

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

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A Busy Spring

by LESLEY-ANN BROWNE

At this time of year I am usually excited to see the crocuses poking their way through the ground. This year the same excitement exists just to see my fence poking its way out from under 20 feet of snow. I am sure the crocuses are under there as well but it will probably be a while before I see them.

It is hard to imagine that another school year is almost over. I cannot say I will miss the Grade 4 homework although I have stopped complaining. My nine year old daughter has informed me that she no longer requires my presence while she is doing her homework. At first I was happy about her show of independence but there is also a part of me that misses the time together. When she needs help she asks but it is definitely different. I hover in the background just in case. I know, however, that eventually my services will no longer be needed.

Another Convention has come and gone and the relief is evident. We will see lots of changes at future conventions as we move to province-wide voting. With the preparations for Convention and the actual event, the last few months have been extremely busy ones.

I was invited to two schools to read for Canada Book Day. I had the pleasure of reading to Grade 1 students at St. Matthews Elementary and Hazelwood Elementary schools. The students were extremely attentive and really seemed to enjoy my being there. I like to think they are too young to have been faking their excitement.

The children were delightful and in one class I read the book three times. Actually, they demanded I do so and I take that as quite a compliment. While I might like to think that their enthusiasm was due to my reading performance I know the credit lies elsewhere. Their passion for reading comes to them from their teacher. Well done Ms. Murphy!

I was also a guest at an open house at St. Matthews Elementary where they profiled the outstanding work done by the Developmental Unit. The Unit comprises two classes of developmentally delayed children ranging in ages from six to 16. These children are totally dependent on their families and caregivers and require continuous care and supervision. The program focuses on self-help, communication, gross and fine motor and leisure socialization skills.

Evolving from this project is the Friendship Club. Forty students in Grades 5 and 6 volunteer their recesses and lunch breaks to work with the kids in the Developmental Unit. They have constant contact and interaction with the students. The Friendship Club means a great deal to all the students at St. Matthews and is another example of the wonderful things happening in our schools.

I also had the privilege of being a judge at the District Enterprise Showcase held at O'Donel Senior High School in Mount Pearl. The work showcased by the students was outstanding. They, along with their teachers, should be very proud of their work.

It is a pleasure to take part in the activities in our schools and to witness the tremendous work done by our teachers. I am not able to fulfill all requests to attend but when I can it is very worthwhile. Thanks for the invitations!

THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop,
Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Technician

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Features

- 10 Education Week 2001**
Ready! Set! Grow!
- 12 Benefits & Economic Services**
Summer Holdback Cheques
by Edward Hancock
- 13 Group Insurance**
*NLTA Group Insurance Goes to Tender:
Further Premium Increases Anticipated*
by Don Ash
- 14 Living Well**
Making the Most of Summer Holidays
by Kathy Taylor-Rogers
- 16 Professional Development**
CONTACT 2001
Information and Registration Form
- 18 Viewpoint**
*Threatened in My Classroom:
One Teacher's Experience*
by Peter McCormack
- 19 Benefits & Economic Services**
Pre-Retirement Registration Form
- 20 Professional Development**
*The Virtual Teacher Centre: Delivering
Professional Development Online*
by Alex Hickey
- 22 Convention 2001**
Outgoing President Reviews His Term
- 24 Convention 2001**
*Teachers Honored:
Awards Presented at BGM 2001*
- 27 Convention 2001**
Resolutions from BGM 2001

Departments

From the Editor	2
On Location News	4
Obituaries	9
Resources	31
Calendar	back cover

ALL THE GOOD THAT TECHNOLOGY BRINGS

Dear Ms. Foote,
After twenty-five years on the front lines of education, I am fortunate that the rapport between student and teacher remains strong and vibrant; however, our tools, particularly computers, falter daily from age and over use. While this demise was inevitable, reassurance lived in the hope that government would finally see fit to support the courses it sanctions.

Six years ago, armed with twenty-nine state of the art 486's, our school blazed a path into a then unknown world of computers and curriculum. Students learned, teachers learned and a new teaching style emerged. A style that motivates excites and captures the creative spirit of everyone. Partnerships and fundraising raised the money. Hard work and determination built, repaired, and upgraded our networks. Creativity and imagination co-authored the curriculum. Since then, an additional forty computers were added. In that time, government funding remained silent. Our school, on the other hand, welcomed a new technology enhanced curriculum and piloted technology education courses. Much of the spadework is now done and our tools served us well, but the time has come and we need your help.

Recently I entertained the possibility of fundraising another forty to sixty thousand dollars to refit our computer labs. In retrospect, how absurd a thought. My time is best served in the classroom with my students. Hours beyond classroom time should be spent in preparation. Counting recyclables to buy computers is not in my mandate and nor should it be. Learning tools for schools, be it books or computers must be provided for in a government annual allowance. Anything less is negligence.

In very few years we moved from an industry driven society to a Communications Age. As a result, vast changes shook our day to day school life. My teaching assignment changed dramatically. A daily routine now includes web mastering, repairing the endless stream of broken computers, inservicing teachers, setting up, taking down, advising,

administrating networks, troubleshooting, installing and reinstalling programs, backing up, viruses checking, creating and monitoring accounts, purchasing, ordering, recovering lost data and print jobs, and writing proposals. This, all the while teaching a near full load of courses. And now, as we need to replace our aged computers, the expectation is for us to fundraise. I am puzzled and disheartened by the logic. Government posturing and equivocation on this issue does not help. It only adds to my already increased sense of alienation and cynicism.

I teach my students to embrace all the good that technology brings, but as well, to be insightful and watchful for the widespread social changes that follows in its wake. I fear that the Department has lost this insight. The time has come for a province-wide plan for computers in schools. Without it, polarization of the haves and have nots will grow and morale will diminish.

It is by coincidence that I write this letter in the hundredth year of Marconi's achievement. While it is honourable to celebrate the great communication events of the past, let us not forget the great achievements that await the future. I urge you to consider developing a comprehensive computers in schools program, a program that addresses provision, replacement and administration of computers and their peripherals. I anxiously await your reply.

Herb Hopkins
Technology Education teacher
Network Administrator
IJ Samson School, St. John's

(The above letter was sent to Minister of Education, Judy Foote, and copied to the Editor of *The Bulletin*.)

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ENGLEE

An eggstra special project

Students and staff at H.G. Fillier Academy in Englee took part in an eggstra special project this past Easter. The project evolved from the idea of teacher Dianne Arthur who found the suggestion in some resource material and was planning to use it as a class project for Easter. When the idea was being discussed in the staff room, several teachers suggested the project be done on a school level to involve all students. The finished product would then become the stage back-drop for the school's Easter assembly.

Several of H.G. Fillier's artistic teachers drew an egg on a large piece of white paper measuring approximately two metres wide by 5 metres long. The egg was then cut from the paper and divided into approximately 100 puzzle type pieces, one for every student. These pieces were then numbered and cut so that the egg was now 100 pieces.



Students at H.G. Fillier Academy enjoy an eggstra special Easter assembly.

All students, from Kindergarten to Grade 9, were given a piece of the Easter egg and instructed to draw and colour any picture they wished related to the Easter season and return the finished pictures to their classroom teacher. When all pieces were completed, several of the teachers were given the arduous task of putting the "egg" back together. The pieces were all taped in their correct place and the egg came together. It was then cut into several strips which were laminated and allowed the egg to open. The final touch was an Easter

chick which emerged from the egg, the homework of Ms. Arthur who received some help with the colouring of the emerging chick by fellow staff members.

The final step of this project was to reassemble the egg on the back wall of the school's stage as a backdrop for their Easter assembly. "The students were excited to find their piece of the egg and discover how all the pieces fit together," says Rudy Porter, Grade 9 teacher at H.G. Fillier Academy. "It turned out to be a very interesting school effort and served its purpose well. A lot of effort, by a lot of people, but is that not the appropriate underlying recipe for education of students which we as teachers endeavour to promote?" concludes Mr. Porter.

MILLTOWN

The spirit of the season

During the long winter months the students and staff at Greenwood Academy in Milltown had a jammed packed schedule in an effort to lift their spirits.

During National Non-Smoking Week in early January the newly established KATS (Kids Against Tobacco Smoke) team did presentations in the Grade 2 and 3 classes. Their presentation included a puppet show, a quiz game, and a fun game of knock out smoking bowling. The team held a poster contest for Grades 4, 5, and 6 and began each morning with a "Did You Know" fact about the harmful effects of smoking.



Students at Greenwood Academy proudly display one of their cow snow sculptures.

In the spirit of the season, staff and students donned red and white to celebrate Valentine's Day. All students gathered in the gym where a Royal Court was selected. A boy and girl from each class were selected to be King and Queen of their class for the day and each teacher took the opportunity to crown their Royal Majesties. Before leaving the gym each class shared their talents by singing a different song about love and friendship.

A project that has been in the works for a long time became a reality on Pancake Day. Greenwood Academy launched their breakfast program by having staff and parents serve students pancakes when they arrived at school on February 27. Every Tuesday and Thursday morning the lunchroom can now be found with busy parents and community volunteers greeting students with a smile and serving them a healthy breakfast of cereal, toast, juice and fruit.



(l-r): Greenwood Academy students Vanessa Bungay, Candice Benoit, and Rebecca Buffett join in the spirit of Education Week 2001 during Crazy Hat Day.

Ready, Set, Grow! Education Week was another very busy time for students at Greenwood Academy. The week began by having a Grade 6 student declare Education Week. Students and staff kicked off the week with Crazy Hat Day. Students were very creative and wore hats of balloons, buttons and one student even had a small tree growing from his bicycle helmet. Spirit Day was celebrated mid week. Students were divided into 12 teams, each being assigned a color and a Newfoundland animal. During the morning pep rally students performed their animal calls and were thrilled to win prizes from the School Milk Foundation. Following recess many outdoor games were played including ice castle building, snow soccer, steal the scarf, milky way obstacle course, and relays. After a lunch of hot dogs and Kool-aid students made their way outside again to begin their snow sculptures. Each team made a sculpture of a cow in appreciation of Newfoundland's School Milk Foundation. The week concluded with a Career Day where community members came to the school to share how they contribute to the community of Milltown. Visitors included the public health nurse, police officer,

minister, hydro worker, and an independent business woman. Students enjoyed their day exploring different careers and asking questions.

