

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

Vol. 59/No. 3

January/February 2016

# bulletin

TEACHERS CHANGE  
LIVES EVERY DAY

LES ENSEIGNANT(E)S - UNE INFLUENCE  
IMPORTANTE TOUS LES JOURS



**EDUCATION WEEK 2016**  
**FEBRUARY 14-20**

# Up Front

## from the President



*Courage is being scared to death... and saddling up anyway. ~ John Wayne*

I ran into a colleague of mine (Mario Simon) recently who reminded me that it was ten years ago in January 2006 that he and I were handed a week's suspension by the Eastern School District for speaking to teacher concerns at an NLTA Joint Council meeting. It was also ten years ago that the suspension was rescinded as a result of the backlash by teachers and the public.

I am happy to say that Mario and I have gone on to lead relatively normal and productive lives!

Many of you may have read or taught George Orwell's *Animal Farm*. It's an allegorical rebelling of the Russian Revolution.

For those of you unfamiliar with the story, farm animals overthrow their harsh human master and establish their own farm run by animals. However, it's not long before pigs take control, and the animals find themselves living in more desperate conditions than they had under their human masters.

Boxer was a huge workhorse known for his strength and loyalty. No matter how difficult conditions on the farm became, or how much work he has to do, his personal motto was "I will work harder!"

But no matter how hard Boxer worked, no matter how strong his commitment and dedication, no matter how deep his loyalty, he destroyed himself and could not change the conditions under which he and the other animals lived and worked.

If he had taken the time to really note what was going on around him and took a stand, he may have forestalled his own fate and improved life for himself and the other animals.

In my time as president I have had the opportunity to hear many of the issues that affect teachers' professional and personal lives. These issues undermine our professionalism, increase our workload and turn balancing our professional and personal lives into a Herculean task.

With each new initiative, each expectation and duty thrust upon us we respond with "I will work harder." We will do our best to make it work, often at the expense of our personal lives.

We may complain about our teaching conditions, but we don't always take the necessary action to effect real change.

According to the teachers I've spoken to there are two main reasons for this: a) "I've got too much to do and don't have time,"; and b) Fear: fear of black listing, fear of retaliation, fear of being disciplined, fear that a request may be denied.

We've said the second reason so often for so long that it has become a creed. However, the problem is not always the District or the Department. It's ourselves. It's our own fear. I can tell you that ten years ago when I stood up to speak the voice within my head screamed for me to sit down. It was not easy; the weeks following were not easy. But, I am glad I did it.

The fact is that every now and again we need to raise our heads from our work, observe the situation around us, and find our voice. I am not suggesting that we rush out and book an appearance on the evening news. Your Association provides you with opportunities where we need your voice so we can advocate loudly on your behalf.

In the fall your NLTA partnered in or launched a number of initiatives to promote the teaching profession and our issues in order to effect real change: the CTF "I teach I vote" campaign, the NLTA Election Bulletin, NLVote4 Coalition, Teachers Change Lives Every Day public awareness campaign, the panel on the status of public education, the leaders' forum on public education at Holy Heart Theatre, and the Teacher Alert on primary report cards.

The panel, the forum, and the Alert, in particular, required our active participation to send a clear message to our political leaders that education matters to us and our

students. While the response to these three initiatives was impressive and positive, the fact remains, many concerned teachers chose not to submit a presentation anonymously to the panel on line, nor to tune in to the forum, nor respond to the Alert.

No blame here. I understand the reasons.

But we will need to be more proactive and engaged if we are going to meet the challenges ahead. Being too busy and being afraid will do nothing to help us meet those challenges.

The NLTA has undertaken several more initiatives so we can better speak on your behalf. The NLTA Violent Incident Tracking Form on our website collects information on the number of teachers who have experienced acts of teaching related violence. The Collective Agreement mandated Inclusive Education Committee is surveying teachers on the resourcing of inclusive education. As well, the Collective Bargaining Committee is seeking teacher input in constructing the NLTA opening proposals for the next round of negotiations. Each of these initiatives require our input if they are to be effective.

As teachers, we are leaders within our communities and within our schools. It is imperative that our voices be heard. As 2016 begins, let's resolve to make the time in our busy lives to speak on behalf of ourselves, our colleagues and our students. Let's resolve to put aside the fear that prevents us from doing so. Most importantly, let's resolve to use the avenues NLTA provides to make our voices heard, and encourage our colleagues to do the same. These are probably some of the most significant resolutions we will make this year.

I can't promise that all our concerns will be addressed. I just know that working harder by itself is not enough.

# THE bulletin

Lesley-Ann Browne  
Editor

Michelle Lamarche  
Editorial Assistant

John Bishop, Elliott Green, Louise King  
Design • Printing • Distribution

Linda Farrell  
Online Services

The Bulletin is published five times a year during the school year by the Newfoundland & Labrador Teachers' Assn.,  
3 Kenmount Road, St. John's,  
Newfoundland, Canada, A1B 1W1.  
Tel: 709-726-3223; 1-800-563-3599  
Fax: 709-726-4302; 1-877-711-6582  
labrowne@nlta.nl.ca  
www.nlta.nl.ca  
Follow us on FaceBook and Twitter  
@NLTeachersAssoc

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product. Advertising inquiries should be directed to: Michelle Lamarche, Ext. 256  
mlamarche@nlta.nl.ca

Subscription Rate: \$18 per year.  
For subscriptions and address changes contact Linda Babstock, Ext. 227  
lbabstock@nlta.nl.ca

Deadlines for material are:  
March/April Issue: March 1  
May/June Issue: May 2



ISSN-1189-9662  
Member of the Canadian Educational Press Association, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

## CONTENTS

### Features

#### 10 Programs & Services

*Government Money Purchase Pension Plan (GMPP):  
The Substitute Pension Plan*  
by Miriam Sheppard

#### 14 School Closure and Salary: When are Substitute Teachers Entitled to be Paid?

by Miriam Sheppard

#### 16 Employment Insurance and Caring for Sick Family Members

by Miriam Sheppard

#### 16 New Contracts and Pay: Do You Qualify for an Advance?

by Miriam Sheppard

#### 18 Financing a Year of Deferred Salary Leave

by Stefanie Tuff

#### 20 Living Well

*The Art of Cultivating Patience*  
by Gail Carroll

#### 22 Professional Development

*Teacher-Librarians Connecting*  
by Leigh Borden

#### 24 Professional Development

*Teachers Institute on Canadian Parliamentary Democracy: An Intensive Professional Learning Experience*  
by Lisa Browne Peters

#### 26 Tech@Work

*A Series of "Fortunate" Events: TESIC BGM 2015*  
by Tom Kennedy

#### 28 Beyond the Classroom

*Ocean Sciences Centre Offers Hands-on Lab Program to High Schools*  
by George Tucker

#### 29 International Initiatives

*School-related, Gender-based Violence: NLTA Staff Officer Voice of the World's Teachers at United Nations*

#### 30 Viewpoint

*Why Teachers Should Blog*  
by Melanie Culleton

### Departments

Up Front from the President	2
On Location News	4
In Memoriam	9
Calendar	back cover

## COMING SOON!

### Our Newly Designed Website

**We are excited to announce that the NLTA website is undergoing a redesign!** Some of the many changes we hope you will enjoy include a more efficient search engine and easier access. The Members Only section will no longer be available and all information can be accessed without logging in.

If you need a new membership card please request it from the main page and new teachers are asked to complete the secure member information form also on the main page.

If you have any questions please contact Lesley-Ann Browne, Communications Officer at 726-3223 or 1-800-563-3599 ext. 228.

**WWW.NLTA.NL.CA**

PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

## PORT AUX BASQUES

### St. James' Regional High and Marine Atlantic team up

With a second win of the Newfoundland & Labrador Occupational Health & Safety Association (NLOSHA) under their belt, Marine Atlantic Inc.'s (MAI) Port aux Basques-based Occupational Health & Safety Committee (OHS) is aiming for number #3!

"At the last annual conference back in May after we received our award for 2014 it was announced that the theme for 2015 would be *Educating the next generation in safety in the work place*," says Terry Anderson, Terminal Manager in Port aux Basques. "After the conference we got together to talk about what we could do to live this theme in 2015." The committee decided that, if possible, they should try to get the local St. James Regional High School involved in their OHS Committee.

In September, shortly after school opened for this year, Terry had a meeting with the principal, Mr. Dave Clarke, "who was just as excited as we were to get the students involved. Later I met with JoAnn O'Brien, the school's guidance councillor and one of the Career Development 2201 teachers. She

explained that this was exactly what they needed to help with the curriculum in their careers studies."

In October, Randy Hart, Craig Carter and Terry visited the school and gave a presentation to the two Career Development 2201 classes. The presentation contained information on safety in the work place, Canada Labour Code Part II, and safety statistics pertaining to young workers, a safety video, and finally a question and answer period.

Then on October 22 and 29 the Career Development 2201 students visited the Port aux Basques terminal. The students were picked up by the MAI shuttle bus and brought to the Terminal for a safety orientation toolbox meeting. They were then outfitted with Personal Protection Equipment consisting of green helmets, vests, hearing protection, and steel nose foot wear, before being shuttled to the *Highlanders*.

While on the *Highlanders* the students were able to receive a demonstration of how to properly load drop trailers and live traffic. "We discussed all the dangers and the precautions that we take to keep our employees safe," says Terry. After they viewed the loading process, they were brought back to the terminal for a debriefing.

"The students were so excited to get to experience how we load the vessels. There were loads of questions and thanks from the students. This is an ongoing project that our OSH Committee at the Port aux Basques Terminal will undertake for the remainder of the school year. We will have students visit different areas of the operation," says Terry.

In December, the students visited the Life Raft Center and were able to watch our crew inspecting our inflatable MES systems.

Terry says the program was a great success. "I would like to say thank you to the members of the Port aux Basques OSH Committee who volunteered their time to help with the students' visit and also the Masters, Officers and Crew of the *Highlanders* for aiding us in making this visit such a success. We are hoping that future visits will include Carpenter shop, Mechanic shop, and a visit to the Bridge of one of our vessels. And a special thanks to Randy Hart and Craig Carter for helping me with the in class presentations."



St. James Regional High students visit the Marine Atlantic Port aux Basques terminal.



## GOULDS

## St. Kevin's High holds annual Remembrance Day ceremony

The students and staff of St. Kevin's High School in the Goulds held their annual Remembrance Day ceremony on November 11. The sincere and respectful ceremony recognized the contribution of Canadian war veterans and current soldiers.

Facilitated by Mr. Craig Halliday, Social Studies Department Head at St. Kevin's High, the event featured a special guest speaker from the Canadian Armed Forces, a video, poetry readings and the military color party.

Mr. Halliday's opening comments reflected on the important historical and present day role of the Canadian Armed Forces in places such as Kandahar and Afghanistan.

Acknowledged special guests included: Captain Jason H. H. Clarke, Adjutant, 1st Bn, R NFDL Regt, Department of National Defence/Government of Canada; Sgt. John Sloan, Cdn Decoration – 22 years service to Canada, Corrections Exemplary Service Medal – 20 years, Southwest Asia Campaign Star Medal – Afghanistan – 2007, Sacrifice Medal – wounded in combat – 2007; Jonathon Barlett (former student of St. Kevin's) – 15 years service Canadian Forces; and Royal Canadian Legion Representatives Janet Kenny and Sarah Sullivan.

Mr. Rees, a decorated Korean Veteran, thanked the students and staff for their efforts.

Available for viewing was a framed image of a charcoal rubbing made from the actual headstone in Beaumont Hamel, France of Private Douglas K. Snow from St. John's, who was 19 years old when he was killed on July 1, 1916.

A video by Mr. John Goldworthy, Technology/L.R.T./Workplace Safety and Career Development teacher at St. Kevin's High, showed pictures of 19 students who travelled to Europe in 2015. They completed the Trail of the Caribou – Beaumont-Hamel, Gueudecourt, Masnières, Monchy-le-Preux, and Courtrai (Kortrijk), the communities that are home to the bronze caribou monuments, the symbol of the Royal Newfoundland Regiment. They also visited other sites significant to the Regiment; participated in commemorative ceremonies; visited the graves of RNFLDR soldiers that were researched in advance, and presented biographies at these soldiers' gravesides, as an act of remembrance.

Student Mackenzie Kirby stated, "This summer I had the opportunity to walk the same lanes and

fields of the Royal Newfoundland Regiment 100 years ago. The highlights of the trip are Vimy Ridge and Beaumont Hamel. The trip was very eye opening and taught me so much – I will remember it for the rest of my life".



