

THE
bulletin

Newfoundland and Labrador Teacher's Association

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**"A teacher
affects
eternity."**

Henry Brooks Adams

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THE LITTLE THINGS THAT COUNT

by Lesley-Ann Browne

In a volunteer capacity I sit on the Board of Directors of the School Children's Food Foundation of Newfoundland and Labrador. I volunteered to do so because I felt I had something to offer and could contribute to the organization and the work it performs. What I didn't expect, however, was that I would receive such an education in poverty and its extent in my own home province.

We hear of poverty in the broad sense and do not often believe that it exists in our own home towns or even our communities and neighbourhoods --; but the statistics show that it does. I will not list a pile of statistics here because personally I hate the things unless I need to prove a point. There is no point to be proven about the extent of poverty in Newfoundland and Labrador because the stories can be told first hand by those who deal with it on a regular basis. The people who deal with poverty every day have known about it for a long time --; long before it was in the news and was an agenda item for various individuals and political leaders. Since joining the Board of Directors I have heard numerous testimonials about the effects that going to school hungry has upon children and how they do not perform as well as other, well fed, children. I have been told about children who are noticeably absent from school the few days before the social assistance cheques are mailed to recipients, and about the children who do not make it to class outings where there is a cost involved.

But there has always been a group of people who knew that children were hungry and who, for many years, have silently addressed this enormous problem.

Teachers in the schools of Newfoundland and Labrador have unselfishly taken from their own pockets to give to hungry children at lunch time. This information is not usually supplied by teachers who silently do this but by the recipients who have been speaking out about the injustice of children going hungry and the lack of government initiative in this area. Teachers have set up breakfast and lunch programs and quietly fed children who have had no alternative but to go hungry.

Teachers can add this to their long list of things they do in the "line of duty." The hungry children know, their parents know, and the teachers know. It is time that the public took a stand on the issue of child poverty and addressed it as it should be --; society's problem. As with many unselfish acts by teachers it is, and has always been, the little things that really count. It's time to start counting.

Lesley-Ann Browne is Communications Officer with the NLTA

BONAVISTA

Students reaffirm their citizenship

Grade 7 students at Matthew Elementary celebrated Citizenship and Heritage Week in a big way this past February. The students participated in a special ceremony in which they reaffirmed their Canadian citizenship. "We wanted to organize something very special for our students to mark this week wherein our students could openly express their commitment to Canada", says Aubrey Dawe, one of the teacher organizers. "We are the envy of the world when it comes to human rights and freedoms and we must never forget that," he continued.

The ceremony, held in the school's resource centre, was attended by local clergy who led the assembly in a prayer and by a representative of the Vista School District office. Michael Bradley, a Grade 7 student, read a piece he wrote entitled "Why I'm Proud to Live in Canada". Courtney Shirran read another piece with the same title, which was written by Grade 7 student, Amanda Waye. Congratulatory messages were received from Premier Brian Tobin (read by Melissa Abbott); the Honourable Fred Mifflin, area MP (read by Nathan Crewe); and Prime Minister Jean Chretien (read by Stacy Chard).

Roger Fitzgerald, MHA for Bonavista South, was also in attendance and gave a brief address to the students. Mr. Fitzgerald administered the Oath of Canadian Citizenship to the students and helped present their citizenship reaffirmation certificates. Students also received Canadian flags and pins, courtesy of Mr. Mifflin's office.

"Canadian unity begins with each one of us at an individual level," Mr. Dawe concluded, "and it is through activities such as these that we realize just how fortunate we are to call Canada our home. It's something for which each of us should stand up and be proud."

(Information for this item was obtained from an article in The Packet.)

MANUELS

Students bring Nagano Olympics closer to home

Students at St. Thomas of Villanova School brought the 1998 Winter Olympics a little closer to home by staging their own Olympic games over a two week period in February. Led by substitute teacher, Susan Corbett, each class was assigned a country which they represented during the course of the games. The students coloured the flag of their country and researched and set up portfolios which they kept updated on the medal standings of their country. Bulletin boards in the school also displayed Olympic themes, maps of the world, standings for Canada, the various sports, as well as newspaper clippings on the games.

Grade 6 students, Nicole Hand and Lindsay George, received the honour of carrying the torch during the Opening Ceremonies which took place on February 6. Nicole and Lindsay were granted the honour upon winning a contest in which Grade 6 to 8 students were asked to write a theme song for the Olympics. Their winning song was entitled "Something to Sing About".

In an effort to bring the Olympic theme into all areas of the curriculum, teachers at the school used Olympic Units from the Olympic Association as resource material for their classes. For example, the Grade 8 Social Studies class studied the culture of Nagano, and the Grade 5 Geography class studied the climate in Nagano as compared to Newfoundland and Labrador, as well as the various time zones of countries participating in the games.

Each day the Student Council provided updates over the P.A. system on the actual results of the Nagano Olympics as well as some trivia on the games, appropriately called "Olympic Factoids". At the end of the two weeks, each class was tested on their Olympic trivia knowledge with a list of questions from the Factoids. The winners of the competition were Miss Duff's Grade 6 class and Miss O'Driscoll's Grade 5 class.

A "Fun Day" was also held during the Olympics in which St. Thomas of Villanova teachers challenged their students to a volleyball game. The final score was 21 to 19 for the teachers. During the closing ceremonies, students received gold, silver and bronze certificates for activities held during Fun Day. "The events were a great success, enjoyed by students, teachers and visitors to the school," says Principal Austin Hawley. "The excitement and interest of the students and their teachers showed what real teamwork is all about."

Other teachers who helped organize this event were Cathy Duff, Suzanne O'Keefe, Noreen Maher, Sheila Power, Brenda Fitzpatrick, Dave Howard, Ed Butler, and Lynette Geehan.

NEW HARBOUR

What a splash

Talk about going off the deep end! According to Sharon Penney, Challenging Needs teacher at St. George's High in New Harbour, that's exactly what her Challenging Needs class did recently. The Challenging Needs Unit had been taking private swimming lessons during the fall. This program permitted the integration of the social, communication, function, transitional, self-esteem and non-scheduled time, components of the Individual Student Service Plan (ISSP) in a fun, yet meaningful, way. Ms. Penney says the students had a great time and learned many new skills, such as entering the water safely, floating on their front and back, putting their faces in the water, and learning safety rules and regulations. Students also performed all the associated activities such as showering and dressing independently in a real situation. "The highlight of the sessions," says Ms. Penney, "was being able to jump into the deep end with life jackets on and slide down the slide unassisted." Students were instructed by qualified Red Cross instructors who volunteer with the Special Olympic Association. Two students successfully completed the Aqua Quest Level 2 program. Ms. Penney says her students are eagerly looking forward to swimming lessons in the spring.

CORNER BROOK

NLTA scholarship awarded

Laura Clarke, a recent graduate of Memorial University (B.Ed. Secondary), has been named 1997 recipient of the Newfoundland and Labrador Teachers' Association Scholarship to a MUN education student. Ms. Clarke completed her degree in October 1997.

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.

School spirit soars at leadership conference

School spirit was soaring this past November as Herdman Collegiate High School in Corner Brook hosted the 8th annual 1997 Provincial Student Leadership Conference. During the three day gathering, 500 delegates, consisting of provincial, national, and even a few international students, had an opportunity to participate in workshops and to listen and learn from the various keynote speakers. The main keynote speakers included local entrepreneur and educational councillor, Dr. Bob Richards, Dr. Borham of the Atomic Energy Board of Canada, and Andy and Stu, spirit leaders from London, Ontario. As well, over 22

different small group session speakers talked on issues such as Time and Stress Management, How to Build School Spirit, and Sexism in Sports.

Rebecca Smith, a Level III student at Herdman, and a member of the conference Executive Committee, says the event was a huge success. "The spirit and enthusiasm of the students blew everybody away," she says. "I don't think one person left that conference the same person they were when they walked in. Everybody picked up at least one new thing to bring back to their school, town or community."

