

# bulletin

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T H E  
**bulletin**

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## *Up Front* from the President



If you have read my previous *Up Front* articles, you may have noticed a common theme – our union, our Association, our voice. In my December *Up Front* I mentioned the fact that we live in a society increasingly hostile towards unions (particularly public sector unions) where powerful business lobby groups and governments push anti-union legislation.

Let's be clear, this hostility towards public sector workers is directed towards you, towards me, towards us. It is important for each of us to be aware of this animosity and be prepared to speak against it. The consequences for not doing so are significant.

In February, I had the opportunity to witness this anti-public sector sentiment first hand at the provincial government's pre-budget consultation hearings. By now, you should have received a copy of the NLTA's submission. As you can see our focus is on education as an investment. However, not all presenters were promoting investment. The presentations of the NL Employers' Council and the St. John's Board of Trade caused me concern. Their sentiment should concern all of us. Both argued for government to cut spending and their main target was the public sector pension plans.

According to their presentations the unfunded liability of public service pension plans is a \$6 billion problem that requires a \$6 billion dollar solution. They assert that government cannot afford to "tinker" with public liabilities and cannot afford to "fork over" money to these plans when many people in the private sector have no pension plans of their own. It's about "fairness." I don't need to tell you what this would mean for us and our pension plan.

Of course, this right wing attack on the public sector and public sector pension plans is not new and is part of a global attack on unions. It started in the United States and is gaining a foothold in Canada.

Regardless of the messenger, their mean-spirited messaging is the same: "Taxpayers cannot be expected to foot the bill for the 'gold plated' pension plans of public sector workers. It is intolerable and non-sensical they go on to argue that public sector employees who are paid by 'our tax dollars' are making more and enjoying better pensions and benefits than the private citizen."

It is a cynical attempt to objectify and demonize public employees.

However, public sector workers and pensioners are taxpayers too and contribute their fair share of taxes to society. It is unfair and reprehensible to characterize people who have dedicated their lives to serving the citizens of this country as simply a drain on the public purse.

Probably the most unsettling aspect in the strange world view of the right wing is the belief that equality and fairness are achieved by cutting or reducing benefits. Their solution to creating a level and more equitable society is to strip away the hard won, negotiated rights and benefits of public sector employees until they are reduced to the level of private sector workers.

How is this fair? Shouldn't fairness be the other way around?

If fairness is the rationale, would it not be more reasonable to increase the benefits of private sector workers so that they can enjoy a reasonable standard of living? Would it not be more just to establish defined benefit plans for private sector workers so they can retire with some sense of dignity, respect and security? Shouldn't fairness dictate that private sector employees be accorded the same respect as their public sector counterparts?

So what do we do about it? First we need to be clear on one idea. Unions – including

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our Association – are about fairness, and about creating a fair and just society. That is nothing to be ashamed of. Rather it's something we need to promote.

Secondly, you are going to have to inform yourself about the discussions around pensions. That means reading any updates on pensions and related articles in *The Bulletin* or attending a branch meeting and listening to the presentations and opinions of your colleagues. You will have to ask questions and join in the debate. Since you will be asked to make key decisions on pensions over the next few months, it is important your decision is an informed one. Asking a colleague to decide for you is NOT an option. Your decision will impact the rest of your career and most likely the rest of your life.

When government talks about the "special" payments it has made to the plan, it is important that the public knows that teachers have made their own special payments. Teachers have done their fair share and made

concessions in the past to make the plan work. We have paid for it in our increased premiums and the benefits we sacrificed to make the plan sustainable. We have been (and will continue to be) active participants in discussions to make the plan sustainable.

Our MHAs, the public, and groups like the Employers' Council and the Board of Trade must be reminded that a pension that affords an adequate standard of living is about fairness. They must be convinced that defined benefit plans offer the fairest and best protection to workers who have dedicated years of service to the profitability of a private company or to the public good. Decimating defined pension plans is not about fairness.

Most importantly, defined benefit plans can work. For about a year your Association has engaged in the "collaborative, consultative and continuing" discussion on pensions initiated by the provincial government. In the Speech from the Throne, government

**Unions Make a Difference**

Check out the Canadian Labour Congress "Together Fairness Works" campaign @ [www.canadianlabour.ca](http://www.canadianlabour.ca)



committed to "continue consultations with stakeholders." But government also recognised "that the liability for pensions and other post-retirement benefits is the main contributor to our province's net debt."

We must encourage this government and the next to continue to engage in meaningful discussions to secure pensions that are sustainable, adequate for a comfortable living, and fair to those who have paid into them. We must ensure that government is not tempted to seek a \$6 billion solution on the backs of the public sector workers.

I asked you to be a voice earlier this month regarding negotiations, and you responded. It forced government to take notice and get back to the table. I'm asking it of you again. It's time to get loud about pensions!

*Jim*

PROVINCIAL/NATIONAL/INTERNATIONAL  
**NEWS**

**CORNER BROOK**

## The Next Step Committee raises funds for Philippine relief effort

In response to the devastating typhoon Haiyan in the Philippines, Corner Brook Regional High's humanitarian group, The Next Step, began to raise funds for the Philippine relief effort. "The response was certainly overwhelming as the committee reached out not only to staff and students, but the businesses and citizens of Corner Brook," said Glenn Gillard, Department Head of Social Studies at Corner Brook Regional High. On December 4, working with the local Red Cross, the school had an all day open house event that invited members from the school and community to drop off donations. The goal of \$5,000 was exceeded and the school's group was able to raise \$5,964! This was matched by the Canadian Government totaling an amazing \$11,928 that will be used to support the citizens of the Philippines. "Titan spirit at its best!" concluded Mr. Gillard.



The Next Step Committee Members include: front row (l-r): Emily Flynn, Emily Chaisson, Laura Allen, Andressa Dennison, Jade Regular, Leah Forward; Back row (l-r): Beth Francisco (representative of the Philippine community), Lelani Gillingham (representative of the Philippine community), Glenn Gillard (teacher sponsor), Heather Simmons, Steve Barrett (principal)

**L'ANSE AU LOUP**

## Accolades to LSA students on their accomplishments

Labrador Straits Academy (LSA) in L'Anse au Loup acknowledged student achievement for the 2012-13 school year at its Annual Award's Night held on December 19, 2013, officiated by Mr. Terry Casey, Principal and Ms. Colleen O'Brien, Vice-Principal.

Mr. Casey, in his principal's remarks stated: "we take great pride in the efforts and accomplishments of our students. We appreciate the hard work and commitment students have taken on, in their studies and their contributions to the overall atmosphere of the school."

Labrador Straits Academy's mission statement strives to ensure that all students demonstrate growth and success in their learning environment, through the active support of all stakeholders, including students, teachers, support staff, parents, personnel of the old Western School District and the new Newfoundland & Labrador English School District, the Department of Education, and supporters of education in our communities. It is through the efforts of all those working together that make Labrador Straits Academy what it is today. "We believe that excellence in education is aided by creating a learning environment where all stakeholders are supported to maximize their potential and talents.

We believe in demonstrating care and commitment to academic excellence in a secure and safe environment. Our first consideration is always, what is in the best interest of the students. Our goal is to promote academic excellence and continuous school improvement, to maximize the learning environment."

Throughout the evening students of LSA were acknowledged in recognition of their achievements, distinguishing themselves in many facets of school life. Many excel in academic achievement, gaining top grades in their subjects and grade levels; many have proven themselves to be outstanding performers in the arts, and in their personal fields; some have taken on the mantle of leadership and have proven them-

## ON LOCATION

elves to be wonderful role models; still others have given their personal time and talent to serving others.

“Our teachers take great pride in working with all students – those who excel, and those who find difficulty in one or more areas,” said Principal Casey. “Congratulations to all students for your sense of commitment to achieving and especially to those students who received special awards and scholarships.”

The school administration team would like to acknowledge and thank students who performed during the Annual Award’s Night ceremony. Such great talent does not go unnoticed. Also, Labrador Straits Academy would like to thank all businesses, organizations and individuals who contributed to make their 2013 Annual Award’s Night such a success. Labrador Straits Academy appreciates your support.

## QUIDI VIDI VILLAGE

### Winners of Heritage Places Poster Contest announced

On February 17, Mr. David Brazil, MHA for Conception Bay East - Bell Island joined the Heritage Foundation of Newfoundland and Labrador (HFNL) and members of the heritage community at the Quidi Vidi Village Plantation to mark Heritage Day in this province and to announce the winners of the 2014 Heritage Places Poster Contest.

The Heritage Day event included the naming of the overall winner of the 2014 Heritage Places Poster Contest. Colby Farrell, a grade 11 student at Marystown Central High School was named senior high and overall winner for his depiction of the Temperance Street Houses Registered Heritage structures (also known as the Four Sisters) in St. John’s. “The Foundation was very impressed with both the quality and number of submissions that we received this year,” said George Chalker, Executive Director of the Heritage Foundation of Newfoundland and Labrador. “700 students from 56 schools submitted artwork for consideration in this year’s contest. Colby’s winning submission is featured on the Foundation’s official Heritage Day 2014 Poster.”

The winning submissions at each of the other grade levels were: Primary – Savannah Skinner, a Grade 2 student at Jakeman All Grade, Trout River for her depiction of Roberts Store Municipal Heritage Site in Woody Point; Elementary – Hae Na Luther, a Grade 6 student at Stella Maris Academy, Trepassey for her depiction of Cape Pine National Historic Site;

*(cont’d. on page 6)*

PAID ADVERTISEMENT

# April 29<sup>th</sup> is DNA Day

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WITH CANADIAN EXPERTS  
TO LEARN ABOUT GENETICS  
AND GENOMICS.

PRE-SUBMIT STUDENT QUESTIONS TODAY.

[letstalkdna.ca](http://letstalkdna.ca)

**DNA DAY**  
April 29<sup>th</sup> 2014

 **CURIOSITY**

by

let's talk   
**science**

and Junior High – Erica Bailey, a Grade 8 student at Bishop White School in Port Rexton for her depiction of Lester Garland House in Trinity.

Judges for the event included Margaret Walsh Best, artist and art educator; and Debra A. Barnable, visual artist and consultant.

The Heritage Foundation of Newfoundland and Labrador is a non-profit Crown corporation which was established in 1984 to stimulate an understanding of, and an appreciation for, the architectural heritage of the province. For more information about HFNL please visit [www.heritagefoundation.ca](http://www.heritagefoundation.ca).



Heritage Places Poster Contest winners (l-r): Colby Farrell; Hae Na Luther; Savannah Skinner; and Erica Bailey.

NEWFOUNDLAND & LABRADOR

## Applications sought for Margaret Williams Trust Fund Award

Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library related projects or assistance in pursuing graduate studies in librarianship, archival studies, or teacher librarianship.

The award for 2014 is valued at up to \$1,000. The deadline for applications is Friday, May 2, 2014.

For further information and to obtain an application form contact Mrs. Lorraine Busby, Chairman, Board of Trustees, Margaret Williams Trust Fund, c/o Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NL, A1B 3Y1, [univlib@mun.ca](mailto:univlib@mun.ca). Applications may also be obtained at [www.library.mun.ca](http://www.library.mun.ca). Click the appropriate link under News.

