - The Canadian Chess Challenge. The Challenge is open to all students from Grades 1 to 12 and is organized so students only play those who are in their own grade level. A series of school, regional, and provincial tournaments determines who will represent Newfoundland and Labrador at the National Finals in Montreal on the Victoria Day Weekend. School kits for the Challenge were sent to schools in October with a registration deadline of January 31, 1997. Mr. Dinn says if this is the first you've heard of the Challenge and would really like to get involved, please contact him at 709-738-3670 or 709-432-2090.

In conclusion, Mr. Dinn says chess is a great activity for students, and you don't need to have a lot of knowledge of the game to organize a tournament or club. "The basic moves can be learned from the instruction sheet included with each chess game. After that, students teach each other and improve by attending tournaments. So make your move and get on board!"

Schools participate in certificate program in tourism

Hollands Memorial High School in Norris Point and Cow Head School Complex in Cow Head are the only schools in Newfoundland and Labrador currently participating in a certificate program in tourism through the Canadian Academy of Travel and Tourism. The Academy gives high school students an opportunity to build the foundation for a career in tourism while staying in school and acquiring the skills for post-secondary education, for lifelong learning and for work in the tourism industry. Students will be able to demonstrate learning outcomes referenced to the National Entry-level Skill standards established by the Canadian Tourism Human Resource Council and the Employability Skills profile set up by the Conference Board of Canada. The program involves high school students in Levels I, II, and III who will follow the regular curriculum with a "specialization" in tourism. Many projects associated with the regular curriculum will be tourism related. Academy students will be withdrawn for special tourism excursions and workshops. An Academy certificate will be awarded to students completing ten courses. Other optional courses in the Academy program may be taken. Tourism industry cooperative education placements and internships will be organized for Academy students by teachers and an industry advisory group. Dorothy Payne Parsons, co-ordinator for the program at both schools, is in the process of setting up an advisory board for the area.

The Canadian Academy of Travel and Tourism was launched by the American Express Foundation in October 1995 in four high schools in British Columbia, Ontario, and Nova Scotia and is modelled on the successful National Academy Foundation in the United States and similar programs in the United Kingdom and other countries. It has now expanded into high schools in Manitoba, the Northwest Territories, and Newfoundland and Labrador. For further information on the program, contact Dorothy Payne Parsons at 709-458-3076/2251.

Application deadlines to Faculty of Education Graduate Programs

There will be two deadlines for application to the Faculty of Education Graduate Programs at Memorial University of Newfoundland March 1, 1997, and September 15, 1997. Those intending to begin in the Summer or Fall Semesters must apply by March 1, 1997. The September 15, 1997, deadline is only for those wishing to begin the program the following January.

MUN offers new way to pursue M.A. in English

As of September 1996, the English Department of Memorial University offers the M.A. degree through course work. This option will appeal particularly to those teaching professionals whose schedules make the writing of a thesis impractical. Requiring nine courses and an end-of-program examination, the course work M.A. can be pursued on either a full-time or part-time basis. With flexible scheduling of graduate courses, this degree is an attractive means of enhancing one's professional credentials. Contact Dr. Jerry Varsava, Program Administrator, Tel: 709-737-8051 (o) or 709-745-1036 (h).

Grade 6 students nab intruders

Results of the first annual Newfoundland Science Centre Ingenious Inventions Challenge were recently released. First place went to Ecole St. Patrick in St. John's, second place to St. Paul's Elementary in St. John's, and third place was a tie between Erhardt Memorial in Makkovik and St. Peter's Elementary in Upper Island Cove. Over 800 Grade 6 students across Newfoundland and Labrador were challenged to invent a device to keep potential intruders out of "private meetings". With 25 entries from 15 schools across the province, judges from the Newfoundland Science Centre Board of Directors were challenged to select the winners among such entries as The Domino Popping Extravaganza, Water Falls, and the Heavy Metal Alarm System. With videos, pictures and elaborate drawings, students demonstrated the inventions they made using household items and incorporating pulleys, levers, wedges and slopes and the concepts presented in Using Forces, a Grade 6 core science unit. Prizes were provided by the Business Depot,

Carnaby Row, Granny Bates, and Industry Canada.

The Newfoundland Science Centre is a non-profit charitable organization whose mission is "to spark curiosity and inspire interest and participation in science and technology". Along with provincial outreach programs, the Newfoundland Science Centre plans to open the first science centre in Newfoundland and Labrador in 1997. For more information call Patricia O'Neill, Executive Director at 709-754-0823 or Rhonda Normore, Program Manager at 709-754-0807.

Call for grant applications

The St. John's 1988 Trust Fund invites applications from interested individuals or groups for an award or awards to be made to Geoscience Education Projects in Newfoundland and Labrador. A maximum of \$1,000 will be awarded to one or more deserving projects in this competition. Projects must be completed between September 1, 1997, and August 31, 1998, and should emphasize Earth Science, in the broad sense of the word. They should be beneficial to the professional development of the Newfoundland and Labrador geoscience community and be open to participation by a significant segment of that community. Examples include funding of visiting speakers, field trips (normally to be held within the province), technical workshops, and activities related to the development of Earth Sciences skills at the secondary education level. Applications must be received by March 31, 1997. Decisions will be made by April 30, 1997. Application forms and information can be obtained by contacting Bruce Ryan, Chair, St. John's 1988 Trust Fund Committee, c/o Department of Mines and Energy, P.O. Box 8700, St. John's, NF, A1B 4J6, Tel: 709-729-2111; Fax: 709-739-3493; e-mail: abr@zeppo.geosurv.gov.nf.ca.

