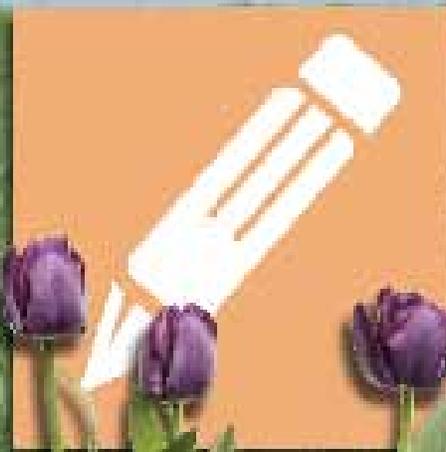
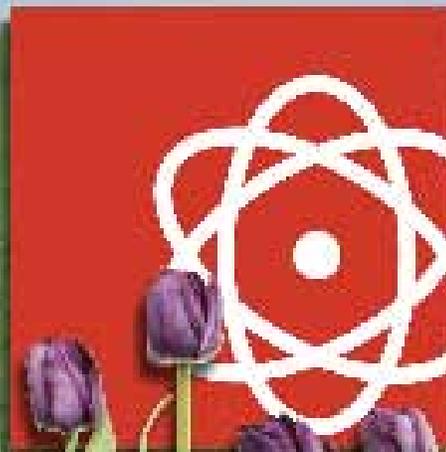


# bulletin

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May 2011



# *Up Front* from the President



The Conservative ad campaign had started, the media was all abuzz about an impending election, and the writing was clearly on the wall.

Therefore there was no surprise when on March 25 the writs of election were issued by Governor General David Johnston, on the advice of Stephen Harper. Harper advised the Governor General to dissolve parliament after the House of Commons found the Conservative government to be in contempt of Parliament. Once again this government made history by being the first government to be held in contempt and we were headed into another Federal election, the fourth in seven years. By the time you read this, the Federal election will be over and we will more than likely be gearing up for a Provincial election.

There is a prevalent view among many in the public domain that elections don't really matter, voting will not make a difference, a general disinterest in politics, and all politicians are alike. I feel very differently about politics than that. If we do not educate ourselves on the issues and what each party will bring to the Government, then how can we hope to make this a better country or province in which to live and prosper not only for ourselves but for our children and grandchildren. In the media lately we have seen the grass roots take up the torch and try to oust Government dictators. It has happened in Egypt and now in Libya. These individuals have been repressed for so long that they finally are willing to die for the right to have a democratically elected government. In Canada we have a democracy where we have the opportunity and the obligation to vote for a government that will take our concerns seriously and make our country

better. Have we become complacent?

My first taste of politics was from my grandfather who worshipped and supported Joseph R. Smallwood. I can remember seeing in my grandparents' living room a 16 by 20 picture of Joey placed predominately on the living room wall next to the crucifix of Jesus. Our family still has that picture of Joey but it is regulated to the downstairs rec room. I remember listening to my grandfather speak accolades of this politician and I knew what he looked like but I cannot remember much else from that time. I do remember the swag that my grandfather brought home from one of his Joey conventions. One item that is etched in my memory was a round disk, similar to a button, and on the front was the phrase, "Will the lady on the other side vote for Joey". When you turned it over it was a mirror and you saw yourself. At the time I thought this was fabulous, but now as society has changed for the better, such promotional items would reflect somewhat negatively on the person who distributed them.

Elections and politics have certainly changed and evolved in the last decades, but some things unfortunately not for the better. In my grandfather's and father's generation responsibility and privilege of voting was paramount. Families talked and argued over politics and debated differing views. In Newfoundland and Labrador, if your family was Liberal then you more than likely would have followed the family tradition. I think that has changed, but it reflects a time when politics was important and individuals still remembered the World Wars and how men and women gave up their lives for our freedoms. As women we only received the right to call ourselves persons in 1929, and with that the right to inherit the family fortune, run for office and vote in elections. Not that long ago ladies!

Some people say that they are not interested in politics, but if we care about

our students and jobs we should care about politics. Public education is funded through our governments, the training that teachers obtain before they start their careers is influenced by government, our negotiations will be directly affected by the government, and our pension plans as well. All of these issues are important and it will depend on the government of the day how the debates, discussions and decisions will be implemented. Therefore, the politicians of the day will have a direct impact on us and the ability to do our jobs, so we should be interested.

I have not always had the same feelings and convictions about elections and politics as I do today, but I do know that we have an opportunity because of the country in which we live to vote without fear of reprisal. We should remember how many others before us fought to give us that right and how many other countries presently where citizens are willing to lay down their lives to have that right. I think we have a moral obligation to exercise our right to vote and to engage others in the debates and the process of voting. We all need to educate each other on our responsibilities. The outcome of any election may not be as we hope, but we have the opportunity and the obligation to participate; therefore we must.

Lily B.

## Apology

The June and September/October 2010 *Up Front* articles from NLTA President Lily B. Cole contained several excerpts from previous *Up Front* articles written by former NLTA President Kevin Foley. These excerpts should have been credited to Mr. Foley.

The NLTA President apologizes to Mr. Foley and to the membership.

T H E

# bulletin

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## School Representative Seminars

### Coming in Fall 2011

A series of School Representative Seminars will take place as a continuation of the ongoing triennial program in October 2011. Nine groupings of branches have been arranged and three seminars are offered each fall on a rotating basis. Schools will have the opportunity for representatives to attend every three years. School Representatives will receive specific information directly from the NLTA office.

