

# bulletin

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# MAKING A DIFFERENCE

by [Lesley-Ann Browne](#)

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There are many organizations and programs that make a difference in the lives of children. The School Children's Food Foundation of Newfoundland and Labrador, in particular, stands out from the rest. The Foundation is a non profit charitable organization that aims to serve hungry school-aged children. In their mission statement the Foundation says that they assist persons or groups in establishing and sustaining nourishing child food programs. These programs are accessible to all children, community supported, viable, and non stigmatizing.

A few years ago I spent time as a volunteer on their Board of Directors and it was an education. I learned about the work they do and the need for the food programs. In a report from the Canadian Association of Food Banks, October 1999, approximately 800,000 Canadians use food banks. The highest rate of use is in this province where 6.6% of the population are food bank users. About 40% of the users are children.

I have never personally experienced real hunger or poverty. My time on the Board of the Food Foundation has helped open my eyes to some realities of hunger and poverty. I heard it said that there was no poverty in a school because all the children always have money for outings. It never occurred to the person who made this comment that perhaps parents skimped in another way so that they could provide the money for the outing. Many parents may not want the school to know that they cannot afford to send their child on an educational outing. Another sign is children going home for lunch, especially at times when cash would be low. For example, when Employment Insurance or Social Assistance cheques are due. I have had people say to me that when kids go home for lunch it is usually because parents are taking them out for a treat. This is true occasionally but it may be because there is very little food at home to make a school lunch. A tin of soup may be a meal for an entire family and is very difficult to send to school.

The issue of hunger is one that is not understood by many people, especially if they have never experienced poverty or hunger. A subsidized breakfast, lunch or snack program is non stigmatizing and allows all children to take part. There are instances in schools where teachers feel it necessary to bring lunches for students. Often snack lunches are provided at the school office for those who have "forgotten" their lunch. But these approaches are not always the answers especially when other choices are available.

The Foundation, which began in 1994, has assisted with the establishment of over 91 programs throughout the province. They have provided more than 10,000 children with a nutritious breakfast, lunch or snack daily. This number is increasing all the time. The Foundation works in partnership with each community and brings together local stakeholders who can support breakfast, lunch and snack programs in their community.

The Food Foundation can provide testimonials about how their programs make the difference in the lives of the children they serve. Comments from teachers include how they have "observed immediate positive results after breakfast –; attention span and attention focus as two of the main ones", "students have improved their attendance since the start of the program", and "since the Breakfast program began a lot of students who used to be outside for a smoke before the nine o'clock bell now go to the Breakfast program".

The School Children's Food Foundation provides some hope to communities, schools, teachers, parents and children. A report from the Executive Director of The School Children's Food Foundation sums up the work they do: "A hungry child is everyone's responsibility and together with the help of government, our corporate sponsors, donors, volunteers, teachers and principals, together we are making a difference." And thankfully they are.



## LETTER TO THE EDITOR

### YOUTH NEWS NETWORK IN THE CLASSROOM

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I am writing in response to your editorial comments as published in the April 2000 issue of The Bulletin, regarding YNN in the classroom.

As principal of Botwood Collegiate, a school which is participating in the YNN program, I find it necessary to respond to some of the points which you raise in your editorial. Before I do so, I would like to extend an invitation to you to visit our school to view, first hand, a YNN broadcast. After having done so and after having seen the impact this partnership is having on our ability to expose our students to state of the art technology, you will then be able to write about the project from a balanced, informed, position. At present your position seems to be coloured by a lack of first hand knowledge. I am sure that this is not intentional on your part.

First of all, your article implies that only underfunded schools would be interested in availing of this program. That is simply not true. Our school through partnerships with HRD Canada projects is adequately equipped. Thus, any decision to participate in a new project is made on the basis of educational benefit to our students and not simply because we must have the technology.

Secondly, I disagree with your assertion that the presence of the corporate community in the school is somehow fundamentally wrong. I feel that we, as educators, have an obligation to inform our students of the role of commercials and advertisements in our society. Quite simply we live in a society that owes its prosperity in no small measure to the strength of our corporate community. What we must guard against is the presence of unacceptable advertising, not advertising itself, in our schools. In this regard we, as a school, have the right to not show any commercial we deem objectionable, for any reason. In addition, staff are encouraged to promote dialogue with students concerning the role of advertising in our society. The point of such discussion would be to enable students to become wise consumers, not to insulate them, *carte blanche*, from all forms of advertising while they are attending school.

Your editorial also expresses concern regarding students watching "privately prepared news entertainment during school hours". Does this mean that students should only be permitted to view news broadcasts which are prepared by non-private companies? For the majority of students that would seem to imply that they should only watch news broadcasts prepared by state sponsored media outlets such as the CBC.

The reality of the situation for most students is that they tend to not watch a lot of news broadcasts because the format doesn't attract their attention. Hence, many students have a less than adequate grasp of current events. Students enjoy YNN news broadcasts because they are designed specifically to reach the teen population. The result is that students are afforded the opportunity to gain a greater awareness of the world around them. In addition, as is the case with regard to commercials, the school has the right to not show any news broadcast deemed objectionable for any reason. Thus the school maintains safe guards which ensure that students are not subjected to poorly prepared, inappropriate broadcasts.

Finally, the corporate community has had a presence in our schools for years. Soft drink companies have loudly proclaimed the superiority of their respective products through bold graphics on their machines, various companies support school sponsored events in return for exposure of their products, the schools have entered into partnerships with corporate entities whose goals are two-fold: support the education of our students and promote their products and/or services. There is absolutely nothing wrong with this practice. Why is it, then that a project such as YNN tends to evoke criticism from some circles? The answer, I

believe, lies in the fact that the critics of this program seem to have a fundamental distrust of allowing corporate Canada into the schools of our country. I can understand this position but I do not share it. I believe that partnerships should be forged with industry to allow schools greater access to desirable resources. The mandate of schools in such partnerships is to ensure that appropriate measures are put in place to allow educationally sound messages, philosophies, etc. to be communicated to students through their exposure to such partnerships. It should not be our mandate to categorically reject such partnerships, without at least exploring the possibilities which the partnerships may provide our students.

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Edward Mullins, Principal  
Botwood Collegiate



Provincial / National / International **NEWS**

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SOUTHERN HARBOUR

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**Students and parents attend writer's workshop**

This past March students and parents from Our Saviour King Academy in Southern Harbour took part in a Writer's Workshop. Students from Theresa Leonard's Grade 2 class and Grade 3 and 4 students from Dolores Billings' class attended the half day workshop which dealt with the complete writing process. Three sessions were held and included the introduction of whole process, the development of character, setting and plot, and a discussion on the editing process and writing of a rough draft.

Ms. Billings and Ms. Leonard said parents were pleased with the workshop and felt it was a wonderful experience. "They welcomed the opportunity to work with their children in a school setting and to see first hand the effort that goes into producing a completed piece of writing. Parents also had the chance to see that it is much easier to develop a good piece of writing if you follow the writing process."

The workshop provided an opportunity for parents to gain a more indepth understanding of the writing process. Comments from the parents included: "It helps me to understand the right procedure in writing stories so I can help my children", and "It was nice to see the children work and to hear their ideas."

Overall the workshop was deemed to be a great success and plans are already underway to make it an annual event.

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L'ANSE AU LOUP, LABRADOR

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**Students receive the gift of music through Arts Smarts Project**

Children's entertainer Terry Rielly (of "Teddy Bear's Picnic" fame), spent three weeks this past February and March at St. Paul's Elementary School in L'Anse au Loup and Our Lady of Labrador School in West Ste. Modeste as part of the Arts Smarts project. Students from K-6 began the project by sharing songs and learning about musical instruments from around the world. Parents and other community members spent a day visiting the students and sharing their many musical talents. The students, teachers and parents also spent two days making their own instruments. "The ugly stick was a favorite, although some were pretty ugly," joked Richard Turley, Principal of St. Paul's Elementary. The climax and high point of the project was a concert in which the students performed a variety of songs under the direction of Mr. Rielly. Mr. Turley said this concert was extremely well received. One parent summed up the success of the project by commenting: "It's a shame that children in small rural schools do not have easier access to programs such as Arts Smarts. This should be a regular part of our curriculum. Great work!"

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ENGLEE

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## **A showcase of musical talents**

Students from the H.G. Fillier Academy Guitar Group in Englee felt a great sense of pride as they performed at the NLTA Musical Connections Beyond 2000 Gala Concert at the Arts and Culture Centre in St. John's this past October. The guitar group, consisting of 17 girls from Grades 5 to 10, were one of ten groups chosen by the NLTA Provincial Music Council Executive Conference Planning Committee to perform at this showcase of musical talents from schools around the province.

Dianne Arthur, Director of the H.G. Fillier Academy Guitar Group and a teacher at the school, said pride in their community and school was the driving force that allowed this group to raise some \$3,000 and travel 30 hours in wind, snow and rain the weekend of October 15-17. "It gave these children, who come from a remote rural area, a sense of pride when they performed with their urban counterparts," commented Ms. Arthur.

The group performed two selections, "Beautiful Sunday" and "El Condor Pasa". Guitar student, Sandi Reid, said: "We were not nervous because we couldn't see or hear the audience. But when the clapping started you knew they were there and nothing can describe the feeling inside knowing it was for you."

