

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

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Up Front from the President



If your compassion does not include yourself, it is incomplete. ~ Siddhartha Guatama

Much has been in the media lately about child youth mental health. It is not surprising to learn, therefore, that 95% of teachers in a recent Canadian Teachers' Federation (CTF) survey identified child youth mental health as the top issue the CTF needs to advocate for in the next federal election. It is not surprising because teachers are often the first to recognize a student with a learning disorder or in crisis.

But, what about teachers? While we do our best to be compassionate and understanding towards our students, do we take the time to look after ourselves? While we provide the services and support our students need to thrive, we can sometimes neglect our own mental health needs and forget to be compassionate to ourselves.

In 2014, NLTA Group Insurance Trustees saw a 12% increase in the use of Long Term Disability (LTD) by teachers. As a matter of fact, since changes to the sick leave provisions in 2006, the use of LTD has steadily increased.

Even more startling are the reasons for which LTD claims are being approved. Mental health issues made up 38% of all claims for the past three years. In the past 12 months alone, 53.5% of all LTD claims have been the result of mental health issues.

This trend is corroborated by statistics from our Employee Assistance Program (EAP). Currently, 59% of teachers who utilize our EAP services for counselling do so for personal stress and emotional/mental health issues. There are likely many more teachers who do not use EAP services because (despite the best efforts of recent awareness campaigns) there is still stigma surrounding mental health issues. Reaching out for help can be considered a sign of weakness. In reality it is a sign of strength.

If anything, these numbers speak clearly to the stresses teachers face in today's classrooms and reaffirm what I heard from teachers as I visited schools throughout our province.

Don't get me wrong, the teachers I met love their jobs, take great joy in their chosen profession and derive great satisfaction from making a positive difference in the lives of their students. They are an exceptional group of professionals. Some teachers who could have retired years ago struggle with the decision to do so. It is by far one of the most rewarding professions a person can choose.

But teaching is also one of the most challenging. Any profession that involves interaction with people is challenging, especially if they are young people who are still developing in maturity and self regulation. As a classroom teacher, I lived the stresses and challenges. As President, I hear about them from teachers throughout our province.

We are barraged by demands – by the demands of our profession and the daily demands of our lives. Each of us juggles the need to be a good teacher with the need to be a good parent, a good son or daughter, a good spouse or partner, a good brother or sister and so on. Balancing our work life with our personal life becomes ever more difficult as the demands of our teaching lives increase. And if we are not mindful of what we need to achieve balance in our lives, we will pay a price.

Florence Strang is a Registered Psychologist with the NL English School District and author of the Amazon best seller *100 Perks of Having Cancer Plus 100 Health Tips for Surviving It*. She addressed our Joint Council meeting in November about the effect of stress on her health. She said, "In the two years leading up to my diagnosis of stage 3 breast cancer, I was under extreme stress, both in my personal and my professional life. I felt like I was in a constant state of high anxiety; I wasn't sleeping well or eating right. I believe that stress played a major role in my health crisis!"

Unfortunately, these issues are not specific to our province.

When the Manitoba Government implemented a new provincial report this school year, teachers there expressed concerns similar to those expressed by teachers here regarding the lack of adequate in-servicing and inordinate amount of time spent completing new report cards. As one teacher put it, "I frankly feel that I am being asked and expected to do a truly impossible job given the realistic nature of today's classroom."

The Nova Scotia Teachers Union will be working with Saint Mary's University to conduct a study that reflects the current demands on teachers' time in Nova Scotia. NSTU President, Shelley Morse, has gone on record to say "...demands placed on teachers have increased by insurmountable proportions in recent years..." making it "...difficult to create an appropriate work-life balance."

In Saskatchewan, a Joint Committee on Student and Teacher Time "...found teachers' time with students is compromised by the rising number of tasks that teachers must fit into a school day."

Your Association has brought and will continue to bring similar issues to the attention of the school districts, government and to the public. We advocate for measures and conditions that will allow you to fulfill your professional obligation to the children of this province. Three of our six priorities for 2013-15 concern work-life balance issues: support for beginning teachers, school board amalgamation and non-collective agreement issues that impact teacher work life.

The question remains, however, "What can we do to address the challenges and stresses of our profession?"

If we want change, if we want to have a say about the demands on our personal and professional lives, then we must get involved in shaping and directing our Association so that it continues to advocate for those things we want changed. Whether that means getting involved in your branch, attending the BGM as a delegate, or serving on an NLTA standing committee or special interest council, your school's OHS committee or a school board-teacher liaison committee, use the levers at your disposal to effect the change you want to see.

Many of you may be rolling your eyes and thinking, "Like that's ever going to happen! Those suggestions are about as useful as

beating our collective heads against a brick wall." However, if we ever hope to knock down that wall, then we have to keep chipping away at it until we break through. Our most recent contract, for example, made significant inroads. Achieving three non-discretionary family days and securing one of the three mandatory PD days for professional development needs identified by teachers are important steps in achieving control over our personal and professional lives. We chipped away at the wall a long time to achieve those gains.

But while we are busy chipping away at the wall, teaching our students, and caring for those we love, we still need to look after ourselves so we do not smash into the wall. Judy Beranger, one of our EAP coordinators, notes "EAP is not just about crisis counselling. It's also about wellness and prevention so the stresses and demands in our lives do not become crises." If you are starting to feel as if the expectations of teaching and the demands of your personal life look more like a tsunami heading your way, take the time to contact one of our EAP coordinators. Or invite them to do a presentation for your staff. It might be the best thing you can do for yourself, your colleagues, students, family and friends.

Florence Strang said, "It took getting cancer to make me realize that I needed to take better care of myself. Along with a healthier diet and regular exercise, I try to incorporate some sort of relaxation exercises into my day. Finding a state of balance in my work life and my home life is also a critical part of my self-care plan."

If we are going to make time for everyone else, if we hope to be effective teachers, and if we want to avoid being another sad statistic, then we must work towards achieving a state of balance which allows us to be compassionate towards others and ourselves.



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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

GOULDS

St. Kevin's High celebrates International Student's Day

January 16 was International Student's Day in schools across Newfoundland and Labrador. St. Kevin's High School in Goulds celebrated Brazilian, Korean, and Italian cultures. Through the concentrated efforts of many international students, facilitating teachers Mr. Mark Jefford and Ms. Jessica Crocker, all students had an exciting, fun filled and educational day.

During lunch, students and staff were delighted to partake of such culinary delights as Crème de Caurao, Coxinha, Bolinho de Queijo and Brigadeiro, all of which was prepared by the international students.

As well as trying new foods, students listened to music and participated in dance with the international students. Said Matthew Howlett, a grade 12 student, "It was inspiring in the sense of learning about a new culture". Ryan Fleming added, "Food was great and the Brazilians are awesome dancers".

Glecielly Siqueira, a Brazilian international student, on speaking about her experience at St. Kevin's High School stated, "I didn't expect to make so many friends here".

Mr. Jefford says "Such activities highlight the diversity within the school community thereby recognizing and applauding individual and cultural differences. The celebration of differences inevitably lends itself to teaching tolerance."



Students and staff at St. Kevin's High School celebrate International Student's Day.

SPANIARD'S BAY

How much is a million?

How much is a million? Since 2009 Ms. Norma-Jean Burden's Grade 5 Math class at Holy Redeemer School in Spaniard's Bay have been on a quest to see what one million of something actually looks like. They decided to collect and count one million aluminum tabs while incorporating mathematical concepts such as estimating, measurement and of course, number theory. The students who started this initiative are now in Grade 9 and are happy to have reached their goal! They would like to thank all students, parents and the community for contributing. The tabs have been donated to The Robert Hampson Foundation, which will use them to make a wheelchair for a child.



How much is a million? Students at Holy Redeemer School sit among the one million aluminum tabs collected since 2009.

FLOWER'S COVE

Canon Richards Memorial celebrates Family Literacy Day

Every year, students and teachers at Canon Richards Memorial Academy in Flower's Cove celebrate Family Literacy Day by participating in classroom activities and by inviting parents in to the school to kick off their activities. This year, the Grade 4 stu-

dents celebrated the event by writing and performing a rap. The students performed their rap for the K-6 students by visiting individual classrooms and they also performed it over the P.A. system for the students in Grades 7-12. "The kids loved it!" says Lois Applin, Literacy-Numeracy teacher and Grade 4 teacher at Canon Richards Memorial. "They did a wonderful job with it. I also recorded it."

Check it out Y'all

January 27th, 2015,

we jump out of bed and into our jeans.

We hop on the bus and we're off to school,

'cause FAMILY LITERACY DAY is oh so cool!

L-I-T-E-R-A-C-Y. Literacy is more than reading and writing, it's lots of fun that's mad exciting!

Put on your thinking caps and open the door to find new adventures. Let's go explore!

Exploring the jungle and the open seas in the outside world where we feel the breeze.

L-I-T-E-R-A-C-Y. Literacy is more than reading and writing, it's lots of fun that's mad exciting!