Throughout the conference, the planning committee, with the help of the speakers, hoped to foster school spirit, develop leadership skills, and create a sense of community and school culture. More specifically, however, the conference brought youth together to discuss the future, youth employment, sustainable development, regional economic developments and the environment. "We know that all these topics effect the youth of today," says Rebecca, "so we wanted to bring everybody together to chat about these topics and to give each student the confidence to succeed in whatever lies ahead for them."

"The students realize that there are issues in the world today that affect us, the youth. We know that we have the power to make a difference, and with the support from our classmates, friends, teachers, and family to help us achieve our goals. We believe every student left the conference a school leader, with the confidence to develop more school spirit within a school body and make the school environment a fun and exciting place to be," concluded Rebecca.

ST. JOHN'S

Newfoundland student wins national award

Rita Dobosi, a 16-year-old student at Gonzaga Regional High School in St. John's, has been presented with a Mathieu Da Costa Award. Rita was one of nine students from across Canada who received the award, presented during a special ceremony at the Canadian Museum of Civilization in Hull, Quebec, by the Canadian Teachers' Federation President, Jan Eastman, and by the Secretary of State (Multiculturalism/Status of Women), the Honourable Hedy Fry.

The Mathieu Da Costa Awards Program, which is administered by the Canadian Teachers' Federation, was initiated two years ago in recognition of Parliament's official designation of February as Black History Month. To participate, interested students across the country submitted an essay, short story, poem or piece of artwork celebrating the contributions of people of diverse origins who, together, built this country. Rita received the award for first place in the category of Best Essay English, for ages 15 to 19.

"The Canadian Teachers' Federation is proud to be associated with the Mathieu Da Costa Program," says Ms. Eastman. "We believe that it provides our students with a wonderful opportunity to explore our country's rich and diverse history. We also believe that public education must be rooted in the principles of equity and universal access. We promote an inclusive curriculum in our schools which reflects the contributions and accomplishments of all cultural groups of Canadian society."

GRAND FALLS-WINDSOR

Career Fair provides opportunity for business/education partnerships

Over 3,000 students from Grades 9 to Level III attended Career-a-Fair '97 at the Windsor Stadium during Canada Career Week this past November. The event featured 70 booths with representatives from business and industry as well as post-secondary institutions within the province and from other parts of Atlantic Canada. The Baie Verte-Central-Connaigre School Board in partnership with Human Resources

Development Canada and the town of Grand Falls-Windsor were the major sponsors of the four-day event, the largest of its kind in the province. Students commented that it was the first time they had encountered many of the career opportunities represented at the fair. Keith Collins, Partnerships Facilitator with the Baie Verte-Central-Connaigre School Board, says this event provided an excellent opportunity for educators to converse with members of the business and educational communities on partnerships possibilities. The Minister of Education, Roger Grimes, congratulated the organizing committee and suggested that similar events should be held in other parts of the province. Mr. Collins says a number of other school districts are considering a similar event with the help of educational partnership facilitators.

NEWFOUNDLAND & LABRADOR

Modern Languages Council conference call for presenters

The conference planning committee of the Modern Languages Special Interest Council of the NLTA has been busy preparing a two day conference which will appeal to all second, third and fourth language teachers in the province. The conference has been set for October 22 and 23, 1998, at the Delta Hotel in St. John's, and this year's theme is "A New Age of Communication".

In planning the focus of this conference, the committee is relying on the ideas and concerns brought forward by teachers at the Modern Languages Council AGM held in Gander last October. As a result, the planning team has developed the following list of topics for presentation at the 1998 conference: integration of technology in second language learning; integration of grammar in Core French; retention of students in French; expansion of language programs (i.e. German, Spanish, etc); promotion of French; motivating the second language learner; evaluation; remediation; and Cooperative Education.

The committee is requesting volunteers to present or suggestions for presenters. If you are interested in presenting or know someone who has some expertise in the topics listed above, please contact Cynthia Manning, 54 Torbay Road, St. John's, NF, A1Q 2G4, e-mail: cmanning@calvin.stemnet.nf.ca, by March 31, 1998.

Action required by substitutes

Important changes have been made to the Government Money Purchase Pension Plan (GMPP), the pension plan in which substitute teachers participate. These changes will now give substitute teachers greater involvement in their retirement planning. Details on the new GMPP have been distributed through school boards in the province.

These new changes include: investment options to choose from; access to a customized retirement plan; more frequent reporting substitute teachers will now receive statements on a quarterly basis, beginning September 30, 1997; a toll-free number for direct access to the plan; and professional investment advice.

In order to understand how these changes will affect you and how to best develop a personal investment strategy, it is important for you to pick up your GMPP package. It contains important information and tools to help you choose the investments that are appropriate for you. Please take some time to carefully review this material, then complete the Account Information/Application form and return it to your employer. This information is needed to mail your statements to your home address and to direct your future contributions to the investments of your choice.

If you should have any questions about the plan or would like assistance in completing the form, call 1-800-668-2648, the toll-free number provided by Canada Trust, the new administrators. This number is available weekdays from 8:00 a.m to 8:00 p.m. and Saturdays from 9:00 a.m. to 3:00 p.m.

Provincial Collective Agreement celebrates 25 years

April 1, 1998, marks the 25th anniversary in teachers' collective bargaining rights in this province. The NLTA obtained the right to represent teachers in collective bargaining with the passage of the Teachers' Collective Bargaining Act in 1973. The Association then proceeded to negotiate a first provincial collective agreement for teachers, and the effective date of that first agreement was April 1, 1973. We ask all teachers to join in saluting those leaders of the Association in the late 1960s and early 1970s who pioneered this major milestone in the history of the Association.

Diploma in School Resource Services program discontinued

The Memorial University Senate has decreed that students intending to complete the requirements of the Diploma in School Resource Services program must do so prior to August 31, 2000. As of that date, this program will be discontinued. Students intending to complete this program must contact the Office of Undergraduate Student Services, Faculty of Education, at 709-737-3403 as soon as possible. Failure to do so by April 30, 1998, will infer that you are no longer interested in completing your program and, as a result, your file will be removed from the records.

Write on It! essay contest

Chatelaine and the Canadian Research Institute for the Advancement of Women are sponsors of an essay contest for young women ages 13 to 19. Prizes are four \$2,000 educational bursaries, and the winning essay will be published in Chatelaine. For more information check the Chatelaine web page at <http://www.chatelaine.com/chatelaine/ThisMonth/challenge.html> or call 709-778-6534. Deadline is March 27, 1998.



NEWFOUNDLAND AND LABRADOR
TEACHERS' ASSOCIATION

ON LOCATION REPORT
for The Bulletin

To have your story told in On Location News... please complete this report and submit to:

Lesley-Ann Browne, Editor, [The Bulletin](#),
Newfoundland and Labrador Teachers' Association,
3 Kenmount Road, St. John's, NL, A1B 1W1

Name

Position

School

School
Address

Postal Code

Telephone

E-mail

Event Date(s)

Type of Event

Event
Description

Colorful Quote(s) from Participant(s)

Most Significant Result of the Event

Send

bbbb

Reset

THE BARGAINING PROCESS

by Edward Hancock

With the news in mid-February that the Association has applied for a conciliation officer to assist with the current contract talks, questions regularly arise from the membership concerning the process of conciliation and the implications of same for this present round of bargaining. The purpose of this article is to provide an outline of the process of collective bargaining as contained within the Teachers' Collective Bargaining Act.

