

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

Vol. 52/No. 7

June 2009



**HAVE
A GREAT
SUMMER!**

Up Front from the President



Since I took office as your President on August 1, 2007, time has indeed flown by, but I have enjoyed the work immensely and am pleased with those areas with which we have experienced success. The position has been extremely challenging and demanding, and is a role that I have fully embraced. I have always felt very honored and privileged to represent you as your Association President.

What is in the best interests of the entire teaching body, the collective Association, the teachers' union, is what has guided me as president of this illustrious organization. In addition, respect for the individual teacher, their dignity and professionalism has been a cornerstone of my presidency and of my teaching career. It is something that I noticed from very early on, which is pervasive within our Association and the profession generally.

There are references to it in our Code of Ethics, in the Newfoundland and Labrador Teachers' Association Act, in our By-laws and our Association Policy. Statements referencing "the maintenance of honor and dignity of the profession", "assisting in the professional growth of our colleagues through the sharing of ideas and information", and "elevating and unifying the teaching profession" are not mere words, but carefully chosen statements of belief in who we are and what we do. These words point to trust in one another, collegiality and collaboration, respect and dignity of the individual teacher and of the collective Association. It is how I have attempted to approach all aspects of my presidency on your behalf, including the many instances of interaction with people in elected positions in government, the Department of Education, school districts,

the media, the public at large and across this country in Atlantic and national meetings of teacher organizations.

I want to thank a number of groups within the NLTA structure for their support, work and contributions during my term as President. To all members of our Provincial Executive and Negotiating Team for their sincerity of purpose and valuable contributions to the decision-making process that eventually led to our new Collective Agreement, I offer my sincere thanks.

I also wish to acknowledge and sincerely thank all our staff at 3 Kenmount Road for the tremendous work they consistently do on behalf of teachers. Our Administrative and Support Staff are second to none, and all deserve our unwavering support and gratitude for the highly professional work that they do.

To those of you who offered yourselves for Provincial Executive at our BGM in April, I compliment and thank you for your volunteerism and willingness to represent and serve the teachers of this province. Putting your name forward in an election of your peers is often a daunting enterprise and requires commitment and courage. To those members of Provincial Executive who will not be returning, I sincerely thank you for the work you have done on behalf of the teachers in our Association. To President-elect Lily Cole and the incoming Provincial Executive, I wish you all well as you take on your new roles as leaders of the NLTA.

I want to say a special thank you as well to our Branch Presidents and their Executives and to our School Representatives for all the work you do at Joint Council, as well as the many and varied tasks that you perform in your home branches and schools. It is here, in the branches and schools, where your volunteer spirit and work is so critically important to your colleagues throughout the province.

During the many personal and varied teacher interactions I have experienced during my term, I have often encouraged teachers to take heart and to stand tall, because teachers are members of the most noblest of professions. Teachers have an incredible capacity for human compassion and are often the difference or the catalyst in what can change the course of a child's life for the better. A kind word, the voice of encouragement, even the simplest connection as a smile from the teacher, can be the gift that wields tremendous power and has that enormously strong impact. We must never forget the positive influence we can have on our students; the confidence we can give them, the warmth and understanding that we can offer, that will often contribute in huge ways to their future success. And as we are all too aware, we often learn more from our students and more about the human condition than we can ever hope to teach them.

Allow me to sincerely thank each one of you for the wonderful work you do with the students in your care. You have reason to be proud of what you do and what you accomplish with them; the teaching profession requires very special people to take on this role. Thank you all so much for the support you have shown me during my term of office and for the lasting memories you have provided me. Leading this highly respected organization and family we know as the NLTA has indeed been the most fulfilling challenge and satisfying work I have ever done.

Thank you all for an incredible journey and have a wonderful summer.

Sean

bulletin

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The Bulletin is published eight times a year during the school year by the Nfld. and 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

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Subscription Rate: \$16 per year. For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
Sept/Oct Issue: September 8
Nov/Dec Issue: November 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 Executive Director's Message**
Working on Teachers' Behalf
by Edward Hancock
- 12 Convention 2009**
Teachers Honored: Awards Presented at BGM 2009
- 16 Resolutions from BGM 2009**
- 20 Living Well**
Label Jars – Not People!
by Judy Beranger
- 22 Virtual Teacher Centre**
New Terms for New Times?
by Jim Murphy

- 26 In the Classroom**
Chevron Opens Minds at The Rooms
by Erin Dawe
- 28 Physical Education**
Who's Your Role "Model"?
by Kellie Baker
- 30 Research**
How High School Students Characterize Effective Teachers: A Research Brief
by Jerome G. Delaney

Departments

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



School Representative Seminars Coming in Fall 2009

A series of School Representative Seminars will take place as a continuation of the ongoing triennial program in October 2009. Nine groupings of branches have been arranged and three seminars are offered each fall on a rotating basis. Schools will have the opportunity for representatives to attend every three years. School Representatives will receive specific information directly from the NLTA office.

Group 1 – Avalon

October 16-17, 2009 – Capital Hotel, St. John's
Branches Attending: Conception Bay Centre, Conception Bay South, Southern Shore, St. John's Centre, St. Mary's Bay, Waterford Valley

Group 2 – Corner Brook

October 23-24, 2009 – Greenwood Inn, Corner Brook
Branches Attending: Appalachia, Burgeo, Humber, Port aux Basques, Rameaux

Group 3 – Grand Falls-Windsor

October 30-31, 2009 – Mt. Peyton Hotel, Grand Falls-Windsor
Branches Attending: Bay d'Espoir, Belleoram-Wreck Cove, Exploits Valley, Green Bay, Harton, Seagaulher

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

MARYSTOWN

**Sharing Our Cultures
 in Marystown**

On Thursday, May 7, 2009, students from diverse cultural and linguistic backgrounds attending schools in St. John's (Holy Heart Regional High, École des Grands-Vents, Prince of Wales Collegiate, and Brother Rice Junior High) made a first-in-a-lifetime journey to Marystown. The 21 students, chaperoned by Ms. Paula Simon and Mr. Greg Simmons, were in Marystown as part of the rural component of Sharing Our Cultures - À la découverte de nos cultures, a project supported by such partners as the Department of Education, NLTA, and Eastern School District.

The following day, for the first time, over 300 students equipped with passports and tour guides took a journey around the world without leaving the Burin Peninsula. The Marystown Central High School (MCHS) gymnasium was transformed into a colourful array of flags, banners, artifacts and information displays representing cultures from Algeria, Bosnia and Herzegovina, China, Colombia, Côte d'Ivoire, Francophonie in Newfoundland, Ireland, Philippines,

Thailand and Uganda. These students interacted and learned about diverse cultures.

The official public opening, emceed by MCHS students Jaclyn Browne and Nathan Stanley, was well attended by members of the community including Mayor Sam Synard. Over the two days, the public and students from MCHS, Sacred Heart Academy, and Donald C. Jamieson Academy were entertained by traditional performances in keeping with the project's theme of "Music, Dance, and Stories" – «musique, danse, contes». The Marystown students participated in the popular Bamboo dance of the Karen culture led by Mercy Htee from Holy Heart who also shared her story of coming to Canada from Thailand.

Mr. David Babb, principal of MCHS, and Ms. Gillian Blackmore of the Eastern School District assisted Lloydetta Quaicoe and the committee in planning the events. The students and their Marystown peers bonded so well together to the extent that several students requested to stay an extra day. "This was a unique learning experience for both students in rural schools and students new to Canada," said Lloydetta Quaicoe, Executive Director of Sharing Our Cultures. Any school interested in hosting this event can contact Ms. Quaicoe at quaicoe@gmail.com.



Students from St. John's with their student billets from Marystown. (Photograph by Paul Herridge, The Southern Gazette)

PARADISE

Holy Family Math Mania

All students at Holy Family Elementary in Paradise recently participated in a Math Mania Day which was organized by the school's Math Committee as a part of the school development initiative. Various Math activities and games were held in all grade levels throughout the day. The session included Math activities such as connecting Math to Newspapers in Education where students used newspapers to hunt for numbers. All classes participated in Math centers where students moved from class to class and enjoyed a variety of Math activities. Grade 2 classes built structures with base 10 blocks and Grade 3 students used Skittles to estimate, tally and graph. Measurement and many other math concepts were observed through the morning. In the afternoon all students teamed up with their buddy readers to play a Bingo game called MATHO. Math words were called out over the PA system and there were many great Math class prizes and individual prizes. The MATHO game provided excellent exposure to the Math Language. "I Love Math" t-shirts, mugs, teddy bears and tote bags which were given to the school by the district were used as prizes. The teddy bears were a great hit. Math excitement was in the air!



Grade 3 students at Paradise Elementary make Math fun using Skittles to estimate, tally and graph.

Paradise Elementary's physical education teacher receives national award

The students and staff of Paradise Elementary wish to congratulate Ellis Coles, physical education teacher, on being one of three national recipients of Canada's Physical Education Teaching Excellence Award (PETE). This is a prestigious award acknowledging

Ellis' outstanding contribution to physical education. This award recognizes Ellis for the exceptional physical education program he continues to provide and for his influence as a positive role model for his students. Ellis is an extraordinary physical education teacher who continually demonstrates a passion for healthy living, sportspersonship and an inclusive teaching model. Under his leadership the physical education program at Paradise Elementary has been enriched through activities such as SpecTAGular, Healthy Commotion Day, and Hockey Day in Canada. Ellis will be traveling to Banff, Alberta, later in the spring to attend the PHE Canada National Conference, where he will receive a plaque in recognition of winning this award. Congratulations Ellis.

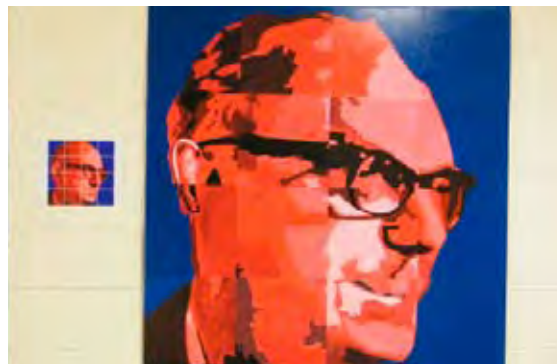


Ellis Coles

STEPHENVILLE

Students complete Smallwood mural

As part of Stephenville Middle School's yearly enrichment clusters, Grade 6, 7 and 8 students of Cindy Young Carberry completed a mural of Joey Smallwood that is currently being displayed at the school. Ms. Carberry facilitated the session which was titled, "Pop Art Painting – A Puzzle Mural". Sixteen students from Grades 6, 7, and 8 were given a small piece of the original photo to look at while they painted their piece. The image of Joey Smallwood was not revealed to the students until it was put together at the end of their three days working together. The mural was completed over the course of three afternoon sessions and took approximately 5.5 hours.



Joey Smallwood mural displayed at Stephenville Middle School.

ST. JOHN'S

NLCPA Branch Development Seminar: Strength in Numbers!

On March 27 and 28, 2009, NLCPA Branch Presidents (consisting of Guidance Counsellors and Educational Psychologists) and representatives from the Provincial Executive congregated in St. John's for its 2nd Annual Branch Development Seminar. The NLCPA, as one of its primary objectives, sees development at the branch level as an essential component in building identity for all members and the professions that we represent.