Foundation helping establish meal programs in schools

The School Children's Food Foundation of Newfoundland and Labrador is a non-profit charitable organization established to foster the development of sustainable nutritious food programs for school children throughout the province. Their aim is to serve school-aged children by assisting persons or groups in the establishment of nourishing meal programs which are nutritious and hygienically sound, community supported, viable and sustainable, and universal and non-stigmatizing. Funds are granted to cover start up costs and are usually allocated so that some portion must be matched by the community. The Foundation also grants sustaining funds to continue programs in communities that are unable to sustain programs financially, but do support them with volunteer time and in-kind donations. Funding is only allocated if there is a volunteer group in place to oversee and support the program. The school should be considered the delivery site, but the community must take ownership of any child food program.

This past November, the Departments of Social Services, Education, and Health announced the creation of a Provincial Nutrition Fund in partnership with the School Children's Food Foundation on a two year pilot basis. The Foundation is now challenging the corporate sector to contribute to this fund. The hope of the Foundation is to create a sum of money large enough to be invested so the Foundation will have on-going funds to sustain programs in the most economically disadvantaged areas of the province. To date, the Foundation has helped establish 25 programs in Newfoundland and Labrador. For more information or an application form, please contact The School Children's Food Foundation of Newfoundland and Labrador, Suite 210, Virginia Park Plaza, Newfoundland Drive, St. John's, NF, A1A 3E9, Tel/Fax: 709-722-1996.

Computers for Schools update

The Computers for Schools (CFS) Program has come a long way since it was first announced in 1993 as a federal government initiative mandated to provide its surplus computer hardware and software to schools across Canada. In Newfoundland and Labrador, the Computers for Schools Program has undertaken a

unique partnership that benefits all involved. A corps of volunteers has been created from a pool of electronic repair/micro computer technician students studying at four private colleges in the St. John's area. During their training program the students volunteer to repair computers at the CFS Newfoundland distribution centre. Students gain valuable hands-on repair experience and the Program increases the supply of refurbished computers available for delivery to schools and libraries in Newfoundland and Labrador. For more information on the CFS Program, contact Patricia Williams at 709-772-4590.

1997 Margaret Williams Trust Fund Award

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. This year's award will be up to \$1,000. Deadline for applications is March 28, 1997. 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.

ARBITRATION RULING

by Edward Hancock

"All claims for Injury on Duty benefits are processed through the normal Workers' Compensation channels, and the WCC advises government as to whether or not the claim is considered to be a compensable injury."

The Newfoundland and Labrador Teachers' Association has a standing policy which states that "a brief summary of the awards in all arbitration cases is to be placed in the NLTA Bulletin". This article summarizes a recent arbitration report on a grievance arising out of a teacher's application for Injury on Duty benefits. The Arbitration Board ruling deals only with the conflict between the Workers' Compensation Act and the Injury on Duty article in the Provincial Collective Agreement, and whether or not an Arbitration Board has jurisdiction to hear a grievance arising out of a dispute over the Injury on Duty article.

It is the position of the NLTA that specific details of grievance or arbitration cases using names, places or dates will not be published. The use of "he" or "she" in the case description does not necessarily indicate the gender of the individual(s) involved.

The Grievance

Article 16 of the Provincial Collective Agreement provides that a teacher who is unable to perform duties because of a personal injury received in the performance of those duties shall be placed on special leave with normal net pay. While this provision is included in the Collective Agreement, all claims for Injury on Duty benefits are processed through the normal Workers' Compensation channels, and the WCC advises government as to whether or not the claim is considered to be a compensable injury. The teacher does not receive direct Workers' Compensation benefits but still continues to be paid through the normal Teacher Payroll channels. However, the WCC procedures for determining the extent of injuries and the link between the teacher's condition and the accident are used to investigate and assess the case.

In the instance in question, a teacher was injured in a fall while at school. He filed the usual WCC claim forms for Injury on Duty benefits, but the claim was subsequently denied by WCC. After an internal appeal, the WCC reconfirmed its original decision. Based on the WCC decision, the Department of Education denied the grievor's claim for benefits under the Injury on Duty article and a grievance was then filed alleging that the denial of benefits was a contravention of Article 16.

The grievance was not resolved through the grievance process, so it was referred to an Arbitration Board in accordance with Article 32.

Preliminary Objection

Prior to the arbitration hearing, Treasury Board notified NLTA that they would be raising a preliminary argument to question the jurisdiction of the Arbitration Board to hear the case, based on the argument that the Workers' Compensation Act governs the provision of all Injury on Duty benefits to workers in the province. It was then agreed between the parties that the Arbitration Board be asked to first rule on this question of jurisdiction before proceeding to the merits of the case.

In its submission to the Arbitration Board, the employer agreed that the Board did not have authority to make decisions on eligibility of teachers for Injury on Duty benefits, since such benefits are covered by the Workers' Compensation Act. The employer made a number of references to the Act and to an excerpt from minutes of Cabinet in making its argument that the Act prevails. It was the employer's submission that,

because the determination of compensation arising from Injury on Duty is statutorily delegated to the WCC, Article 16.01 must be interpreted in a manner that any determination made by the WCC is binding upon the parties to the Collective Agreement. Accordingly, the Arbitration Board would have no right to deal with any grievance alleging a violation of Article 16.01 since the case had already been determined by the WCC decision. Finally, the employer cited case precedents in support of its proposition that, where legislation conflicts with collective agreements, the parties to the collective agreement cannot contract out of the protection offered by the legislation but must submit to the statute.