## Redundancy/Reassignment and Layoff

Any teacher who has been notified by his/her school administrator and/or School Board Office personnel that their position is redundant and that they will be reassigned or laid off for the following school year should consult with the designated Administrative Officers in the Benefits and Economic Services Division (BES) responsible for that Board. (The NLTA number is 726-3223 or toll free at 1-800-563-3599.) The School Board designations for each Administrative Officer are listed below.

NL English School District:	Labrador (excluding South Coast)	Miriam Sheppard	ext. 230	<a href="mailto:msheppard@nlta.nl.ca">msheppard@nlta.nl.ca</a>
	Western School District (including South Coast of Labrador)	Steve Brooks	ext. 231	<a href="mailto:sbrooks@nlta.nl.ca">sbrooks@nlta.nl.ca</a>
	Nova Central School District	Stefanie Tuff	ext. 232	<a href="mailto:stuff@nlta.nl.ca">stuff@nlta.nl.ca</a>
	Burin Region	Miriam Sheppard	ext. 230	<a href="mailto:msheppard@nlta.nl.ca">msheppard@nlta.nl.ca</a>
	Vista Region	Miriam Sheppard	ext. 230	<a href="mailto:msheppard@nlta.nl.ca">msheppard@nlta.nl.ca</a>
	Avalon West Region	Miriam Sheppard	ext. 230	<a href="mailto:msheppard@nlta.nl.ca">msheppard@nlta.nl.ca</a>
	Avalon East Region	Perry Downey	ext. 226	<a href="mailto:pdowney@nlta.nl.ca">pdowney@nlta.nl.ca</a>
Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador	Stefanie Tuff	ext. 232	<a href="mailto:stuff@nlta.nl.ca">stuff@nlta.nl.ca</a>	
Other:	Newfoundland and Labrador Youth Centre	Steve Brooks	ext. 231	<a href="mailto:sbrooks@nlta.nl.ca">sbrooks@nlta.nl.ca</a>

## High school teams needed for Envirothon 2014

Envirothon 2014 is inviting high school students and teachers from across the province to sign up to compete in the only environmental education competition in Newfoundland and Labrador!

Envirothon 2014 takes place from Thursday, May 8 to Saturday, May 10 at Lion Max Simms Camp in Bishop's Falls. Teams of five students compete in a series of tests based on the natural resources of our province, including forests, soils, aquatics, and wildlife. The winner gets to travel to Athens, Georgia in the USA this summer to compete in the North American Envirothon.

Envirothon is fun, fast-paced and challenging. To find out more contact Katie Temple at 709-637-7300.

## Kids Eat Smart serves plenty of fruits and veggies

Currently Kids Eat Smart Foundation supports 232 Kids Eat Smart (KES) Clubs in schools and community centers province wide. Every day with the help of volunteers and school staff they serve over 22,000 meals to school aged children!

Thanks to the financial support of the Government of Newfoundland and Labrador, corporate, community and individual partners, they provide funding to help sustain KES Clubs.

In 2007, KES Foundation partnered with Memorial University to conduct a research study to gain local statistics regarding children's consumption of fruits and vegetables in our province. The findings of that study meant the development of the first KES Fruits and Veggies Grant which has been a mainstay of the program since that time.

Kids Eat Smart Foundation has allocated \$331,000 in its annual budget to cover the cost of Fruits and Veggies Grants to KES Clubs. "We are so grateful to many of our partners who contribute to the cost of the Fruit and Veggie Grants and one of our most recent partners is United Way Newfoundland and Labrador," says Sonya Smith, Director of Communications and Fund Development at Kids Eat Smart. Representatives of United Way NL, Tammy Davis and Dan Belanger, recently visited St. Edwards Elementary, CBS, Breakfast Club and presented Kids Eat Smart Foundation with a cheque for \$5000 to support Fruit and Veggie Grants in Clubs throughout our province. Thank you United Way NL!

(cont'd. on page 9)

PAID ADVERTISEMENT

## The Autism Society, Newfoundland & Labrador presents

### Structured TEACCHing and Behaviour Management for Individuals with Autism Spectrum Disorder

- May 8<sup>th</sup> and 9<sup>th</sup>, 2014 at the Holiday Inn St. John's
- Presented by Susan Boswell, MEd  
Division TEACCH, School of Medicine,  
University of North Carolina



THE UNIVERSITY of NORTH CAROLINA

**TEACCH**  
Autism Program

*Services Across the Lifespan*

- Early Bird \$365 - DEADLINE Monday, March 31, 2014

- Regular Registration \$395  
DEADLINE Friday, April 25, 2014

This conference is designed for classroom teachers, instructional resource teachers, student assistants, parents and caregivers, speech/language and occupational therapists, behavioural management consultants, and others working with individuals with ASD – in the school, home and/or community.

### Contact ASNL for registration details

709-722-2803 • [info@autism.nf.net](mailto:info@autism.nf.net)  
[www.autism.nf.net/asnl-conference](http://www.autism.nf.net/asnl-conference)

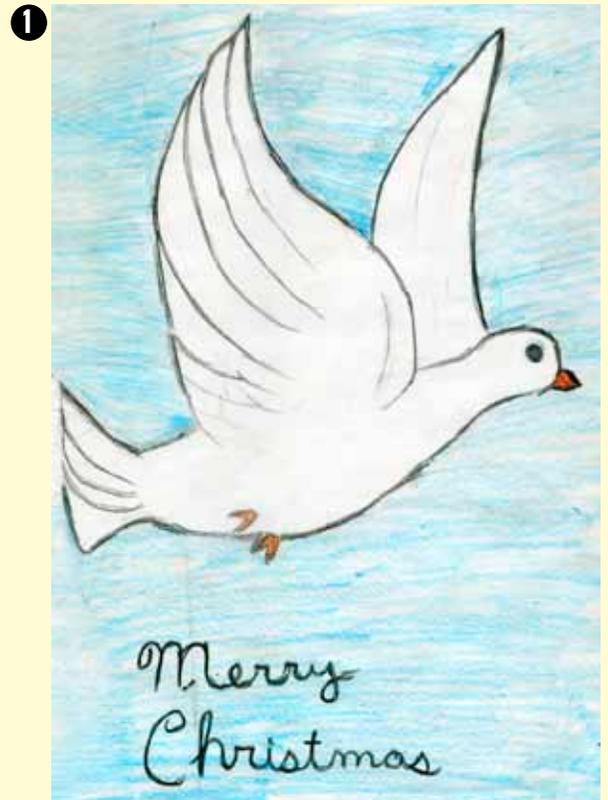


# 2014 NLTA Christmas Card Contest Winners Announced

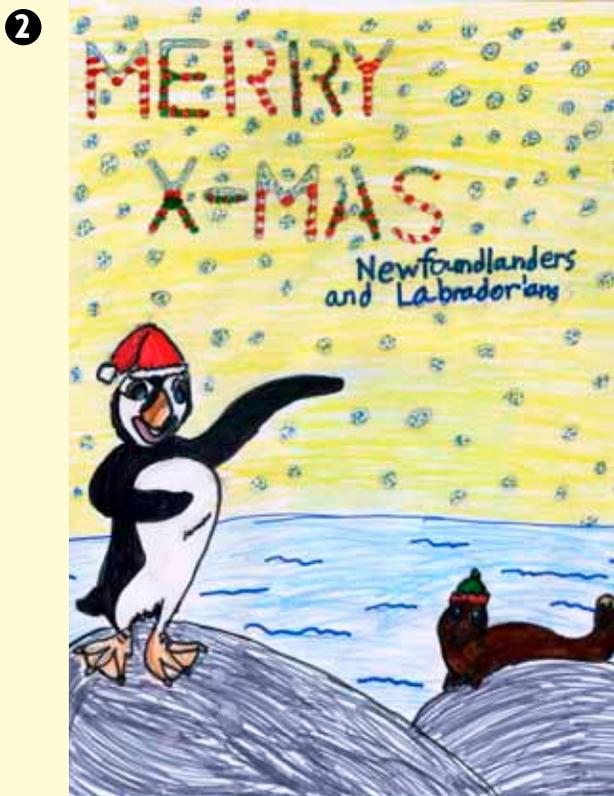
**Emmy Furukawa**, a Grade 4 student at Mary Queen of Peace Elementary in St. John's, has been chosen as the winner of the 2014 NLTA Christmas Card Contest. Emmy receives a \$100 cash award and a framed copy of her winning entry. Her winning design will appear on the NLTA Christmas card that will be sent to schools, businesses and other groups in December 2014.

The second place cash prize of \$50 was awarded to **Jungmin Choi**, a Grade 4 student at Roncalli Elementary in St. John's, and the third place cash prize of \$25 was awarded to Grade 4 student **Haley Peddle** of Southwest Arm Academy in Little Heart's Ease.

Entries are judged on the basis of their creativity, colour and ability to reproduce well. This year, 1,058 entries were received from Grade 4 students throughout the province.



Emmy Furukawa's winning design for the 2014 NLTA Christmas Card Contest.



Second place winning design by Jungmin Choi.



Third place winning design by Haley Peddle.

For more information regarding Kids Eat Smart Foundation please contact: (709) 722-1996, toll free at 1-877-722-1996, [info@kidseatsmart.ca](mailto:info@kidseatsmart.ca) or [www.kidseatsmart.ca](http://www.kidseatsmart.ca). You can also find KES on Facebook and Twitter.

## CANADA

## Inaugural launch of Canadian School Counselling Week

The Canadian Counselling and Psychotherapy Association (CCPA), in collaboration with its School Counsellors Chapter, celebrated the first-ever Canadian School Counselling Week. Celebrated this year from February 3 to 7, this special week serves to promote awareness and understanding of the vital role school counsellors play in Canada's health care system. "We are so proud to have officially launched this special week," said Trent Langdon, President of the School Counsellors Chapter. "We have a vested interest in ensuring that all children and youth have access to trained school counsellors in every school, and we remain committed to raising the profile and building awareness of this important role."

School counsellors make vital contributions to the mental health and well-being of all Canadians. Through comprehensive and developmental guidance and counselling programs, early intervention and education, and ongoing support by trained professionals, school counsellors can make a positive difference in the lives of children and youth, both as independent professionals and as part of student support teams and referral agents.

"While mental illness and mental health issues pose substantial risk factors to today's school-aged children and youth, early intervention can have a significant impact by increasing opportunities for positive change and wellbeing, reducing the impact of critical incidents, interrupting the negative course of some mental illnesses and in some cases, lessening long-term disability in children and youth," added Blythe Shepard, President of CCPA.

The Canadian Counselling and Psychotherapy Association (CCPA) is a national bilingual association providing professional counsellors and psychotherapists with access to exclusive educational programs, certification, professional development and direct contact with professional peers and specialty groups. CCPA promotes the profession and its contribution to the mental health and well-being of all Canadians.

# Encourage your students to make healthy lifestyle choices

Healthy Kids Quest meets cross-curricular requirements for **grades 1 to 3**.

Download the free educational resource for teachers at [www.healthykidsquest.ca](http://www.healthykidsquest.ca)



Take it on!



CANADA AGRICULTURE  
AND FOOD MUSEUM

A FASCINATING WORLD

Canada

**LILLIAN COLLINS (NEE GREENE), 1921-2014**

Lillian Collins

Lillian passed away peacefully surrounded by her family at the Agnes Pratt Home in St. John's on February 5, 2014. She was born in Point Verde, Placentia Bay on August 14, 1921 and received her early education in that community.