This year's seminar included an opportunity to meet one-on-one with Nelson Sheppard (Department of Education – Consultant: Student Educational Assessments). A full day was spent on Friday with Nelson as he availed of the representation around the table to collect regional input on the Guidance Counsellor's role in assessment as well as discuss the key issues in further 'professionalizing the role'. "It was a significant opportunity to bring the voices of our membership directly to the table through their regional representatives," said Trent Langdon, NLCPA President. "Thanks to Nelson and the Department for the forum."

Saturday's agenda was a closed meeting day that focused on NLCPA Branch operations (i.e. progress, challenges, successes, and next steps). "We are proud to report that NLCPA membership and activities continue to expand and it is undoubtedly correlated with the ongoing work being done at the Branch Levels. Special thanks to the NLTA for making this event possible."



Back Row (l-r): Betty Tilley, Sheila Byrne, Collette Olford-Short, Amanda Gaultois, Glenda Ball, Lorraine Pittman; Front Row (l-r): Trent Langdon (NLCPA President), Dave Warren, Beaton Walsh, Darryl Chippett (NLCPA Vice-President)

ST. JOHN'S/CORNER BROOK

9th Annual Teacher Recruitment Fair a great success

The Annual Provincial Teacher Recruitment Fair took place in two locations again this year. The first Fair occurred on Monday, May 11 at the Sir Wilfred Grenfell College in Corner Brook. The second Fair took place on Wednesday, May 13 at the Inco Innovation Centre, St. John's campus of Memorial University. The Corner Brook Fair started at 4:00 p.m. and concluded at 8:00 p.m. The St. John's Fair opened at 2:00 p.m. and concluded at 7:00 p.m. Both Fairs profiled job opportunities for students, teachers or others who may be considering a career in education.

The Fairs were a tremendous success and many students were provided with the opportunity of job interviews on the spot. Information booths were set up by the five school districts in Newfoundland and Labrador – the Labrador District School Board, the Western School District, Eastern School District, Nova Central School District, and Conseil Scolaire Francophone Terre-Neuve. Other information booths were set up by the Newfoundland and Labrador Teachers' Association, the Department of Education, the Faculty of Education, Mamu Tshishkutamashutau/ Innu Education, Memorial University Graduate Studies and other educational partners.



NLTA President Sean Noah answering questions about teaching at the St. John's Fair.

Staff from the NLTA were on hand to answer questions from graduating students, substitute teachers as well as others who were interested in the teaching profession. The visitors to the NLTA booth were able to gather information on salary scales, group insurance, the NLTA website, the Virtual Teacher Centre, as well as the many programs and services provided to teachers by the Association.



Future teachers waiting to speak with prospective employers.

This is the ninth year that the Recruitment Fair has taken place. It is organized in partnership with Memorial University, the Department of Education, the Newfoundland and Labrador School Districts, and the NLTA.

NEWFOUNDLAND & LABRADOR

Celebrating Bartlett 2009: honouring an Arctic explorer

What does this year's Bartlett celebration in Newfoundland and Labrador have in common with the 500th Anniversary of Henry VIII's becoming king of England? Not much, except that both have been recognized by Frommer's as being among the top anniversary celebrations in the world in 2009.

Celebrating Bartlett 2009 is a project to make Captain Bob Bartlett better known in his home province and throughout Canada. Born in Brigus in 1875, he is considered to be the greatest ice captain of the 20th century. Bartlett earned his place in history on Robert Peary's famous North Pole trek of 1909. This year's celebration marks that 100th anniversary and Bartlett's incredible 50 year career.

Following 1909, Bartlett continued to explore the Arctic and his legendary voyages fascinated the North American public. On the 1913-14 Karluk expedition he trekked 700 miles across the Arctic in 37 days to rescue the survivors of this doomed journey. He dedicated his last 20 years to Far North scientific research aboard his schooner, Effie M. Morrissey, and his contribution to our understanding of the Arctic is still recognized by many North American institutions.

The NLTA is participating in the celebrations and held an Education Week contest on the subject of Captain Bob Bartlett. The contest was a great success with more than 700 entries.

In July and August, one of the last of the Arctic expeditionary schooners, the Bowdoin, will visit

Brigus, St. John's and 10 other ports with a full summer program of musical entertainment, drama productions, a new Bartlett travelling exhibit and a host of local community activities. There will also be public boarding and sailing opportunities and it all begins on July 11th in Brigus.

The Tour of the Bowdoin includes:

Brigus	July 11 - 13
St. John's	July 14 - 17
Old Perlican	July 18 - 19
Bonavista	July 20 - 22
Twillingate	July 23 - 25
St. Anthony	July 26 - 28
Battle Harbour	July 29 - 30
Cartwright	August 1 - 2
L'Anse au Loup	August 5 - 6
Port au Choix	August 8 - 9
Norris Point	August 10 - 12
Corner Brook	August 13 - 16

Also included in the celebrations are exhibits, educational projects and a special historical symposium. Another highlight will be a simulated Arctic voyage at the Marine Institute's Centre for Marine Simulation, a world leader in this field. This unique and exciting simulation runs from July 7 – August 6. Canada Post will honour Captain Bob Bartlett with a special issue stamp and a commemorative geographic naming will be announced to recognize Bartlett as one of Newfoundland and Labrador's great historical figures.

And all Celebrating Bartlett 2009 events and activities are free of charge.

For more information visit www.bartlett2009.com.

Celebrating Bartlett 2009 Education Week Poster Contest winners announced

The winners of the Celebrating Bartlett 2009 Education Week Poster Contest have been chosen. Cash prizes in four grade levels have been awarded as follows:

- K-3: First Place – Keagan Brown, Roncalli Elementary, St. John's; Second Place – Emily Marie Faulkner, Matthew Elementary, Bonavista; Third Place – Elaina Edmunds, Eric G. Lambert School, Churchill Falls.
- 4-6: First Place – Grant Pelley, Clarenville Middle School, Clarenville; Second Place – Andrew Wells, Humber Elementary, Corner Brook; Third Place – Mackenzie Ryan, Green Bay South Academy, Roberts Arm.

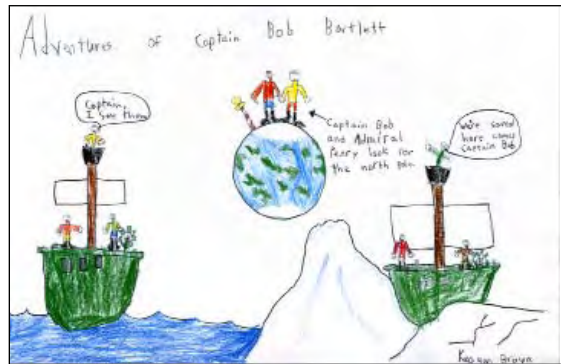
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- 7-9: First Place – Daniel Rumbolt, Harriot Curtis Collegiate, St. Anthony; Second Place – Julianna O’Gorman, Belanger Memorial, Doyles; Third Place – Dylan Ellsworth, Gros Morne Academy, Rocky Harbour.
- 10-12: First Place – Jim O’Keefe, Laval High School, Placentia; Second Place – April Rideout, New World Island Academy, Summerford; Third Place – Jessica Pye Poole, St. Mary’s All Grade, Mary’s Harbour.

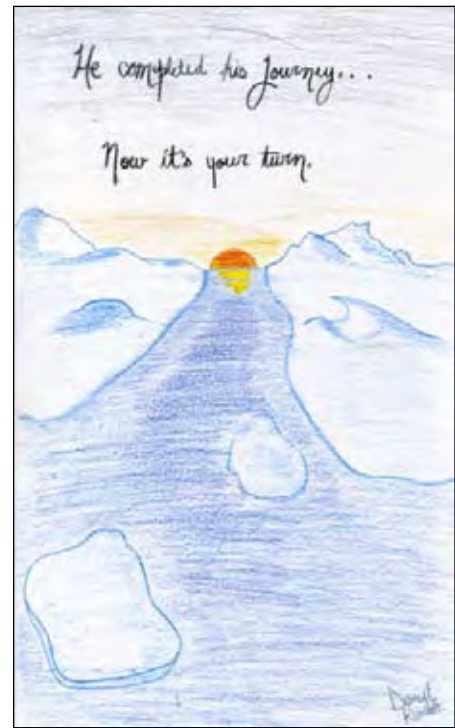
First place winners received a cash prize of \$100, second place winners received \$50 and third place winners received \$25. All winners also received a Captain Bob Bartlett prize package consisting of a chart of his explorations as well as a series of books. As well, the schools of each of the first place winners (Roncalli Elementary, Clarenville Middle School, Harriot Curtis Collegiate, and Laval High School) received \$100 and a Captain Bob Bartlett prize package.

The contest was open to all K-12 students in the province. Students were asked to submit a poster depicting the travels or adventures of Captain Bob Bartlett, accompanied by a statement written by the student of why he/she feels Captain Bob Bartlett was one of the heroes of Newfoundland and Labrador.

Entries were judged according to the quality of the illustration and the quality of the written statement. A total of 763 entries were received from students throughout the province.



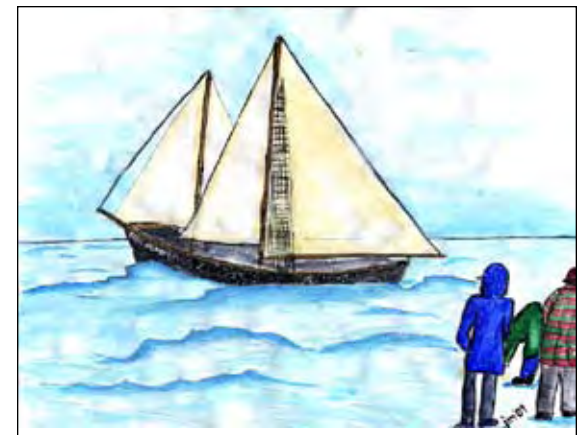
First Place Winner K-3: Keagan Brown, Roncalli Elementary



First Place Winner 7-9: Daniel Rumbolt



First Place Winner 4-6: Grant Pelley, Clarenville Middle School



First Place Winner 10-12: Jim O’Keefe, Laval High School

KENT BUDDEN, 1962 - 2008

On October 29, 2008, the family and colleagues of Kent Budden were deeply saddened by his passing after a lengthy, but courageous, fight with cancer.

Kent was born on October 12, 1962 to Marie and Cranley Budden. Kent was one of five children. He followed in his father's footsteps and entered the teaching profession. Kent completed a B.A. (French) and a B.Ed. (high school) from Memorial University of Newfoundland. During his battle with cancer, Kent had decided to attend Mount Saint Vincent University to begin a Masters Program in Educational Literacy, demonstrating his desire and ability to plan and fight against all odds.

Most of Kent's teaching career of twenty years was spent at the two schools in St. Anthony – St. Anthony Elementary and Harriot Curtis Collegiate, as a French teacher. He also worked as a substitute teacher in Sop's Arm for two years.

Kent is fondly remembered as a dedicated friend, colleague and teacher who, not only influenced students in their formative years, but later in their life as well. He organized several trips to Europe for his students and fought passionately for the establishment of better educational facilities and resources.