COMMUNICATION is the key, but let's not forget NUMERACY!

Inside, outside, every day, working with others all the way.

L-I-T-E-R-A-C-Y. Literacy is more than reading and writing, it's lots of fun that's mad exciting!

Knock, Knock who's there? It's Amelia Bedelia in Wedding Showers

and then there's Superheroes with lots of power.

Along comes Scooby and his Mystery Crew, solving mysteries is the thing to do.

L-I-T-E-R-A-C-Y. Literacy is more than reading and writing, it's lots of fun that's mad exciting!

Life-long literacy, what can we say?

We learn our skill at C-R-M-A.

(written by Ms. Applin's Grade 4 class)



Grade 4 students at Canon Richards Memorial Academy celebrate Family Literacy Day.

www.ExploreCurioCity.org/Energy4Travel

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[FOR GRADES 7-12]

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2015 NLTA Christmas Card Contest Winners Announced

Molly Gill, a Grade 4 student at St. George's Elementary in Conception Bay South, has been chosen as the winner of the 2015 NLTA Christmas Card Contest. Molly 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 2015.

The second place cash prize of \$50 was awarded to **Cheyenne Edmunds**, a Grade 4 student at All Hallows Elementary in North River, and the third place cash prize of \$25 was awarded to Grade 4 student **Bryanna Jordan** of St. John Bosco School in St. John's.

Entries are judged on the basis of their creativity, colour and ability to reproduce well.



Molly Gill's winning design for the 2015 NLTA Christmas Card Contest.



Second place winning design by Cheyenne Edmunds.



Third place winning design by Bryanna Jordan.

NEWFOUNDLAND & LABRADOR

Kids Eat Smart develops social media campaign – #ieatsmartNL

Every school day children across our province visit their Kids Eat Smart (KES) Clubs for nutritious meals, whether it's breakfast, lunch or snack. The food is prepared and served to them by volunteers who follow School Food Guidelines and Canada's Food Guide while planning and preparing their meals.

But what do students really know about the food they eat? Kids Eat Smart Foundation NL decided that we needed to engage children and youth in their food selections and of course we know social media is the best way to communicate with them.

Kids Eat Smart Foundation NL developed a social media campaign called #ieatsmartNL. This campaign is targeted to children and youth in KES Clubs to teach them about the food they receive and that it is nutritious and good for them.

#ieatsmartNL is a celebration of our food choices and promotes healthy living and healthy lifestyles. The Foundation is asking students to send them pictures and videos of themselves with their smart food choices using Facebook, Twitter and Instagram.

The goal of the #ieatsmartNL campaign is to educate students about their healthy food choices and to encourage them to bring this message home to parents and other family members. The Foundation also want their KES Club volunteers to get in on the action.

The Kids Eat Smart Foundation officially launched #ieatsmartNL during the annual KES Apple Day on March 27. This was the perfect day for children, volunteers, parents and educators to help students promote smart eating and to capture that in pictures and video to share on their social media channels.

Jamie Korab is the Kids Eat Smart NL Champion for this campaign. "There is no one better than an Olympic gold medalist to help us understand the power of eating smart!," says Sonya Smith, Director of Communications & Fund Development at the Kids Eat Smart Foundation. "At every opportunity Jamie shares his experiences with children and youth in our KES Clubs. Jamie is also a great social media user and will share our #ieatsmartNL message with his followers and friends on Twitter and Facebook."

Whether it's a tall glass of milk, a cold drink of water, a delicious apple, or a piece of whole wheat toast, the Kids Eat Smart Foundation invites you to post pictures and videos of you, your family, friends and coworkers eating smart. Remember to tag all social media posts and tweets with #ieatsmartNL.



Kids Eat Smart Champion Jamie Korab with two KES Club students.

Kids Eat Smart Foundation NL provides funding and support for 240 KES Clubs in schools and community centers province wide. Every school day, with the help of dedicated volunteers they serve over 22,000 nutritious meals to school-aged

children. For more information please call KES at 722-1996 or visit them online at www.kidseatsmart.ca or on Facebook and Twitter @KidsEatSmartNL.

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MUN Faculty of Education upcoming events

The Memorial University/Hibernia STEM (Science, Technology, Engineering, and Mathematics) Project: Teacher Inquiry Program is now accepting applications for their Professional Development Fund (2015-16). To learn more about the program, funding guidelines and to fill out an application, please visit their Teachers in Action website at: www.mun.ca/tia.

The application deadline is May 8, 2015.

The Spring 2015 Convocation schedule is now available. Please visit www.mun.ca/convocation/stjohns/schedule.php to see times and dates for both the St. John's and Grenfell campuses. If students have any questions, please contact the graduate office via email at gradeduc@mun.ca.

CANADA

Nominations sought for 2015 Prime Minister's Awards for Teaching Excellence

Do you know an outstanding teacher? Someone who has made a major difference in the lives of students in your community? Now is your chance to nominate them for a 2015 Prime Minister's Award for Teaching Excellence!

Recipients receive cash prizes of \$5,000 (national level) or \$1,000 (regional level), a certificate and a letter from the Prime Minister. National level recipients are invited to Ottawa to receive their award from the Prime Minister and to share best teaching practices with their fellow recipients.

Visit www.pma.gc.ca to download your nomination package today. **Nominations must be submitted by April 30, 2015.** For more information, please contact the Prime Minister's Awards Office at 613-991-4255 or pmate-ppmee@ic.gc.ca.

BEVERLEY FELTHAM, 1951 – 2015

Passed peacefully away on January 1, 2015 at Lewisporte, NL, Beverley Feltham (nee Manuel), at the age of 63.

Beverley was born on June 17, 1951 to the late Donald and Barbara Manuel. She spent her childhood in Lewisporte, graduating from high school in 1968. That same year she attended Memorial University, where she met her future husband and very best friend, Gerald, in her first semester.

In 1972 Beverley graduated with a BA(Ed) (French) and began her teaching career in Lewisporte. After her marriage to Gerald, they both taught at Milltown (1973-74), Twillingate (1974-75), and then back to Lewisporte for the remainder of their teaching careers.

Beverley's role as wife, mother, mother-in-law and grandmother was very important to her. She loved her family dearly and was proud of their successes. She was involved in all aspects of her son's life. Along with Gerald, she spent countless hours travelling to various parts of the island and beyond, attending Greg's hockey tournaments. Later, Greg's marriage to Paula added much joy and happiness.

The birth of Kayleigh and Macie (Nanny's little treasures) made their family life complete. Beverley loved to share with others the many accomplishments of her precious granddaughters.

Beverley was a wonderful, caring teacher whose work ethic was outstanding. She was dedicated to her profession and provided a nurturing environment for her students. She was loved and respected by students, parents and colleagues.

A devoted friend, Beverley easily reached out to others. Her caring manner endeared her to so many people. She had a great sense of humor, a wonderful smile and an infectious laugh that will never be forgotten.

Those that touch our lives...stay in our hearts forever.

(Submitted by Winnie Learning, friend and colleague)



Beverley Feltham

HECTOR POLLARD, 1936 – 2014

Hector Pollard was born in Harbour Deep, White Bay on November 1, 1936. He received his early education there and in 1954-55, with grade XI, he started his teaching career in a one-room school at Round Harbour, Green Bay. After teaching for a year he went to Memorial University where he graduated with a BA (Ed) in 1962, BA in 1963 and Masters (Ed) in 1969.

Hector taught at Jackson's Arm, Paradise River, Westport, Ramea and Corner Brook. In 1965 he accepted a position in Burgeo where he worked as a teacher, principal, program coordinator and superintendent until his retirement in October 1989. In 2000, after his wife Doreen retired, they moved to Gander.

Hector was an active member in the community. He was a charter member of the Burgeo Lions Club and served for 30 years, many in an executive position. He was involved with the church in various positions on the vestry, a founding member of the Burgeo Regional Development Association, and served on the Public Library Board for over 20 years. He was instrumental in setting up a branch of the NTA in Burgeo and served as its first president.

Away from work, Hector was a devoted husband, father and grandfather. While attending Memorial University, he met his wife Doreen and they were blessed with three children – Peggy, Paula and Paul – and nine grandchildren.

Hector enjoyed the outdoors and travelling. He loved skidooing, boating, hunting, and fishing. Many summers were spent with the family camping in Newfoundland and the Atlantic provinces and taking road trips with friends. Later on after retiring, he enjoyed cruises, resorts and time in the motor home with Doreen and their friends. Time at the cabin was another favourite pastime.

Hector was also a handyman. If something was broken, he tried to fix it and usually did. He was very proud to have built his own home in Burgeo, including the plumbing and wiring.

Hector passed away peacefully at James Paton Hospital in Gander on July 10, 2014. A funeral service was conducted at St. Martin's Cathedral and interment followed at the All Saints Cemetery at Gander. He is greatly missed by all who knew and loved him.