From 1939-40 Lillian attended Littledale College in St. John's and then the Parade Street campus of Memorial University (1940-41) where she received her teaching certificate. Her teaching career began in Colinet, St. Mary's Bay in 1941-42. She then taught in Mundy Pond, St. John's from 1942-43 and Portugal Cove South-Trepassey from 1943-45.

In 1945 Lillian married Benedict Collins (deceased 1984) and took time off from teaching to stay at home and raise 11 children. During this time she also served as chief returning officer during elections, sold Avon products, was employed with the Dominion Bureau of Statistics, and was a member of the Star of the Sea Ladies Auxilliary.

Lillian upgraded her teaching certificate via off campus courses and MUN from 1969-71 and also substituted during that time until returning to full-time teaching in 1971 at St. Peter's School in Jerseyside. She retired from teaching in 1982.

Lillian will be sadly missed by her children, grandchildren, great grandchildren, nieces and nephews, and friends.

*(Submitted by her daughter, Joan (Collins) Francis.)*

**OWEN HEBER HEWITT, 1946-2014**

Owen Heber Hewitt

Owen passed peacefully away after a brief illness on February 2, 2014 at the Central Newfoundland Regional Health Centre in Grand Falls.

He was born on July 21, 1946 in Barr'd Islands, Fogo Island and was a graduate of Memorial University and a life-long teacher, having spent most of his teaching career on Fogo Island. Upon retirement from teaching in the Newfoundland and Labrador system, he spent the last ten years or so teaching in Nunavut and Northern Manitoba. His last teaching stint was at Kugaaruk, Nunavut until Christmas 2013.

Owen lived his life to the fullest but was happiest when he shared his special joy of living with others. On many occasions, and especially during his annual birthday celebrations, he brought us all together. His house in "The Cove" was a centre for frequent socializing, where friends and relatives felt free to drop in unexpectedly and were always welcomed generously with food and drink. He will also be remembered for his sometimes mischievous sense of humour, which remained with him until the end.

A memorial service was held in the Anglican Church of the Holy Spirit, Fogo Island East, on February 7, 2014. Owen is predeceased by his father, Heber; mother, Minnie; brothers, Harry and Ayris, and sister Mabel. He leaves behind with very fond memories his loving partner of nearly thirty years, Jane Earle; brothers, Benson (Wilhelmina), Gerald (Marjorie), Reverend David (Shirley); sisters, Madeline (Walter Vaters), Golda (Rex Hopkins), Marlene (Reverend Robert Rowlands), Maisie (Robert Willis), and Christine (Harvey Pike). He also leaves behind a host of nephews, nieces, cousins and friends who will sorely miss him.

*(Submitted by Benson Hewitt)*

**ROXANNE HOWSE, 1965-2013**

On May 4, 2013 our dear friend and colleague Roxanne Mary Howse passed away after a courageous eight-year battle with cancer. She left behind an incredible legacy for her family, friends, students, and colleagues.

Roxanne was born in Come By Chance on February 22, 1965 to Mary and Woodrow Reid. She was the eldest of four children. Roxanne grew up in Dildo, and from a very young age her infectious personality made lasting impressions on everyone she met.

In 1987 she started her teaching career in her hometown of Dildo. She continued to influence the lives of students at Coley's Point Elementary, St. George's Elementary, Frank Robert's Junior High, Leary's Brook Junior High, and Mary Queen of Peace Elementary.

In 2004 Roxanne arrived at Mary Queen of Peace as a teacher in the Pervasive Needs Classroom. From her first day, she brought with her a team spirit, an outstanding work ethic, an incredible respect for all her students, and an enthusiasm and belief in the potential of every child to be the very best that they could be.

The list of Roxanne's gifts is endless. They included musical and dramatic talent, artistic creativity, incredible faith in God, and her sense of humor and love for life. She was loved throughout the school. Activities were always well-planned and geared to make students enjoy learning, for example her weekly Book Club lunches for Grade 4 and her religions around the world days of costumes and ethnic foods.

Whether it was a shower, a birthday party, a retirement, or just a time to come together, Roxanne was always the first to volunteer her home where she met you with a big smile and her special hospitality.

To list Roxanne's favorite things in their entirety

would be impossible but to name a few: reading, travelling, shopping, fishing, singing, playing guitar, volunteering, teaching Sunday school, and of course talking.

Roxanne was a loving daughter and sister to her parents Mary and Woodrow and siblings Deanne, Jason, and Leanne. However, her most important role was that of wife to Derek and mother to Samantha and Laura. She loved them with all her heart, celebrated their accomplishments, travelled extensively with them, and instilled in them a love of life.

When Roxanne was diagnosed with Melanoma her main concern was for others who would be affected by her illness. She had an inspiring courage and strength that left a lasting example for her friends and family to live by.

There will only ever be one Roxanne Howse. We feel very fortunate to have shared her life for the last nine years. We are better people and the world is a better place because of her.

*(Submitted by Denise Brazil, Donna Singleton, and Heather Harrington, friends and colleagues of Roxanne)*

#### VERONICA MAY NOFTALL, 1939-2014

Veronica was born in Fleur de Lys on May 6, 1939 to Veronica (née Rideout) and John Thomas Hedderson. She married William John Noftall, also of Fleur de Lys, and raised two children there.

Always with an independent nature, Veronica left her small, isolated community on a schooner bound for St. John's at the age of 17 to attend teach-

ing training followed by her first teaching positions at Harbour Round and Fleur de Lys on the Baie Verte Peninsula. She returned to St. John's to complete one year of university studies, residing at Littledale. She taught at St. Teresa's in St. John's from 1958-1960 but returned to teach in Baie Verte and Fleur de Lys, serving as principal for many years until retirement.

Veronica was born to be a teacher. She liked to challenge her students and continued to learn from them. A lifelong learner, Veronica continued her own studies and earned her Bachelor of Education degree in 1986. Veronica retired in June 1989 after 33 years but continued to substitute for several more years.

In addition to her teaching career, Veronica was very active in her community serving as a justice of the peace and volunteering with the local 4-H Club. She was very active in her church community, volunteering as a lector, liturgist, and catechist.

Veronica passed away on January 7, 2014. She will be remembered not only as a loving wife, mother to her two children Zane and Annette, grandmother to her seven grandchildren, and sister to Mary Cecilia Walsh, but for her devotion to her family, her career, her community and her parish. Veronica's daughter described her best as a servant-leader, one who put the needs of others first and helped people develop and perform as highly as possible. She served with beauty and grace, always giving selflessly with a smile. Veronica has touched many lives and will be greatly missed.

*(Submitted by her niece, Rosalind Walsh, teacher at Copper Ridge Academy, Baie Verte.)*



Roxanne Howse



Veronica May Noftall

### *In Memoriam Submission Guidelines*

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.



# Financing a Year of Deferred Salary Leave

by STEFANIE TUFF

The Deferred Salary Leave Plan (DSLPL) is available to any tenured teacher in a permanent position covered by the NLTA Collective Agreement. The terms of reference and other details of the DSLPL are set out in Article 51 of the provincial contract (Article 57 of the Labrador West Collective Agreement). Many teachers find the DSLPL an excellent means of financing a year of leave to pursue travel, family time, other employment, further studies, or any interest that an individual might have. Leave under the DSLPL is fully credited for purposes of pension, seniority, severance pay, salary increments, and sick leave. The plan is registered with the Canada Revenue Agency (CRA), which does not allow the year of leave to be taken as the last year before retirement. **The deadline to apply for enrolment in the DSLPL beginning in September is April 30 of the previous school year.**

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

The following comparisons of net salary for a teacher on full salary versus the various DSLPL options are rough calculations for illustrative purposes only. Each individual teacher’s situation will be different. The estimates are based on the salaries that were in effect as of September 2011 as the current collective agreements for teachers expired at the end of August 2012 and the amount of any future salary increases are not known at this time. Taxes deducted vary for each teacher and they are approximations only, based on information

provided by Teacher Payroll. EI and CPP deductions are based on 2014 formulae. All estimated figures are rounded to the nearest dollar. Teachers participating in the DSLPL continue to pay pension premiums based on the full, unreduced salary. EI premiums are paid on the full salary, but are not paid during the year of leave. Therefore, teachers may not be eligible for EI benefits in the year following the year of deferred salary leave, which may have implications for those wishing to take maternity leave right after a deferred salary leave.

Any further questions on the Deferred Salary Leave Plan should be directed to an Administrative Officer in the Benefits and Economic Services Division of NLTA at 726-3223 or 1-800-563-3599.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	67,001	77,604	87,792
Estimated Tax	12,688	15,969	19,181
Estimated EI	914	914	914
Estimated CPP	2,426	2,426	2,426
NLTA Fees	838	970	1,097
Pension Deduction	6,265	7,256	8,209
<b>Estimated Net*</b>	<b>43,870</b>	<b>50,069</b>	<b>55,965</b>

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

**BENEFITS & ECONOMIC SERVICES**

<b>2/3 Deferred Salary</b>			
	<b>Top of V Salary Scale</b>	<b>Top of VI Salary Scale</b>	<b>Top of VII Salary Scale</b>
Salary	44,667	51,736	58,528
Estimated Tax	5,613	7,161	9,127
Estimated EI	914	914	914
Estimated CPP	2,038	2,388	2,426
NLTA Fees	558	647	732
Pension Deduction	6,265	7,256	8,209
<b>Estimated Net*</b>	<b>29,279</b>	<b>33,370</b>	<b>37,120</b>

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

<b>3/4 Deferred Salary</b>			
	<b>Top of V Salary Scale</b>	<b>Top of VI Salary Scale</b>	<b>Top of VII Salary Scale</b>
Salary	50,251	58,203	65,844
Estimated Tax	7,049	9,351	11,611
Estimated EI	891	891	891
Estimated CPP	2,315	2,426	2,426
NLTA Fees	628	728	823
Pension Deduction	6,265	7,256	8,209
<b>Estimated Net*</b>	<b>33,103</b>	<b>37,551</b>	<b>41,884</b>

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

<b>4/5 Deferred Salary</b>			
	<b>Top of V Salary Scale</b>	<b>Top of VI Salary Scale</b>	<b>Top of VII Salary Scale</b>
Salary	53,601	62,083	70,234
Estimated Tax	8,122	10,669	13,109
Estimated EI	891	891	891
Estimated CPP	2,426	2,426	2,426
NLTA Fees	670	776	878
Pension Deduction	6,265	7,256	8,209
<b>Estimated Net*</b>	<b>35,227</b>	<b>40,065</b>	<b>44,721</b>

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

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

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# I Wish I Would Have Known That 20 Years Ago

by PERRY DOWNEY

Here is a sample of some of the comments that appeared on the evaluation forms that were completed and submitted by teachers who attended one of the Pre-Retirement seminars offered by the NLTA in the fall of 2013.