"These are only a few of the things that we have done to enjoy the winter blues," says Tracey Stone, Grade 5 teacher at Greenwood. "Much of the success of the activities is attributed to the excellent students we have at Greenwood coupled with an enthusiastic and committed staff and the dedicated parent and community volunteers. As the snow begins to melt we hope our spirits still continue to rise here at Greenwood!"

GANDER

Exploring the world of bats through student web site

Two Grade 8 Language Arts classes at St. Paul's Intermediate School in Gander have created a comprehensive web site about bats. After reading the novel, "Silverwing", by Kenneth Oppel, the students became interested in these strange and mysterious creatures. "We then decided to create this site to reveal the secrets of these amazing creatures to others," say Susan McCormack and Kathy Morris, Grade 8 Language Arts teachers at St. Paul's Intermediate. "This site will give you a better understanding of bats, making it easier for you to read and comprehend Mr. Oppel's novel."

The site also contains a comprehensive teachers' corner to assist in interpreting the novel. It has already won two awards – the Grassroots Project of the Week and the Goldstar Resource from the Web English Teacher. This exciting site may be viewed at www.k12.nf.ca/sptech/bats.



Grade 8 Language Arts classes at St. Paul's Intermediate School in Gander.

CARBONEAR

School Lunch Program gets a helping hand

The School Lunch Program in the Carbonear area, sponsored by the Carbonear Kiwanis Club, received a welcome donation recently when it was presented with \$4,106.25, raised through the Canadian Tire Foundation for Families Family Tree program. During the holiday season at Canadian Tire stores across Canada, \$5 from the sale of every full size artificial tree, and an additional \$5 from tree purchases made with a Canadian Tire Card or Options MasterCard, was donated to the Foundation to benefit local charities. Building on last year's success, the Family Tree program raised more than \$825,000 this year to help families in communities right across Canada.

"The School Lunch Program meets a critical need in the community. It really is wonderful to see the Carbonear Kiwanis Club, our community, our employees and our Foundation working together to make a difference in the lives of families facing difficult circumstances," said Dion and Natalie Sabraw, co-owner/operators of Canadian Tire in Carbonear.

The \$4,106.25 will be divided equally among four schools in the Carbonear area, namely Harbour Grace Primary, St. Joseph's and Davis Elementary in Carbonear and Persalvic in Victoria.



Natalie Sabraw, (fourth from left), co-owner/operator of Canadian Tire in Carbonear displays a cheque for \$4,106.25 which was presented to the Carbonear Kiwanis Club at their regular dinner meeting in Carbonear on March 8.

Charles Thomas, President of the Carbonear Kiwanis Club said the donation will go a long way in administering the School Lunch Program in the area, which is part of the Young Children Priority One project of Kiwanis. "It's good to know that we have such fine corporate citizens in Carbonear like Canadian Tire working for the overall benefit of our community," Thomas added.

Last year Canadian Tire in Carbonear also gave a substantial donation to the Salvation Army in Carbonear.

Now in its second year, the Family Tree program is the Canadian Tire Foundation for Families annual national fund raising initiative and in two years, has raised more than \$1.5 million to help families in need. This year employees from right across the country kicked off the program by pedaling more than 15,000 kilometres as part of a national in-store bike ride to show their support for the program.

BELL ISLAND

School lunch program a great success

For many years the students in the four schools on Bell Island were among a select group across our province who enjoyed the privilege of lunch-hour bussing. However, school reform in 1996-97 brought a total reorganization of Bell Island's community school system, not the least of which was an end to this practice. The result was that students stayed to lunch in all Bell Island schools.

Newly organized to a K-3 Primary School of approximately 200 students, the staff at St. Augustine's Primary noticed that the quality of the lunches brought to school by many of their students was not of a caliber that was needed to sustain them for a full day. In addition, lunches were cold and often repetitive. "Something had to be offered to our students," says Bill Clarke, Principal. "Without a school cafeteria facility, a food service contractor was not a possibility. The alternative was to do it ourselves." A parent volunteer, as co-ordinator, came to the rescue and organized a select group of dedicated parents to provide a simple hot lunch program at cost. The result was a weekly menu that featured one cooked item per day, as well as heat-ups of items either brought from home or purchased from the school canteen (sandwiches, subs, pizza, burgers, etc.) Even with this program, however, Mr. Clarke says a significant number of students from less affluent families were still unable to purchase the hot lunches, resulting in them being in school with a less than satisfactory lunch. To help with this problem, St. Augustine's approached The School Children's Food Foundation and found them to be very supportive. During the 1999-2000 school year, the school partnered with this organization to establish a school lunch program that was tailor made for its student needs, especially students of concern to them.

With financial assistance from The School Children's Food Foundation, St. Augustine's parent volunteer group of approximately 15 women offers a weekly hot lunch program to all students for the total cost of \$5 weekly or \$1 per daily lunch; a per student cost that even its poorest families can afford. "We have absolutely no problems collecting the money," says Mr. Clarke. "If the money is not received from a particular parent on Monday or Tuesday, then the parent receives a telephone call and the money is usually sent to the school the next day. Therefore, we have an almost 100% participation rate, with all our students being able to enjoy the same meal each day and no students having to have something less desirable than their classmates. We believe this to be very important for self-concept and self-esteem purposes, particularly since our students are very young." St. Augustine's high participation rate is primarily due to the school's ability to keep costs to a minimum. This is made possible by the dedication and efforts of its parent volunteers, in-house cooking and supportive partnership with The School Children's Food Foundation.

"We believe that an essential fundamental to success in school is that of ensuring each child is adequately fed," says Mr. Clarke. "It is this belief statement that provides the rationale for the provision of a daily hot lunch program in which all our students can participate without prejudice." At present, St. Augustine's is evaluating the program with the purpose of upgrading its menu to better serve students. Since the initiation of this program, however, the staff has identified benefits that include happier, more contented students, academic improvement (especially for students of concern), and significant improvements between school and home.

"It is these positive results that keep all our volunteers, staff and partners involved in ensuring our hot lunch program's continued success into the future," concludes Mr. Clarke. "The reward is seeing our students satisfied. They are the real winners, and after all, this is a significant part of what schooling is all about!"

ST. JOHN'S

After school club helps foster love for reading

Every Wednesday, primary students at Macpherson Elementary in St. John's gather in the Learning Resources Center after school from 3:00 to 3:45 for the Reading Club. Approximately 70 students are enrolled in the Club and each week a different grade level attends. Students gather in a circle to hear a story read to them by a teacher or a parent/grandparent volunteer.

The story is followed by a quick oral activity based on the book and students are then given 10-15 minutes to select books to read on their own or with a parent or friend. At the end of each session the students gather together again for a chance to win prizes such as stickers, bookmarks and, of course, books. "This is a fun-filled way to foster a love for reading as a leisure activity and to expose the children to quality children's literature," says Margie McDonald, Grade 2 teacher and the Reading Club Coordinator. "It is always an enjoyable experience for the children, parents and teachers alike!"

ArtsSmarts special projects

As part of the ArtsSmarts project, Grades 4, 5, and 6 students at Hazelwood Elementary in St. John's participated in special projects during February and March. Artist Patricia Ryan used the medium of watercolor to help Grade 5 students develop a better understanding of our province's landscape through painting.

Students developed a greater appreciation for Newfoundland's culture and history by learning Irish-Newfoundland dance from Darren "Steppin" Steele, who has been a performing artist of traditional Irish dance for over 25 years. The dance and painting were part of a more indepth study of Newfoundland and Labrador which was completed by the students.

The Grade 4 students created a dramatic performance based on their studies of the Rainforest. Under the direction of Ms. Patricia Andrews, students wrote the script titled "Help Me I'm Dying: The Rainforest Speaks Out". All aspects of the performance from artwork to set decorating to brochure writing and ushering were carried out by the Grade 4 students.



Grade 4 students at Hazelwood Elementary rehearsing for their Rainforest production.

“Through the completion of a work unit on the Rainforest and the marvelous performance created by the students, they learned much about this spectacular and beautiful tropical Rainforest,” says Bernadette Kolonel, Grade 4 teacher at Hazelwood. “The children had a journey of learning and fun in the tropical Rainforest.”



Grade 4 students at Hazelwood Elementary work on set decorations for their Rainforest production.

Since conservation efforts are so necessary to preserve the Rainforest, children collected donations totalling about \$300 from parents and guests who attended the performances. A donation will be sent to the World Wildlife Fund, an organization dedicated to Rainforest conservation.



John Mutford

NLTA Scholarship awarded

John Mutford of Twillingate has been named 2000-01 recipient of the Newfoundland and Labrador Teachers' Association Scholarship. Mr. Mutford received a Bachelor of Science degree with a Psychology major in Spring 1999 and will convocate this June with a Bachelor of Education degree in Primary studies.

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.



Alex Hickey

NLTA Staff Appointments

We are pleased to announce that Mr. Alex Hickey has joined the staff of the Newfoundland and Labrador Teachers' Association as Coordinator of the Virtual Teacher Centre.

Alex has worked at the primary, elementary, secondary, district and departmental levels of the K-12 school system as well as at the post-secondary level. He

has expertise in curriculum management, planning, development, implementation and assessment combined with a background in teaching and administration. Alex is thoroughly familiar with contemporary issues in education including research on teaching and learning, teacher professional development, instructional design for adult learning, student evaluation, developmental needs of learners, technology integration, school construction planning, professional development, school development and assessment, school councils, role of parents in education, structural design of education systems, outcomes-based education, and educational change.

Before starting with the NLTA, Alex was Director of Program Development with the Division of Program Development, Department of Education, Government of Newfoundland and Labrador.

Alex was born and grew up in St. Jacques, Fortune Bay. He presently resides in Paradise. (Please see page 20 for an article by Alex about the Virtual Teacher Centre.)

Unicef honours its volunteers

Unicef Newfoundland held a Volunteer Appreciation Brunch on March 25, 2001 at Theatre St. John's Lane to recognize three volunteers for International Year of the Volunteer.