In its submission, the Association first questioned whether government, through Treasury Board, is really the "employer" of the grievor since he was employed by a school board which is not a Crown agency. It also argued that, since the Crown is not an employer for purposes of the Act, then the Act does not take away the rights of the grievor to claim a benefit from the Crown. Benefits to teachers are not paid out of the Workers' Compensation Fund. For administrative purposes only in the processing of claims, the parties have agreed to allow the WCC to make recommendations to the employer with respect to claims. Counsel for the Association also made reference to a number of provisions of the Act that were in force at the time of the grievor's accident to challenge whether the Act actually precludes the right of an employer to separately agree to place an employee on leave with pay in the event of an Injury on Duty as provided for in Article 16.

The Decision

In considering the evidence, the Arbitration Board first considered the question of who was the true employer of the grievor. The Arbitration Board referred to legislation and a court review of a 1982 arbitration case and ruled that the grievor was employed by a school board and is not a Crown employee. This then meant that the Arbitration Board would not have to rule upon the question of whether the Crown itself is bound by the Workers' Compensation Act. It ruled that school boards are not exempted from the Act and therefore teachers are "workers" for purposes of that legislation.

The Board noted that the parties to the Collective Agreement have operated for many years as if statutory compliance to the Act was not required by teachers in school boards. It is obvious that the parties have consistently treated the WCC as simply an advisor to the Department on matters of injured teachers and their rights to compensation under Article 16. This procedure has been in place for many years. However, because the employer is now questioning the jurisdiction of the Arbitration Board to hear the matter, the Board is required to closely examine the provisions of the Workers' Compensation Act. The Board made specific reference to section 44 (1) of the Act, which states: "The right to compensation provided by this Act is instead of rights and rights of action, statutory or otherwise, to which a worker or his or her dependents are entitled against an employer or a worker because of an injury in respect of which compensation is payable or which arises in the course of the worker's employment."

The Outcome

After examining the apparent conflict between the Workers' Compensation Act and the Injury on Duty provisions of the Collective Agreement, the Arbitration Board ruled: "Article 16 of the Collective Agreement attempts to provide a teacher with compensation arising from an injury sustained in the course of that worker's employment. An adjudication on compensation under Article 16 would be tantamount to a determination of entitlement which is eliminated by S. 44 (1) of the Act. The right to make such adjudications is given exclusively to the Workers' Compensation Commission. In this Board's view, parties are still free to contract for certain benefits which may be payable to employees during periods of absence due to injury or illness. What is objectionable about Article 16 is that it purports to tie benefits to the fact that the absence is the result of an on-the-job injury. That is the aspect which offends Sections 19 and 44 of the Act".

As a result, the Arbitration Board ruled that it had no jurisdiction to enter upon the enquiry requested by the

grievor in his grievance, since such an enquiry would represent an adjudication of benefits arising under Article 16 of the Collective Agreement, an adjudication that is not permissible under the Act.

The outcome of this arbitration is extremely serious for teachers and for the Association, to such an extent that this ruling is being challenged by an application to the Court for a judicial review of the ruling. When this judicial review is heard, the Court will determine whether the Arbitration Board interpreted the statute in question (i.e., the Workers' Compensation Act) appropriately. This Court hearing was scheduled for January 1997 and we expect a ruling shortly.

*Edward Hancock is Administrative Officer, Benefits and Economic Services, with the NLTA.
e-mail: ehancock@calvin.stemnet.nf.ca*

PRE-RETIREMENT SEMINARS

by Wayne Noseworthy

"Only those teachers eligible to retire during the school years 1998-99 and 1999-2000 will be eligible to attend registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance."

During the Fall of 1996, NLTA hosted five Pre-Retirement Seminars one in Corner Brook, one in Gander, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling.

Information sessions dealt with topics such as the Teachers' Pension Plan, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants. The total number of prospective retirees in attendance during the Fall of 1996 was 431; this is a significant increase over the previous year where the total was 297. Approximately 60 percent of participants had spouses in attendance which meant we were able to present information and hold discussions with approximately 700 individuals this past Fall.

From all reports, the seminars were regarded as quite successful. Notwithstanding this, there have been a number of recommendations for improvement and our plans for the Fall of 1997 will try to incorporate those various suggestions. In fact, the issue of increasing number of participants has already been dealt with by the Provincial Executive at its meeting on January 10-11, 1997. Preparation is already underway to hold seven seminars altogether during October, November and early December 1997, on the following basis: one seminar in Corner Brook, one in Grand Falls-Windsor, one in Gander, and four in St. John's.

The sessions will be two days in duration. The program begins with registration from 8:45 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:00 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements. The agenda will include items referenced above as commentary with regard to the 1996 seminars.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained within this article; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 1997 seminars can be found on the following page. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during the school years 1998-99 and 1999-2000 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA Office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an

NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come-first-served basis.

NLTA Policy on Pre-Retirement Seminars

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of the Benefits and Economic Services program relating to retirement planning will be communicated through the use of the NLTA Bulletin, Infosheets, and special publications.

2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.

3. Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.

4. Expenses will be paid (or not paid) for teachers and spouses who attend the pre-retirement seminars in accordance with the following stipulations:

(a) No meal expenses will be paid during travel to and from or at the seminar itself.

(b) No accommodation expenses will be paid during travel to and from or at the seminar itself.

(c) No child care expenses will be paid for seminar participants during travel to and from or at the seminar itself.

(d) Travel expenses shall be reimbursed in accordance with the following provisions:

i. Participants shall be reimbursed the lesser of travel by private vehicle or public transportation.

ii. Payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.

iii. Travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.

iv. No taxi expenses will be paid to participants living or teaching in the community where the seminar is held.

v. The participating teacher and spouse are expected to travel in the same private vehicle and, consequently, only one claim will be entertained for car meterage.

(e) Any reception(s) held during the pre-retirement seminars will be on a cash basis only.

5. Expenses for the spouse of the retiring teacher shall be provided in accordance with Association policy as stipulated in Section G (Pre-Retirement Counselling).

6. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a

second seminar as a spouse.)

7. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.

8. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

9. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.

10. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Benefits and Economic Services Committee with recommendations being made to Executive as required.

Wayne Noseworthy is Administrative Officer, benefits and Economic Services, with the NLTA.

"HOLDBACK PAY" RESOLUTION

by Edward Hancock

At AGM 1995, the following resolution from the floor was carried: That NLTA actively pursue the goal of obtaining the amount of money known as the summer holdback pay; that NLTA put in place a plan that would expedite the management and disbursement of those monies; that income earned from investing this money be used to pay any costs incurred; and that surplus earned income from these investments be annually deposited in the Emergency Fund.

This resolution was pursued during 1995-96 by first having the NLTA auditing firm undertake the necessary cost analysis regarding the requirements of personnel, office space, computer and other equipment, etc., which would be necessary to put such procedures for summer holdback pay disbursement in place. The auditors also analysed, and provided a projection of, potential income from investing the holdback pay over the year and then disbursing it the following summer. The report from the auditors showed that estimated interest income of \$1.23 million would be realized from short-term investment of the holdback pay throughout the year, that estimated annual costs of administering and running the holdback payroll would be approximately \$125,000, leaving a net annual benefit of approximately \$1.1 million.

This report was considered by the Teacher Welfare Issues Committee of the Provincial Executive. The report, and the Committee, identified a number of major considerations and concerns which could impact on the practicality of pursuing the initiative outlined in the resolution. These concerns included:

1. The estimated interest income of \$1.23 million per year would, in essence, be a net loss for government. Hence, it would be likely that this net loss for the employer would negatively impact on some other financial benefit which NLTA was attempting to gain through negotiations.
2. The potential status of NLTA as employer of teachers, paying out the four salary cheques over the summer, carries a number of implications.
3. To carry out this process would require full cooperation from the Department of Education along with full coordination of computer payroll systems, since the NLTA would be taking on full responsibility for disbursement of summer cheques, after the Department has issued the earlier 22 payroll cheques and made various deductions.
4. There are a number of legal and technical implications for the Association in being responsible for properly accounting for teachers' holdback pay and being answerable to individual teachers for errors which may have originated earlier in the school year.
5. It is possible that individual teachers would seek to have the net benefit returned to them on an individual basis instead of having the lump sum returned to the Emergency Fund.

As a result of these concerns and the possible implications for teachers and for the Association, the Provincial Executive determined it would be better to use some other approach to attempt to secure the equivalent of the net benefits related to holdback pay. Therefore, as a result of the recommendation from the Teacher Welfare Issues Committee, the Provincial Executive decided not to action the resolution but to direct the negotiating team to make every attempt to obtain financial benefits for teachers in some other form at least equivalent to the net benefit of \$1.23 million which government is realizing from the holdback pay.

The above decision and action on this resolution were reported to AGM 1996. At the Joint Council Meeting held in November 1996, the issue was again raised by a Branch President. As a result of the ensuing discussion, a motion was passed that NLTA would publish (perhaps via the NLTA Bulletin) information regarding resolution FL5 from AGM 1995 to determine if this option is acceptable to the membership. This

Bulletin article, then, is intended to provide members with information concerning this matter. Any member who would like to express his or her opinion on the matter, and whether or not NLTA should pursue this issue further through negotiations, is invited to provide input in writing or verbally to your Branch President. We are particularly interested in members reaction as to whether or not you would agree with NLTA taking responsibility for issuing your summer holdback cheques and whether you would agree that any monies realized from controlling and investing the holdback monies could be contributed to the Emergency Fund. After members have had an opportunity to provide some feedback to their Branch Presidents, the Branch Presidents will be asked to provide an update on any response to the NLTA provincial office, so that the matter can be considered further.

*Edward Hancock is Administrative Officer, Benefits and Economic Services, with the NLTA.
e-mail: ehancock@calvin.stemnet.nf.ca*

GALLUP POLL RESULTS

by Edward Hancock

According to the results of a recent Gallup Poll on education, 71 percent of Canadian respondents favour increased funding for public elementary schools and 70 percent favour an increase for secondary schools. The results of this poll were recently reported in the November/December 1996 edition of Economic Service Notes published by the Canadian Teachers' Federation. The report further notes that this was the highest level of support for increased funding for elementary-secondary education in the six selected years surveyed since 1986.

By region, support for increased funding was greatest in the Atlantic region with 84 percent favouring an increase. All regions showed greater public support for increased funding in 1996 than in 1995, except for Quebec which experienced a negligible decline.

The particular question posed to the respondents was: "How do you feel about the level of Government funding of the public education system in your province? Would you favour or oppose increased funding for elementary/public schools and for high schools?" The results are summarized in the following table:

Percentage of Respondents in Favour of Increased Funding for Elementary and Secondary Schools, by Level and Region, 1996.

| Region | Public/Elementary Schools | High Schools |
|------------------|---------------------------|--------------|
| Atlantic | 84% | 84% |
| Quebec | 65% | 66% |
| Ontario | 68% | 68% |
| Prairies | 76% | 73% |
| British Columbia | 77% | 75% |
| Canada | 71% | 70% |

Note: Remainder of respondents were either opposed to increased funding or expressed no opinion.

In the meantime, the same edition of CTF's Economic Service Notes reports that total real spending on elementary/secondary education has fallen for the third consecutive year. Based on Statistics Canada estimates, total spending for public elementary/secondary education in Canada decreased by 0.3 percent in 1996-97. After controlling for inflation, real spending is estimated to have declined by 1.7 percent between 1995-96 and 1996-97. This was the third consecutive year that total real spending declined, for an estimated total decline of 2.9 percent between 1993-94 and 1996-97.