- *Seminar very comprehensive and substantial. Have significant/relevant information to digest/reflect upon. Now armed with knowledge to ask questions or seek direction when actual retirement day comes.*
- *Great session and great presentations.*
- *Very informative and enjoyable seminar!*
- *Excellent two day session. I was VERY impressed.*

For the past 35+ years, the NLTA has been sponsoring Pre-Retirement Seminars during the fall session of school in various regions of the province for teachers who are within two years of becoming eligible to retire. These seminars provide detailed information regarding a teacher's pension benefits; their date of eligible retirement; their group insurance benefits and other benefits available through the NLTA Group Insurance Program; the amount of severance pay that will be available and the options to receive this amount; information regarding the Canada Pension Plan, Old Age Security, and Employment Insurance; along with investments, will and estate planning. Representatives from the Pensions Division, Teacher Payroll, Johnson Inc., and the Newfoundland and Labrador Credit Union are also on hand to answer any individual questions or assist any teacher in planning their financial affairs for retirement.

In addition, any teacher who is eligible to attend a pre-retirement seminar is also, in accordance with Clause 18.12 of the Provincial Collective Agreement (Clause 29.12 of the Labrador West Collective Agreement [LWCA]), entitled to receive two days of approved non-discretionary paid leave once during their teaching career. Also, a portion of the travel expenses to and from the closest pre-retirement seminar is provided through the NLTA and a luncheon, sponsored by Johnson Inc., is provided during the second day of the seminar for everyone attending.

During the fall of 2013, 190 teachers and 84

spouses attended the pre-retirement seminars that were held in Corner Brook, Grand Falls-Windsor, or one of the three that were held in St. John's. As has been the practise, teachers attending these seminars are asked to complete an evaluation of their two-day experience and to offer any suggestions they may have that can help improve the experience of all teachers in the future. Below is a sample of additional comments that were submitted by teachers who attended this fall's seminars and some of the observations/suggestions that they made:

- *Wish I had attended a session such as this long ago.*
- *Should seek ways to get the information to new teachers.*
- *These seminars should be done at least twice in your teaching career. First 15 years and then 30!*
- *Consider offering this seminar at five year intervals throughout a teacher's career.*
- *Great presentation. Wish I could have availed of an information seminar like this earlier in my career.*

Similar comments as those above have appeared over the years on many evaluation forms. Given that one of the most common themes to resonate from teachers has been, "I wish that I would have known that information twenty years ago", the NLTA did respond by providing a one-day Financial Information Seminar. These seminars have been held on a Saturday during the past four years in several locations throughout the province. From the evaluations received from teachers who have attended, these one-day seminars have been very beneficial and insightful.

During the four-year period, staff from the Benefits and Economic Services Division have organized and presented 19 financial seminars. Substitute teachers, teachers in the very early stages of their career, mid-career to late career teachers have all attended this seminar. Everyone who has attended has benefitted in some way. These seminars are a "take-off" from the pre-retirement seminars, but the information that is presented is geared more towards individual teachers and ways to improve their financial situation, regardless of which stage they may be in their career. Some of the topics covered include: the

importance of upgrading; the Teachers' Pension Plan; the purchases/transfer of service options; financial awareness; investment options (RRSPs & TFSAs); the group insurance program; etc. The financial information, suggestions and recommendations that are provided often will help a person be better prepared, financially, throughout their teaching career, as well as into their retirement years. The important message that is prevalent throughout each of these seminars is, "It's never too late to PLAN, but it's up to YOU to do it." Given the topics and the amount of information that is covered during the Financial Information Seminars, a maximum of 30 teacher participants are accepted for each seminar. Registration for the seminars is accepted on a first come-first serve basis.

Recently, the NLTA tentatively confirmed the dates and locations for some of the seminars that they are planning for the fall of 2014. Definitive dates and locations, along with the registration form for both the Pre-Retirement Seminars and the Financial Information Seminars will appear in the May/June and September/October issues of *The Bulletin*, as well as, posted in May on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca).

**Pre-Retirement Seminars: (Tentative)**

- October 16-17, 2014: St. John's (Holiday Inn)
- October 30-31, 2014: Corner Brook (Greenwood Inn and Suites)
- November 6-7, 2014: Grand Falls-Windsor (Mt. Peyton Hotel)
- November 27-28, 2014: St. John's (Holiday Inn)
- December 4-5, 2014: St. John's (Holiday Inn)

**Financial Information Seminars: (Tentative)**

- November 1, 2014: Corner Brook (Greenwood Inn and Suites)
- November 22, 2014: St. John's (Holiday Inn)

If you are interested and eligible to attend either of these seminars, please submit your registration form as soon as possible. Those whose registration form is accepted, will receive written notification and instructions in the fall, approximately one month in advance of the seminar that they have chosen to attend.

Any teacher who is eligible to retire on or before the end of June 2017, is eligible to attend a pre-retirement seminar in the fall 2014 and should apply for the two days of non-discretionary paid leave that is available in accordance with Clause 18.12 (or LWCA – Clause 29.12). All teachers are eligible to attend a Financial Information Seminar.

*Perry Downey is as Administrative Officer in the Benefits and Economic Services Division of the NLTA.*

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# Information You Need to Know

Under the Teachers' Pension Act, a teacher is eligible for pension benefit:

- (a) At age 60, with between five and 24 years of pensionable service.
- (b) At age 55 or after, with at least 25 years of pensionable service.
- (c) After completing 30 years of worked service\*, regardless of age.
- (d) Reduced pension with 29 years of worked service and at least 30 years of pensionable service. Pension will be reduced based on the number of months a teacher will be retired prior to reaching age 55.

(\*worked service refers to all pensionable service, except university study buy-back that was purchased prior to 1991.)

## Access to Pension Estimator

Teachers also have access to a pension estimator through the main page of the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)); click on "Publications" and go to "P". Teachers can now go on-line and using their individual Teacher Benefit Statement that they receive from the Department of Finance, Pensions Division, input their salary information and obtain an estimate of their expected pension at a chosen point of retirement. As well, there is a website dedicated to the Teachers' Pension Plan under the government site at [www.fin.gov.nl.ca/fin/government\\_employee\\_benefits/pensions/plans\\_TPP.html](http://www.fin.gov.nl.ca/fin/government_employee_benefits/pensions/plans_TPP.html).

## Checklist for Retiring Teachers

The following checklist is designed to assist teachers as they participate and plan for this upcoming life phase change.

- Apply to the NLTA to attend a pre-retirement seminar up to two years prior to your year of retirement;
- Confirm the eligible date of your retirement with the Pensions Division at the pre-retirement seminar or by contacting Pensions Division.
- Submit your resignation to School Board (**do not** resign until eligibility has been confirmed): one month notice is required if retirement is to occur anytime prior to

Christmas; three months notice (March 31st) is required if retirement is to occur after Christmas.

- Apply for pension by completing the appropriate "Teachers' Pension" application.
- Complete and submit the Direct Deposit Form to Pensions Division.
- Apply for severance pay by completing the "Severance Payment Request" form.
- Confirm/consult with Johnson Inc. on Group Insurance coverage: 1-800-563-1528.
- Consider joining the Retired Teachers' Association by completing the application form and submitting it to the Pensions Division.
- Consider seeking personal financial advice regarding financial decisions related to retirement.
- Keep your mind active and your body healthy. Enjoy life!

## Changes Effective Upon Retirement

- NLTA Membership status changes from Active Membership to Life or Associate Membership.
- Access to the services and benefits of the Employee Assistance Program (EAP) terminates.
- Basic Life Insurance coverage reduces to twice annual pension from twice annual salary (provided coverage is maintained and premiums paid); coverage terminates at age 65 and is replaced by a members only \$15,000 benefit after age 65.
- Basic Critical Illness Insurance terminates.
- Eligibility for EI ceases (unless a person becomes a "re-established worker" or is on a forced medical retirement).
- Access to the members-only section of the NLTA website changes.

*Any questions or comments can be directed to Perry Downey, Administrative Officer in the Benefits and Economic Services Division of the NLTA at [pdowney@nlta.nl.ca](mailto:pdowney@nlta.nl.ca), Tel: 726-3223 or 1-800-563-3599, ext. 226.*





# NL Principals Named Canada's Outstanding Principals for 2014

The Learning Partnership recently recognized 40 exceptional principals, representing every province and territory across Canada, with Canada's Outstanding Principals awards. Two principals from Newfoundland and Labrador – **Sheldon Barry** from Holy Heart of Mary High School in St. John's and **Roger Gillingham** from Baccalieu Collegiate in Old Perlican – were recognized for their exemplary leadership. These leaders in education received their awards at the 10th annual Canada's Outstanding Principals gala dinner event and awards ceremony on February 25, 2014 in Toronto.

**Sheldon Barry** has served in many leadership positions at both the school and system levels. He has applied his expertise as an instructional leader to improve learning at Holy Heart of Mary High School which offers credit recovery and a variety of other programs targeting at-risk students and early leavers. To meet the needs of students from 50 different countries with a settlement worker for students new to Canada and programs for ESL, and LEARN (Literacy Enhancement and Academic Readiness for Newcomers), Sheldon has partnered with community organizations, businesses and agencies. The McCain Foundation's \$45,000 donation led to the establishment of the school's Credit Recovery Centre, and a grant from the Future Shop Generation Tech Lab refurbished the language labs. Under Sheldon's innovative leadership, collaboration matters and students are excited to attend Holy Heart of Mary High School.

**Roger Gillingham** "goes above and beyond what is required" to "make learning visible" at Baccalieu Collegiate by fostering a climate of continuous improvement for both students and staff. Teachers participate in "Leadership at Work" to enhance their classroom effectiveness and Roger initiated a Teacher Leadership Team that meets monthly to sharpen interventions and responses to changes in student achievement. To support the learning environment, Roger established a breakfast program, a remedial assistance program and involved parents in fundraising to support these initiatives. Roger forged new corporate and community partnerships to increase

opportunities in the Arts. His teachers lead teams and clubs in a vibrant program of extracurricular activities. Roger understands that students need to feel their unique strengths and talents are recognized and that they can each be active members of a welcoming school community. His students excel provincially in athletics and arts competitions as well as academic performance.

"Strong leadership is what makes Canada's public education system one of the finest in the world," says Akela Peoples, President and CEO of The Learning Partnership. "The Learning Partnership believes that principals who understand the importance of strong leadership in education should be recognized and their skills enhanced."

As part of Canada's Outstanding Principals program, winning principals participated in an executive leadership training program at the University of Toronto's Rotman School of Management, between February 23 and 27. The program introduced them to leadership and management practices and theories presented by current business leaders and instructors at one of Canada's leading business schools.

Canada's Outstanding Principals are nominated by their peers, school staff and community members in every province and territory. Nominations are reviewed and final winners selected on a representation-by-population basis by a National Selection Committee made up of a distinguished group of Canadian education, community and private sector leaders. Candidates are chosen using the following criteria: characteristics of outstanding principals; evidence of partnerships with parents and community; a personal story illustrating successful change and innovation that resulted in improved student achievement; and corresponding letters of support.

Canada's Outstanding Principals is made possible through the generous support of CIBC and Deloitte. The Canada's Outstanding Principals gala is sponsored by Samsung Canada.



Sheldon Barry



Roger Gillingham



# Spring into Wellness!

by GAIL CARROLL

**D**id you know that March celebrates nutrition month and April is Cancer Awareness month? Both are designed to create awareness and prevent disease. What better time than spring to begin new regimes to re-boost our energy and contribute to our well-being.