The Present Round

The term of the Provincial Collective Agreement expired on December 31, 1995. Notice to commence collective bargaining was given by the NLTA on November 14, 1995. However, negotiations did not commence until December 1996, 13 months after the notice to commence collective bargaining was given. The delay was caused by a number of factors, not the least of which was the election of a new Provincial government early in 1996 and that government's bringing down of its first budget. Twenty-three days of negotiating sessions were held between December 1996 and June 1997. No further talks occurred during the Summer and Fall of 1997, and talks eventually resumed on December 15, 1997. Members have been regularly updated on talks since mid-December by way of a regular Bargaining Brief following each set of bargaining sessions.

Conciliation Officer

As outlined in Bargaining Brief No. 4 on February 11, 1998, the Association has sought the services of a conciliation officer from the Labour Relations Board to assist in reaching a collective agreement. That conciliator has been appointed and the first bargaining sessions with the assistance of the conciliator took place on March 5 and 6, 1998. The role of such a conciliator is to work with the two negotiating teams in an attempt to bring a resolution to outstanding issues. There are no specific time limits attached to the conciliation officer process. Should the conciliator be unsuccessful in bringing about satisfactory progress, the Minister of Environment and Labour may appoint a conciliation board in an attempt to bring about an agreement. Either party may make a request of the Minister to appoint such a board.

Conciliation Board

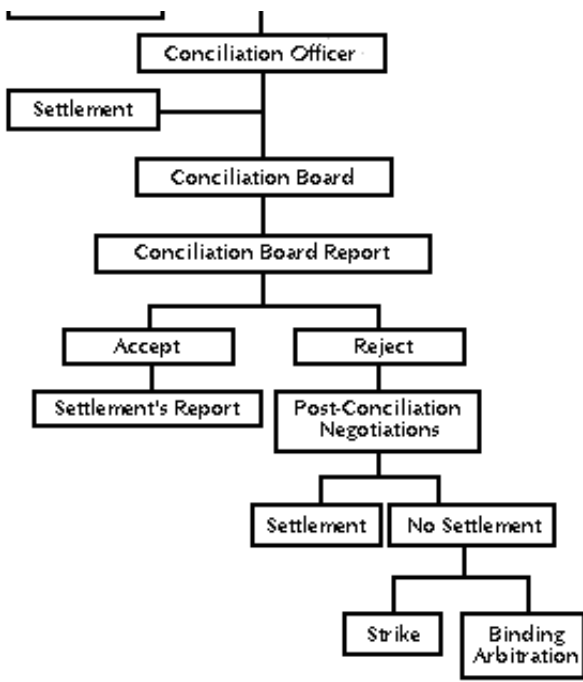
A conciliation board consists of a chairperson and two members (one nominated by each party). The two members select a third person to chair the board. After the Minister grants approval for a Board to be appointed, each party has seven days within which to appoint a member and the members in turn have seven days to appoint a chairperson. In the event of a failure to appoint, requests can be made to the chairperson of the Labour Relations Board to make such appointment.

A conciliation board gives the parties full opportunity to present evidence and make representation on the outstanding issues. Fourteen days after its appointment the Board is supposed to report its findings and recommendations to the parties. Finally, each party then has 15 days after it has received the report of the Board to notify the Minister of its acceptance or rejection of all or part of the recommendations contained in the report. It should be noted that, although time lines in the Act are specific, they are often altered because of circumstances by mutual consent.

Binding Arbitration

If the conciliation process does not bring about an agreement, the parties may, if they mutually agree in writing, refer all matters in dispute to an arbitration board in accordance with Section 21 and 22 of the Act. An arbitration board would be set up in the same fashion as the conciliation board referenced





above. However, the decision of an arbitration board on outstanding issues is final and binding on all parties. (It should be noted that, in the 25 years since the Association achieved its first collective agreement on behalf of teachers, the parties have never agreed to have the final settlement arbitrated.)

Strike/Lock Out

Should the above procedures fail to result in a collective agreement, Section 31 of the Act gives teachers the right to strike and gives the employer the right to declare a lockout in order to apply pressure to conclude an agreement. However, a strike, strike vote or lockout cannot occur until seven days have elapsed from the date on which both parties have informed the Minister whether or not they have accepted the report of the conciliation board. Neither can a strike, strike vote or lockout occur during arbitration proceedings or during the term of an existing collective agreement. It should be noted that the term "strike" is defined in the Act as follows: "Strike"

includes a cessation of work or a refusal to work or to continue to work by teachers in combination or in concert or in accordance with a common understanding or a slowdown or other concerted activity on the part of teachers designed to restrict or limit output.

Tentative Agreement

Section 19 of the Act gives the negotiating committees for both parties the authority to initial a provisional or tentative agreement. Within 20 days of receipt of the tentative agreement, every school board in the province and the NLTA are required to notify the President of Treasury Board in writing whether or not the tentative agreement is accepted.

Voting

NLTA policy provides for membership votes at particular stages of the collective bargaining process. In particular, a membership vote is required on a conciliation board report, for ratification of a tentative agreement and before undertaking any strike action.

We trust the above information will provide to members a guide to the steps in the collective bargaining process. That process, under the Teachers' Collective Bargaining Act, is outlined in the diagram contained within this article.

Edward Hancock is Assistant Executive Director (Responsible for Benefits and Economic Services) on the NLTA Administrative Staff and is the Association's Chief Negotiator in the present round of negotiations.

LEADING THE CHARGE!

by Barry Rowe

It was the best of times; it was the worst of times. Although Charles Dickens' opening lines to *A Tale of Two Cities* (1859) refer to the chaos surrounding the French Revolution of the late 18th century, they might equally apply to the chaos surrounding the current educational reform movement. The words are particularly apt when considering the present state of professional development for educators. In a time of great change in education when educators need most to update their skills and knowledge, the opportunities for professional development have decreased significantly.

Educators realize that learners are unique individuals, and that their respective learning styles reflect that uniqueness. Educators also realize that they must deal with the continuum of learning styles on a daily basis. Johnson and Johnson (1994) state that "learning is not something students do, not something that is done to students. Learning is not a spectator sport. It requires students' direct and active involvement and participation. In order for educators to accommodate more effectively the learners' variety of learning styles they need a broad repertoire of teaching methodologies. Today, there are many powerful models of teaching designed to facilitate learning. Cooperative learning, concept attainment, and mastery learning are but a few of the methodologies that exist. Educators need to become more familiar and comfortable with these models in order to help learners more effectively (Johnson & Johnson, 1994; Joyce, Weil & Showers, 1992; Kagan, 1994).

The need for ongoing teacher professional development has been well-documented in the educational reform literature. Guskey (1994) states that "never before in the history of education has there been greater recognition of the importance of professional development. Every proposal to reform, restructure, or transform schools emphasizes professional development as the primary vehicle in efforts to bring needed change."

In addition to teaching methodologies, professional development assists educators in dealing with classroom management, ADD children, stress, and many other demanding concerns.

Uniqueness of learning styles? true! Current issues and concerns? true! The requirement of professional development? true! How and why have we gotten off the tracks? Teachers sometimes feel that their efforts with respect to professional development frequently are unsupported by government, and sometimes are unsupported by school districts and school administrators. Why? All stakeholders must rethink their positions and reflect on the importance of continued professional development. Yes!! Mais Oui, Monsieur!! We spell it this way: STUDENTS!! Let's support professional development efforts!! Let's make some changes!! Let's get on with it!! Let's improve the day-to-day learning experiences of students!!

As I reflect on the not-too-distant past that was, perhaps, the "best of times", and as I contemplate the future that I hope will not become "the worst of times", I am reminded of an old Kris Kristoferson tune:

If you waste your time a-talkin' to the people who don't listen to the things that you are sayin', who do you think's gonna hear? And if you should die explainin' how the things that they complain about are things they could be changin', who do you think's gonna care?

Let's convince these major stakeholders of the importance of professional development by continually reminding them of our needs, curricular and otherwise. Let's remind them that participating in professional development sessions allows teachers to hone the skills of analyzing and planning for their own learning,

and to begin to realize the benefits it can have for the learning activities they lead themselves. Let's lead the charge!