Those acknowledged during the event were Judy Foote, Minister of Education, for her many years of volunteering with Unicef. Mr. Chief Justice Clyde Wells presented the award to Ms. Foote. Herdman Collegiate, Corner Brook, were recognized for their contribution of \$5,015 from the Halloween small box campaign. Mr. Vaughn Granter, Principal, was presented a plaque by Jocelyn Boyd from Unicef's regional office in Nova Scotia for the largest contribution to the campaign. St. Peter's School in Mount Pearl was recognized for being the newest contributor. The school collected \$1,381.87 in the small box campaign. Chris Power, secretary at St. Peter's, accepted the plaque from Phyllis Harris, chair of Unicef Newfoundland.

CANADA

Help develop healthier schools

The Indoor Air Quality in Canadian Schools project is conducting an on-line survey from April until July 2001 to collect information about indoor air quality (IAQ). Your participation is needed. Funded by Health Canada, the primary objective of the project is to develop a consistent national approach to indoor air quality in schools

through the development and implementation of guidelines. The survey asks basic questions about indoor air quality in schools that you are familiar with, how these schools deal with indoor air quality concerns, and how these schools work to maintain good indoor air quality.

Based on the information collected, practical, user-friendly and cost-effective strategies will be developed for the implementation of IAQ guidelines in Canadian schools. It is believed that the resulting strategies will provide direct benefits to schools across Canada thus encouraging a nationwide approach focused on optimizing the learning and working environment for everyone. In order to achieve this objective, it is important to receive input from all those who would be affected by these strategies such as students, teachers, administrators, maintenance personnel, parents, school board officials, department heads, etc. The survey can be accessed through the project web site: www.medicine.dal.ca/iaqs. If you have any concerns or questions contact the IAQ in Canadian Schools Project at iaqs@dal.ca.



CANADIAN BLOOD SERVICES

Blood. It's in you to give.

Canadian Blood Services invites members of the Newfoundland and Labrador Teachers' Association to visit one of our Blood Collection Sites.

Lincoln Road Mall Grand Falls	Tuesday & Wednesday 1:00 p.m. – 8:00 p.m.
Western Memorial Hospital Corner Brook	Tuesday & Wednesday 1:00 p.m. – 8:00 p.m.
7 Wicklow Street St. John's	Monday to Thursday 12:00 p.m. – 7:00 p.m.

For more information on clinic events in your area please check out our web site at www.cbs.ca or call **1-888-236-6283**.

Please remember to bring your identification with your full name and signature or name and photo to the clinic.

BETTY (MURPHY) WELLS, 1942 – 2001

Betty Wells was truly a great inspiration to all who knew her. She had a way of lighting up a room with her outgoing personality and her carefree spirit.

Betty grew up in Harbour Main. Upon receiving her teaching degree from Memorial University, she taught in such places as Melrose, Petries, Mortier, Corbin, Salmonier, Seal Rocks, Gunner's Cove, St. Jacques, Baker Lake and Harbour Breton.

Betty spent 14 years of her teaching career in Harbour Breton working with primary and elementary grades. Students, fellow teachers and other members of the community had great respect for Betty. She took the time to show others that she cared.

Betty gave much of her time to volunteer work in Harbour Breton. She was a leader in the Scouting movement for eight years and an active member for the Diabetes Association, being the first president for the branch in the community. Betty was also involved in church activities for St. Joseph's Parish. In recognition of her outstanding contributions to the town of Harbour Breton, Betty was chosen as "Citizen of the Year" for 1989-90.

In 1993, Betty retired from teaching after 32 years of service. She and her husband, Jack, resided in Hampden and later moved to Paradise. Betty continued to enjoy life to the fullest with family and friends. Shortly after her retirement, Betty started to have complications with diabetes. Even after losing both of her legs to this disease, she remained a strong and determined individual. She did not dwell on her own obstacles, but had an overwhelming positive attitude, continuing to help others and living the moment with those she held dear.

At Christmas, Betty sent 250 greeting cards. This is an example of the many lives that were touched by this special individual.

On February 23, 2001, Betty passed peacefully away at the Health Sciences Centre, surrounded by members of her loving family. Her death was achieved with the same great dignity that she had portrayed her entire life.

To Betty's loving husband, Jack, and to all family members, we extend our deepest sympathy. We have many beautiful memories of Betty that we will cherish forever.

In a conversation with Betty, she once stated, "It's a heart that makes a person, not arms and legs". And Betty Wells was truly a person with a great heart. On February 23, 2001, heaven became that much more beautiful.

(Submitted by Cheryl Stone, friend and colleague, on behalf of the Harbour Breton branch.)



Betty (Murphy) Wells



Ready! Set! Grow! Education Week 2001

Education Week 2001, March 4 to 10, was once again a celebration of the good things taking place in our schools. This year's theme, "Ready! Set! Grow!", coincides with growth in education and getting ready to grow in all aspects of life.

"The purpose of Education Week is to focus attention on education, the education system, and educational issues," states Fred Andrews, President of the Newfoundland and Labrador Teachers' Association. "Our theme this year, as in the past, encouraged parents, community members, etc. to become involved in education, along with students and teachers."

The opening ceremonies for Education Week 2001 were held at Gander Collegiate on Monday, March 5. The ceremonies featured performances by the Gander Collegiate Drama Troupe, the Sensational Swingers, as well as various musical selections. NLTA President Fred Andrews and the Minister of Education, Judy Foote, addressed the audience.



NLTA President Fred Andrews and the Honourable Judy Foote sign the proclamation at the Opening Ceremonies at Gander Collegiate to officially open Education Week 2001 in Newfoundland and Labrador.

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.

The following is an update on some of the Education Week activities which took place in our schools this year.

A.J. Matthews/St. John Central, Burgeo

During Education Week 2001, students and staff of A.J. Matthews/St. John Central in Burgeo got involved in the annual Milk Carnival sponsored by the Newfoundland and Labrador School Milk Foundation. "Everyone had great fun as they were painted with black and white spots, threw rings at paper mache cows, milked rubber gloves, and generally had a moovelous time," says Ruth Tucker, Grade 2 teacher at A.J. Matthews/St. John Central. The school would like to thank the School Milk Foundation for providing prizes and incentives for this annual event.



Rose Vatcher, Kindergarten teacher at A.J. Matthews/St. John Central, is painted with black and white spots at the Milk Carnival held during Education Week.

Amos Comenius Memorial School, Hopedale

As part of Education Week 2001, Amos Comenius Memorial School (ACMS) in Hopedale, Labrador, held a school and community evening sing song in celebration of Hopedale's Labrador pride. This evening of song was held in the beautiful foyer of ACMS where a polar bear, the school's mascot, graces the floor. Over 50 of the town's 600 residents came together to sing such beloved Labrador songs as Harry Baikie's "This is My Home" and Sid Dicker's "Sons of Labrador".

Nicole Burt, music teacher at Amos Comenius, says everyone took time out of their day for fellowship, singing and fun. "A lovely time was had by all as young and old came together in their love of Labrador songs."

Paradise Elementary, Paradise

At Paradise Elementary students and teachers incorporated the Education Week sub-themes into daily activities. On Monday, March 5, students wore the school colours of red and white to celebrate "Growing Together in Our School". Paradise Mayor Diane Whelan addressed a school assembly to kick off Education Week.

On Tuesday, to celebrate "Growing Together in Our Community", students were visited by a guest from Newfoundland Power. It was also hat day and the Grade 1 and 2 students went skating and the Grade 3 students went swimming.



NLTA President Fred Andrews visits Paradise Elementary during Education Week 2001 to read to Grade 3 students.

To celebrate "Growing Together in Our Province", Wednesday became "White Out Wednesday" and students wore white in support of the school milk program. The Kindergarten students went skating and all Grades 1 to 6 were visited by Ms. Jacky Petrie and her Newfoundland dogs.

"Growing Together in Our Country" was celebrated on Thursday with pajama day, skating for Grades 3 and 4, and a concert by Terry Reilly for all grades.

Education Week came to a close with a fitness day, fitness sessions with Ms. Angie Critchell, and a Lip Sync concert for Grades 4 to 6.

"Wireless Wizard" Education Week contest winners announced

Kevin Aylward, Minister of Tourism, Culture and Recreation, recently announced the winners of the "Wireless Wizard" Education Week contest.

"During Education Week 2001, the Special Celebrations Corporation inserted activities in Education Week kits that were distributed to every school in the province by the Newfoundland and

Labrador Teachers' Association," said Minister Aylward. "The activities related to the 'Wireless Wizard' Kite Program, which is a key component of this year's Receiving the World: Celebrating Communications program of events. The activities included things such as a Marconi fact sheet, a question and answer exercise, instructions on how to make kites and kite masks and the 'Wireless Wizard' Education Week Contest."

The contest asked students to decode a message written in Morse code. Over 500 entries were submitted from students throughout the province and winning entries were drawn at random. "We were very pleased with the level of interest in the contest," added Minister Aylward. "This initiative certainly sparked an interest in the upcoming 'Wireless Wizard' Kite Festival and increased the awareness of Marconi's great achievement at the school level, which is an important objective of the Receiving the World program."

The grand prize winner of the Wireless Wizard Education Week Contest is Josh Power of Millcrest Academy in Grand Falls-Windsor. Josh will receive an official Receiving the World kite and \$50. Contest runners-up include Nathan White of Our Lady of Mercy Elementary School in St. George's, Stefan Matchem of Lake Academy in Fortune, Gage Alexander of St. Michael's Elementary in Stephenville Crossing and Jonathan Bennett of Our Lady of Mercy Elementary School in St. George's. The runners-up will receive Receiving the World t-shirts.

The "Wireless Wizard" Kite program is one of the anchor events of the Receiving the World celebrations. There will be over 100 community kiting events taking place across Newfoundland and Labrador this summer as communities throughout the province celebrate the spirit of Marconi.

Education Week prize package winner announced

Catalina Elementary is the lucky winner of the Education Week 2001 Prize Package draw. A total of 10 schools participated in the contest by completing the evaluation form in the Education 2001 Resource Book. Catalina Elementary receives the following NLTA prize package: 6 Education Week 2001 t-shirts, 1 man's watch, 1 lady's watch, 6 baseball caps, 6 key chains, 6 pens and 6 mugs.

The Education Week 2001 Committee would like to thank all those who completed their evaluation forms. Your feedback is very important to the success of future Education Weeks.