(Submitted by Doreen Pollard)

WALTER RAYMOND PORTER

Walter Raymond Porter passed peacefully on January 11, 2015 surrounded by his loving family. Walter taught for 35 years throughout the island of Newfoundland. He was very much a family man who enjoyed spending his free time camping with family and was an avid reader.

Walter was the son of Salvation Army Officers, Senior Majors William and Susan Porter. At the age of 17 Walter left home to begin his teaching career at the Salvation Army school in Roddickton on the Northern Peninsula and then to Lower Island Cove for one year each. He took a year off to start his Education degree at Memorial University of Newfoundland. After one year away from teaching he moved to Musgrave Harbour, a one-year term, and then on to Bell Island for two years. In 1959, he taught at Mundy Pond School in St. John's. Walter completed his Education degree while he was in St. John's. During this time he met his wife Joan and they married in 1961.

After they married, Walter moved to teach in Norris Arm and then on to Grand Falls-Windsor where he became principal of Booth Memorial High School. During these years, Walter and Joan had three girls – Paula, Jill and Carla.

In 1969 Walter and Joan moved for their last time to Corner Brook where they completed their family with a son, Jeffrey. Also, Walter completed a second degree with a Bachelor of Arts, majoring in History from Memorial University. Walter taught at Herdman Collegiate, teaching history, economics and social studies courses. He taught at Herdman for 20 years, retiring in 1989. He also taught GED courses at night school and was on the Public Exam Marking Board for several years.

Left to mourn are his wife Joan, daughters Paula, Jill and Carla, son Jeffrey and seven granddaughters.
(Submitted by Joan and Jeff Porter)



Hector Pollard



Walter Raymond Porter



Teaching Assignments and Consultation What Does It Mean?

by STEFANIE TUFF

It's that time of year again when planning for a new school year is in full swing. As that process unfolds, there are certain provisions of the Collective Agreements that teachers and school administrators need to be aware of.

Article 29 of the Provincial Collective Agreement provides, in part, as follows:

29.01 (a) There shall be consultation at the local level between teachers and their principals in determining the allocation to teachers of curricular and non-curricular duties. The workload of teachers will be distributed in a fair and equitable manner, and the process will involve, but not be limited to, consideration of number of students, number of course preparations, number of teacher preparation periods, nature of courses taught, characteristics of students taught, administrative duties required, and multi-grade/course teaching situations.

(b) Every effort shall be made to determine a teacher's curricular duties for the coming school year prior to the last day of the current school year.

(c) Notwithstanding Clause 29.01(b), every effort shall be made to ensure that the consultation for the coming school year referred to in Clause 29.01(a) between teachers and their principals shall occur not later than the first scheduled instructional day.

[Emphasis added. See Clauses 17.01(a)-(c) of the Labrador West Collective Agreement]

School administrators have a clear obligation to consult with teachers in determining teaching assignments (curricular duties) and other aspects of teachers' work lives, such as supervision schedules (non-curricular duties). To be in compliance with these provisions, this consultation should commence in the spring of each school year since "every effort" must be made to: determine teaching assignments for the new school year prior to the end of the current school year; and, to ensure the consultation with teachers occurs prior to the start of instruction.

So, what does "consultation" mean? According to the Encarta Dictionary, it is "a discussion aimed at ascertaining opinions or reaching an agreement".

Language in a collective agreement should be interpreted and applied in a meaningful and purposive manner; hence, the method of consultation in place at a school must be more than a *pro forma* process or routine that is "just for show". As well, "every effort" is strong contract language, indicative of the importance that should be placed on teachers having an opportunity to provide input that will be given meaningful consideration when decisions are made. Teachers' rights to timely consultation on and notification of their assigned duties for a school year are substantive ones that must be respected. That being said, consultation does not necessarily have to look the same in every school. Schools are busy and dynamic workplaces and there are many different and legitimate practices in place that may be well suited to their respective contexts. Principals should ask themselves: do teachers at my school have a real opportunity to express their opinions and preferences, and will this information be taken into account when decisions are made? If the answer is "yes" on both counts, then you are on the right path.

Teachers must understand that the right to consultation and timely decisions does not mean that everyone is entitled to their preferred teaching assignment. No teacher owns a particular teaching assignment since, as per Clause 7.02, they receive tenure as "a teacher" with their school board. School principals have a responsibility to ensure that curricular responsibilities are determined in keeping with the best interests of students and the programs that must be delivered. Teaching assignments can be subject to change for various reasons, such as staff redundancies and changing student programming needs. However, as set out above, school principals must carry out their responsibilities in this regard in a manner that leads to a fair and equitable result. The best evidence of true and meaningful consultation and reasoned decision making would be an administrator's ability to demonstrate fairness and equity in assignments and schedules and provide a clear and legitimate rationale for his/her decisions, including a logical explanation as to why a teacher's request or preference could or could not be accommodated.

In the end, it may not be possible to please everyone all the time and sometimes tough decisions have to be made. However, a good faith and timely approach to meaningful consultation and a reasonable and fair decision-making process can go a long way in building and maintaining a respectful working environment for all NLTA members.

Stefanie Tuff is an Administrator Officer in Programs and Services with the NLTA.

Are You Thinking About Retiring?

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); 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.exec.gov.nl.ca/exec/hrs/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 NLTA.
- ☐ 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 Programs and Services at the NLTA at pdowney@nlta.nl.ca, Tel: 726-3223 or 1-800-563-3599, ext. 226.





NL Principals Named Canada's Outstanding Principals™ for 2015



Elizabeth Churchill

The Learning Partnership recently recognized 40 exceptional principals, representing every province and territory in the country, as Canada's Outstanding Principals™ of 2015. Three principals from Newfoundland and Labrador were recognized for their exemplary leadership – **Elizabeth Churchill** from Elizabeth Park Elementary in Paradise, **Della Healey** from Mount Pearl Intermediate and **Wilson Warren** from All Saints All Grade School in Grey River. Elizabeth, Della and Wilson received their awards at the 11th annual Canada's Outstanding Principals™ gala on February 24, 2015, in Toronto.

Elizabeth Churchill has been a standout leader in various roles, both in classrooms and throughout the school system. Elizabeth has created a strong foundation for Elizabeth Park Elementary with a positive learning culture that is based on the vision that "Each Person Excels." Elizabeth is recognized as an exceptional leader who works hard to keep this vision at the forefront. From an Environmental Garden that is cared for by students and their families, to building a school-wide literacy program and targeted instructional practices – all through open and honest relationships with teachers and parents – Elizabeth's leadership has made a positive impact on student achievement. In two years, Grades 3 and 6 English Language Arts results have been above the district and provincial levels. Elizabeth's expertise is evident more than ever in the grassroots development of this new school community, where students feel safe and proud to come to school every day.

Della Healey began her teaching career in a remote community in Labrador, where she designed and delivered a unique course on Newfoundland-Labrador culture. Committed to developing inviting learning environments, Della builds connections and maintains trusting relationships with students and their parents. Della also uses technology in conjunction with the Accelerated Reader Program to boost literacy skills. The school's Learning Resource Centre is stellar, thanks to her efforts. In addition, Della pays as much attention to staff learning as student learn-

ing. She encourages her teachers to explore learning activities from the Banff Centre to the Geneva Autism programs. She shares her professional reading and attends professional conferences and workshops as part of knowledge mobilization among her staff. With her guidance and staff's hard work, Mount Pearl Intermediate's academic results are consistently at or above the district and province.

Wilson Warren has worked in three provinces as well as South Korea. In Wilson's schools, academics come before school events. Wilson is data-driven. He monitors and preserves 'instructional time' to optimize learning opportunities. Technology is another area of focus for Wilson. Access and use begins in the primary grades and is woven through the older grades. Grade 3 students make webpages and present PowerPoint presentations. Senior students are involved in the 'Center for Distance Learning and Innovation' and engaged in environmental stewardship projects such as marine coastline clean-up and recycling. Wilson establishes a collaborative culture "for improving teaching and learning" using evidence of student work. The school's results are at or above the district and province and the school's graduates go on to post-secondary studies. Students respond to his innovative programming and staff to his instructional leadership. Every day, Wilson and his staff make a positive difference to students, parents and their community.

"A great principal is the driving force behind a great school," says Akela Peoples, President and CEO of The Learning Partnership. "We recognize that being a principal is an extremely demanding job. Principals shoulder the responsibility of leading and managing everything that happens in their school. From effective teaching and learning to operational oversight of facilities and establishing community partnerships, their ultimate goal is to enhance student achievement and prepare them for the future. Canada's Outstanding Principals honours leaders in this challenging profession and shines a spotlight on the importance of strong leadership in public education."



Della Healey



Wilson Warren

HATS OFF!

As part of Canada's Outstanding Principals™ program, winning principals also benefit from an exclusive five-day executive leadership training program at one of Canada's top business schools, the University of Toronto's Rotman School of Management. The program will introduce them to leadership and management practices presented by business leaders and Rotman instructors.