#### Group 1 – Plum Point

October 14-15, 2011 – Plum Point Motel, Plum Point  
Branches Attending: Aurora, Belle Mer, Bremco, Ingornachoix, Northern Light

#### Group 2 – Clarenville

October 21-22, 2011 – Clarenville Inn, Clarenville  
Branches Attending: Burin-Marystown, Clarenbridge, Granforline, Landfall, Rushoon-Terrenceville, Trinity, Trinity Bay

#### Group 3 – Deer Lake

October 28-29, 2011 – Deer Lake Motel, Deer Lake  
Branches Attending: Baie Verte Peninsula, Deer Lake, Long Range, Table Mountain, Taylor's Brook

PROVINCIAL/NATIONAL/INTERNATIONAL  
**NEWS**

**MOUNT PEARL**

**Connected?...Protected? @ SPJH**

On the evening of March 10, St. Peter's Junior High (SPJH) in Mount Pearl hosted its Python Protection Forum entitled *Connected?...Protected?*. Topics explored during the evening included online addictions, Internet luring, access to information (e.g. racist propaganda, pornography, etc.), cyber-bullying, harassment, academic decline, texting, privacy, as well as the opportunities to embrace the benefits of technology.

Students, staff, families, and community members attended a presentation by Constable Tanya Campbell of the Royal Newfoundland Constabulary (RNC) on 'Cyber Safety' for families followed by a panel discussion. Panelists included students, teachers, administrators, School District personnel, parents, and police officers.

*Connected...Protected?* was initiated by St. Peter's Junior High's Safe & Caring Schools Team to bring the importance of this issue to the forefront and collectively explore preventative measures, interventions, and strategies for change. The initiative was supported by the Eastern School District, the Royal Newfoundland Constabulary, the Mount Pearl Crime Prevention Committee, and the Provincial Advisory Committee for Safe & Caring Schools.

Mount Pearl Junior High would like to extend a special thank you to the Honourable Dave Denine (MHA

– Mount Pearl South), Dave Aker and John Walsh (Mount Pearl City Councillors), Dave Dyer (Safe & Caring Schools Itinerant – ESDNL), and Constable Darryl Nixon (RNC) for attending our event.

**ST. JOHN'S**

**Bullying Awareness Week at Macdonald Drive Junior High**

Staff and students at Macdonald Drive Junior High (MDJH) School in St. John's participated in Bullying Awareness Week from February 21-25. As a prelude to the week's events, Grade 9 students attended the play "Oil & Water" at the LSPU Hall on Friday, February 18. The play is based on the true account of shipwrecked African American sailor, Lanier Philips, and his experience with the people of St. Lawrence, NL. The year is 1942. An American sailor serving on a U.S. destroyer is shipwrecked off the Burin Peninsula, where he is rescued and cared for by residents of St. Lawrence, the first black man to be seen by the outport Newfoundlanders. Unlike the racially segregated society from which the seaman comes, the colour-blind people of St. Lawrence treat him like a regular human being.

On Monday, all grade 7 and 8 students attended the play "Wired" at the Arts and Culture Centre. This play is a Green Thumb production and it examines the alarming rise of cyber-bullying, where cruelty can be administered instantaneously and anonymously.

On Tuesday, a Decorate-A-Door Contest was held with themes of peace and anti-bullying being the focus. Students and staff dressed in hippie attire and the entire school population participated in a human Peace Train. The Peace Train travelled throughout the school to the beat of peace songs played over the P.A. A rally followed afterwards in the gym where the students had some fun in their outfits and those of their teachers. The students viewed several videos that had powerful messages about how to deal with bullying situations.



Students, staff, families and community members at St. Peter's Junior High's Python Protection Forum.

Despite the non-arrival of pink t-shirts, on Wednesday MDJH carried on with Day of Pink which is the International Day against Bullying, Discrimination and Homophobia in schools and communities. Everyone was invited to celebrate diversity by wearing something pink. The school went a little further by making it Pink Cupcake Day. Students and parents donated approximately 1,500 pink cupcakes and each student was given a pink cupcake at recess. Mr. Jack Harris, NDP MP visited the school and delivered cupcakes to several classrooms. Mr. Harris was very friendly and he was well received by the students.



Some of the 1,500 pink cupcakes prepared for Pink Cupcake Day at MDJH.

On Thursday, a friendly basketball competition between the RNC cadets and the Grade 9 boys' basketball team turned out to be a well-attended event. "Constable Kevin Foley put the cuffs on a few of our players but it was all in fun," said Joan McCue, School Counsellor at Macdonald Drive Junior High. "Who won? It does not matter – all had a good time!"

Well-known NL motivational speaker, Michael Gaultois, presented to the school population on Friday. Michael is a burn victim who was involved in a cabin fire where he and his friend were severely burned and another friend died. He blames this life-changing event on the bad choices he made as a teenager. Michael has a great story to tell and the gist of his message was "listen to your gut and make good decisions." "When you hear the students shushing each other to be quiet, you know that they are paying attention, so hopefully Michael's message was loud and clear," concluded Ms. McCue.

Other activities throughout the week included:

- Bully's Mark video with lesson plans (target group – Grade 7 students)
- *Beyond the Hurt*: RespectEd students gave presentation
- Anti-Bullying Pledges/Anti-Bullying Wall of Pledges
- Stand Up Footprint poster was signed
- Poster display in the lobby
- S.T.R.I.V.E. poster display
- Character Education lessons

## Collective Bargaining Submission Week

May 9 - 13, 2011

The Provincial Collective Bargaining Committee is making its last formal call for submissions from NLTA members. This is an important opportunity for teachers to provide input to the Committee on issues which impact everyday life and working conditions. This input will greatly assist the Committee as it works towards having the opening proposals for the next round of provincial contract negotiations drafted by early fall 2011.