The estimated changes in total real spending on elementary/secondary education varied from an increase of 3.7 percent in PEI to a decline of 2.9 percent in Newfoundland and Labrador and in Quebec. It is worthwhile to note that only three provinces experienced an estimated increase in total real spending over last year, and two of these were in the Atlantic provinces, namely Prince Edward Island and New Brunswick. The third was British Columbia. In the meantime, Newfoundland and Labrador, along with Quebec, showed the greatest rate of decline at 2.9 percent.

THE NLTA INTERPRETATION

by Wayne Noseworthy

Both the Provincial and Labrador West Collective Agreements contain provisions to deal with teacher redundancy, reassignment and layoff. The articles in the agreements are quite similar; however, there are unique aspects applicable in Labrador West.

The relevant article (Article 9) has been developed over time as a result of intense collective bargaining providing modification based upon experience and precedent. It provides a method of staff reassignment in the event of redundant teaching positions based upon seniority, subject to capability. The interpretations of Article 9 offered below are based on the wording of the agreement which expired December 31, 1995. It is anticipated that modifications will occur in the current round of negotiations in light of the new Schools Act and other developments with respect to the designation of schools.

Seniority

Clause 9.01 indicates that "seniority" is to be determined on the basis of the total length of time employed as a teacher in Newfoundland and Labrador, both before and after the signing date of the current Collective Agreement with this particular provision taking effect as of September 1, 1994. If the length of teaching experience defined above is equal, then the teacher to be declared surplus shall be determined by the school board.

Words such as "consecutive" or "immediately preceding" are not used and consequently all service as referenced immediately above (including substitute and/or replacement time) will be totalled when determining the relative seniority of teachers within a school, community, school system or school district.

Redundancy and Reassignment

Clause 9.02 outlines the procedure to be followed if a teaching position or positions within a school have become redundant.

First, the school board must define the program of studies within the schools in the district and assign teachers to ensure appropriate programs can be implemented. If, in this process, redundancies occur, the board must provide for reassignment or layoff of personnel in accordance with the procedures in Article 9.

Second, the school board must prepare a seniority list based on four groupings: tenured teachers; teachers on a one-year probationary contract; teachers on a two-year probationary contract; and teachers on probationary contracts in accordance with Article 7.05 (i.e., less than certificate III).

Third, the school board must reassign senior teachers of that school to remaining positions within the school so as to accommodate the right of senior teachers to remain in the school. The teacher or teachers on staff with the least seniority are to be reassigned from the staff unless that person is occupying a position which cannot be accommodated by reassignment of other, more senior staff members. There is a responsibility on the school board to reassign all teachers in the school, if necessary, to ensure, as far as possible, that the most senior teachers are retained in that school.

Article 9 does not deal with degrees of capability. The school board is not to determine whether the senior teachers are more or most capable, but only whether they are capable of fulfilling the remaining positions.

Clause 9.03 outlines the steps to be followed in the event that a redundant teacher cannot be retained on the staff of a given school. Redundant teachers have priority, based on seniority, and subject to capability to

perform the job function required, to teaching positions held by junior teachers in the following order of priority: (a) within the community; (b) within the school system; (c) within the nearest community outside the school system, within the school district; and (d) within the school district.

The employer must reassign the redundant teachers in order of seniority to positions held by junior teachers. A teacher declared redundant in a school does not necessarily select a position that he or she wants; rather, the redundant teacher must be reassigned by the school board in accordance with the Collective Agreement. Notwithstanding this, there is often much discussion and agreement reached between school boards and teachers as to the exact position a teacher is to be reassigned into.

Timelines

Layoffs are effective only at the end of the contract year, and any teacher who is to be laid off must be notified in writing on or before May 7 in the current contract year. A teacher who has been reassigned and has been notified (in writing) must advise the school board (in writing) within ten calendar days of acceptance or rejection of the position.

Clause 9.10 (a) provides a recall procedure for teachers who were laid off and are still unemployed as teachers. Clause 9.10 (b) stipulates that teachers who have received an offer of recall in accordance with 9.10 (a) must reply within five days or the offer will be deemed to be rejected. Clause 9.10 (c) is a relatively new addition to the Collective Agreement and, subject to Article 6.03, gives preference in hiring to laid-off teachers for substitute, replacement and term positions.

Refusal of Reassignment

Clause 9.13 states that "a teacher who refuses reassignment in accordance with this Article 9 shall be deemed to have been laid off." The strongest advice we can offer teachers is to, under no circumstance, immediately refuse a reassignment in writing. If any member has strong reservations about the measures adopted or reassignments given with respect to Article 9, that member should contact the Benefits and Economic Services Division of the NLTA for advice.

Grievance Procedure

It should be remembered that Article 31 of the Collective Agreement provides a detailed grievance procedure which may be followed in the event of an alleged violation of the Agreement; furthermore, it is essential to realize that strict timelines are provided in that article and must be adhered to if any grievance is to have integrity. A grievance must be filed within ten days of the discovery or occurrence of an alleged infraction.

A more detailed analysis of this particular article is available in Benefits and Economic Services Infosheet No. 15. Particular inquiries with respect to this topic should be directed to the Benefits and Economic Services Division at the NLTA.

*Wayne Noseworthy is Administrative Officer, Benefits and Economic Services, with the NLTA.
e-mail: wnosewor @ calvin.stemnet.nf.ca*

NLTA GROUP INSURANCE NEWS

by Barbara Lewis

One of the major benefits offered to members of the NLTA is the Group Insurance Plan. It has expanded in scope over the years with new options and benefits added. The following are some Group Insurance news items which should be of interest to you.