Students at St. Kevin's High School attend Remembrance Day ceremony.

Mr. Halliday mentioned that The Rooms is commemorating the 100th Anniversary of the WWI Battle of Beaumont-Hamel and has launched a video featuring The Ennis Sisters' song, *I Will Sing You Home*, accompanied by the Shalloway Choir. The video moves between scenes of The Ennis Sisters and Shalloway performing on the banks of Quidi Vidi Lake, contrasted with dark scenes of a mother finding out her son has been killed in action during The Great War. It captured the everyday life of 1914, with the send off of a family member, many thinking they would return. The excitement and adventure would soon turn to despair as the costs of war were realized.

Emily Lee, Samantha Power, Josh Antle, Elizabeth Johnson and a school band read poems, played music and sang songs for the event.

Maverick Motivators and Student Council made two presentations to the Royal Canadian Legion. Money was collected by these students to give to a veteran widow who needed a new oil tank before the winter set in. As well, the students collect for the Poppy Fund every year.

The ceremony ended with the March of Colors, poppy procession and *The Last Post* performed by Alex Johnson.

## L'ANSE AU LOUP

## Labrador Straits Academy gets into the Christmas spirit

Students and staff at Labrador Straits Academy celebrated the Christmas holidays and the coming of winter with a collection of decorated doors.

(cont'd. on page 6)

“Our activity was a great success this year, as students from Kindergarten to Level III, staff and outside agencies located at the school participated, festively decorating the doors of classrooms and offices,” said Terry Casey, Principal of Labrador Straits Academy. “It was an activity that highly motivated our students, as they settled into the spirit of the holidays, enjoying their own creations to the fullest.”

Everyone at the school was a winner and all were treated to hot chocolate and muffins on December 22.



CDLI classroom door



Senior high IRT classroom door

## NEWFOUNDLAND & LABRADOR

### Kids Eat Smart Grab-and-Go in the Classroom

Kids Eat Smart (KES) Foundation Newfoundland and Labrador are constantly reviewing the delivery of their school food program to ensure as many students as possible have access to nutritious food in schools throughout the province.

Based upon a review of grades 7-12 Kids Eat Smart Club participation, they noticed a lower participation rate in junior high and high school students than those in the primary and elementary grades.

With the help of Memorial University students Samantha Noseworthy, Rebecca Harris and Pablo Navarro, who were enrolled in the Fall 2015 Community Health Med 6220 class taught by Dr. Diana Gustafson, they conducted a brief literature review of similar school food programs to understand why this age group in particular are not participating in the KES breakfast programs and what could be done to encourage a higher participation rate.

KES realized that students in Grades 7-12 might not participate in their school breakfast program based on several factors including:

- Time – some students may want to sleep later or take longer getting ready in the mornings which makes them late for their breakfast program
- Peer Influence – some students may not attend because their friends do not attend
- Some students report they are just not hungry early in the morning
- Some students may not enjoy breakfast
- Some students skip breakfast as weight control
- Students may not know about the program at their schools

The goal of KES is to increase the participation rate among this age group and as a result, they developed several strategies to help junior high and high school Kids Eat Smart Club volunteers increase participation rates including:

- Ask principals to include information about their KES Clubs in their morning announcements
- Educate students regarding the benefits of breakfast
- Provide a grab-and-go type breakfast in the classroom
- Encourage students who require volunteer hours to volunteer to deliver the meal to fellow students in the classrooms

The following is a sample Grab-and-Go menu for junior high and high school students:

- Day 1: 250ml milk (1% or 2%), orange, bag of whole grain cereal
- Day 2: 100% fruit juice box, cheese string, cereal bar
- Day 3: 250ml milk (1% or 2%), apple, bag of whole grain cereal
- Day 4: 100% fruit juice box, yogurt, granola bar (no chocolate covered or chocolate chips)
- Day 5: 250ml milk (1% or 2%), banana, bag of whole grain cereal

Kids Eat Smart's mission is to ensure that every school-aged child and youth in Newfoundland and Labrador attends school well nourished and ready to learn. If you require further information about increasing participation at your Kids Eat Smart Club or have any questions regarding KES school food programs please contact Kids Eat Smart Foundation Newfoundland and Labrador at 722-1996, toll free 1-877-722-1996 or [info@kidseatsmart.ca](mailto:info@kidseatsmart.ca) or visit their website at [kidseatsmart.ca](http://kidseatsmart.ca).

## CANADA

### CTF invites teachers to educate students about residential schools

The Canadian Teachers' Federation (CTF) welcomes the recent release of the Truth and Reconciliation Commission's (TRC) final report which includes calls

to action to redress the legacy of residential schools and begin the reconciliation process. For over 100 years, Aboriginal children in Canada were pulled from their families and placed in residential schools where they were subjected to physical, emotional and sexual abuse. The purpose of the residential schools was to aggressively assimilate Aboriginal students.

"This extremely tragic and shameful chapter in Canadian history must be brought to light for all Canadians, and it starts with our young students," explains CTF President Heather Smith. "We commend the TRC for all of its efforts in bringing the truth about the devastating impact of residential schools to the fore and for beginning the healing process, which will take generations. The CTF considers this not as an Aboriginal challenge but one for all Canadians.

"Education is vitally important to the reconciliation process. This is why CTF invites Canadian teachers to learn, generate dialogue and nurture a better understanding of the impact of residential schools in classrooms across the country," says the CTF President.

Smith points to one recent resource, *Speak Truth to Power Canada* (STTP), a website about Canadian human rights defenders and their achievements. Jointly developed by the CTF, the Canadian Museum for Human Rights, the Assembly of First Nations, Inuit Tapiriit Kanatami and Robert F. Kennedy Human Rights, STTP includes lesson plans and classroom activities that align with provincial and territorial curricula.

Recommended sections relevant to the TRC report (available in English and French as well as in the Indigenous language chosen by the featured defender, notably Cree, Mohawk or Inuktitut) are: *Truth and Reconciliation* for Grades 5 to 12, featuring former residential school student Chief Wilton Littlechild (one of the TRC's three commissioners); *Cultural Identity and Education* for Grades 7 to 12, featuring Mary Simon, an advocate for Inuit rights and culture in Canada; and *Equitable Education for All* for Grades 5 to 12, featuring Tim Thompson, a renowned champion for Aboriginal education.

The CTF and the National Centre for Truth and Reconciliation Centre are also collaborating on the production of a student voice discussion booklet and lesson plans on Truth and Reconciliation which will be released on National Aboriginal Day 2016. The CTF looks forward to working collaboratively with First Nations, Métis and Inuit peoples in the implementation of the calls to action outlined in the TRC final report," concludes Smith.

# Indispensable.

## Ditto.



Storytelling is an indispensable part of our DNA here in Newfoundland and Labrador. And if we continued with that same logic, Lisa Moore would be one of our chief geneticists.

Moore is a bestselling author and one of this province's most cherished writers, having been nominated for both the prestigious Man Booker Prize (February) and Giller Prize (*Open, Alligator, Caught*).

Her stories paint pictures that spring to life on the page. Lisa attributes this ability to her time spent with instructors at College of the North Atlantic, who encouraged and inspired that creative fire to burn within her. A fire that now drives Lisa to inspire others as a professor and mentor.

To meet Lisa, and watch stories about other industry leaders, visit [CNAstories.ca](http://CNAstories.ca).



## 2014-15 NLTA scholarship winners announced

Eleven Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2014-15. They are: Jeremy Blundon (Heritage Collegiate), son of Carol Blundon, Bloomfield; Leah Burrows (Queen Elizabeth Regional High), daughter of Krista Burrows, Conception Bay South; Jane Cooze (Pearson Academy), daughter of Emerson Cooze, Badger's Quay; Julie Goudie (Indian River High), daughter of Bonnie Goudie, Springdale; Liam Gregory (Prince of Wales Collegiate), son of Ruth Mandville, St. John's; Jordan Mayo (Baltimore School), son of Dennis and June Mayo, Cape Broyle; Kyle Morrissey (Fatima Academy), son of Carol

Morrissey, Cuslett; Zachary Nash (St. Peter's All-Grade), son of Guy Nash, McCallum; Emily Quinlan (Clarenville High School), daughter of Melanie Sparkes, Clarenville; Rita Jane St. Croix (Stephenville High School), daughter of Sebastian St. Croix, Stephenville; Darcy Taylor (Gonzaga High School), son of Nancy Taylor, St. John's.

The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Jeremy Blundon



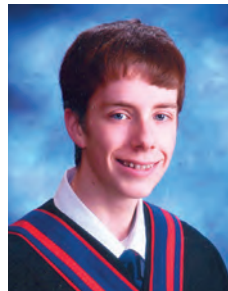
Leah Burrows



Jane Cooze



Julie Goudie



Liam Gregory



Jordan Mayo



Kyle Morrissey



Zachary Nash



Emily Quinlan



Rita Jane St. Croix



Darcy Taylor



## 2015-16 NLTA scholarship winner announced

Colette Vatcher from Lewisporte has been named the 2015-16 recipient of the NLTA Scholarship.



Colette graduated from Lewisporte Collegiate as Graduate of the Year in 2010 and went on to study at Memorial University of Newfoundland. She has always enjoyed teaching and has been instructing children and young people for many years in a variety of environments. She is currently studying Primary/Elementary Education and has just recently completed her internship in Grade One at Lewisporte Academy. This January she began her final semester of her Bachelor of Education (Primary/Elementary) Degree and is looking forward to entering the teaching profession.

The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at \$615, is awarded annually by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

## Imagination \$300 project subsidies available

School-community project subsidies are available to classrooms and school clubs. This is a wonderful opportunity to engage your students in projects that seek to address poverty in our communities, or address human rights, or any other social justice issue of importance to your school. Perhaps you even wish to become a Fair Trade school.

To create a project and apply for funding, please login or create a profile ([imagine-action.ca](http://imagine-action.ca)) and select one of the following subsidies:

- School-community social action projects (\$300)
- The value of eliminating poverty (\$300)
- Become a Fair Trade School (\$300)
- Speak Truth to Power Canada, Defenders for Human Rights (\$300)
- Project Overseas 2015 (\$300)

Join the 150,000+ students in Canada engaged in 420 school-community social actions projects. You have until June 30, 2016 to complete your project.

If you want ideas, view the 420 public showcases on [www.imagine-action.ca](http://www.imagine-action.ca).

## JOHN P. KEOUGH, 1932 - 2015

On November 22, 2015 Mr. John P. Keough of King's Cove passed away after a long and courageous battle with cancer. Mr. Keough (Jack) was born in the nearby community of Duntara (Broad Cove) in 1932 and went on to serve an astonishing 38 years as an educator at St. Mark's School in King's Cove. A majority of those years were as principal. Mr. Keough set a foundation for learning, ensuring a high level of success and academic learning for all students in a small school. As a leader Mr. Keough was a mentor to numerous young teachers, guiding them with insightful and creative advice to maximize each person's individual talents and expertise. All the time, with a humble and unassuming character, never looking for recognition.

As an English teacher Mr. Keough had a flair for the subject, captivating students with introductions to such great classics as Tennyson's *Charge of the Light Brigade* or *The Cremation of Sam McGee*.

Mr. Keough also had time to make tremendous contributions to his community including terms on the Parish Council, member of the Fire Hall, Justice of the Peace, a member of the Canadian Rangers as well as the Reserves. He also had time to serve on the Board of Eastern Health and the Eastern Community College.

There is a famous saying, "Jack of all trades, Master of none", but it would have to be amended to state "Master of all" for Jack. Whether it be plumbing, electrical, carpentry or even auto mechanical/bodywork, it did not matter; he could do it all and with high skill. Many times school would remain open because Mr. Keough fixed problems occurring with the furnace or the water system. He will be forever remembered for his numerous contributions to both education and the surrounding communities.

The character of this gentleman is incredible, for through all of the battles with cancer I never ever heard him utter the words "why me?", character traits emulated in his own children. His quiet character and love of community will never be forgotten.

Mr. Keough was in his element when on the water, fishing as he had done with his own father for so many years while growing up. I will always envision him in the boat, back aft, at the tiller, steadily guiding the boat past the lighthouse, heading home with his brother-in-law Leo at the wheel.

Mr. Keough is survived by his loving wife of 59 years, Bertie, two daughters Kim and Heather, as well as his four sons, Keith, Derek, Melvin and Perry.