In one of my last conversations with Kent, he addressed a major concern of his as to whether or not he had a positive influence on his students over the years, voicing the belief that, as a teacher, it was the most important legacy that he could leave behind. I believe he received the answer to his question from his former students, as the Budden family had to set up an Internet correspondence in an attempt to answer inquiries and well wishes, which would have overwhelmed Kent as it did his family.

In his personal time, Kent played guitar, ran a Bed and Breakfast, fished whenever he could "wet a line", and was especially passionate in his research concerning Viking exploration and settlement in the New World. In this field, Kent has authored several articles and two books. Much of his research has, in late years, been seriously reviewed by several researchers in Norway.

Mourning their loss are family members, and his many friends, colleagues and former students from the vast corners of the world.

Rest well Kent! The comments and inquiries of those who knew you speak of a job well done. As a colleague of yours, I too can only hope that I may leave behind such a legacy. You will be missed by all, "Thou good and faithful servant".

(Submitted by Ephraim Patey, colleague and friend, on behalf of Harriot Curtis Collegiate staff.)

KENNETH PENNEY, 1950-2008

On January 27, 2008, family, friends and colleagues of Ken were immensely saddened by his passing after a long struggle against cancer. His loss is with us still.

Ken had roots "around the bay" with relatives in St. Anthony, Springdale and Old Bonaventure but he viewed himself as a townie, having been brought up and educated in St. John's. With tongue in cheek Ken often played up the traditional townie/bayman divide among colleagues sometimes leaving the staff room just as the discussion heated up. Ken started teaching in St. Anthony, Carbonear and Fortune but spent most of his career at Marystown Central High School.

Ken is best remembered as a science teacher who tried to always connect the sometimes cold facts of science with real world applications. He organized hands-on environmental activities and constantly used students' own experiences to bring home abstract concepts. He was also famous for his digressions which often related to his youthful travels in Europe but somehow came back to the classroom matter at hand. The high regard in which Ken was held showed itself in the numerous tributes that poured in after his passing.

Ken was deeply involved in the NLTA throughout his career. He held many executive positions, locally and provincially, and served on collective bargaining committees. He knew that financial matters were important but that issues surrounding wellness, teaching conditions and professional development contributed much more in the long run to an engaged, successful teaching career. It has been said by many that Ken was the best president the NLTA never had.

A former long-time Kinsman, in recent years he transferred his energies to the Lion's, once again devoting himself to the service of others. All of this came in addition to his involvement in many other varied community and school-based activities.

On his retirement Ken taught in a number of northern communities. He used his retirement to read widely, travel, watch his children succeed and, of course, sail. Ken loved sailing. He always had plans (with his shipmate Lily) to get a bigger boat and travel even more of the coast of Newfoundland.

At the celebration of Ken's life, there were tears and much laughter. Friends, colleagues, former students and family all spoke with affection, respect and love of this person who had touched so many lives. The celebration continued with food and cheer into the wee hours. Just the way Ken wanted it. We are all diminished by his passing.

Left with memories of love and devotion are Ken's wife Lily and children Heather, Stephen and Tyler.

(Submitted by Terry Barron)



Ken Penney



Working on Teachers' Behalf

by EDWARD HANCOCK

It is that time of year once again when your work lives are filled with the myriad of tasks involved in finishing up another school year. At the same time, you may occasionally get the chance to give a thought to the coming summer and a much needed break from the constant attention that teaching demands. As teachers take some time at this point in the year to reflect back over the year and assess how things have gone since September, so is this an opportunity for your Association to do likewise.

“The NLTA is recognized as the spokesperson for teachers and the voice to represent their professional views for the cause of education in this province. As the Association carries out these roles, not everything that is being done on your behalf is readily apparent in the media or elsewhere.”

This has indeed been an eventful year for education and for teachers. The fall of 2008 was the first time that the new Teacher Allocation Model was applied to our province's classrooms. And, despite a further decline in enrolments from the previous year, it resulted in the deployment of additional teaching units. Although not every school was impacted positively by the new model (due to significant enrolment declines in the previous two to three years), the overall result was positive for our school system. The Department's plans for fuller implementation of the model for 2009-10 meant that schools and districts had an opportunity in the past year to engage in the development of a needs-based profile for each school to help determine whether the new model was adequately meeting the needs. During this transition period, your Association has continued to actively engage the Department in discussions surrounding areas of the model which we believe require further improvement. This process will continue.

The past year has also seen continued attention placed on the implementation of the recommendations of the ISSP/Pathways Commission Report. A wide range of initiatives in student support services have been forthcoming from that report and the Association continues to be actively involved in ensuring that these initiatives address the concerns of teachers and meet the needs of students. The Department has recently established a committee, with NLTA representation, to begin work on a number of the recommendations which were identified as requiring further consideration. We are pleased to report that communications and cooperation between the Student Support Services Division and the NLTA have been excellent as implementation of the ISSP/Pathways report has proceeded.

On the collective bargaining front, this school year saw the ratification of the 2008-12 provincial and Labrador West collective agreements. Negotiations began in early fall with a larger number of proposals on the table and the expectation that this would be a protracted round of bargaining. However, due to pressures related to the global economic downturn and deadlines imposed by government related to bargaining template for public sector employees, negotiations concluded prior to Christmas. As a result, we were not able to make progress on our proposals concerning teacher leaves and the key workload areas which had been identified. It is also important to note, however, that the employer had also introduced a number of proposals in this last round which would have had significant negative impact on teachers had they found their way into a collective agreement. These were also removed from the table as a result of the abridged round of bargaining.

These are only three of the most obvious areas of activity for your Association over the past year. It is important, though, to recognize that such is only the tip of the iceberg in representing the efforts and activities of your Association on behalf of you, the member. The NLTA is recognized as the spokesperson for teachers and the voice to represent their professional views for the cause of education in this province. As the Association carries out these roles, not everything

that is being done on your behalf is readily apparent in the media or elsewhere. Association representatives guarantee that teachers' input is part of any decision-making affecting education; through various briefs and submissions, committees, working groups and liaison meetings with the other stakeholders in education. For example, in January of this year, President Sean Noah presented the Association's pre-budget brief to the provincial government at a public consultation session hosted by the Minister of Finance. Then, at a follow-up meeting with the Minister of Education and her officials, the President and other NLTA representatives highlighted the Association's key concerns and provided input in advance of the provincial budget being finalized. It is through such avenues as these that your Association ensures that input from teachers is kept in the forefront.

It is not the intention of this brief article to try and summarize all that has happened in the past year. Much of that information is available in the "Report to Convention" that was recently provided to the 2009 BGM. Further details will be provided to you in the Association's Biennial Report for 2007-09 which will be available to you in early September. In the meantime, as summer rapidly draws near, please accept your Association's heartfelt thanks for all of your hard work and dedication to our children and young people over the past year. Also, please make sure that you take some "me" time over the summer to engage in those things that enable you to relax and unwind after a busy year. How you spend your two summer months is important to your readiness for, and your success during, the coming school year. On behalf of all your Association staff at the NLTA office, best wishes to each and every one of you for a safe and enjoyable summer.

Education is the most powerful weapon which you can use to change the world.

– Nelson Mandela

Edward Hancock is Executive Director of the NLTA.

Teachers Honored

Awards Presented at BGM 2009

In keeping with past tradition, the efforts of a number of teachers who have made significant contributions to both their profession and their Association were recognized at Convention 2009. Award winners for 2008 were announced last year but presented at this Convention. The following provides information on the awards and the 2009 winners.



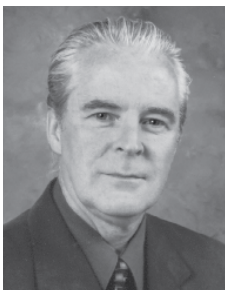
Roger Grimes

Roger Grimes • Honorary Member

Roger was born in 1950 in Grand Falls-Windsor. He is a graduate of Memorial University of Newfoundland with degrees in Science (B.Sc.) and Education (B.Ed.), as well as a Masters Degree in Education (M.Ed.). He taught math, physics and chemistry for 15 years in schools from Grand Falls to Bishop's Falls and Norris Arm.

During his teaching career, Roger held a number of branch executive positions with the NLTA. He was Branch President of the Exploit's Valley Branch from 1979-80 and he was involved with the Provincial Curriculum Committee from 1978-80. He was an Executive Member of the Provincial Mathematics Special Interest Council and a representative of the National Council of Teachers of Mathematics from 1978-80.

Roger was a member of the Provincial Executive Council from 1981 to 1988. During his terms of office he served as Chairperson of the Provincial Communications Committee and as Chairperson of the NTA Staff Negotiations Committee. He was also a member of the Finance and Property Committee, the Special Advisory Committee for Negotiations, the Lockout Finance Committee, the Provincial Negotiating Team, and a Member of Table Officers. In 1985 he chaired the Provincial Negotiating Team. While Vice-President of NTA he was a member of Table Officers and co-chaired the Committee for Organization and Future of NTA and the Ad Hoc Committee on Membership Discipline. He was elected President of NTA in 1985 and served for a two-year



Paul Pinsent

period. During that time he also served on the Board of Directors of the Canadian Teachers' Federation.

In the 1989 Provincial election, Roger won a seat in the District of Exploits and was appointed Parliamentary Assistant to then Premier Clyde Wells. While in Government he has served as Minister in five different portfolios. In 1991, he became Minister of Labour and in 1993, he took over the Tourism, Culture and Recreation portfolio. He was appointed Minister of Education in 1996. After serving three years in Education, he became Minister of Mines and Energy in February 1999 and subsequently served as Minister of Health from December 1999 to January 2001.

Roger was sworn in on February 13, 2001 as the 8th Premier of Newfoundland and Labrador by Lieutenant-Governor Dr. A.M. House. Upon successful personal re-election in Exploits district, he served as Leader of the Official Opposition up until his official retirement from politics on June 1, 2005.

Roger is also well known in Newfoundland and Labrador for his athletic prowess having represented the province both provincially and nationally in a number of sporting events. Roger's interest in sports has, over the years, led him to coaching minor hockey, baseball and softball and resulted in his induction into the Newfoundland and Labrador Baseball Hall of Fame. He continues to play slo-pitch softball and recreational hockey and he is an avid golfer.

Roger has one daughter Vicki. He and his wife Mary Ann live in St. John's with dogs Winnie and Freddie.

The President's Award

Paul Pinsent of Stephenville is the 2009 recipient of the President's Award. The President's Award is presented to one person whom the President feels is a strong supporter of the Association during the President's term of office. For a recipient to be eligible he/she must be, or have been, an active member in good standing of the Newfoundland and Labrador Teachers' Association for at least five years. They must

have served the Association at the provincial, branch or executive level, or within the special interest council structure. They must be recognized amongst their peers as a teacher who has given of him/herself to the Association and be recognized amongst his/her peers as an exemplary educator in the profession.

Paul is currently the English Department Head at Stephenville High School. He holds Bachelor degrees in Theology, Arts, and Education as well as a Master of Arts Degree.