Teachers must become continuous learners. "Effective professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role" (Darling-Hammond & McLaughlin, 1995). If educators aim to improve the classroom learning experiences of our students, then professional development is necessary. It was Socrates who said, "I believe that we cannot live better than in seeking to become still better than we are". This is very true of the teaching profession. We must become self-directed, life-long learners in order to provide the best in learning experiences for our students.

Change is personal, but individual; and changes within individuals precede both organizational and systemic change. Simon (1991) paraphrased this notion by stating that all learning necessarily takes place in the human's head. Effective professional development is needed to begin the change process. The statement "change is a process, not an event" has become cliché. Perhaps change is a process that is punctuated by events --; those events being professional development activities.

Now let's give ourselves some credit. Our Special Interest Councils (SICs) continue to involve their various memberships in subject-specific and interest-specific professional development. Great leadership abounds! The NLTA Strategic Plan (1996) outlines roles for SICs; the importance of Branch professional development programs; and the requirement of ongoing evaluation, research, and other related programs. The NLTA office has two full-time Administrative Officers for professional development. Some school districts are conducting needs assessments and facilitating conferences and various professional development activities. We are doing many things right. Rather than focusing on the "worst of times" and "wastin' our time talkin' to the people who don't listen", perhaps we should reflect upon the "best of times" and spend our time "a-hopin' someone's gonna hear".

And you can still hear me singin' to the people who don't listen to the things that I am sayin' hopin' someone's gonna hear. And I guess I'll die explainin' how the things that they complain about are things they could be changin' hopin' someone's gonna care.









--; Kris Kristoferson

Barry Rowe is the French Program Specialist with School District #3 in Corner Brook and a Ph.D. candidate at the University of Ottawa. A full reference listing is available by contacting him at 709-637-4032 or by e-mail at browe@calvin.stemnet.nf.ca.



CONTACT '98

August 16-19, 1998
Sir Wilfred Grenfell College
Corner Brook, Newfoundland

	Keynote:	What is School? Mr. Wayne Russell	
	Plenary session:	The Teacher as Reflective Practitioner	
	Concurrent sessions:	Assessment Practices Classroom Management Mentoring/Peer Support M.A.G.I.C. Multiple Intelligences Technology	
	Banquet Speaker:	To Be Announced	
	Final Reflection:	Dr. Clar Doyle	

CONTACT is a Conference on New Techniques and Classroom Teaching. It is jointly sponsored by the teacher organizations of the Atlantic Provinces: The Newfoundland Teachers' Association, the Prince Edward Island Teachers' Federation, the Nova Scotia Teachers Union and the New Brunswick Teachers' Association. CONTACT brings together approximately 120 teachers from the Atlantic region to learn from each other, to share ideas and to remain current.

The NLTA is the host province for CONTACT '98. A local committee in Corner Brook is already busy making plans.

The Professional Issues in Teaching Committee has reviewed CONTACT participation guidelines. Branches received a tentative agenda and application forms at the Joint Council Meeting in February.

For further information on CONTACT '98 please contact Elizabeth O'Neill (Ext. 246) or Beverly Park (Ext. 244) at the Newfoundland and Labrador Teachers' Association, Tel: 709-726-3223 or toll-free 1-800 563-3599.

CONTACT GUIDELINES

1. Initial submission of names of delegates to CONTACT shall be the responsibility of the NLTA Branch. In addition to applications

submitted by teachers to the Branch, nominations may be made at a Branch Meeting.

2. a) Applications/nominations from Branches shall be completed on or before May 01 and submitted to the NLTA for final approval as per guidelines in number 5.

b) Final approval of nominees for CONTACT shall occur at the Professional Issues in Teaching Committee's May meeting.

3. Where Branches do not submit nominations on time, the Branch may forfeit any right to have a representative at CONTACT. Decision of the Professional Issues in Teaching Committee shall be final.

4. A Branch is permitted to send up to three (3) nominees which shall be prioritized according to preference of delegate(s) to attend. Branches are asked to consider the following when prioritizing their nominees:

- a) Branch nominees who have not already attended a CONTACT Conference.
- b) Nominees that have been prioritized in previous years but have not attended.
- c) Nominees for which the Conference will have most relevance.

5. The Professional Issues in Teaching Committee shall act as the Selection Committee for representatives to CONTACT and shall be governed by the following guidelines:

- a) Teachers as prioritized by the Branches shall be the teachers selected for CONTACT.
- b) Branches which have not had a member attend a CONTACT Conference shall be given first priority.
- c) Priority for Branches which already have had representation at CONTACT shall be based on the time elapsed since previous attendance.

6. Teachers shall be notified of acceptance as soon as possible following the selection of representatives by the Professional Issues in Teaching Committee but not later than May 31st.

7. a) Representatives, where possible, shall be informed of the expenses of CONTACT, how much NLTA will provide and how much will be the individual teacher's responsibility.

b) Transportation costs shall be based on the cheapest mode of transportation possible. If CONTACT takes place outside of the province the cheapest mode shall be seat sale airfare.

c) Selected delegates to CONTACT will be requested to submit a non-refundable \$25.00 deposit towards their registration. This will be submitted to the NLTA CONTACT Registrar within two weeks of notification of selection.

Application Form

Teachers must forward applications to the Branch for submission to CONTACT Selection Committee.

Branch Submitting Nominee

(Branch Presidents are requested to prioritize nominees before submitting.)

Name of Teacher Nominee

School Address

Postal Code

School Telephone

Home Address

Postal Code

Home Telephone

Have you attended CONTACT before? No Yes

Year _____

Description of Teacher Nominee:

(qualifications, experience, interests and NLTA involvement)

Note: Teachers may supplement this application with a letter expressing his/her interest and reasons for wishing to attend.

Date _____ Signature of Branch
President _____

BRANCHES MUST FORWARD NOMINEES TO NLTA OFFICE NO LATER THAN
MAY 15, 1998.

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FINDING THE POSITIVE IN ME

by Claudette (Boyd) Coombs

Feeling positively is more than just being in the presence of positive company otherwise we might believe the opposite, that being in the presence of negativity requires us to be negative also! To become a more positive person calls for definite action. We may need to learn new skills but, at the very least, we must begin to think differently.

Why "Negativity" Grows

The Bible suggests that "the rain will fall on the good and the bad". And guess what? That's true. If we go through life expecting that we will always be rewarded with good for good, then we are setting ourselves up for disappointment. There are times when bad things happen and we respond, quite naturally, by feeling badly. Depending on the magnitude and frequency of the "bad things" we may not recover well and we may begin a downward spiral of negative emotions. At times we may even decide to stay on that negative pathway because it is safer to lower our expectations than to hope for positive change and then be faced with more pain and disappointment. We choose to protect ourselves by accepting the bad as the norm but this limits the amount of "good" that we allow ourselves to feel, believe in, hope for, or even see in the world around us.

We can each look around our sphere of friends and acquaintances to see examples of people who have succumbed to negativity and those who have learned resilience. Negativity grows because, in the face of repeated "bad things", and without the support or skills to do otherwise, we eventually give up hope.

What to do in the presence of "Negativity"

Negative things will and do happen to all of us. When these things are isolated short-term events or situations, we find it relatively easy to believe that there is light at the end of the tunnel (even when we know that it will be a struggle to get to the light). This is a normal response. However, the situation calls for assertive action when we are over-exposed to negative talk, beliefs or actions. If we focused our daily news attention on threats of war, famine, social injustices, murders and natural disasters, we would quickly develop a dismal picture of our world. However, watching the evening news and receiving stories of local "heroes", successful Newfoundland and Labrador businesses, and communities working together to help people in need revives our belief that there is good in the world. Sometimes we just need to shut off the negative stories until we have a balance of the positive. When surrounded by negativity, we can take action to enhance our resistance:

- Protect yourself. This is your top priority. You don't need to fall into the pit and get stuck there or help to make it deeper and darker.
- Reinterpret the situation by filling in the missing information with a positive explanation, then creating a new personal reality. E.g. If a colleague snaps a cynical remark to your creative suggestion at a staff meeting, briefly imagine the kinds of "bad things" that happened to him/her to create that kind of reaction. Then believe that explanation and move on with your creativity.
- Accept negatives as temporary, restricted happenings with varied contributing factors. Today's front page headlines are transient. Tomorrow they will be replaced with something new. If we choose to accept negatives as permanent and pervasive, we encourage the personal development of chronic negativity.
- Increase awareness of personal communications styles in ourselves and others. Learn to recognize and avoid negative verbal and non-verbal language.