(Submitted by John Adams)



John P. Keough



## *Government Money Purchase Pension Plan (GMPP)* The Substitute Pension Plan

by MIRIAM SHEPPARD

### **What is the GMPP? How does it work?**

Since September 1, 1989, substitute teachers have had access to a pension plan. This plan is referred to as the Government Money Purchase Pension Plan (GMPP) and is classified as a Defined Contribution Plan. With a Defined Contribution Plan, the contributions made while teaching are specified or defined in advance. The amount of pension income receivable at retirement is not fixed or guaranteed.

The GMPP is currently administered by Great West Life. This group of investment consultants control the general handling of the money on behalf of the Pensions Administration Division. Membership within this plan is compulsory for all substitute teachers. However, a substitute teacher who teaches for 20 or more consecutive days or who enters into a replacement contract will contribute to the Teachers' Pension Plan (TPP).

Contributions to the GMPP are made by both the employee and the employer. Under the GMPP provisions, substitute teachers are required to contribute five percent of their regular earnings each year through payroll deduction. The Provincial Government, the employer, will match these contributions, for a combined total contribution each year of 10 percent of the regular earnings. Substitute teachers may also make additional voluntary contributions to the plan to help their retirement savings grow even faster. Voluntary contributions must be made through payroll deductions. The total of the five percent required contribution, the five percent employer match and one's voluntary contribution must not exceed the maximum amount allowed by Revenue Canada each year (in 2015, 18 percent of one's current year's earnings or \$25,370, whichever is less; in 2016, 18 percent of one's current year's earnings or \$26,010, whichever is less). Individual substitutes are responsible for monitoring their contribution level to ensure that their plan does not exceed the limit.

To provide equal opportunity for all individuals to tax shelter their retirement savings, there is an overall limit that applies to contributions made to regis-

tered plans such as your GMPP. Contributions made to the GMPP (employee and employer) reduces the contribution room available in RRSPs. Contributions are reported as a Pension Adjustment (PA) on your T4 slip and are used in the calculation of an individual's RRSP contribution limit. Employee contributions are tax deductible, employer contributions are not deductible or taxable as income until withdrawn from the plan. In order to monitor the amount of contribution and the gains you have received through interest income, Great West Life will issue quarterly statements of your account and will mail them directly to your home address.

### **How can I get information or make changes?**

Information and service on a teacher's GMPP is available by calling 1-800-724-3402. By calling this number, a teacher can obtain plan and account information, check their account balance, transfer assets between investments, change investment directions for future contributions, view current interest rates and net unit values, update their address, or obtain a form to change their name and/or beneficiary designation. It should be noted that members of the GMPP can also change their investments to reflect their risk tolerance. Teachers will be asked a few brief questions to verify their identity. Hours of service are Monday to Friday, 8:00 am to 8:00 pm EST. However, changes to payroll deductions for voluntary contributions should be directed to Teachers' Payroll. Requests for notice of termination forms to be sent to Great West Life should be directed to school district payroll staff.

The website located at [www.grsaccess.com](http://www.grsaccess.com) also provides access to retirement and investment planning information. The site gives you direct Internet access to your account 24 hours a day, seven days a week. It also offers a secure and easy way to check your account balance and to process investment transactions. A login ID and password are issued by mail. These two items will allow you to access your account.

**Being Vested in the GMPP: What Does Vesting Mean?**

Vesting means the right to receive, or be entitled to ownership of, employer contributions and investment earnings on those contributions in your plan. Usually, vesting refers to the length of time an individual must be employed or a member of a plan before employer contributions belong to the employee. Vesting becomes important when withdrawals are made from a plan, which for a pension plan is when the employee leaves the company, retires or dies. Your vesting provisions may be affected by provincial and/or federal regulations.

**How Does Vesting Work in the GMPP?**

Under the GMPP, a substitute teacher is vested in the following circumstances:

- Contributions made prior to January 1, 1997 are fully vested and locked-in after the completion of 10 years of continuous service with the same employer, and the teacher has attained age 45 or has completed 5 years of plan participation.
- Contributions made on or after January 1, 1997 are fully vested and locked-in after the completion of 2 years of plan participation.

If you are vested and locked in, it means that you are not allowed to withdraw the value of your account in cash, but must use those funds to purchase certain types of retirement income for life.

**What are my options on termination and retirement?**

If your funds are not vested or locked in, your withdrawal and/or transfer options are:

- Cash (tax withheld)
- Transfer to a new employer's pension plan if that plan permits (no tax withheld)
- Transfer to an RRSP/RRIF (no tax withheld)
- Purchase an annuity (no tax withheld)

If your funds are vested and locked in, your transfer options are:

- Transfer to a new employer's pension plan if that plan permits (no tax withheld)
- Transfer to a locked in RRSP/LIRA to age 71 (no tax withheld)
- Purchase a life annuity (no tax withheld)
- Transfer to a LRIF (no tax withheld).

**Can I move service in the GMPP to the TPP?**

When a substitute teacher obtains a replacement or permanent contract, s/he is eligible to transfer the service in the GMPP to the TPP. This option remains as long as the teacher is in the replacement or permanent position. To start this process, teachers must contact the Pensions Division by fax (709-729-6790) or email (pensions@gov.nl.ca), providing three dig-

its of his/her social insurance number [e.g. xxx xxx 123], mailing address, and a request to transfer substitute service to the main Teachers' Pension Plan. A contract will be mailed to the teacher and money in the GMPP can be used to help pay for the purchase of service in the TPP.

**A**s a substitute, you need to be informed about your pension! Teachers seeking information on the GMPP should contact an Administrative Officer in the Programs and Services Division by calling 1-800-563-3599 or (709) 726-3223 or call Great West Life at 1-800-724-3402. In addition, Great West Life is providing webinars on a variety of topics in January-June 2016. (See page 12 for webinar schedule).

*Miriam Sheppard is an Administrative Officer in Programs and Services at the NLTA.*

**PAID ADVERTISEMENT**

**NEVER FEAR THE  
FIXED  
INCOME**

**OUR RETIREMENT PRODUCTS AND SERVICES  
TAKE THE FEAR OUT OF YOUR FUTURE.**

**NLCU cordially invites you to attend a Retirement Planning Seminar**

Mount Peyton Hotel, Grand Falls-Windsor – February 2, 2016  
 Holiday Inn, St. John's – February 3, 2016  
 Clarenville Inn, Clarenville – February 4, 2016  
 Sinbad's Hotel and Suites, Gander – February 8, 2016  
 College of the North Atlantic, Carbonear – February 9, 2016  
 Days Inn, Stephenville – February 10, 2016  
 Greenwood Inn, Corner Brook – February 16, 2016  
 Capital Hotel, St. John's – February 18, 2016  
 Two Seasons Inn, Labrador City – February 18, 2016  
 All Seminars – 7:00 pm - 9:00 pm

**RSVP required.  
Contact us at 1 800 563 3300 or email@nlcu.com**

**NLCU.COM**



# Get the most out of your Government Money Purchase Pension Plan (GMPP)

## GMPP On-line Education Schedule-Spring 2016

Attend a session in the comfort of your own home or coordinate a group of co-workers to participate in the session together! Choose the session that is most suitable for you!

### Getting Started/ Refreshed

Planning for retirement  
How to maximize your plan?  
Pension plan reciprocal transfers  
Reviewing Investments (options and selection)\*\*

### Getting Close –for those retiring within 10 yrs

Government Benefits (CPP/OAS)  
How much is enough?  
Retirement income options: Annuities, RRIF's, LIF's  
Unlocking benefits at retirement

### How to participate in an interactive on-line session

You will need both, a computer with internet connection to view the presentation and a telephone to hear the presentation. **We suggest logging in to the session 10 minutes before the scheduled start time**

1. Call toll free: **1-855-453-6959**
2. Enter the conference ID: **3948764**
3. Go to this link: **<https://globalconnect.webex.com>**
4. Enter this case sensitive password: **GMPP**
5. Enter the **meeting number** from the box below.



Date	Day	Time (NST) Newfoundland time!	Topic	Meeting Number
Jan 28 <sup>th</sup>	Thurs.	10:00 – 11:00 am	Getting Started/Refreshed	639569741
		4:00 – 5:00 pm	Getting Started/Refreshed	<b>630844649</b>
Feb 25 <sup>th</sup>	Thurs.	12:00 - 12:30 pm	Smartpathnow.com (Demo + contest)	632710620
		3:00 - 3:30 pm	Smartpathnow.com (Demo + contest)	<b>638853933</b>
		7:00 – 8:00 pm	Getting Started -Maximize your Plan	638826466
Mar 31 <sup>st</sup>	Thurs.	12:00 - 12:30 pm	<b>Reviewing your investments*</b>	639279643
		4:00 - 4:30 pm	<b>Reviewing your investments*</b>	<b>630887214</b>
Apr 28 <sup>th</sup>	Thurs.	10:00 - 10:30 am	Will you have enough to retire?	638984497
		<b>2:00 - 2:30 pm</b>	<b>Will you have enough to retire?</b>	<b>632994938</b>
May 26 <sup>th</sup>	Thurs.	12:00 - 1:00 pm	<b>Getting Close - Retirement readiness</b>	635369162
		3:00 - 3:30 pm	<b>Demo- Plan your retirement Calculator</b>	<b>631484061</b>
		7:00 - 8:00 pm	<b>Getting Close - Retirement readiness</b>	635183309
June 23rd	Thurs	10:00 - 11:00 am	Getting Started-Maximize your Plan	<b>638824992</b>
		2:00 - 3:00 pm	<b>Demo of GrsAccess &amp; Smartpathnow**</b>	637887963

\* Reviewing your Investments – this is also included in the Getting Started/Refreshed session  
Smartpathnow is a wonderful new website.....lots of information for you!

**Enter the Secret Word contest to Win \$1,000! It's easy to do!**

# IMPORTANT NOTICE FOR RETIRING TEACHERS

Teachers who are planning to retire at the end of June 2016 and who will be entitled to receive a pension benefit effective July 1 are advised that there will be a major change regarding when they will receive their summer holdback pay and their first pension benefit.

Effective June 2016, teachers who have submitted their resignation to their District on or before March 31 and who have completed and submitted their "Application for Teacher's Pension" to the Pensions Division on or before that date will receive their entire summer holdback pay as a lump-sum payment during the first pay period following the end of the school year. As a result, retiring teachers will then receive their first pension benefit on July 15 or July 31.

With this change, it will be important for those teachers considering retirement for the end of the school year to submit their resignation to the Director of their District on or before

March 31 and to complete and submit their pension application to the Pensions Division in a timely manner. Any resignations or applications submitted after March 31 cannot be guaranteed payment of pension on July 15 or July 31.

Income Tax for the summer holdback pay lump-sum payment will be calculated on a pro-rated basis as though the teacher had received four separate pay checks. This will avoid any additional taxation.

**NOTE:** This change is only applicable to teachers who are retiring at the end of the school year and summer holdback payments for all other teachers will not be affected.

If you have any questions regarding this change, please contact an Administrative Officer in Programs and Services at the NLTA by calling **1-800-563-3599 or 726-3223** or email **mail@nlta.nl.ca**.

## ELECTRONIC PAY ADVICES – INFORMATION REQUIRED

The Newfoundland and Labrador English School District is transitioning the remainder of our District employees, including teachers and student assistants, to our electronic pay advice process. The District has completed testing and will be ready to commence with electronic pay advices for the March 4, 2016 pay date. Moving to electronic pay advices will improve your access to your bi-weekly pay advice, including a breakdown of your deductions and provide ease of storing the information electronically for future reference. The District wants to ensure as smooth a transition as possible as we move to the new process.

Ensuring and maintaining security in our processes is paramount and in order to do so the District has launched a pop-up window in FirstClass that requests the last three digits of your Social Insurance Number and your date of birth. This information combination, along with your name, will ensure you receive future correspondence intended for you and you only. The District requests that if you have not yet provided this information you do so the next time the pop-up window launches in FirstClass.

As with implementing any major change, we will work as quickly as possible to resolve any issues that may arise. **Should you have questions about this process please feel free to contact our payroll staff at 709-758-0029.**



## *School Closure and Salary*

# When are Substitute Teachers Entitled to be Paid?

by MIRIAM SHEPPARD

Clause 49.04 of the Provincial Collective Agreement (Clause 46.04 of the Labrador West Collective Agreement) states: *For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where: (a) the school is closed pursuant to Section 32 of the Schools Act, 1997; or (b) 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.*

**Q.** If a substitute teacher is contracted to work at a school on a particular day or for a particular contract period and that school is subsequently closed due to inclement weather, lack of heating, or other similar causes, is the substitute teacher entitled to be paid for the day or days? (Refer to Clause 49.04(a) – Provincial Collective Agreement: Clause 46.04(a) – Labrador West Collective Agreement.)