Paul has been involved with the NLTA since very early in his teaching career. He held the positions of Treasurer and President of Appalachia Branch for a number of years. In 2005 he was elected to the Provincial Executive Council and in this capacity has been a member of the Finance and Property Committee, member of the Pooled Investment Fund Committee and Chair of the Equity Issues in Education Committee. For 2007-09 he was a Table Officer of Provincial Executive and he chaired the Ad Hoc Committee on the Internal Review of NLTA's Programs and Services.

As chair of the Equity Issues in Education Committee, he played an integral role in increasing the support for childcare expenses for teachers incurred while serving their Association. Paul has dedicated himself to serving teachers and education in a responsible, reliable fashion. As a classroom teacher he is very aware of the challenges facing the teaching profession. In his recent election statement Paul stated: "At the end of the work day I sometimes watch teachers leaving school and it is evident that things have changed dramatically in education. The strain of their day is clearly seen on their faces and there is little skip in their gait. I have come to know that what is sometimes seen as apathy on the part of teachers... is more often than not an issue of workload and responsibility to family, profession and community. Which speaks to the fact that our profession and the needs of today's teacher have changed dramatically."

Paul's dedication to the profession, his students, to education and to the NLTA has been unwavering.

The Allan Bishop Award

Dana Burridge of Deer Lake is a recipient of the 2009 Allan Bishop Award. This award was established in 1991 and is named in honour of Allan Bishop, a former President and General Secretary of the NLTA. The award recognizes outstanding service to the NLTA at the provincial level by any active or life member of the Association.

A teacher for 30 years, Dana was founding member and communications officer of the Taylor's Brook Branch of the NLTA in 1973. He was active at the

branch level throughout his career holding such positions as president, vice-president, secretary, treasurer, communications officer, political action, equality rights, member-at-large, school representative, and school board-teacher liaison. During his tenure as branch president of the Deer Lake Branch he was instrumental in facilitating a rally in Corner Brook which broke an impasse regarding teachers' rights to transfer between the new reorganized denominational and integrated systems.

Dana was elected to the NLTA's Provincial Executive Council in 1999 and in this role was a member of the Finance and Property Committee, the Group Insurance Committee, chaired the Equity Issues in Education Committee, Deferred Salary Committee, Educational Leave Committee and Staff Negotiations. He was a member of the Provincial Negotiating Team and a Table Officer of Provincial Executive for 2005-07.

Besides his school activities and involvement with the NLTA, Dana is also active in the community, having been a founding member of the Humber Valley Strawberry Festival and a member of the Roy Whalen Museum and Archives, the Humber Valley Development Association and the Deer Lake Public Library Board.

In 2007 Dana was recipient of the NLTA President's Award for outstanding contribution to the Association. He retired from the teaching profession in 2007.

Bancroft Award

Clarence Mercer of Shearstown is a recipient of the 2009 Bancroft Award. This award was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association and is named in honour of James Frederick Bancroft, the first President of the NLTA. The award recognizes outstanding service by teachers at the branch level of the Association.

A teacher for over 26 years, Clarence has been involved at the branch level since very early in his career. He was political action officer and secretary of the Upper Trinity South Branch, secretary and president of the Carbonear Branch, and political action officer for the Bay Roberts Branch. He is currently president of the Bay Roberts Branch. Clarence was chair of the social committee and the bereavement committee for the Bay Roberts Branch, and on different occasions, a member of the school board-teacher liaison committee for the Carbonear and Bay Roberts Branches.

Clarence has been very involved with Education Week activities and has annually emceed the NLTA/Lions Club Speak Out contest. He takes an active role in planning, organizing and chairing the annual retirement banquet. He has been a member of the Provincial



Dana Burridge



Clarence Mercer

Curriculum Committee, Membership Benefits and Services Committee, and is currently a member of the Communications/Political Action Committee.

Clarence currently teaches at Amalgamated Academy in Bay Roberts.



Cynthia Wheeler

Barnes Award

Cynthia Wheeler of Musgrave Harbour is a recipient of the 2009 Barnes Award. This award is named in honour of Dr. Arthur Barnes, the first Minister of Education in the province who, in 1928, initiated a number of teacher conferences to promote excellence in education. The award was established in 1987 to recognize outstanding professional development services provided by teachers at the special interest council level of the Newfoundland and Labrador Teachers' Association.

A teacher for over 28 years, Cynthia has served on numerous Art and Music committees at the local, district and provincial levels. She is credited with keeping the NLTA Art Council active through many years when conferences were unable to take place due to lack of substitute days.

Cynthia has been a member of the Art and Cultural Strategy Committee, was Planning Committee President for the Provincial Art Special Interest Council AGM and Conference in 2000, a member of the Art Advisory Committee, Curriculum Advisory Committee, Curriculum Committee/Art, and has been President of the Art Special Interest Council of the NLTA. She has been a member of the Music Advisory Committee for District 6 of the Executive of the NLTA Music SIC, Planning Committee/Conductor for Nova Consolidated District Junior and Senior Band Days, and the Planning Committee for Joint Choir Day for Carmanville/Gill Memorial.

Cynthia has initiated or been part of several special projects including Local Choir Days, Music Monday, Guitar Group and Piano Group, and World Music Day.

Cynthia currently teaches at Gill Memorial Academy in Musgrave Harbour.

Special Recognition Award

Kathleen and John Hicks of Happy Valley-Goose Bay are recipients of the 2009 Special Recognition Award. This award was instituted in 1990 by Johnson Inc. to recognize the 100th anniversary of the Newfoundland and Labrador Teachers' Association. The award is presented annually to an active or life member of the NLTA who, while a teacher in the province, made a major contribution to the cultural, social and/or the community life of Newfoundland and Labrador.

Kathleen has and continues to promote the arts within the school system as a representative of the

Labrador Creative Arts Festival, encouraging teachers and students to participate fully in opportunities put forward through this festival. A founding member of the Melville Music Festival, she has been a valued committee member and few students have passed through the school system in Happy Valley-Goose Bay without the opportunity to participate in the festival under her direction. Her work with the Happy Valley-Goose Bay Arts Council has helped ensure that members of the community have opportunities to see artists from across the country perform in Happy Valley-Goose Bay.

As an executive member of the NLTA Music Special Interest Council, Kathleen organized activities promoting music within the community as well as fundraising concerts to set up a scholarship for music students. She is currently the only committee member of the Eastern Labrador Arts Alliance representing dance, and is committed to ensuring that dance continues to play a role in the community as the Town of Happy Valley-Goose Bay prepares for a new arts theatre.

John has been passionately involved in the promotion of the arts, especially theatre, in the community of Happy Valley-Goose Bay. He has held the position of President of the Happy Valley-Goose Bay Arts Council ensuring that community members have opportunities to see artists from across Canada. He is a longstanding member and current President of the Mokami Players, a community-based theatre group that participates annually in the Newfoundland and Labrador Drama Festival. He continues to be involved with the Labrador Creative Arts Festival, promoting opportunities for students to learn from visiting artists from across the province. John is currently the Treasurer of the Eastern Labrador Arts Alliance and has been actively lobbying for an arts theatre in Happy Valley-Goose Bay.

Throughout John's teaching career, he has created opportunities for middle and high school students to participate in all aspects of the theatre through his extracurricular drama clubs. He has annually produced and directed plays that have provided students with opportunities to explore their acting, writing and technical skills.

Kathleen is a music teacher for Grades 4-7 and John is an English, Social Studies and Drama teacher. They both teach at Queen of Peace Middle School in Goose Bay.

The Patricia Cowan Award for Support and Promotion of Education

Dr. David Dibbon is a recipient of the 2009 Patricia Cowan Award for Support and Promotion of



Kathleen Hicks



John Hicks



Dr. David Dibbon

Education. This award, named in honour of the first female president of the Newfoundland and Labrador Teachers' Association, was established in 2007 to recognize individuals or groups outside the K-12 school system for their outstanding support and promotion of education either through their role as advocates or through a relationship with the NLTA resulting in a positive impact on teaching and learning.

Dr. Dibbon is currently the Dean of the Faculty of Education at Memorial University of Newfoundland. He has worked in the public school system as a successful teacher and school administrator. His list of accomplishments in support of teachers and public education is long and diversified. He has been a champion for the cause of public education since early in his career.

Dr. Dibbon's significant and varied research in the areas of organizational learning, leadership and learning, teacher supply and demand, online learning communities, teacher working conditions, teacher education, new teacher transitions and other policy related initiatives have contributed greatly to the province as well as the broader educational community. He has presented the findings of his research locally, provincially, nationally and internationally. Of particular mention is his work with the NLTA on teacher workload and the report, *It's About Time: A Study of the Impact of Workload on Teachers and Students*. Dr. Dibbon is also a contributor, author or co-author of numerous other books, journal articles, and research papers.

Dr. Dibbon's numerous service to the field of education and to the educational community has included, but is certainly not limited to: member of the Provincial Teacher Certification Committee; Teacher Induction Advisory Committee; Chair, Canadian Merit Scholarship Foundation, Newfoundland Chapter; Member, Provincial Advisory Committee on Teacher Supply, Demand and Retention; Faculty Representative on Teacher Supply and Demand Committee; and Newfoundland Chair for the Canadian Millennium Scholarships for the K-12 system.

Dr. Dibbon is an elected member of the Eastern School District Board of Trustees. In 1999 he was recipient of the Distinguished Principal of the Year from the Canadian Association of Principals as well as from the Newfoundland School Administrators Association. In 1997 he was the Honour Award Winner from the Newfoundland and Labrador High School Athletic Federation.

A strong supporter of public education and the father of two young children, Dr. Dibbon is committed to research focused on making the school system a better place for students to learn and for teachers to work.

Resolutions from BGM 2009

Category A: Professional Development

Out-of-Province Professional Development Travel Grants

1. That the NLTA investigate ways to provide more funding for out-of-province teacher professional development travel grants. (CARRIED)

Teacher Wellness Professional Development Day

2. That the NLTA enter into discussions with districts to ensure that teacher wellness sessions are recognized as legitimate professional development and that opportunities to provide such sessions are supported. (CARRIED AS AMENDED)

Physical Education Curriculum Guidelines

4. That the NLTA seek to have schools follow the guidelines put in place by the Department of Education of 6% for physical education curriculum. (CARRIED)

Category B: Association

In-House Printing Services

5. That the NLTA conduct a cost analysis between in-house printing and out-sourcing the printing. (CARRIED)

Expenses for Joint Council Delegates

7. That those members of Joint Council who would not normally be reimbursed for accommodations and meals while attending Joint Council meetings be reimbursed for up to one night's accommodation and related meals. (CARRIED AS AMENDED)

Reports on Funding of Teachers' Pension Plan

8. That the NLTA provide annually to the membership the estimated position of the funding of the Teachers' Pension Plan, such to include the estimated percentage of funding of the plan and the return on investments for the previous year. (CARRIED AS AMENDED)

Branch Nominations for Association Awards

10. That Section XVI – Business to Be Conducted at a General Meeting Only of the Model Branch By-Laws be amended to add a new subsection (h) to read: "Branch nominations for Association awards". (CARRIED)

Mid-Career Financial Planning

11. That the NLTA explore the possibility of offering financial information sessions for early and mid-career teachers. (CARRIED AS AMENDED)

