

T H E
bulletin

Newfoundland and Labrador Teacher's Association

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Table of Contents

[Cover](#)

[Valuable Lessons](#)

by Lesley-Ann Browne

[Members Sought For
1997-98 Committees](#)

On Location

[Provincial](#)

[National](#)

[A Few Observations](#)

by Art Baggs

[Privatizing The Pension Plan](#)

by Wayne Noseworthy

[UnderstandingThe Disorder](#)

by Kathy Burford

[A Matter Of Principal](#)

by Beverley Park and John Bursey

[Principal Honored](#)

[A Parent's Perspective](#)

by Marie Law

[Resources](#)

[Calendar of Upcoming Events](#)

VALUABLE LESSONS

by Lesley-Ann Browne

I often start to write editorials for The Bulletin not knowing what the title is or what the result will be. Often it depends upon how I feel, the weather, or my mood at the time. The tone of my day was set first thing this morning when I was awakened by the dog licking my face. I start each morning in this way when the little animal needs to go outside. This morning I reluctantly dragged myself from the warmth of my bed only to discover that I was too late. I still haven't learned to jump out of bed when I first sense her presence so I, therefore, started my day by cleaning her mess. A lesson not yet learned.

I read somewhere that if play is to be genuine it must be lighthearted and pursued without purpose. That is why we often fail if we try to have fun. But children seem to have this down to a science. I can sit and watch my little girl play for hours. I am sometimes asked to join but usually watching is more fun and can be absolutely hilarious.

I believe that children are essentially funny by nature and wish that I could maintain their spontaneity and playfulness as I grow older. I know I cannot go around acting like a five year old, (although it works wonders if you are trying to get your own way), but I would often like to have the carefree ability to just enjoy life without the stress and responsibility.

I am only just learning that it is absolutely impossible to set your wits against a child. My daughter has met several mommies-to-be recently and has asked how babies get out of the mommy. My response was that with the help of the doctor the baby is brought into the world. In my inexperience I thought this was enough information for her to know. But the next question was --; how does the baby know when to come out? I told her that when the baby was big enough he or she wanted to come into the world so they pushed their way out. The next question was --; how? I told her that the doctors help and quickly changed the subject while my little one processed this new piece of information. I mistakenly thought I was off the hook for a few days until I was confronted with --; how do the babies get in the mommy? My response was, through love. At the time I considered this a great answer and mistakenly went on to explain that mommy had half and daddy had the other half. Next question was who had the top half and who had the bottom half? Well, I naturally took credit for the brains and gave daddy the responsibility for the lower portion of the anatomy. This seemed to end the questions for some time but I know there will be more to come. My daughter is getting educated but I am again learning valuable lessons --; that is I don't know as much as I thought I did, and quit while I'm ahead.

I read the following the other day. I'm not quite sure who the author was but it seemed appropriate for many of us, especially teachers, considering the general mood within the education field these days. Snow flakes are nature's most fragile creatures, but look what they can do when they stick together. Yet another valuable lesson for many of us. But as we prepare for summer vacation, may your thoughts be of rest, relaxation and sunshine. See you in September!

Lesley-Ann Browne is Communications Officer with the NLTA.

MEMBERS SOUGHT FOR 1997-98 COMMITTEES

President-Elect, Brendan Doyle, has established a committee structure for the 1997-98 school year 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 and meetings will usually commence on Friday evening and continue on Saturday. Other meetings may be held via teleconferencing. 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 as the chairperson. Committee members are chosen by the chairperson early in September of each year.

If you are interested in becoming a committee member, please fill out the form below and mail it to the NLTA office.

Committees, 1997-98	Chairperson	Location
Equity Issues in Education	Karen Warr	St. John's
Professional Issues in Teaching	Mike Luedee	Corner Brook
Membership Benefits and Services	Winston Carter	Carmanville

Please Note:

- 1) The Finance and Property Committee, chaired by Fred Douglas, is set up under By-Law XVII of the Association which requires that the members of this committee be taken from the Provincial Executive Council.
- 2) The Group Insurance Committee is chaired by Ted Murphy and operates out of St. John's. Members are chosen in June of each year by the Provincial Executive Council following recommendations from the President.

1997-98 NLTA COMMITTEE VOLUNTEER

I wish to serve on the following committee:

Name

Address

Postal Code

School

Telephone (Home)

(School)

Return to: Geralyn Costello, Assistant to the President

Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
e-mail: gcostell@calvin.stemnet.nf.ca

TREPASSEY

Teacher honored at surprise presentation

Ted Winter, a teacher for 29 years at Stella Maris High School in Trepassey, was honored for his contributions to basketball during a surprise presentation this past May. Mr. Winter has dedicated much time and effort over the years to teaching Physical Education and coaching basketball teams, including travelling around the province for tournaments, keeping notes and statistics, and presenting awards following each tournament. Mr. Winter is also a full-time senior high literature teacher, librarian at the Public Library in Trepassey and organizer/promoter of the Stella Maris Recycling Committee. Linda Hayward, a teacher at the school, says all students, staff and the general public felt great about the presentation because it was "high time" Mr. Winter received some recognition for his untiring dedication and commitment to the students of Stella Maris. "Mr. Winter's dedication and commitment has been noted many times, but to see him honored so deservedly brought a tear to every eye and a lump in one's throat. Really, Stella Maris can never repay him for his contributions," says Ms. Hayward. "He is an amazing individual, always there to give without ever expecting any reward. He takes great pride in the students of Stella Maris and has been an inspiration to students and teachers alike. Trepassey may be the 'basketball capital' of Newfoundland, but without Mr. Winter we would not have that title," concluded Ms. Hayward. Mr. Winter was presented with a plaque, a MYSTIC jacket and a collage of pictures.

POUCH COVE

Cabot 500 greetings via E-mail

Through a desire to participate in the Cabot 500 celebrations, students and staff at Pouch Cove Elementary set out to receive 500 electronic mail messages from around the world. Requests for greetings to the school were posted to newsgroups and listservs, and within six weeks, the school had received over 530 messages. Terry Roberts, a teacher at Pouch Cove Elementary, says 500 Cabot greetings were received from over 30 countries, including the United States, Russia, Italy, England, Japan, China, South Korea, India, Singapore, Sweden, Australia, New Zealand, Romania, France, Ireland, South Africa, Germany, Austria, Canada and others. Messages were received from the Premiers of New Brunswick, Manitoba, Saskatchewan and Prince Edward Island, and from MPs and MHAs. The school also received greetings from the Irish Descendants and Kelly Russell, and from television shows such as the Royal Canadian Air Farce, Street Cents and MuchMusic. Another highlight was a message from the Lord Mayor of Bristol, England. "There were many messages from Newfoundlanders living away from home, most of whom expressed their desire to come home for the Cabot 500 celebrations this year and also how much they missed living on the 'rock'," says Mr. Roberts.