New Group Insurance Kits/Drug Cards

A major revision of all Group Insurance booklets has been undertaken in the past couple of months. This is the result of changes to several of the Plans' options (benefits and premiums) which became effective October 1, 1996. All insured members (active, retired, substitutes, part-time teachers, teachers on leave, etc.) will receive copies once the material is available from NLTA Printing Services. It is anticipated this mailing will be ready by the end of February. A summary of the major changes was sent to all insured members in September 1996. A number of these have been returned as the address on file with the Plan Administrator, Johnson Incorporated, was no longer valid. **If you have changed addresses since the school year 1995-96, or more recently, you are advised to call the Plan Administrator** at 1-800-563-1528 to have that correction made. Otherwise, you will most likely not receive the new Group Insurance Kits.

In addition, new Drug Cards are being prepared and will be ready for mailing at the same time as the kits. Therefore, we need your new address.

Group Medical Travel Insurance

Effective February 1, 1997, NLTA is making a new Out-of-Country Medical Travel Insurance program available to its members. In a review of the various insurance options offered by NLTA carried out last school year, teachers told the Association they wished to have this coverage offered on a **voluntary** basis. Once enrolled, your coverage remains in effect through the usual payroll, pension or bank deduction system. **Note: This plan is especially attractive to members who are out of the country for extended periods or who make several trips a year out of the country and who are not covered by other policies.** For once a year trips out of the country, for example, this type of policy may not have any financial advantages over purchasing "limited time" coverage through a travel agent. With the NLTA plan, any number of trips are covered within the annual period for which premiums are paid through the automatic premium deduction method. For details, contact the Plan Administrator at 1-800-563-1528.

NLTA Insurance Coverage for Substitute Teachers/Laid Off Teachers/Teachers on Unpaid Leave/Teachers Whose Term Contracts End

Teachers who fall into the above categories are eligible for NLTA Insurance based on the eligibility guidelines approved by the Group Insurance Trustees. It is your responsibility to contact the Plan Administrator at 1-800-563-1528 to make arrangements for premium payments from a bank account. The NLTA office has a number of Infosheets available which clarify both your membership status in the NLTA and your eligibility for NLTA insurance coverage while you are not on regular teacher payroll. Contact Melanie Jaster at the NLTA office for receipt of these Infosheets (1-800-563-3599, ext. 233).

Barbara Lewis is Administrative Officer, Benefits and Economic Services, and NLTA Staff Consultant to the Group Insurance Trustees.

e-mail: blewis@calvin.stemnet.nf.ca

HEALTH STATUS REPORT CARD

by Claudette Coombs

Newfoundlanders and Labradorians are known for many things our strong cultural heritage, our ingrained work ethic, our intense social network and support systems, and our friendliness. All these characteristics are fundamental for a healthy society and healthy individuals. Unfortunately, we are also well known for a few high risk health behaviours. Nationally, we are a population with the highest smoking rates, the greatest consumption of fat and salt, and consequently the most at risk for heart disease!

We can make many lifestyle choices that allow us to take full advantage of the genetic body which our mind and spirit call "home". We have the opportunity to enhance our quality of life by making sure we do everything under our control to keep our bodies in prime health. Of course, we can't do that without first knowing and understanding a few basic things about health.

CURRENT HEALTH

Physical Health Status

Achieving and maintaining optimal physical health means knowing our current status, our optimal goal, how to reach our health goal, and then working regularly to achieve them. Let's start with our current status.

Yes No

- I get adequate sleep.
- I eat nutritious, balanced meals and snacks.
- I engage in some physical activity daily.
- I maintain a healthy weight.
- I know my blood cholesterol level.
- I know my blood pressure.
- I keep my blood pressure and cholesterol within a healthy range.
- I use alcohol in moderation, or not at all.
- I avoid unnecessary risks when (stretching, lifting, climbing, driving, using power tools, etc.)

Emotional Health Status

Emotional well-being is determined by our ability to cope with our lives "as is", recognize a need to make reasonable changes, and have the ability to begin a process of change. There are many factors necessary for good emotional health; some are internal and directly under our control, others are external but still under our influence.

Yes No

- I have strong skills for coping with stress.
- I have developed relaxation techniques that work for me.
- I work through the negative things in my life.
- I look for, and accept, support from others when it would be helpful.
- I can express my feelings appropriately to others.
- I focus on positive attributes in myself and others.
- I attempt to make changes in my attitude or behaviour when I see it might be helpful.
- There are aspects of my job which I find very satisfying.
- I have a support plan to help when I'm upset.
- I have a close, trusted friend who allows me to vent my emotions safely.
- I have family and/or friends who are "there for me" when I need a boost.
- I recognize my social and emotional needs (for belonging, love, acceptance, etc.) and am able to fulfill

them with the resources in my immediate environment.

Spiritual Health Status

Understanding and accepting our role in the universe is an initial step to setting direction for our lives and feeling content with where we are and what we are doing about it. We recognize an ability to realistically improve our relationships, society or humanity by our personal unique contributions.

Yes No

- I take time to keep myself at peace.
- I recognize that there are external forces over which I have no control.
- I acknowledge some power greater than myself (God, nature, the universe, etc.), whether I access that power or not.
- I feel a common bond with others and am able to empathize with their joys and sorrows.
- I believe I can do things to benefit others.

Financial Health Status

Stressors in our lives, such as illness, isolation, criticism, can be harmful to our personal well-being. Financial concerns are equally able to affect our overall health. Being "rich" doesn't necessarily bring better health, but being financially stressed will impact negatively on health status.

Yes No

- I can budget my income to meet necessary expenses.
- I can build in occasional treats (personal purchases, holidays, etc.)
- I am able to plan for future spending.