All members are strongly encouraged to take the opportunity to complete a Submission Form during the week of May 9-13, 2011, which has been designated as Collective Bargaining Submission Week.

The form can be completed online via the Collective Bargaining Submission Form link on the NLTA homepage at [www.nlta.nl.ca](http://www.nlta.nl.ca). As well, paper copies have been sent to all schools and can be submitted by fax to the NLTA office at 726-4302 or 1-877-711-6582.

**The deadline for submissions is May 16, 2011.**

## SPANIARD'S BAY

## Heritage Fair at Holy Redeemer Elementary a great success

On March 10, 2011 all students in Grades 4, 5, and 6 at Holy Redeemer Elementary School in Spaniard's Bay participated in their annual Heritage Fair. Students were given an information package and asked to create an individual project around the provincial theme *All In A Day's Work*. "The Fair was a huge success," said Ronald Fagan, a teacher at Holy Redeemer Elementary. "The students produced projects that far surpassed even their teachers' expectations." Each project, though on a universal theme, was very unique as it represented each child's individual background. Every student provided a visual and oral presentation for judging.

The teachers at Holy Redeemer would like to thank all family members who supported their children's efforts and helped them to rise to the occasion. A very special thank you is also extended to adjudicators Mr. Ed Neil, Ms. Mary Sullivan, Ms. Jennie Sheppard, Ms. April Small, Ms. Ruby Rees, and Ms. Phyllis Jones who are all members of the Spaniard's Bay/Tilton Heritage Committee. Thank you also to parent volunteers Shelley Healey and Jodi Hutchings who helped prepare a Newfoundland lunch for the Heritage Fair.

The following students were selected to represent Holy Redeemer at the Avalon Regional Heritage Fair to be held at Macdonald Drive Junior High in St. John's on May 13 and 14, 2011: Tyson Lundrigan (Grade 4); Morgan Sheppard (Grade 5); and Mackenzie Crane (Grade 6).



(Back Row): Mr. Robert Bishop (VP), Ms. Sheppard, Mr. Neil, Ms. Sullivan, Ms. Jones, Ms. Reese, Ms. Small, Mr. Dave Dawe (teacher); (Front Row): Tyson Lundrigan, Morgan Sheppard, Mackenzie Crane

## CORNER BROOK

## Stand Up Day at St. Gerard's Elementary

On February 25, the Safe and Caring Schools Team at St. Gerard's Elementary in Corner Brook held a Respect Day. The date was in keeping with International Stand Up Day and focused on anti-bullying initiatives. In the weeks before the event, all students participated in tie-dyeing white shirts pink so that they could be worn on February 25. "The students thoroughly enjoyed the experience and got to see how different and unique each of their creations was," said Colleen Taylor, Guidance Counselor/Instructional Resource Teacher at St. Gerard's Elementary. All classes were also visited by team members who conducted sessions on bullying awareness and provided information about Stand Up Day. On February 25, all the students were gathered in the gym in the morning wearing their pink shirts. It was a sea of pink. They participated in an activity where all students stood in a line while several scenarios were read about being a victim, a bully, and a bystander. Students were asked to take a step forward if any of the statements applied to them. They were able to see that everyone is affected by bullying in some way and were asked to take a pledge to stand up to bullying from now on. Each teacher, the principal, and a student from each class signed a proclamation promising to stand up to bullying in all of its forms. Finally, music teacher Mary Cormier led the student body in a song of peace.



Students at St. Gerard's Elementary take part in Stand Up Day activities.

Several concurrent sessions were then held throughout the day dealing with bullying and respect for self and others. Paul Riley of the Western School District spoke to students about the importance of respecting yourself and others, as did Carla Gillam (public health nurse), Victoria Jones (Western

Regional Coalition to End Violence), Tracey Buckle (Women's Centre), Colleen Taylor, Sharon Langer and Angela Bocon (St. Gerard's Safe and Caring Schools Committee). Principal Bill Chaisson also addressed the students during morning and afternoon activities about the importance of taking care of each other and working together. Students spent their final session together in the gym where they put their handprints on a school proclamation to stand up against bullying. After that they all worked together on team activities using an Omniken ball in a session led by Phys. Ed. Teacher Stacey Alexander.

"The day was a very enjoyable one and students and staff appeared to enjoy the experience and take away with them an important message about standing up to bullying and respecting everyone in their lives," concluded Ms. Taylor.

## NEWFOUNDLAND & LABRADOR

### Roots of Empathy program update

Roots of Empathy is happy to report that children in eighty K-8 classrooms in 37 communities are participating in Roots of Empathy programs in Newfoundland and Labrador in 2010-11. "Since programs first began, more than 8,500 of our students have seated themselves around a green blanket and learned many valuable lessons from our tiny *teachers*," say Hazel Clarke and Frances Cole, Roots of Empathy Atlantic Managers. "The babies begin the program when they are only 2-4 months of age!"

In 2010-11, thirty agencies provided in kind trained instructors and/or funding for this program. Health and Community Services, in recognition of the many effects, particularly in the development of positive mental health outcomes, is partnering with community contributors to fund the training of new Roots of Empathy Instructors for the 2011-12 school year. The curriculum is available in both English and French.