How to create personal "Positivity"

In creating an atmosphere of "positivity" around ourselves our goal is to challenge our own attitudes, expectations, response patterns and approach to dealing with daily living. We need not be concerned with taking on the responsibility of changing the beliefs, attitudes or behaviours of others (actually it is very unlikely that we could do that no matter how hard we tried). If we want or expect change in a situation, or if we would like a different reaction from others, it is up to us to begin the process. A teacher recently enlightened me with this simple piece of wisdom: "Why do we expect a different result when we keep doing things the same way?" The following steps can start us on the pathway of doing things differently and finally achieving different results.

- The first step is to explore the things that are keeping us where we are. Many times this results from things we learned from childhood and have continued to reinforce. E.g. We know we are overwhelmed with necessary and optional commitments but we can't seem to give up that volunteer committee. Is it because we adopted the belief that we "should finish what we start"? How about our judgement of a colleague who doesn't work as hard as we do? Maybe we are holding onto the belief that we "should settle for nothing less than our best" and everyone else must be judged by our standards.
- Next, use every situation which generates negative feelings as an opportunity to identify personal triggers. Then begin the process of reinterpreting these triggers.
- Acknowledge the potential for unwanted consequences and prepare for the possibility, then continue to focus on the positive.
- Enhance the potential for positive results. Adopt attitudes and behaviours which highlight the positive and encourage that in others.
- Choose to associate with the positive in your leisure reading, socializing, and daily interactions. The positive approach will become the most familiar and automatic response over time.
- Catch someone "doing good". Then start changing your perception of that person or situation. If we expect negative, we are sure to find it or we will keep looking until we do. Practice the opposite.

Points to Remember

- Each person experiences a reality which is unlike that of the neighbour.
- Absolute truth, if there is any such thing, is not as significant as interpretation of the "truth" when you are considering personal impact.
- Past experiences can predispose us to biased interpretations.
- It is possible to see or believe things differently from someone else and neither person is "wrong". Is "being right" the most important thing? At what expense and to whom?
- Recognize that we don't live in an ideal world with ideal relationships and that if we continue to expect that ideal we become more frustrated and dissatisfied with the real world.
- Dissatisfaction with the imperfect can be a driving force for improvement but, where we have no control, unrealistic expectations can lead to contagious cynicism and chronic negativity.

When bad things happen in one area of life we sometimes let that infiltrate other areas of life so that eventually our personal lives, relationships and job are all affected. Keeping negativity in check is a task we can't afford to ignore. We are all susceptible to harm because we cannot predict what's coming around the next turn; however, we can minimize the negative impact by preparing our personal strategy for dealing with negatives and continuously practicing the positive.

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

THE COLLEGE EXPERIENCE

by Lesley-Ann Browne

A unique partnership exists between Discovery Collegiate High School in Bonavista and the Bonavista Campus of the College of the North Atlantic. With over 600 students and 38.5 teachers, Discovery Collegiate is not small but it is certainly not one of the largest high schools in the province either. However, it offers a rare alliance that is of tremendous benefit to the students who attend both the High School and the College. The transition from high school to college is a great deal easier as students get to experience college life firsthand while still at the high school level.

Opened in January 1993, Discovery Collegiate High School, in the Vista School District, was physically linked to the Bonavista Campus of the College of the North Atlantic by means of a walkway. This was the beginning of a partnership which, during the past five years, has evolved to the point of sharing human, as well as material resources.

In the beginning of the partnership, students from the High School could take courses while utilizing instructional space and technology at the Community College. These courses included human ecology and industrial ecology and were taught by their high school teachers. The project has evolved, however, and for the present school year there are high school students at Discovery Collegiate who are studying courses taught by instructors at the college level. Some of these courses include word processing, advanced word processing, accounting, and fish/wildlife biology and management. There are also plans under way to expand the variety of courses into areas such as computerized accounting and computer technician specialties. The College and its students also avail of this sharing of resources. They are able to access technology equipment and expertise, gymnasium facilities and the resource centre.

"This partnership and its possibilities are limited only by our imagination," states Albert Trask, principal of Discovery Collegiate. "There is great potential that will benefit present and future students. Why limit the possibilities?" At the present time, there are no other programs of this type offered anywhere in the province and only three or four in North America. And there are no other students in the province, other than those at Discovery Collegiate, completing high school courses in fish/wildlife biology and management. In addition, there are no other students in the province who are completing dual credits for both high school graduation and college accreditation.

"What is so unique about this sharing of courses and resources is that students have the opportunity to gain the required credits for graduation from high school, and if they decide to continue on with a course of studies at the college level, receive advanced credit towards the particular college program that the program courses fall into," says Mr. Trask.

Reports from the students and their instructors involved in this joint project reveal that students are enjoying the courses and making great progress. Administration and staff at both the College and the High School are very enthusiastic about the entire undertaking. Marilyn Coles-Hayley at the College and Albert Trask at the High School are very positive about the joint initiative and believe that the model being experimented at Discovery Collegiate could become the proto-type for the entire province. There have been several community groups who have helped with the success of this project and the partnership would not have been possible without help from the Vista School Board and the Board of Directors of the College.

For students who don't know what they are going to be doing after Grade 12, the College offers them an opportunity to see, firsthand, what is available. Many past students are presently attending the College and as Mr. Trask says, "the possibilities are endless."

This article was compiled with the help of and with information supplied by Principal Albert Trask.

WHAT IS AN MAI?

by Jan Eastman

In the next couple of months, the Federal government intends to sign what is perhaps the most important trade agreement ever considered by this country, one that may affect many aspects of your life. Yet, most Canadians know nothing about it.

For two years, the federal government has been involved in behind-closed-door negotiations to develop a global investment treaty called the Multilateral Agreement on Investment (MAI). It is primarily designed to make it possible for transnational corporations to move their investments and operations anywhere in the world, unfettered by government intervention and regulation.

The Canadian Teachers' Federation has written to all Members of Parliament asking that they convince International Trade Minister, Sergio Marchi, to provide for Parliamentary Committee hearings to allow for full public debate on the potential impact on Canadian society of an MAI and, in particular, to ensure that Canada does not further limit its capacity to create and maintain a framework to achieve key social and economic policies including:

- Maintenance of Medicare and not-for-profit public and social services --; including education.
- Our right to review foreign takeovers and new foreign investments with a view to providing jobs and economic activities in Canada.
- Support for Canadian-based businesses that invest in our communities.
- Support for Canadian cultural industries.
- The need to counterbalance rights of investors with obligations to maintain and create jobs, to respect workers' rights and to protect the environment.
- The need to protect the government's ability to act in the public interest.

Despite assurance by Minister Marchi that teacher concerns will be considered, the MAI, in its present form, remains a seriously flawed document. Massive government cutbacks have left public schools exposed to commercialization and privatized services. For example, some boards and schools have developed guidelines to regulate the involvement of big business in education. Under the MAI as presently written, such rules could be challenged as unfair investment restrictions. As well, the purchase of educational materials and services could not be limited to domestic companies. Further, foreign investors promoting charter schools could demand the same access to public financing as public schools.