Canada's Outstanding Principals™ are nominated by their peers, school staff and/or community members. Winners are selected on a representation-by-population basis. The first round of adjudication is completed by the local Principal's Association. Finalists are then forwarded to a National Selection Committee made up of distinguished Canadian education, community and private sector leaders. Candidates are chosen using comprehensive criteria including: evidence of innovative leadership; evidence of partnerships with staff, parents and community; examples illustrating successful change resulting in improved student achievement; and corresponding letters of support.

**HATS OFF!**

Have you recently won an award or know of a teacher who has been recognized for their contribution to the education of children in Newfoundland and Labrador? If so, we'd like to hear from you. Please send information on the award as well as a profile of the award winner(s) to:

Lesley-Ann Browne, Editor,
The Bulletin
 Newfoundland and Labrador
 Teachers' Association
 3 Kenmount Road
 St. John's, NL A1B 1W1
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Let's Get On With It

by RITA JANES

References for this article can be found at www.nlta.nl.ca/files/documents/bulletins/references_letsgetonwithit.pdf

As Newfoundlanders and Labradorians we love to discuss/debate the weather and politics. A close third conversation topic must be mathematics. During my 35 years as an educator in the K-12 education system in this province, I can't remember a time when everyone (i.e., students, parents, teachers, post-secondary professors, politicians, the media, Joe Public, ...) agreed that the prescribed K-12 mathematics program was 'making the grade'. Everyone has an opinion as to what is wrong and what needs to be done to ensure that our students, all students, are successful in their mathematics studies. Fair enough, it's a vitally important topic! Why shouldn't everyone weigh in the discussion and provide their two-cents worth?

In recent months I have detected that the math debate is once again heating up. Given the polarization of views vis-à-vis the effectiveness of the current math programs in our schools, I feel an obligation to provide a public forum to facilitate a conversation on the topic. I sincerely believe that it's imperative that the arguments (pro and con) be aired so that all of us can become better informed so that we can make recommendations for change and/or interventions, if deemed necessary. I contend that it's not enough to evaluate the effectiveness of the current math programs through our personal lens, which no doubt has been greatly influenced by personal experience.

The first article, in what I hope will be an ongoing discussion, has been written by Rita Janes. Rita's article is entitled, "Let's Get On With It". If you are interested in submitting a follow-up article that will support or refute Rita's position, or take a completely different perspective, please contact George Tucker at gtucker@nlta.nl.ca. The deadline for the next edition of The Bulletin is May 4, 2015.

If you have any questions, concerns or feedback re the article presented, please contact me at your convenience. I may be reached at gtucker@nlta.nl.ca. I look forward to hearing from you.

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

Last fall while sharing a problem with grade two children, I, like many teachers, not only stated the problem but continued to give more directions 'to get them started'. One student, looking quite annoyed, said to me very bluntly, "Mrs. Janes, let's get on with it".

I say the same to the mathematics community in Newfoundland and Labrador, our supporters, and our doubters, "Let's get on with it". Let's solve the problem of ensuring that all our students have successful mathematics experiences as we implement the mathematics curriculum prescribed by the Department of Education (2009-14).

The K-12 mathematics curriculum used presently in our schools is based on a recommendation cited in the Atlantic Evaluation and Research Consultants Report (2007) commissioned by the NL Department of Education to address issues in mathematics. One issue was that this province was not doing as well on national and international testing as some other Canadian provinces and how that gap may be closed.

The Report recommended that the curriculum developed by the Western Protocol (four western provinces and territories) be adopted for use in this province as one way to close the gap. The main reason given for the adoption was that it was a well researched curriculum and that adopting a curriculum that is the same as used in high performing provinces such as Alberta will remove one source of the gap and allow us to focus on other possible sources.

This paper addresses ten of these possible sources.

Intended vs. Implemented Curriculum

First, we need to distinguish between the two curricula before deciding whether the curriculum is working or not. The intended curriculum in our province, specified in NL Department of Education Curriculum Documents (2007-14), is adopted from a province that scores as high on international testing as the top 10% of the Organization for Economic Co-operation and Development (OECD) countries participating (2012 Program for International Student Assessment (PISA) Report, 2013). Also, the NL curriculum is similar to Quebec's that claims to

prepare students to think critically, to use inquiry, to use a problem-solving approach to learning and has a balance of conceptual and procedural knowledge. To this point, it is important to note that Quebec scored the highest in Canada in the 2012 PISA.

Therefore, the question we need to ask: Is the intended curriculum the one we are implementing? That is: Is it the one that our students experience in the classroom? We have to be careful not to throw out a good curriculum because we have not had the support, resources and time to implement it as intended.

Professional Development

A main ingredient in whether the intended curriculum becomes the implemented one is the availability of high quality, focused, and sustained professional development. This applies to teachers from kindergarten to high school, to those who teach mathematics and mathematics education courses to prospective teachers. It is not the place in this article to outline all the ingredients of such a professional development program but it should be articulated by the mathematics education community working collaboratively when new programs are introduced. There should also be targeted professional development to build capacity among not only teachers, but department heads, mentors, school and district administrators, and parents. Facetiously, the media and talk show hosts could be added to this list.

Many educators claim that outstanding personal professional development occurs when there is an opportunity to share face-to-face ideas with a community of mathematics educators outside of one's immediate environment. For many years we were fortunate to be able to do this through a very strong and active Mathematics Special Interest Council (NLTA). It is heartening to see that opportunity may be afforded to us again through the bringing back of a Science/Mathematics Council. As this Council is getting off the ground, teachers should consider joining mathematics councils active in other provinces and national professional mathematics associations. We may not be able to always avail of their workshop and conference offerings, but receiving their newsletters and journals may lead to changing our mindset about teaching and learning mathematics and most of all, to get us excited about teaching it.

Pre-Service Education

Does the teacher pre-service program at Memorial University of Newfoundland provide the time and courses that prospective teachers need both in mathematics content knowledge (content and processes)

(cont'd on page 16)

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and mathematics pedagogy knowledge (such as problem solving, connecting procedures and concepts) to teach mathematics in our schools? Do these courses help develop a positive disposition towards mathematics? Are the required mathematics courses for elementary teachers focused on the important mathematics elementary teachers need to know to contribute to the success of the students that will be entrusted to them?

Qualification of Teachers

The qualification of teachers was addressed in the 2012 PISA Report. The Alberta Minister of Education at the time, Mr. Jeff Johnson, reacting to the Report, highlighted that jurisdictions from around the world that are doing well in mathematics spend more resources on teacher education and making sure their mathematics teachers have more specialized training in mathematics than lower achieving countries.

Professor Annie Savard (*Globe and Mail*, 2012), McGill University, in citing one of the reasons why Quebec students were highest in Canada in 2012 PISA results, noted that the training of teachers in Quebec requires 225 hours of university courses in mathematics education and a minimum of 700 hours of in-class internships.

Textbooks and Other Resources

Textbooks strongly influence classroom instruction – for better or worse. When choosing a textbook the question, “What is meant by 100% alignment?” needs to be evaluated. Is it aligned with both content topics and instructional approach advocated by the intended curriculum? Practicing classroom teachers need to be at the table when choice of textbook is being made.

Today, computer technology and the Internet allow us to have access to numerous resources. These have to be evaluated in the same way as print material is evaluated. Do they support student learning as advocated in the intended curriculum?

Inappropriate Homework

Often new curriculum is criticized because of inappropriate homework and the frustration it causes both students and parents. What is inappropriate homework? Is it assigned work that a teacher is struggling to find the best instructional strategies to help students understand and that students are still in the process of trying to make sense of? If it is, how can we expect parents to help their children with it at home? No wonder parents are frustrated and mathematics gets a bad name. If homework is assigned it should be to practice a skill or procedure that a

student already understands, has already started the practice in class and now needs extra practice at home to make it automatic.

Basic Facts

Let's be clear. There has never been a time over the past 50 years where students were not expected to know the basic facts. There has been differences of opinion as to what it means to know the facts. However, today, based on research and the wisdom of practice, there are many proven instructional strategies to help children become fluent with the basic facts. Teachers of mathematics at all levels need to be aware of these and how to implement them in their classroom. If you listen to the media and to some teachers it seems that not knowing the facts is something new and caused by newly introduced curriculum. In my early days of teaching as a high school teacher, we would jokingly say, “If they were only able to include the basic facts in their booster shot our work would be easier.” Students came to high school then not knowing the facts and sadly we did not always know the instructional strategies to help students learn them.

Elementary Mathematics Specialist

Specialists in elementary schools in this province are not unknown. They exist for music, physical education and French. Many educators believe to improve the teaching and learning of mathematics, teachers need a deeper knowledge of mathematical content and pedagogy than generalist teachers. It may be time for our Department of Education to pilot a program using such specialists in our schools.