All the messages have been displayed on a wall at the school and the entire community of Pouch Cove has been invited to come see the display. "The concept of a global village was brought home very dramatically to the town of Pouch Cove because of this project," concludes Mr. Roberts.

BONAVISTA

Internet brings students together

The students of Matthew Elementary are realizing that the world is a much smaller place, thanks to an Internet project which will see their school receive 500 E-mail messages from schools in Stockwood, a suburb of Bristol, England. This special project is in celebration of Newfoundland's 500th anniversary and the historical voyage of the "Matthew" from Bristol to Bonavista.

The project, coordinated by teacher, Aubrey Dawe, emanated from Matthew Elementary's presence on the World Wide Web (www.k12.nf.ca/matthew). Mr. Dawe was contacted through E-mail by Mick Rouemaine of Stockwood. Mr. Rouemaine recognized the historical significance of the two towns and wanted to celebrate the momentous event in partnership with Matthew Elementary. "Although I have never met Mr. Rouemaine, I have come to develop an excellent working relationship with him on this project. We are both very excited about bringing the students of our school a little closer with the students of Stockwood as we celebrate the relationship between our respective parts of the world," Mr. Dawe commented.

The 500 pieces of E-mail will be printed and displayed in the foyer of Matthew Elementary, and will form an integral part of the overall decor of the school as it serves as a hostel for visitors to Bonavista during the celebrations in June. "All of our students and visitors to the school will be keenly interested in reading the pieces of correspondence as they arrive each day and are printed for display," Mr. Dawe reports. "This will contribute to the momentum and excitement we are gaining each day as the celebrations draw near," he continued.

The project, one which qualifies Matthew Elementary for STELLAR School status, will give the school a direct connection to the Internet from their computer laboratory. "We had to demonstrate this project's connection to the prescribed curriculum, and that was not difficult to do," says Mr. Dawe. "This project is directly connected to the Elementary Language Arts curriculum and to the Technology Education curriculum," Mr. Dawe explained.

Mr. Dawe went on to say, "We are achieving Provincial curriculum objectives as well as helping our students learn valuable lessons in history as it relates to Cabot's voyage of 1497 from Bristol. We are also active contributors to an international celebratory event, the likes of which this country has not seen before. We are exposing our students to new communicative technologies which are part of the reality of modern schools. So, all in all, this is a very exciting project in which we win on all counts!"

LEWISPORTE

Ella Manuel Award winner announced

This year's winner of the Ella Manuel Award, valued at \$1,000, is Deatra Walsh, a Grade 12 student from Lewisporte Integrated High School. Deatra was selected from 33 candidates nominated by high schools from across the province.

Deatra plans a career in journalism and has already gained practical experience as a part-time reporter for The Pilot. She would like the media to play a larger role in restoring a sense of faith in the world by also covering the positive aspects of life. Deatra is a very active member of her student council, school committees, and her community.

This is the twelfth year the Ella Manuel Award has been given in memory of noted Newfoundland and Labrador writer, broadcaster, and feminist, Ella Manuel. The award assists young women graduating from high schools in the province to further their education.

GANDER

Teachers honored

This past May, the Ganova Branch of the NLTA held an Executive meeting in Gander to present Frank Smith, Jack Waye, and Ivy Farwell with scrolls and pins of service. Mr. Smith is former superintendent of

the Roman Catholic Gander-Bonavista Connaigre School Board, Mr. Wayne is former superintendent of the Nova Consolidated School Board, and Ms. Farwell was a substitute teacher from 1972 to 1987 in Gander.

Students take part in international science fair

Two Grade 9 students from St. Paul's Intermediate School had an opportunity to demonstrate their scientific genius this past May as part of Team Canada 1997 at the International Science and Engineering Fair in Louisville, Kentucky.

Frank Shapleigh and Mike O'Reilly earned their spot on Team Canada when they first entered a project, entitled "Ups and Downs", in the Regional Science Fair held in Gander in Spring 1996. Their project earned them a first place award and gold medal in the Junior Engineering category as well as an award for Best Overall Project. Frank and Mike also earned the right to attend the National Science Fair held at North Bay, Ontario in May 1996. At this Canada-wide science fair, "Ups and Downs" won the Gold Medal award in the Junior Engineering category and a second place award in the Special Award for Junior Engineering category and earned Frank and Mike a spot on Team Canada.

The two students spent many long hours developing their new entry, "The Smart Couple", for the international science fair. Competition in Louisville was at a very high degree with over 1,000 students, aged 14-20, from 26 countries demonstrating 600 plus science projects. "The Smart Couple" did not win any awards at the fair; however, Frank and Mike say the experience was fun and their chance of a lifetime to participate will never be forgotten. Other members of Team Canada did win awards, some in excess of \$20,000 in scholarship and monetary prizes. A selection of pictures and video clips are available for viewing on the Internet, at <http://www.stemnet.nf.ca/isef/>.

PICCADILLY

"A" for Amusing

Sister Rita MacNeil of St. Jean Vianney School in Piccadilly sent us the following true story about an amusing teaching experience:

I was explaining to my Grade 1 class about how to form the letters of the alphabet by using minimal space. After a little while, and some practising on the part of the children, one little boy put up his hand and said: "Sister Rita, I don't think Claude is doing what you told him. Just come here and see the 'friggin' big 'A' he got on his paper."

ST. JOHN'S

School helps flood victims

This past May, students, parents and staff of St. Andrew's Elementary raised money for the victims of the Red River flood in Manitoba. Students were encouraged to earn their donations by doing chores or to contribute part of their allowance or recess money. The staff and PTA also made contributions to the project. Grade 1 students and the Challenging Needs class sorted and counted the money with the help of staff members, and a cheque for \$535 was presented to the NLTA at a school assembly on May 27. The money was forwarded to the Manitoba Teachers' Society to assist students and teachers who are returning to their classrooms following the flood evacuation with the replacement of school materials.

NLTA Scholarship Awarded

Lynette Stoyles, a recent graduate of Memorial University with a conjoint Bachelor of Music/Bachelor of Music Education degree, has been named 1996-97 recipient of the Newfoundland and Labrador Teachers'

Association Scholarship to a MUN Education student.

The NLTA Memorial University Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The award is made by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

Hale-Bopp and Chess

James Dinn of the Newfoundland and Labrador School Chess Association is at a loss to explain the outcome of the Provincial Finals of the Canadian Chess Challenge held at St. John's City Hall this past Easter weekend. "Maybe it was the Hale-Bopp comet or maybe it was the exceptional skills of the new players or maybe it was a bad day for the veterans. However you wish to explain it, 'upset' is the only word that best describes the outcome," says Mr. Dinn.