Dr. Bernie Seigel, author of *Love, Medicine and Miracles* talks about disease as a state of dis-ease. He notes that when we live in a constant state of stress, anxiety and worry and when our self-talk is focused negatively we invite this state of dis-ease. And while dis-ease exists externally from our stressors initially, if it is not resolved and continues for lengthy periods of time (years), it can eventually become a disease i.e. cancer, heart disease, diabetes...you get the picture.

So, how does one deal with this state of dis-ease? Focus on prevention of course! Let's take the holistic approach and look at the whole of you: body, mind and spirit.

## NUTRITION

It is so important to get all of your vitamins and to eat healthy. When we are stressed or our lives are super busy we tend to do things that are easiest for us, not necessarily the best for us, e.g., in a hurry – go through a drive through. Here are a few tips to keep it more on the healthy side:

- Take a good multi-vitamin daily to boost the vitamins you are receiving through your nutrition.
- Always eat breakfast – even a bowl of whole grain cereal or a whole grain cereal bar, a piece of fruit and a glass of milk will give you a start.
- Eating from *Canada's Food Guide* does not have to be cumbersome. At meals choose a piece of protein – meat, chicken or fish the size of your fist, a starch (potato, rice or pasta) and then fill the remainder of your plate with vegetables.
- If eating out, choose lean cut meats or chicken or fish that is grilled or baked not fried. Stay away from heavy sauces and dressings opting for lighter vinaigrettes or sauce on the side so that you can control the amount.
- To satisfy a sweet tooth, cut up an apple, sprinkle with walnuts (packed full of omega 3 oil) and drizzle a little maple syrup over the mix.

## EXERCISE

Remember those New Year's resolutions? Most gyms and fitness centers see a surge of activity in January and by mid to late February this activity drops significantly. How are you doing with yours? Try to set fitness goals that are achievable for you. Just because your co-worker or friend goes to the gym several times a week does not mean it is the right or best option for you. If you choose activities that you like and start with reasonable time and duration you will be more likely to stick with it.

- If you don't currently have a fitness plan you can begin to exercise and develop movement consciousness through little things, i.e. take the stairs instead of the elevator.
- Park as far from an entrance as possible to get a little extra walk.
- Take a stroll with a friend on a lunch hour.
- Dance to your favorite music at home.
- Take a stretch break at work.
- Try walking on an indoor track during the winter.
- Choose an activity you like, i.e. swimming, walking, dancing – it does not have to be organized or it can be – choose what's right for you.
- Book a walk or your favorite activity in your day planner. When things are scheduled you will have a better opportunity to stick with it.

## SLEEP

We all require varying degrees of sleep. Did you know that not getting enough sleep can affect your weight, your immune system and your ability to fight viruses as well as your ability to concentrate and your mood? It is recommended that we get between 6-8 hours of sleep per night and when our stress levels are high we aim for as much as nine hours per night.

- Keep your bedroom at a cool, comfortable temperature for you.
- Try not to use technology like computers, tablets and other blue light technology at least one hour before bed as the blue light can interfere with your body's natural circadian rhythm and disrupt sleep.
- Develop a bedtime ritual to wind down and get ready for sleep, i.e. a warm decaffeinated drink, relaxing music, or a good book.

- Eat a healthy snack before bed, i.e. cheese and whole grain crackers, an apple and peanut butter, a banana and yogurt. This helps your blood sugar stay constant through the night and you are less likely to wake up hungry.

### MIND YOUR MIND

Taking care of your mind is as important as taking care of your body. Our minds are fabulous and can help us to stay positive and are a great asset to help us succeed. But your mind can also trick you and possibly sabotage you. Sometimes we think that happiness is out of our control because something else is interfering with it. Here are a few things to ponder:

- Are you waiting to discover the secret of success to be happy? If you are you might be waiting a long time! This is one of the ways our brain can trick us. Being happy is different for each of us because it involves setting and achieving goals. Sometimes we scatter ourselves and do too much multi-tasking which can veer us from our desired path.
- Do you avoid things you do not like or find scary? Another mind trick! Sometimes, in fact, many times it is great for us to step outside our comfort zones and do things that make us a little uncomfortable...baby steps...with each little success we become more comfortable and we begin to be less afraid.
- Do you think that only “lucky” people have their dreams come true?, i.e. I could never do that because... Write your dreams in a journal and explore ways of achieving them. People have done amazing things to make their dreams come true. Think you don't have the money or the time...exploring ways to achieve them might surprise you. What are you waiting for? Talk to whoever or whatever organizations, places, people you need to make things happen. The only person standing in your way is you!
- If I won the lotto then I could...come on now... you know you have thought this at least once in your life! Another wonderful mind trick that leads us to believe that if we just had the right house, the right job, lived in the perfect climate or any other myriad of things we would have the perfect life. All of these dreams may create a temporary happiness until the next thing comes along...what you do here is set yourself up for an unending ream of things that you have to fulfill just to be happy.
- Set realistic and achievable goals and celebrate your successes no matter how big or small. This will encourage you to continue.
- Enjoy being in the moment and don't fragment yourself by thinking about so many things while you are trying to enjoy or accomplish one thing.
- Find some quiet time in your day to meditate or

enjoy an uplifting meditational reading. This will recharge your batteries in many ways. For ideas take a look at the book *One Minute for Myself* by Spencer Johnson.

- Become more aware of your thoughts...if they tend to be more on the negative side try reframing the thoughts to be more positive and/or encouraging. Be your own cheering section.
- Develop a “can do” attitude. Then do!
- Ask for help when you need it. Sometimes just an extra set of hands or an outside opinion can help.
- Believe in yourself and your abilities. Place inspiring posters, plaques and things around you to boost your confidence. Take a look at [www.simpletruths.com](http://www.simpletruths.com).

### NURTURE YOUR SPIRITUALITY

Stephen Covey says, “We are not human beings on a spiritual journey. We are spiritual beings on a human journey.” How right he is! The universe is a powerful being and it is so important to believe in something greater than ourselves. Nurturing your spirituality to bring the presence of peace, love and joy in your daily life is as important as setting goals and breathing. The best way to do this is through self-care. What Stephen Covey is essentially telling us is that we are already spiritual beings, so when we set our intention for achieving our goals and dreams we nurture this every day through our thoughts and actions. As spiritual beings one of the best ways to nurture ourselves and our life journey is to take care of ourselves in all ways.

- Do a self-care inventory. What things, activities bring peace, calmness and joy into your life? Make a list to choose from when your spirit needs a boost.
- Starting and/or ending your day with an inspirational reading can be a beautiful way to bring peace and tranquility into your life.
- Yoga in its various forms can nurture our souls.
- Go for a massage or a hot stone massage – nurtures your body, mind and spirit.
- Listen to your favorite/most beautiful music.
- Lastly, remember that list and choose things that speak to you and your soul. Remember you are a special, wonderful soul and human. Celebrate your life each and every day!

**T**ake time this spring to celebrate you and your life. Spring into wellness by making prevention and taking care of you a priority. Go ahead...I dare you!

.....  
Gail Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail Carroll (ext. 242) or Judy Beranger (ext. 265).



# Technology Can LITE the Path Forward

by RICK COLLINS

*Tech@Work is a regular column written by members of the Technology Education Special Interest Council (TESIC) focusing on the integration of technology for 21st Century Learning. The column highlights ongoing initiatives from across the province.*

The 'Learning In Technological Environments' (LITE) project involves the integration of a broad range of technologies in the classroom while providing students the opportunity to develop 21st century learning skills. During the last three years, district supports have included a partially allocated teaching unit, an itinerant teacher coordinator, funding to acquire additional technology, and substitute time for teacher participation in professional learning (PL) events. Schools involved in this project have designated a lead teacher to promote technology use in their school and have committed to the continual integration of technology directly in the classroom environment. The ultimate goal is to enhance student learning and engagement through technology integration and to provide continued PL for teachers.

The LITE project was initially started in the former Cormack Trail School Board in 2001 and remained intact when the Western School District was created in 2004. In 2009, the Western School District received a HP Innovations in Education Grant to implement the project at French Shore Academy (former Roncalli High School – Port Saunders) and at Stephenville Middle School (Stephenville). Once the HP project ended, the Western School District continued to support the LITE project. As a result, the project was gradually expanded beyond the two schools listed above to include G.C. Rowe Junior High (Corner Brook), Labrador Straits Academy (L'Anse au Loup), Presentation Junior High, (Corner Brook), and St. James Regional High (Port Aux Basques).

## HighLITEs of Success

All schools involved in the LITE project have had similar successes. However, my focus and the specific examples used will be from G.C. Rowe and Presentation Junior High School, as I am currently the Lead LITE teacher for both schools. The focus for this section will be the level of technology integration by staff, professional development and student engagement/motivation.

## Technologies Being Used

Many technologies have been used by students and teachers in LITE schools. Hardware includes wireless internet, laptops, tablets, personal computers and other student owned electronic mobile devices. These technologies are being used regularly for various purposes. Software use has included Smart Response, Socrative, Google Apps for Education (Gmail, Google Docs, Blogger, Google Sites, YouTube, etc.), Sophia.org, Audacity, Moodle, Twitter, Facebook, Quizlet, Puzzlemaker, Popplet, Today's Meet, Repix and various apps on mobile devices. The fact that these are being used is a success in itself. With the help of the Lead LITE Teacher, teachers are augmenting this feat by learning how to effectively use these to complement the curriculum.

## Professional Learning Opportunities

Teachers are using varying technologies at different levels of interest and/or ability. In many cases, teachers do not know about the educational possibilities before professional development opportunities have been provided. It is therefore important to provide opportunities for appropriate PL and this is what the LITE project has continued to do for the schools involved. First, there is traditional PL where teachers, during a district wide or school closeout, would attend sessions regarding a technology or set of technologies that they would like to use. The LITE project is training leaders to create and lead these sessions. Personally, I have provided professional learning on the Flipped Classroom, the LITE project, Google Apps for Education, and numerous other web tools. These topics have been highlighted at the Canadian Association of School Administrator's (CASA) conference in summer of 2012, the Leadership at Work (LAW) conference in 2012, and there have been ongoing professional learning sessions at staff meetings throughout several schools in the area. Secondly, the LITE project (through a partially allocated teach-

ing unit) provides the means for more ‘just in time’ PL experiences for staff at all LITE Schools. This is accomplished on a day to day basis and involves the LITE teacher assisting other teachers in creating, evaluating, teaching and/or reflecting upon lesson plans that integrate various types of hardware and/or software into the teaching and learning environment. Similar to students in the school, teachers are also learning on a day-to-day basis.