**A.** Yes. Section 32 of the Schools Act, 1997 states 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

- (a) the teacher having charge of the school closes it because of inclement weather, under a general authority given to him or her orally or in writing by or under the direction of the board;
- (b) the school is closed by order of the minister responsible for health by reason of disease being or threatening to become epidemic;
- (c) the school is closed by the board at any time after opening to enable repairs to be effected;
- (d) the school is declared uninhabitable by the board because of fire, storm, failure of the sewage system or other cause of a similar nature;
- (e) the teacher was unavoidably prevented from open-

ing the school because of delay in construction of new buildings or the extension, remodelling or renovation of existing buildings and the minister is satisfied that no alternative accommodation was available;

- (f) the school was closed because of lack of heating or for another reason, where, in the opinion of the minister, the closing of the school could not have been avoided by the teacher; or
- (g) the teacher is required to act as a member of the board of arbitration established in accordance with the collective agreement as defined in the *Teachers’ Collective Bargaining Act*.”

**Q.** Is a substitute teacher still entitled to receive pay if school is closed pursuant to Section 32 of the Schools Act and the teacher is notified prior to arriving at the school?

**A.** Yes. Substitute teachers, once contracted to work, are entitled to receive pay for any day or part thereof, if school is closed pursuant to Section 32 of the Act, regardless if they are contacted prior to arriving at the school.

For example, if a substitute teacher is contracted a week in advance to substitute for a teacher who is going to be absent and on the particular day in question the school is closed due to inclement weather or notified in advance that there is going to be a scheduled power outage forcing the school to close (or the school is closed for any other reason as outlined in Section 32), the substitute teacher will still be entitled to be paid for the day, regardless if the substitute is contacted by the school and informed that the school will be closed. The substitute teacher, like any other regular teacher on that staff, is deemed to have kept school on that day or part thereof for the purpose of determining salary.



**Q.** Would a substitute teacher be entitled to receive pay if previously contracted service is cancelled for any reason other than those listed in Section 32 of the Act and the substitute teacher is notified prior to reporting for duty at the school? (Refer to Clause 49.04(b) – Provincial Collective Agreement and Clause 46:04 (b) – Labrador West Collective Agreement.)

**A.** No. If school remains open and the services of the substitute teacher are no longer required and the substitute teacher is notified prior to reporting for duty at the school, the substitute teacher is deemed not to have kept school on that day and thus would not be entitled to be paid. Scenario: A substitute teacher is contracted to work for a teacher who is scheduled to attend a professional development workshop. The day prior to the workshop, the workshop is cancelled and the regular teacher is scheduled to return to work. As long as the substitute teacher is contacted “prior to reporting for duty at the school” he/she would not be entitled to pay. However, if the substitute is not notified prior to reporting for duty, then they are entitled to receive pay for the day in question.

Additional information on these issues can be found in the NLTA Infosheet #13 “Substitute Teacher Membership and Benefits” at [www.nlta.nl.ca](http://www.nlta.nl.ca). Go to “Publications”, then “I” for Infosheets.

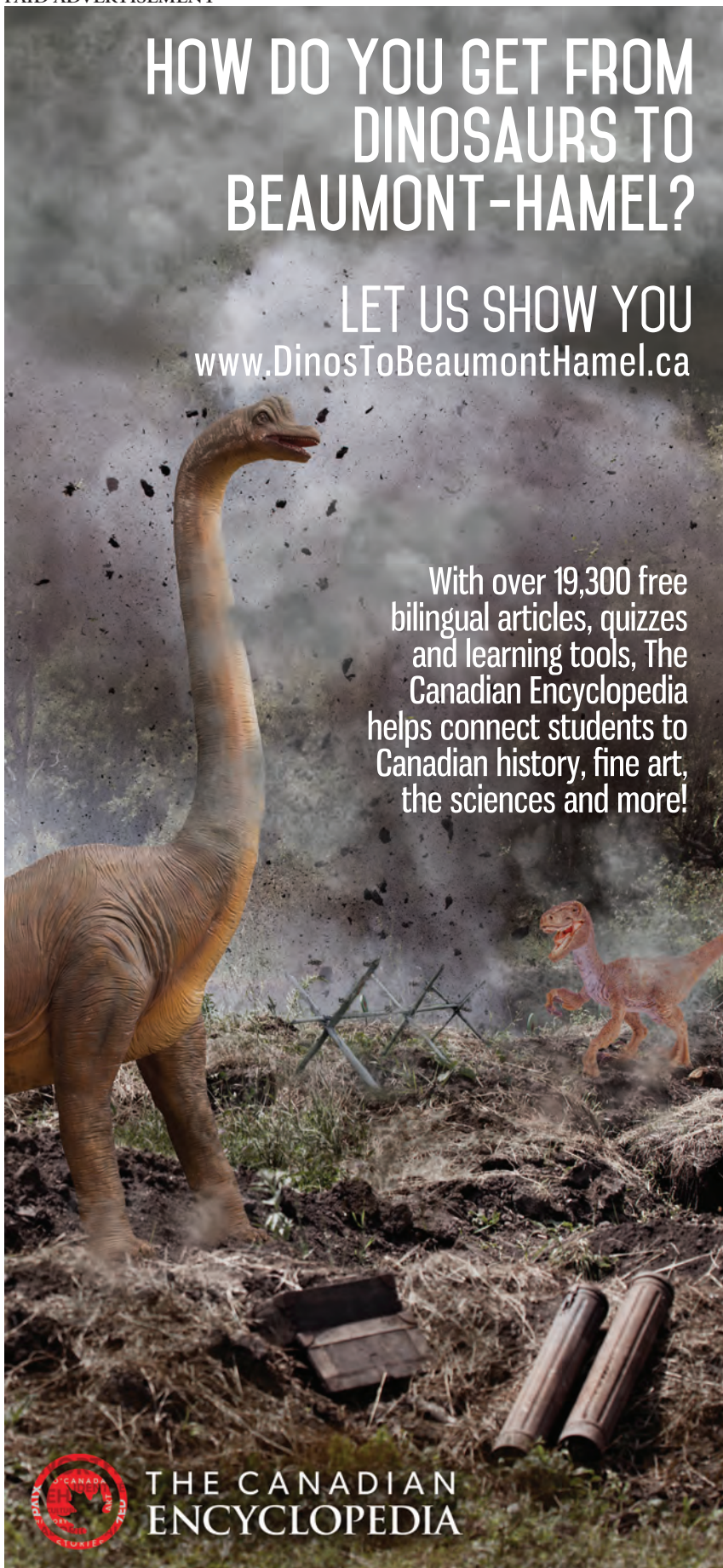
*Miriam Sheppard is an Administrative Officer in Programs and Services at the NLTA.*

PAID ADVERTISEMENT

# HOW DO YOU GET FROM DINOSAURS TO BEAUMONT-HAMEL?

LET US SHOW YOU  
[www.DinosToBeaumontHamel.ca](http://www.DinosToBeaumontHamel.ca)

With over 19,300 free  
bilingual articles, quizzes  
and learning tools, The  
Canadian Encyclopedia  
helps connect students to  
Canadian history, fine art,  
the sciences and more!



THE CANADIAN  
ENCYCLOPEDIA

## Employment Insurance and Caring for Sick Family Members

by MIRIAM SHEPPARD

Employment Insurance benefits can provide support to qualifying teachers who need to be away from work to care for sick family members.

Compassionate care benefits have been available to qualifying applicants since January 2004. These benefits are available to people who have to be away from work temporarily to care for a “family member” who is gravely ill with a significant risk of death. Medical proof of the need for care/support and risk of death within 26 weeks is required. There is a prescribed list of applicable “family members” and a minimum of 600 insurable hours in the previous 52 weeks is required for eligibility. Effective January 3, 2016, claimants can collect up to 26 weeks of benefits, up from the current six weeks of benefits. As well, effective that date, the benefits can be taken within an expanded period of 52 weeks (up from 26 weeks) and can be shared between family members.

Eligible parents who need to be absent from work to provide care or support to their critically ill or injured child can receive Employment Insurance (EI) special benefits for Parents of Critically Ill Children (PCIC) for up to 35 weeks. To be eligible for the PCIC benefit, an applicant parent must show that:

- His/her regular weekly earnings from work have decreased by more than 40% because they need to provide care or support to their critically ill or injured child;
- He/she has accumulated 600 insured hours of work in the 52 weeks prior to the start of the claim, or since the start of their last claim, whichever is shorter; and
- The child is under 18 years of age at the time the 52-week window during which PCIC benefits can be paid opens (based on the date the specialist medical doctor states that the child became critically ill or injured); however, if the child turns 18 years of age during the 52-week PCIC window, the parent remains eligible to receive the PCIC benefit.

Applicants for PCIC benefits are also required to provide a medical certificate completed and signed by a specialist medical doctor attesting that their child is critically ill or injured and requires their care or support, as well as an Authorization to Release a Medical Certificate form. Parents of premature infants are reminded that they may qualify for up to 35 weeks of PCIC benefits, followed by maternity and parental Employment Insurance benefits.

For further information regarding PCIC benefits and compassionate care benefits, see Service Canada’s website at [www.servicecanada.gc.ca/eng/sc/ei/pcic/index.shtml](http://www.servicecanada.gc.ca/eng/sc/ei/pcic/index.shtml) and [www.servicecanada.gc.ca/eng/ei/types/compassionate\\_care.shtml](http://www.servicecanada.gc.ca/eng/ei/types/compassionate_care.shtml).

Teachers are also encouraged to contact an Administrative Officer in Programs and Services to discuss matters related to Employment Insurance benefits.

## New Contracts and Pay: Do You Qualify for an Advance?

by MIRIAM SHEPPARD

Getting a new contract can be very exciting. What may not be so exciting, though, is waiting to be paid. The Association has received reports of new contract teachers with the NLESD waiting more than two weeks to be paid for the first time.

Clauses 22.01(a) and 22.02 of the Provincial and Labrador West Collective Agreements require the Board to pay all teachers their annual salary in 26 equal installments and to pay such teachers by direct deposit every second Thursday. It is the Association’s position that the only exception to this pertains to substitute teachers not on regular payroll; that situation is specially addressed in Clause 22.04 of the Agreements, which states: *Teachers who are not on regular payroll shall be paid within four (4) weeks of the week in which work was performed by such teachers.*

As is not uncommon in all labour relations environments (not just Education), the Employer (NLESD) had a different perspective on the proper interpretation of the collective agreement. The Association filed a policy grievance and the Association and District have collaboratively devel-



oped a means to explore a solution to such pay delays on a trial basis. (The following settlement parameters will be in effect until August 31, 2016. Following that date, the Agreement is operational and enforceable on a month to month basis, but may be unilaterally terminated by either party by supplying 30 days' notice in writing to the other party.)

Pursuant to the interim agreement, when the District is unable to issue pay in keeping with Clauses 22.01(a) and 22.02, payroll advances to permanent, replacement and term teachers with new contracts whose pay is late shall be issued as follows:

- Certificate V teachers: \$1200;
- Certificate VI teachers: \$1300;
- Certificate VII teachers: \$1500.

For the term of the interim agreement, the District is required to issue such advances on request to permanent, term and replacement teachers whose pay is late due to new contracts, provided the teacher grants approval to the District to deduct the advance from the teacher's bank account at the same time they receive their "actual pay" through Teacher Payroll. Lesser amounts (rounded to the nearest hundred dollars) can be issued at the teacher's request.

The Association's policy grievance is being held in abeyance for the term of this agreement. If you require assistance with this or any similar matter, please contact an Administrative Officer in Programs and Services for advice specific to your situation.

## WORKSHOPS COMING TO NEWFOUNDLAND & LABRADOR IN WINTER-SUMMER 2016



### TRAUMA-Strategies for Resolving the Impact of Post Traumatic Stress

St. John's: February 25-26, 2016

This workshop provides an overview of the way trauma affects a person through the brain and nervous system. A framework which describes different stages in resolving the impact of trauma is reviewed and key principles and strategies that apply to a diverse range of impacts in children, adolescents and adults are explored.

### COUNSELLING SKILLS-An Introduction and Overview

St. John's: March 16-18 2016

This introductory workshop is designed for those new to counselling or those wishing to enhance their general helping skills. Participants will learn about the process of counselling and how to use a problem-solving model to work with clients to identify issues, and implement plans and activities to address areas of concern.

### ADDICTIONS & MENTAL ILLNESS- Working with Co-occurring Disorders

St. John's: April 14, 2016

This workshop provides a framework for working systemically with both issues at the same time. Participants will explore the impact of both addiction and mental illness, an overview of the theoretical frameworks for both issues, and how to integrate strategies in a way that supports health and change.