OPTIMAL HEALTH

In most of these areas we already know what would be optimal for us. For example: an individual's need for sleep can range from five or six hours to nine or ten hours each day. At six hours, if you feel like you're never getting enough sleep, then maybe you're right! A thorough medical examination will provide more information on your personal health goals. Although we can look at "average measures" for blood pressure and other health traits, it is important to know our personal measures. If we fall within normal ranges then we must monitor these health traits and maintain a healthy status as our bodies go through normal life changes and stresses.

ACHIEVING HEALTH GOALS

When our goals have been set we can establish action plans to reach each of them. Some can be achieved much more easily (e.g., finding a good hobby) than others (quitting smoking or losing 35 lbs.). Don't despair all can be achieved with consistent and appropriate effort! Consider one goal. Explore the options (check out information from friends, experts, literature). Decide on a pathway that suits your time, interest, energy and needs. Set levels of achievement and build in personal rewards. Plan to celebrate (public or private) when you reach your goal

Working on more than one goal may be possible if they are related (e.g., increasing fitness and changing eating habits). However, there are some which are much better achieved if done in sequence, such as: learning new methods of coping with stress and techniques for relaxation before beginning the process of quitting smoking!

Your school nurse is an invaluable resource for information on a variety of health topics. You can also contact me for other health information or direction. Whatever your preference in collecting information, your overall emphasis is to plan a realistic strategy to maximize your health, then move forward with it. Re-examine your current status and set your new health goals by seeking some support in all areas.

*Claudette Coombs is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (Ext. 265) or Kathy Burford (Ext. 242).
e-mail: ceboyd@calvin.stemnet.nf.ca*

SEEING THE OBVIOUS

by Beverley Park

Last fall the NLTA received two guests from the South African Democratic Teachers' Union (SADTU), Mr. Glenn Abrahams and Mr. Aubrey Matlole. They were on a study tour sponsored by the Canadian Teachers' Federation (CTF) to learn more about Professional Development programs in Canada. While they were here, I had the pleasure of hosting them setting up an itinerary and accompanying them to various arranged meetings.

It has been a few months since Glenn and Aubrey left, and the fact that memories of their visit continue to surface leads me to believe that perhaps there was food for thought for others, as well as for myself. These people were here to learn from us, but as in every learning environment, the flow is never one way. While they did indeed benefit from the very generous sharing of time and resources from the NLTA, the Department of Education, Memorial University, the Denominational Education Councils and the District Offices of the then Avalon Consolidated and Roman Catholic School Boards, as well as Beachy Cove Elementary and Prince of Wales Collegiate, everyone who came into contact with them also benefited.

A few years ago, as a member of NLTA's Project Overseas Team to Tanzania, I had a chance to see their Continent through my North American eyes. I remember being fascinated by the intricate patterns on the striping of zebras and commenting on this to an African colleague. She replied; "Oh really, I hadn't noticed". Aubrey's and Glenn's observations caused me to notice many things which we often overlook:

- The willingness of people to share their time, their talents, their resources. Not one of the people I contacted even hesitated in arranging, and sometimes re-arranging, their schedule to meet with us.
- The level of activity and energy in a primary class and the children's smiles of pride when their teacher introduced them to guests a reflection of her pride in them.
- The feeling of patriotism when a school band plays, "O Canada"; for me it was like hearing it for the first time, and the words "glorious and free" suddenly meant something.
- The generosity of spirit that is part of our educational environment at all levels. Despite any differences we may have, any conflicts we are still seeking to resolve, one on one, person to person, people smile, extend a hand, and deep down, people care.

Aubrey and Glenn's struggle and the struggle of the South African people has been far beyond that which most of us, living in a free and democratic society, have ever experienced. Our frustrations, although they are not insignificant, come into focus when viewed through the eyes of someone who has had to live in exile and work from outside to build a teachers' union, for fear of racial and political prejudices and persecution. The economic, political and social realities of South Africa make it a challenging context for teachers and for the union trying to support them.

I am amused when I remember sitting at my dinner table, "gossiping" about Nelson Mandela, or seeing Glenn's face when he took his first sip of Screech.

I am sad when I think of the stories of their friends who died for what they believed in and the conviction that created in these men to carry on the struggle.

I am concerned about the future of the South African Democratic Teachers' Union. Every time I see a reminder of NLTA's 100th Anniversary now having passed, I wonder where SADTU will be a hundred years hence and what it may have accomplished.

I am enriched by the experience of having met these two very special people and I am reminded of all the

things for which I can take pride and treasure as a teacher in Canada and in Newfoundland and Labrador.

Ours is a good system, we are exemplary role models, and CTF could do no better than to send delegations to the NLTA. The most recent visit has certainly re-affirmed my pride in this province and in my profession.

Look around you tomorrow, in your place of work. Try to see it through new eyes and view it with pride. You are part of something good, very good.

*Beverley Park is Administrative Officer, Professional Development, with the NLTA.
e-mail: bpark@calvin.stemnet.nf.ca*

Resources

ALL THE RIGHT TYPE FOR WINDOWS

VR Didatech's highly acclaimed keyboarding instructional program for Grades 4 through adult is now available in a new version, All The Right Type for Windows. This new keyboarding software for Windows features an all-new visually intuitive graphical interface that, at the teacher's option, engages the user in either conventional drills or an animated rowing competition. Tests are delivered in the teacher's choice of standard format or timed writing. On-screen text may be turned off, allowing students to type from printed copy. All The Right Type has an automatic link to existing word processing software. Class information is easily converted to All the Right Type and students names may be imported from text files, and records, charts and scores can be exported to a spreadsheet or database. Minimum system requirements are 6 MB available hard drive, and 8 MB RAM. PC processor requirements are 386 or higher. All The Right Type for Windows school packages are priced at \$695 for a site license, \$179.95 for lab packs (5 computers) and single copies are \$59.95. Site licenses include the option of ordering student take-home disks for each new class. These are available for Windows, Macintosh, MS-DOS (CGA), or Apple II formats. The cost for each take-home disk is less than \$20. VR Didatech offers evaluation copies free of charge to evaluators and districts, and backs up all orders with a 60-day, 100% refund policy. For further information, contact VR Didatech, Tel: 604-299-4435; Fax: 604-299-2428; e-mail: info@didatech.com.