Important Notice

Summer Holdback Cheques

by EDWARD HANCOCK

As all teachers are aware, the salary for the four pay periods in July and August is derived as holdback from salary earned in the September to June school year. Normally, the gross pay on the summer cheques is equal to the gross pay on the cheques during the school year, because the bi-weekly pay is calculated by dividing the annual salary into 26 equal installments. However, this coming summer there will be a slight anomaly in the summer cheques caused by the fact that a 2% increase was applied to teachers' salaries part way through the school year on November 1, 2000.

The 2% raise on November 1, 2000 means that the gross pay in the four pay periods in September and October, and for part of the first pay period in November, of this school year was less than the gross pay for the regular pay periods after November 1. These lower pay periods preceding the November 1 raise meant that a lesser amount was accumulating in a teacher's "holdback account" in September and October than that which was accumulating from November 1 onwards. The overall effect of this slightly lower accumulation of holdback up to October 31 is that each teacher's cheques for July and August will be close to, but not quite equal to, the regular gross pay per pay period that has been received since November 1, 2000.

An example will serve to demonstrate this effect. A teacher at the top of Certificate VI was receiving \$1,890.38 per pay period in September and October. That same teacher's regular bi-weekly pay increased to \$1,928.19 per pay period after November 1, 2000. (The pay cheque on November 2, 2000 was an exception to both these numbers because it reflected only a small portion of the 2% increase – 3 days of the 10-day pay period.) Information from the Teacher Payroll Division indicates that this teacher's summer cheques should be equal to \$1,918.89, or \$9.30 less than the regular cheques from November through June. Teacher Payroll also indicates that this difference will range from \$6.26 at the top of Certificate IV to \$9.51 at the top of Certificate VII.

Inquiries on this matter may be directed to the Administrative Staff in the Benefits and Economics Services Division or directly to the Teacher Payroll Division at the Department of Education.

Edward Hancock is the Assistant Executive Director of the NLTA.

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Further Premium Increases Anticipated

NLTA Group Insurance Program Goes to Tender

by DON ASH

In March 2001, NLTA Group Insurance Trustees invited the major insurance underwriting companies to bid on all options of the NLTA Group Insurance Plan. It is the practice of NLTA Group Insurance Trustees to send to market our insurance plan every five years. This process ensures the competitiveness and cost effectiveness of the NLTA Group Insurance Plan. In addition to bidding on our current plans, all companies were asked to cost various alternate benefits suggested by teachers through the group insurance input process, calls received at the NLTA office, and feedback from the Claims Department of Johnson Incorporated.

These bids were opened on April 27, 2001 in the presence of a government representative from the Insurance Division of Treasury Board, the NLTA Staff Consultant for Group Insurance, and the Vice-President of Johnson Incorporated, our plan administrator and consultant. NLTA Group Insurance Trustees, along with Johnson Incorporated, will review the bids and in late June decide which insurance underwriting companies will hold our various insurance policies for the 2001-02 school year.

Despite the efforts of Trustees to maintain low premiums, the claims experience in Basic Life, Long Term Disability, and the Health plans is likely to mean increased premiums. Tragically, numerous active and young retired teachers have died during this school year resulting in a significant deficit in the Basic Life Plan. Prescription drugs which constitute over 80% of claims in our Health Plan continue to increase in cost. Perhaps as a result of an aging teaching population, increased stress and workload, a record number of teachers have exhausted their sick leave and found it necessary to avail of Long Term Disability Insurance. In light of these claims experiences, Trustees are expecting deficits in the Life and Long Term Disability Plans. Subsequently, Trustees anticipate it will be necessary to

raise premiums in Basic Life, Long Term Disability, and the Health Plans.

Trustees will continue to strive to minimize premium increases while maintaining the maximum benefit coverage for teachers. Final decisions on renewal of our insurance options will be made in late June. Trustees will communicate these decisions and the exact impact on premiums to members by direct mailing in July.

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

Johnson Scholarships & Academic Grants

Application forms now available



The Johnson Scholarships and Academic Grants were introduced in 1998. The Scholarships and Grants are each valued at \$1,000.

Eligible to receive Scholarships are dependents of Johnson Group Members who are in their graduating year of senior high school. The Academic Grants are to assist those returning to full-time post-secondary studies following an absence of two or more years, as well as those beginning full-time studies as mature students. Eligible to receive these Grants are Johnson Group Client Members/Employees, and their dependents.

To date, a total of more than 35 Scholarships have been awarded to the dependents of NLTA Members and 8 Academic Grants have been awarded to NLTA Members and dependents.



The closing date for the receipt of the 2001 applications is **September 15th.**

Application forms are now available online at www.johnson.ca or may be obtained by calling (709) 737-1088 or 1-877-328-7878 (toll-free), by Fax (709) 737-1580, by e-mail scholarshipsandgrants@johnson.ca or by mail to 95 Elizabeth Avenue, P.O. Box 12049, St. John's, NF, A1B 1R7.



Making the Most of Summer Holidays

by KATHY TAYLOR-ROGERS

The school year is slowly winding down. We've had our Easter break and watched the time fly by and we are now headed into preparation for final report cards. It has been a busy, fast paced year with the usual tirade of deadlines to meet. As in every year, there have been many unexpected interruptions that have challenged us. They have included more storm days than usual, the public service strike, other unforeseen incidents and accidents, even tragedies, that created a need for many changes in planning. Over time though we learn to expect the unexpected and do what is necessary so that we can deal with the unexpected, whatever it might be.

Although at times during the year there was doubt that all of the goals and objectives would be met, as the school year comes to a close everything begins to fall into place. This may be partially due to a change in expectations, but sometimes this is necessary as we are only human and therefore can only perform human feats. There is an adrenaline rush associated with the extra pressure placed upon us due to the expectation to complete the year's learning objectives and the report card deadlines. Thankfully, along with this adrenaline rush there is comfort in the knowledge that summer holidays are just around the corner. That long awaited and well deserved break in the school year that is meant to give teachers a chance to get away from the stressors of teaching, a break from deadlines, students, exams, marking, committees, and all of the other things that add to the havoc of the regular school year.

Teaching is an extremely emotionally and psychologically demanding career that has physically demanding aspects as well. It is psychologically exhausting to try to keep in tune with all the different levels of need that every student has in a classroom. The reality of the complex social issues that children are facing within and outside their homes today add further to the challenges that face teachers. One example is the ever increasing numbers of children in our classrooms who come from families where the parents are either separated or divorced. It is challenging enough in two-

parent families with both parents residing in the same home to negotiate who will help which child with what homework, but in a family where the parents are separated it becomes even more difficult to ensure that all of the children's school-related needs are met in a consistent fashion. This translates into increased reliance on the teacher.

Another factor which adds to the psychological drain is the effort required to gain and maintain the respect of the students in a society that has changed so drastically over the past two decades. We are no longer in an era when teachers are automatically given respect by virtue of their position so teachers find themselves having to earn the respect of their students while also having to prove themselves to the parents. Yet another dimension to this complicated career is the challenge of providing structure and discipline to students in a society where there are ever changing policies and expectations with regard to acceptable methods of discipline, yet limited training offered for teachers to learn new methods.

“The summer break needs to be just that – a break. The biggest danger that a teacher can fall into is trading one source of stress for another over the holidays.”

The constant necessity to take work home or to complete work after school hours also takes its toll as there is not enough time allocated within the school day to complete all of the work required such as marking of tests, grading assignments/projects/papers, performing committee work and completing lesson plans. There are physically demanding aspects of teaching as well, such as spending long hours on your feet, using one's voice excessively on a daily basis, lack of breaks, and exposure to a great number of cold, flu, and other viruses. At the root of all these challenges is the necessity to use

time off wisely. Any teacher who has experienced a "summer break" is all too painfully aware of just how quickly time passes. The summer break needs to be just that – a break. The biggest danger that a teacher can fall into is trading one source of stress for another over the holidays.

During the last month of school it would be wise to take some time for true inner reflection. Time to give thought to what you need to do for yourself during the summer. Reflection on how you want to be in the fall and what you need to get there. Reflection on the past year and what has gone well professionally and personally and what has not gone so well. Reflection on how you can improve on the positive aspects of your life and what you need to do to overcome the negative aspects. Thought also needs to be given to what you will need over the summer to give yourself a true break and to revitalize your body and soul before the next school year begins. It would be worthwhile to develop a plan that identifies goals that you would like to achieve and how you are going to reach those goals. One of the goals may be to become healthier and your plan to achieve this goal might be to walk for at least one half hour every day and to eat more fruits and vegetables. The reason for planning is our tendency to procrastinate. We all give thought to changes that we would like to make from time to time but never seem to get around to actually making those changes. Sometimes when we write things down we have more of a likelihood to actually follow through with them. A written plan may help to ensure that the summer doesn't pass you by without having had the chance to do any of the things that you wanted to do. This can be a real disappointment and can create difficulties when it comes time to adjust to returning to the classroom. A reality is that the person we have the most difficulty taking time for is ourselves. If you have a plan that sets out "Me Time" then you will be more likely to take that desperately needed and well deserved time for yourself, because you have balanced this with taking care of the other important people in your life.

Kathy is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Kathy Taylor-Rogers (ext. 242) or Marie Wall (ext. 265).

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The Program

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- 7 Habits Profile
- Franklin Planner
- Certificate

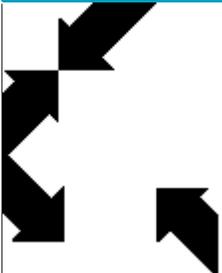
LIMITED SPACE - REGISTER BY JUNE 15

www.fcPremier.com/signup

For more information contact Christine Crosby at 1-800-775-0353.