Besides performing at the Gala Concert, the group toured Memorial University Campus and the Arts and Culture Centre. Ms. Arthur and her group were also accompanied on the trip by teacher chaperone Darlene Bishop, parents Debbie Compton and Marlene Randell, and bus driver and parent, Morris Cull.

When the students were later asked to write what they had learned from their trip to St. John's, Jerrica Cull wrote: "I learned that if you have a chance to succeed, go for it. I learned that a lot of people have different musical talents and when you think you don't have any talents, you do! You just need to find it!" Candace Arthur summed it up by writing: "Just because you live in a small community doesn't mean you can't go to a bigger one and perform just as well!"

Dianne Arthur said that despite the down turn in the economy the various businesses, groups, and individuals of Englee and surrounding areas realized the value of the experience both musically and culturally, and supported the group financially. "Without their support we would not have made it," she concluded.

Other groups chosen to perform for the Gala Concert were The Jim Duff Big Band, Ecole Saint Therese Junior Elementary French Immersion Choir, Goulds Elementary Choir, Twillingate Island Elementary Honour Choir, Bishop's College/Booth Memorial Choir, Newfoundland Symphony Youth Choir, Sett Anneway Mi'kmaq Choir, the Celtic Fiddlers, and the Avalon East District Band.

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## CONCEPTION HARBOUR

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### **Celebrating Grandparents' Day**

March 16, 2000 marked a special Grandparents' Day celebration at St. Anne's Elementary in Conception Harbour. The Grade 5 students and teachers organized a Grandparents'/St. Patrick's Day celebration as part of their Social Studies Program and invited NLTA President, Fred Andrews and NLTA Executive Director, Wayne Noseworthy as special guests.

Mr. Andrews and Mr. Noseworthy met with the staff over lunch and attended an afternoon concert featuring performances by the Grade 5 class, two students from Roncalli High School in Avondale, two dance students from St. John's, and parents and relatives of the students of St. Anne's Elementary.

The event was also marked by the exhibition of artifacts from surrounding communities, some of which date

back over 200 years, demonstrating the rich heritage and unique character of the Conception Bay Center area. All items in the museum were donated by parents and grandparents of the Grade 5 students.

Many of the grandparents remarked how special they felt to be invited to such an event and said it shows how talented and thoughtful our young children are.

In his closing address to the assembly, President Fred Andrews complimented the organizers of the event and praised students for their exemplary behaviour. He congratulated guests for their contributions and performances throughout the program, which placed particular emphasis on the rich Celtic roots of the communities. Mr. Andrews took great pride in informing the audience that this was really an "Irish home coming" for him since his mother and grandparents were originally from Colliers.

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## GANDER

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### **National Partners in Education Award winners announced**

The Gander Collegiate Media Internship Program and Cable Atlantic-Cable 9, Gander are the winning partnership for Newfoundland and Labrador in the Royal Bank Partners in Education Awards category (sponsored by the Royal Bank) of the Conference Board of Canada's National Partners in Education Awards. Winners are selected in each province and territory in this national program that offers an opportunity to showcase business-education initiatives that work across Canada and to recognize the people who are making them happen.

The Gander Collegiate Media Internship initiated planning in 1996. Through financial assistance from Human Resources Development Canada, and support from Cable Atlantic-Cable 9 in Gander, as well as a number of business sector partners, it was able to open in September of 1998.

The program is an intensive one that teaches the process of television and video production to high school students as part of their program of studies. Through participation in the course, students produce programming both in their own studio at Gander Collegiate as well as filling the role of members of the daytime production crew at Cable Atlantic-Cable 9 in Gander. In September of 1999, students began production of their own weekly program, "Spotlight on Schools" for Cable 9 in Gander, focusing upon weekly events and happenings in the schools in Gander.

Over 160 business-education partnerships representing 15,000 participating organizations entered this year's competition, with representation coming from every province and territory. Winning business-education partnerships were honored in Halifax at the Business and Education Awards ceremony on May 1, a highlight of the Partners 2000: Linking Education and the Local Economy and Showcase, April 29 to May 2, 2000.

For further information on the Gander Collegiate Media Internship Program, contact Brian Mosher, Media Technology Teacher, Gander Collegiate (e-mail: [bmosher@stemnet.nf.ca](mailto:bmosher@stemnet.nf.ca)) or Jim Pittman, Principal, Gander Collegiate (e-mail: [jpittman@stemnet.nf.ca](mailto:jpittman@stemnet.nf.ca)), Tel: 709-256-2581, Fax: 709-651-2986.

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## PORT AUX BASQUES

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### **The sounds of love**

For the second year in a row the sounds of love could be heard throughout Port aux Basques on Valentine's Day. The St. James' Junior High Sweethearts delivered gifts of singing messages to young and old alike in

the local area. The gifts were only \$2 and included a candy craft. Edith Smith, Principal of St. James Junior High, said from all reports the messages were well received and enjoyed by all. In fact, she said, many recipients of messages gave donations to the school in appreciation.

There were approximately 75 students involved, as well as community volunteers and the Community in Schools team. "The project is an excellent example of school and community working together for the betterment of youth," stated Ms. Smith. The funds raised from the activity will be used throughout the school year to support school spirit initiatives such as the Education Week Poster Contest and the Missing Moo.

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## ST. JOHN'S

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### **ESL students bring culture to life**

Students at Macdonald Drive Elementary in St. John's became active participants in this year's campaign to combat racial discrimination during International Day for the Elimination of Racial Discrimination on March 21.

At the entrance to Macdonald Drive Elementary in St. John's stands a large globe, a symbol of the multicultural nature of the school. There are 36 English as a Second Language (ESL) students and a large number of other students at Macdonald Drive Elementary with varying connections to other countries of the world. ESL teacher Martha Trahey decided to recruit ESL students from Holy Heart of Mary High School in St. John's to assist her students in the planning of the special day. Some of the parents of these students also pitched in, culminating in a wonderful display of the unique cultures of many countries around the world.

Do you know what a miin is? How about a me-dub? Can you write your name in Arabic? Armed with these and many other questions, students were encouraged to find the answers as they eagerly browsed the displays from countries such as Russia, Bulgaria, India, Korea, Japan, Malaysia, Egypt, Jordan, Ethiopia, Ecuador, El Salvador, Moldova, Georgia, Israel, Bosnia, Kosovo, Ukraine and Kazakhstan. The pride in their native countries was evident as the ESL students and parents demonstrated examples of their arts and crafts, language, scenery, music and videos and many other facets of their culture. "It was a wonderful opportunity for our ESL students to bring their culture to life for the rest of the students," commented Ms. Trahey. It was a valuable lesson in understanding and tolerance for everybody."

"The students of Macdonald Drive Elementary know from first-hand experience the importance of accepting and respecting the differences between people of all cultures, thanks to their involvement in days such as this one," said principal Myrtis Guy. "It was an experience the whole school has benefited from. It really demonstrated that despite our different backgrounds as people, we have similar interests, abilities and humanity. We are already exploring ways of expanding this event for next year," she said.

The United Nations declared March 21 the International Day for the Elimination of Racial Discrimination following an anti-apartheid demonstration in South Africa in 1960 in which 70 demonstrators were killed by police. In 1989, Canada became the first national government to initiate a campaign that would address the problem of racial discrimination.

### **Read-In 2000 a great success**

In conjunction with the Literacy Development Council, Holy Cross Elementary School in St. John's, in cooperation with the Froude Avenue Community Centre, sponsored Read-In 2000 this past March. A number of speakers visited Holy Cross to read to the students in their school environment.

Sandra Harnett, Teacher Librarian at Holy Cross, said each reader stayed for 15 to 20 minutes and each of them loved the opportunity to read to the children. It is hoped that this venture between the school and a community centre will become not only an annual, but a monthly event.

### **NLTA scholarship awarded**

Kathryn Pitcher of St. John's has been named 1999-2000 recipient of the Newfoundland and Labrador Teachers' Association Scholarship.

Ms. Pitcher received a Bachelor of Education (Primary) degree in May of last year. She is presently attending Memorial University and will convocate this June with a degree in Special Education.

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

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## **NEWFOUNDLAND & LABRADOR**

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### **New Dean of Education announced by Memorial University**

Dr. Barbara Burnaby has been appointed as the new Dean of the Faculty of Education, Memorial University of Newfoundland. Dr. Burnaby will take up the senior post effective July 1, 2000. The Dean of Education is responsible for all facets of that faculty's work, including setting priorities, development and delivery of undergraduate and graduate programs, and encouraging research.

Dr. Burnaby brings numerous achievements in the language and literacy field to her new position. She received her BA, MA, and PhD from the University of Toronto, where she is presently a professor in the Modern Language Center in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE).

She has taught English as a foreign language in Japan and as a second language to adult immigrants in Toronto. In the 1970s and early 1980s, Dr. Burnaby was involved in the development of Ontario's policy on the teaching of Native languages in the province's schools, as well as the Native Language Instructors Training Program for Ontario. She was president of World Literacy of Canada in the late 1980s and the early 1990s; it was during this time (in 1990) that Toronto Life magazine featured her on the cover as an "unsung hero".