In Grade 2 competition, last year's champion, Claire Woodworth, was unseated by newcomer, Matthew Stenbeck of Vanier Elementary. According to his chess coach, Matthew only took up the game before Christmas.

Two time champion, Michael Peach, was relegated to third place as Conor Furey of St. Bon's took top honours in the Grade 3 division. Stephen Barbour of Vanier Elementary dominated the Grade 4 action overcoming former champion, Neil Bobbitt in the process.

Top ranked player and four time consecutive champion, Espen Sodha took third place as Michael Wang of Macdonald Drive Elementary clinched top spot in Grade 6 competition. Thor Sodha of St. Pius X Junior High beat out his long time nemesis, school mate and reigning champion, Anand Joshi, to secure top honours in Grade 8. In Grade 9, Scott Gammon fell victim to the skill of Gerard Quinlan of Gonzaga High School. Raymond Neilson travelled all the way from Pasadena Academy to turf out last year's champion, Kamal Sodha, and claim the Grade 11 crown.

The only newcomer was Grade 1 champion, Raja Panjuani of Macdonald Drive Elementary.

Grade 5 student, Nikhil Joshi of St. Pius X Junior High and Grade 7 student, Shauna Gammon of Macdonald Drive Junior High are the returning champions for the middle grades. Ed Martin, Grade 10 student at Prince of Wales Collegiate and Derek Nowak, Grade 12 student at Holy Spirit High School defended their long time grasp on their championships in the high school section.

Approximately 115 students participated and almost as many parents watched as the players blitzed, out-manuevered and check-mated their opponents. "Students from as far away as Conne River, St. George's and Pasadena attended, making these the most widely represented finals ever," says Mr. Dinn.

The 12 champions flew to Montreal on the Victoria Day Weekend to take on the best players from the other provinces in the International Chess Master. Mr. Dinn says the trip to Montreal for the National Finals proved to be just as unusual as the Provincial Finals. "Hopes of securing third place evaporated as the team found itself relegated to a distant and unaccustomed fifth place behind Alberta. Even more unusual, the team took home no medals," reports Mr. Dinn. "The bright side, however, was that the new players got a taste of national competition. From the point of view of the Newfoundland and Labrador School Chess Association, this invaluable experience can only benefit chess in this province," he concluded.

The final results of the top five teams were: Quebec --; 91; Ontario --; 83; British Columbia --; 68.5; Alberta --; 62; and Newfoundland and Labrador --; 46.

CAPSLE AGM participants donate money to Red River Relief Fund

The Canadian Association for the Practical Study of Law in Education (CAPSLE) held its annual conference and AGM in St. John's from May 4-6, 1997. Delegates to the conference made donations totaling over \$700 for the Red River Relief Fund. The donation was made to the Fund through the Newfoundland and Labrador Teachers' Association. The NLTA is coordinating contributions to the Fund from schools and other groups within the province.

NEWFOUNDLAND & LABRADOR

Help for communication disorders

Janet King, a Speech-Language Pathologist with the Central Newfoundland Public Relations Committee for Speech and Hearing, explains the professional services available for communication disorders.

A speech-language pathologist is a specialized professional trained in the prevention, assessment, diagnosis, and treatment of communication and feeding/swallowing disorders. Communication disorders can include problems in speech, language (understanding and speaking), voice and stuttering. A speech-language pathologist provides services to individuals of all ages, from birth to old age.

The itinerant teacher for the deaf and hard of hearing is a professional educator who travels from school to school. He/she provides educational support and consultation to school-age children who experience hearing loss (mild to profound degree). Educational support includes speech therapy, auditory training, language remediation, and maintenance and care of hearing aids and other assistive devices. Additionally, teacher inservice and consultation is provided.

An audiologist tests hearing, auditory function, and balance. For those with hearing loss that cannot be resolved by medicine or surgery, he/she provides rehabilitation/habilitation therapy consisting of hearing aids and other amplification devices, as well as communication skills and strategies. For very young children with hearing loss, this may also include help with sign language, auditory verbal therapy or other types of aural habilitation.

Ms. King says these professionals can be accessed through either a hospital or school board, with some services being offered in private practice clinics. She encourages you to contact your local hospital or school board if you require further information.

Science Centre opens

The Newfoundland Science Centre (NSC) officially opened its doors in the Murray Premises in St. John's on May 16, 1997. With a mission to "spark curiosity and inspire interest and participation in science", the NSC offers hands-on experiences for visitors of all ages. Visitors can take a prehistoric romp through Trivial Pursuit® Paleo Edition or step right up to the greatest math show on earth with IBM Presents Arithmetricks: Perfectly Perplexing Puzzles. Visitors will also be treated to amazing demos and special theatrical performances. The Newfoundland Science Centre is sponsored by the Atlantic Canada Opportunities Agency, Newfoundland Power, the Canada/Newfoundland COOPERATION Agreement on Human Resource Development, The Murray Premises and Industry Canada. For further information please call 709-754-0823 or 709-754-0807.

My Term as President

A FEW OBSERVATIONS

by Art Baggs

On July 31 my term of office as president of the Newfoundland and Labrador Teachers' Association officially ends. I thought it would be appropriate to make a few observations, through *The Bulletin*, about my time as president.

First, I have to say that this has been an experience I'll never forget. Throughout my term as president I have encountered individuals who have commented on the pressures on the individual who reaches the office of president of the NLTA. And yes, there are many issues to be faced. However, I have always maintained that the pressures of the classroom teacher are far greater than those experienced through this office. For the first time in my career, and maybe the last, I have enjoyed the luxury of an office with a door that can be closed for a few minutes if the pressures get too great. The problems don't go away but you can have a few minutes to think about them. As classroom teachers, we usually have a room full of students when we close our classroom doors.

Second, please don't get the impression that office doors are often closed around here unless confidential information is being discussed. As vice-president and then president of the NLTA, I have had the opportunity to witness the work that goes on here at 3 Kenmount Road. If every teacher had the same opportunity, they would all applaud the efforts of our permanent staff.

Elected leaders come and go in this Association on a regular basis. We have many dedicated employees at the NLTA who ensure that the policies of the Association are carried out properly. They do not set the policy, but often get blamed for it. The blame for any misguided policies belongs with the office of the president and the other elected leaders in the Association.

I'd like to thank every staff member we have for the quality work they do on our behalf. I won't single out an individual because everyone has his/her role to perform and does it admirably. As in every workplace, there are sometimes problems and these get addressed. I firmly believe that we could not find a more dedicated and professional group of individuals to work on our behalf.