### VIOLENCE THREAT ASSESSMENT-Planning and Response

St. John's: May 4, 2016

This workshop provides a communication and decision-making model to help businesses, schools, organizations and communities become more effective in their management of threats. Participants will learn strategies to help them identify, assess and manage individuals who may be escalating towards violence.

### DEPRESSION-Practical Intervention Strategies

St. John's: May 11, 2016

This workshop reviews a variety of effective strategies that can be used to help an individual who is struggling with depression. Participants will learn practical strategies to help engage the depressed person on two levels: changing the negative relationship within oneself and changing interpersonal dynamics that perpetuate depression.

### WALKING THROUGH GRIEF-Helping Others Deal with Loss

St. John's: May 12, 2016

This workshop is designed to give helpers an increased awareness of the dynamics of grief and to provide tools and strategies to best support someone who is grieving. Cultural and popular understandings of grief and loss, and the influences these have on how we experience and work with grief, will be explored.

### MINDFULNESS COUNSELLING STRATEGIES

#### - Activating Compassion and Regulation

St. John's: May 31-June 1, 2016

This workshop is designed to teach participants how to facilitate development of these skills with their clients and develop their own capacity for using mindfulness-based strategies in their counselling work. Participants will practice mindfulness, regulation and activation strategies meant to promote self-awareness and emotional balance.

[www.ctrinstitute.com](http://www.ctrinstitute.com)

[info@ctrinstitute.com](mailto:info@ctrinstitute.com)  
204.452.9199







# Financing a Year of Deferred Salary Leave

by STEFANIE TUFF

**“The deadline to apply for enrolment in the DSLP beginning in September is April 30 of the previous school year.”**

The Deferred Salary Leave Plan (DSLSP) is available to any tenured teacher in a permanent position covered by the NLTA Collective Agreement. The terms of reference and other details of the DSLSP are set out in Article 51 of the provincial contract (Article 57 of the Labrador West Collective Agreement). Many teachers find the DSLSP an excellent means of financing a year of leave to pursue travel, family time, other employment, further studies, or any interest(s) one might have. Leave under the DSLSP is fully credited for purposes of pension, seniority, severance pay, salary increments, and sick leave. The plan is registered with the Canada Revenue Agency (CRA), which does not allow the year of leave to be taken as the last year before retirement. The deadline to apply for enrolment in the DSLSP beginning in September is April 30 of the previous school year. So, a teacher wanting to start paying in to a DSLSP in September 2016 would have to submit his/her application to the school district by the end of April 2016. The application forms and other information can be accessed on the NLTA website at [www.nlta.nl.ca/files/documents/forms/dsl\\_application.pdf](http://www.nlta.nl.ca/files/documents/forms/dsl_application.pdf).

While the DSLSP provides an excellent opportunity for personal and professional rejuvenation, it is important to understand the economic realities of taking a deferred leave. NLTA Administrative Officers in Programs and Services are often asked what the “difference” is in take-home pay while participating in the DSLSP. We cannot provide specific financial details or advice to members because each individual’s situation is different and all financial matters, such as salary levels, income tax rates, CPP and EI contribution rates, etc. are subject to change. Accordingly, the information provided herein contains rough estimates only.

The following comparisons of net salary for a teacher on full salary versus the various DSLSP options are rough calculations for illustrative purposes only. Each individual teacher’s situation will be different. The estimates are based on the salaries

that were in effect as of September 2015 as per the collective agreements that are currently in effect. Taxes deducted vary for each teacher and they are approximations only, based on information provided by Teacher Payroll. EI and CPP deductions are based on 2016 formulae. All estimated figures are rounded to the nearest dollar. Teachers participating in the DSLSP continue to pay pension premiums based on the full, unreduced salary. EI premiums are paid on the full salary, but are not paid during the year of leave. Therefore, teachers may not be eligible for EI benefits in the year following the year of deferred salary leave, which may have implications for those wishing to take maternity leave right after a deferred salary leave.

Any further questions on the Deferred Salary Leave Plan should be directed to a NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599. Email inquiries sent to [mail@nlta.nl.ca](mailto:mail@nlta.nl.ca) will be directed to appropriate Programs and Services staff for a response.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	70,391	81,531	92,234
Estimated Tax	12,757	15,978	19,139
Estimated EI	955	955	955
Estimated CPP	2,544	2,544	2,544
NLTA Fees	880	1,019	1,153
Pension Deduction	7,989	9,254	10,469
Estimated Net*	45,266	51,781	57,974

\* Estimated Net does not include an individual’s insurances and other deductions.

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	46,927	54,354	61,489
Estimated Tax	5,598	7,168	9,038
Estimated EI	955	955	955
Estimated CPP	2,150	2,517	2,544
NLTA Fees	587	679	769
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>29,648</b>	<b>33,781</b>	<b>37,714</b>

\* Estimated Net does not include an individual's insurances and other deductions.

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	52,793	61,148	69,176
Estimated Tax	7,109	9,328	11,542
Estimated EI	955	955	955
Estimated CPP	2,440	2,544	2,544
NLTA Fees	660	764	865
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>33,640</b>	<b>38,303</b>	<b>42,801</b>

\* Estimated Net does not include an individual's insurances and other deductions.

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	56,313	65,225	73,787
Estimated Tax	8,169	10,656	13,046
Estimated EI	955	955	955
Estimated CPP	2,544	2,544	2,544
NLTA Fees	704	815	922
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>35,952</b>	<b>41,001</b>	<b>45,851</b>

\* Estimated Net does not include an individual's insurances and other deductions.

Stefanie Tuff is an Administrative Officer in Programs and Services at the NLTA.

PAID ADVERTISEMENT



## Grades 6-8 teachers Register a student team for the

let's talk   
**science**  
**CHALLENGE**

Free and exciting science,  
technology, engineering  
and math competition  
taking place in  
**Cornerbrook  
and St. John's  
in April and May**



Learn more and register at  
[www.letstalkscience.ca/challenge](http://www.letstalkscience.ca/challenge)



let's talk   
**science**  
inspiring discovery



# The Art of Cultivating Patience

by GAIL M. CARROLL

*Remember, patience can't be acquired overnight. It is just like building up a muscle. Everyday you need to work on it. ~ Eknath Easwaran*

**H**urry, hurry, rush, rush, rush! Where are you going in such a hurry? This is a question I ask myself on a regular basis. In a time when there is much discussion about mindfulness and being present in the moment, there is still such hurriedness and mindless behaviour happening each and every day. Where do you fall on this spectrum? It is a brand new year – Happy New Year! What resolutions did you make to start this new year? Maybe you haven't made yours yet or are still contemplating what they will be. Might I suggest you take a deep breath, slow down and enjoy your life and all that it has to offer.

There is tremendous wisdom in cultivating the virtue of patience. How often have we heard the expression “patience is a virtue?” Patience is a virtue; a positive trait or quality. Some of us have temperaments that are naturally easy-going, while others need to cultivate patience. Today, more than ever, we see people racing around with little time for anything. Tempers are shorter and anger flares! What is happening out there? I believe that technology, inter-generationality and today's fast-paced world have contributed to people just surviving the day and lacking patience with themselves or others. I wanted to write this article to encourage you to examine your capacity for patience and encourage you, if you haven't already done so, to take some time to cultivate this quality within yourself. It will greatly improve your life and help you become a role model for your colleagues and your students. Everyone will benefit from your patience.

First, let's examine where you are by answering the following questions:

1. Do you calmly approach things?
2. Do you go with the flow?
3. Do things bother you quickly?
4. Are you quick to react even to little situations?
5. Do you hold onto your emotions after the situation has passed?

6. Does your heart race or pound?
7. Do you feel angry, agitated or irritated over things (even little things)?
8. When things don't go as planned, do you feel out of control?
9. Do you feel panicked when you are running late or are going to be late for something?
10. Do you feel that patience would be wonderful but you don't have time to practice it?

The more yeses you answered from questions 3-10, the less patience you have. Let's talk about some of these issues. Many of us feel we don't have time to practice patience; the world is already in a hurry and so are we. The issue with this line of thinking is that we can't always control everything. As teachers you are tied to schedules and sometimes those schedules can be super tight. However, we can't always control unforeseen circumstances, i.e. a student gets sick or faints in class, two students fight on the playground, someone pulls the fire alarm...it could be any number of things. You have little control over the situation, but you do have control over how you respond. Take a deep breath, count to ten and then move forward. This one blip in your schedule can control and ruin your entire day if you let it, or you can decide that it is what it is – a blip in the road and carry on with your day.

Then there is your life outside of teaching. How scheduled is your life? How scheduled are your children's lives? We have fallen into the habit of scheduling most of our free time and our children's time. Planned activities are great, but if we are always scheduled, then we are always in “on” mode and that leaves little time to just loosen up and relax. Both our bodies and our minds need down time. It is not a waste of time to sometimes just sit and doodle or do absolutely nothing!

Being tightly scheduled or overscheduled leaves little room for error, upsets, delays or other things beyond our control. So let's say you are driving along and are supposed to be somewhere for 4 p.m., but there is an accident up ahead and the traffic has slowed. You recognize you are going to be late but there is no way for you to get out of this line of traf-



fic. You have a choice (remember that you always have a choice). You can get angry and huffy, but what purpose does that serve? How will that help you? How will you feel once you do arrive at your intended destination? You might be in the driver's seat, but you do not always have control. Take a deep breath and tell yourself that you are better arriving safe rather than sorry. Listen to some music while you wait. Just breathe! What's the worst that could happen if you're late? You may have to reschedule an appointment or miss something, but you will arrive safe and everything will be fine. Most times it is just an inconvenience. Apologize for your tardiness and then move forward.

Think about your time and how your work and life are currently scheduled. How much control do you have over your schedule? Take a very close look! Do you make time for yourself to just do things that you enjoy? If not, schedule it in. Start by making small changes and being patient with yourself as you allow more flexibility into your life and your schedule. Too much scheduling can cause frustration and lack of patience with yourself, your family and the world in general. Begin this year by asking yourself the following questions: What matters most to me? How can I spend more quality time with my family, friends and myself? How can I look at my life and my schedule and arrange it so that I do not feel so harried and hurried? What small changes can I begin to make? Now it's up to you. Make a commitment to yourself!

Here are a few tips as you build your patience muscles:

- Don't sweat the small stuff! Take a deep breath and decide whether this is worth the worry.
- Notice and appreciate the little things.
- Breathe and "be in the moment".
- Speak to yourself calmly and respectfully. Talk yourself down when your impatience is high.
- Situations that require us to have patience can be opportunities.
- What will this situation mean for you an hour, a day, a week, a month, a year from now? Let that be your guide on where to place its importance in your life. If it won't matter much in the short run then just let it go.
- Practice mindfulness and pay attention to your breathing. Remember to breathe!
- Learn something new. Take lessons in something. One way to cultivate patience with yourself is to learn a new skill.
- Notice small changes you are making and how this is changing you (and cultivating more patience).
- Listen to beautiful music.

- Count to 10.
- Be kind to yourself and others.
- Be patient with yourself while you are cultivating patience.

Stephen Covey advises us that "we see the world not as it is but as we are (or as we are conditioned to see it.)" With that advice we know we can be reconditioned to develop more patience with ourselves, with others and the world in which we live.

I leave you with this challenge. Now it is up to you. Have a happy and peaceful 2016!

*Gail Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail (ext. 242), gmcarrroll@nlta.nl.ca or Judy Beranger (ext. 265), jmberanger@nlta.nl.ca.*

## NLTA SESSION OFFERINGS

To achieve our mission of professional excellence and personal well-being, staff at the NLTA offer a wide variety of sessions which can range from one hour to a full day or more. These are available for schools, clusters of schools, branches, or other member groups. If we do not currently offer a topic which you feel is timely and relevant to teaching and learning or to you in the practice of the profession, we are also prepared to research and develop a session to meet your identified needs.