To learn more about Roots of Empathy, please visit the bilingual website at [www.rootsofempathy.org](http://www.rootsofempathy.org) or contact [hclarke@rootsofempathy.org](mailto:hclarke@rootsofempathy.org) or [fcollection@rootsofempathy.org](mailto:fcollection@rootsofempathy.org). Schools can be linked with their local school district's Key Point Person for Roots of Empathy. Applications for training are available. The initial three-day training will take place at a number of sites in September/October with travel subsidies available. The program is facilitated by non-classroom teacher staff members, other community agency employees such as social workers, early childhood educators, mental health outreach people,

youth workers, etc., or community volunteers who are comfortable working in a classroom setting.



Pasadena Elementary, Grade 4 students with Roots of Empathy "Teacher", Baby Lauryn.

## NL Laubach Literacy Council recruiting volunteers

The Newfoundland and Labrador Laubach Literacy Council (NLLLC) is actively recruiting volunteers for literacy tutors across the province. You don't need to be a teacher to tutor, just value the right to read and write. Training is offered to tutors. If you have a few hours a week that you would like to devote to helping another person reach their potential, the NLLLC needs you. Volunteers are also needed to hold positions as councils and board members. If you would like to volunteer or know of someone that needs these services please call Sherry at 709-634-1441 or email [laubach.adprojects@gmail.com](mailto:laubach.adprojects@gmail.com).



## NLTA Group Insurance Program Market Study 2012-13

Every five years, all policies that are part of the NLTA Group Insurance Program are reviewed in detail and revised, where necessary, from input received from teachers who are enrolled in the program. In preparation for the renewal process for the 2012-13 Group Insurance year, all policies will be reviewed in detail before going to market and thus your Group Insurance Trustees are seeking your input.

In early May 2011, teachers will be asked to complete an online Group Insurance Member Survey. Information received from these surveys will be collated and provided to the Trustees during their June and August meetings as they prepare the specifications for all the Group Insurance policies that make up the NLTA Group Insurance program. Once the specifications are finalized, the policies will be

forwarded to the various insurance companies throughout Canada soliciting quotes on the business. During their meeting in November 2011, the Trustees will review the quotes from the various insurance companies and will make their final decisions regarding the renewal of all policies during their meeting in February 2012. All decisions regarding the new policies will become effective on May 1, 2012 for the 2012-13 insurance year.

Given that the market study is an excellent opportunity for teachers to have their input, Trustees are strongly encouraging all teachers to take the time to complete and submit the online survey. Your input is vital to this process.

**DR. DAVID DIBBON**

On December 13, 2010 we bid a reluctant and premature farewell to Dr. David Dibbon.

Dave spent his entire working life in the service of education in our province. He began teaching Physical Education in Hr. Breton, followed by 8 years at Holy Trinity High in Norman's Cove where he eventually became Assistant Principal. From then it was on to Mt. Pearl Senior High as Assistant Principal and to Bishops College in St John's as Principal. During this time Dave went on to the University of Toronto for completion of his second Masters degree (his first was an M.PE from MUN) and then a Ph.D in Educational Administration. He became an Associate Professor in the Faculty of Education at Memorial University then Assistant Dean, and finally Dean of that department. He also served as acting Dean in the Physical Education Department in the interim.

During his time at university Dave was a successful researcher, publishing in the areas of teacher supply, demand and retention; innovation and change in education; teacher working conditions; teacher education, organizational learning and educational leadership and; school-aged male underachievement. He was recognized with several awards during his career and contributed to education as a volunteer in several areas including serving as a Trustee with the Eastern School District.

Dave's gifts were not only in seeing possibilities but also acting on them. Many people have good ideas but do little to move them ahead. Dave acted. He also encouraged others to be their best and take chances. Many in education can credit their own successes to Dave's mentoring.

In his short time with us, Dave surpassed most with his accomplishments, but for him it wasn't about personal accolades. He had a strong and developed vision for education in our province, in our country and more recently beyond our national borders.

Dave would light up the room when he spoke of his children Katherine and Lauren who along with his wife Janice, and parents Calvin and Florence Dibbon are left to remember him.

*(Submitted by David Cooper, Principal, Holy Heart High School)*

**CALVERT CONRAD MULLINS, 1934–2011**

Calvert (Cal) Mullins was born and grew up in the fishing community of Rencontre East, Fortune Bay, the second youngest of nine children. In order to complete his schooling he moved to St. Lawrence

where he graduated from high school in 1952 at the age of 17. After a stint in summer school, Cal began his teaching career in a one-room school house in Richard's Harbour. There, he met and fell in love with Evelyn Alice Simms, the daughter of a local merchant. While he taught, Evelyn worked as a serving girl for merchant families in Gaultois and Morrisville, and then as a nursing assistant at the cottage hospital in Burgeo. They kept in contact by mail and were married three years later in 1956. By this time Cal was teaching in Pushtrough and had taken a year off to attend Memorial University in St. John's. In 1958 he returned with his new bride to Rencontre East where he taught for two years and was diagnosed with tuberculosis. He spent six months in quarantine at the sanatorium ('The San') in Corner Brook. There he filled his time learning to work leather and making friends.

Cal and Evelyn moved to Hermitage in 1961 where Cal was the school principal and they settled for a time to raise a family of four children (Conrad, Shirley, Dwight, Dana). During those years in Hermitage, Cal hit his stride as a teacher, contributing to the community and positively influencing his many students. He was always proud of the accomplishments of those he had taught and enjoyed hearing from them later in life.