Era of Low Expectations

In North America when students do not do well in mathematics, blame is usually laid on the curriculum, the teacher, or the student not born with the mathematics gene. In high achieving countries they say the student must try harder, expend more effort. Creating a culture of high expectations was addressed in the Report (2007) and a recommendation made that the Department of Education reference in its curriculum documents and professional development activities the need for higher expectations. Has this happened?

Our Voices Have To Be Heard

The media has been a voice for those expressing displeasure and concern with the mathematics our students are learning. These voices often brag they were not good at mathematics when they were in school but yet would like for their children to be taught math-

ematics the way they were taught. The quote of John Dewey (1944) comes to mind: "If we teach today as we taught yesterday, we rob our students of tomorrow".



The question has to be asked, when these stories are covered in the media, where are the responses from our hard working dedicated frontline teachers who must know that these attacks in the press are dead wrong? We need to challenge the media and those who are interviewed. All of us in the mathematics community need to stand up and be counted – to let people know our informed opinions and speak the truth about what is happening in mathematics classrooms and why. We need to counteract the myth that in the good old days, spending time on the multiplication tables worked fine – worked fine for whom? In 1967, Memorial University established a Junior Division to deal with the high failure rate of first year students and at that time less than 10% of the eligible age group entered university.

Dispel the Myth

It is high time to stamp out the expression, "I'm not good at math." Let's stop sympathizing with that proud boast of many parents, radio hosts, even the Minister of Finance who recently announced on the floor of the House that "Math wasn't my strong suit." (CBC News, 2015) We need to take them to task. We need to fight back in public and in our classrooms. The expression is not acceptable. Boasting about not being good at mathematics allows students to have an excuse not to exert the effort they should in order to be successful.

We need to "get on with it" because already in many mathematics educational circles the question is being asked, "What do grade one children need to actually know by the time they graduate high school in 2027?" The recently released document, *Mathematics in 2015: What Does it Really Mean to Be College and Career Ready* (National Research Council, National Center on Education and Economy, 2013) highlights the need to update our current curriculum pathways to prepare students mathematically for the future, considering especially the impact that technology will have on the mathematics that students need to know.


Rita Janes has been a teacher at all levels of schooling in the province, is presently a professional development consultant, and is co-author of "Numbers and Stories: Using Children's Literature to Teach Young Children Number Sense" (Corwin, 2014). **Note:** References for this article can be found at www.nlta.nl.ca/files/documents/bulletins/references_letsgetonwithit.pdf


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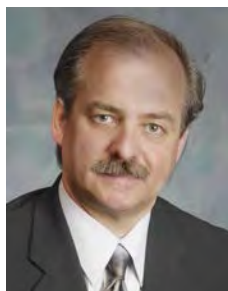
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Developing Successful Schools 2015 Cognitive Coaching[©] for Educational Leaders

by GEORGE TUCKER

Once again this year, the Newfoundland and Labrador Teachers' Association will be partnering with the New Brunswick Department of Education and Early Childhood Development, the New Brunswick Teachers' Association, the Prince Edward Island Teachers' Federation, the Nova Scotia Teachers Union and the Nunavut Teachers' Association to sponsor the Developing Successful Schools (DSS) 2015 Institute. The event will take place at Mount Allison University in Sackville, New Brunswick on July 6-9, 2015. All educators who are members of the sponsoring organizations are eligible to attend. The Newfoundland and Labrador Teachers' Association provides funding to ten of its members to cover the onsite expenses (i.e., accommodations, meals and registration). Expenses related to traveling to and from Mount Allison are the responsibility of the participant. A DSS 2015 application form may be downloaded from the NLTA website at www.nlta.nl.ca/pd_opportunities. **The deadline for applying is May 1, 2015.**

DSS Resource Person

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



John Clarke

DSS 2015 Program Overview

Cognitive CoachingSM 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

Note: These sessions will be a continuation of the Cognitive Coaching work offered in 2014 but will be tailored to also provide powerful "quality added" thinking and skills for educators who are attending for the first time (or who were unable to attend last year). This work focuses on building capacity and enhancing practice.

If you require additional information re the DSS 2015 institute, please contact George Tucker, Administrative Officer in Programs and Services (NLTA) at gtucker@nlta.nl.ca

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 - Branch representation.
3. Teachers will be notified of acceptance as soon as possible following the selection of delegates.
4. 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 and most direct 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.



**CONTACT 2015
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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, 2015)

Date: Received:

Deadline Date: May 8, 2015
Late applications will not be considered.

Return to:

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

or

submit online at www.nlta.nl.ca

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Have the Courage to Thrive

by GAIL M. CARROLL

“Recently I was diagnosed with major depression and generalized anxiety disorder. Did you know that these illnesses are legitimate biological disorders? My doctor says so.”

• • • •

“Who knew that one call to my EAP could put me in touch with the right help and now thanks to a combination of talk therapy and medication (prescribed by my doctor) I am feeling so much better.”

These quotes come from teachers and other professionals who have been struggling with some type of mental health issue. As you can tell by the comments, there is some fear, surprise and relief in the various comments. Mental health today is changing faces thanks to the help and support of those individuals who have the courage to seek help, journey through recovery and share with the rest of us. Stars and musicians who share their journeys have also had a major impact on reducing the stigma of getting help. Up until the past five to ten years people who experienced any type of mental health issue were often reluctant to call anyone or share with anyone what they were experiencing because of the “fear” of repercussions, i.e., people were fearful others would think they were crazy, see them as weak, fear losing a job or not getting a promotion and fear that people would tell others to stay away from them perpetuating a huge fear of social isolation. Years ago we would hear comments like, “so and so is very low-minded”, referencing a depression or “that’s just their way”, referencing behaviours that were seen as out of the norm.

Stigma was a major roadblock to people speaking out and/or asking for help. People’s fear kept them locked inside their own minds and bodies instead of reaching out for help. A wonderful Newfoundland reference is author, speaker and mental health advo-

cate Jeremy Bennett from Flat Bay, NL. Jeremy’s book, *The Power of the Mind – How I Beat OCD*, has helped many have the courage to speak up and get the help to continue along their journey of health. In his book Jeremy speaks out about growing up in a small community and the struggles he faced inside of his own thoughts about his anxiety and OCD. He read an article written by another person who had experienced anxiety and OCD and had the courage to write about it. This in turn gave Jeremy the courage he needed to speak with his parents and seek his own journey through recovery, which thankfully he writes and speaks openly about today helping many others. Jeremy is one of our local stars. There is also the famous Demi Lovato (singer and songwriter and mental health advocate), who speaks out against stigma and encourages each of us to have the faith and courage to seek help and take the path to recovery. Demi, who has struggled with an Eating Disorder from childhood and has been diagnosed with Bipolar Disorder, inspires so many other people who have similar struggles. Her book, *Staying Strong 365 Days a Year*, has an inspiring quote and advice for each day of your journey through recovery. The famous actress, Glenn Close, has taken a great stand against stigma and stands up for mental health and help through her website www.bringchange2mind.org. Her sister, Jessie, has bipolar disorder and Jessie’s

son, Calen, has schizophrenia. When Glenn Close decided she was going to stand up for change and fight the stigma associated with mental health people told her she was crazy! She said, "Define crazy!" (BP Canada Magazine). Thanks to all of these courageous and beautiful individuals and many more, we are seeing really wonderful shifts in people's approach to mental health. Over the past five to ten years there has been a significant increase in the number of people reaching out for help to counsellors and through employee assistance programs.

The numbers alone say that stigma or fear is not holding people prisoner to their thoughts and fears as often as it may have in the past. Wait lists for publicly funded counselling, mental health programs and psychiatry are often lengthy. In Newfoundland and Labrador, depending on where you live and the ease of access of services, you could be waiting up to 18 months to two years for some services. That is far too long a wait for most. Thanks to comprehensive programs like Johnson Inc. and EAP for Teachers, funding assists teachers in connecting with private mental health counselling resources. Help is there for teachers and readily available. EAPs see an increase in usage each year thanks to the many mental health and anti-stigma campaigns today!

Bell Canada does an amazing job with their "Let's Talk" Campaign! (www.letstalk.bell.ca). I always smile when I receive a call in the EAP because someone was prompted to call for help because Bell's anti-stigma campaign is working and getting the message out there. There is also a wonderful video project right here in our province by Amelia Curran and Roger Maunder – a local campaign to end the stigma of mental health (see www.thisvideo.ca). Thanks to Bell, This Video, the Canadian Mental Health Association, Bipolar Canada Magazine, Esperanza Magazine and many other resources, you as teachers are responding. This truly shows that these campaigns and the dialogue are working. Things are changing for the better. We are taking action every time we speak out openly about mental health and taking care of ourselves and when we stand up for a friend or a colleague or even ourselves when we are coping with a mental health issue or illness.

What are you doing to help? What can you do to help?