Category C: Benefits and Economic Services

Pension Indexing

13. That the NLTA attempt to obtain increased indexing for pensions. (CARRIED)
14. That the NLTA seek to secure full indexing on pensions for any teachers who have retired and will retire without stacking. (CARRIED)

Medical Certificates

15. That the NLTA attempt to negotiate a change in Clause 15.04 of the Collective Agreement replacing the word "four" with the word "five" and replacing the word "seven" with the word "ten" so that the first sentence of the clause would read: "Sick leave with pay in excess of five (5) consecutive teaching days at any time or ten (10) teaching days in the aggregate in

any school year shall not be awarded to a teacher unless a medical certificate satisfactory to the school board has been submitted in respect thereof." **(CARRIED AS AMENDED)**

Specialist Designation for Technology Education Teachers

17. That the NLTA attempt to negotiate the necessary contract language to designate skilled trades, technology education, resource and French teachers as specialist positions within the collective agreement, similar to physical education, art and music, and that an appropriate allocation be made for them in the teacher allocation formula. **(CARRIED AS AMENDED AND EDITED)**

Music Teacher Positions

18. That the NLTA lobby school boards to have teaching positions for music which are less than 50% and within the same family of schools combined to create larger positions. **(CARRIED AS AMENDED)**

"Home School" for Music Teachers

19. That the NLTA lobby school boards for music teachers who are teaching in more than one school, and who are not instrumental itinerants, to have one "home school" designated by their employer. **(CARRIED AS AMENDED)**

Travel Reimbursement for Music Teachers

20. That the NLTA attempt to negotiate changes to Article 25 of the Collective Agreement which would entitle teachers holding separate contracts in two or more schools, and who are not instrumental itinerants, to be reimbursed expenses for work related travel. **(CARRIED AS AMENDED)**

Class Size Maximums for Music and Physical Education

23. That the NLTA seek to have government apply class size maximums to all classrooms including music, physical education, art, technology, etc. **(CARRIED AS AMENDED)**

Number of Classes for Physical Education Teachers

25. That the NLTA seek to have government allocate maximum and reasonable numbers of classes per workday and per cycle for physical education teachers. **(CARRIED)**

Allowances for Physical Education Teachers

27. That the NLTA seek to have physical education

teachers provided with an allowance (time/money) such as other school-wide staff receive (guidance, administrators, etc). **(REFERRED TO EXECUTIVE)**

Current Policy

Survey on Workload of Music Teachers

22. That the NLTA Music Council, in cooperation with provincial school districts, conduct an examination of the real and implied workload of music teachers with a view to ensuring that teacher workload issues are addressed as per the provisions of the collective agreement.

Branch Presidents Attending BGM

28. That all branch presidents be provided the opportunity to attend the Association's biennial general meeting.

Notice of Motions for By-Law Change at the 2011 BGM

Association Fees

29. That the NLTA charge a flat union fee instead of it being on a percentage basis of salary.
30. That the percentage rate of deduction for teachers' dues be adjusted downward proportional to the salary increases realized for 2009 and 2010 in the most recent Collective Agreement.

Resolutions from the Floor

- FL.1 That BGM delegates who drive to Convention and have a driving time greater than five hours be given the option of hotel accommodations for the concluding day of Convention effective immediately. **(CARRIED)**
- FL.2 That NLTA staff develop an annual database on the number of teaching units being held back by school districts and that they monitor the deployment of these units. **(CARRIED)**

- FL.3. That the NLTA examine the per diem amount for delegates to see if an increase in the amount is warranted.

Explanatory Note: *The NLTA per diem amount should be comparable with other organizations.* **(CARRIED)**

- FL.5 That educators working at the district level to assist teachers and administrators with the implementation of curriculum and professional development for individual teachers and/or school staffs and who are not typically working directly with students be designated as program specialists not itinerants;

That those whose main role is classroom focussed instruction, teaching strategies and working directly with students in the classrooms be designated itinerant teachers; and

That senior education officers not be engaged with more than 30 percent of the duties of a program specialist, otherwise the position must remain as a program specialist. **(CARRIED)**

- FL.6 That the NLTA Convention Planning Committee investigate the possibility of arranging family oriented activities during convention meeting times. **(CARRIED)**

- FL.8 That the NLTA seek to amend Clause 6.11 by deleting the words “before applications from teachers with no previous experience with the board” from Clause 6.11(b) and adding 6.11(c) which would state “subject to Clause 6.11(a) and (b) give consideration to applications from teachers who have already been employed in a continuing contract with another board in the province before applications from teachers with no teaching experience”. **(CARRIED AS EDITED)**

- FL.9 That the NLTA conduct an analysis of the workload of teachers to determine how the expectations for involvement in extra-curricular programs contribute to undue stress/workload. **(CARRIED AS AMENDED)**

- FL.10 That time and supports needed to conduct teacher-student interviews be taken into account when assigning supervision or other duties to French teachers during evaluation time. **(EDITED AND REFERRED TO EXECUTIVE)**

- FL.11 That NLTA Professional Development staff/special interest councils seek access, with teachers’

permission, to professional growth plan summaries to maximize professional development planning and opportunities. **(EDITED AND REFERRED TO EXECUTIVE)**

New Business Resolutions

- NB1. That NLTA investigate with the Department of Education means by which more teacher collaboration can occur during the work day.

Explanatory Note: *Given the increasing move to PLCs and the increasing need for teacher collaboration to occur to help teachers and to help students, we know that schools that are successful PLCs have found creative ways for teachers to be freed up to meet during the work day.* **(REFERRED TO EXECUTIVE)**

- NB2. That the NLTA reduce the environmental footprint of BGM. **(REFERRED TO EXECUTIVE)**

- NB3. That the NLTA lobby the Department of Education to instruct school districts to hire program specialists to coordinate only issues specific to guidance counsellors and educational psychologists in their districts. **(REFERRED TO EXECUTIVE)**

- NB4. That the NLTA lobby the Department of Education, school districts and Memorial University to devise a collective strategic plan for the training and recruitment of guidance counsellors and educational psychologists in the province of Newfoundland and Labrador. **(REFERRED TO EXECUTIVE)**

- NB5. That, in recognition of extra hours of work expected, school administrators be credited with five paid substitute-stipulation leave days per academic year with the maximum number of such days credited not to exceed five per academic year;

That any, or all, of these days may be accumulated and banked during the duration of the administrators’ contracts;

That in lieu of paid leave, administrators may opt for financial remuneration at the rate of one-half the per diem rate of pay, for any, or all five, unused and accumulated leave days; and

That such remuneration may occur at the end of the academic year, the termination of

administrators' contracts or upon retirement.
(REFERRED TO EXECUTIVE)

NB6. That the NLTA instruct teachers not to undertake responsibilities related to Kinderstart until such time as the program is fully and completely resourced. (REFERRED TO EXECUTIVE)

NLTA By-Law Changes

1. The proposed changes to By-Law XII. – Nominating and Election Procedures for Officers and By-Law XV – Elections regarding election of President and Vice-President at BGM were defeated.
2. The proposed changes to By-Law XII.A.(4) and B. – Nominating and Election Procedures for Officers regarding the publication deadline for information on candidates for President and Vice-President were defeated.
3. The proposed changes to By-Law XIII.A.(3) – Duties of Officers (Office of the President) and By-Law XIII.C. (Office of the Vice-President) regarding the option for the President and Vice-President to seek a second term of office were accepted. The wording of these changes is as follows:

By-Law XIII.A.(3) – Duties of Officers (Office of the President) – “The office shall not be held for **more than** two successive terms by the same person. A portion of a term shall be considered as a full term.”

By-Law XIII.C. – Duties of Officers (Office of the Vice-President) – Add a new subsection (2) to read: “**The office shall not be held for more than two successive terms by the same person. A portion of a term shall be considered as a full term.**”, with the remaining subsections renumbered accordingly.



GET INVOLVED JOIN A PROVINCIAL COMMITTEE

Are you a knowledgeable, interested and committed member of your Association? President-Elect, Lily Cole, has established a committee structure for the 2009-11 school years to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Committees will meet approximately four times per year. Meetings are usually held after school hours; some may be held via teleconferencing. From time to time weekend meetings may be required. Teachers are reimbursed for out-of-pocket expenses for travel, meals and child care as per NLTA policy.

You are asked to consider volunteering to serve as a member of a committee that is of interest to you. **Committee members are usually drawn from the same geographic location (within**

90 km) as the chairperson's school. With the permission of Executive, one committee member may be chosen from outside the geographic location provided that expenses incurred are kept within reasonable limits. Committee members are chosen by the chairperson early in September of each year. All applicants will be informed of the status of their application at that time.

Every effort will be made to have equal representation of males and females and to ensure generational equity on committees. Depending on the terms of reference of the committee, every effort will also be made to include teachers with responsibilities in various areas of the teaching profession.

If you are interested in becoming a committee member, please fill out the form on the NLTA website at www.nlta.nl.ca [click on “Online Forms” and go to “Committee Volunteer Application”] and forward it to Geralyn Costello at the NLTA office by **June 26**. If you require additional information, please contact Geralyn Costello, Executive Assistant, Administration, at 709-726-3223 or 1-800-563-3599, Ext. 222 or gcostello@nlta.nl.ca.

COMMITTEES, 2009-11	CHAIRPERSON	LOCATION
Communications/Political Action	Graydon Pelley	Deer Lake
Curriculum	Jean Murphy	Cow Head
Equity Issues in Education	Jeanne Williams	Bonavista
Membership Benefits and Services	Jackie Maloney	Rushoon/Marystown
Professional Issues	Sandra Quigley	Happy Valley-Goose Bay
Teacher Health and Wellness	Tina Matthews	Trout Tiver



Label Jars – Not People!

by JUDY BERANGER

Have you ever heard the expression “Label Jars - Not People”? Take a moment to reflect on the power of the spoken word and its role in influencing our perceptions. Did you have the experience of being labeled as a child or can you remember other classmates that were? In our staffrooms, classrooms, churches and community we witness how words influence the energy of those in the room. The words spoken may serve to be inspiring and promote positive energy, or draining and promote negative energy. The negative energy can contribute to the development of perceptions and interpretations that are judgmental and disrespectful. We frequently “label” fellow human beings who in some fashion do not fit the accepted or standard norms of the day. No one knows better than teachers how labels can become a permanent part of a person, affecting the development of his/her personal and social identity, becoming the filters through which others experience them. Unintentional though it may be, labels often restrict others from seeing the person in their entirety.

Real Life Examples

Examples from our school system illustrate just how powerful our words can be. How is your own perception influenced as you read the words used to describe Tom – a typical, sixteen-year-old high school student? Presently Mom says he is troubled, Dad tells him he is lazy, little brother describes him as “cool”, Grandpa brags he is “gutsy”, Grandma calls him a sweetheart, his girlfriend thinks he is caring and a neighbor describes him as thoughtful. At school Tom’s homeroom teacher tells him he is intelligent, one teacher has described him as stupid, another asserts he will never amount to anything, and yet another proclaims that he is going to make a real difference in the world.