*OTHER WORKSHOPS OFFERED ACROSS CANADA
SEE WEBSITE FOR MORE DETAILS





CONTACT 2001

Going & Growing

Keynote: "The Profession of Teaching"
Dr. Vianne Timmons
Dean, Faculty of Education
University of Prince Edward Island

Conference Sessions: Brain Compatible Teaching
Live-Event Learning
Literacy
Using Rubrics as an Assessment Tool
Energize Your Classroom: Providing for Students' Interests & Talents
Professional Portfolios for Teachers
Creating a Professional Learning Community
- Bridging the Gap
- P.D. On line
- Opportunities for Professional Growth

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



Prince Edward Island
Teachers' Federation



GUIDELINES FOR CONTACT 2001

1. Initial submission of names of delegates to CONTACT shall be the responsibility of the NLTA Branch. In addition to applications submitted by teachers to the Branch, nominations may be made at a Branch meeting.
2. a) Applications/nominations from Branches shall be completed **on or before May 25** and submitted to the NLTA for final approval as per guidelines in number 5.
b) Final approval of nominees for CONTACT shall occur at the Professional Issues in Teaching Committee's June meeting.
3. Where Branches do not submit nominations on time, the Branch may forfeit any right to have a representative at CONTACT. Decisions of the Professional Issues in Teaching Committee shall be final.
4. A Branch is permitted to send up to three (3) nominees which shall be prioritized according to preference of delegate(s) to attend. Branches are asked to consider the following when prioritizing their nominees:
 - a) Branch nominees who have not already attended a CONTACT Conference.
 - b) Nominees that have been prioritized in previous years but have not attended.
 - c) Nominees for which the Conference will have the most relevance.
5. The Professional Issues in Teaching Committee shall act as the Selection Committee for representatives to CONTACT and shall be governed by the following guidelines:
 - a) Teachers as prioritized by the Branches shall be the teachers selected for CONTACT.
 - b) Branches which have not had a member attend a CONTACT Conference shall be given first priority.
 - c) Priority for Branches which already have had representation at CONTACT shall be based on the time lapse since previous attendance.
6. Teachers shall be notified of acceptance as soon as possible following the selection of representatives by the Professional Issues in Teaching Committee but not later than June 9, 2001.
7. a) Representatives, where possible, shall be informed of the expenses of CONTACT, how much NLTA will provide and how much will be the individual teacher's responsibility.
b) Transportation costs shall be based on the cheapest mode of transportation possible.
c) Selected delegates to CONTACT must submit a non-refundable \$25.00 deposit towards their registration. This will be submitted to the NLTA CONTACT Registrar within two weeks of notification of selection.



CONTACT 2001

AUGUST 12-15, 2001

UNIVERSITY OF PRINCE EDWARD ISLAND
CHARLOTTETOWN, P.E.I.

APPLICATION FORM

**TEACHERS MUST FORWARD APPLICATIONS TO THEIR BRANCH FOR SUBMISSION TO CONTACT SELECTION COMMITTEE.
APPLICATIONS THAT ARE NOT SUBMITTED THROUGH THEIR BRANCH WILL NOT BE CONSIDERED.**

Branch Submitting Nominee

(If you are submitting more than one nominee, you must prioritize before submitting.)

Name of Teacher Nominee

School Address

Postal Code

School Telephone

Home Address

Postal Code

Home Telephone

Have you attended CONTACT before? No Yes Year _____

Description of Teacher Nominee:

(qualifications, experience, interests and NLTA involvement)

Date

Signature of Branch President

BRANCHES MUST FORWARD NOMINEES TO NLTA OFFICE NO LATER THAN MAY 25, 2001.

Return this form by fax or mail to:
Beverley Park, Administrative Officer, Professional Development
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF A1B 1W1
Fax: 726-4302 or 1-877-711-6582 (toll-free)



One Teacher's Experience

Threatened in My Classroom

by PETER MCCORMACK

“Teachers should be allowed to work in a safe environment without verbal and/or physical abuse from students.”

In late October of 2001 I was threatened by a student and ended up pressing charges. I am writing an account of the events as they occurred to share some of my experiences and concerns that I encountered during the six-month process.

Before my last class one afternoon, I was approached by the school administration and informed that a new student was being added to my class. The student had a history of volatility and had been removed from another teacher's class the previous week because of an altercation. I was told that if he got volatile in my class, I was to ask him to leave.

Shortly after he arrived, unprepared, he started to disrupt the class. I had asked him several times to turn around, be quiet and get to work but to no avail. I then informed him that if he did not cooperate that he would be asked to leave the class. At this point he jumped up and started yelling at me and told me that he was going to get me outside and kick the sh** out of me. I finally got him out of the class and he threatened me again.

Later that evening I spoke with a police officer who informed me that there was enough evidence to lay a charge of uttering threats. I asked the police officer for some time to think about it. Three days later I decided to go ahead with the charges.

In December, the student had his first court appearance where he pleaded not guilty. A trial day was set for late March. At that time he changed his mind and pleaded guilty. I was given an opportunity to give a victim impact statement and have some input into sentencing, as the student was already on probation. I declined. I was interested in the verdict, not the sentence. He was given extended probation and community service.

Was this an easy process? Definitely not! Am I glad I did it? Absolutely! As I proceeded with the charges and

the incident involved I had many doubts and concerns about what was happening. I would like to share some of them.

1. I was concerned about student witnesses being called to testify on my behalf. I decided very early that I would not allow that to happen. I did not want to put a student in a situation where possible repercussions could occur down the road.
2. I was concerned that it would draw attention to the school and my colleagues and put them in an uncomfortable position. My colleagues were very supportive and assured me that I was doing it for them as well.
3. I thought that a judge might think that I was wasting the court's time. He informed the student during sentencing that teachers have no choice but to get the courts involved and that more teachers will and should do it in the future.
4. The possible backlash from the community was a concern, but an unfounded one. The few people that had actually heard about it were very supportive.
5. I was absolutely amazed that the students themselves were so supportive. They were just as uncomfortable with that kind of behavior as I was.

All in all it was an experience that I hope I will never have to go through again. However, if threatened, I will press charges again. Teachers should be allowed to work in a safe environment without verbal and/or physical abuse from students. The methods of discipline have changed over the years and I believe that's a good thing. That does not, however, mean that it should be open season on teachers in the classroom.

Peter McCormack is a teacher at Menihek High School in Labrador City. If you have any questions or comments he can be contacted at pmccorma@calvin.stemnet.nf.ca.



2001 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Please check which session you will be attending:

- Oct. 18-19** – Mt. Peyton, Grand Falls-Windsor
- Oct. 25-26** – Albatross, Gander
- Nov. 1-2** – Holiday Inn, Corner Brook
- Nov. 15-16** – Holiday Inn, Stephenville
- Nov. 22-23** – Holiday Inn, St. John's
- Nov. 29-30** – Holiday Inn, St. John's
- Dec. 6-7** – Holiday Inn, St. John's

Will your spouse be attending? Yes No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

Yes No

- Note:**
- Teachers within two years of retirement (on or before June 2004) are eligible to attend.
 - All participants must pre-register.
 - You will receive confirmation prior to seminar.
 - Travel costs will be paid according to policy and only to the nearest seminar.
 - Teachers are advised to bring a calculator.

Please submit registration form to:
**Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 (toll free)**

FOR NLTA OFFICE USE ONLY

Date Received	Confirmation Sent	Information Package Sent



The Virtual Teacher Centre Delivering Professional Development Online

by ALEX HICKEY

Imagine a world where every piece of professional information a teacher might ever need is immediately available. Now, reflect upon what is currently available. The Virtual Teacher Centre (VTC) intends to fall somewhere between the two. Its proximity to either end dependent upon an individual's needs.

The Virtual Teacher Centre has a mandate to develop, facilitate and deliver professional development and classroom content support to teachers throughout Newfoundland and Labrador. It will work hand-in-hand with educators at both the district and school levels, as well as in partnership with Memorial University and the Department of Education, in the development and delivery of content that may be accessed by practicing and pre-service teachers.

“The Virtual Teacher Centre has a mandate to develop, facilitate and deliver professional development and classroom content support to teachers throughout Newfoundland and Labrador.”

A variety of professional development opportunities will be available online. These may be accessed from any location, at any time, provided connectivity is available. Traditional models of PD usually require leaving the place of work, traveling to another location for a period of time, then returning. The VTC model is based upon the concept of delivery of PD to the workplace.

These PD learning experiences will have different approaches. One is the provision of in-depth information on special topics such as Multiple Intelligences, collaborative learning or constructivism where a teacher will be able to read about, explore how others

are applying this knowledge, reflect upon, and revisit again and again. A second will be access to tutorials on how to do things such as using presentation software in the classroom, conducting online video conferences, making a pinch pot out of clay, or how to scan a picture. Another will be learning modules or short courses where one would spend several hours of dedicated time learning about something such as classroom management. In short, we are interested in providing as many learning opportunities in as many formats as is reasonable and possible.

Through partnership with the Department of Education the VTC expects to deliver online follow-up PD to the Department's implementation sessions. This will permit all teachers to access the materials and learning experiences related to new and existing programs. In collaboration with the Faculty of Education, expertise and research is being shared. A special relationship has been struck with the Centre for Distance Learning and Innovation which has a complementary mandate.

The first major initiative of the VTC is to develop a web presence for and in collaboration with each of the Special Interest Councils. Every council will have its own distinct web with a focus on professional support for members. In addition to this, teachers can expect to have a place to share lesson plans and units based upon provincial curricula, electronic access to newsletters and journals, as well as links to some of the best educational resources on the web.

VTC staff are currently designing and developing a web presence. Once this is complete and content has been developed, an announcement regarding the launch of the VTC will be forthcoming.

Alex Hickey is Coordinator of the Virtual Teacher Centre.

NLTA Professional Development Programs

Professional Development Fund

The PD Fund supports professional development initiatives by both individuals and groups. Grants are awarded five times throughout the year. Individual applicants identify areas of personal professional interest which they wish to pursue through out-of-province (or in-province between Labrador and the island) professional development conferences/sessions. The grant covers travel and registration costs, up to 75 percent of the total cost of the conference and up to a maximum of \$1,000. For Project Grants to Organizations, the maximum amounts to be allocated will be \$5,000 for a provincial initiative and \$2,500 for regional initiatives.

DEADLINE DATES: THIRD THURSDAY IN SEPTEMBER, OCTOBER, JANUARY, MARCH AND MAY.

Centennial Funds and Awards

CENTENNIAL STUDY AWARD

Study awards are awarded to teachers on an annual basis to support the continuing professional development of certified teachers in the province. At least two awards, valued at \$2,500 each, will be presented each year, provided suitable applications are received. To be eligible, the teacher must be registered full-time at university during the time of the award.

CENTENNIAL PROJECT AWARD

The Association funds ongoing educational projects submitted by qualifying teachers, as long as they meet the purposes of the Centennial Fund. Projects submitted for funding should have a demonstrable benefit to teachers, students, and/or the learning environment.