Dr. Burnaby is currently working on assessment issues in Native languages and for foreign candidates in pharmacy in Canada. She is also co-ordinating an international conference on indigenous languages scheduled for Toronto in May. Dr. Burnaby succeeds Dr. Terry Piper, who left the Faculty of Education last fall to take up the post of Dean of Education at York University. Dr. Clar Doyle will continue to serve as Acting Dean until July.

### **EcoTeams in your classroom**

The Conservation Corps of Newfoundland and Labrador is pleased to announce the launch of the EcoTeams. Seven EcoTeams, each comprised of four youths, are working in major centres across the province to deliver Home Green Ups, EnerGuide for Houses and climate change education to school groups. The creation of the EcoTeams is in response to the rising concerns surrounding climate change. Global warming will have a direct impact on our province, its people, and economy. "Climate Change Action: The Job Begins at Home," is a two-year project sponsored by organizations such as Canada's Climate Change Action Fund, Petro-Canada and H.R.D.C's Youth Employment Strategy. EcoTeams located around the province will work to deliver 7,200 residential assessments called "Home Green Ups" and

"EnerGuide for Houses." These assessments will help Newfoundland and Labrador become a leader in cutting emissions, while helping homeowners save money and improve home comfort. Household waste, water, energy and transportation will be assessed during Home Green Ups while EnerGuide will help deliver measurable emissions reductions.

While the EcoTeams will deliver these environmental assessments, they will also play an active role in educating our youth to become "environmental ambassadors." Non-formal teaching methods and hands-on activities will be employed in a fun learning atmosphere to teach young people about a variety of environmental issues: Recycling and Composting; Climate Change; An Environmentally Friendly Household; Hazardous Waste; any other topic of interest to the class.

While climate change is a problem of global proportions, the EcoTeams present the topics in a way that provides applicable solutions and alternatives that people can use in every day life, and sessions can be tailored to the appropriate curriculum for grades K-12. If you would like an EcoTeam to come to your school, contact the team nearest to you: St. John's 758-7330; Mt. Pearl 758-7333; Gander 256-4446; Grand Falls-Windsor 489-1325; Corner Brook 637-8683; Stephenville 643-1263; or Happy Valley-Goose Bay 896-6370.

The Conservation Corps is a voluntary, charitable organization dedicated to providing young people with meaningful work, training, and educational opportunities in the areas of environment and cultural conservation and enhancement.

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Get Together! Give Together!  
**EDUCATION WEEK**  
**2000**

Education Week 2000, March 5 to 11, was once again a celebration of the good things taking place in our schools. This year's theme, Get Together! Give Together!, was adopted to allow us to be part of the "Our Millennium" project, an initiative of Community Foundations of Canada. "Our Millennium" is a nationwide project which encourages Canadians to come together in our communities to contribute special gifts to the future. Although Education Week has come to an end, the theme as well as the "Catalogue of Possibilities" which was distributed to every school in the province, provides possibilities for projects all year long.

The Education Week 2000 opening ceremonies were held at Anthony Paddon Elementary in Musgravetown on Monday, March 6. The ceremonies featured performances by the Anthony Paddon Junior Band (with members of the Die Tischlers Jazz Band), Anthony Paddon Elementary Choir, Anthony Paddon Grade 3 Class, L.R. Ash Boy's Choir, and the L.R. Ash Vocal Ensemble. Winston Carter, NLTA's Vice-President, and the Minister of Education addressed the audience. Again this year, in conjunction with STEM~Net, the Opening Ceremonies were webcast so that all schools in the province could view the event on-line.

This year the NLTA sponsored an Education Week Thank You Card Contest. A cash prize of \$100 was awarded to winners in each of four contest levels. The winners were as follows: K to 3 –; Holly Smith, Grade 3, Paradise Elementary; Grade 4 to 6 –; Hayley Clift, Grade 6, St. Teresa's School, St. John's; Grade 7 to 9 –; Laura Bond, Grade 8, Douglas Academy, Lapoile; Grade 10 to 12 –; Heather Rowe, Grade 10, Carbonear Collegiate. Congratulations to all our winners.

Active participation in Education Week is an ideal way to promote the value of education both inside and outside our classrooms. The following is a update on some of the Education Week activities which took place in our schools this year.

### **Matthew Elementary, Bonavista**

Education Week 2000 was celebrated in a big way at Matthew Elementary School in Bonavista! The school's Education Week Committee planned a series of events which involved students, teachers, and parents to celebrate the theme, "Get Together! Give Together!"

The week was kicked off with an assembly in the school's gymnasium which was attended by students, teachers, parents, and several invited guests which included local clergy, the mayor, and some senior citizens from Golden Heights Manor in Bonavista. Mayor Betty Fitzgerald proclaimed Education Week at Matthew Elementary by reading and signing the official proclamation. Several Grade 4 students read poetry which they had composed for the occasion reflecting the theme of Education Week. The audience was treated to performances by the school's junior band and choir. A local folk music group known as the Cape Shore Boys performed traditional Newfoundland music for the students to warm and thunderous applause. Certificates of appreciation were presented to all those who contributed to the success of Education Week.

Tuesday saw the introduction of the school's first Young Inventor's Day. Students used various household items to invent and construct novelty items like robots and other imaginative creations. Many parents toured the school in the afternoon to view their creations.

All students participated in a grocery bag art project. Local supermarkets provided paper grocery bags for

students on which they depicted their interpretation of the theme for Education Week. These bags were then returned to the supermarkets for distribution to the general public.

A Reach-for-the-Top tournament was organized for elementary students and primary students were treated to a Spelling Bee contest. Prizes were awarded to the winning teams.

Several lunch-time sporting events were held for students. Fun floor hockey games were held where students played against each other and against their teachers.

The school recognized the needs of their local Food Bank on Friday with a Food Drive which was very successful. A large amount of non-perishable food items were collected for presentation to the Food Bank.

To conclude the celebrations, some Grade 7 students participated in a lip sync contest. Bands such as Blink 182, Korn, and the Beastie Boys were portrayed with much enthusiasm and talent. Between performances, students participated in various Spirit Day competitions like hula-hoop, basketball free-throw, and skipping.

All in all, the school community at Matthew Elementary School took time out to celebrate education at this important and special time of the year.

### **St. Thomas of Villanova, Manuels**

Education Week 2000 got underway at St. Thomas of Villanova School in Manuels with a reading of the Education Week Proclamation by Principal Dennis Madden and the president of the Student Leadership, Natasha Pottle. A group of students met in the computer lab to view the webcast of the opening ceremonies from Anthony Paddon Elementary in Musgravetown. Meanwhile, grandparents of students in Grade 7 French Immersion thoroughly enjoyed listening to students' recitations, French songs, and a tune on a fiddle, while sharing traditional Newfoundland recipes and having a cup of tea.

The Association of Professional Engineers and Geoscientists (APEGN) members were on hand during the week to judge Science Fair projects. Parents had an opportunity to view the entries on Wednesday afternoon and evening, at which time the winners were announced. As part of the Education Week celebrations a number of distinguished guests volunteered to speak about careers in their fields to the Grade 9 students. The speakers, Mr. Aijaz Malik, Ms. Jennifer Meaney, Ms. Deneen Spracklin, Ms. Darlene Spracklin-Reid and Mr. Lawson Dickson were all members of APEGN. Mr. Gareth Igloliorte, a student engineer currently on a work-term, also spoke to the students.

A highlight of Education Week was Read-In 2000 which was held in conjunction with the Provincial Literacy Development Council of Newfoundland and Labrador. Community members shared a variety of books, poetry and literature with the Grade 7 and 8 students, providing each group a different perspective on the importance and value, fun and pleasure of reading. Parents and other invited guests were delighted to hear and evaluate original works by a small group of Grade 7 students at a poetry recital.

On Friday, the students and staff were treated to a lunch time concert showcasing the school's "Stars of the Kiwanis Music Festival". Due to the large number of students taking part in this year's festival, two more concerts have been scheduled. Math Daze rounded out the activities of the week where two students from Grade 7, Grade 8, and Grade 9 worked as a team to solve math problems for "school money".

All activities exemplified the theme of Education Week, "Get Together! Give Together!"

### **Dunne Memorial Academy, St. Mary's**

The theme "Get Together! Give Together!" aptly described the atmosphere at Dunne Memorial Academy in St. Mary's during Education Week 2000. Many community members actively participated in a wide range of activities throughout the week. "They came to share their talents, and in doing so, many aspects of our

culture came alive for the students as they learned how to knit, do the lancers, view artifacts from the museum or sing along with the spirited musicians who entertained them with Irish and Newfoundland songs," said Charlie Dillon, Principal at Dunne Academy.

Many of the younger students eagerly welcomed their grandparents who came to read or share stories with them. The presence of the R.C.M.P., District Health Nurses, parents, retired staff members and various crafts people helped broaden the students' sense of community.

One group of students shared highlights of their first year at Dunne Academy by going on air via the community T.V. channel. "They were delighted to be stars for their families and friends," said Mr. Dillon.