Not only was Cal a teacher, but as was custom in rural communities at the time, he was also often called on to be preacher, undertaker and tax consultant. As his children grew, he was also a Scout leader for many years and enjoyed his summers fishing and camping with his family.

Cal prided himself on keeping in touch with friends and it was through a friend he had met at The San that led him to move his family to western Newfoundland in 1969. He became principal at a small school in Gallants for one year before moving to Stephenville in 1970, where he developed an interest and involvement in Special Education. Cal retired in 1989 with 37 years of service. His students remember him as a firm but caring teacher.

After retirement, Evelyn was sick for a number of years and passed away in 2002. Cal never left her side. He was a fun-loving, generous person who enjoyed the outdoors (moose hunting, fishing, berry picking, camping) and a good game of cards, especially 500s or Bridge as well as cooking in his later years. He will be deeply missed by all who knew him as a family member, friend or colleague.

*(Submitted by Conrad Mullins)*



**Dr. David Dibbon**



**Calvert Mullins**



# CTF Voice Heard at First-Ever International Summit on the Teaching Profession

by MARY-LOU DONNELLY

On March 16, I attended the first ever International Summit on the Teaching Profession in New York City. The Summit was organized by the U.S. Department of Education, together with the Organization for Economic Cooperation and Development (OECD) and Education International (EI) to help spread effective policies and practices and to strengthen and elevate the teaching profession in ways that improve educational outcomes for children in all societies.

The event marked the first time education ministers, union leaders and policy makers from around the world convened in the United States to discuss challenges and opportunities in building a world-class teaching force. I was joined at the Table by the Honourable Doug Currie, Minister of Education for Prince Edward Island, who represented the Council of Ministers of Education, Canada (CMEC). Along with Canada, foreign delegations from high performing and rapidly improving educational systems, including Belgium, Brazil, The People's Republic of China, Denmark, Estonia, Finland, Hong Kong SAR, Japan, Netherlands, Norway, Poland, Singapore, Slovenia and the United Kingdom, held discussion sessions focused on Teacher Recruitment and Preparation; Development, Support, and Retention of Teachers; Teacher Evaluation and Compensation; and Teacher Engagement in Education Reform.

Throughout the Summit, common themes emerged around successful practices. Participants voiced shared interest in elevating the professional status of teachers, partnering with teachers in education reform to produce successful outcomes and building collaboration between unions and education leaders to ensure overall progress.

"To achieve a high quality education system, education and union leaders must join together to debate the different roads and draw a consensus around how we achieve our shared goals," said EI General Secretary Fred van Leeuwen.

The Summit provided the opportunity to learn from one another how to support teachers in ways that strengthen a nation's entire education system and to share our current strategies and practices with neighboring nations. The discussions were frank and open with a sense of collaboration among the participants. A common thread running through the Summit was that of increasing teacher participation as vital to educational reform, as well as the importance of ministries and teacher organizations to working together to improve education. It was recognized that education unions are important pillars of democracy, education unions are guardians of the teaching profession and there needs to be a joint effort to advance the quality of education world wide.

Throughout the Summit, Canada emerged as having one of the most successful education systems in the world, being referenced several times by many of the participants. Comments from the Canadian delegation spoke to Canada's highly educated teaching force, the importance of professional development, the ongoing relations between ministries of education and the importance of public education in Canada.

In the closing session, entitled *Where Do We Go From Here?* it was agreed that this had been an important step and starting point to international cooperation on the teaching profession and education. US Secretary of Education, Arne Duncan, committed to hosting the Summit in 2012, while the Netherlands made a commitment to hosting in 2013. EI members will further discuss the impact and follow-up of the Summit at the Education International World Congress in Cape Town, South Africa in July of this year. To see an interview with PEI Education Minister Doug Currie and CTF President Mary-Lou Donnelly visit <http://neatoday.blip.tv/file/4923629/>.

Mary-Lou Donnelly is President of the Canadian Teachers' Federation.

## La FCE se fait entendre au premier Sommet international sur la profession enseignante

par MARY-LOU DONNELLY

Le 16 mars dernier, j'ai participé au premier Sommet international sur la profession enseignante, qui a eu lieu à New York. Ce sommet, organisé par le département de l'Éducation des États-Unis en collaboration avec l'Organisation de coopération et de développement économiques (OCDE) et l'Internationale de l'Éducation (IE), avait pour but de permettre la diffusion de politiques et de pratiques efficaces tout en renforçant et en mettant en valeur la profession enseignante de façon à améliorer les résultats éducationnels pour les enfants de toutes les sociétés.

Pour la première fois, des ministres de l'Éducation, des dirigeantes et dirigeants syndicaux et des décideurs des quatre coins du monde se sont réunis aux États-Unis pour discuter des défis et des possibilités entourant la création d'une population enseignante de premier ordre. L'honorable Doug Currie, ministre de l'Éducation de l'Île-du-Prince-Édouard, qui représentait le Conseil des ministres de l'Éducation (Canada), s'est joint à moi à la table d'honneur. En plus de la délégation canadienne, des délégations étrangères issues de systèmes d'éducation hautement performants et qui progressent rapidement, dont celles de la Belgique, du Brésil, de la République populaire de Chine, du Danemark, de l'Estonie, de la Finlande, de Hong Kong (RAS), du Japon, des Pays-Bas, de la Norvège, de la Pologne, de Singapour, de la Slovénie et du Royaume-Uni, ont tenu des séances de discussion sur les thèmes suivants : recrutement et formation du personnel enseignant; maintien de l'effectif enseignant, perfectionnement et soutien; évaluation et rémunération du personnel enseignant; engagement de la population enseignante dans la réforme en éducation.