EDUCATIONAL RESEARCH AWARD

Through the Centennial Fund, the Association will make available a maximum of \$10,000 annually to support educational research projects initiated and/or approved by the Association.

INTERNATIONAL CONFERENCE PRESENTERS PROGRAM

The Centennial Fund will provide funding to teachers presenting at International Conferences provided the presenter makes a significant contribution to the professional agenda of the conference. The maximum amount to be approved for presenters at any one conference will be up to \$1,250. A total of \$5,000 will be provided each year, should suitable applications be received.

INTERNATIONAL PROGRAMS AWARD

Through the Centennial Fund, the Association will make available a maximum of \$12,000 annually to support International Projects initiated and/or approved by the NLTA Executive. Project Overseas, which supports professional development of teachers in developing countries, is one such initiative.

DEADLINE DATES FOR ALL CENTENNIAL FUNDS AND AWARDS:
MARCH 31

EQUITY ISSUES PROGRAMS FOR STUDENTS

A maximum of \$4,000 will be dedicated annually from the Centennial Fund for an NLTA Equity Program for Students, to include up to four projects, each to receive a maximum of \$1,000.

DEADLINE DATE: UNDER REVIEW

T-4 Program

"Teachers Talking to Teachers" provides an opportunity for teachers to share expertise and innovative practice with colleagues. An allocation of \$5,000 yearly will be provided to assist teachers to travel to other schools or districts to facilitate professional development opportunities for fellow teachers.

Johnson Bursaries

Johnson Bursaries are available for teachers enrolled full time at the undergraduate or graduate level. Ten bursaries of \$200 will be available each year.

DEADLINE DATE: APRIL 1

**FOR FURTHER INFORMATION ON ANY OF THE ABOVE PROGRAMS,
PLEASE CONTACT:**

Professional Development Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF A1B 1W1
Telephone: 726-3223 or 1-800-563-3599 (*toll free*)
Fax: 726-4302 or 1-877-711-6582 (*toll free*)
Beverly Park, ext. 244, René Wicks, ext. 245, Susan Cardoulis, ext. 246

Biennial General Meeting 2001

Outgoing President Reviews His Term

Outgoing President Fred Andrews addressed delegates at the Biennial General Meeting held April 17-20 in St. John's. The following are excerpts from his address.

"... the NLTA stand on the increase in instructional time in language and language arts at the primary level. Once again the input from individual members, the NLTA Music Special Interest Council, the Curriculum Committee and Provincial Executive provided a strong stand and leadership on this issue. Our Association continues to lobby strongly for the alternate, more productive solutions that would address the province's literacy levels in a more positive way.

... an opening package that was acknowledged by the membership to be very representative of the needs of our members. Teachers said that the variety of instruments used to gather input from our members

motivated them to get involved and make individual and group recommendations. That opening package was approved by Provincial Executive and is presently in negotiations. The outcome will be determined by the sheer grit and resolve of our members.

The employer dictated that during a legal strike by a certified bargaining unit, teachers would be asked to increase and/or change the scope of their jobs to carry out the duties and responsibilities of the striking student assistants. Teachers asked for firm, clear direction on this matter. Our position was that teachers shall not do the work of student assistants who are in a legal strike action. I am extremely proud of the unconditional support for the NLTA position that was verified by teachers and administrators in communiques to their school boards and to the public."



Outgoing President Fred Andrews

NLTA Executive 2001-03



Back row, left to right:
Kevin Foley, Goose Bay;
Elizabeth Murphy, Parker's Cove;
Wayne Lee, Stephenville; Fred
Wood, St. John's; Ted Murphy,
Shearstown; Paul Matthews, St.
John's; Dana BurrIDGE, Deer Lake.
Front row, left to right:
Ed Moore, Placentia; Fred
Douglas (Vice President),
Marystown; Winston Carter
(President), Carmanville; Diane
Curtis, Jackson's Arm; Sean Noah,
Grand Falls-Windsor.



Get Involved

Join a Provincial Committee

Are you a knowledgeable, interested and committed member of your Association? President-Elect, Winston Carter, has established a committee structure for the 2001-02 school year to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Committees will meet approximately four times per year. Meetings are usually held after school hours; some may be held via teleconferencing. From time to time weekend meetings may be required. Teachers are reimbursed for out-of-pocket expenses for travel, meals and child care as per NLTA policy.

You are asked to consider volunteering to serve as a member of a committee that is of interest to you. **Committee members are usually drawn from the same geographic location (within 90 km) as the chairperson.** With the permission of Executive, one committee member may be chosen from outside the geographic location provided that expenses incurred are kept within reasonable limits. Committee members are chosen by the chairperson early in September of each year. All applicants will be informed of the status of their application at that time.

Every effort will be made to have equal representation of males and females and to ensure generational equity on committees. Depending on the terms of reference of the committee, every effort will also be made to include teachers with responsibilities in various areas of the teaching profession.

If you are interested in becoming a committee member, please fill out the form below and mail or fax it to the NLTA office by **June 30.**

COMMITTEES, 2001-02	CHAIRPERSON	LOCATION
Curriculum	Ted Murphy	Bay Roberts
Equity Issues in Education	Dana Burridge	Deer Lake
Membership Benefits and Services	Paul Matthews	St. John's
Communications/Political Action	Fred Wood	CBS
Professional Issues in Teaching	Elizabeth Murphy	Rushoon

PLEASE NOTE:

- 1) The *Finance and Property Committee*, chaired by Wayne Lee, is set up under By-Law XVII of the Association which requires that the members of this committee be taken from the Provincial Executive Council.
- 2) The *Group Insurance Committee* is chaired by Sean Noah and operates out of St. John's. Members are usually chosen in June by the Provincial Executive Council following recommendations from the President. There are no vacancies on this committee for the coming year.

If you require additional information on the duties of committees, please contact GERALYN COSTELLO, Assistant to the President, at 709-726-3223, Ext. 222 or e-mail: gcostello@nlta.nf.ca.

2001-02 NLTA Committee Volunteer Application

Name _____

Home Address _____

Postal Code _____

Home Phone _____

School Name _____

School Address _____

Postal Code _____

School Phone _____

E-mail _____

Branch _____

Present Position

Grade(s) Taught _____

Added Responsibility _____

Years of Experience _____

Areas of Expertise _____

Branch Involvement

Provincial Involvement

Committee Preferences (In order of choice)

1. _____

2. _____

3. _____

Return to: GERALYN COSTELLO, Assistant to the President
 Newfoundland and Labrador Teachers' Association
 3 Kenmount Road, St. John's, NF, A1B 1W1
 Fax: 709-726-4302; 1-877-711-6582 (toll free)
 E-mail: gcostello@nlta.nf.ca

Teachers Honored Awards Presented at BGM 2001

In keeping with past tradition, the efforts of a number of teachers who have made significant contributions to both their profession and their Association were recognized at Convention 2001. Award winners for 2000 were announced last year but presented at this Convention. The following provides information on the awards and the 2001 winners.

Heber E. Walters • Honorary Member

Mr. Heber E. Walters was made honorary member of the Newfoundland and Labrador Teachers' Association on April 18, 2001 during the Association's Biennial General Meeting in St. John's. Mr. Walters joins a group of 36 distinguished Newfoundlanders and Labradorians who have received this honor.

Mr. Walters was born in Pouch Cove and educated at St. Mary's and St. Michael's Schools in St. John's and later at Memorial University of Newfoundland. He began his teaching career in 1949 and immediately became an active participant in the Norris Point Branch of the NTA. For the 1949-52 school years he was vice-principal of a six room school at Norris Point Memorial, from 1952-55 he was principal of a five room school at Badger's Quay Anglican, in 1955-61 he was principal of a ten room school in Rocky Harbor, and from 1961-73 he served as principal and vice-principal of Bonne Bay Central High.

His experience with the Association involved serving on various Branch Executives including a term as President of Trinity-Deadman's Bay Branch, the St. Barbe South and Gros Morne Branch. From 1968-73 he served on various committees such as Education Week, Communications, Teacher Legislation, Finance, and was a member of the Provincial Executive Council from 1968-73.

In 1973 Mr. Walters joined the staff of the NTA in the position of Director of Communications. In this position he was responsible for editing the *NTA Journal*, *The Bulletin*, *Executive Notes*, the *NTA Handbook*, and

acted as Chief Communications and Public Relations Officer. He held this position for 14 years. It was from the NTA that he retired in 1987 after 37 years in the field of education.

Besides his extensive educational and professional history, Mr. Walters has also been extremely active at the community level. He is a former mayor and councillor of Woody Point, Bonne Bay, and from 1992 to present, mayor of St. Philips and Amalgamated Portugal Cove-St. Philips. He is a former Deputy District Governor and member of District 41-S Lions Club, former Commissioned officer of the Cadet Services of Canada, and the first Newfoundlander to be appointed a Company Commander at the Atlantic Provinces Cadet Summer Camps in Nova Scotia to the rank of Major. He was also awarded the Canadian Forces Decoration (CD) in 1969 and the Centennial Medal in 1967 for his work with youth.



Heber Walters joins a distinguished group of 36 Newfoundlanders and Labradorians who have received honorary membership to NLTA.

He has been an active member of the Lions Clubs at the local, provincial and international levels and served as Zone Chairman and Deputy District Governor 41st Lions International. He is also a former president of the Layreader's Association of the Anglican Church of Newfoundland and has had extensive involvement at

various levels within the Anglican Church. He has been actively involved with the Retired Teachers' Foundation and was President until this past spring.

The President's Award

The 2001 recipient of The President's Award is Leo Freeborn of Ramea. The award of an engraved watch and plaque were presented to him by outgoing President Fred Andrews at an awards luncheon during Convention 2001.

The President's Award is presented during Convention to one person during the President's final year of his/her term of office. For a recipient to be eligible he/she must be, or have been, an active member in good standing of the Newfoundland and Labrador Teachers' Association for at least five years. They must have served the Association at the provincial, branch or executive level, or within the special interest council structure. They must be recognized amongst their peers as a teacher who has given of him/herself to the Association and be recognized among his/her peers as an exemplary educator in the profession.

Leo Freeborn's teaching career began in 1975 at St. Boniface All Grade School in Ramea. He later became principal of St. Boniface, a position he still holds today.