Third, I'd like to briefly comment in general on issues we have faced in the past two years. To say that this has been a difficult time for teachers is an understatement. I've never witnessed in my 22 years of teaching experience the types of problems we are facing today. In the early years of my career we had an expanding teaching force. As problems were identified, there was a struggle to get additional units to address those problems. Now, we have the means to identify the problems as never before, but we are forced into trying to cope with these problems with fewer human resources each year.

We began the decade of the 90's with the promise of positive reform of the education system where the resources for education would be channeled where they mattered most --; at the classroom level where teachers and students meet. As we near the end of this decade we are witnessing a change in the agenda to a system that is under siege. We are witnessing reform which is removing from the system the resources which make a difference in the lives of the students we teach. It is encouraging that we are now seeing more than ever opposition building to the cuts to education. When teachers talk about the cuts, we get dismissed as this special interest group out to protect our members. Politicians cannot use this argument when they are confronted by angry parents and other supporters of education.

Our challenge is to work with the Home and School Federation, School Councils, the School Boards Association, the Association of Directors of Education, and other community groups to ensure that we fight

the agenda of this government. Together we must convince the politicians that we cannot endanger our greatest resource --; our children. The Minister's planned consultation sessions in the fall will give us that opportunity to be heard collectively.

Fourthly, I want to wish all teachers a safe and relaxing summer vacation, well deserved after a difficult year. Brendan, Fred, and next year's Executive will continue to fight for that which our organization stands - -; to elevate and unify the teaching profession and to promote the cause of education. I'll be one of the many loyal supporters of this Association --; one who has had the tremendous experience of working on behalf of teachers for the past two years.

And finally, I am returning to the teaching ranks in September, despite any rumors to the contrary. Two weeks after my notification of layoff from my board, I was reassigned under Article 9 to a teaching position at Grand Falls Academy High School. I look forward to next year's assignment, but I'm sure there will be times when I'll miss the work of the past two years. I'll miss the tremendous people on staff, Executive, Branch Presidents, and the teachers I've had the opportunity to meet along the way.

These are difficult times, but collectively we'll face the many challenges ahead.

Art

PRIVATIZING THE PENSION PLAN

by Wayne Noseworthy

The 1997 Annual General Meeting of the Newfoundland and Labrador Teachers' Association carried the following resolution: "That the NLTA conduct a cost analysis/ actuarial study of privatizing the Teachers' Pension Plan, relay these results to the branch presidents and inform the membership of the availability of these results through the NLTA Bulletin."

Following Convention, the intent of this resolution was referred to the Association's consulting actuary with a request that he examine the following questions: 1. Under what parameters could privatizing occur?; and 2. What would be the implications of pursuing these various models from the perspective of operational feasibility and cost effectiveness?

The following analysis is a condensation of the initial reaction from our actuarial firm.

Main Issues to be Considered

1. What is to be done about the benefit entitlement for members (both active members and pensioners) in respect of service up to the present date?
2. What will be the ongoing governance structure as far as the operation of the plan is concerned and, in particular, who will pay for what?
3. What benefit structure will apply in respect of future service?

I: Position with Respect to Benefits Earned To Date

While there is a wide range of possibilities in this regard, there are really two extremes:

- a) Government assuming full responsibility in respect of all benefits earned for service to date; and
- b) The new privatized plan assuming full responsibility for all benefits earned in respect of service to date.

The observation was made that, at either extreme, whoever takes the full responsibility will obviously be entitled to apply the assets in the current plan towards meeting those liabilities. Also, the "special payment" of \$440M present value intended to be made by Government would also have to be considered and applied in some manner.

Other less extreme alternatives could include the following:

- c) Having Government assume full responsibility in respect of all existing pensioners, and the new privatized plan assume full responsibility for all existing active members. If this route were to be taken, very careful consideration would need to be given to what represents an appropriate split of the assets in the fund and the Government's "payment due" of \$440M between these two components.
- d) The Government could be expected to assume full responsibility in respect of benefits earned for service up to a particular date (for example, in 1980 when the fund was established or in 1991 when the benefit structure changed) and have the new privatized plan responsible for benefits members will receive in respect of service after any such cut-off date. In this case, many of the current members (both retired and active) would receive part of their pension from the Government portion of the plan and part from the privatized portion.

II: Ongoing Governance Structure and Financial Commitment

In most undertakings of this nature, a privatized plan would most likely be set up as a Trustee Plan. No doubt, there would be a requirement for trustee representatives appointed from the employer's side in addition to trustees appointed by the Association. As a general rule, there would need to be a 50/50 split between the two sides with fairly elaborate procedures to govern the quorum at meetings and the voting rights of the two sides.

If the pension plan were to be operated on an "internal" basis, the NLTA would need to take on this responsibility and develop a sophisticated means to track and maintain the necessary records, in terms of both computer hardware and software (together with staff expertise). This is not a simple undertaking and would require a detailed and direct interface between the pensions system and the employer's payroll system(s) and the full range of calculation of pension benefit entitlements.

The other "external" alternative (sometimes referred to as out-sourcing) would involve the trustees appointing a "third-party administrator" to handle all the administration work. Extreme care would need to be taken to ensure that this type of operation is not provided in a haphazard manner; nor can it be obtained cheaply. A variation on this theme might possibly be to have Government operate the administration of the "new" pension plan on a fee-for-service basis.

III: Ongoing Benefit Structure

Depending upon the nature of the split that could be agreed upon under heading I above, there may or may not be a considerable amount of flexibility concerning the benefit structure in respect of future years of service.

At one extreme, if there is a complete separation between past and future service, then it would be entirely feasible to consider a money purchase option [RRSP] as far as future service is concerned.

At the other extreme (and probably unlikely in the view of our actuary), if the new privatized plan is taking over responsibility for all benefits in respect of service back to day one, then it will be more difficult to change the overall structure of the plan from its current best average salary defined benefit format.

Concluding Observations

The Association's consulting actuaries were asked to provide us not only with their analytical considerations but also their candid opinions. We take the liberty of quoting directly from one portion of this analysis:

"Without wishing to sound negative about such a process, I should point out that privatization of the plan (in whole or in part) will provide no magical solution unless Government is prepared to assume major financial responsibilities; at least in respect of benefits that have been earned on account of service up to the present date. Accordingly, in the absence of approximately \$1.5B contribution from Government, there will have to be some major changes by way of benefit reduction and contribution increases along the lines we have discussed previously in relation to maintaining the "status quo" in terms of plan operation. In the circumstances, I would hesitate to recommend that the NLTA incur substantial costs by way of detailed actuarial studies unless there is some feasible expectation of a further breakthrough by way of higher contributions by Government."