The Challenging Needs class and kitchen staff treated the primary/elementary students to a delicious pancake breakfast. The week came to a happy ending as many parents joined their children and staff for an afternoon of skating. "The interaction among students, parents, staff and friends helped to foster a stronger connection within our school community as well as providing an exciting week for all involved," concluded Mr. Dillon.

### **M.W. Jeans Academy, Burlington**

Students and staff were busy at M.W. Jeans Academy in Burlington during Education Week 2000. The week was officially kicked off with the reading of the Education Week proclamation by Principal Debra Lush at an opening assembly. Students sang a number of school songs as well as the Education Week song they wrote to reflect this year's theme, "Get Together! Give Together!".

Following the assembly all students were paired with a Reading Buddy for a half hour reading session. Principal Lush said this activity went so well that a repeat session was carried out on Friday of that week. On Tuesday, the school held its annual Science Fair with a total of 25 student projects. Mr. Clar Brown judged the entries again this year and said he was very pleased with the caliber of the projects. Four gold, seven silver, and eight bronze medals were awarded. The science fair was opened to the public for viewing both in the afternoon and evening.

On Wednesday, the school held a Book Jamboree and Cake Walk. Students donated used books to the school which were sold at a very low cost to other students in the school. The Cake Walk was the first for M.W. Jeans. Twenty decorated cakes were donated to the school by parents and teachers and students paid 50¢ for a chance to win one of the beautifully decorated cakes. The school raised \$150 from this venture. Wednesday was also the deadline for the elementary grades Legend Writing Contest. Twenty-six entries were received and are now being read by a panel of judges to determine the first, second and third place winners. All entries will be combined to create a Book of Legends for the school.

The annual Reading Marathon was held on Thursday. Students gathered in the gym with sleeping bags, pillows and blankets reading their favorite books and listening to a book dramatization by their teachers. "The Reading Marathon is always a big hit at our school and it was no different this year," commented Ms. Lush.

On Friday students and teachers traveled to Baie Verte Stadium for an afternoon of skating. This event was thoroughly enjoyed by students and was the first time many had visited or skated in a stadium. Also on Friday the Grade 5/6 students created a number of paintings in the gym to help brighten it up. As well, Mrs. Rideout, a retired teacher, visited the school and completed a reading and object lesson with the Grade 3 to 6 students to demonstrate teaching as it was in the past.

The Public Health Nurse, along with two student nurses, completed lessons with various classes on topics such as nutrition, tooth protection, and smoking. These lessons were scheduled for Tuesday of the week but had to be rescheduled for the Friday before Education Week.

"All and all it was a very busy and rewarding week," concluded Ms. Lush.

### **Dorset Collegiate, Pilley's Island**

Education Week was a busy one for students and staff at Dorset Collegiate in Pilley's Island. The week officially began with reading of the Education Week proclamation. Students were asked to dress up each day with various themes –; Back in Time, Wacky Tie Day, Cross-Over, Crazy Hat Day, and Mad Scientist. Other events scheduled for the week included a snow sculpture contest, the Green Bay South Education System-Wide Science Fair, and a Live on Stage! Get Together Concert! A canteen special valued up to \$5 was given to each student and teacher on the Homeroom (Spirit) Team which accumulated the most points in the various activities throughout Education Week. Parents, grandparents, members of the clergy, and friends of the school were invited to come share in the activities.

### **Douglas Academy, LaPoile**

Education Week at Douglas Academy in LaPoile saw students participating in a variety of activities including the annual Science Fair, an author/famous person research hunt, and a Thank You Card Contest. The school stressed the many talents of its community members during the week to reflect the Education Week theme, "Get Together! Give Together!", and set up a showcase of local crafts and creative writing contributions for viewing in the school. The week wrapped up with a lunch time variety concert featuring lip sync performances and creative and traditional dances by the students as well as performances by local accordion musicians. "The concert was representative of a very real feeling of togetherness," said Lorraine Griffin, a teacher at Douglas Academy.

### **St. Peter's Elementary, Mount Pearl**

"Brenda Rowe-Bartlett and I share a common passion for Art," says Rosemary Webb, a Grade 5 teacher at St. Peter's Elementary in Mount Pearl. Ms. Rowe-Bartlett is an Art Specialist teaching advanced art studies in Grades 10 to 12 at Bishop's College in St. John's. Ms. Webb says she endeavours to do wonderful art projects in a crowded classroom with no sink.

During Education Week 2000, Ms. Webb's class of 26 Grade 5 students worked with Bishop's College students in their art room for half an hour after touring their art gallery and viewing various pieces of their art around the school. Ms. Webb's students were asked to produce pencil portraits of their high school buddies and then the roles were reversed. The students received portraits suitable for framing.

"This was an extremely beneficial undertaking. My Grade 5 students have an increased awareness of the importance of art and the various forms which art can take –; textiles, photography, sculpture, etc. They loved working with the high school students," reported Ms. Webb.

Ms. Webb says the high school students from Bishop's College enthusiastically adopted the "little guys" assigned to them and were impressed that we do have an art class once every six days. Some high school students mentioned that they would have loved to have visited a high school art class while attending elementary school.

"We certainly took the Education Week theme to heart –; Get Together! Give Together!", concluded Ms. Webb.

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School Board Duties and Powers

# THE SCHOOLS ACT

by [Edward Hancock](#)

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A new Schools Act came into being in this province in December 1997. The NLTA often receives inquiries from teachers relating to provisions of the Act. This article (the fourth and final in a series) deals with provisions of the Act that relate to the duties and powers of School Boards and School District Directors as well as several miscellaneous provisions of the Act.

## School Board Duties

Section 75 (1) of the Act lists the duties of School Boards (26 duties are listed). Some of these duties which are most pertinent to teachers are:

- organize and administer primary, elementary and secondary education within the district;
- provide for the instruction of students;
- determine policy for the effective operation of schools in the district;
- ensure that policies and guidelines issued by the Minister relating to special education for students are followed in schools;
- ensure adequate supervision of all students during the period for which the Board is responsible for the students;
- appoint and dismiss employees;
- appoint and assign duties of teachers;
- formulate policies for evaluating employees;
- ensure that those programs or courses of study and the materials prescribed or approved by the Minister are followed in the schools;
- ensure that each school maintains adequate program and performance standards;
- establish policies for student evaluation and promotion;
- where necessary, arrange for a system of student transportation to and from schools; and
- comply with policy directives of the Minister.

Section 74 of the Act contains provisions regarding School Board by-laws. A Board is required to adopt by-laws respecting:

- a) appeal procedures for decisions affecting students;
- b) the period during which teachers are to be in school prior to school opening in the morning and in the afternoon;
- c) suspension of students;
- d) the conduct of Board meetings and administration and business of the Board; and
- e) the imposition of a levy by a School Council.

In addition, a Board may make other by-laws that are not inconsistent with the Act and that are necessary or desirable to carry out the Board's powers and duties under the Act. No Board by-law shall come into force until approved by the Minister of Education.

## Powers of Boards

Section 76 (1) of the Act lists the powers of the School Board. These include the authority to:

- employ persons that the Board considers necessary for its operations;
- enter into agreements for the purpose of carrying out its functions under the Act;
- require a student to undergo a medical or psychological examination if such student is believed by a

teacher to be suffering from a communicable disease or a physical or mental condition which might endanger other students or Board employees and, if necessary, to exclude such student from school until a certificate acceptable to the Board is obtained;

- require an employee to undergo a physical or psychological examination and to submit an acceptable certificate concerning his/her physical or mental health, (in such case, the employee is required to make a reasonable attempt to obtain the examination within 14 days and if the conclusions of the physical/psychological examination indicate the status of the employee's health would be injurious to students or other employees, the Board may require the employee to take sick leave); and
- suspend from work an employee who is charged with an offense that would make the person unsuitable to perform his or her duties.

### **Duties of the Director**

Section 80 details the duties of a School Board Director, under the direction of the School Board. Some of the more pertinent of these duties are:

- supervise and direct the staff employed by the Board;
- administer, supervise and evaluate all education programs and services in the District's schools;
- recruit and recommend for appointment employees and, subject to Board approval, assign them to positions and duties;
- recommend the promotion, transfer and termination of employment for Board employees;
- develop and implement a program of supervision and inservice training for Board employees;
- supervise all schools, property, teachers and other employees of the Board;
- provide leadership in evaluating and improving the education program in the district; and
- perform other duties required by the Board and under this Act.

It should be noted that the powers and duties of School Boards are to be exercised within the parameters of the collective agreement. While the Act gives the Board legislative authority to carry out its duties, the collective agreement is an agreement among the parties (teachers, School Boards and government) which places some restrictions on how those duties are to be carried out in relation to teachers employed by the Board. Article 39 (Management Rights) of the collective agreement speaks specifically to this interaction between Board rights and powers and the collective agreement by stating that management functions, rights and powers now existing are recognized by the Association as being retained by the School Boards and the government except as specifically abridged, delegated or modified by the agreement. As an example, S.81 (1) of the Act gives the Director the authority to suspend an employee if the Director is of the opinion that the presence of the employee is an immediate threat to the welfare of students or other employees. However, such authority would be subject to the requirements of the collective agreement in Article 10 **that no teacher shall be suspended, dismissed, or otherwise disciplined except for just cause (10.01) and that teachers under investigation or charged will not automatically lose pay or benefits while under a period of suspension prior to the determination of guilt or innocence (10.06).**

### **School Opening and Hours of Operation**

Section 27 (1) requires that a school shall open and close for the school year on the dates determined by the Minister. These dates are normally determined and communicated to School Boards several years in advance.