Leo Freeborn receiving the President's Award from NLTA President Fred Andrews.

Mr. Freeborn has been very active at the provincial level of the NLTA. He has spent 12 of his 26 teaching years as branch president of the Rameaux Branch. He has also chaired and served on various NLTA committees including the Ad Hoc Committee on Joint Council, School Board/Teacher Liaison Committee and is currently Chairperson of the NLTA Disciplinary Committee. Mr. Freeborn has also been a delegate to numerous conventions of the NLTA.

Aside from his work with the Association, Mr. Freeborn is also actively involved in his community. He was president of the Lions Club, chaired the local ferry transportation committee, and hosted a round table meeting on the future of Ramea.



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The Bancroft Award

The Bancroft Award was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association. The award recognizes outstanding service at the branch level of the NLTA for the betterment of education and professionalism for teachers.

Charles (Charlie) Dillon, a teacher at Dunne Memorial in St. Mary's, St. Mary's Bay, is recipient of the 2001 Bancroft Award.

Charlie has been teaching for 26 years and has held numerous volunteer positions within the Association and worked diligently in this capacity on behalf of teachers. He is President of the St. Mary's Bay Branch and has held this position since 1990 and previously from 1980-1985. He was past-president on the Branch Executive for 1986-88 and Treasurer in 1989.

His committee work has included membership on the Provincial Political Action Committee, Branch Strike Committee, Branch Political Action Committee, Branch Scholarship Committee, Branch Professional Development Committee, and Branch Review Committee (set up to study the geographical boundaries of the branch). He also sat on a number of ad hoc committees which organized briefs and reactions to various educational issues.

Besides his work as a teacher and extensive volunteer work with the NLTA, Charlie has also organized numerous retirement banquets within the branch, helped establish a network for involving retired teachers in branch activities, and organized the establishment of a Branch Scholarship Fund whereby two scholarships are awarded to students within the branch.

The Barnes Award

The Barnes 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.

Brian Vardy, a teacher at Bishop's College in St. John's is recipient of the 2001 Barnes Award.

Brian has focused his educational career on developing collaborative partnerships between schools, school districts, communities, and local businesses with the purpose of improving educational opportunities for both students and teachers. He has worked with others in the school and the community to get new programs up and running and to improve existing curriculum.

As partnership coordinator at Bishop's College, Brian has been instrumental in the establishment, development and nurturing of the Partners in Education Program. To date, this venture has grown from a single business partner to include over 160 business and

community partners involved in improving educational opportunities for students and teachers alike.

Brian is President of the REaD Special Interest Council and is a member of the Board of Directors of the Canadian Council of Teachers of English and Language Arts. He has served on numerous committees including the NLTA 100th Anniversary Coordinating/Planning Committee, the Canadian Councils of Teachers of English, Language Arts National Conference planning committee, and the planning committee to blend existing SICs in Reading, English and Drama into one large representative council. In 1999 he was named Entrepreneur Teacher of the Year in Atlantic Canada, and in 2000 was named as a Prime Minister's Award winner for this province.

The Special Recognition Award

The Special Recognition Award was instituted in 1990 by Johnson Incorporated to recognize the 100th Anniversary of the Newfoundland and Labrador Teachers' Association. The award is presented annually to an active NLTA member who has made a major contribution to the cultural, social and/or community life of Newfoundland and Labrador.

Nelson Larson, a teacher at Menihek High School in Labrador City, is recipient of the 2001 Special Recognition Award.

Nelson has taught for 29 years in Labrador West teaching Social Studies, Enterprise Education and Computers from 1971 to present. He has been involved extensively at the community level with the Newfoundland and Labrador Credit Union, the Canadian Red Cross – Labrador West Branch, the Carol-Wabush Cooperative, as well as the New Democratic Party. He has also been involved with the RCMP Youth Division Program, the Crohns and Colitis Foundation of Canada, the 1998 Newfoundland and Labrador Winter Games, as well as numerous other special projects and activities within his community.

Besides his extensive community involvement he has also been an active member of the NLTA serving on the local executive of the Labrador West Branch and on several committees within the branch structure such as Collective Bargaining Committees, Labrador West Negotiating Teams, NLTA Branch By-Law Committee and Teacher/School Board Liaison Committee.

Nelson received the NLTA Bancroft Award in 1982, the Canadian Red Cross Certificate of Merit Award in 1988, the Canadian Red Cross Citation Service Award and Medal in 1991, and the Commemorative Medal for the 125th Anniversary of the Confederation of Canada in 1992.



Charles Dillon
2001 Bancroft Award Winner



Brian Vardy
2001 Barnes Award Winner



Nelson Larson
2001 Special Recognition
Award Winner

Resolutions from BGM 2001

More than 50 resolutions were presented at the NLTA Biennial General Meeting held in St. John's in April 2001. Resolutions that were *Carried*, *Carried as Amended*, or *Referred to Executive* are included below; the remaining resolutions that were *Defeated* or *Withdrawn* by the sponsoring branch can be found in your *Convention Bulletin*.

Category A: Professional Development

Curriculum for Primary Grades

- That Kindergarten and primary physical education and music allocations remain the same. **(CARRIED AS AMENDED)**

Category C: Benefits and Economic Services

Workplace Safety Committees

- That teachers be given the opportunity to have representation on each Workplace Safety Committee. **(CARRIED AS AMENDED)**

Teacher Vacancies

- That hiring for vacant positions be on the basis of seniority, subject to capability, after reassignments and transfers are completed within the boards. **(CARRIED AS AMENDED)**

Employee Assistance Program

- That the base rate for reimbursement of counselling fees under the Employee Assistance Program be reviewed. **(CARRIED AS AMENDED)**

Unpaid Leaves

- That teachers be able to avail of unpaid leave for an unspecified number of days if a capable substitute is available. **(CARRIED AS AMENDED)**

Compassionate/Family Leave

- That Article 18.01 re compassionate/family leave be amended to read: "A teacher shall be entitled to leave not exceeding five (5) days... Where travel is involved or extraordinary circumstances prevail, the school board may extend the leave up to an additional three (3) days." **(CARRIED)**

Teacher Allocations

- That teaching units be allocated based on programs not student numbers. **(CARRIED)**
- That improvements in allocations to smaller schools not negatively impact the allocations to larger schools. **(CARRIED AS AMENDED)**

Pensions

- That NLTA lobby the provincial government to investigate the possibility of a reciprocal transfer of pensions for the Canadian Armed Forces and all other federal departments. **(CARRIED AS AMENDED)**

Remuneration for Attendance at Meetings

- That any remuneration paid to one member of the Association to attend meetings be applied to all members who attend the same committee meetings (e.g. school council meetings). **(CARRIED)**

Teachers on Public Exam Marking Board

- That NLTA seek to negotiate salaries and benefits for teachers employed as markers for Public Examinations Marking Boards. **(CARRIED AS AMENDED)**

Summer School/Night School Teachers

- That the NLTA seek to negotiate a standard rate of pay for teachers employed by school boards for teaching courses in the provincial curriculum at summer school and/or night school. **(CARRIED AS AMENDED)**

Teaching Assignment Changes

- That every effort be made to determine a teacher's curricular duties for the coming school year and to inform the teacher of that assignment prior to the last day of the current school year and that if changes must occur in such an assignment, the teacher be consulted before such is implemented. **(CARRIED AS AMENDED)**

Resolutions from the Floor

- FL1 a) That the Provincial Executive Council appoint an Elections and Procedural Committee to assist with the implementation of province-wide voting. The role of the Committee shall be: i) to seek input from the membership; ii) to review all issues and concerns relevant to the process; iii) to recommend appropriate mechanisms to address the issues and concerns; iv) to submit their recommendations to the Provincial Executive Council on or before April 1, 2002 with all recommendations being provided to the full membership on or before May 1, 2002 for feedback.
b) That the Provincial Executive Council and members of Joint Council consider the feedback obtained from the membership and approve appropriate policies in a timely fashion as to permit the publication of the policies in a special publication on or before December 1, 2002. **(CARRIED AS AMENDED)**
- FL2 That the NLTA, in session at this 2001 BGM, strongly reject the proposed Language Arts time allocations for kindergarten and primary grades as presented by the Department of Education on January 12, 2001. **(CARRIED AS AMENDED)**
- FL4 That the NLTA negotiate a collective agreement that allows salary increases to come into effect before the last day of the school year in which the collective agreement expires. **(CARRIED AS AMENDED)**
- FL5 That the NLTA communicate to all teachers, before the end of the 2000-2001 school year, that the last pay raise of the current collective agreement will not occur until after the agreement expires on August 31, 2001, and that a detailed explanation as to why this occurred be provided with this communication. **(CARRIED)**
- FL6 That the NLTA lobby the Department of Education to include a category for support services which recognizes students who are functioning three or more grades below the grade level expected for their chronological age. **(CARRIED AS AMENDED)**
- FL7 That the NLTA, through the working group responsible for Pathways, identify children whose educational/academic needs are not being met through the present Pathways framework and find a way for them to access student support services to meet these needs. **(CARRIED)**
- FL8 That the NLTA develop and implement a process for selecting two Education Faculty students from Memorial University of Newfoundland in at least their fourth year of study to attend future biennial general meetings as observers and that the cost incurred be offset as per the NLTA expense policy. **(CARRIED AS AMENDED)**
- FL9 That the NLTA establish a system of shop stewards/teacher advocates at each site where teachers are employed in the province. **(REFERRED TO EXECUTIVE)**
- FL10 That the NLTA investigate the possibility of securing teacher rates for fitness/health clubs around the province and communicate results to the membership. **(CARRIED)**
- FL11 That eleven new funded observer positions (one from each school district) be created at biennial general meetings to accommodate new probationary teachers, the process of application and selection of said delegates to be determined by the Provincial Executive Council. **(REFERRED TO EXECUTIVE)**
- FL12 That the NLTA immediately begin to establish a formal agreement which will pay a hiring bonus to all teachers seeking employment in Labrador and other isolated communities throughout the province. **(CARRIED)**
- FL15 That the NLTA take a strong stand in refusing to extend the school year for program specialists as requested by government in this opening package. **(CARRIED)**
- FL16 That the NLTA seek a solution, through the collective bargaining process if necessary, to the regulation changes of Canada Customs and Revenue that results in the taxation of mileage allowances. **(CARRIED)**
- FL17 That the Special Interest Councils Coordinating Committee be given a mandate to continue the work it has commenced to date and to act as liaison between special interest councils and PITCOM. **(REFERRED TO EXECUTIVE)**
- FL19 That the NLTA change its policy on curriculum [item 15(a)] to include physical education in the list of program development specialists at the Department of Education. **(CARRIED)**