The Pensions Negotiating Committee, based on consultation with and direction from the Provincial Executive Council, is exploring ways and means of dealing with the pensions funding crisis consistent with views expressed by the general membership and in line with directions given at Joint Council and our most recent Annual General Meeting.

The analysis contained within this article is designed to keep you, the membership, fully informed as to

recent efforts of your Association, consistent with directives given by the 1997 Annual General Meeting. Questions arising with respect to this item may be directed to an Administrative Officer within the Benefits and Economic Services Division.

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

UNDERSTANDING THE DISORDER

by Kathy Burford

You look out the window and what you see is yet another day of rain. This time of year, the transition between spring and summer can have an affect on moods. The sun appears one day and you are outside in your garden raking up the last few leaves from last fall and enjoying the fresh air and warmth from the sun. The next day it is cold and raining. It seems pretty depressing when weather can affect moods but it does affect most of us at one time or another. Also, feeling down or fragile for a while can be a part of normal living and in a day or two we might be feeling back to our usual selves. All of this is completely natural. But chronic depression is no mere slump in mood. Unlike "the blues", which tend to clear up in a few days or when the weather changes for the better, chronic depression frequently is both prolonged and recurring. It cannot be ignored, and it can't be joked or whistled away. Sufferers of depression are likely to experience more than one of the following for several weeks or longer:

- Prolonged loss of interest in home, school and personal appearance;
- Loss of interest in sexual activity;
- Sudden changes and excesses in eating and sleeping habits;
- Frequent, uncontrollable crying;
- Lingering, unfocused nervousness or grouchiness;
- Persistent feelings of hopelessness and futility;
- Exaggerated feelings of guilt and worthlessness;

There are both psychological and physical causes of depression. Depression might be the temporary sadness that follows a loss or a change, or it might be a more disruptive illness that interferes with the ability to enjoy teaching and family life. Often the depressed person is overwhelmed by feelings of hopelessness and inaction which make it difficult for the person to reach out to others. But depression can be treated with a combination of support, medical or psychological intervention, and self-help.

If you suspect you suffer depression, it is important to get support by talking to someone you trust, such as a close family member or friend. Sharing feelings such as hopelessness, isolation or worthlessness, is the first step to recovery. Arranging to have a medical check-up is another first step, to rule out or identify any physical cause as to why you are feeling the way you do. If it is determined that your depression has a physical cause, treating the underlying illness may be the cure. Some types of depression respond well to medication but this must be decided by a medical specialist and monitored over a period of time.

Depression resulting from a chemical imbalance can also be treated medically. Even depression with emotional causes may call for treatment with medication, and that is a decision that must be made by a physician who, in turn, must know the state of your physical health. Sometimes, and this is often seen especially among the elderly, chance combinations of medications taken for various medical conditions can produce depression. A physician will want to get a complete list of all the medicines you have been taking to determine whether the combination of drugs you are taking might be having an adverse effect on how you are feeling.

Depression can also be brought on by a life situation. Psychological or emotional causes for depression can include: distressing or threatening changes, death of someone close to you, divorce, job loss, or low self-esteem. If your depression is traceable to an event, a situation or from feelings of low self-worth, professional counselling or therapy may be helpful. Talking out problems with a counsellor can be helpful in treating depression and getting another perspective. No matter how trivial you consider your problems to be, or how hopeless you feel in doing anything about them, a counsellor takes your problems seriously and will give you undivided attention and direction. It will take time for the depression to lift, but the experience

of safety and understanding from a professional counsellor can be a positive step on the road to recovery.

Depression, especially depression caused by a life situation, can sometimes be alleviated by following a healthy diet and getting regular exercise, especially aerobic exercise such as walking, bicycling or swimming. Scientists theorize that such exercise releases endorphins which help to calm the mind and help you feel more optimistic and in control. This approach can be useful, especially when done in conjunction with other forms of therapy.

Almost everyone who experiences a depression recovers and feels good again. Recovery is a step-by-step process, but the first small step leads to the next one and, with help, you will be able to cope with life again.

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

A MATTER OF "PRINCIPAL"

by Beverley Park and John Bursey

In May the NLTA participated in a national issues seminar organized by the Canadian Teachers' Federation. The focus was on the issues facing a particular group of our membership: principals and vice-principals.

The purpose of this article is to share some of the information from across the country, to present the issues which are inspiring discussion and debate, and to state the position of the NLTA with regard to this membership group.

A Principal By Any Other Name....

In Newfoundland and Labrador we quite comfortably accept the term "administrator" to represent principals and vice-principals. It is the term we will use throughout this article. Across the country, however, this acceptance is not unanimous. In some provinces, the term "administrator" evokes the management aspect of the principal's role and, as such, is to be avoided. The fear is that it is a short step from administrator to business administrator to manager. The perception is that the adoption of this title is indicative of the erosion of the role of the principal as instructional leader.

Ontario has adopted the term PAR, an acronym for those in "Positions of Added Responsibility", but the term which best describes our reality is teacher- colleague, leader, or principal teacher. The term principal teacher captures the spirit and the history of the role where the word principal is an adjective and not a noun. In this term, the principal teacher is the leader of leaders we would wish him/her to be.

Leader and Manager --;

The Roles of the School Administrator

The role of the school administrator has changed over the years and it continues to evolve. Certain elements of the role, however, remain unchanged. There has always been, and will always be, a leadership role. There has always been, and will always be, a managerial role. The administrator who is a teacher-colleague provides leadership from a position where there is common commitment to and understanding of the issues. This is the basis for his/her decision making. The administrator, acting as manager, will base his/her decisions on efficiency as he/she strives to "take care of business". The secret is knowing how and when to effectively carry out the different aspects of each role --; when to manage and when to lead.

Schlechty, in *Schools for the 21st Century* (1990), linked the changing role of the principal to the institution in which s/he worked. As it changed, so did the role of the principal. When the school was the "tribal center", the principal (the schoolmaster) was viewed as a high priest. As the school came to be viewed as a factory, the role of the principal shifted to that of manager. Then, s/he was the "Chief of Staff" who dealt with the bureaucracy of the school as "hospital" where students came to be diagnosed, dispatched for appropriate intervention and then assessed. Yet it is only when the school is viewed as a knowledge-work organization that the principal can become the leader of leaders.

In trying to define the role of the administrator, one often encounters the manager/leader dichotomy. Warren Bennis and Burt Nanus thus summarized the two sides in a 1985 article entitled *Leaders: "Managers are people who do things right. Leaders are people who do the right thing."*

To be effective, the administrator has to be both. S/he must manage --; take charge of and be responsible for a myriad of things from timetabling to public relations. S/he must lead --; influence and guide the direction of students and staff toward achieving common goals.