**Student Engagement and Motivation**

Survey data has also been obtained through the LITE project to indicate that technology integration has the potential to increase student motivation and engagement. Here are some results that were shown in G.C. Rowe and Presentation Junior High Schools combined (~650 students, October 2013):

**Table 1: Student Response to Technology use at two LITE schools**

Statement	% Agree or Strongly Agree
I prefer to use technology to do writing project instead of using pen and paper, and technology makes schoolwork more fun/interesting	Over 90
Technology helps improve quality of schoolwork	Over 80
Technology helps me understand better what I learn in school	Over 80

As a leading edge school in technology integration in the area, we are also involved in action research. One such research project involved the Flipped Classroom strategy for Grade 7 Math and Science classes. With district support through Christine Elliott (Student Support Services - Itinerant - Enrichment with the Western Regional Office in Corner Brook), Shelly Hicks (Math Department Head at G.C. Rowe Junior High in Corner Brook) and I found several positive results as outlined in the table:

**Table 2: Student Engagement in our Flipped Classroom Action**

Statement (after Flipped Classroom experience)	% Agree or Strongly Agree - Math	% Agree or Strongly Agree - Science
Class was more engaging and interactive	82	90
I participated more in class	77	85
Videos made subject easier to understand	77	79

**Conclusion – A Direction Forward**

The LITE project has had several successes. Many teachers are using technology in their teaching and learning environment, and it has been illustrated that students want to see technology in their classrooms. Through initiatives such as the Flipped Classroom and Bring Your Own Device days, I have no doubt that many staff and students are becoming more motivated and engaged in the teaching and learning process. I sincerely hope that this level of increased focus on technology integration through projects such as LITE continues into the future.

*Rick Collins has been teaching for nine years and is currently a Lead LITE and Science teacher in Corner Brook. He is on the TESIC executive as a member at large for the western region of Newfoundland and Labrador. He holds a Master of Education (Information Technology) from MUN/Cape Breton University and is continually trying to creatively integrate technology into the teaching and learning process.*

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# What is TESIC?

by TOM KENNEDY

Special Interest Councils (SICs) are established to (i) advocate for their respective memberships in matters relevant to education and (ii) offer a professional learning (PL) program which focuses on teaching and learning in it's specialized area.

The Technology Education Special Interest Council (TESIC) is an untiring advocate for all things technology related. Whether concerns are raised regarding the proper integration of technology at the school level or staffing to support 21st Century Learning, TESIC can offer a unified voice for the teachers of Newfoundland and Labrador.

At the NLTA Biennial General Meeting (BGM), TESIC advocates on behalf of its membership. SICs send representatives to the BGM, representatives that are authorized to submit resolutions; resolutions that can gain further support and affect change. One such resolution from the last NLTA BGM (2013) was the suggested formation of a committee to give teachers a voice regarding the mass integration of technology in our province, a resolution that led to the establishment of the NLTA Technology Education Advisory Committee.

Beyond it's advocacy mandate, TESIC endeavors to execute a strong PL program highlighting 21st Century Learning and technology integration. Through a partnership with the Newfoundland and Labrador English School District (NLESD), TESIC has been at the forefront of technology integration and associated PL throughout the province. The Council's dynamic catalogue of professional learning has grown to reflect an evolving classroom. Whether it is a session posted to NLESD's Member Services or a customized school-based event, TESIC has been successful in fulfilling a demand for technology-centered learning.



## TESIC CONFERENCE AND BGM 2013

The largest single event offered by TESIC is the Conference and BGM, a full day of professional learning available to any interested teacher in the province. Attendees travel from across the province to experience PL sessions focusing on either Technology Education or the integration of Educational Technology.

### Keynote

Similar to previous years, the keynote was selected based on current trends in education. With today's emphasis on 21st Century Learning and the integration of educational technologies, Mike Fisher was invited as keynote presenter and session facilitator. Specializing in the integration of instructional technologies and the transformation of curriculum design, Fisher engaged conference attendees with an interactive keynote address exploring the potential of online and device based apps, tools he considers to be a necessary toolbox for modern learning. After the opening evening of the conference, members were energized. TESIC's keynote had successfully set the tone for the conference.

### PL Sessions

The professional learning offered this past fall was a merger of sessions focusing on either Technology Education or the integration of Educational Technology. The mixture was well received, with many attendees welcoming the specialized learning opportunity often unavailable outside of the TESIC PL program. Overall, the breakout sessions formed a smorgasbord of tech related topics, including: skilled trades, intermediate technology education, teaching with *Comic Life*, teaching and learning with mobile technologies, and the advanced use of PowerTeacher Gradebook.

Attendees were also pleased with sessions being offered by extraprovincial facilitators. TESIC's keynote led breakout sessions entitled *TECHformations*, an exploration of student centered uses of technology that foster higher order thinking, and *Upgrade Your Curriculum*, a guided approach to transforming

units to reflect modern learning. Similarly, Apple Canada facilitated two sessions on *Using iPads for Differentiated Learning*, using the iPad to personalize learning, and *Manage and Share Docs with the iPad*, an exploration of how to share documents in the classroom. Ultimately, a fine compliment to an already strong PL breakout list.

### Election of Officers

As per the norm, the BGM and Conference marked the end of a two-year term for the incumbent executive, a culmination of a period of hard work and dedication to professional learning in the province. While not easily replaced, the conference luncheon provided the ideal timing to host the nomination of a slate of candidates to form the new Executive. Similar to previous years, conference registration gives all attendees TESIC membership and, as a result, empowers them to nominate other members for the slate of candidates and vote during the election.

An impressive number of nominations were put forth at the 2013 BGM, a genuine sign of the shared interest of all attendees. The election resulted in an excellent blend, a healthy combination of teachers from various grade levels, academic backgrounds and geographic locations. The following is a breakdown of the current TESIC Executive, serving for 2013-2015:

- **President:** Tom Kennedy, tom@tesic.org
- **Vice-president:** David Gill, david@tesic.org
- **Treasurer:** Charlene Reid, charlene@tesic.org
- **Secretary:** Brigitte White, brigitte@tesic.org
- **Communications:** Neal Tremblett, neal@tesic.org
- **Members-at-large:**
  - Eastern: Jason Aue, jason@tesic.org
  - Central: Corey Downey, corey@tesic.org
  - Western: Rick Collins, rick@tesic.org
  - Labrador: Tara Humber, tara@tesic.org

### A New Term

The new TESIC Executive has re-structured its digital presence with a rebranding of its website, TESIC.ORG. Using a Virtual Learning Environment (VLE), teachers can become members of the SIC and access the various resources the site offers. TESIC's new website serves as a means to consolidate membership, host resources, communicate events and can even host discussion regarding technology integration through its forums. The nature of VLE enables active members to help create a go-to place for those looking for collegial support across the province. Council emails have been created to facilitate access to the Executive and serves as a medium for members and non-members to provide feedback.

A new term has begun and is already showing great promise. The Council's PL sessions are underway across the province, school-based events are being scheduled on a weekly basis and membership is growing exponentially. The Technology Education Special Interest Council is creating a community of teachers sharing a passion for technology, a community where there is always room for one more. Free TESIC membership is one click away @ TESIC.ORG

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

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## *The Power of Words* 2014 Women's Issues Symposium

by SHERRI ROSE

As chair of the Equity Issues Committee, I had the privilege of representing the Association at the 2014 Women's Issues Symposium in Whitehorse, Yukon on February 19 and 20. This symposium is a Canadian Teachers' Federation initiative that was hosted by the Yukon Teachers' Association this year. The topic of the symposium was *Engaging Men and*

*Boys*. Although I could discuss many topics that were presented, including the realities of human trafficking in Canada, gender stereotypes, sexual health/relationship education and trends of violent masculinity, I will address one theme that emerged and really captured my attention. Though seemingly simplistic, the theme is *words*.

We have all heard the saying, "sticks and stones may break my bones, but names will never hurt me", but how many of us have really thought about what it means? I, myself, remember hearing and saying this as a child, but its message is misleading and incorrect. In fact, I believe the opposite is true. Broken bones and physical wounds will heal. However, what we say and how we use language and words leave wounds that never heal. They leave behind invisible scars.

This message echoed loud and clear throughout the symposium and really piqued my interest. Words are just as violent as punches and kicks. One of the presenters, Ketsia Houde of the Yukon Women's Transition Home spoke of the power of word choice. We often hear people talk about domestic disputes, but what is really occurring and what Ketsia pointed out is that it is actually domestic partner violence. Changing the word "dispute" to "violence" paints a much different picture. She also spoke about abusive relationships and said that what is actually happening is intimate terrorism. Let me say that again – intimate terrorism. When I heard her use this term, it was very powerful. I had never thought of it that way, but she is right. A person in a relationship that is being abused over and over again is being terrorized. Words really do have a lot of power and strength.

Word choice is important. On the Equity Issues Committee, we have done a lot of work with language and policy around LGBTQ, and it is extremely important to use language that does not segregate or offend anyone and that is inclusive of all people. This symposium served to further motivate me to always be cognisant of others and to try to be as inclusive as possible. Everyone has a right to feel accepted and respected.

Overall, it was a fantastic learning experience for me. It was an excellent professional development opportunity and I look forward to discussing the symposium further with colleagues and friends. To conclude, sticks and stones may break my bones, but names will haunt me forever. Perhaps this is more accurate.

*Sherri Rose is a teacher at Xavier Junior High in Deer Lake and a member of the NLTA Provincial Executive.*

## Call for Presenters



### Physical Education Special Interest Council Conference 2014

"Making Connections through Physical Education"  
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School of Human Kinetics and Recreation  
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PESIC is inviting presenters who are willing to share their ideas and expertise at their 2014 conference. The conference theme, *Making Connections through Physical Education*, celebrates the connections that are possible through physical activities and developed through physical education.

The following is a list of session guidelines to enhance the professional development of the PESIC 2014 Conference:

- 60 minute sessions
- Applicable to the conference theme *Making Connections through Physical Education*
- Present the intended session as described in the presenter application
- Provide a participant information package (i.e. handout, equipment, online resource, etc.)

The "Call for Presenters" application can be downloaded from the PESIC website at [pesic.weebly.com](http://pesic.weebly.com).  
Registration deadline is **May 23, 2014**.

#### For further information contact:

Debbie Shortall, [debbieshortall@esdn1.ca](mailto:debbieshortall@esdn1.ca) or  
Paul Hamilton, [paulhamilton@esdn1.ca](mailto:paulhamilton@esdn1.ca)



## Developing Successful Schools 2014 Cognitive Coaching<sup>SM</sup> for Educational Leaders

Once again this year, the NLTA will be partnering with the New Brunswick Department of Education, the New Brunswick Teachers' Association, the Prince Edward Island Teachers' Federation and the Nova Scotia Teachers' Union to sponsor the Developing Successful Schools (DSS) 2014 Institute. The event will take place at Mount Allison University in Sackville, New Brunswick on July 7-10, 2014. All educators who are members of the sponsoring organizations are eligible to attend. The NLTA provides funding to 12 of its members to cover the onsite expenses (i.e., accommodations, meals and registration). Expenses related to travelling to and from Mount Allison are the responsibility of the participant. A DSS 2014 application form may be downloaded from the NLTA website at [www.nlta.nl.ca/pd\\_opportunities](http://www.nlta.nl.ca/pd_opportunities). **The deadline for applying is April 30, 2014.**

### DSS Resource Person

John Clarke, is a Training Associate for Thinking Collaborative ([www.thinkingcollaborative.com](http://www.thinkingcollaborative.com)), which offers "Adaptive Schools" and "Cognitive Coaching<sup>SM</sup>" Seminars to schools, school districts and organizations. He also works with school districts to create long term professional development plans aimed at student achievement, enhanced teacher practice and organizational success.