- Get involved. Speak out. Let others know how many people are suffering and that it is okay to talk about mental health. Lead by example.
- Choose not to participate in discussions that promote stigma, i.e., don't refer to people with mental illness in derogatory terms. This is very demoralizing and defeats the purpose of what we are trying to accomplish.
- Learn everything you can about the facts surrounding mental illness and share those facts with others. Campaign for wellness days or education sessions at your school. Education sessions are available for teachers through the EAP for Teachers.
- Show your friends and colleagues that you care by practising kindness. A small word, a kind deed can go a long way in assisting someone who is struggling with mental health.

Over the past five to ten years there has been a significant increase in the number of people reaching out for help to counsellors and through employee assistance programs.

• Take good care of yourself. Show kindness and compassion towards yourself. Cut yourself a break and don't always expect perfection. Then share that kindness through advice and actions with others.

- Be a good listener. Sometimes all a friend or colleague needs is your ability to let them talk. Be sincere in your responses back. Tell them you are so sorry to hear that they are going through such a difficult time. Make sure they know we have a wonderful resource through the EAP for Teachers and if they are not a teacher make sure you suggest they seek out a counsellor or speak with a family physician.
- Keep promises. If your colleague or friend is going through a difficult time and you promise to call them at a certain time or meet them for coffee, keep the promise. It will make a huge difference.

Make a promise to yourself to do your part in fighting the stigma of mental illness. As Mahatma Gandhi would say, "Be the change you wish to see in the world."

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



Using the SAMR Model for Integrating Technology Into Your Teaching

by BRIGITTE WHITE

From the beginning of my teaching career twenty-two years ago, I have always found ways to incorporate technology into my classroom. At first, it was by using WordPerfect in my junior high French Immersion class so my students could spell check their work and edit the many writing tasks I assigned. A few years later, the Internet became more popular and I created a “Virtual Tour” of Paris wherein my students visited tourist pages and gathered information which they then added to their own personal journal of their “virtual” voyage. Back then, the school Internet connection was so poor I had to create an Intranet of the pages downloaded to the school server so we wouldn’t waste time in the computer lab!

Jump ahead to the past two or three years and my grade four French Immersion classes have been introduced to Google Drive and all its possibilities. They have demonstrated science knowledge by co-authoring Google Slides presentations and have created “tests” for their classmates using Google Forms.

Now, as a Literacy Numeracy Teacher, I have started to compile a variety of resources to support student learning into a webpage for students, teachers and parents to access. This includes creating audio recordings of books for Immersion students to listen to on the class iPads, as well as uploading these files to my website for parents to hear a French teacher read the book with correct pronunciation. (You can upload your own mp3 files to iTunes.)

As you can see, using technology doesn’t intimidate me, but such is not the case for every teacher and trying to incorporate technology into your teaching can be a daunting task. As well, the technology should be beneficial to student learning. When deciding what technology to use, you may want to refer to the SAMR model developed by Dr. Ruben Puentedura to see if the technology will truly impact student learning.

Substitution – Technology is used but there is no change to the task, such as when using the Internet to do research or to type projects in Word.

Augmentation – The technology can substitute part of the initial task. For example when you ask students to email an assignment instead of printing it or complete a quiz using Google Forms. This could also include allowing students to use websites to practice a concept (i.e., math games), encouraging the use of Edmodo to promote class activities, or using Padlet to gather notes on a shared topic.

Modification – The technology allows for a redesign of the task. This could include the use of Google Slides to co-create a presentation or to provide teacher feedback during the task as the students are

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creating their slides. Students could use PuppetEdu to demonstrate concepts learned, or students could create a QR codes scavenger hunt to teach their peers what they learned in their “expert” group.

Redefinition – The technology allows for the creation of new tasks. An example is when students collectively create an e-book or Google site on a particular topic, with all students creatively contributing to the final product which can then be shared with parents and the community.

When integrating technology into your classroom, you want to start where you feel comfortable and this can be as simple as finding a few activities that others have already used and adapt them to your curriculum. It will mean putting a little time into searching for something you might like to use and Scoop.it (www.scoop.it) is a great place to start. It's like the sophisticated bigger sister of Pinterest as it allows you to gather insightful articles and ideas. Another great website is Educational Technology and Mobile Learning (www.educatorstechnology.com/). Of course, the easiest resource to access is the teacher who is already doing something interesting who could show you how to fit a particular technology to your own curriculum. For those of you who already feel comfortable with the available technology and are ahead of the curve – be willing to share!

The following sites explain the SAMR model and provide examples of technologies to fit each level.

- Dr. Ruben Puentedura: SAMR: Beyond the Basics
<http://bit.ly/1CGfPMo>
(cited because it is the original design but the other links are easier to understand)
- EasyBib's SAMR explained
<https://vimeo.com/88768311>
- Educational Technology and Mobile Learning: A Wonderful SAMR Model Chart for Teachers
<http://bit.ly/1BkjuEk>
(This blog has great tips and ideas!)
- Kathy Schrock's Guide: Resources to Support the SAMR Model
www.schrockguide.net/samr.html
- Technology is Learning: The SAMR Model
<https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>

Brigitte White is a Literacy Numeracy Support Teacher at École C.C. Loughlin School in Corner Brook.





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3D Printing

by TOM KENNEDY

In recent years, fabrication using 3D printers has left its exclusive roots and has made its way into the realm of possibility for the classroom. It is interesting how, at one point, personal use of such technology seems so futuristic and out of reach and then, before you know it, it's for sale at Wal-Mart. 3D printers are making their way into classrooms throughout the country and NL classrooms are no exception.

From the unboxing of the *Makerbot Replicator 2x* 3D printer at Carbonear Collegiate, imaginations were stimulated. The maker movement – a term coining the growing community of 3D printing enthusiasts – grew by another school. Once printing began, resistance was futile. From the very first object, creativity ran wild. Students became excited to see what was on the print queue for the day and were asking questions out of genuine interest. As this interest grew, students were motivated to learn, to gain new knowledge, to design real objects and take risks with something completely new to them.

3D Printing: An Overview

In its simplest form, a 3D printer is fabrication technology that combines the ability to extrude material, similar to a glue gun, with the ability to read object designs by layer. Using CAD software for the design of a 3D object, the exported file is then broken down using slicer software into printable layers. The 3D printer then dispenses layers of plastic to recreate the object. For 3D printing, the 'glue' is generally a plastic filament, acrylonitrile butadiene styrene (ABS) or polylactic acid (PLA). The filament begins on a spool, looking similar to thick fishing line, and finishes as an object. The only limitation to 3D printing is your imagination, and the dimensions of your build plate.

Maker programs are deeply entrenched in Science, Technology, Engineering and Mathematics and have become more common in recent years. Post secondary institutions in the US have even partnered with Makerbot in creating Makerbot Innovation Centers, which offer large production areas with dozens of desktop printers available to faculty, students and local entrepreneurs. **STEM** skills are essential to opening doors to students for future jobs and prepar-

ing them for work sectors that have yet to be seen. As one YouTube video explains, "The top 10 in-demand jobs of 2010 did not exist in 2004. We are currently preparing students for jobs that don't yet exist" (*Did You Know 3.0* – <http://goo.gl/AU1nmE>). The teaching of essential skills alongside the teaching of curriculum will enable students to be competitive in those industries unknown to them at graduation. 3D integration rethinks the traditional learning model and encourages teachers and students to explore, discover, innovate and create. Whether it is the design process for Technology Education, exploring geometry-based 3D objects in Mathematics or hosting an extracurricular program, desktop 3D printing has a place in the 21st Century classroom. Designing objects using CAD combined with the ability to print a tangible object has the capacity to reach the untapped potential of many learners. In taking design from theory to prototype, students are stimulated while simultaneously seeing the real-world application of the design process.

3D Integration Model

The integration model to support the use of CAD/3D printing can take on two different forms. On the one hand, CAD and 3D design can easily be incorporated into the Technology Education framework. In Tech Ed, students can learn the necessary hard skills required to navigate the CAD environment and create a printable object through the digital medium. On the other hand, 3D printing can also make a contribution to the cross-curricular. Imagine students analysing 3D printed artifacts in their social studies curriculum or working with a 3D printed model of the respiratory system in their science class. 3D printing can offer a breath of fresh air for both students and teachers, but where to begin?

Designs

3D printing is nothing without an object to be printed. While designs can be done through CAD, a seemingly limitless number of files are also available through a variety of online communities. For those teachers wishing to implement 3D objects into their

classrooms, sites like those hosted by Makerbot, the Smithsonian, and an online community called Thingiverse can offer pre-designed objects that are printer ready. As your maker program moves forward, original designs will come. However, in the beginning stages there is always need for a little help. Remember, the first print jobs will be ones to capture the creativity and interest of students. Objects like cellphone cases, Viking ships, dinosaur skulls and keychains are great visuals to offer students who are undecided as to the potential of 3D printing.

CAD Basics

At some point, a maker program must look at teaching the necessary CAD skills for object design. Introductory videos to CAD can be accessed online and can be helpful to teach students and teachers software skills necessary for object creation. However, like many tutorials offered through third party stakeholders, they are not necessarily rooted or relevant to the NL classroom or for the framework of your proposed assignment. With this in mind, a dedicated screen cast of your introductory project would emphasize the tools required for the object and provide the step-by-step design process necessary for object completion. A great way to start CAD is a project with specified parameters, such as a keychain where students must utilize commonly used tools featured by CAD.