Tout au long du Sommet, des thèmes communs liés aux meilleures pratiques ont fait surface. Les personnes participantes ont en effet dit vouloir améliorer la situation professionnelle des enseignantes et enseignants, s'associer au personnel enseignant dans le cadre de la réforme en éducation afin qu'elle donne

des résultats positifs, et favoriser la collaboration entre les syndicats et les décideurs du secteur de l'éducation afin d'assurer une progression générale.

« Pour développer un système éducatif de haute qualité, les décideurs du secteur de l'éducation et les dirigeants syndicaux doivent joindre leurs forces et discuter des différentes options, afin d'arriver à un consensus concernant la réalisation de nos objectifs communs », a déclaré Fred van Leeuwen, secrétaire général de l'IE.

Le Sommet nous a donné l'occasion d'apprendre les uns des autres relativement au soutien à offrir au personnel enseignant pour renforcer tout le système d'éducation d'une nation. Il nous a aussi permis d'échanger nos stratégies et pratiques actuelles avec les pays voisins. Les discussions, franches et ouvertes, se sont déroulées dans un esprit de collaboration. La contribution essentielle du personnel enseignant à la réforme en éducation et l'importance de la collaboration entre les ministères et les organisations de l'enseignement pour améliorer l'éducation constituent les dénominateurs communs du Sommet. Il a été reconnu que les syndicats de l'enseignement sont des piliers importants de la démocratie, qu'ils sont les gardiens de la profession enseignante et qu'un effort collectif est nécessaire pour améliorer la qualité de l'éducation dans le monde.

Pendant toute la durée du Sommet, le Canada est apparu comme ayant l'un des meilleurs systèmes d'éducation du monde. Il a en effet été plusieurs fois mentionné par de nombreux participants et participantes. La délégation canadienne a parlé de la population enseignante hautement qualifiée du Canada, de l'importance du perfectionnement professionnel, des relations continues entre les ministères de l'Éducation et de l'importance de l'éducation publique au Canada.

Pendant la séance de clôture qui a porté notamment sur les prochaines étapes, le Sommet a été qualifié d'étape et de point de départ importants de la mise en place d'une coopération internationale pour ce qui est de la profession enseignante et de l'éducation. Le secrétaire à l'Éducation des États-Unis, Arne Duncan, s'est engagé à accueillir le Sommet de 2012, tandis que les Pays-Bas se sont engagés à accueillir celui de 2013. Les membres de l'IE discuteront davantage des répercussions et du suivi du Sommet à l'occasion du Congrès mondial de l'Internationale de l'Éducation qui aura lieu au Cap, en Afrique du Sud, en juillet de cette année. Pour voir une entrevue avec le ministre de l'Éducation de l'Île-du-Prince-Édouard, Doug Currie, et la présidente de la FCE, Mary-Lou Donnelly, rendez-vous à l'adresse suivante : <http://neatoday.blip.tv/file/4923629/>.



# Pre-Retirement Seminars 2011

Teachers within two years of retirement eligibility should register for one of the NLTA's seven Pre-Retirement Seminars scheduled to be held in the fall of 2011 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's. (Please note: consideration will be given to combining seminars if registration numbers are sufficiently low in a particular seminar.) These seminars are held in accordance with Association policy as part of its overall program of pre-retirement counselling. Clause 18.12 of the Provincial Collective Agreement and Clause 29.12 of the Labrador West Collective Agreement provide two days paid leave to attend these seminars.

Information sessions will deal with topics such as the Teachers' Pension Plan, Severance Pay, Employment Insurance, NLTA Group Insurance, Financial and Estate Planning and the Canada Pension Plan. As well, time is available for individual counselling of prospective retirees by the various consultants.

## Things You Should Know About Attending

- Potential participants must register with the NLTA for a particular seminar and apply to their Board office for leave.
- Only those teachers eligible to retire during or before June 2014 will be eligible to attend.
- Registration must be received at the NLTA Office at least four weeks in advance to ensure approval of attendance.
- The Association reserves the right to refuse acceptance of registration at any particular seminar if the registration forms have not been received at the NLTA office in accordance with Association policy.
- It is the responsibility of the individual participant to make arrangements and pay for hotel accommodations, should any be required. Please reference that you are attending an NLTA function and the hotel should provide a reduced rate which is available to the NLTA.
- Travel expenses shall be reimbursed in accordance with the following provisions:
  - i) participants shall be reimbursed the lesser of travel by private vehicle or public transportation to the seminar closest to the place of residence. In the event that a teacher requests and is accepted to attend a seminar other than the closest seminar, the participant shall only be reimbursed the amount applicable for travel to the closest seminar.
  - ii) payment for private vehicle shall be at the rate which is 15% of the average cost of self-serve regular gasoline as determined on the first day of each fiscal quarter for the return trip from residence to seminar site.
  - iii) travel via public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
  - iv) no expenses will be paid to participants living or teaching in the community where the seminar is held.
  - v) a spouse is welcome to accompany the participating teacher to the pre-retirement seminar, but no expenses will be covered.
- All other expenses, such as meals, accommodation and child care, are the responsibility of the participating teacher.
- Expenses will be provided for one pre-retirement seminar only and a teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)
- Teachers must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise.
- Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

Given the large number of teachers eligible to retire, we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come, first-served basis.

**NOTE:** The full text of the NLTA Policy on Pre-Retirement Seminars and the registration form can also be found on the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)). Click on "Recent Info" on the main page or "Online Forms" on the members only website. The NLTA policy will also be mailed to teachers with confirmation of registration.