PATHWAYS: HOW TO ACCESS ELECTRONIC INFORMATION AND WHEN THE CENSOR COMES

Pathways: How to Access Electronic Information is intended to introduce the various forms of electronic information. It is a first step in the use of computers to access information from home, library or other institution. This booklet is designed to encourage the novice and contains tips on what is available and where some of the difficulties lie.

When the Censor Comes is a guide for teachers, librarians, booksellers and others who disseminate the printed word. It walks the reader through definitions of censorship, how to spot (and thwart) a would-be censor, the procedures used by Canada Customs at our border and gives examples of policies that should be put in place in schools and libraries.

To order your free copy(ies) of Pathways or When the Censor Comes, contact the Book and Periodical Council, 35 Spadina Road, Toronto, ON, M5R 2S9, Tel: 416-975-9366; Fax: 416-975-1839.

DISRUPTIVE BEHAVIOUR IN TODAY'S CLASSROOM: STRATEGIES FOR SUCCESS

Disruptive Behaviour in Today's Classrooms, a new release by the Canadian Education Association (CEA), provides practical information and help to administrators and teachers, and will be of interest to any person concerned with improving our schools. In clear and simple language, it gives key findings of reports and books by well-known authorities. Find out how CEA interviewed educators tackled the issue of disruptive behaviour and what worked for them. Learn about Reflecto, the mischievous raccoon who helps elementary pupils reflect on their behaviour in one Montreal school, the four intervention models being studied in several Ontario secondary schools to reduce antisocial behaviour and dropout rates, and how one North West Territories school has used computers to help staff better deal with discipline problems. This report tells you about: factors contributing to disruptive behaviour; what is discipline and the discipline principles; the characteristics and goals of well-disciplined schools; what works; making changes in your school; classroom management; and programs that help the child by helping the teacher. Copies of Disruptive Behaviour in Today's Classroom (also available in French) are \$12 each plus \$3 shipping and handling.

Contact the Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, ON, M5S 1V5, Tel: 416-924-7721; Fax: 416-924-3188; e-mail: acea@hookup.net.

THE MULTICULTURAL TEACHING KIT FOR PARENTS

Two Ravens Educational Services, an innovative educational publisher committed to increasing literacy from within the home, has recently gained the endorsement of the Canadian Home and School Federation for their product, The Multicultural Teaching Kit for Parents. This kit is the first in a series of Ready-to-Read books which guide parents in familiarizing children with text and teaching children aged 4-7 to read. It contains three, eight-page pattern books with a compact teaching activities booklet that gives tips and strategies in a four-week plan. The books have a simple story line, but the pictures are part of a larger story which parents and children can explore together. The intention is to lower both teaching and learning anxiety on the part of the parent/educator and child respectively. The kit promotes tolerance and celebrates diversity as well as helping children to read. The Canadian Home and School Federation and Two Ravens are working together so that parents can acquire these books in every province. Provincial newsletters will be notifying parents of the new kit. For more information, contact Jamie Lafond or Theresa Simons, Tel: 613-744-7893; e-mail: ravens@magma.com.

STUDENT RESOURCES

Going to University A Canadian Guide for Students in Grades 9 to 12 and Their Parents is an indepth guide full of information for university-bound students and their parents. It contains a timetable to guide students in searching out and applying to universities, a questionnaire to help students decide what they're looking for in a university, a discussion and examples of differing campus cultures, a guide to calculating the costs of a university education, annotated lists of printed and electronic information sources for Canadian and American universities, suggestions to help identify career options, information on scholarship sources, a list of interesting educational summer programs for high school students, and much more.

The Student's Only Survival (S.O.S.) Guide to Essay Writing is written specifically with the student, rather than the instructor, in mind. Developed and field-tested over many years, it details a proven, consistent and effective method for the preparation of undergraduate essays across the disciplines. The S.O.S. Guide provides a comprehensive "plan of attack", taking the student through the complete process of essay writing from the initial assignment to the finished product. Topics covered include: how to generate ideas and topics; how to develop thesis and plan statement; how to design the multiple unit essay; how to work with rhetorical approaches; how to shape the body units; writing the research paper; and writing across the disciplines.

Strategies for Studying is a handbook of study skills designed to help ease the transition to college and university learning, polish existing studying and learning skills, improve essay-writing skills, increase learning efficiency and production, and reduce wasted time and effort.

For information on these student resources, contact Orca Book Publishers, P.O. Box 5626, Station B, Victoria, BC, V8R 6S4, Tel: 1-800-210-5277; Fax: 604-380-1892; e-mail: orca@pinc.com.

NFB VIDEO COLLECTION

The National Film Board Collection of videos is available on loan to schools through the Provincial Public Libraries Board (PPLB). The yearly membership fee is \$11.20, payable to the PPLB. For a list of rules and an alphabetical list of titles available, check out their URL at <http://www.stemnet.nf.ca/Community/PublicLibrary/NFB>.

A&E IDEA BOOK FOR EDUCATORS

To receive the latest copy of A&E's The Idea Book for Educators, covering A&E's classroom programming from January to August 1997, call the A&E toll-free classroom hotline at 1-800-722-6146.