Section 28 provides that the minimum number of hours of instruction for students shall be 2.5 hours for Kindergarten; 4 hours for Grades I to III; and 5 hours for Grades IV to XII.

Again, teachers should be aware that there are collective agreement provisions relating to these issues as well. For example, Clause 28.01 of the Provincial Agreement states that **the length of the school year shall be 190 teaching days comprised of 185 actual teaching days, 3 paid holidays and 2 non-teaching days.** Thus,

while the Minister sets the opening and closing dates for the school year, the number of required teaching days within the year is specified by the collective agreement. As well, Clause 28.02 of the agreement makes reference to Section 32 of the Schools Act which provides that teachers, for the purpose of determining salary, shall be considered to have taught on a day when the school is closed for various reasons as listed in Section 32. Furthermore, Schedule E of the collective agreement provides that the employer will not alter conditions as they currently exist for teachers with respect to the length of the instructional day for students, the hours of classroom instruction for teachers and the length of the work day for teachers.

### **Contract of Employment**

Section 83 of the Act requires that the terms and conditions of a contract of employment between a Board and an employee shall be in writing and consistent with the Act. Such contracts are also subject to Article 38 of the collective agreement which requires that no provision of an individual teacher contract shall contravene any article of the collective agreement.

### **Corporal Punishment**

The Schools Act contains a prohibition against the use of corporal punishment in schools. Section 42 states that **a person shall not administer corporal punishment to a student in a school.**

The Schools Act provides the legislative basis for School Boards to carry out their responsibility to organize and administer education within the District. All teachers should have a general awareness of the provisions of the Act, particularly as they interact with provisions of the collective agreement and other legislation and impact upon teachers carrying out of their specific duties.

Questions concerning any provision of the Act, or on any legislation or regulations which impact upon the role of the teacher, should be addressed to Administrative Staff in the Benefits and Economic Services Division at the NLTA office.

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Edward Hancock is Assistant Executive Director of the NLTA.

# WHEN ON FIELD TRIPS

by [Lloyd Hobbs](#)

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The walls of the classroom are no longer the boundaries of learning, and it is a regular part of many teachers' lesson planning to take students to locations of interest in the community. Field trips which extend to other parts of the province, involving long hours on buses, are common as well.

At the NLTA Office, we frequently get calls related to teacher responsibilities while traveling with students and we have published InfoSheet #20 –; Pupil Transportation and Teacher Liability as a response to these enquiries. As well, at workshops on Teacher Liability the topic of field trips and teacher responsibilities is often discussed.

While teachers assume overall responsibility for the well-being of students and for monitoring the behavior of students travelling on the bus, it is often assumed that the responsibility for the safe operation of the bus itself is that of the bus driver. However, a recent Arbitration Board ruling has broadened the definition of a teacher's responsibility in this regard.

In this case, according to the arbitration board report, two teachers were accompanying a group of students on a return bus trip on the Trans-Canada Highway when, the bus driver, without stopping the bus got out of the driver's seat and turned over operation of the bus to one of the teachers. The teacher did possess a driver's licence of the class necessary to operate buses. There was also a second teacher aboard the bus.

The teacher drove the bus to the next planned meal stop where, after having a meal, everyone re-boarded the bus and the regular bus driver assumed control of the bus and completed the trip to its destination. There was no discussion of the incident between the teacher and the driver and there was no immediate report of the incident by the teachers to School Board authorities. However, it was reported to the school administration the following day. Upon returning to school, one of the teachers was contacted by School Board officials after the incident had been reported to the School Board by a parent of one of the students. The School Board then conducted its own investigation.

As a result of this investigation both teachers were disciplined with letters of reprimand. Grievances were filed by both teachers contending they had been disciplined without just cause as referenced in Clause 10.01 of the Collective Agreement. With the issue not resolved at the grievance stage, an arbitration was held into the matter.

At the centre of the discussions was the teachers' actions or perceived lack thereof. The School Board questioned why the teachers had not spoken to the driver about his actions, why they had allowed him to resume driving after the meal stop, and why the incident had not been reported earlier to authorities. It was the School Board's contention that a serious safety incident had occurred and that nothing had been done by the teachers to address the actions of the driver.

The teachers on the other hand found the driver's actions inappropriate but felt they knew the reason for the actions to be related to the driver's physical problems with his back. They did not discuss the matter in front of the students and felt the driver was able to resume his duties after the meal stop. Since the issue was over and no harm had come from the actions, it was not their place to discipline the driver nor see that discipline occurred. They did not see him as coming under their authority.

In the arbitrator's ruling, he stated: It must also be remembered that the two Grievors are members of one bargaining unit under the School Board, while the bus driver is a member of a separate and distinct bargaining unit. The Grievors have no actual authority and control over the driver, but they do have

continuing and constant responsibilities for the safety of the children while on the trip. [Emphasis Added] While they cannot remove the appointed operator from the driver's seat if he insists on driving, they do have the right and obligation to remove both the students and themselves from the bus, and to insist on taking an alternative form of transport if safety is in doubt. Before taking such a drastic step, however, one would expect them to attempt to resolve doubt by a normal process of inquiry regardless of the relationships that existed.

It is this Board's view that reasonable and prudent parents, placed in the situation of the Grievors on that date, would have at the very least entered into a discussion between themselves as to the appropriateness of the driver taking control of the bus [after the meal stop], and at a minimum, would have spoken to the driver privately to inquire whether he felt up to the task of operating the bus once again without his leaving the driver's seat for a second time.

Having determined that the actions of the teachers were not in keeping with those of a prudent parent, the arbitrator then looked at the question of whether the actions warranted discipline. After analyzing a variety of work-related errors of judgement, the arbitrator stated:

In this case, the Board concludes that the action of the teachers, in failing to discuss with each other and the driver, to question and seek resolution of whether the driver should have been permitted to drive or whether the students should have been removed from the bus, was a sufficiently serious error in judgement or lapse of judgement to warrant a disciplinary response. Given the whole range of possible employment offences, this was a relatively minor one. Nonetheless, this Board is of the view that the Grievors could not discharge reasonably their responsibilities as parental representatives of their students by simply "reading the body language and demeanor" of the driver. The Board thus concludes that they have committed a sufficiently serious error in judgement to warrant some discipline.

Such a conclusion may be surprising to many teachers. From an Association perspective, we advise that you attempt at all times to act as a "prudent parent" when dealing with students. While this is a measurement open to interpretation, if teachers make every effort to reach what they feel is such a standard, they will hopefully avoid the type of discipline outlined herein. Should any teacher experience such difficulties, please report the matter to an Administrative Officer of the Benefits and Economic Services Division at NLTA for assistance and legal advice.

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Lloyd Hobbs is an Administrative Officer in the Benefits and Economics Services Division with the NLTA.

# RENEWING RELATIONSHIPS

by [Claudette Coombs](#)

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Relationships "work" because of how we feel in them. If we feel loved, appreciated, alive, understood, respected, competent and all those other good feelings then we want to maintain that relationship. That initial attraction is usually sparked by a look or smile or comment and may create an interest in follow up. In the early stages, we pay meticulous attention to details. We want everything to be right. In case you have forgotten, this takes a lot of energy! The dusting, laundry and dishes are forgotten. Homework and music lessons aren't even on the agenda. Other commitments are (temporarily) replaced on the priority list. The world seems to focus on being together and feeling good.

## **Reality Settles**

As time passes, demands come creeping back. They can't be kept on hold. This restricts the relationship. You know how: less time for fun; more episodes of irritability; and a need for new balance in life. Unless we protect the relationship and preserve the fun, we are in danger of losing its real value. Added demands and responsibilities mean less time to enjoy the pleasures of being together. Down this road comes a lot of frustration, disappointment, resentment and even infidelity. The comment: "Things are certainly different" becomes the resounding theme, and is often said with a tone of blame. There's not enough time or energy for sex; work takes priority; chivalry and romance are distant memories; and division of labour is definitely a foreign concept. The original dream seems to have been a mirage and partners become disillusioned with the idea of commitment to "this"!

Well, all is not lost. The real flaw is when we decide to inappropriately seek that same excitement and adventure and believe we can have it at no cost. Trying to generate that same "good" feeling by independently indulging in new hobbies, flirting with others, or taking separate holidays while abandoning time with a partner, is very costly. These alternate activities may provide temporary euphoria but they interfere with the relationship and minimize the opportunities for rebuilding that feeling.

## **Mirage or Icon**

The original dream was not a mirage. It was, and still is, the visualization of a goal. It was our reality. Now we want to regain and maintain it as a way of life. When using a computer we readily click an icon to bring us to a desired program. We can use our goal's image to do the same thing for our relationship. We know that it was good. We remember some of the things that made it so special. Now we want it back. Mentally clicking the relationship icon can bring up the right mental program to begin the work of renewing our partnership.