### PROGRAMS AND SERVICES SESSIONS

- Achieving Goals
- Assessment Practices (using the latest research on assessment of/for/as learning)
- Classroom Instruction – Proven Strategies
- Brain Research – Knowing "How" We Learn and the Implications for How We Teach
- Student Motivation/Engagement
- Differentiated Instruction
- Classroom Organization & Management/Cooperative Discipline
- Staff Dynamics and Working Effectively as a Team/ Maximizing Your Potential
- Personal/Professional Balance
- Creating and Maintaining a Respectful Workplace
- Dealing with Difficult People/ Difficult Situations
- Time/Energy Management
- Stephen Covey's 7 Habits of Effective People
- Effective Use of Technology in Teaching
- Retirement Planning
- Financial Wellness
- Professional Relations and Managing Conflict in the Workplace
- Social Media: Protecting Yourself and Your Students
- Legal Issues in Education
- Professionalism and The Code of Ethics
- Knowing Your Collective Agreement
- Teacher Abuse/Harassment
- Teaching in Rural Newfoundland and Labrador

For more information or to book a session, contact the NLTA at 726-3223 or 1-800-563-3599 or mail@nlta.nl.ca

*Please note that advance booking is required and bookings will depend on availability of staff.*



# Teacher-Librarians Connecting

by LEIGH BORDEN

What's a Learning Commons anyway, and how can having one help my students achieve more? This question is topmost in the minds of teacher-librarians in Newfoundland and Labrador schools, as well as across North America. On October 23, 2015, a number of teacher-librarians from across our province connected in person and virtually at the 2nd TLC – Teacher-Librarians Connecting conference at Corner Brook Regional High. Throughout the day, teacher-librarians learned about leadership, technology, collaboration, and library management. We also enjoyed an opportunity to network and share our concerns with some members of our school board's leadership team.

Corner Brook Regional High School and its principal, Mr. Steve Barrett, provided a warm welcome to the visiting teacher-librarians. For me, it was a treat to visit the school (then known as Herdman Collegiate) from which I myself graduated 20 years ago this school year. The renovations and extensions in the recent past at the school have made its facilities appear top-notch.

The morning began with a welcome from the president of our Special Interest Council, Ms. Heather Godden of Beachy Cove Elementary, and an introduction of special guests present at the meeting. TLNL (Teacher-Librarians of Newfoundland and Labrador) was pleased to welcome Jeff Thompson, Associate Director of Education, and George Keeping, Assistant Director of Education for the Western Region. Stepping outside the set agenda, Heather and the TLNL executive took the opportunity to clearly express our concerns about teacher-librarian allocations (currently 1 per 1000 students, despite the NLTA's recommendation of 1:333), the very dated curriculum support document *Learning to Learn* (1991), and equitable access for students to the services a teacher-librarian provides. The school district representatives responded with interest and respect to the concerns we related. This conversation has opened the door for more detailed and focused discussion with the school district about these issues in the coming months.

2105-16 is the Year of the Learning Commons (check out #yearlc on Twitter). As teachers, and prac-

ticing teacher-librarians, we believe in the power of school libraries (also known as school library learning commons) to improve student achievement – and many research studies conducted in Canada, the United States, and around the world prove it. At our meeting on October 23, we were pleased to welcome Beth Maddigan, Education Librarian at the MUN Faculty of Education, who shared with us a wonderful presentation about the Curriculum Materials Centre's transition process from stand-alone library to a bona fide learning commons. As in any professional learning situation, those present came to the table with a variety of levels of understanding about the meaning and purpose of a learning commons. A learning commons is, according to the Canadian Library Association, "the physical and virtual collaborative learning hub of the school." Its purpose is to open up opportunities for students to do more than simply research and report back, to instead motivate students to explore, experiment, and work together to construct new knowledge. The learning commons is a student-oriented, collaborative, and innovative space (be it physical and/or virtual) that is the hub of learning for an entire school community.



TLNL President Heather Godden welcomes participants.



Beth Maddigan presents at the Teacher-Librarians Connecting conference.

Beth Maddigan traced the path the Faculty of Education took in creating their learning commons. Finding the right fit for the Faculty involved surveying students to learn about their needs. One key finding in the early research was that students in the Faculty, like students everywhere today, needed access to the most current technology. They needed

a space in which to collaborate, that wasn't quiet. And they needed to be able to eat while they worked! With time, consultation, and an infrastructure grant, the Teaching and Learning Commons was born! To see it in action, take a look at this student video: [www.youtube.com/watch?v=JcH7GPVLdUA](http://www.youtube.com/watch?v=JcH7GPVLdUA)

How can we accomplish such a shift in our schools? With limited budgets and time constraints, how can a teacher-librarian begin the transition? Beth demonstrated how small changes can equal a big impact:

- Implement a MakerSpace program to involve students in creating content using technology, tools, arts and crafts materials, and more
- Engage with tech tools, many of which are inexpensive to utilize
- Collaborate with teaching partners across the curriculum to create innovative learning experiences for children

The Saanich School District in British Columbia has documented their transition from library to learning commons in a great video that helps one grasp the practical steps and stages involved in this evolution. You can view it at [www.sd63.bc.ca/news/2014-04/library-learning-commons](http://www.sd63.bc.ca/news/2014-04/library-learning-commons)

After a delightful lunch provided by the Corner Brook Regional High School cafeteria, we were joined by George Tucker, NLTA Administrative Officer for Programs & Services, and discussions resumed about frequently asked questions about the role of the teacher-librarian (and the lack of a definition of the position in NL schools); technology and 21st century learning; collaboration, planning, and instruction; and library management. Those in attendance, by Skype and in person, all shared and helped one another with challenges we may be facing in our positions. Many interesting teaching and learning tools and strategies were presented, benefitting us all as we strive to improve our professional practice.

*Learning to Learn*, a curriculum support document published in 1991, was the focus of some revealing discussion at the meeting. As noted by our president Heather, this document, which is meant to guide teacher-librarians in their practice, contains references to such outdated tools as "microfiches" and "filmstrips." For many years we have been lobbying the Department of Education for a modern document that supports our practice as teacher-librarians. Thankfully, work is underway on this guide and we hope that it will be finalized as soon as possible. On a related note, a subcommittee of TLNL has been working on a detailed description of the Role of the Teacher-Librarian, based on the domains described in the Canadian Library Association's recent standards of

practice document entitled *Leading Learning* (accessible at: <http://clatoolbox.ca/casl/slic/lisop.pdf>). We look forward with optimism that eventually, a version of this role description will be adopted by the Department and will help teacher-librarians across the province understand their responsibilities and perform their duties more effectively.

A rich round table discussion about the many facets of teacher-librarianship rounded out the day's activities. From tech tools to library organization, library management software to collaboration with classroom teachers, and especially running the library with minimal hours allocated, those present shared their personal experiences and offered innovative support and advice to one another.

Finally, several members of the TLNL executive discussed the submissions they'd made to the NLTA Panel on the Status of Public Education in NL. At least three submissions (either written and/or oral presentations) were made by TLNL members. We hope that this effort will be reflected in the commission's final report.

Improving our practice as teacher-librarians requires practical and powerful professional development that meets the vastly varied learning needs of the teachers who hold these positions. Teacher-Librarians of Newfoundland and Labrador SIC is striving to optimize learning from our local experts and our own best practices. The second TLC conference in Corner Brook was a step toward meeting that goal. If you have a teacher-librarian assignment in your school and aren't sure how to proceed, reach out! Join our Teacher-Librarian First Class conference, and follow us on Twitter at @tlnlisic. The teacher-librarian community is welcoming and supportive – join us and let's work together to ensure that Newfoundland and Labrador's students are able to read, create, share new knowledge, and grow as lifelong learners through a quality school library learning commons program with the guidance of a skilful teacher-librarian!

Leigh Borden is Teacher-Librarian at Holy Trinity Elementary School in Torbay, NL. A graduate of Memorial University, the University of Toronto, and OISE/UT, Leigh is passionate about the importance of effective school libraries in NL schools. Follow Leigh on Twitter @MsBordenTL.

Need more information? Follow these great teacher-librarians and school library advocates on Twitter:

@MzMollyTL	@joycevalenza	@MrSchuReads
@Mister_Library	@aasl	@myschoollibrary
@T4LOntario	@TeacherLibrn	@shannonmmiller
@infosmarts	@GwynethJones	@BCELRC



## *Teachers Institute on Canadian Parliamentary Democracy*

# An Intensive Professional Learning Experience

by LISA BROWNE PETERS

If you are a second language, social studies or civics educator, chances are you have a very strong appreciation for how history and culture have helped to shape our nation. You likely embrace the contributions of our founding ancestors, our country's rich and diverse traditions and our system of governance.

As educators, we are acutely aware that what we share with our students often extends far beyond the boundaries of the curriculum. While we are working hard to educate our youth, we are also helping them to discover who they are as individuals and how they can be contributing citizens to society.

The Teachers Institute on Canadian Parliamentary Democracy is a unique professional learning experience that brings together educators from across the country to explore a multitude of themes pertaining to citizenship, governance and parliamentary democracy. This incredible networking and learning opportunity facilitates collaboration between teachers, provides access to rich and authentic resource materials and leads to strategy development for teaching about parliamentary democracy in very effective and meaningful ways.

Organized by the Library of Parliament and with the ongoing support of the Speakers of the Senate and the House of Commons, the Teachers Institute on Canadian Parliamentary Democracy takes place on Parliament Hill every year and since its inception in 1996, it has been providing teachers from across the country with unparalleled insight and access to our nation's great institutions. Each day of the week-long itinerary is filled with incomparable activities and opportunities designed to facilitate dialogue on many of the current issues our country is facing, as well as opportunities to engage with several of the nation's political, diplomatic and civic leaders.

Any individual teaching or working in the field of education from Kindergarten to grade 12 (or CEGEP in Quebec), in an area related to citizenship, civics, and/or social studies would benefit from this experience. The Teachers Institute is a bilingual program offered in Canada's two official languages and is of tremendous relevance and benefit to French and English second language teachers as well.

As an alumnus of the 2012 Teachers Institute, I believe that this is an exceptional professional learning opportunity. Throughout the course of the program, participants' understanding of parliamentary processes deepens and having the opportunity to observe Question Period, parliamentary debates and committee meetings leads to a much deeper understanding and appreciation of our parliamentary system of governance. Learning from political, procedural and pedagogical experts helps to stimulate teacher interest and to expand teacher knowledge. Networking with amazing educators from across the country provides the basis for an ongoing conversation about pertinent issues affecting youth engagement in our country and a focus on the development of practical strategies to motivate our youth to become more involved in the democratic process. The Institute's program is uniquely relevant and influential to our practice as educators.



2014 Teachers Institute on Canadian Parliamentary Democracy  
Photo by Jonathan Harrington (Icon Imaging)

The following testimonials of former participants (taken with permission from the Teachers Institute's website) also validate the tremendous merits of the program:

- *Programs of this nature offer an outstanding opportunity to witness the processes first-hand, but also to gain so much perspective and understanding of fellow Canadians. I feel so privileged to have had this opportunity, and will make great use of the gift of knowledge and understanding I have received.*
- *This is a one of a kind experience. It is the best professional development that I have participated in as a teacher. I have learned so much this week about Canadian Parliamentary Democracy. I can't wait to go back to my classroom and engage and hopefully inspire my students with a passion for democracy and government. This week I am truly proud to be Canadian!*
- *Having taught for ten years, I can honestly say I have never experienced such an amazing professional development opportunity. As a primary teacher I have struggled with how to make civics applicable to my classroom. I have wanted to make my students feel connected to Canada and find pride in being Canadian. [...] I am leaving with multiple ideas to share and teach.*

For further details about the program, visit the Parliament of Canada's website at [www.parl.gc.ca/About/Parliament/Education/teachers-institute-e.html](http://www.parl.gc.ca/About/Parliament/Education/teachers-institute-e.html) (English) or [www.parl.gc.ca/About/Parliament/Education/teachers-institute-f.html](http://www.parl.gc.ca/About/Parliament/Education/teachers-institute-f.html) (French)

In addition to providing information about the Teachers Institute, this website also delivers access to interesting and innovative classroom activities and learning resources.

The next application process for the fall 2016 Teachers Institute on Canadian Parliamentary Democracy will open in February 2016. Be sure to consult the website for more information.

*Lisa Browne Peters is a French Second Language teacher at Gonzaga High School in St. John's and is a member of the Library of Parliament's Teachers Advisory Committee.*

PAID ADVERTISEMENT

# You DESERVE MORE

For over 50 years Johnson has been helping **NLTA members** get more from their home and auto insurance coverage. You'll get access to additional savings and discounts, extensive coverage, AIR MILES® reward miles, 24/7 claims service, and much more. And if you like getting out there and seeing the world ask about our MEDOC® travel insurance.