# 2011 PRE-RETIREMENT SEMINAR

## REGISTRATION FORM

Name

.....  
 .....

Home Address

.....  
 .....  
 .....

Postal Code

.....

Home Telephone

.....

Social Insurance Number

.....

School Name

.....  
 .....  
 .....

School Telephone

.....

Email

.....

Please check which session you will be attending:

- Oct. 12-13** – Hotel Gander, Gander
- Oct. 20-21** – Holiday Inn, Stephenville
- Oct. 27-28** – Mt. Peyton, Grand Falls-Windsor
- Nov. 17-18** – Greenwood Inn & Suites, Corner Brook
- Nov. 24-25** – Holiday Inn, St. John's
- Dec. 1-2** – Holiday Inn, St. John's
- Dec. 8-9** – 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 2014) 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:  
 Melanie Jaster  
 Benefits and Economic Services Division  
 Newfoundland and Labrador Teachers' Association  
 3 Kenmount Road, St. John's, NL A1B 1W1  
 Fax: 709-726-4302; 1-877-711-6582 (toll free)



### FOR NLTA OFFICE USE ONLY

Date Received	Confirmation Sent	Information Package Sent

# Important Notice to All Teachers

## NLTA's Financial Information Seminars

### Fall 2011

For more than 25 years, the Newfoundland and Labrador Teachers' Association has been sponsoring Pre-Retirement Seminars for teachers across the province who are within two years of retirement. During each of these seminars, teachers have provided feedback and suggestions based on the presentations and information and have indicated that the information provided was very important, very useful and very valuable for all teachers to hear. A large majority have suggested that the information should have been provided "much earlier in their career" so that they would have had the time to "better plan their financial future and their retirement". In recent years, there has been an overwhelming increase in the interest of all teachers around the province, no matter what stage of their teaching career, to be provided the opportunity to attend a similar seminar and to receive similar information as presented at the Pre-Retirement seminars. **As a result of this increasing level of interest, the NLTA began sponsoring Financial Information Seminars during the Fall of 2010 as a means to gauge the level of interest that teachers have for these types of seminars.** Three seminars were held throughout the province in Corner Brook, Gander and St. John's and the response from the teachers who attended was extremely positive. One hundred percent of those attending strongly encouraged the NLTA to continue these seminars into the future. As a result, the NLTA has scheduled two additional seminars during this Spring (April 9 in Marystown and May 28 in Port aux Basques) and are planning three seminars to be held throughout this Fall.

The seminars for the Fall are scheduled to be held in Clarenville, Corner Brook and St. John's. These seminars will begin at 8:30 a.m. and conclude at 3:30 p.m., with lunch provided. The dates for the Financial Information Seminars for Fall 2011 are as follows:

- **Saturday, October 15 – Clarenville Inn, Clarenville**
- **Saturday, November 19 – Greenwood Inn & Suites, Corner Brook**
- **Saturday, December 3 – Holiday Inn, St. John's**

#### Important Information Regarding the Seminars

1. Teachers wishing to attend one of the Fall seminars **MUST** complete and submit a **2011 Financial Information Seminar Registration Form**. This form is available on the following page and will also appear in the September/October issue of *The Bulletin*. This form can also be accessed on the NLTA members-only website ([www.nlta.nl.ca](http://www.nlta.nl.ca)).

2. A **MAXIMUM of 30 teacher participants will be accepted at each seminar.**
3. The selection of the participants will occur on a **first-come, first-served registered basis.**
4. The seminars will be conducted by the NLTA Administrative Staff responsible for conducting the Pre-Retirement Seminars. In addition, Johnson Inc. officials will be present at each of the seminars to answer any questions and/or provide any assistance to teachers who wish to discuss and/or make changes to their NLTA Group Insurance Plan coverage.
5. Financial Planning officials from the Newfoundland and Labrador Credit Union will also be presenting very valuable information and suggestions regarding financial planning and other financial considerations.
6. Each participant will receive at the seminar a copy of their Group Insurance Benefit Statement, as well as a copy of their Teacher Pension Benefit Statement. These documents will be reviewed, in detail, during the seminar and very important information regarding both documents will be discussed.
7. Some of the topics that will be covered in detail during these seminars include:

#### 1. Pensions and Other Benefits:

- The Teachers' Pension Plan
  - Accrual and Calculation of Pension Benefits
  - Integration, Pension Indexing, Survivor Benefits, Credit Splitting
  - Transfer and Reciprocal Agreements
- The Importance of Upgrading
- The Government Money Purchase Plan (Substitute Teachers Pension Plan)
- The Canada Pension Plan and Old Age Security
- Severance Pay

#### 2. The NLTA Group Insurance Program

- Plan Options
- Do I have the proper coverage for me and my family?

#### 3. Financial Planning Considerations

- Facts and Questions To Consider Regarding Financial Planning
- The Importance of Eliminating Debt Prior to Retirement
- Registered Retirement Savings Plan (RRSP) & Tax Free Savings Account (TFSA) – Initial vs. Future Tax Savings
- The Effect of Inflation on Disposable Income
- The Importance of Having a Will
- Steps That You Can Take

**PLEASE REMEMBER TO REGISTER IF YOU WISH TO PARTICIPATE IN THESE SEMINARS!**

# 2011 Financial Information Seminars Registration Form

(please print)

Name: .....

Home Address: .....

.....

Postal Code: .....

Home Telephone: .....

Social Insurance Number: .....

School Name: .....

School Telephone: .....