Making the relationship work, creating the continued excitement of the first date, and encouraging the spirit of mutual care are all part of the process of allowing love to evolve. The "love" that you knew when you first met is not the love that holds together a relationship when things are difficult or routine. Life is not static, nor is love. Everything we experience affects us and serves to expand our world and change our value system and needs. The task is to direct that evolution so that it enhances our health, happiness and relationships.

## **Reciprocating the Feelings**

The relationship will only last if the feelings are reciprocated. Getting to know each other's needs and mutually supporting them is mandatory. We are only able to learn more about each other and share more of ourselves when we share a trust in each other. Trust is an odd concept. At times we try to explain it as knowing that someone will always be there for us. In real life, there are no guarantees. Death can quickly steal the value of that explanation. Instead, consider a definition of trust which has three basic assumptions.

It is a sense of certainty that a partner will not deliberately, nor knowingly, cause harm; will actively seek ways to offer support; and will not inappropriately use personally divulged information. When this level of trust is in place, the mutual comfort encourages further receptivity and growth of the relationship. We are then willing to risk discussing issues, fears and dreams. We are also better able to give and receive those good feelings.

### **Knowing the Work To Do**

Although we want to make a relationship work, we may not possess the knowledge and skills to do so. It's time to learn! Increasing awareness of our partner's feelings, dreams and unique needs is a good beginning. Don't make the mistake of believing that all females or all males think, feel or behave identically. The best way to determine what is important to your partner is to ensure that you offer and encourage honest communication. When this is done in an atmosphere of respect, trust and consideration, even difficult topics can be handled.

### **Sharing Fairly**

Sharing in a relationship includes everything from emotional involvement to energy use. A perception of "fairness" in the relationship precedes an individual's ability to give totally. Learning about your partner's interests, activities or plans as s/he describes them to an outsider is unfair emotionally and damages intimacy. Expecting meals to be prepared and household duties handled by one partner, without trading off other tasks, is unfair physically. Using the "Golden Rule" of treating your partner as you want to be treated is a quick check to determine whether your language or behaviour promotes harmony and growth.

### **Sustaining the Efforts**

Occasionally we need to boost our motivation to actively protect the integrity of our partnership. We know the relationship's benefits outweigh the costs and (theoretically) we are willing to do the necessary work. However, sometimes the impediments of daily life dominate. At those times we need to consciously remind ourselves of the value that has been added to our life.

The many factors interfering with our efforts to maintain a healthy partnership include: use of our time, energy and patience with other family or job responsibilities; biased interpretations from previous relationships; views of parents, family or friends which impede adhesion and introduce or reinforce conflict; or personal sabotage by electing other priorities.

Setting common priorities and the strategies to achieve them and discussing areas of real or potential conflict presents a wise approach to planning a lifestyle that advances mutual interests.

### **Reaping the Benefits**

Besides living longer, people in satisfying relationships have the added benefits of being healthier, sharing pleasures, buffering problems and enhancing life experiences. By agreeing to work on a relationship, we have the advantage of determining what is important to us and we have the opportunity to create the kind of life we would like to live.

### **Conclusion**

We insure our possessions. We put markers around our property and rust proof our vehicles. We use child gates, seat belts and door locks. We feel ownership and a need to protect what is ours. How do we justify taking less care and precaution to protect the treasures within a relationship? Of course it takes work and energy and patience and understanding. It also takes compromise, self control and generosity. At some point we made a commitment to this relationship. The intent was to create a fulfilling relationship to last a lifetime. We can't expect survival of the fun, trust, excitement and support without doing regular maintenance and preventive work.

Johnny Cash sang: "I keep a close watch on this heart of mine. I keep my eyes wide open all the time because you're mine " There are no guarantees. We choose to "belong" to each other. We only make that choice because we see and feel and believe in the benefits. It is essential that we vigilantly monitor the status of our relationship –; keeping its requirements in mind and continuously updating our maintenance efforts.

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

# AWARD WINNERS HONORED

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In keeping with past tradition, the efforts of teachers who have made significant contributions to both their profession and their Association were recognized this year. The following provides information on the awards and the winners. Congratulations to everyone!

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## THE SPECIAL RECOGNITION AWARD



**Harold Mallowney** is recipient of the 2000 NLTA Special Recognition Award. This award was instituted in 1990 by Johnson Incorporated to recognize the 100th anniversary of NLTA and is presented annually to a teacher who has made a major contribution to the cultural, social and/or the community life of Newfoundland and Labrador.

Throughout his teaching career Harold has been active in community service. He was elected as a member of the Bay Bulls Town Council in 1990, served in the positions of Councillor, Deputy Mayor and is presently Mayor of the Bay Bulls Town Council. He was one of the founders of the Bay Bulls Black Bear Club, an environmental action club that has initiated a number of projects. He was an integral force behind the building of the Bay Bulls Library, the establishment of the Bay Bulls Historical Society, the H.M.S. Sapphire Foundation, and is a member of the Irish Loop Regional Economic Development Board.

Harold has also served on numerous boards and committees and is also a member/director of the Waterford Valley Branch of the NLTA.

Harold Mallowney is presently a Science teacher at St. Kevin's High School in Goulds. He resides in Bay Bulls, Newfoundland.

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## THE BARNES AWARD



**Nathaniel (Nath) Sheppard** is recipient of the 2000 NLTA Barnes Award. This award was established in 1987 to recognize outstanding service to the Newfoundland and Labrador Teachers' Association in the field of professional development by teachers involved in Special Interest Councils and Curriculum Development committees.

A teacher for 29 years, Nath has been involved with the Social Studies Special Interest Council since the 1980s. He was President of the Social Studies Special Interest Council from 1991-94, Vice-President of the Humanities Council, 1999, Chair of National Planning Committee for the 1997 Social Studies Conference and has been chair or member of numerous planning committees and workshops.

Nath has presented a paper on Practical Activities for Teaching History, and has co-authored 12 case studies for Canadian Studies which are currently used in junior high schools in this province. He is a member of the Evaluation Committee for the Avalon East School Board, member of the Advisory Committee of the Department of Forestry in the development of a new supplementary resource package on the forests of Newfoundland, and has delivered workshops/sessions on evaluation, and teaching Canadian history. Nath is presently Social Studies Department Head at Mount Pearl Intermediate School.

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## THE BANCROFT AWARD



**Randy Smith** and Barry Pearce are recipients of the 2000 Bancroft Award. The Bancroft Award was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association. This award recognizes outstanding service at the branch level of NLTA for the betterment of education and professionalism for teachers.



Randy Smith, a teacher for 29 years, took an interest in the local branch in his first year of teaching. He served on the Executive of the Port aux Basques Branch of the NLTA for 25 of his 29 years as an active teacher. He held every office at the Branch level at least once and served as Branch President from 1977-79 and 1990-92. He represented NLTA at several conferences and attended six Annual General Meetings.

Randy has always been a strong advocate for NLTA as a professional organization which led him to organize several branch professional development workshops.

Besides his work as a teacher and his extensive volunteer work with the NLTA, Randy has also been very active in community organizations. Some of these include minor hockey, Beavers and Cubs, and the Cabot Masonic Lodge. He is involved with the Port aux Basques Branch of the Canadian Diabetes Association, a volunteer with the Canadian Cancer Society, a member of the Retired Teachers' Association and is currently a volunteer at St. James' Junior High School.

Randy is presently retired and resides in Port aux Basques.



**Barry Pearce**, a teacher for over 29 years, has held numerous offices at the Branch level which included terms as Branch President in 1982-83, 1990-92, 1995-99. He also held the positions of Secretary, Treasurer, Vice-President, and Political Action Officer.

He chaired a local Scholarship Committee from 1991-99 and the Centennial Committee in 1990-91. He served on the local Education Week Committee from 1978-99, Professional Development Committee (1979-86, 1991-98), and was a member of the School Board/Teacher Liaison Committee (1975-76, 1998-99). Barry was a delegate to Convention

nine times.

Barry is presently retired and resides in Port Rexton.

### THE ALLAN BISHOP AWARD



**Beverley Butler** is recipient of the 2000 NLTA Allan Bishop Award. This award was established to recognize outstanding service to the Newfoundland and Labrador Teachers' Association at the provincial level.

A teacher for 29 years, Beverley has been active within the Association for several years. She was a member of the Provincial Executive Council from 1989-97, 1998-99, and was an alternate from 1997-98, and 1999-2001. She was Chair of the Communications Committee (1996-97), Teacher Welfare Issues (1995-96), Field Services (1994-95), Finance and Property (1993-94), Equality Rights (1992-93), and Professional Issues in Teaching (1991-92). Beverley has also been a member on several committees including Pentecostal Teachers' Agreement, Pensions-Collective Agreement, Educational Leave, and Teacher Welfare. She has had extensive involvement with the Special Interest Councils of NLTA as well as at the Branch level, and has been a delegate to over 25 Annual General Meetings.

Beverley is presently a teacher at Millcrest Academy in Grand Falls-Windsor.