Consequently, a Canadian Teachers' Federation brief to the government of Canada states that an MAI should not be signed unless it contains guarantees that not-for-profit public and social services, especially education and Medicare, as well as labour standards and the environment will be fully protected.

The MAI is still being negotiated. It is still not a reality. At the end of the negotiations process, the politicians, our elected MPs, will make the decision to sign or not to sign. A full public debate is essential. Major changes are essential. Your help is needed.

What Can I Do?

- Talk to your provincial MHA on an urgent basis since the timeline for the conclusion of negotiations is May 1998.
- Write to the Premier of your province as well as your education minister asking them to take a strong

stand against the MAI in its current form and encouraging them to specifically list their reservations to ensure, in particular, that the ability of provincial/territorial governments to provide public education, health and other social services not be compromised by provisions that would facilitate privatization initiatives in these sectors.

- Participate in public information meetings on the MAI with federal MPs being asked to speak to the issues.
- Encourage your municipal council to adopt resolutions related to the MAI and to sponsor public information meetings.

Jan Eastman is President of the Canadian Teachers' Federation. Additional information about the MAI is available by contacting the Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, ON, K2P 1B4, Tel: 613-232-1505; Fax: 613-232-1886, or Brendan Doyle, President, NLTA, Tel: 1-800-563-3599 or 709-726-3223, Ext. 223.

Masters Program and Graduate Courses

Summer Schools: St. John's and Corner Brook



Northern College of Education is an institution within the Scottish University Sector offering either a full M.Ed. Program or individual graduate courses by Supported Distance Learning. It is proposed to offer summer schools in School Administration and IT and Learning in Newfoundland in July 1998. These single week summer schools will be taught by faculty from Scotland and provide coverage of the central content of each course allowing reading, reflection, application and assignments to be completed subsequently to fit with each teacher's professional commitments.

Suggested courses for summer school are Emerging Learning Technologies for the Classroom from IT and Learning and Managing Change from School Administration.

Availability of these courses is dependent on enrolments. For initial details and application forms contact e-mail address below. It is intended that final confirmation of these summer schools will be made in late March or early April.

Features

- Courses agreed by the Newfoundland and Labrador Department of Education as appropriate for approval and credit towards upgrading.
- All assessable work is guaranteed to be designed to allow completion at a graduate level with a practical focus relevant to school commitments.
- Applications for Credit for Prior Learning (P.L.A.) and for Prior Experiential Learning are both encouraged and supported.
- Each individual course costs C\$850 including summer school/teaching materials, extensive tutor support by e-mail, fax or telephone and access to Northern College library support.
- Those currently enrolled in the program reside in Black Duck Cove, Fogo Island, Jacques Fontaine, Plum Point, Port aux Basques, Port Saunders, Springdale and St. John's.

For further details please contact:

i.e.maclean@norcol.ac.uk

Tel: 01144 1224 283504; Fax: 01144 1224 283900

Northern College committed to the development of teachers

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ALL ABOARD?

by Bernie Froese-Germain

The emergence of information and communications technology as a major trend in Canadian education does not appear, for the most part, to have been accompanied by critical examination of its implications. Current discussions about education and technology too often seem to revolve around an overly simplistic issue: the ratio of computers to students, the assumption being that more is better. Government reports, for example, seem particularly preoccupied with putting more high-tech equipment into schools and getting classrooms wired to electronic networks as quickly as possible. Critics believe this emphasis is misplaced --; and should rather be on other areas such as the student/teacher ratio. Lynne Ainsworth (in Profiles, Feb. 1997) remarks that, "instead of three computers per student, as in River Oaks [an elementary school in well-off Oakville, Ontario], imagine increasing the number of teachers per student. No one would argue that the richness of learning would likely increase, but so would the costs. Nevertheless, some critics might argue that money would be better spent on improving student/teacher ratios, than on technology." Indeed, there's a growing body of research showing that smaller class sizes, and general investment in teachers, does have a positive impact on student achievement.

The high cost of technology

While it is true that increasing the number of teachers in schools to improve the quality of education would require additional dollars, we shouldn't fool ourselves --; expanding the level of technology in schools will entail equivalent if not greater expenditures. According to Henry Jay Becker, a respected researcher in the field of technology and education, the costs associated with bringing technology into the classroom are not inconsequential ("A Truly Empowering Technology-Rich Education --; How Much Will It Cost?", Educational IRM Quarterly, Sept. 1993). In addition to the more visible expenses for hardware and software, a significant investment in teachers and other human resources such as technology coordinators will be needed. Becker's research conservatively estimates that, for a hypothetical school of 800 students and 40 full-time faculty, the estimated annual additional personnel costs work out to \$1,375 in additional per pupil expenditures. When the costs of hardware, software and maintenance are factored in, the total is "nearly \$2,000 per student per year in addition to current educational expenditures." Becker emphasizes the well known fact that improving the quality of education, whether through technological or non-technological means, will require substantially smaller class sizes.

In *Computers and Classrooms: The Status of Technology in U.S. Schools* (1997), the Educational Testing Service concluded that the cost of making all U.S. schools "technology rich" will be approximately \$15 billion or \$300 per student, representing a five-fold increase over current spending on technology. The report notes that while "the primary up front factor affecting costs is the purchase and installation of computers and other hardware secondary, very high-cost, factors relate to the hiring or reassignment of technology staff and the training of staff and teachers."

The U.S. Office of Technology Assessment report, *Teachers and Technology: Making the Connection* (1995), also weighs in on the issue of costs. It notes that: "estimated one-time installation costs (including training) may range from \$0.08 billion (for one personal computer plus modem per school, connected to the Internet through a school-district-based file server) to \$145 billion (to have one personal computer per student desktop, with full, ubiquitous connection to the Internet for a complete suite of text, audio, graphical and video applications); plus estimated annual operating costs for the configurations described above (including annual training and support for teachers) may range from \$0.16 billion to \$11.28 billion."

The wide range in these numbers is explained by such factors as how the technology is configured; the

number of desktops, classrooms, school buildings and districts that need to be connected; the amount of teacher training and support required; and the degree to which school buildings will need to be retrofitted with respect to wiring, etc.

According to the U.S. General Accounting Office (in *School Facilities: America's Schools Not Designed or Equipped for 21st Century*), there will be massive costs entailed in replacing the aging electrical wiring in American schools, particularly inner-city schools, before telecommunications networks can be set up. In addition, few classrooms are even equipped with telephone lines. In Canada, many school buildings erected in the 1950s and early 1960s are aging and were certainly not conceived for travel on the electronic 'information highway'.

According to a report by management consulting firm McKinsey & Company (as cited in *Canadian Business Technology*, Spring 1997), prepared for the U.S. National Information Infrastructure Advisory Council, "spending on 'instructional technology' would have to triple in order for networked computing to reach a level of real usefulness in schools. The report estimates that part of the money, about 1.1% to 2.2% of total spending, could be 'reprogrammed' every year in order to network the schools usefully. And such an effort would take a decade." Putting this in a Canadian context, 2% of total spending on K-12 education in this country for 1996-97 is approximately \$690 million --; this is the amount that would have to be spent every year for a decade. At the same time, the Canadian Teachers' Federation report that "there are ominous signs that school funding in Canada is becoming less adequate overall Total and per pupil public spending for elementary-secondary education in Canada has begun to decline in all provinces and in the country as a whole."