Now let us consider Mr. Jones, an experienced teacher with more than twenty years in the system. One student finds Mr. Jones helpful while another laments, “he should be retired”. One fellow teacher finds him hyper, another finds him sad, and yet another finds him very sociable! One colleague asserts that Mr. Jones deserves to be department

head while another questions why he ever became a teacher! Mr. Jones’ wife describes him as caring, his neighbor finds him dependable, his parents find him lazy, and his hockey team boasts that he is awesome. Words are very powerful. They can give energy or they can take energy. Teachers use words as tools – and try to never use them as stumbling blocks. Medical science offers ample evidence that peaceful, affirming words can lower blood pressure, reduce stress levels, and in some cases even promote unexplainable physical healing. Teachers know that encouragement rather than criticism, both for students and for peers, goes a long way to making a daily difference in people’s lives.

Culturally we are sometimes quick to put labels on people without even realizing we are actually doing so. We use terminology in our homes and professions without conceiving the impact until years later when someone, because of a painful life experience, decides to speak out about how such labels hurt. I remember well a lesson I was taught by one of my own high school students a few years back. His parents had been divorced for many years but continued to argue over his request to spend more time with his mother, the “non-custodial” parent. This young man had been privy to several stormy exchanges between his parents concerning his “custody and visitation” arrangements. During his school years he had listened to his parents argue about who had “custody” of him and how much “visitation” he should have with the other parent. One day after classes he came into my homeroom to vent some of his frustrations. As he was leaving that day he said, “I wish everyone would realize that I didn’t do anything wrong. I am not a prisoner so I don’t need to be in custody and I don’t want to have visitation with my mother anymore, I just want to live with her sometimes.” On hearing such a story, and realizing the courage it took to share, it helped to sensitize my own perceptions around labeling and spurred the desire to promote language sensitivity. A jolt of reality like this should challenge us to take a hard look at the labels we are using that, although commonplace, are nevertheless hurtful and sometimes damaging. Something as common as a “single parent family” can be used in a negative context.

The Impact of Labels

Whoever would begin to define what “normal or intact family” means? With commitment, it is relatively easy to begin changing labels that are negative and judgmental. As in the above example, our legal system could attempt to get away from using the legal terms they use with prisoners in jail and with children of parents who have separated or divorced. “Living with” my mother or father for the weekend conveys a far more positive psychological message of “belonging” than does “visitation” with the “non-custodial” parent. Using terms like “broken”, “normal”, or “intact” become part of a greater problem. Why? Because the person using the label decides for that family what is normal, intact or broken. For some families the true “brokenness” was happening before the separation, when things seemed “intact” as far as the public was concerned. Most specialists in this field will agree that if children are left to focus on being children and left out of the adult situations and adult decisions they will generally do well regardless of the particular family structure.

Our history holds many examples of how labels were an integral part of negative and stereotypical judgments. Some of these were very blatant and abusive while others were more subtle and insidious, yet equally damaging. Commonly used terms such as retarded, on welfare, broken families, bastard, illegitimate, broken home, natural family, normal family, intact family, real parent, visitation, custody and access are but a few. Muller and Cox suggest that words come with “baggage” and possess universal as well as individual meanings. Goffman suggests that labels become a permanent part of a person and assist in the development of his/her personality and social identity. Labels can dehumanize and lead to withdrawal. Although we may have come a long way in some areas, unfortunately we have retained many negative labels and have added new ones as well! The difference with then and now is that now we are becoming more sensitized than any other generation to be aware of the affect negative labels can have on self-esteem. We also understand that reframing a symptom and finding the positive connotation of a particular behaviour or situation is often less stressful and more helpful for all involved.

“Kid’s Say the Darndest Things”

A Grade One class was trying very hard to listen to their teacher who was helping them work on using “big people” words – the teacher insisted on *no* baby talk! The teacher asked Chris what he had done over the weekend? He replied that he went to visit his “Nana”. The teacher reminded him to use big

people words in class and to say he went to visit his “Grandmother”. The teacher then asked Jack what he had done. He replied that he had taken a ride on a “choo-choo”. The teacher reminded him about big people words and told him to say he took a ride on a “train”.

The teacher gave Ronnie a turn. “I read a book” to which the teacher asked, “Which book”? Ronnie thought real hard, was about to say the title, stopped himself, and thought a little more, then puffed out his chest with great pride and said, “Winnie the Sh_t!” All language has meaning!

Teachers As Role Models

Teachers are in the vanguard of promoting a climate of tolerance and acceptance in our schools. Teachers enthusiastically embrace the responsibility of being respectful and inclusive in the words they choose, not only serving as role models for students, but for each other. We experience on a daily basis how language significantly impacts on the quality of connection between the teacher, the student and the learning environment.

A young man who was considered a “drop-out” decided to return to finish his high school. He was told by one of his teachers that he was “too old to learn!” He chose rather to listen to his principal and several other teachers who gave him continued encouragement. He says the memory of this encouragement and acceptance still supports him today – over ten years later. He remembers fondly, “I knew they were there to teach – it was all about personal-ity and humor and light heartedness. They were very supportive and did not judge me by past actions or by how I looked. It was so much more than the things they said.” We all deserve to have the gift of such memories that will serve to nurture us throughout our lives.

Have a wonderful, rest filled summer.

.....
Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Claudette Coombs (ext. 242). We would be very interested in hearing suggestions for future articles for this section.



New Terms for New Times?

by JIM MURPHY

So, have you flickred your photos, tweaked your twitter, broadcast your blogs, worked on your Wiki, received your RSS or produced your podcast? These terms resemble sound effects from a Looney Tunes cartoon gone awry, but they really have become the essence of 21st century communications. So, what are they, and why is it that they have quickly become a source of fixation (Facebook notwithstanding) for our content, collaboration and communications thirsty world?

Flickr

Where: <http://www.flickr.com/>

What: Flickr is an online photo management and sharing application and, according to the Flickr site, has two main goals: people making digital photo and video content available to people, and enabling new ways of organizing photos and video. It will allow for 100 MB of photos to be uploaded per month and two video clips. There is no limit to the total number of photos you can upload over the long term, but a free account limits you to viewing only the last 200 uploads.

Why: The site allows you to share your photos with other individuals and groups. You can find groups such as <http://www.flickr.com/groups/365days/> where membership is over 13,000 and there are almost 800,000 photos available. Of course, if you really want to make an impression, you build your own site, like Jeff Harris, (<http://www.jeffharris.org/photos.html>) who has been taking self-portraits since 1999. I am certain many educators are already accessing this great digital photo catalogue.

Pedagogy: Art teachers would benefit from the sheer mass of photography available, but the tagging feature of this site allows you to quickly find visual material pertinent to many subject areas such as biology, language learning or social studies.

Twitter

Where: <http://twitter.com/>

What: Twitter is a service for friends, family, and co-workers to communicate and stay connected through the exchange of quick, frequent answers to one simple question: What are you doing?

Why: According to the site, it is about all the communications that occur between checking your email and posting your blogs. (See blogs for more info on blogs!) It is about people staying in touch with people in real time. But, the caveat is it must be short (140 character limit). So, no matter where you are and what you may be doing, your friends, family, or colleagues will know. With almost 900,000 followers, even Oprah twitters! Obviously, many people like this intrusive technology; others do not for the same reason. Of course, if you want to take full advantage of the Twitter technology, you can set it up for use with your mobile phone and you will receive twitters (yes, it is being used as a noun, verb and adjective now!) through your SMS (Short Message Service). For example, radio stations are using them as a means to contact you directly on your mobile if you are a “follower” on their twitter.

Pedagogy: I am sure that I could brainstorm some interesting pedagogical uses for this technology, but consider it first as an easy way to push out reminders to student mobile phones concerning school announcements, closures and so forth. It is certainly an easy homework advisor remedy for those students with access to mobiles. Be careful though, students may find means of using the technology for personal gain! Imagine a student who has completed your multiple choice exam and who twitters the answers to all other followers (those who have subscribed – think of it as a group address book!) in the school or class prior to next period when you are giving the same test in another slot! So, what are you doing now?

Blogs

Where: You can find blogs pretty much anywhere and everywhere. Even Ryan Snoddon has a blog! (<http://www.cbc.ca/nl/features/nlweather/>)

What: According to Wikipedia.org, (yes, wikis are next!) a weB Log, a.k.a. BLOG, is “a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. “Blog” can also be used as a verb, meaning to maintain or add content to a blog.

Why: Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. As of December 2007, blog search engine Technorati was tracking more than 112 million blogs. With the advent of video blogging, the word blog has taken on an even looser meaning – that of any bit of media wherein the subject expresses his opinion or simply talks about something. (Edited source from: www.wikipedia.org/wiki/Blog)

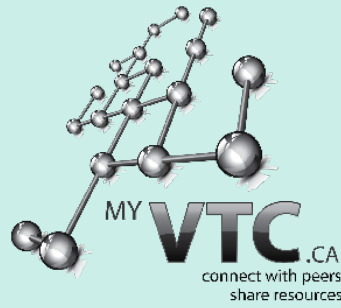
Pedagogy: YES, in particular any situation that requires research, contact with experts in practically any field, or where you may want to have students do anything like report, share, collaborate, celebrate or investigate! Here is McLean's environment blog: <http://www2.macleans.ca/category/blogcentral/environment-blog/>, or go to my blog at the Virtual Teacher Centre, <http://www.myvtc.ca>, where you can find my writings on a variety of topics.

Wikis

Where: Pretty much anywhere.

What: A wiki is a collection of Web pages designed to enable anyone with access to contribute or modify content, using a simplified markup (editing) language. Wikis are often used to create collaborative websites and to power community websites. The collaborative encyclopedia Wikipedia is one of the best-known wikis. Wikis are used in business to provide intranet and knowledge management systems. Ward Cunningham, the developer of the first wiki software, WikiWikiWeb, originally described it as “the simplest online database that could possibly work.”[3] (Edited from source: <http://en.wikipedia.org/wiki/Wiki>) “Wiki” (/wi_ki_) is a Hawaiian word for “fast”. “Wiki” can be expanded as “What I Know Is,” but this is a backronym.

Why: It is all about sharing knowledge. However, what makes wikis interesting is the fact that there must be a certain degree of critical literacy involved in using their content. Content accuracy is never guaranteed, however, it has also rendered practically redundant the majority of encyclopaedias as it continues to evolve. The other interesting facet of wikis is it has taken content knowledge out of the hands of select experts, and into the hands of many potential experts. For example, no longer must we rely on a handful of publishers to produce voluminous accounts of history; it is a click and an edit away. Try examining the content available on the holocaust at wikipedia.org to better understand the depth of this media.



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2. Upload or send us your teaching resources and we will send you some of the items listed above! (Please ensure that your resources are authentic, curriculum specific and error free. We want to maintain a high standard of quality.)

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Pedagogy: Create knowledge wikis with your class. There are many free content wikis available on the Web. Google “free wiki” for a quick list of suggestions, or try <http://pbworks.com/academic.wiki>

RSS

Where: Practically anywhere news and events are being reported.