# DISTINGUISHED PRINCIPAL / VICE-PRINCIPAL AWARD

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**Derrick Moore**, Principal of Booth Memorial High School in St. John's, has been chosen as recipient of the School Administrators Council (SAC)/Coyle & Greer Distinguished Principal/Vice-Principal Award for 1999-2000. Derrick was chosen based on his commitment and involvement at the school level, his professional growth and his community service. He was honored at a banquet at the SAC Conference and AGM in Gander on April 6. Derrick's application has been forwarded to the Canadian Association of Principals (CAP) office in Ottawa where it will be considered, along with other provincial and territorial winners, for the CAP Distinguished Principal/Vice-Principal Award for Canada.

In 1999, under the principalship of Derrick, Booth Memorial experienced much success. They won the Royal Bank Partners in Education Award for Newfoundland and Labrador and were also selected as one of 24 founding members of the Network of Innovative Schools (Industry Canada). Both of these awards recognize national standards of excellence.

Derrick has been instrumental in implementing many innovative activities for Booth Memorial which include the introduction of semesterization of single and double credit courses, AP courses in Literature, Physics, Chemistry, as well as creative and relevant courses in German and Computer Technology. He had the vision to explore and oversee cutting edge computer technology courses that are planned to be offered in Fall 2000. Other local and innovative courses include Robotics and Webmaster.

Derrick's vision and energy brought the Future Pathways program to Booth Memorial after extensive curriculum modifications. This co-op program ensures that all of Booth's second year students experience a career-oriented work placement before graduation and is the only program of its kind in Newfoundland and Labrador. Derrick also spearheaded the Booth Memorial Infant Day Care in 1993 which has enabled many young mothers to obtain high school diplomas and to learn essential lifelong parenting skills.

Some of Booth's technological achievements include being designed as a member of the Network of Innovative Schools and becoming a Stellar School in 1996. As a Stellar School, Booth became part of a program which enabled them to have high speed Internet access. Subsequently, the school hosted a series of events that began with a Cabot 500 celebration visit from the Lord Mayor of Bristol, England and a webcast with their twinned school in Pill, England. Booth Memorial is also involved in another twinning project with the Netherlands. This Twin Sites 2000 project is a direct result of Booth's NIS membership and involves concept discussion and web site design and development.

In 1996, Booth Memorial launched its Enterprise Laboratory which is now an integral part of the Social Studies Department's course delivery. Derrick was heavily involved in the grant proposal to Human Resources Development Canada (HRDC) and was successful in obtaining \$27,000 for office equipment and furniture to reflect the Enterprise curriculum and to create a workplace environment.

Derrick has been the driving force in securing over a million dollars in funding for the educational programs at Booth Memorial over the past decade. These monies have gone towards the creation of progressive programs such as Future Pathways, creating a state of the art computer technology infrastructure throughout the school, as well as towards providing teaching units.

Other innovative projects and awards under Derrick's expert guidance include: Booth Growing Naturally, a school grounds naturalization project (1996) for which Booth won the Elaine Burke National Award (1996) and the St. John's Clean and Beautiful Award (1997); a gold and silver medal at the Skills Canada

Competition (1999); and hosting of the Provincial Student Leadership Conference (1998).

Derrick's outstanding qualities of leadership shine with his staff and he is able to motivate, empower, and challenge their capabilities. Without his persistence, knowledge and skills, Booth Memorial would not have obtained the respected status they now enjoy. The spirit of cooperation that Derrick has fostered with students, staff, board personnel, and outside agencies has created an unparalleled school atmosphere of "Tolerance, Responsibility and Integrity" –; Booth's school motto.

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Characteristics of Dyslexia

# DYSLEXIA: PART IV

by Dr. Catherine G. Penney

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The most obvious feature of dyslexia is difficulty learning to read and spell, but that is not the only difficulty. Reading and spelling problems tend to affect all academic work, so dyslexics underachieve in all school subjects. In addition, there are a number of cognitive difficulties that can occur in various degrees of severity.

Young dyslexic children (aged approximately 4 to 6 years) will have difficulty learning the names of letters and numbers. They will confuse "b" and "d" or "p" and "q". This difficulty has been interpreted as a visual problem, but it is not. Young children without dyslexia often write their letters and numbers backwards before they learn the importance of symbol orientation. Some dyslexic children who confuse their letters draw beautifully, suggesting there is no difficulty with visual memory. If presented with two strings of letters identical except for one letter, the dyslexic can rapidly identify the discrepant letter. The confused letters are not always visually similar. One child confused the digits "6" and "7" and another mixed up "h", "j", "k" and "l". The problem in dyslexia lies in recalling the name of the symbol, not in recognizing the symbol.

Many dyslexics have a slight speech impediment. Speech problems often clear up in Kindergarten or first grade, but a surprising number of children with reading difficulty continue to have articulation problems. They may lisp, speak with a slight "accent", have "babyish" speech, or they may slightly mispronounce or confuse certain sounds. I have seen teenagers having difficulty with "r", "l", and "w" sounds (saying "fwowah" for "flower"), and some children don't distinguish between "t" and "th" sounds, between "s" and "sh" sounds, or between "f" and "v" sounds. Older children pronounce individual sounds correctly but get the sequence of sounds in a complex word incorrect or omit sounds. For example, "hospital" may be pronounced (and spelled) as "hospil", "hossipal", or "hostable"; and "spaghetti" emerges as "sketti" or "pizketti". One student never pronounced an unstressed first syllable of a three-syllable word: "tomato" was always pronounced as "maddo" and "apartment" was always pronounced "par - men".

Many dyslexics have difficulty learning verbal sequences such as the alphabet, their postal code, or the months of the year. They do not have good recall of verbal strings such as telephone numbers or a list of objects or instructions. The verbal memory weakness contributes to spelling problems as spelling requires memory for letter sequences. Learning a second language or memorizing poems presents tremendous difficulties. Poor verbal memory also contributes to problems with mathematics because the dyslexic child does not memorize the arithmetic facts which are basic to all later mathematics.

The verbal memory weakness underlies the distractibility, forgetfulness, and disorganization typical of dyslexics. Planning requires verbal memory. A child asked to fetch a math book and calculator, sharpen a pencil, pick up an eraser, and borrow a ruler will forget most of the items. Dyslexics are "double whammied" because they can't remember and they can't write things down because they can't spell.

Dyslexic children are easily distracted from schoolwork, and once distracted, they forget where they were in the sequence of operations. Suppose the dyslexic has to measure the lengths of three sides of a triangle and add the three numbers together to get the perimeter. The dyslexic student is likely to forget the first measurement or write the digits in the wrong order. If he finishes the first step, the dyslexic student thinks the problem is solved because he forgets the other two measurements. An alert teacher reminds him but another student interrupts to ask a question. The dyslexic is distracted, forgets where he was, and has to start all over again.

Teachers and parents of dyslexic children complain that the children can't copy work from the blackboard or write spontaneously. The inability to copy results from difficulty reading what is on the board and remembering or rereading what has been written. The teacher writes, "History homework: Read chapter 5 and answer the questions given out in class". One letter at a time, the child painfully writes "H-i-s-t-y-h-o-m-r-e-d-c" and gives up. He cannot read "history" or "homework" quickly and easily as one word; if he can read the words at all, he can't write them as one chunk each because he cannot spell them. It is like copying random letter sequences. Some dyslexic children make up clever and imaginative stories, but cannot write them down because of their difficulty with spelling. Even if they abbreviate words or invent spelling, the effort that goes into this causes them to forget the story sequence. Poor readers do not proof read what they write because reading is so slow and difficult for them. They don't realize that they have omitted words and that their sentences don't make sense.

Children who can't read quickly and easily do not read for pleasure. If they don't read, they do not encounter new vocabulary and they don't acquire information. On an intelligence test, these students score low on questions involving vocabulary, general knowledge, or verbal reasoning. Knowing that they can't do paper-and-pencil tests, dyslexics often don't try on tests they could do. Both verbal and performance IQ scores can decline as the child gets older. Depression, test anxiety, and fear of failure make matters worse. A dyslexic fourteen-year-old with a mild speech problem, low vocabulary and general knowledge, low digit span, and low-average nonverbal and performance scores will be diagnosed as having low intelligence rather than having a reading and language problem.

Children with dyslexia underachieve in school because of their slow reading and their poor spelling and writing skills. They are often misdiagnosed as having an attention disorder, a behaviour disorder, or low intelligence. Their strengths in nonverbal skills are not recognized and, because they have not achieved the basic educational prerequisites, they are unable to enter technical programs which would utilize their strengths. If they stay in school –; and many drop out –; they are limited to nonacademic courses which do not lead to job-relevant training. In the best situations, special arrangements are made such that they take oral examinations or have someone scribe for them. Because they can learn the content or because they do well at "hands-on" subjects, they can be pushed ahead. But the underlying need to read and spell is never met.

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Dr. Catherine Penney is a Professor with the Department of Psychology at Memorial University of Newfoundland.

A Look Ahead

# PRE-RETIREMENT SEMINARS

by [Don Ash](#)

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During the Fall of 1999, NLTA hosted seven Pre-Retirement Seminars –; one each in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling, and were attended by 414 teacher participants and 174 spouses.

Information sessions dealt with topics such as the Teachers' Pension Plan, Severance Pay, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants.