This task is not an easy one. Trying to define the role of the administrator is like aiming at a moving target.

The best one can do is to recognize the social and political forces which will influence the role and try to keep pace. In Newfoundland and Labrador, as the educational reform so long talked about now plays itself out at the school level, these forces have resulted in the amalgamation of school boards, the reduction of funding for education, the increased emphasis on school-based management, the formation of school councils and the move toward a regional, if not national, curriculum. These are but a few of the more predominant forces that are influencing the administrator's agenda. Any one of them would be sufficient to reshape the role --; together they are causing it to be totally redefined. Maintaining a reasonable management/leadership balance in these challenging times is critical.

Hickman and Treslan in *School Management Gets in the Way of Leadership* (1994), emphasize that schools are more effective when school-based administrators engage in effective leadership activities as opposed to the disproportionate amount of time and energy devoted to maintaining the system. That is perhaps where our collegial model is most effective.

A Part of It or Apart From It --; Principals and the Teacher Organization

Across the country the issue of including or excluding administrators from teacher associations has arisen over the years. Sometimes it is raised by School Boards/ Government, sometimes by the general teaching population and sometimes by administrators themselves. Still, principals and vice-principals are members of the teachers' associations of every province and territory in Canada, excepting two --; British Columbia and Quebec.

In 1995, in Newfoundland and Labrador, the School Administrators' Council sponsored a study entitled "School Administrator Roles and Responsibilities: Future Needs and Directions." That study raised the issue of membership of this group within our Association. Their role in the summative evaluation of teachers was seen to cause some difficulty as it has the potential of creating a conflict of interest among membership groups. The study revealed that the majority of principals and vice-principals wished to remain part of the NLTA. The security of membership was cited as a determining factor, despite the difficulties which are sometimes inherent in being caught in the middle between the conflicting expectations of employer and colleagues.

Whether the interests of administrators would best be served in a separate association is a question which bears asking. But in answering it we must carefully consider the consequences. Our decision will determine our professional future.

There are indeed concerns and issues which arise with administrators being members of the same professional association as the teachers they lead. Some of these were referenced earlier. They include conflict when evaluating teachers, equal and fair representation or support from the Association in the case of a dispute with a teacher, competing and conflicting demands by various publics, professional isolation, and on it goes. The extent to which these are problematic varies from province to province and may be affected by the relationship of administrators to their provincial association.

In considering these concerns we must also recognize that dis-association from the teachers' organization brings with it a whole new set of problems. The concluding statement of an Ontario Teachers' Federation brief entitled "School Principals and Vice-Principals are Teachers" exposes the root of these problems. "Any move to view or treat the principal as other than a teacher will ultimately end in his/her not being a teacher. A principal who becomes something different and distinct from a teacher will lose the capacity to understand the art of the teaching/learning process, to understand those who practise that art, and therefore be less useful and helpful to his/her students, teachers, parents, school council, school board, school community and the education system as a whole."

Consider the British Columbia experience where for ten years administrators have been separated from their teacher organization, the British Columbia Teachers' Federation (BCTF). Leslie Hossack conducted research for an Ontario Public School Teachers' Federation (OPSTF) publication on "Changing Structures, Changing Relationships", an exploration of the inclusion/exclusion issue. She interviewed a number of officers of the British Columbia's Principals and Vice-Principals Association (BCPVPA) and the BCTF. When asked what they would say to principals in other provinces, members of the BCPVPA advise: "Stay if at all possible, and work with teachers as a team."

Exclusion of principals from the bargaining unit may lead to further difficulties in the working relationship with other teachers. An indication of problems arising from B.C.'s experience is the number of grievances filed in recent years. In 1990 there were no grievances filed in B.C. There were 85 in 1995 and more than 170 in 1996.

This experience and others (for example, in New Zealand) confirm our position that principals and vice-principals should remain within our Association and that this is in the best interest of all --; including the administrators themselves. But it is not enough to say this --; we also want to support this group within our membership. The key issues facing administrators today is the ever-changing and demanding role placed upon the principal and vice-principal and the need for an improved compensation package as well as the allocation of more administrator units. The NLTA supports this position and is determined to address these issues in the current round of collective bargaining. The School Administrators' Council, a Special Interest Council of the NLTA, is a strong voice for administrators. It publishes newsletters, conducts research, sponsors professional development conferences and acts as a liaison with the Provincial Executive and staff of the Association in bringing forward issues of particular interest to this group. The School Administrators' Council President, Kevin Foley, has just been named as one of two NLTA representatives on a Department of Education Provincial Consultative Committee to coordinate professional development efforts for the province.

The Canadian Teachers' Federation clearly has the best interest of administrators at heart. This was evidenced in the sponsorship of the National Issues Seminar to focus on that group. The concerns of administrators are also a priority of the NLTA. The Professional Development Division, with colleagues from the Atlantic provinces, are currently exploring the possibility of developing a program to support administrators and aspiring administrators. We encourage healthy discussion and debate and we take seriously our responsibility to inform our members so that, ultimately, decisions are made as "informed" choices.

For more information or to access some of the sources cited please contact the NLTA Professional Development Division or your School Administrators' Council.

The current School Administrators' Council Executive is: President --; Kevin Foley, Principal, St. Paul's Intermediate School, Gander; Vice-President --; John Bursey, Vice-Principal, Gander Academy, Gander; Secretary --; Bruce Wheaton, Principal, Riverwood Academy, Wings Point; Treasurer --; Fred Saunders, Vice-Principal, Lakewood Academy, Glenwood; Communications Officer --; Gerald Wheeler, Gill Memorial Academy, Musgrave Harbour; Registrar --; Herb Pack, Vice-Principal, St. Paul's Intermediate School, Gander; Past President --; Victor May, Principal, Elwood Elementary School, Deer Lake.

The School Administrators' Council can be contacted: c/o Kevin Foley, 5 Gander Bay Road, Gander A1V 1W1, Tel: 709-256-8404 (s) or 709-256-3010 (h).

Beverley Park is Administrative Officer, Professional Development, with the NLTA. John Bursey is Vice-Principal of Gander Academy.

PRINCIPAL HONORED

At the Canadian Association of Principals' (CAP) Meeting held in Moncton this past May, Hayward Blake, Principal of Ascension Collegiate in Bay Roberts, was presented with a Distinguished Principal/ Vice-Principal Award. Mr. Blake was selected for the outstanding innovative programs that have been developed at Ascension Collegiate, many of them well known throughout the province and across the country. This is the second consecutive year a school administrator from Newfoundland and Labrador has received the award. Upon presentation of this year's award, Mr. Blake called upon the Newfoundland and Labrador delegation to join him on stage. "An award of this significance cannot be won by the work of one individual, but rather, it is through the combined efforts of many," he said.