What: RSS stands for “Really Simple Syndication”. It is a way to easily distribute a list of headlines, update notices, and sometimes content to a wide number of people. It is used by computer programs that organize those headlines and notices for easy reading. RSS works by having the website author maintain a list of notifications on their website in a standard way. This list of notifications is called an “RSS Feed”. People who are interested in finding out the latest headlines or changes can check this list. Special computer programs called “RSS aggregators” have been developed that automatically access the RSS feeds of websites you care about on your behalf and organize the results for you. Most email software actually offers this option. (<http://rss.softwaregarden.com/aboutrss.html>)

Why: It simplifies the procurement of information. It is like reading the headlines of a newspaper for content and, once I have done that, I can decide to go back and read the articles of interest. In addition to notifying you about news headlines and changes to websites, RSS can be used for many other purposes. There does not even have to be a web page associated with the items listed – sometimes all the information you need may be in the titles and descriptions themselves.

Pedagogy: Use the RSS feed from news websites such as CNN or CBC to bring headlines and events directly to your class. Take it a step further and have students connect to feeds using handheld devices such as Ipod Touch or mobile phones to bring the feeds directly to the classroom to share with the class.

Podcasts

Where: This technology is available anywhere that audio and video are being produced and shared for public consumption.

What: It is portable media, typically in audio, but more rapidly becoming available in video format as well. You download the source files to a computer, and then transfer them to a portable listening/viewing device. Try accessing CBC’s Podcasts or use Itunes (comes with most Ipods and is downloadable here: <http://www.apple.com/downloads/>) to browse the many Podcasts to which you can subscribe. Most of CBC’s radio content is available as a podcast shortly after it has gone live. You can transfer Podcasts to most portable media devices because they are typi-

cally in an MP3 (audio) or MP4 (video) format that is compatible with most portable devices.

Why: It brings news, events, any recorded media to you like never before, in a portable format that you can access on your time, on the bus, on the trip to the cabin, and, dare I say, even in the bathroom!!

Pedagogy: Educators have been using Podcasting for some time to do anything from provide a reminder to complete homework activities, to read aloud books, to second language activities. Just about anything that you do in a classroom can be recorded and Podcast for students to access anytime, anywhere. French teachers, imagine recording your listening comprehension clips and making them available to students as Podcasts. Plenty of possibilities here!!

Conclusions

In what has fast become a terabyte-sized evolution in emerging technologies, these are but a few of the myriad of communications and information sharing services and tools that are surfacing in the digital world. Portable PCs/Macs have effected many changes, but handheld devices, in particular, are moulding the use of communications technologies, and students are bringing them to school in their pockets. These technologies have potential well beyond a calculator or a computer. It is incumbent on us to consider their practicality as tools that engage our digitally connected learners.

So, as you start or continue “flickr-ing” or “twitter-ing”, “blogging or wiki-ing” or picking up RSS feeds and Podcasts to keep up with the world, be sure, as educators, to consider the pedagogical potential of these technologies. You will find that embracing these technologies will invariably engage our students more actively in learning.

Enjoy a safe summer, and be sure to check out our offerings at www.myvtc.ca where new content is being added daily to support your teaching.

.....
Jim Murphy is Coordinator of the Virtual Teacher Centre.

2009 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Email

Please check which session you will be attending:

- Oct. 15-16** – Hotel Gander, Gander
- Oct. 22-23** – Holiday Inn, Stephenville
- Oct. 29-30** – Mt. Peyton, Grand Falls-Windsor
- Nov. 5-6** – Greenwood Inn & Suites, Corner Brook
- Nov. 12-13** – Holiday Inn, St. John's
- Dec. 3-4** – Capital Hotel, St. John's
- Dec. 10-11** – Holiday Inn, St. John's

Will your spouse be attending? Yes No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

Yes No

- Note:**
- Teachers within two years of retirement (on or before June 2012) are eligible to attend.
 - All participants must pre-register.
 - You will receive confirmation prior to seminar.
 - Travel costs will be paid according to policy and only to the nearest seminar.
 - Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
 Benefits and Economic Services Division
 Newfoundland and Labrador Teachers' Association
 3 Kenmount Road, St. John's, NL A1B 1W1
 Fax: 709-726-4302; 1-877-711-6582 (toll free)

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

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Chevron Open Minds at The Rooms

by ERIN DAWE

Chevron Open Minds is a new, weeklong education initiative where teachers have the opportunity to move their classroom to The Rooms for an entire week.

My class of grade six French Immersion students from Mary Queen of Peace School participated in the Chevron Open Minds program from April 27th to May 1st. Gillian Davidge, the coordinator of the Chevron Open Minds program, and I developed a schedule (see page 27) which targeted outcomes on a theme that I chose. The theme, “La diversité”, encompasses outcomes in grade six Science, Social Studies, Religious Education, Language Arts and français (French Language Arts). It was important for me to ensure that my French language outcomes be met so the children did many of their journal entries in French and some of the presenters at The Rooms were able to deliver their sessions in French.



Students complete their journal entries at the Chevron Open Minds program.

Journal writing and drawing are key elements to the Chevron Open Minds concept and each participating student, parent volunteer and I were provided with our own journal to use before, during and after our time at The Rooms.

Prior to our week at the site, I was given the opportunity to participate in workshops on object-based learning, journal writing and sketching.

I have 27 students in my class, but it wasn't a difficult transition to spend an entire week out of our regular classroom. In fact, it was nice to have the opportunity to slow down and be immersed in a

new learning environment. The sessions on diversity were interesting, engaging and differentiated to suit the learning styles of the children. We were able to visit the museum vaults and see many of the First Nations artifacts that are not currently on display – the children loved the feeling of being VIPs in The Rooms and being able to see things that not every visitor gets to see! We also participated in a session on shadow puppetry where each child got to make a puppet and then got to ‘act’, with the help of a projector and a white wall, in fables from five different countries. One of our last sessions was a visit to the Natural History unit where the children were able to determine the similarities and differences of various species using real specimens. It was really enjoyable to see the students learn in a way that I can't always provide in our regular classroom.



Students participate in a session on shadow puppetry.

Each day was busy, but in a non-rushed way. We were able to go out in front of The Rooms to a green area every day after lunch – very important for the emphasis on active living – and I had invited parent volunteers so we were able to do some small group work as well where the children could finish off some sketching they hadn't had a chance to complete.

There is a \$500 per class fee for the Chevron Open Minds program. This fee includes all bussing to and from your school to The Rooms during your week, student, teacher, and parent volunteer notebooks for

journal writing and sketching, and any additional programming costs. All in all, it was a great week and I'd encourage any teacher who likes an interdisciplinary approach to apply.



Students get a close up look at various specimens during a visit to the Natural History Unit at The Rooms.

Chevron Open Minds is an award-winning program, available through the generous support of Chevron Canada, and has been in operation at various sites across the country since 1993. For more information on current programs sponsored by Chevron and the philosophy and history of the Chevron Open Minds concept please visit <http://www.chevronopenminds.ca/>. Further information on Chevron Open Minds at The Rooms can be found at <http://www.therooms.ca/schoolsandkids/>. Please feel free to contact me at erindawe@esdnl.ca or the Chevron Open Minds coordinator, Gillian Davidge at gilliandavidge@therooms.ca.

Erin Dawe is a teacher at Mary Queen of Peace School in St. John's.

Chevron Opens Minds at The Rooms				
La diversité 6 ^e année MQP 27 avril - 1 mai, 2009				
lundi	mardi	mercredi	jeudi	vendredi
9h00-9h45	9h00-9h45	9h00-9h45	9h00-9h45	9h00-9h45
Introduction to program • Rules & Expectations • Looking at Objects review	La réflexion dans le journal et le partage d'idées	La réflexion dans le journal et le partage d'idées	Visite aux archives provinciales	La réflexion dans le journal et le partage d'idées
La collation 9h45-10h00	La collation 9h45-10h00	La collation 9h45-10h00	La collation 9h45-10h00	La collation 9h45-10h00
10h00-11h45	10h00-11h45	10h00-11h45	10h00-11h45	10h00-11h45
Curator Game (<i>Slicing the Waves</i> exhibition)	Sketching workshop (<i>Connections</i> exhibit)	Visit to Museum vault and conservation lab.	Atelier "Les marionnettes du monde"	Atelier "La diversité des animaux et des plantes de Terre-Neuve-et-Labrador"
11h45-12h45 Le dîner				
12h45-1h30	12h45-1h30	12h45-1h30	12h45-1h30	12h45-1h30
Looking at Art "Time Trials"	Inuit in Labrador	Travail en petits groupes pour revisiter la galerie d'art ou le musée (les expositions <i>Slicing the Waves</i> ou <i>Connections</i>)	Les fables du monde (avec les marionnettes)	Du temps libre pour revisiter les archives, le musée et/ou la galerie d'art
1h30-2h00			1h30-2h00	1h30-2h00
La réflexion dans le journal			Visite au 4 ^e étage de la galerie d'art	Session finale Au revoir
2h00 - Départ pour Mary Queen of Peace				



Who's Your Role "Model"?

by KELLIE BAKER

Have you ever had a role model? When I was young it was Gary Carter. The best Christmas present I ever got was a Gary Carter baseball shirt. It eventually disintegrated and I grew up.

My new role model is of a different kind. Maybe you've heard of Dr. Don Hellison, an educator who has touched the lives of many inner city youth personally and through the writing of such books as *Teaching Personal and Social Responsibility through Physical Activity*. His Humanistic Model of Physical Education has enriched the curriculum in the schools in which I have taught, but most importantly it has enriched the lives of the students who have needed it the most. His caring for students is now what I try to emulate.

How would you answer the question "What model of P.E. do you use?" Would your mind race through terms such as "Developmental", "Movement Education" and "Personal Meaning"? Would your brain search for more current terms such as "Adventure Education" or "Teaching Games for Understanding"? Does it even matter if you have an answer ready? After all, you know what you teach, right? Consider this: how can your students possibly understand the basis of your program if you cannot even put it into words?

There are so many models of Physical Education out there. Which ones do you incorporate into your program to meet the needs of the students in your care? Which ones compliment your personal teaching style the best? Which ones does your curriculum guide suggest? Jewett & Bain (1985) and Jewett, Bain & Ennis (1995) offer comparison tables of Physical Education curriculum models providing teachers with a quick reference and a good starting point in determining which models best suit their teaching and learning situations. So, let's get started exploring some models of Physical Education so that you can be ready with an answer for that student, parent, principal, or stakeholder when asked: "What's your model?"

Three models that target K-6 levels are the Developmental, Movement Education and Play Education models of Physical Education (P.E.). Developmental P.E. is based upon the developmental

characteristics of the learner designed into developmental themes. Opportunity for maximum development is achieved by developing students holistically. Individual differences and learning how to learn are of key emphasis. Competence, individuality, socialization and integration of experience are the primary goals. The second model, Movement Education, offers movement experiences designed around movement themes in games, dance and gymnastics. Individual uniqueness, and increasing independence are underlying beliefs that lead to the goals of moving skilfully, being aware of meaning and movement as well as acquiring knowledge about movement itself. Primary students may also benefit from Play Education, which incorporates competitive and expressive activities into the structure of play. The underlying belief is that quality play requires education which leads to students' increased tendency and ability to play by increasing skill and socializing into the play environment.