3D Printing w/ Sketchup @ SITI

In response to growing interest in technology integration, the Technology Education Special Interest Council (TESIC) will continue its ongoing efforts to offer quality professional learning sessions to teachers across the province. TESIC will be offering an introductory session to computer-aided-design and 3D printing at this year's Summer Institute of Technology Integration (SITI), offered in partnership with Memorial University. Interested teachers will be given an opportunity to learn basic CAD, design a small introductory project reflective of student workflow and print the final design. Share the motivation that has captivated students and join in the fun. SITI@MUN 2015, will feature relevant sessions on trending topics while remaining grounded in the NL classroom. Visit siti.tesic.org for more information regarding the upcoming institute. And remember, free TESIC membership is only a 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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Supporting Students with Autism Spectrum Disorder

by KENDRA LANE

Spring is in the air and as the end of another school year approaches, students and teachers are taking advantage of the weather and celebrating the year with new and engaging learning opportunities outside the classroom. Students with Autism Spectrum Disorder (ASD) can benefit just as much (if not more!) from these immersion experiences but without sufficient support they may find the novelty and unpredictability too stressful. There are many things we can do to help our students with ASD succeed during field trips and other specialized classroom activities.

Field Trips

Students with ASD are visual and hands-on learners. Many adults with ASD suggest that experiential and contextual learning opportunities are among the most valuable and influential education experiences they remember. Unfortunately, many of these students miss out on these opportunities because new experiences can sometimes be stressful and/or overwhelming. As with all aspects of ASD, it is very individualized and some students may thrive in a community environment while others may genuinely prefer not to attend. For the majority of these students there are a few simple strategies we can implement to support success.

Social stories and pictures shared ahead of time are common strategies that can help – but for some students that may not be enough. Students who need additional support will greatly benefit from having a specific purpose during the trip. For example, a student with higher needs may carry a visual or picture list of “things to see” and check off throughout the session. A student with lower needs may have his/her own agenda or list of questions to ask. An individualized approach to this type of structure facilitates student engagement while performing three important functions. First, it provides a purpose for the student to focus on what s/he is expected to do in the absence of the structure of the classroom. Second, most field trips involve tours and/or talks from out-

side representatives. Many students with ASD will find the verbal information difficult to manage in a new sensory environment and it is helpful to have visual information to accompany it. Third, it should be designed to follow the pace of the trip and naturally as the “to do” list is complete, so is the visit.

It is always important to consider the sensory environment of a proposed visit and how it may impact a particular student’s sensitivities. The unpredictability of expectations and time, the heavy reliance on verbal instructions, and a novel sensory environment are generally the causes of students with ASD struggling in the context of a field trip. By addressing these proactively, and in a way that best suits the needs of the student, we can ensure everyone’s comfort and success.

Guest Speakers and Presentations

Some of the same strategies apply when we bring outside experiences into the classroom. Social stories and sharing pictures of the guest speaker and the topic ahead of time will help students with ASD feel more prepared. However, there are additional things we can do to help our students gain the most from these experiences. Like guided tours, it is always helpful to have some form of visual information for students to reference. For students with ASD who are eager to learn from others (i.e. run-on questions with no end in sight?) it may be helpful to discuss the topic ahead of time and decide on appropriate questions or an appropriate number of questions for the facilitator. This sets the expectation ahead of time rather than interrupting the student and facilitator during the presentation.

As with field trips, some students may need a purpose to successfully participate in a presentation or special activity. There are many ways to do this depending on the nature of the event. It could be the student helping deliver materials to the other students; s/he could have to gather things around the classroom required for the presentation; or even distributing a fill-in-the blank for information the facili-

tator will be sharing. The format doesn't matter – the idea is to provide structure for the student concerning what s/he is expected to do during this change in the regular classroom routine.

Autism is very individualized and all students will require a slightly different style of support. These strategies provide a platform from which to develop appropriate and individualized systems for each student so that they may enjoy new and special learning opportunities alongside their peers.

Zones of Regulation

One of the biggest challenges facing students with ASD is managing social communicative stressors and environmental stimuli to make room for learning and achieving. Self-regulation is well understood to be difficult for this population and we often struggle with how to teach such an abstract and complex concept. *The Zones of Regulation®* is a curriculum which uses a systematic, cognitive behaviour approach to teach self-regulation by categorizing emotions, feelings, and states of alertness into four concrete categories. Acknowledging underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, these strategies help students learn to understand and control their own emotions, impulses, sensory needs, and problem solving capabilities. *The Zones®* curriculum is an effective program that can be incorporated into a variety of other teaching and behaviour strategies. For more information please visit www.zonesofregulation.com.

Curriculum author Leah Kuypers, M.A. Ed., OTR/L, is an Occupational Therapist and Autism Resource Specialist who designed the program after years of experiencing the same scenario: students whose behaviours were being 'managed' by others rather than being taught the necessary skills to control their own behaviour. Join Autism Society, NL on Friday, November 13, 2015, when the author hosts a one-day workshop for educators and behaviour specialists in St. John's entitled *The Zones of Regulation®: A Concept to Foster Self-Regulation in Students who Struggle to Manage their Emotional and Sensory Needs*. Space is limited; please contact info@autism.nf.net for registration details.

Kendra Lane is Manager, Programs & Services, with the 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 klane@autism.nf.net.

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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.

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Autism Society
Newfoundland & Labrador



The Parent Puzzle

Names Have Been Changed to Protect Identities

by MATEA TUHTAR

This article was featured in the January/February 2015 issue of The Manitoba Teacher and has been reprinted with permission from the Manitoba Teachers' Society.

Jody distinctly remembers running into a former student on the street one day, years after what she calls a bizarre situation in which that student's parents accused her of "being part of a plot to persecute their kid."

Jody's offence?

She escorted the student to the principal's office after an incident between that child and another teacher, which prompted the parents to complain to the school administration that Jody was telling the other teachers to pick on their child.

"It still makes no sense," she says. "But as soon as I saw him that day, years later, my anxiety rose way up," she recalls. "I couldn't help but think—is he going to tell his mom he saw me, and is she now going to accuse me of stalking her child? What other crazy thing is she going to accuse me of?"

For many teachers, Jody's story would not seem surprising.

A recent poll of members done by The Manitoba Teachers' Society found that 94 per cent of public school teachers have had similar experiences with parents.

And in Ontario, a survey entitled *Bullying in the Workplace*, conducted for three teachers' organizations found that:

- Over one-half of elementary and secondary teachers have been personally bullied during their professional careers;
- Bullying by parents is the second most prevalent form of bullying, with 36 per cent of teachers working in elementary schools and 22 per cent of teachers working in secondary schools being bullied.

"I think most teachers nowadays have paranoia about parents," says Mary, a high school teacher in Winnipeg. "And if they don't from the start, they develop it really quickly."

This paranoia was heard time and time again from teachers we interviewed and whose real names we have changed in this article. All had stories such as parents bombarding teachers with emails, coming into a classroom uninvited, making voice mail threats and lodging complaints to senior administration.

"It's weird to talk about teachers being bullied because sometimes something will happen and you'll think—is this bullying or just a bad experience with someone and I just need to toughen up?" asks Dan, who says he remembers a few rather "belligerent" parents in his 10 years of teaching junior high. "I wonder if there are people excluding themselves because they think 'Well I can't really complain because it was just XYZ.'"

MTS Staff Officer Diane Beresford says she sees parent bullying as a growing issue. "I think parents have started to see themselves as consumers of a service. Public education isn't owned by parents, it's owned by society. But there's this sense that they purchase a service from the school, so they have this sense of ownership and entitlement. This belief has led to some completely inappropriate behavior in some cases."

Behaviour can include different forms, from subtle digs to all-out harassment, and gossip in real life and online.

Corinne Barrett DeWiele, a Professor in the Faculty of Education at the Université de Saint-Boniface, has 28 years of experience in Manitoba's public schools in various roles, including principal and consultant for the St. James-Assiniboia School Division. She is currently writing a thesis on the topic of parent bullying, and says some of the worst offences are uncivil emails sent at night by an irate parent.

"It happened often. I used to tell my teachers, don't open your emails at night, because you can't deal with them and then you just fret all night and don't sleep," says Barrett DeWiele. "The parent hears one side of the story and writes an email in the heat of the moment, and it's often full of swear words, calling the teacher down and calling into question

their professionalism.”

High school teacher Allyson remembers getting an incensed email from a parent where the first line read “I shouldn’t be writing this when I’m angry but...” and then went on to list a number of accusations and criticism. Allyson says she cried when she first received the letter, but later on became angry.

“Why would this person think that this is okay? Why write something in an email that you can’t take back?”

Barrett DeWiele agrees.