Under the umbrella of the School Growth and Improvement process, Mr. Blake had a vision that Ascension Collegiate was to become "a school for kids" with a common goal shared between the stakeholders to "strive for excellence and to become responsible citizens capable of success in an ever-changing, technologically advanced environment". He initiated this change by encouraging the community/business world to become a partner in the learning process, with emphasis focusing on Science, Mathematics and Technology.

Mirroring the efforts of the school, Mr. Blake is personally and professionally committed to "striving for excellence". He has received numerous awards and distinctions. His experiences in the field of education have seen Ascension Collegiate gain in excess of a million dollars worth of funding for various projects including a Youth Services Canada Program, Youth Internship Program, Co-operative Education Programs, as well as numerous other Youth Strategy and Stay-in-School initiatives. With these programs and the school's track record, other invitations have been forthcoming. This year Ascension Collegiate was approached by Memorial University of Newfoundland to take part in a research project focusing on leadership and change. The school is also linked with Bishop's College in St. John's and is studying the effectiveness of using the Internet as a means of communicating between schools. Other projects include: 24 Hours in Cyberspace, Internet Access for the School, Advanced Placement in Mathematics, Biology, Chemistry, Physics, English Literature, as well as the development of local and honours courses, Resource Based Learning, and the District Attendance Policy.

Mr. Blake is also active on district and provincial committees. His professional activities include working with the Newfoundland and Labrador Teachers' Association, most recently acting as a negotiating member in the current contract talks. He has made various presentations at the district, provincial and national level, and has published articles on various topics. Mr. Blake is a strong supporter of the community, hosting school community events such as the Craft Fair and Home Based Trade Show, both of which have become annual events. He is also Vice-President of the CeeBees Minor Hockey Association.

The Distinguished Principal/Vice-Principal Awards, sponsored by McDonald's Restaurants of Canada Limited, are presented annually at the Canadian Association of Principals' Annual General Meeting to principals and vice-principals for excellence in educational leadership at the school level. In addition to the award, a \$5,000 cash prize is donated, in honour of the recipient, to the Canadian Association of Principals' Foundation. The Canadian Association of Principals is a national association with 15,000 members from 17 affiliates across the country. The School Administrators' Council (SAC) of the NLTA is an affiliate of CAP. Any school-based administrator can be nominated through the affiliate, which in turn selects one nominee and submits a comprehensive nomination package to the national Selection Committee of CAP. For further information on the Distinguished Principal/Vice-Principal Awards, contact Kevin Foley, President, SAC, St. Paul's Intermediate School, 5 Gander Bay Road, Gander, NF, A1V 1W1, Tel: 709-256-8404; Fax: 709-256-8793.

A PARENT'S PERSPECTIVE

by Marie Law

In last month's Bulletin, Kathy LeGrow, Chair of REACH, (Responsibility for Educating and Assisting Children in Hunger), introduced you to the origins of REACH, an educational poverty alliance initiated by the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Teachers' Association and the Newfoundland and Labrador Home and School Federation. For those of you who may not know, the Newfoundland and Labrador Home and School Federation is the umbrella organization representing Home and School and School Councils across the province. As President of the Newfoundland and Labrador Home and School Federation, I have been asked to discuss REACH from the perspective of parents.

The Federation feels REACH is an important development in the effort to help children in Newfoundland and Labrador who are suffering the effects of poverty and are pleased to be one of the three major stakeholders who have joined forces in this endeavour. It is self-evident to us that poverty is an important factor affecting children's performance at school. We will leave a discussion of the myriad of studies supporting this statement to another article. As we at REACH dialogue with various individuals and organizations, we are becoming more and more aware of two important points: 1) The effects of poverty on children's school achievement does not only affect those children living in poverty, but all children in the classroom. Children who arrive at school disadvantaged by hunger, lack of warm clothing or lack of experiences that would have prepared them for school, may then require remedial help or may act out in class. That, in turn, impedes the learning of all children as teachers struggle to cope with increased demands on their time and energy. Patricia Canning's report *Special Matters*, addresses this issue forcefully. 2) The effects of poverty on children's school achievement begin much earlier than school entrance. In fact, they begin before conception!

This first point indicates why we feel this problem should be of high priority for all parents --; and in turn a high priority for the Federation, which represents parents in the school system. The second point explains why REACH, an organization focusing on the impact of child poverty on children's educational achievement, will be emphasizing coordination of services and support from preconception onwards. Research clearly indicates that prenatal nutrition, preschool programs and preschool parenting styles are an important factor influencing later school success.

Many parents in this province are all too aware of the effect that poverty has on their children. According to the National Council of Welfare's *Poverty Profile* (1994), Newfoundland and Labrador has one of the three highest rates in Canada of children under 18 living in poverty. Though exact statistics and cut-off lines may be debated, the bottom line is that there are a substantial number of hungry, cold and otherwise deprived children in this province. One of the problems parents face is the stigma attached to an admission of poverty. They may be criticized for improper use of the money they do have, they may be criticized for not looking hard enough for employment, they may be criticized for their child rearing methods. Not only do they face possible criticism, they are worried that their children may be taken from them. This leads them to hide the problem. For example, we know that some children are not sent to school on days when there is no food to send with them for lunch. We know that some children are not sent to school on cold days if they have no warm clothing, or on field trip days because bus fare is required. This leads to a vicious circle. When the problem is not readily visible, it can be denied.

Those parents who are having difficulties are aware of the effect that poverty can have. However, many other parents are not aware of the extent of the problem of child poverty. REACH will be mounting a public awareness campaign to reach such parents, educators and officials. Society needs to remove the stigma

attached to an admission of poverty. In order to do that, everyone needs to be aware of the extent of the problem.

Through our contacts with local Home and Schools, PTAs and School Councils, we know there are successful programs being run across this province to combat poverty. School breakfast and lunch programs are key examples. Many of these programs have been developed and are administered by parents. One of the goals of REACH is to find out about successful programs and pass on the information to others. We will be using our network of parent groups and school councils to gather and disseminate this information.

In this article I was asked to present a parent perspective on child poverty. I think I have presented two --; that of parents grappling with the problem and that of parents who can help, along with educators and government. We need to "reach" all of Newfoundland and Labrador citizens with the message that child poverty exists and that it affects not only the ability of those children in need to learn, but the ability of other students to learn --; and in a ripple effect affects the rest of society, which depends on an educated populace to prosper. The Newfoundland and Labrador Home and School Federation hopes that by participation in REACH, we will be able to work towards grappling with this important issue.

Marie Law is President of the Newfoundland and Labrador Home and School Federation.