Beware those post-purchase and opportunity costs

Incredibly, technology costs are often calculated as a one-time expense (i.e. for equipment and instructional materials). Anyone who has ever owned a computer knows it doesn't quite work that way. The corporate sector, particularly the high-tech industry, understands this all too well. A recent issue of *Forbes* magazine reported that the typical networked PC costs \$13,000 a year for a corporation to maintain. In addition to computer hardware and software, technical support and system administration, this calculation includes the cost of the time the user spends "futzing" with the machine --; that is, organizing the hard drive, installing software, waiting for the printer, waiting for the technician, playing Solitaire, and unproductively surfing the Internet. *Forbes* notes that "the hardware, of course, is just the tip of the iceberg. Training, hand-holding and upgrading software are all hugely expensive." If big business has concerns, one wonders where this leaves schools and other public institutions. Clearly, there are no cost savings for education in this technological equation unless, as Marita Moll and Heather-jane Robertson suggest, "education ceases to be delivered in traditional ways." ("Backwash from the Technological Wave: Critical Perspectives on the Impact of Information Technology on Public Education", Presentation at Learned Society Conference, Memorial University of Newfoundland, June 1997.)

In assessing the costs of implementing technology in the classroom, there are other important factors to consider besides hardware and software, training, technical support, maintenance, upgrading, security, etc. These relate to the costs of what may need to be sacrificed in order to acquire the technology, particularly in this era of educational downsizing. For example, concerns have been raised that arts, music and other programs are being cut to accommodate technology. Some reports have recommended reallocating existing educational resources as a potential option for funding school technology, even if such resource reallocation comes at the expense of teachers. Ursula Franklin, an expert on the social impact of technology, astutely reminds us that when new technologies are introduced into society, other ways of doing things are sacrificed (*The Real World of Technology*). Education it would appear is not exempt from this potentially costly trade-off.

An unbalanced equation

The fundamental issue with respect to the costs of putting technology in schools, according to Kathleen Westbrook and Stephen Kerr (in *Technology and the Future of Schooling*), is not figuring out the size of initial and ongoing expenditures or even where such huge funding outlays will come from but rather, "deciding if the large costs involved are really worth it, whether they add sufficiently to the educational enterprise to warrant our making the investment." Educators and others must ask, "why technology in the classroom?", before they proceed to "what kind?" and "how much?". Of course the former question is intimately tied to what we as a society believe should be the goals of public education in a democratic society --; something on which, at present, there is no general consensus.

The metaphor frequently used by advocates to describe the status of technology in education is that of a train "that has left the station" --; those who fail to get on board risk getting caught under its wheels (or at best, risk being left behind as the train rushes by). Rather than climbing blindly on board like lemmings rushing over a cliff, we need to ask some fundamental questions about this speeding train:

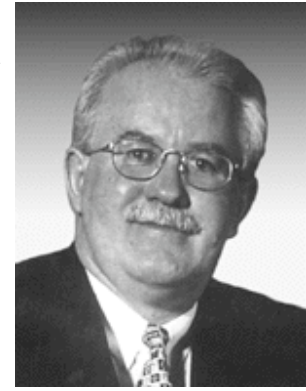
- who is steering the technology train?
- what is fueling the train?
- where is it going and why? (and perhaps, why so fast?)
- is this the most appropriate means of "transport"? (difficult to answer if we're not clear on the goals of the trip.)

These are not unreasonable questions. We must start raising them and getting satisfactory answers before we continue to pour huge financial sums into school technology.

Bernie Froese-Germain is Research Assistant with the Canadian Teachers' Federation.

TEACHER OF THE YEAR

Richard Walsh, a Special Education teacher at Booth Memorial High School in St. John's has received the Teacher of the Year Award from The Newfoundland Herald. Mr. Walsh received this special recognition when his student, Mary-Jean Hurley, sent the following winning letter to The Newfoundland Herald explaining why she felt her teacher should be "Teacher of the Year".



My name is Mary-Jean Hurley and I am writing this letter because I think my teacher, Mr. Richard Walsh, should be 'Teacher of the Year'.

Mr. Walsh is the kind of teacher you dream of having. You can confide in him, trust him and cry on his shoulder when you need to.

At my first year in high school, I missed almost two months due to an illness, and he made sure I got all my notes and that I understood them. During our Culture class we had a field trip to Woody Island; it was the best time of our lives because he was there. He made Newfoundland Culture interesting, and he would win anybody in a Culture contest.

He helped my brother and I through some pretty hard times, and we will never forget it. My brother was becoming a father at a young age, and was going to quit school to work full-time. Mr. Walsh convinced him to stay in school and work part-time.

Then, when my brother came back to school after the baby was born, he got called to the office. He thought he was in trouble, but Mr. Walsh had a gift for the baby. He was really touched that a teacher could be so supportive. My brother graduated.

Mr. Walsh is very open about his family life too. When his wife was pregnant with their second child, he came to school with the ultrasound pictures. We were all excited and couldn't wait for the birth. We always heard about his family in class. (It was good to see teachers have a soft side too!)

In my third year, my best friend died suddenly and my life turned around. The first person I called was Mr. Walsh. We started on the phone at 11:00 p.m. and we never got off until 2:00 a.m. and he had to teach the next morning.

The bottom line is, Mr. Walsh was born with a heart of gold and it just keeps growing. So many hearts were touched by this man, and nobody can leave Booth Memorial High School without knowing him.

Several teachers nominated for the Teacher of the Year Award received Special Mention. These are: Melvina Sheppard, a Grade 4 teacher at St. Stephen's Elementary in Stephenville; Gary Clancy, a Grade 7 teacher at St. Joseph's Elementary in St. John's; and Robin McGrath, a Grade 5 teacher at Fatima Academy in St. Brides.

The Newfoundland Herald established the Teacher of the Year program in 1995 as a way of saying 'thanks' to the men and women who go beyond the tests and the lessons. Previous winners of this award include John Piercey (1995), Barbara Moores (1996), and Lisa Bishop (1997). As stated in The Newfoundland Herald: These award-winning teachers are not the only teachers whose work continues long after they wipe the day's chalk dust from their hands. This province is full of deserving teachers. And our province's children --; and ultimately our province --; are all better because of it.

(Information for the article was obtained from the February 28 --; March 6 edition of "The Newfoundland Herald".)

RESOURCES

On-line Health & Media Education Web Site

Health Canada and the Media Awareness Network (MNet) have developed on-line health and media education resources for elementary and junior high school students, teachers, parents and community groups. Health Issues and Media Influences is a special health promotion project on MNet's web site. The program features several key themes on how the media can influence healthy lifestyle choices: tobacco and alcohol advertising; nutrition and food advertising; body image; sexuality and modelling; and mental health. The program integrates media-related health topics across the curriculum for use in Canadian schools, encouraging teachers to help students look beyond the messages of popular culture. Health Issues and Media Influences can be found at <http://www.screen.com/mnet/eng/health.htm>. The program is linked to materials on Health Canada's Health Promotion On-Line web site at <http://www.hc-sc.gc.ca/healthpromotion>.

Cyber Pal Pursuit / Cyber Pal Internet Adventure

The Cyber Pal Pursuit interactive booklet is an educational resource intended to introduce young Canadians to the 13 capital cities which represent Canada. This 32-page booklet invites students to join in the adventures of a group of young travellers as they visit Canada's capital cities, learn about the local history and make some fascinating discoveries about each city's geography, culture and economy. Cyber Pal Pursuit is available free of charge (except shipping and handling fees) and will be distributed while quantities last. Contact the National Capital Commission, Tel: 1-800-465-1867 or 613-239-5000.

The Cyber Pal Pursuit booklet is linked to another educational initiative, GrassRoots CyberPal Internet Adventure. Students from schools across the country will work together to build web sites featuring the history, geography, economics and unique culture of our capital cities. They will also be challenged to create and participate in interactive on-line learning activities that promote Canadian cities to other students around the world. STEM~Net, the computer education network for teachers and students in Newfoundland and Labrador, is responsible for coordinating all the CyberPal Internet projects with participating schools across Canada. Contact Industry Canada, Tel: 1-800-268-6608; web site: www.stemnet.nf.ca/cyberpal.