**Call today to get your quote.**

**HOME + AUTO INSURANCE**

**1-877-742-7490**



**MEDOC® TRAVEL INSURANCE**

**1-855-733-6817**



Get a quote for your  
**CHANCE TO WIN**

**\$25,000\***

[johnson.ca/deserve](http://johnson.ca/deserve)



Newfoundland and Labrador  
Teachers' Association

**JOHNSON**



HOME+AUTO+TRAVEL INSURANCE

Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Auto insurance not available in BC, SK or MB. An alternate plan is available in QC. Home and auto insurance discounts only available on policies underwritten by Unifund. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. AIR MILES® reward miles awarded only on regular home and auto insurance policies underwritten by Unifund. At the time the premium is paid, one AIR MILES reward mile is awarded for each \$20 in premium paid (including taxes). AIR MILES reward miles are not available in SK, MB or QC. ®/™ Trademarks of AIR MILES International Trading B.V. used under license by LoyaltyOne, Co. and Johnson (for Unifund). MEDOC® is a Registered Trademark of Johnson. MEDOC is underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA") and administered by Johnson. Johnson and RSA share common ownership. A 90-day Health Stability Clause applies to pre-existing medical conditions and other restrictions may apply. The terms, conditions, limitations and exclusions which apply to the described coverage are as set out in the policy. Policy wordings prevail. \*You Deserve MORE® Contest (the "Contest") runs from Aug 1/15 to July 31/16. Contest open to persons who, at the time of entry are: (i) members of a recognized group as defined in the Contest rules, (ii) resident of Canada (excluding QC, NU) and (iii) of the age of majority in their province of residence. Other eligibility criteria apply. No purchase necessary. One prize of \$25,000 CAD available to be won. Chances of winning depend on number of eligible entries received. Skill-testing question required. Full contest details at [www.johnson.ca/deserve](http://www.johnson.ca/deserve).



## A Series of “Fortunate” Events

# TESIC BGM 2015

by TOM KENNEDY

Over the span of my TESIC service, even Lemony Snicket would be sympathetic to our series of unfortunate events. From H1N1 in 2009, BGM 2013 having been scheduled on a holiday and lead in the water at SITIMUN 2015, the SIC seems to have gotten more than its fair share of bad luck. Even our most recent event, BGM 2015, was hit by a massive snowstorm during the first week of December forcing our venue to close, cancelling all sessions. However, despite the unavoidable obstacles that have plagued our efforts, our membership remains resolute.

Fortunately, TESIC was able to salvage something from the BGM and Conference in 2015, we managed to host our BGM portion at the Capital Hotel on December 4 despite impending weather. In the face of an approaching storm, the outgoing executive was complemented by nearly thirty TESIC members. As a result, we were able to move forward with the election of the 2015-17 executive, present the TESIC BGM awards and bid farewell to a successful term.

### Election of Officers

As per usual, the BGM and Conference marked the end of a two-year term for the incumbent executive. The BGM 2015 evening bade farewell to those Executive members looking to move onwards including Rick Collins, Neal Tremblett and David Gill, and welcomed Jarratt Rose, John Goldsworthy, Janine Foley and Peter Whiffen. Nominations were well received and a full slate of positions were filled for another two-year term. The following is a breakdown of the current TESIC Executive, serving for 2015-17:

- President: Tom Kennedy, tom@tesic.org
- Vice-president: Charlene Caines, charlene@tesic.org
- Treasurer: Jarratt Rose, jarratt@tesic.org
- Secretary: Brigitte White, brigitte@tesic.org
- Communications: Jason Aue, jason@tesic.org
- Member-at-large: John Goldsworthy, john@tesic.org
- Member-at-large: Corey Downey, corey@tesic.org
- Member-at-large: Peter Whiffen, peter@tesic.org
- Member-at-large: Janine Foley, janine@tesic.org

### TESIC BGM Awards

In 2015, the SIC formally recognized the innovative practices of its membership through the presentation of the TESIC BGM Award. Considering achievements in technology education and/or integration, award recipients exemplify TESIC efforts to move forward with technology and are selected from a pool of candidates generated through the Technology Innovator Spotlight – an ongoing recognition program undertaken this term to publicly acknowledge the dedication and hard work of individuals that stand out as technology innovators at the school level. The award also includes recognition from the International Society for Technology in Education (ISTE) in the form of the Making IT Happen Award. The 2015 recipients, recognized at BGM, were Brian Antle and Janine Foley.

### Brian Antle – Botwood Collegiate

Brian Antle is no stranger to technology education and integration. From the days of PINE to Outlook and beyond, Brian has been a technology innovator from the beginning. Brian is currently the Vice-Principal and continues to serve as technology coordinator and network administrator at Botwood Collegiate. Without a doubt, Brian exemplifies the characteristics of a TESIC technology innovator. Nearly a decade ago, Brian shifted his teaching assignment to Technology Education and has offered every new course that was brought to pilot and imple-



Brian Antle accepts the TESIC BGM Award from President Tom Kennedy.



mented in NL. Brian freely shares his expertise with his colleagues, having offered several PD sessions at the district level over the past number of years: basic computer skills (summer institutes), night courses in basic computer skills to the general public (1993-97) and extracurricular robotics. In addition, Brian was an instructor for five years in the McGill University's Distance Education Program – Certificate in Educational Technology, Computing Option.

As a testament to Brian's dedication to technology, in 2008 he organized an extracurricular Robotics Team at Botwood Collegiate with great success. Brian's robotics teams compete regularly at Skills Canada competitions at the provincial and national levels. That year the team competed at the Skills Canada Provincial Competition and finished second. To date, he has led his robotics program to two First Lego League Competitions, eight MATE-ROV competitions and five Skills Canada Competitions. Brian Antle brings technology to students beyond the classroom and is lauded for his efforts.

#### **Janine Foley – Baccalieu Collegiate**

Janine Foley is a leader/innovator in the area of technology integration at both Baccalieu Collegiate and the District. First and foremost, Janine will admit she is an IRT Specialist. But, students receiving IRT supports in her school have benefitted in a big way from her expertise and interest in technology. She has worked tirelessly to provide staff with the skills they need to be comfortable with using technology in their classrooms. Janine encourages students to use technology responsibly and productively in the classroom, reminding students of the importance of digital citizenship. She is passionate in promoting the use of technology by students and educators alike, working to bridge the generation gap between staff and students when it comes to technology. At the school level, Janine is a member of the Baccalieu School Leadership Team and, in that capacity, has worked hard to ensure that technology remains a

major focus in the School Development Plan. She regularly conducts training sessions at school PD Days to keep staff up to speed on a variety of technology initiatives. Janine has brought Chromebooks and tablets to students, GAFE to teaching and learning and innovation to Baccalieu Collegiate. She is commended for her relentless efforts.

#### **A New Term**

As we move forward with a new term, professional learning will remain a top priority. TESIC continues to see the need for sessions to assist NL teachers in successfully integrating technology into their classrooms. Continued partnership with educational stakeholders will ensure high quality professional learning events to our membership. TESIC has already announced its third offering of the Summer Institute of Technology Integration (SITI) for July 2016, branded this year as STEMfestNL.

#### **What will STEMfestNL offer?**

July 26-30, TESIC and the Math Science Special Interest Council (MSSIC), in partnership with Marine Institute and Memorial University, will host a professional learning entitled STEMfestNL, an event highlighting trends in STEM education. Sessions will focus on a variety of topics grounded in Science, Technology, Engineering and Mathematics (STEM) with facilitators from industry, post secondary sector, government and the NL classroom. Sessions will be grounded in NL practice and applicable to the everyday classroom.

#### **Who should attend?**

STEMfestNL will feature sessions for everybody! From literacy to special services, from pure science to skilled trades, from DIY drones to 3D printing – STEMfest will be an offering you will not want to miss! Sessions are beginning to be slated now @ <http://stemfestnl2016.sched.org/grid/>. Don't miss out on this professional learning opportunity, the only event of its kind in Eastern Canada!

#### **TESIC.org**

For continued information regarding upcoming TESIC professional learning and general SIC news, visit us online @ [TESIC.org](http://TESIC.org) – registration for free membership is only click away. Become a member today.

Tom Kennedy (B.A., B.Ed., Dip. Tech Ed, M.A. & Ed. (E.F.L.C.)) is a teacher at Eric G Lambert and President of the Technology Education Special Interest Council (TESIC).



Janine Foley is presented with the TESIC BGM Award by President Tom Kennedy.



## Ocean Sciences Centre Offers Hands-On Lab Program to High Schools

by GEORGE TUCKER

As a staff officer with the Newfoundland and Labrador Teachers' Association, I have responsibility to participate in numerous meetings. At a recent roundtable discussion, I was very impressed with a program that is being offered by the Department of Ocean Sciences in St. John's. During a break in the meeting I approached Danielle Nichols, the Program Coordinator and Research Marketing Manager with the Department of Ocean Sciences at Memorial University, to learn more about the initiative. I was so impressed by Danielle's description of the program that I thought it would be prudent to share the information I obtained with the members of the NLTA via an article in *The Bulletin*.

Danielle informed me that once again this fall, the Department of Ocean Sciences, in collaboration with the Oceans Learning Partnership, offered high school students and teachers the opportunity for a one-of-a-kind field trip to discover the diverse and fascinating world of ocean science.

High school classes were invited to sign up for a day of hands-on programming at the Ocean Sciences Centre (OSC), Memorial University, in Logy Bay. The activities linked directly to the curriculum outcomes of the Biology 2201 'biodiversity' unit, with field trips taking place in October and November to coincide with the teaching of that unit.

"The program is an excellent opportunity to introduce students to the diversity of life in the oceans, to discuss adaptations and excite students about marine science," said Danielle.

This is the third year that this special joint program has been offered, with schools participating from all over the region from St. John's to Avondale and as far away as Placentia and Bonavista. To date, over 800 students from 17 schools have participated in this experience. Teachers and students love how hands-on the experience is, with many schools returning year after year.

"Students rotate through several learning stations

throughout the day," said Ms. Nichols. "For example, they handle and learn about live marine invertebrates such as sea stars and then use a dichotomous key to learn about classification and taxonomy – a core lab requirement of the Biology 2201 course."

"As well, students dissect a herring fish and learn about anatomy and adaptations for the marine environment; discover the variety of ocean habitats; and, of course their favourite activity: getting up-close and assisting with the behavior studies of our resident harp seals. In addition, students get to see inside our facilities and learn about the research taking place at the OSC," stated Ms. Nichols.

Experienced lab technicians and graduate students are employed as Teaching Assistants and guide the high school students and teachers as they discover the ocean and learn new lab skills, and are on hand to answer any questions and ensure safety. Teaching Assistants also share their own passion for the ocean and can share with high school students why they chose to follow that career path.

The lab program at the Ocean Sciences Centre was initially piloted with six schools in Fall 2013 to test and evaluate the program, and it has continued since then based on the very positive feedback received from those students and teachers who have taken part.

Ms. Nichols shared a couple of quotes with me that succinctly capture the support of both the student participants and their parents.

*"Thank you for allowing my daughter to participate in yesterday's amazing field trip to the Marine Lab. She burst through the door when she got home, declaring it the best trip EVER. She said if school was like that every day, she would be the most interested kid alive"* ~ Catherine Ploskonka-Dore, parent of Holy Trinity student

*"Even a casual observer would conclude that the levels of these outcomes was very high. I think that this program, even though in pilot mode, was quite well conceived and organized. This level of engagement is almost unknown in traditional classroom instruction, but was evident for each of the groups I brought to the OSC...and I am convinced that the information soaked up by students through experiential learning at the OSC was not only understood but retained"* ~ Clarence E. Button, O'Donel High School

The program was designed to complement the at-sea field program ('Coastal Explorers') offered by the Oceans Learning Partnership.

For more information, please visit [www.coastalexplorers.net](http://www.coastalexplorers.net), or contact Danielle Nichols at [dnichols@mun.ca](mailto:dnichols@mun.ca).

*George Tucker is an Administrative Officer in Programs and Services at the NLTA.*

*School-related, Gender-based Violence*  
**NLTA Staff Officer**  
**Voice of the**  
**World's Teachers**  
**at United Nations**

On December 2, 2015, NLTA staff member, Beverley Park, had the privilege of being the voice of the world's teachers when she represented Education International, the Canadian Teachers' Federation and the NLTA as a panel member at a United Nations event held in New York. Sponsored by the UN Girls' Education Initiative (UNGEI), the panel and working session which followed on December 3 focussed on school-related, gender-based violence (SRGBV). The purpose of the panel and working group was to shine a light on this issue and to strategize to find solutions. This, and the work which will continue, will hopefully contribute towards fulfilling one of the 17 Sustainable Development Goals (SDGs) which more than 190 world leaders committed to in 2015 with a 15 year timeline for completion.