“Once an email is sent, it’s forever. And I’m not sure that parents understand that—it’s not like the teacher just hits delete and the email is gone. That teacher will put it in their child’s file to refer to later. So the repercussion, if it becomes harassment later on, can be great. And they’re probably not doing their child any favors.”

Not only is an email forever, but the Internet rarely forgets, which is why online bullying can be particularly damaging and potentially destroy a teacher’s career or reputation. Parents are a lot less likely to edit themselves online, whether it’s venting on social media, posting bad reviews, or gossiping about a particular teacher.

“The online part is a whole other can of worms,” says Judy. “A few years ago I made the mistake of going on one of the ‘Rate My Teacher’ websites and there was a comment about my personal life on there.” Judy says she was an easy target at that time, and for some reason, her personal life seemed like news. “I’m so paranoid about the online stuff because once it’s there, it’s almost impossible to fight against it. And if parents google your name, they can see this stuff and judge. It’s really scary.”

It’s not that teachers don’t want to hear feedback from parents—in fact, every teacher interviewed said that they prefer to have open communication between themselves and parents, and that they’d prefer the parents talk to them first about any issues or problems before the situation gets out of hand.

“What used to exist is that parents used to call the school and ask ‘Hey what about this situation that my kid told me about—what’s going on?’ That doesn’t happen anymore; now it’s this immediate aggressive response,” says Lisa, a high school math teacher who’s had a mother organize a group to meet with the school administration about her job performance—all over a perceived slight with her child.

While communication is important, there are some parents who take it too far with constant emails, phone calls and questions, which, friendly

(cont’d. on page 30)

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or not, would be considered another type of bullying that takes up a lot of teachers' time during and after work hours.

"You have parents who are constantly emailing you and questioning your decisions 'Why is this and why is that? Can you tell me what my child will do today? Couldn't my child do this instead; couldn't you make an exception?' Always trying to bend the rules," says Mary who has one particularly demanding parent she's been dealing with for three years.

Helicopter parents, constantly hovering over their children can be exhausting to deal with for teachers and can impact the time they have to work with other kids in the class.

"With the constant request of feedback by parents via email, phone calls or visits, teachers are feeling that it all gives them less time to prepare, less time to teach, and less time to interact," says Beresford. "All that takes away from their ability to meet the diverse needs of their classroom, and leaves them feeling stressed and harried." Beresford says that administrators don't always seem to grasp the effect that constant contact, verbal abuse or just being on edge all the time waiting for the next blow up, can have on a teacher. "They don't always seem to get the toll that it takes on a teacher."

In Lisa's case, her principal gave her a heads up and provided support during the meeting, but while principals should be the teacher's main ally when it comes to parent bullying, not all school administrators are as helpful.

"About 80 per cent of the time I feel our admin is supportive," says Judy, who teaches middle years in Winnipeg's inner city. "But other times I feel that the administrators just want the situation handled quickly and off their plate."

Judy recalls a time when a co-worker was called down to the principal's office with no warning, and made to apologize to a student's parents standing there waiting for her. "The teacher was so shocked she went through with it, but that was totally out of bounds."

"A supportive school administration is key," says Beresford, adding that a teacher should contact MTS if things aren't being dealt with at the school level. "A teacher needs that support from the principal. A good principal will act as a buffer. Workplace Safety and Health requires a harassment and violence policy in every school division and no one should work in an environment where harassment or violence occurs. So if you have a problem with a parent and your principal says 'I'll deal with it—I'll help you out' then you probably don't need us. But if that isn't the case then call us and we'll coach you, and the principal

and senior administration if necessary. We'll provide help."

While some parents follow the protocol of contacting teachers first, some go straight to the superintendent.

"There's a weight-throwing that happens, when parents are getting their way through their position and community connection," says Lisa, "and I think the board office now will do anything to avoid parents going to the press. And if a parent knows that, they have that leverage."

It all comes back to that consumerism attitude, says Beresford. "Some parents see the school as a service they're buying, and they act just like as if they went to the car dealership, there's an attitude of the customer is always right."

"They want to do right for their child, but sometimes this means being pushy or demanding."

Indeed, this desire to protect their children is the driving factor behind most of parent bullying behavior.

"Parents don't come in with a wish or desire to bully teachers. Parents come in and they're advocating for their child as best as they know how. Sometimes they don't know the processes," says the MTS Assistant General Secretary Bobbi Taillefer. "I always used to say to teachers 'The kids send us the best parents they've got.' So we have to figure out how to work with parents to help the kids."

Conference for Beginning Teachers

On February 6 and 7, twenty-nine teachers from around the province – all parts of the island and coastal, central and eastern Labrador – met in St. John's for an agenda which was designed specifically for them and focused on instructional strategies, personal and professional balance, and classroom organization and management. The NLTA hosted this event in partnership with Memorial University's Faculty of Education and both the English and French school districts.

It is said that every picture tells a story. This is the story of the bright future of this profession as these individuals shared their successes and challenges, and did so with energy and enthusiasm that can only come from a passion for teaching and learning.





SCHOOL ADMINISTRATORS' COUNCIL (SAC) PROVINCIAL CONFERENCE

April 22-24, 2015

Glynmill Inn, Corner Brook. Theme: *Changing Landscapes, Changing Lives*. Keynote: Former premier and Corner Brook resident, Tom Marshall. Register at www.sac2015.ca.

NL ENVIRONMENTAL EDUCATORS CONFERENCE

April 30 - May 2, 2015

Pepsi Centre, Corner Brook. Newfoundland and Labrador Environmental Educators in partnership with Qalipu Mi'kmaq First Nation present: *Two Journeys, One Path – Tracing Respect in Aboriginal Teachers and Environmental Education*. This workshop is intended for anyone interested or experienced in subjects related to connecting *Aboriginal culture* and *environmental education* in Newfoundland and Labrador. Keynote: Barbara Wilson, Haida Researcher, Instructor and Elder, Faculty of Education, Simon Fraser University. Registration fee: \$110. For more information contact nlee.workshop@gmail.com or visit www.nlee.ca.

CANADIAN ASSOCIATION OF PRINCIPALS (CAP) 2015

May 11-14, 2015

Fairmont Chateau Whistler, BC. *Connecting Leaders: Inspiring Learning*. Program Information: <http://bit.ly/1rq36vW>
Registration: <http://bit.ly/1utETY2>

DEVELOPING SUCCESSFUL SCHOOLS (DSS) 2015

July 6-9, 2015

Mount Allison University, Sackville, NB. An instructional leadership institute for educators of Atlantic Canada. Information re DSS 2015 has been communicated to NLTA members and can also be found on the NLTA website at www.nlta.nl.ca. For further information contact George Tucker, gtucker@nlta.nl.ca.

ALL THINGS MARINE

July 20-24, 2015

Huntsman Marine Science Centre, St. Andrews, NB. Sea cucumbers, seals and sea stars, oh my! All Things Marine is a hands-on marine experience for teachers, families and friends. Join us as we explore the unique and diverse environment of the Bay of Fundy. What we catch and collect is what we will study. The all-inclusive course fee of \$670 includes: four night dorm accommodations, meals, boat and lab fees, aquarium admissions, and taxes. You just need to find your way to the Huntsman! Register before May 20th and you only pay \$610. For more information call (506) 529-1200 or visit www.huntsmanmarine.ca.

SUMMER INSTITUTE OF TECHNOLOGY INTEGRATION – SITI@MUN 2015

July 30 - August 2, 2015

Faculty of Education, St. John's Campus, Memorial University. TESIC and Memorial University's Faculty of Education are excited to announce the second annual Summer Institute of Technology Integration – SITI@MUN 2015. Call for Presenter Proposals Deadline: May 31. Registration and other conference information can be found at siti.tesic.org.

CONTACT 2015

August 4-7, 2015

Saint John Campus, UNB. *Waves of Change; Oceans of Opportunities*. For more information contact Beverley Park, bpark@nlta.nl.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@nlesd.ca.

AUTISM SOCIETY NL – THE ZONES OF REGULATION

November 13, 2015

Holiday Inn, St. John's. Presented by Leah Kuypers, a leading autism presenter, on the topic of fostering self-regulation in children and youth with ASD (www.zonesofregulation.com). 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. Early bird registration: \$239 (Deadline: September 25, 2015); Regular registration: \$269 (Deadline: November 6, 2015). Contact ASNL for registration details: 709-722-2803; info@autism.nf.net.

Dates to Remember

April 2015

- Apr 30 **Deadline:** Deferred Salary Leave Applications
- Apr 30 **Deadline:** Year-end resignation from contract

May 2015

- May 7 **Deadline:** Notification by Board of layoff
- May 8-9 Provincial Executive Meeting
- May 10-16 Branch Election Week
- May 21 **Deadline:** PD Fund applications

June 2015

- Jun 12-13 Provincial Executive Meeting
- Jun 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
- Jun 18 **Deadline:** PD Fund applications

July 2015

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