From all reports, the seminars were regarded as quite successful. Notwithstanding this however, there have been a number of recommendations for improvement and our plans for the Fall of 2000 will try to incorporate those various suggestions. Preparation is already under way to hold seven seminars during October, November and early December 2000 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's.

The sessions will be two days in duration. The program begins with registration from 9:00 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:00 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained on the following page; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 2000 seminars can be found on page 14. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during or before the school year 2002-2003 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business. Note that accommodation expenses are the responsibility of the teacher.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come-first-served basis.

## **NLTA Policy on Pre-Retirement Seminars**

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of the Benefits and Economic Services program relating to retirement planning will be communicated through the use of The Bulletin, Infosheets, and special publications.
2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.
3. Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.
4. Expenses will be paid (or not paid) for teachers and spouses who attend the pre-retirement seminars in accordance with the following stipulations:
  - (a) No meal expenses will be paid during travel to and from or at the seminar itself.
  - (b) No accommodation expenses will be paid during travel to and from or at the seminar itself.
  - (c) No child care expenses will be paid for seminar participants during travel to and from or at the seminar itself.
  - (d) Travel expenses shall be reimbursed in accordance with the following provisions:
    - i. Participants shall be reimbursed the lesser of travel by private vehicle or public transportation.
    - ii. Payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.
    - iii. Travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
    - iv. No expenses will be paid to participants living or teaching in the community where the seminar is held.
    - v. The participating teacher and spouse are expected to travel in the same private vehicle and, consequently, only one claim will be entertained for car meterage.
  - (e) Any reception(s) held during the pre-retirement seminars will be on a cash basis only.
5. Expenses for the spouse of the retiring teacher shall be provided in accordance with Association policy as stipulated in Section G (Pre-Retirement Counselling).
6. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)
7. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.
8. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

9. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.

10. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Benefits and Economic Services Committee with recommendations being made to Executive as required.

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Don Ash is Administrative Officer, Benefits and Economic Services Division, with the NLTA.



# Editor's Choice

for Resources on the Web

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## Check out these web sites

[www.cowac.org](http://www.cowac.org)

This site belongs to the Council on World Affairs of Canada. It contains information and programs on world issues for students at the elementary and high school levels. The Council on World Affairs is a registered, non-profit charitable corporation dedicated to the development of Canadian youth within the global community. Check out this site for information on the programs, publications, and grants available through the Council on World Affairs of Canada.

[canadianparks.com](http://canadianparks.com)

A great resource for armchair travelers, teachers, and students. It features over 45 of Canada's magnificent parks, with indepth information, maps, images and QuickTime™ movies. While at the site, enter for a chance to win one of the many versions of McClelland and Stewarts Canadian Encyclopedia.

[www.educationcanada.com](http://www.educationcanada.com)

The Education Canada Network is a source for Educational Employment Opportunities across Canada. You can visit any province for access to job postings, do a job search, or post your resume in the Resume Registry. The Education Canada Network and its affiliated web sites are set up by Columbus Networks in partnership with the Canadian Association of School Administrators.

[www.language-course-finder.com](http://www.language-course-finder.com)

This world guide to language center provides comprehensive information free of charge on more than 5,800 institutions teaching 60 languages (from Arabic to Zulu) in 80 countries worldwide. It also contains an international book finder with more than 5,000 titles for teaching/learning 95 different languages.

[www.abc-canada.org](http://www.abc-canada.org)

ABC Canada Literacy Foundation is a national registered charitable organization committed to promoting literacy to the general public and the private sector. Check out this site for information about the Foundation, its publications, research, public awareness, and literacy issues.

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# CALENDAR

## OF UPCOMING EVENTS



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### **NLTA Modern Languages Council & Canadian Assn of Second Language Teachers (CASLT) Conference**

June 2, 2000

The Battery Hotel and Suites, St. John's. An opportunity for teachers of Core French and French Immersion at all grade levels to spend a professional development day together before the end of the school year, meet the CASLT directors, and participate in sessions which focus on our current programs. Contact Susan Forward, CASLT,

Tel: 709-753-6453, Fax: 709-753-8527, e-mail: [sforward@stemnet.nf.ca](mailto:sforward@stemnet.nf.ca). **Note: The Modern Languages Council Biannual General Meeting and Election of Executive will also take place at this event.**

### **Reaching New Horizons Conference 2000**

July 1-2, 2000

Delta Hotel, St. John's. Tourette Syndrome Foundation of Canada in conjunction with the NF chapter. Informative presentations on Tourette Syndrome and its relationship to ADD/ADHD, Obsessive-Compulsive Disorder, Learning Disabilities, and Behavior Disorders. Tel: 709-745-8732 or Fax: 709-745-5993.

### **New Frontiers, New Traditions**

July 6-8, 2000

St. John's. A national conference whose aims encompass the development of interest of girls in science, technology, engineering and mathematics (STEM), the recruitment of young women into STEM career paths, and the retention and leadership of women in these fields by ensuring their career objectives are met. The Registration Booklet for the Conference is now posted on the web site ([www.mun.ca/cwse](http://www.mun.ca/cwse)) as a .pdf file. You can print the program information and registration form from there. If you wish to have the hard copy booklet, e-mail [emerson@engr.mun.ca](mailto:emerson@engr.mun.ca), with your mailing address. For further information contact Carolyn Emerson, Conference Chair, Tel: 709-737-7960.

### **Canadian Amateur Musicians Musical Tour**

July 15-31, 2000

Canadian Amateur Musicians - Musiciens amateurs du Canada is sponsoring a 16-day tour to Western Canada and Alaska that will begin by spending three days at the 24th Biennial ISME World Conference on Music Education in Edmonton. Details of the tour may be found on the web site at <http://brookstravel.simplenet.com>; Fax: 902-453-1997; e-mail: [brooksbayes@ns.sympatico.ca](mailto:brooksbayes@ns.sympatico.ca). For information about the musical end of the tour contact Professor Perron, Tel: 902-425-5205; Fax: 902-494-2801; e-mail: [pperron@is.dal.ca](mailto:pperron@is.dal.ca).

### **Waves of Knowledge**

August 5-6, 2000

Calgary, Alberta. Sponsored by Canadian Society of Exploration Geophysicists and Society of Exploration Geophysicists (SEG). Junior and senior high school science teachers are invited to participate in a program of earth science workshops. Contact the SEG web site at <http://members.home.net/richt27/waves.html>.

### **The Millennium Stammtisch**

August 6-8, 2000

Ottawa. The Order of the Stammtisch is inviting some 8,000 teachers who worked for the Department of National Defence overseas to join their ex-colleagues at their annual reunion. For further information visit our web site at [www3.sympatico.ca/alvail/alvail](http://www3.sympatico.ca/alvail/alvail) or contact [pberkers@sutton.com](mailto:pberkers@sutton.com).

### **North Atlantic Forum 2000**

September 24-27, 2000

Corner Brook. North Atlantic Forum 2000 is the second in a series of international conferences examining innovative approaches to economic development at the community, regional and national levels around the periphery of the North Atlantic. Sponsored by Memorial University of Newfoundland and College of the North Atlantic, the conference will explore the relationship between economic development and the themes of local governance, organized labour, education and training. Contact Harvey Weir, Executive Director of Continuing Education, Memorial University of Newfoundland, Tel: 709-737-7921; Fax: 709-737-7941; e-mail: [hweir@stemnet.nf.ca](mailto:hweir@stemnet.nf.ca).

### **Attention Deficit Disorder/Learning Disabilities**

October 19-20, 2000

Grand Falls-Windsor. Dr. Edward Hallowell, one of North America's leading psychiatrists and best selling authors will speak on attention deficit disorder, learning disabilities, worry, connectedness and brain research. This presentation is presented by the parent support group ADD Central and School District #5. Contact Keith Adey or Mike Inder at 709-489-2332. Tickets can be purchased by calling the Grand Falls-Windsor Arts & Culture Centre at 709-489-4520.

### **Conference 2000: A New ERA**

October 19-21, 2000

Edmonton, Alberta. The Canadian Association of Immersion Teachers (CAIT) in partnership with The Conseil français invite you to take part in Conference 2000: A New Era and to participate in a process of consolidation and renewal. Contact Marie Frosst, Tel: 780-427-2940 or check out the CAIT web site at [www.educ.sfu.ca/acpi](http://www.educ.sfu.ca/acpi).

### **Eastern Horizons Conference**

October 19-22, 2000

Hotel Newfoundland, St. John's.

Co-sponsored by the NLTA Learning Resources Council and the St. John's Branch of the Children's Literature Roundtable. This conference will be a celebration of Canadian children's and young adult literature featuring presentations by a variety of Canadian authors, illustrators and educators, highlighting some of the best literature from across the country. Contact Heather Myers, Children's Librarian, A.C. Hunter Public Library, St. John's, Tel: 709-737-3317.

### **School Counsellors Association of NF (SCAN) Conference**

October 26-27, 2000

Contact Wade Prior, Tel: 709-279-2870, Fax: 709-279-2177.

### **READ Reading, English and Drama Conference**

Fall 2000 (tentative)

Holiday Inn, St. John's. Contact Brian Vardy, Tel: 709-579-4107, Ext. 236.

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