Notice of Motions for By-Law Change from the 1999 BGM

The following proposed by-law changes were **defeated** by the 2001 Convention:

Resolution 99

That By-Law III.B. (Privileges of Active Membership)

be amended by adding a new subsection to read: "No teacher shall be excluded from a meeting of Joint Council unless Joint Council is discussing a personal matter regarding a teacher or staff person of NLTA." (Waterford Valley)

Resolution 100

That By-Law III.B. (Privileges of Active Membership) be amended by adding a new subsection to read: "No teacher shall be excluded from a meeting of Provincial Executive unless Executive is discussing a personal matter regarding a teacher or staff person of NLTA." (Waterford Valley)

Proposed NLTA Act and By-Law Changes from Provincial Executive

The following proposed NLTA Act and By-Law Changes were **carried** by the 2001 BGM:

Section 4(b)(i) of the NLTA Act

Section 4(b)(i) of the NLTA Act was amended to read: "(b) to elevate and unify the teaching profession by (i) promoting the welfare of teachers in the province by setting up and administering those subsidiary services that the biennial meeting or convention may decide,"

By-Law XIV.D. – Duties of Executive Council

By-Law XIV.D. – Duties of Executive Council was amended to read: "The duties of the Executive shall be to act as a representative of the teachers in promoting the welfare of the members of the Association and the advancement of education in the province, using to this end all legal means at its disposal. A quorum shall be seven members."

Proposed NLTA Act and By-Law Changes from Branches

A. PROPOSED CHANGES FROM THE NOTRE DAME BRANCH

The proposed NLTA Act and By-Law changes from the Notre Dame Branch which would have resulted in province-wide voting for the positions of President, Vice-President, and Provincial Executive were dealt with as follows:

1. The proposed changes to Section 5 [Powers], Section 13 [Executive], Section 14 [Executive Council] of the NLTA Act were **carried** and will read as follows:

a) Section 5.(1) – Powers, a new subsection (h) has been added to read as follows: "(1) The association may (h) establish the number of persons who shall, from time to time, constitute the Executive of the Association; and"

b) Section 13 – Executive, has been amended to read: "There shall be an executive of the association consisting of a number of members as provided for in the by-laws of the Association, inclusive of the president and vice-president, and in addition the immediate past president shall be, by virtue of the position, an executive member for the year immediately following his or her term of office as president."

c) Section 14 – Executive Council, has been amended to read: "The executive shall comprise executive members elected in the last election and they shall hold office until the next executive has been elected in accordance with this Act and the by-laws of the association and shall meet for the dispatch of business and otherwise regulate their meetings and proceedings as they consider appropriate."

2. The proposed new By-Law XII – Nominations and Election for Officers and Executive, which would have replaced the current By-Law XI – Nominations and Election for Executive and By-Law XII – Nominating and Election Procedures for Officers was **defeated**.

3. The remaining proposed changes to By-Law I – Interpretation and the new By-Law XI – Electoral Committee were **withdrawn** by the sponsoring branch.

B. PROPOSED CHANGES FROM THE WATERFORD VALLEY BRANCH

The proposed changes to add a new By-Law XV. – Elections and to amend the current By-Law XII. – Nominating and Election Procedures for Officers, which will result in the election of the President and Vice-President by province-wide vote, were **carried**.

a) The new By-Law XV. – Elections, of the NLTA By-Laws will come into effect upon the coming into force of the enabling amendments to Section 14 of the Teachers' Association Act. It reads as follows:

"A. Elections for President and Vice-President shall be held on a day selected by the Electoral Committee, as appointed under section B. of this By-Law, in the first week of May in the year of the expiry of the term of office for that position. Election information will be published in the Convention Bulletin at least one month prior to the date of the elections.

B. There will be appointed by the Executive an

Electoral Committee who shall conduct the election of President and Vice-President and recommend policies governing the conduct of elections to the Executive. Such policies shall include all matters relative to the holding of elections. The rules for the conduct of elections shall be published not later than thirty (30) days prior to the date of the elections.”

b) The amended By-Law XII: Nominating and Election Procedures for Officers, will come into effect upon the coming into force of the enabling amendments to Section 14 of the Teachers' Association Act. It reads:

“A. Any member of the NLTA in good standing, is eligible for nominations and election to the office of President or Vice-President providing:

(1) Nomination papers are signed by at least 10 members in good standing, each signature being witnessed by (a) an officer of a branch, or (b) a member of the NLTA Executive, or (c) a Commissioner for Oaths, and submitted to the Electoral Committee, appointed by the NLTA Executive under By-Law XV.B.

(2) That the Electoral Committee, as appointed under By-Law XV.B., receive nominations for the office of President and Vice-President up to thirty (30) days before the date of the election. Such nominations must be accompanied by a short biographical sketch, an election statement, and a signed statement by the candidate of willingness to serve under conditions from time to time established by the Convention and applicable during the term sought.

(3) Subject to XII.A.(1), the name of each nominee shall be released by the Electoral Committee, as appointed under By-Law XV.B., within two weeks of receipt of each nomination. For publication in the Convention Bulletin, nominations must be postmarked not later than the date which is two months prior to the date of the Convention.

B. Photographs and information on candidates referred to in XII.A.(3) must be published in the Convention Bulletin as per By-Law XI.(1).

C. Nominees are free to contact teachers in any way they see fit, keeping in mind the professional Code of Ethics.

D. BALLOTING

The President and Vice-President shall be elected by ballot on election day as per the following:

(1) Voting shall be by written secret ballots issued to active members as defined by By-Law III.

(2) Ballots shall be collected and counted by the Branch Executive, in the presence of one representative for each candidate, if s/he so desires.

(3) The results of each ballot shall be announced by the Chairperson of the Electoral Committee, as appointed under By-Law XV.B.

(4) In order to be elected, a candidate must receive a majority of votes of the active members voting.

(5) If no majority of votes of the active members voting is registered on the initial ballot, where more than two candidates are involved, all but the two candidates receiving the highest number of votes shall be dropped and a deciding ballot shall be held within fourteen (14) days of the original ballot.

(6) In the event of a tie on a ballot with only two candidates, a vote of the newly elected Executive Council will decide the issue.

E. Anyone alleging irregularities in nomination or election procedures must make such allegations known in writing to the Chairperson of the Electoral Committee within seven (7) days of the event on which the allegation is based. Upon receiving such allegation, the Electoral Committee shall investigate the allegations and report its findings and recommendations to the Executive Council within a further seven (7) days. In the event the allegation of irregularity is accepted as proved by a majority of the Electoral Committee, the Committee shall, by majority vote of its members, recommend to the Executive Council appropriate actions, including but not limited to setting aside the nomination or election providing for new or further nominations or elections or any other act which will give effect to these by-laws, and the Executive Council shall act in accordance with that recommendation.

F. Election of President and Vice-President shall be held biennially.”

3. PROPOSED BY-LAW CHANGES FROM THE BURIN-MARYSTOWN BRANCH

The proposed changes to By-Law IX. – Local or Regional Branches and Special Interest Councils and By-Law X. – Convention which would see special interest council presidents become delegates to BGM were **defeated**.

RESOURCES

Editor's Choice for Resources on the Web

www.childday.gc.ca

This web site allows children and youth the opportunity to have their voices heard for the United National General Assembly Special Session on children. The initiative began on November 20, 2000 and will continue until May 2001. The site contains learning activities and resources for teachers to use in their classrooms and sections for children (5-8 years), pre-teens (9-12 years), and teens (13-18 years), as well as for families and community leaders.

www.stemnet.nf.ca/snn

The SchoolNet News Network (SNN) is Canada's on-line journalism network for students. The project is both a cyber-school for aspiring journalists and a multimedia publishing and broadcasting forum for their stories. SNN offers young people an opportunity to get in on the ground floor of the fastest-moving development in journalism history – on-line media.

www.wtn.ca/foundation

WTN Foundation is the non-profit foundation of the Women's Television Network and one of its mandates is to provide training and education for girls and women. This web site contains teaching resources about issues such as Cyber Safety Lesson Plans, Girls, Math, Science and Technology, as well as many useful resources and links.

www.educationcanada.cmec.ca

This web site provides educators, prospective students and governments from abroad a wealth of information about the education programs in provinces and territories across the country. It was designed by the Council of Ministers of Education, Canada (CMEC) to inform the international community about Canada's education system. It also contains a number of links to national learning organizations.

www.rasc.ca

The Royal Astronomical Society of Canada is bringing its astronomical experience to schools through a new web site designed with teachers in mind. The web site contains links to many exciting astronomy on-line resources, from the latest Hubble Space Telescope images to Canadian Observatories, to hands-on activities and lesson plans that will enrich your students' astronomical learning adventures. There are sections on the Solar System, the Universe, space missions, astronomical images, downloadable activities and lesson plans, Canadian observatories and planetariums, telescopes, FAQs and more. There is even a brand new astronomy educators e-mail list that you can join and share ideas with other Canadian astronomy educators.

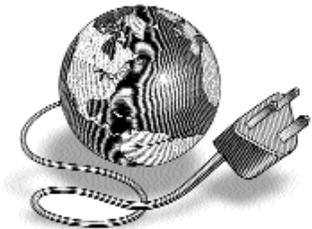
BUBBLEGUM DELICIOUS

Bubblegum Delicious, a collection of poetry by internationally renowned author Dennis Lee, will have children (and adults) clamoring for more! Illustrator David McPhail brings the cheeky, heartfelt rhymes to life with his colourful artwork, making *Bubblegum Delicious* an essential addition to every child's bookshelf.

Young readers will be delighted by poems that range from goofy to full-of-feeling. The 26 primary poems can be enjoyed separately. Collectively, however, they tell the story of friendship between a boy and his dog, which is lost and then regained. The secondary poems are hidden within the illustration – on discarded newspapers, on store signs, and on bus advertisements. They contain a cast of brazen insects who will amuse children with their spunky, and sometimes gross, antics.

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