Elementary students may be better suited for the Fitness and Sport Education models. The Fitness model views P.E. class as providing a unique role in its contribution to health through education in health related fitness. Students gain knowledge about fitness, skills in activities with health benefits and learn how to become committed to regular exercise. Sport Education is based on Play Theory. Its conceptual framework is two-fold: the structure of sport and expressive movement activities. Therefore, Sport Education comprises not only sport, but dance as well. Goals of this model seek to increase student interest and voluntary sport participation, develop sport skills, strategies and understandings and socialize into the sport environment of which ethical sporting behaviour is a part. The focus is on learning to participate in sport and play activities with opportunities for intraschool competitive sport experiences for all students, thus creating a positive, non-threatening, open to all, atmosphere.

Intermediate years are often challenging, not only for teachers, but even more so for students trying to find their place in the world. The Personal Meaning model strives to help students in their struggle to prepare for existing society and social change. Learning

activities focus on personal search for meaning, process skills and learning in a social context with emphasis on individual talents, creative abilities and long-term goals and satisfactions. The goals of individual development, environmental coping and social interaction are based on the beliefs that we are all holistic, purposeful beings, that education is the creation of meaning and that process skills are essential in meeting the goals. Another proven effective model for the intermediate age group is Humanistic P.E. It stresses individual uniqueness, that feelings are more important than knowledge and that students best determine how and what to learn. Expanding self-awareness and responsible choices by progressing through stages of development in self-direction help students to develop a self-body-world connection, a sense of community and an active playful spirit.

Kinesiological P.E. focuses on learning how to learn and the experiential learning of knowledge and therefore may be more suitable for high school. Not only would students be expected to move skilfully, but they would also need to be aware of the meaning of movement and gain knowledge about movement. Through movement themes in games, dance and gymnastics, frameworks and themes for movement analysis would be conceptualized.

And what of other currently popular curriculum models such as the Adventure and Outdoor Education and Teaching Games for Understanding?

Adventure and Outdoor Education seeks to help students develop holistically. Group involvement, cooperation and problem solving all help expand student self awareness and self confidence in the natural environment such as the great outdoors or in challenging indoor environments such as ropes or rock climbing walls. Learning is believed to occur through in-depth experience with the activity from pre-planning to conclusion. Be careful though, completion is not the goal, the process is what is valued in this model.

The recently evolving Teaching Games for Understanding (TGfU) also has a holistic foundation of the integration of mind, body and spirit. Thinking and decision making are the goals. Discovering what isn't known and applying what is already known allows students to construct meaning from this concept-based model. The concept is easy – games; the process is the key – decision making. Once students are in a game-like situation they are given a tactical problem or question to which they must find an answer. The rest of the instruction is centered on facilitating participant ability to pose and solve problems in game-like situations enabling students to more easily and readily transfer these skills to other

games because of the increased understanding resulting from this student-centered approach.

The models above are not exhaustive. They provide only a glimpse into the world of the Physical Education curriculum. Hopefully after looking through the key hole you will want to open the door to see what else is inside.

It may be time to add to your list of “role models” and choose a few models of Physical Education to put on a pedestal.

.....
Kellie Baker is a Physical Education Teacher at Macpherson Elementary in St. John's.

NLTA Summer Hours

June 29 - September 4

Monday to Thursday

8:30 a.m. - 4:30 p.m.

Friday

8:30 a.m. - 1:00 p.m.





How High School Students Characterize Effective Teachers: A Research Brief

by JEROME G. DELANEY

This recent study surveyed 451 high school students throughout the four school districts in Newfoundland and Labrador asking them for their perceptions of the top five characteristics of effective teachers.

Combining qualitative and quantitative methods, the study asked students to list the top five characteristics, rank them in order of importance from 1 to 5 and give a reason for having selected each specific characteristic.

Results

In order of ranking (from highest to lowest), those five characteristics were:

1. knowledgeable;
2. humorous;
3. respectful;
4. patient; and
5. organized.

Student Commentaries

Students had some interesting and rather informative things to say about why these characteristics were important. A brief sampling of their comments follows:

1. Knowledgeable:

- “A student has to know about what they are to teach; they can’t teach something they don’t know.”
- “If a student finds that their teacher does not completely understand the material, there is doubt, loss of respect, and disinterest.”
- “Teachers should know a lot and not just about their own subject. They shouldn’t be dead-beats who are only book smart. It’s nice to see teachers who know what’s going on in their students’ culture.”

2. Humorous:

- “If they are humorous, it sets a more relaxed environment and also makes the students interested.”
- “Kids respect a teacher and will actually listen to them if they are funny and nice. Nobody likes an old stiff.”
- “Teachers who have a sense of humor generally have a better relationship with their students.”

3. Respectful:

- “For students to respect a teacher, they need to be respected.”
- “Students smell fear. If you can’t look us in the eye, it’s all over. No respect!”
- “It’s important for a teacher to be respectful because if the teachers give respect, they will receive respect from the students. A respectful environment will make students enjoy coming to class and learning.”

4. Patient:

- “Patience is a major factor in teaching. If the teacher has no patience, then they’re going to find the job difficult because being a teacher can be very stressful.”
- “Students like to feel that it’s ok to not understand something and they can go to their teachers for help.”
- “It is very hard for a student to go to a teacher for extra help if the student thinks the teacher will most likely lose his temper/patience.”

5. Organized:

- “It’s really bad when a teacher loses your work. It’s also horrible when they can’t give you organized notes or they write really messy on the board and expect students to pick out what is written.”

- “An organized lesson plan and teacher in general can make the difference between students passing and failing a course.”
- “Organization makes learning a whole lot easier. Students know that an organized teacher means getting the work done and done right.”

Emergent Themes

Throughout the various student commentaries several themes were evident:

- 1. Knowledgeable:** By having a teacher who is knowledgeable students build up a sense of self-confidence.
- 2. Humorous:** A teacher who uses humor in the classroom helps students pay more attention to what is being taught.
- 3. Respectful:** Students emphasized the reciprocity notion of respect, meaning that if you give respect, you get respect.
- 4. Patient:** Students being taught by a patient teacher are more inclined to ask questions if they don't understand something, thus decreasing their frustration levels.
- 5. Organized:** Teachers who are organized have a certain credibility with students.

Concluding Comments

In conclusion, high school students had worthwhile and insightful comments to make about the characteristics of effective teachers and were most eager to make those comments. Highly congruent with what the literature is saying about effective teachers, these insights provide valuable and helpful information, not only for beginning, but also for experienced teachers.

Dr. Jerome G. Delaney is an Assistant Professor of Educational Administration in the Faculty of Education at Memorial University of Newfoundland. His email address is jdelaney@mun.ca.



LEADERSHIP AND LEARNING SUMMER INSTITUTE

July 2-4, 2009

June Brook. The institute is designed for principals, vice-principals, department heads, lead teachers, aspiring teachers, etc. Explore the vital role of leadership in enhancing student learning along with colleagues from the district and across the province. Featured speakers: Dr. Kenneth Leithwood and Nicole Vagle. Contact information and registration details available at www.wnlsd.ca. Direct inquiries to: George Keeping, Education Officer - Human Resources, Western School District, george.keeping@wnlsd.ca, Tel: 709-637-4032; or George Tucker, PD Division, NLTA, gtucker@nlta.nl.ca, Tel: 726-3223 or 1-800-563-3599, ext. 245.

SUMMER INSTITUTE 2009

August 10-11, 2009

The Battery Hotel & Suites, St. John's. A two-day workshop based on the work of Dr. Jerome Sattler, covering the latest developments in the assessment of cognitive ability and behavior in children. For further information contact Trent Langdon, President, Newfoundland and Labrador Counsellors' and Psychologists' Association, trentlangdon@esdnl.ca; or George Tucker, PD Division, NLTA, gtucker@nlta.nl.ca, 709-726-3223 or 1-800-563-3599 (ext. 245).

COSS SUMMER WORKSHOP: DIFFERENTIAL DIAGNOSIS OF DYSGRAPHIA, DYSLEXIA, ORAL AND WRITTEN LANGUAGE LEARNING DISABILITY, AND DYSCALCULIA

August 12, 2009

Delta Hotel, St. John's. Featured speaker: Dr. Virginia W. Berninger, from the University of Washington and author of *The Process Assessment of the Learner*. Contact Keith Adey at (709)489-6481 or keithadey@nf.sympatico.ca.

EARLY CHILDHOOD LEARNING SUMMER INSTITUTE

August 24-25, 2009

St. John's. Hosted by the Department of Education. The focus of the two-day institute is on achieving curriculum outcomes

through child-centred planning using a play-based approach. Sessions will also include documenting children's learning, storytelling and puppetry. Expressions of interest should be directed to Darlene Halleran, Early Childhood Learning, Department of Education, darlenehalleran@gov.nl.ca.

PESIC CONFERENCE 2009

September 18-19, 2009

St. John's. Keynote Speaker: Dr. Jamie Mandigo, Brock University. Dr. Mandigo provided the keynote address at the International Teaching Games for Understanding (TGfU) conference in 2008. He is currently a leader in the development of a Physical Literacy definition and is closely connected to Sport Canada's Long Term Athlete Development (LTAD) model. Dr. Mandigo is one of the most widely respected people in the field and has numerous publications on the topics of TGfU and Physical Literacy. For more information contact: David Constantine, davidconstantine@esdnl.ca or 709-227-2041 (w) / 227-7339 (h); or Kellie Baker, kellie_m_baker@hotmail.com or 709-722-1551 (h).

THE MOTIVATION BREAKTHROUGH: 6 SECRETS TO TURNING ON THE TUNED OUT CHILD WORKSHOP

October 5, 2009

Delta Hotel, St. John's. The Council of Special Services proudly presents internationally acclaimed educator Richard Lavoie (producer of the F.A.T. City Workshops). The morning lecture is entitled *The Motivation Breakthrough: 6 Secrets to Turning On the Tuned Out Child* and the afternoon session is entitled *It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success*. For more information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481. Registration forms are posted on the NLTA website, www.nlta.nl.ca, under "Professional Development Opportunities".

EDGE CONFERENCE 2009

October 14-16, 2009

Memorial University, St. John's. The Edge

2009 international conference on teaching and teacher education will provide opportunities for researchers, teachers, administrators, and policy makers to span traditional boundaries and generate new knowledge in the areas of teaching and teacher education. Issues and ideas relating to the content, skills and knowledge of teacher education programs, internships and practica, certification and accreditation, mentorship, aboriginal teacher education and continuing education of teachers, college instructors and university professors will be discussed in this innovative, inspiring and provocative forum. Please visit www.mun.ca/edge2009 for more information.

5TH ANNUAL NATIONAL CHARACTER EDUCATION CONFERENCE

November 2-3, 2009

Deerhurst Resort, Huntsville, Ontario. Educator Pre-Conference: Dr. David Suzuki and Dr. Phil Vincent. Youth Pre-Conference: Micah Jacobson. Keynote Speakers: Tom Jackson, Dr. Monte Selby, Micah Jacobson. For further information please visit www.ncec.ca.

TECHNOLOGY EDUCATION SIC CONFERENCE

November 12-13, 2009

Albatross Hotel, Gander. Presenter call: If you have a presentation or topic you are interested in presenting at this conference please send abstract and particulars to: Joe LaFitte, joelafitte@hotmail.com; or Corey D'Entremont, coreydentremont@esdnl.ca.

Dates to Remember

June 2009

- June 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
- June 18 **Deadline:** PD Fund applications

July 2009

- July 31 **Deadline:** NLTA Scholarship Applications