The agreed-upon definition of SRGBV is "acts or threats of sexual, physical, psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by an unequal power dynamic." Within that definition there are both effects or results (the violence itself) and root causes (the gender norms and stereotypes and the unequal power dynamic). Responding to or preventing SRGBV means not only supporting the victims and punishing the perpetrators, but acting upon the root causes. Upon hearing this topic people may often first think of less-developed areas of the world with vulnerable populations; for example, those who live in conflict zones or areas of high poverty. However, there are vulnerable populations everywhere, and this is a prevalent and worldwide issue which affects hundreds of millions of young people every day – robbing them of one of their basic human rights, the right to an education. Despite the fact that various international and national human rights conventions, treaties, and declarations have enshrined within them the right to an education,

these are not guarantees that everyone benefits from this right.

Beverley's input was specifically on the importance of teacher agency – the teacher's individual or collective ability, as part of a teachers' union, to have influence to both prevent and intervene in cases of SRGBV. The fact that teachers are in classrooms in every corner of the world, in the smallest of villages and the largest of cities, puts them in a unique position to act. Sometimes these are small actions to protect a single student; sometimes wide-sweeping initiatives that impact many. Drawing on her experience in Uganda, Togo and other African countries, Beverley was able to give examples of some of these initiatives and underline the importance of teachers and teacher unions in dealing with these and other issues. Whether training teachers in Africa to learn more child-friendly practices of pedagogy or discipline, or helping teachers in our own country learn about LGBTQ issues, teacher organizations have played a significant role in providing and promoting professional development for their members.

Many teacher unions have adopted Codes of Conduct, and these invariably include clauses which prohibit all forms of violence and provide procedures for reporting, monitoring and working with victims and perpetrators. This code outlines the standards of exemplary professional conduct when interacting with students, teacher colleagues, parents and others. The teacher as role model is one of the most commonly-held images of the profession, and following the code, it becomes the responsibility of each teacher to aspire to the highest possible standard of conduct and to demonstrate quality practices in education. Most recently, Beverley assisted a newly-formed teachers' council (union) in Afghanistan to draft their own code of professional conduct and in her presentation was able to draw from that experience.

School-related, gender-based violence is a complex issue, and it was recognized by everyone at the session that the solution will likewise be complex. As was said in the UNGEI blog, addressing the issue will require us to be brave and bold. Having met teachers with fingers broken or who have been jailed, or worse had friends and colleagues killed because they have been advocates for education, Beverley can attest to that fact that teachers can be brave, and teachers can be bold. By being part of the panel and the working session which followed, the message was delivered that teachers and teacher unions can and should and will be part of the solution to SRGBV.

---

**"...Beverley can attest to the fact that teachers can be brave, and teachers can be bold."**

---





# Why Teachers Should Blog

by MELANIE CULLETON

A colleague of mine recently sent me an online article titled *21 Reasons Why Students Should Blog* (PE Scholar). Indeed, the article contained many excellent points, some of which included the ability for students to share with their peers and teachers – and beyond – as well as increased self-confidence (to name a few). More and more teachers are seeing the benefits that blogging has for their students and that it's something that almost comes naturally to today's young learners. Sharing information is a huge part of our society today and how we live our daily lives. I began blogging in recent years and have been reflecting on not only the benefits that my blog has had for my students and their parents, but as well for myself and maybe even some of my colleagues. Blogging has become part of my growth as an educator and has also given me confidence in my role as a teacher. Becoming a blogger has given me the ability to *share* with my students, their parents and my colleagues in a way that I wasn't previously able to. My journey into the world of blogging likely began with the onset of incorporating more technology into my teaching, but took several years to blossom into what it is today.

## The Growth of Communication via Technology in Education

When I began teaching just over eight years ago, I don't recall having ever heard of a blog (although something tells me that blogging has been around in some capacity since before I began my career). Within the first few years of becoming a teacher, I remember being told I would have to create a website for my students; however, it wasn't something I regularly updated. The connection between school and home just wasn't there the way I wished it was, despite my efforts to outline all of the things we would be doing in school on my webpage.

In later years, Facebook exploded and teachers were warned about remaining professional and the possible consequences of adding students to their Facebook friends' lists. Facebook was certainly something that would have to remain personal for teachers and could not serve as a communication tool

between teachers and students. Then Twitter popped up, and it was manageable for teachers to have a professional Twitter account (as well as a personal one if they wished). I know of many teachers who love their Twitter accounts and the way that Twitter connects them to their students, the families of their students and their colleagues in a professional manner.

Amidst many other forms of communication in the education world, blogs soon became something that teachers were finding useful for students – with the students as the bloggers. Some teachers I knew started to create their own teacher-led 'class blogs' for their students as well, and I followed suit. By that time, I was teaching in a grade one classroom and saw the benefits of the use of a blog for my students. I didn't take much interest in the benefits of blogging for myself initially though. Even when I did start a blog of my own, it was simply a collection of useful 'learning' websites and videos for my students and their parents to explore at home.

## Resist the Urge to Resist Technology

It may come as a surprise to some that I was initially reluctant to incorporate various forms of technology into my teaching. I have always seen the benefits of using technology within my classroom and as a communication tool between home and school, but I was still resistant to delve too deep into the use of technology in my own teaching. After all, even though I am a relatively young teacher, technology just wasn't a huge part of how *I* was taught or how *I* learned to teach.

For me, the fear of the use of various forms of technology in my classroom was more a fear of the unknown – and blogging was no exception. I felt that to have a useful blog – one which would leave an impact on my readers/viewers – I needed to have photos which documented the learning taking place at school. For several years, I was deterred from taking my blog to *the next level* (a level which contained photos) because I was nervous about getting permission to post photos of my students while at school. However, it turned out; posting photos to my blog wasn't an issue for anyone! Had I continued to let my

worries or fears surrounding the use of technology cripple me, I wouldn't have grown the way I have both professionally and personally so far this school year. Resist the urge to resist technology – our students and their parents are accustomed to this world of technology and you must be too!

### A 'Real' Blog: Personal Reflections

According to Merriam-Webster, the definition of a blog is as follows: "a website that contains online personal reflections, comments, and often hyperlinks provided by the writer". The key phrase in this definition for me is "personal reflections". While the audience for my class blog has been primarily my kindergarten students and their families, the blog is written and pieced together according to my own personal reflections, thoughts and feelings. Since this past September, I aim to blog at least once a week, and many times I post several times a week. With the permission of the parents of my students, I post many photos of our kindergarten adventures, explorations and discoveries. Parents of my students have told me on more than one occasion how much they enjoy and appreciate my posts and the opportunity to get a peek into their children's "school lives". My students love seeing their photos and are often able to comment and reflect upon their own learning and play after seeing a specific photo. While I am not particularly surprised (although I am thrilled!) by the reactions of my students and parents to my blog, I have been surprised by my own feelings about my blog and blogging in general.

Each time before beginning a new blog entry, I find myself looking back through my previous blog posts and thinking back to where we've been so far and where we will go. I look to my blog every week, just before I write a short weekly newsletter for my parents, which begins with my *Week at a Glance* from the previous week. The photos showcased on my blog spark memories of things I may not have thought absolutely necessary to document at that time, but which often later prove to be important to my students' learning and success as well as my own reflections.

### Observe, Reflect, Move Forward

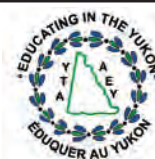
Every teacher knows that there are times when you'll feel self-doubt and no matter how hard you work, there's somehow always more left to do. When I look back through my blog posts, I'm reminded of the things I have already accomplished with my students and the things my students themselves have accomplished thus far.

Loris Malaguzzi, founder of the Reggio Emilia

Approach to Early Childhood Education said, "Stand aside for awhile and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before". I believe that Malaguzzi's words echo true to educators of children of all ages. My blog has allowed me to "stand aside", to document my observations in a real way, and then to reflect on those observations in a way that improves both teaching and learning. I encourage any teacher to begin the journey of blogging – you won't be disappointed!

*Melanie Culleton is an Early French Immersion Kindergarten Teacher at St. Matthew's Elementary in St. John's. She is in her ninth year of teaching and has just begun working on a Master of Education degree. Melanie lives in St. John's with her husband and two young sons.*

## AN OPPORTUNITY TO MAKE A DIFFERENCE!



*Are you passionate about education?  
Do you value teachers and their role in the community?*

The **Yukon Teachers' Association** is a small close knit team seeking an energetic individual with a background in employment and labour relations to represent YTA members and address workplace issues.

**Position Title: Employment Relations Advisor**

**Salary:** \$68,531 to \$76,593 per annum, including 9 weeks paid vacation, plus benefits.

Travel and relocation expenses negotiable

### Essential Skills & Qualifications:

- Knowledge and understanding of labour relations and grievance procedures.
- Experience representing employees in hearings & resolving conflict situations.
- Practical research and computer literacy skills.

**Please visit** the YTA website at [www.yta.yk.ca](http://www.yta.yk.ca) for the complete job posting. Email your cover letter and resume to Denise Schneider at [admin@yta.yk.ca](mailto:admin@yta.yk.ca) or fax to 867-667-4324.



## ATTENTION: GUIDANCE COUNSELLORS AND PRINCIPALS

### THE ELLA MANUEL SCHOLARSHIP 2016

The Ella Manuel Trust provides scholarships for young women graduating from high schools in Newfoundland and Labrador to assist in furthering their education in science, engineering or topics related to the natural, environmental and cultural heritage of the province. Selection of the winner or winners is based on the quality of the applications. Preference may be given to those from rural high schools. The value of the awards varies from year to year, generally ranging from **\$2000 to \$3000**.

Scholarship application details are available by clicking "Forms" on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca). Completed applications must be received by **April 15, 2016** and sent to:

Newfoundland and Labrador Teachers' Association

3 Kenmount Road, St. John's, NL, A1B 1W1

Fax: 726-4302 or toll-free 1-877-711-6582

[jwarford@nlta.nl.ca](mailto:jwarford@nlta.nl.ca)



**For more information see**  
**[www.EllaManuelTrust.ca](http://www.EllaManuelTrust.ca)**

## Dates to Remember

### February 2016

Feb 12 Janeway Day in the Schools  
Feb 14-20 Education Week  
Feb 18 **Deadline:** PD Fund applications

### March 2016

Mar 16-17 Provincial Executive Meeting  
Mar 18-19 Joint Council Meeting  
Mar 18 **Deadline:** PD Fund applications  
Mar 31 **Deadline:** Centennial Study Award Applications  
Mar 31 **Board Deadline:** Notice for retirement at end of school year

### April 2016

Apr 1 **Deadline:** Johnson Bursary Applications  
Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP  
Apr 21 **Deadline:** PD Fund applications  
Apr 29-30 NLTA Executive Meeting  
Apr 30 **Deadline:** Deferred Salary Leave Applications  
Apr 30 **Deadline:** Year-end resignation from contract

### May 2016

May 7 **Deadline:** Notification by Board of layoff  
May 9-13 Branch Election Week  
May 19 **Deadline:** PD Fund applications

### June 2016

Jun 10-11 Provincial Executive Meeting  
Jun 15 **Deadline:** Notification by Board of acceptance/rejection of Deferred Salary Leave requests  
Jun 16 **Deadline:** PD Fund applications

### July 2016

July 31 **Deadline:** NLTA Scholarship Applications

### CANADIAN ASSOCIATION FOR THE PRACTICAL STUDY OF LAW IN EDUCATION (CAPSLE) CONFERENCE

May 1-3, 2016

Delta Toronto Hotel, Toronto, ON.

Theme: *Bright Lights on Emerging Issues in Education Law*. This conference will be of interest to all those interested in how the law can affect leaders in education. For more information and to view the Call for Papers visit [capsle.ca](http://capsle.ca).

### SCHOOL ADMINISTRATORS' COUNCIL PROVINCIAL CONFERENCE

May 25-27, 2016

Terra Nova Park Lodge, Port Blandford.  
*Learning... Today... Leading... Tomorrow.*  
More information to follow.

### STEMFESTNL – A SITE EVENT

July 26-30, 2016

Marine Institute, St. John's. Sponsored by

the Math-Science Special Interest Council (MSSIC) and the Technology Education Special Interest Council (TESIC) of the NLTA. STEMfestNL 2016 is a professional learning event that will highlight Science, Technology, Engineering and Mathematics (STEM) as an essential part of K-12 education. If you are interested in facilitating a session, submit your proposal to <https://goo.gl/g9gcp9>. To register visit <https://stemfestnl2016.sched.org>. For further information email Tom Kennedy, TESIC President, at [tom@tesic.org](mailto:tom@tesic.org).

### PHYSICAL & HEALTH EDUCATION NATIONAL CONFERENCE – PHE CANADA & PESIC

May 4-6, 2017

St. John's. More information to follow.