### DSS 2014 Program Overview:

Cognitive Coaching<sup>SM</sup> is a research-based model that capitalizes upon and enhances teachers' cognitive processes. In the seminar, participants learn how to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting and collaborating
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- distinguish among the five forms of feedback
- use data to mediate thinking

If you require additional information re DSS 2014, contact George Tucker, Administrative Officer, Professional Development Division, NLTA at [gtucker@nlta.nl.ca](mailto:gtucker@nlta.nl.ca).

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# Supporting Students with Autism Spectrum Disorder

by KENDRA LANE

Nearly 800 students with an Autism Spectrum Disorder (ASD) are currently in the secondary school system in Newfoundland and Labrador. More than 200 children with this diagnosis will enter the system in the next 2-3 years. In the context of today's inclusive classroom, it is important to be aware of simple, effective strategies that lead to successfully achieving educational goals. This first feature of "Supporting Students with ASD" provides a brief description of how autism impacts learning processes and cites specific examples of how educators can use this knowledge to enhance learning by students on the spectrum.

## "Culture of Autism"

When creating and implementing supports for individuals with ASD it is important to understand why these supports are necessary. The "culture of autism" (Division TEACCH, University of North Carolina\*) describes characteristic patterns of thinking and behavior common among most individuals with autism. It acknowledges: a) a preference for processing visual information; b) attention to details but not their relation to each other; c) difficulty combining ideas and generalizing skills across settings; d) difficulty with concepts of time (spatially, and beginning/end); e) challenges related to attention (inability to focus or difficulty transitioning); f) communication difficulty, especially with social language; g) tendency to attach to routines; h) very strong interests and impulses; and i) marked sensory likes and dislikes. All persons with ASD are uniquely affected but these commonalities are helpful in understanding what having autism means and how it affects student learning.

## Boundaries

Clear boundaries are a key component of any productive environment and students with autism may have difficulty understanding boundaries that other children tend to learn, both socially and contextually, at a young age. Providing visual indicators for boundaries can be helpful in setting expectations

for students with ASD and may remove the need to repeatedly correct or instruct students regarding boundary expectations. Concrete visual boundaries can be accomplished through furniture arrangement, a privacy screen around the desk, or a specific pillow to sit on. Less invasive visual boundaries may include tape on the floor outlining borders, a rug defining a particular space, or signage representing different areas and their respective purpose. This approach is effective because it is more meaningful to reference a visual boundary than to verbally explain a "conceptual" boundary. For example, a student with ASD finds it difficult transitioning to different spaces throughout the day. A colored pillow can be used to indicate where a student is expected to sit either in different classrooms (music, gym, learning resource centre, etc.) or within the same classroom (personal desk, group work, circle time, etc.). The instruction to sit on the pillow creates a consistent expectation across settings, reduces the anxiety of new environments, and allows the student to follow the instruction independently.

## Visual Clarity

Visual boundaries contribute to achieving an overall sense of visual clarity. An individual with autism usually has a preference for processing visual information instead of verbal information, so we must address contradictions between the two. Most typically developing students have learned that what they "see" is not as important as what they "hear". For example, students enter a room where a box of basketballs is visible in the corner but an immediate instruction from the teacher indicates they belong to another class. There is a general understanding among students that this statement is conclusive and the basketballs are irrelevant. Students with ASD, however, prioritize visual information and therefore the "sight" of the basketballs will over-ride the verbal directions related to them. While sterility in every setting is not realistic, being conscientious of visual-verbal contradictions and handling them proactively

(i.e. placing a blanket over the box in this case) can make following instructions much easier for students with ASD and conducting a lesson much easier for the educator.

### **Incorporate Special Interests**

It is common for students on the spectrum to have strong preferences for specific topics or items. Rather than struggling with engagement-disengagement routines and if-then contingencies, it is more effective to integrate the interest. With less social motivation, students with ASD often contest the completion of what appears to be “meaningless” work. Through incorporating preferred interests, educators can provide both motivation and purpose for engaging in and completing assigned material. This can be particularly helpful in recovering from a negative association with certain school subjects or spaces. For example, a student with autism who is struggling with math may escalate to the point of refusal. S/he has a keen interest in electricity, circuits, and wiring and by simply applying “ohms” or “amps” to the problems and sketching an outlet on the worksheet the problems become relevant, interesting and purposeful for the student.

### **Providing Assistance vs. Teaching Independence**

The generalization of concepts, ideas, and skills across settings and contexts is often challenging for students with autism. For this reason, among others, reducing prompts is a common educational goal. We often inadvertently contribute to this challenge, from a teaching perspective, by not differentiating between providing assistance and teaching independence. Recognizing that learning for students on the spectrum is rigid and routine-driven, we must be careful not to teach specific tasks with the *assistance of a person* when we need to then teach the *removal of the assistance*. Instead, we can teach with the assistance of structure (visual cues, organized materials, checklists, etc.) which can remain intact, allowing students to learn sequential steps independently.

A visual schedule is a form of structure that, once *taught effectively*, should be manipulated by the student only. For example, a student moving from one classroom to another is distracted by a group of visitors touring the school. The student requires redirection to get back “on course” to where s/he is expected to be. The prompts from the educator should be directed at the schedule – not at the desired location. Here we are teaching the student that the instructions come from the schedule, not from a person. The purpose of any structure is to provide visual expectations for the student and allow

the student to meet those expectations as independently as possible. It is important to remember that we can still be involved in the process, but when prompting is necessary it should be directed at the *structure* that helps the student complete the activity – not at assisting the student directly.

### **Conclusion**

Every student deserves the opportunity to succeed. We must look through a different lens and assess how the nature of our verbal instructions, the physical components of the environment, and the established social assumptions of the classroom are impacting a learner with autism.

In the next feature of “Supporting Students with Autism Spectrum Disorders” we will look at the use of language, the concept of finished, challenges in transition, and challenging behavior – from an ASD perspective. For more information on strategies presented, or additional considerations for students with autism, please contact Kendra Lane at the Autism Society, Newfoundland & Labrador.

*Kendra Lane is Manager of Programs & Services at Autism Society, Newfoundland & Labrador. She is a certified TEACCH Practitioner and is completing her graduate work in providing training and education around Autism Spectrum Disorders. Kendra can be contacted at 709-722-2803 or kthornhill@autism.nf.net.*

\*Division TEACCH, University of North Carolina, [www.teacch.com](http://www.teacch.com)

## **L’approche culturelle en classe**

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# *Is Science a Verb in Your Classroom?*

## Why Inquiry is Important in Your Early Learning Classroom

by LYNN FITZPATRICK

*The essence of inquiry...*

*"Inquiry requires more than simply answering questions or getting a right answer. It involves investigation, exploration, searching, questioning, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction."*

(Kaklthau, Maniotes & Caspari, 2007, p.2)

This quote reflects the true nature of inquiry; it involves the 'actions' of science and the 'doing' of science. Science is indeed a verb. Is science a verb or a noun in your classroom? Science as a noun suggests that science is content to be learned. Science as a verb involves the ongoing pursuit of questions, explorations and investigations to lead to a better understanding of the world around us.

There is scientific knowledge that we want students to learn and understand, but thinking of science only as a noun misses the excitement of scientific discovery. It misses the natural curiosity, questioning and the need for exploration inherent in children. Children are scientists by nature. Children are natural observers, they continually ask questions, try new things without inhibitions, and seek to make sense of their world. These are, in a very basic way, what scientists do. Children's brains are built and developed by experiences. As children play, they collect and organize data, answer questions, build a picture of the world and share this knowledge with others. They are doing science! To them science is inquiry, and science is a verb.

### **Inquiry – An Early Historical Perspective**

The inclusion of inquiry into Kindergarten to Grade 12 science curriculum was recommended by John Dewey (1910) over 100 years ago. Dewey, a former science teacher, considered that there was too much emphasis on facts without enough emphasis on

thinking. Dewey encouraged K–12 teachers of science to use inquiry as a teaching strategy. In Dewey's model, the student is actively involved, and the teacher has a role as facilitator and guide. In 1916, Dewey had encouraged that students be taught so that the students could be adding to their personal knowledge of science. To accomplish that, students must address problems that they want to know and apply it to the observable phenomena. According to Dewey (1938), problems to be studied must be related to students' experiences and within their intellectual capability; therefore, the students are to be active learners in their searching for answers. (Barrow, L.H., 2006, pg. 265) To Dewey, science was a verb.

Thinking of science in your classroom as a verb creates opportunities for you and your students to engage in learning about the natural world, continuing to play and build on experiences, and foster skill development that supports life-long learning. Treating science as a verb in the classroom requires active relationships between students, teachers, and science.

### **Inquiry as a Process**

Inquiry as a process involves observing, questioning, predicting, planning explorations and investigations; comparing and contrasting, etc. Inquiry involves creativity, critical thinking and communication.

By learning science through inquiry, students are learning to think and work like scientists. What does science look like in daily life? There is a story about the Nobel Prize-winning physicist Richard Feynman, cooking pasta with a friend and spilling the box of dry noodles all over the kitchen. He noted that for some reason all of the noodles broke into exactly three pieces and the two scientists spent the remainder of the evening testing this observation with additional boxes of spaghetti and trying to find a model that would explain why it happened (Anderson & Walbert, 2008). It's a simple example, perhaps, but

that kind of enthusiasm for understanding the world is the basis of all scientific inquiry, from the primary classroom all the way to research laboratories.

### **Inquiry as a Strategy**

Using inquiry as a strategy asks teachers to think about new ways of connecting, designing, investigating, and constructing meaning in their classroom.

Inquiry as a strategy is a student-centered model of instruction that involves teaching and learning on a continuum of different levels of teacher-student interactions. It ranges from a very structured inquiry, where the teacher leads and models, to completely open-ended inquiry, where students have the most responsibility. In open-ended inquiry, students generate their own questions and design their own investigation. The teacher's goals for learning determine where on the continuum is most appropriate for a given investigation. All levels of inquiry can incorporate hands-on/minds-on scientific activity, and each is designed to use and teach scientific skills and involve thinking and doing. Thinking about inquiry as a continuum enables teachers to consider when to limit their intervention and give more responsibility to students.

### **Inquiry as Skill Development**

Picture a primary classroom in Newfoundland and Labrador. This particular day, Ms. Manning has arranged her students into cooperative learning groups, and they are excited, curious and anxious about what is to happen. Each group receives plastic gloves, a magnifying glass and various objects wrapped in aluminum foil. Students start to play with the objects. Through this play, what can they observe about these objects? Can the students predict what the objects are? They remove the foil from the objects carefully and inspect them. Ms. Manning circulates throughout the classroom, supporting students in exploring the questions they have, encouraging students to brainstorm ideas as to what they can investigate about their objects with their groups, and question students about how they can find out more. Students work collaboratively to record observations, compare and contrast the objects, classify and organize them and develop questions about the objects. Inquiry as skill development starts by supporting the skill of observation. What do students observe? How do we observe? What can we learn from our observations? What questions do I have about my observations? Teachers support students as they think about their questions from these observations. Questioning contributes to student's higher levels of thinking and deeper understanding.

Questions, especially student generated ones, provoke and sustain student interest. The introduction of any new topic or unit can be devoted to the generation of multiple questions about that topic, which can then be organized to guide short and long term planning for inquiry. As students question and plan investigations and explorations to answer their questions they will learn from each other and develop further skills.