RESOURCES

My Allowance

My Allowance is designed for children in the primary grades and explains what children should do with their allowance. Children are shown how to save money, how to give money to charities, how to open a bank account, and how to spend money, starting with only \$1.00 per week. The Director of Program Development at the Department of Education and Training, Government of Newfoundland and Labrador, has said that this booklet contains an important message and is suitable for primary grades in terms of reading level, and is appropriate for the social studies and enterprise education programs for Grades 1 and 2 in this province. The Director has informed the school districts of the book and included it on the list of recommended resources for district consideration. Copies of My Allowance are available for \$5 per copy (plus postage and handling) from: Me & Mi Books, 91 Jasper Street, St. John's, NF, A1A 5E2. An invoice will be included when the books are mailed.

CABOT: The Discovery of a New World

Cabot: The Discovery of a New World is an innovative new multimedia resource and teaching tool for students age 10 and above. It combines rich interactive multimedia with role-playing game technology, allowing users to explore content focusing on Cabot's life, his technology, and his world. The Cabot CD-ROM is designed as a cross-curriculum resource that supports learning objectives in science and technology, art, english, history and geography. Major themes include Cabot's life and voyages, navigation and exploration, and the changing world caught between the Middle Ages and the Renaissance. Copies of Cabot: The Discovery of a New World retail for \$39.95. A single classroom license, including online teacher's manual, sells for \$79.95. Each additional CD-ROM is \$25. Contact: Media Touch, P.O. Box 1592, St. John's, NF, A1C 5P3, Tel: 709-753-8252, Fax: 709-753-8262, E-mail: dhollett@mediatouch.com, web site: <http://www.mediatouch.com>.

Study Smarter, Not Harder

Study Smarter, Not Harder provides key information needed to study successfully. Including practical exercises, motivational quotations, and entertaining graphics, this book shows how to: double reading speed and comprehension; achieve unstoppable motivation; use music and ancient relaxation techniques to supercharge studying; build confidence for exam taking and essay writing; pass every course, every time. Using "common sense" strategies, Study Smarter, Not Harder demonstrates how to tap into the brain's unused potential to achieve practical success in any setting. Copies of Study Smarter, Not Harder are available in bookstores for \$16.95.

Questions Children Ask & How to Answer Them

Questions Children Ask & How to Answer Them, by Dr. Miriam Stoppard, covers all the typical questions children ages 2-10 years ask about topics ranging from sex and babies to why we have to die. Questions are grouped into topics ranging from divorce and drugs, to violence, abuse and death. Questions and answers are given in four stages of maturity to provide answers children will understand and respect. Questions Children Ask offers practical advice that enables parents and caregivers to guide children on how to deal with difficult situations --; the death of a grandparent or a bully in the playground --; and may also alert them to questions that could indicate a child's hidden fear or cry for help. Questions Children Ask is available in bookstores for \$25.95.

First Nations in Canada

Copies of First Nations in Canada, produced and distributed by Indian and Northern Affairs Canada, is available free of charge to members of the NLTA. Contact Linda Babstock, Manager of Printing Services, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NF, A1B 1W1, Tel: 709-726-3223 or 1-800-563-3599, Ext. 249; Fax: 709-726-4302.

CALENDAR OF UPCOMING EVENTS

Summer Courses --; Mount Saint Vincent University

June 30 - July 18, 1997

Atlantic Provinces Special Education Authority Centre, Halifax. A full credit, graduate course entitled Curriculum and Instructional Strategies for Students Who Are Blind or Visually Impaired (GEPY 6658) is being offered this summer through Mount Saint Vincent University. Contact: Paula Mayich, Mount Saint Vincent University, Halifax, NS, B3M 2J6, Tel: 902-457-6341, Fax: 902-457-4911; or Dr. Ann MacCuspie, Atlantic Provinces Special Education Authority, 5940 South Street, Halifax, NS, B3H 1S6, Tel: 902-424-8503, Fax: 902-424-0543, E-mail: maccuspia@apsea.ca.

Parks Canada Research Adventures

Summer 1997

Parks Canada is looking for host participants who will help assess and protect the delicate Rocky Mountain ecosystem on a learning vacation in Yoho and Banff National Parks. Contact: Parks Canada Research Adventures, c/o Yoho National Park, Box 99, Field, BC, V0A 1G0, Tel: 604-343-6324, Fax: 604-343-6758, Internet: <http://www.worldweb.com/ParksCanada-Yoho/>.

Summer Institute --; McGill University Centre for Educational Leadership

August 1997

Managing School-Based Change --; August 13-15, 1997; Improving Classroom Practice --; August 19-22, 1997. Contact: Summer Institute, The Centre for Educational Leadership, McGill University, 3724 McTavish, Montreal, QC, H3A 1Y2, Tel: 514-398-7044, Fax: 514-398-8260, E-mail: Leadership@cel.lan.mcgill.ca, Web site: <http://www.cel.mcgill.ca/>.

Canadian Education Association Conference

September 8-10, 1997

Westin Harbour Castle Hotel, Toronto. Theme: Creating School Success. Discover national and international perspectives on innovative programs and strategies for school success; attend plenary sessions, workshops, discussion groups; renew old friendships and create new networks from across Canada. Keynote speakers: Dr. Ursula Franklin, John Ralston Saul, Lise Payette. Contact: CEA, Suite 8-200, 252 Bloor Street West, Toronto, ON, M5S 1V5, Tel: 416-924-7721; Fax: 416-924-3188; E-mail: acea@hookup.net.

Technology Education

October 8-10, 1997

St. John's. Contact: Joe LaFitte,
Tel: 709-582-2861.

Religious Education/Social Studies

October 16-18, 1997

St. John's. Contact: Rick Thorne or Jeffrey Booth, Tel: 709-944-7628.

11th Annual National Mediation Conference

October 23-25, 1997

Hotel Newfoundland, St. John's. Discoveries in the World of Mediation Conference will interest guidance counsellors, teachers, and others using mediation in the workplace. Presentations offering new and innovative approaches in a broad range of practice areas such as family, child protection, victim/ offender,

small claims, labour, environmental, education, workplace and insurance. Contact: Mediation Newfoundland & Labrador, Tel: 709-729-2388, Fax: 709-729-0784; or Family Mediation Canada, Tel: 519-836-7750, Fax: 519-836-7204, E-mail: fmc@web.net.

SCAN --; School Counsellors Assn. of NF

November 5-7, 1997

Delta Hotel, St. John's. Contact Jack Jardine, Tel: 709-364-1234.

Small School Council AGM/Conference

Call for Presenters

Spring 1998

Gander. There are many of you with significant, new, tried and true ideas to share. Contact Kirk Anderson, Bonne Bay Academy, Woody Point, NF, A0K 1P0, Fax: 709-453-2460.