The Inside Track

The Inside Track: Getting Hired to Teach in a Canadian School provides access to the "inside track" on teaching jobs across Canada. This book addresses the wide range of information necessary for getting hired to teach in a Canadian school, including developing your résumé, preparing your cover letter, potential interview questions, contract technicalities, making use of technology, using the Internet and the WWW, the value of occasional teaching, making yourself indispensable, and the benefits of volunteering. Contact: Thompson Educational Publishing Inc. 14 Ripley Avenue, Suite 104, Toronto, ON, M6S 3N9, Tel: 416-766-2763; Fax: 416-766-0398; e-mail: thompson@canadabooks.ingenia.com; web site: <http://canadabooks.ingenia.com>.

Canadian Communities Atlas Project

The Canadian Communities Atlas is an Internet-based network of community atlas sites created by teachers and students in partnership with the GeoAccess Division of The Canada Centre for Remote Sensing (part of Natural Resources Canada). The goal of the project is to create a national resource of geographic information by assisting schools in creating an atlas of their community, based on a solid geographical framework. The combination of national information from GeoAccess and community-based information from schools will permit students to attain both a local and national perspective of many relevant geographic subjects. Schools interested in participating can visit the Canadian Communities Atlas project

web site at: <http://cgdi.gc.ca/ccatlas>.

CTF Catalogue of Publications

The Canadian Teachers' Federation (CTF) has for sale a number of publications created to stimulate teacher and public discussion of education issues facing Canadians.

Racism and Education is a collection of 12 essays providing a unique view of the unsettling history and presence of racism in the education system. Thoughtful insights are offered on the change that the role of education and teachers must undergo if both are to become effective advocates of fairness and justice. 108 pages, \$15.00, bilingual.

Brother of Mine, produced in association with YTV Canada, is a video wake-up call that looks at how systemic attitudes, which not only normalize but glorify violence, have created a crisis on our streets, in our homes and, more recently, in our schools. One hour video documentary, \$20.00.

Teachers in Canada -- Their Work and Quality of Life: This national study, commissioned by the CTF in 1992, is a comprehensive analysis of the teaching profession and the quality of life of Canadian teachers. 208 pages, \$12.50, bilingual.

Innovations is an annual publication featuring the summaries of 28 creative projects prepared by classroom teachers across Canada. Each of the innovative projects won a Roy C. Hill Award. CTF stocks quantities of Innovations from the previous two years. Innovations (specify year), \$10.00, bilingual.

Thumbs Down! A Classroom Response to Violence Against Women is a collection of lesson plans, K-12, to bring the issue of violence against women into the classroom in age-appropriate ways. It includes fact sheets, multi-media resources and backgrounders. 66 pages, \$3.00, bilingual.

A Cappella: A Report on the Realities, Concerns, Expectations and Barriers Experienced by Adolescent Women in Canada is a ground-breaking report based on participatory research involving 1,000 girls aged 11 to 19. These women talk about their lives and call on adults to care about their present and future. The publication includes the original questionnaires and discussion guides which can be duplicated for small group use. 106 pages, \$3.00, bilingual.

The A Cappella Papers were commissioned to foster community and policy-based responses to the need to improve the quality of young women's lives. The A Cappella Papers are: Self-Esteem and Adolescent Women; The Quality of Education and School Life; Dangers, Pleasures and Teenage Girls: A Report on Young Women and Sexuality; Ending the Violence in Adolescent Girls' Lives: A Challenge for Schools and Communities; Gender Equity: Perceptions of Today's Adolescent Women; Careers and Future Plans of Young Women in Canada. Each paper \$5.00; set of 6 papers, \$25.00.

Other publications available from CTF include:

- **Behind the Charter School Myths**
- **National Conference on Public Education -- Meeting the Challenges -- Major Presentations**
- **Different Visions of the Future of Education**
- **Province-Wide Assessment Programs**
- **Projections -- The Class of 2010**
- **Progress Revisited: The Quality of (Work) Life of Women Teachers**
- **The Better Idea Book: A Resource Book on Gender, Culture, Science and Schools**
- **Gender Equity Poster**
- **Literacy in Classrooms**
- **Literacy and the Schools**

- Teachers and Literacy
- Children, Schools and Poverty
- Lexicon -- International Programs
- Meetings Vocabulary -- English/French
- Information Highway Vocabulary
- Lexicon -- Financial and Budgetary Terms
- Economic Services English-French Lexicon
- CTF General Vocabulary
- Advice on the Conduct of Meetings

For further information on any of these CTF publications or to order copies, contact the Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, ON, K2P 1B4; Tel: 613-232-1505; Fax: 613-232-1886; e-mail: info@ctf-fce.ca; website: www.ctf-fce.ca.

CALENDAR of Upcoming Events

School Counsellors' Association (SCAN)

March 28-29, 1998

Hodge Water Lodge, Keyin Technical. Contact: Jack Jardine, Tel: 709-364-1234; Fax: 709-729-5848.

School Administrators' Conference

April 1-3, 1998

Glynmill Inn, Corner Brook. Theme: Charting New Directions. Contact: Victor May, Tel: 709-635-2337; Fax: 709-635-2995.

Connaught Student Biotechnology Exhibition

April 4, 1998

Arts and Administration Building, Room AA1043, Memorial University of Newfoundland. 9:00 a.m. - 4:00 p.m. This workshop will detail the student award program and provide hands-on activities with a biotechnology focus. Speakers include Dr. William Mak, Professor of Biological Science at Seneca College and David J. King, President and CEO of Seabright Corporation Ltd. Pre-registration is requested. Admission is free. Contact: Ronda Dillon, Tel: 709-737-2682; e-mail: rondad@morgan.ucs.mun.ca; CSBE homepage: <http://www.ConnaughtBioExpo.com>; local exhibit page: <http://www.stemnet.nf.ca/~jbarron/Csbe.html>.

1998 Canadian Foster Family Association Annual Symposium

May 12-17, 1998

Hotel Newfoundland, St. John's. Theme: Fostering for Today --; Preparing for Tomorrow. Contact: Kelly Hatch, Executive Director, Tel: 709-754-0213, Fax: 709-754-1322; or Ivy Benoit, President, Tel/Fax: 709-955-2044, e-mail: ibenoit@thezone.net.

Cochlear Implants and Auditory-Verbal Therapy

May 14-15, 1998

Newfoundland School for the Deaf, St. John's. A presentation by Warren Estabrooks, an internally renowned Auditory Verbal Therapist, who has specialized, in recent years, with Cochlear Implant Recipients. Contact: Mary Jo Marsden, Tel: 709-364-1234; Fax: 709-729-5848; e-mail: mmarsden@calvin.stemnet.nf.ca.

Substitute Teachers

May 22-24, 1998

St. John's. Contact: Jill Howlett, Tel: 709-576-4061 (s) or 709-739-6397 (h).

CEA/CSBA Congress 98

July 9-11, 1998

Québec Hilton, Québec City. Canadian Education Association (CEA) and Canadian School Boards Association (CSBA) invite members of the education community to attend the first shared Congress on Education. Theme: Beyond 2000. Emphasis will be placed on two major issues --; the use of new information technologies and the reform of our governance structures. Contact CEA, Tel: 416-924-7721 or CSBA, Tel: 613-235-3724.

20th Annual Conference of the Newfoundland Association of Speech-Language Pathologists and Audiologists

September 23-25, 1998

Grand Falls-Windsor. Contact: Lorraine Bragg, Tel: 709-292-2408; Fax: 709-292-2355.

Modern Languages Council

October 22-23, 1998

Delta Hotel, St. John's. Contact: Paul Edwards, Tel: 709-754-0083.

Teachers' Institute on Canadian Parliamentary Democracy

November 3-7, 1998

Parliament Hill, Ottawa. Tel: 613-992-4793; Fax: 613-992-1273.

Math/Science

November 19-20, 1998 (tentative)

Gander. Contact: Clar Brown, Tel: 709-489-2168; or Earl Crowther, Tel: 709-944-7731; Fax: 709-944-6834.