### **Webs of Wonder...A Place to Start**

There is no one right way to do inquiry in the science classroom. A suggestion is to start with your students. Students continuously pose questions. They are always 'wondering' about the world around them. Use these questions as the starting point to explore and investigate and do science with your students. IdeaPark by Let's Talk Science is a forest of early learning resources to assist educators with inquiry and skill development in science. Webs of Wonder, our newest zone within IdeaPark, is where play and inquiry connect. It is currently in development but accessible in a beta version at [exploreideapark.org/WebsofWonder](http://exploreideapark.org/WebsofWonder). Webs of Wonder is a free, online, searchable database of integrated, cross-curricular explorations and investigations for early years, Kindergarten and primary grade educators. Explore our extensive database of resources which are inquiry and play-based, combine literacy and numeracy and foster children's skill development. Visit IdeaPark and Webs of Wonder at [exploreideapark.org](http://exploreideapark.org) to register and access these resources. We also invite you to sign up as a beta tester for Webs of Wonder and provide feedback on how we can improve these resources for early years educators. At Let's Talk Science, science is a verb.

.....  
Lynn FitzPatrick is a former science teacher, Program Specialist and Senior Education Officer. She is currently the K-6 Education Program Consultant for Let's Talk Science and can be reached at [lfitzpatrick@letstalkscience.ca](mailto:lfitzpatrick@letstalkscience.ca).

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# Considering a Career in Educational Psychology?

by DR. RHONDA JOY

Educational psychology is a sub-discipline of psychology concerned with promoting students' learning as well as cognitive, social, and emotional development. It is a broad educational-clinical discipline that focuses largely on assessment of students along with other types of roles and responsibilities. The mandate of the educational psychologist is to work closely with school teams in an effort to provide the most effective and comprehensive service to the school population.

In Newfoundland and Labrador, the professional roles of educational psychologists vary somewhat both within and between school districts (Harris & Joy, 2010). Overwhelmingly though, educational psychologists in Newfoundland and Labrador report assessment as their primary and most time consuming role (Harris & Joy, 2010). In this province, "educational psychology" and "educational psychologist" are the common titles used to describe this profession and its members as opposed to "school psychology" or "school psychologist".

Currently, no program exists in Newfoundland and Labrador that focuses specifically on educational psychology. Having said that, several programs are available which focus on various aspects of professional psychology preparation, two in the Faculty of Science and one in the Faculty of Education at Memorial University. There are several Canadian programs aimed directly at school or educational psychology preparation (e.g., Mount Saint Vincent University).

As the title "psychologist" is in the name "educational psychologist", an individual who claims to be an educational psychologist must be registered with the Newfoundland and Labrador Psychology Board (NLPB). Thus, educational psychologists are subject to the same criteria for registration as a psychologist in Newfoundland and Labrador with all the rights the title offers through the governing legislation. Not all programs that focus on professional psychology meet the criteria for registration as a psychologist in Newfoundland and Labrador. Therefore, it is highly

recommended to review the registration process and criteria to be met as outlined in the Psychologists' Act (2005) and the NLPB website ([www.nlpsychboard.ca](http://www.nlpsychboard.ca)).

Educational psychology provides a critical service to the education system in the province of Newfoundland and Labrador and beyond. It can be a rewarding, as well as challenging, career choice. The lack of preparation programs in the area of educational psychology in the province poses significant challenges for those interested in pursuing registration as a psychologist and eventually seeking employment in this field. For those considering entering the field of psychology in Newfoundland and Labrador, it is important to plan ahead and consult with appropriate stakeholders (e.g., future employers, NLPB, university faculty).

The link below will take the reader to a paper which explores educational psychology in the province of Newfoundland and Labrador. The goal of the paper is to present an overview of the core competencies and roles of educational psychologists, training and educational routes, as well as the process of registration as a psychologist in Newfoundland and Labrador. It is the authors' hope that this paper will help inform people considering educational psychology as a potential career path in the province.

*Dr. Rhonda Joy, M.Ed., Ed.D., R.Psych, is an Associate Professor in the Faculty of Education at Memorial University.*

**Note:** The full article referenced above can be found at [www.mun.ca/educ/faculty/mwatch/Sarah%20Pickett%20Role%20of%20Ed%20psych\\_NL\\_%20FINAL\\_submission.pdf](http://www.mun.ca/educ/faculty/mwatch/Sarah%20Pickett%20Role%20of%20Ed%20psych_NL_%20FINAL_submission.pdf)

The Conference on New Teaching and Classroom Techniques

# CONTACT 2014

## Telling Our Stories Racontons nos histoires

August 5 (evening) - August 8 (noon)  
Grenfell Campus • Corner Brook, NL

### Plenary Sessions, Keynotes and Your Choice of Concurrent Sessions

Presented by your teacher colleagues from the four Atlantic provinces on a variety of topics including: My Classroom; Creating a “Just” Classroom; Finding Work/Life Balance; and more.

## Application Guidelines

### 1. FORWARD YOUR APPLICATION DIRECTLY TO THE NLTA by Monday, May 5, 2014.

- The Professional Issues Committee is the Selection Committee for delegates to CONTACT and decisions will take into account the following:
  - Priority to teachers who have not previously attended CONTACT.
  - Branch representation.
- Teachers will be notified of acceptance as soon as possible following the selection of delegates.
- a) Onsite expenses for CONTACT (registration, accommodations and meals) will be paid by the Association. A travel subsidy will be based on funds available.  
b) Transportation costs shall be based on the cheapest mode of transportation possible.  
c) Selected delegates to CONTACT must 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.

CONTACT is sponsored by the teacher organizations of the Atlantic Region.



Prince Edward Island  
Teachers' Federation

# CONTACT 2014 APPLICATION FORM

Forward your application directly  
to the NLTA by **Monday, May 5, 2014**

Name of Teacher: .....

School/Address: .....

Postal Code: .....

Tel: (s) ..... (h) .....

Mobile: .....

Email: .....

Home Address: .....

Postal Code: .....

Have you attended CONTACT before?  No  Yes; Year .....

Branch: .....

If you are not selected in the initial process, do you wish to be waitlisted and contacted in the event of a cancellation?  Yes  No  
*(Waitlisted applicants will be considered up to June 30, 2014)*

Date: ..... Received: .....

**Deadline Date: May 5, 2014**  
**Late applications will not be considered.**

### Return to:

Beverly Park, Senior Administrative Officer, Professional Development  
Newfoundland and Labrador Teachers' Association  
3 Kenmount Road, St. John's, NL A1B 1W1  
Fax: 726-4302 or 1-877-711-6582 (toll-free)

This form can also be accessed on the NLTA website at  
[www.nlta.nl.ca](http://www.nlta.nl.ca). Click on “Forms”.





**SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE**

April 9-11, 2014

Terra Nova Park Lodge. Theme: *Leading The Change... Be SAC Smart*. A provincial conference dedicated to connecting leaders – their stories, their networks and their best practices – across the province and through disciplines. Keynote Speakers: Darrin Pike, Director of Education, NLESD; Jeff Thompson, Associate Director of Education, NLESD; and Florence Strang, Author and Educator. Further information and a registration form can be found on the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)) under “Professional Development Opportunities”.

**STRUCTURED TEACHING AND BEHAVIOUR MANAGEMENT FOR INDIVIDUALS WITH ASD**

May 8-9, 2014

Holiday Inn, St. John's. Two-day session with Susan Boswell of Division TEACCH, School of Medicine, University of South Carolina. This conference is designed for classroom teachers, instructional resource teachers, student assistants, parents and caregivers, speech/language and occupational therapists, behavioural management consultants, and others working with individuals with ASD – in the school, home and/or community. Registration: Early Bird rate \$365 (deadline is March 31); \$395 (registration deadline: April 25). For information contact: Adam Chafe, Executive Assistant, Autism Society NL, [achafe@autism.nf.net](mailto:achafe@autism.nf.net) or Tel: 722-2803, ext. 221.

**DEVELOPING SUCCESSFUL SCHOOLS**

July 7-10, 2014

Mount Allison University, Sackville, NB. Theme: *Cognitive Coaching for Educational Leaders*. Further information and a registration form can be found on the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)) under “Professional Development Opportunities”. For more information contact: George Tucker, PD Division, NLTA at 726-3223 or 1-800-563-3599, ext. 245.

**PESIC CONFERENCE 2014**

September 18-20, 2014

School of Human Kinetics and Recreation, St. John's Campus, Memorial University. Theme: *Making Connections through Physical Education*. Member Registration Rates: Early Bird Rate – \$180 (by June 19); Conference Rate – \$200 (by September 5); Conference Rate – \$250 (after September 6); Conference Non-Member Rate – \$250. To become a member of PESIC visit [pesic.weebly.com](http://pesic.weebly.com) and follow the instructions. Conference registration details will be available on PESIC's website in the near future.

**COSS WORKSHOP: THE EFFECTIVE AND SUCCESSFUL TEACHER: THE KEY TO STUDENT ACHIEVEMENT**

September 29, 2014

Holy Heart Theatre, St. John's, 8:30 am - 3:30 pm. The Council of Special Services proudly presents two of the most sought after speakers in education today – Dr. Harry Wong and Dr. Rosemary Wong. Special rates available for schools wishing to send the entire staff. Registration forms with full details available on the NLTA website under “Professional Development Opportunities”. For more information contact Keith Adey, [keithadey@nf.sympatico.ca](mailto:keithadey@nf.sympatico.ca) or Tel: 709-489-6481.

**NLCPA ANNUAL CONFERENCE AND AGM 2014**

October 15-17, 2014

Capital Hotel, St. John's. Featuring renowned speaker and bestselling author Dr. Gabor Maté. For more information contact Peggy Hann, NLCPA, [peggyhann@esdnl.ca](mailto:peggyhann@esdnl.ca)

**NLCPA ANNUAL CONFERENCE AND AGM 2015**

October 21-23, 2015

Capital Hotel, St. John's. Featuring renowned psychologist Dr. Danie Beaulieu, founder and president of Académie Impact in Lac-Beauport, Quebec. For more information contact Angie Wilmott, NLCPA, [angiewilmott@ncsd.ca](mailto:angiewilmott@ncsd.ca).

**14<sup>th</sup> Annual Provincial Teacher Recruitment Fair**

**Monday, May 12**

Grenfell Campus, Corner Brook

**Wednesday, May 14**

Bruneau Centre for Research and Innovation, Memorial University, St. John's

The Fair will profile job opportunities and related information for students, teachers or others interested in entry into the profession.

Come by to see the displays, talk to prospective employers, and collect information. It's a chance to discover what's available for teachers in Newfoundland and Labrador.

**Dates to Remember**

**April 2014**

- Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
- Apr 17 **Deadline:** PD Fund applications
- Apr 30 **Deadline:** Deferred Salary Leave Applications
- Apr 30 **Deadline:** Year-end resignation from contract

**May 2014**

- May 2-3 Provincial Executive Meeting
- May 7 **Deadline:** Notification by Board of layoff
- May 15 **Deadline:** PD Fund applications

**June 2014**

- Jun 13-14 Provincial Executive Meeting
- Jun 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
- Jun 19 **Deadline:** PD Fund applications

**July 2014**

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