E-mail: .....

**Please check which session you will be attending:**

- Oct. 15 – Clarenville Inn, Clarenville
- Nov. 19 – Greenwood Inn & Suites, Corner Brook
- Dec. 3 – Holiday Inn, St. John's



**Please submit registration form to:**

**Melanie Jaster**

Benefits and Economic Services Division

Newfoundland and Labrador Teachers' Association

3 Kenmount Road, St. John's, NL A1B 1W1

Fax: 709-726-4302; 1-877-711-6582 (*toll free*)

**NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.**

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# Keeping Stepfamilies Happy and Healthy

by JUDY BERANGER

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**“Traditionally we know that nuclear families have family trees – stepfamilies have family forests!”**

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Defining or describing families in all its forms is a difficult task. Many have tried to capture it by describing its composition but in the end the true essence of family is its “function” rather than its “form”. According to Statistics Canada, an increase in stepfamilies (often referred to as “blended families”) has changed the composition of Canadian families by more than half a million. The various compositions of stepparents, stepchildren, stepsiblings and siblings newly born to the stepfamily are like any other family structure in that they want to feel part of a trusting, secure environment where people feel safe and valued, where communication is nurtured and difficult situations are addressed in a timely fashion.

As couples come with children from first relationships the complexity of family restructuring can be complicated. Stepfamily members often find themselves reacting to, rather than planning for, the emerging network of relationships. Resentments, torn loyalties, guilt and other emotional struggles that can be a part of adjusting to larger numbers of family members under one roof, takes time to resolve and requires a real commitment to the greater good. The adjustment in the family reorganization can vary depending on whether the previous family ended as a result of a death or a divorce. As time passes and commitment deepens there can be many pleasurable moments and new opportunities resulting from the integration of new family members.

Much of the literature talks about how children in nurturing stepfamilies are often more flexible as a result of being exposed to a wider variety of relationships, opinions and feelings and often end up with better coping mechanisms. When the couple bond is strong, the children from both sides experience loving and healthy role models, sometimes for the first time. Stepparents offering friendship to the child, on the child’s terms, also do quite well if there is no interference from others.

In their books *How to Win As a Stepfamily* and *Therapy with Stepfamilies*, John Visser, M.D. and

Emily Visser, Ph.D. suggest important tasks for stepfamilies to work toward to establish their unique family identity. There are a number of tasks that need to be accomplished with some more difficult than others. Some of the tasks and strategies include:

**1. Dealing with Losses and Changes** – It is important to recognize and identify that all involved in the family reorganization have dealt with or are dealing with some level of loss and change. Courteous relationships between former spouses are important, although, for some people, it seems difficult, if not impossible to maintain. Stepparents and stepchildren need time to gradually develop their relationships. It is helpful to:

- Support expressions of sadness
- Help children talk and not act out feelings
- Read stepfamily literature and make changes gradually
- Engage professional help if patterns seem to get stuck
- Inform children of plans in which they are involved
- Accept the insecurity of change

**2. Negotiating Different Developmental Needs** – Taking a stepfamily course or a parenting course geared toward stepfamilies can be very helpful in order to:

- Accept and understand the additional life cycle phases
- Communicate individual needs clearly
- Negotiate incompatible needs
- Develop tolerance and flexibility

**3. Establishing New Traditions** – Honoring old, treasured traditions is as important as ensuring that new traditions are developed and nurtured. It could be as simple as making or ordering pizza every Friday night or a tennis game every Saturday morning. Before long you hear the children say “we always do that!!”

- Recognize ways of doing things may be different – not right or wrong
- Stepparents gradually take on discipline
- Use “family meetings” for problem solving and giving appreciation

- Communicate between households if possible
- Retain/combine appropriate rituals

**4. Developing a Solid Couple Bond** – A strong couple bond can protect the children from another family loss, and it also can provide the children with a positive model for their own eventual couple relationship. The adults need to arrange time alone to help nourish their relationship.

- Plan for couple “alone time”
- Decide general household rules as a couple
- Support one another with the children
- Expect and accept different parent-child, stepparent-stepchild feelings
- Work out money matters together

**5. Forming New Relationships** – Caring relationships take time to evolve. The expectation of “instant love” between stepparents and stepchildren can lead to many disappointments and difficulties. Activities involving different subgroups can help relationships grow, for example, stepparent and stepchildren working on a project together. Other strategies might include:

- Fill in past histories and do fun things together
- Make parent-child 1:1 time and stepparent-stepchild 1:1 time
- Be fair to stepchildren even when caring is not developed
- Follow children’s lead in what to call the stepparent and explore options for a respectful, special name

**6. Creating a “Parenting Coalition”** – Children sometimes become caught in loyalty conflicts and feel personally insecure if specific critical remarks are made about any of their parents or stepparents. Being a stepparent is an unclear and at times difficult task. Stepparenting is more successful if stepparents carve out a role for themselves that is different from and does not compete with the biological parents.

- Keep children out of the middle and share what happened since they were away rather than quiz the child on what s/he did in their other home
- Do not talk negatively about adults in the other household
- Control what you can and accept limitations
- Avoid power struggles between households
- Plan special times for various household constellations

**7. Accepting Continual Shifts in Household Composition** – It is very normal for children to want to enjoy both their households if they do not feel caught in the middle and parents keep their differences to themselves.

- Give children time to adjust to household transitions
- Avoid asking children to be “messengers” or “spies”. Avoid asking questions about the other household that can create discomfort
- Consider teenager’s desire to change residence as a normal request
- Set consequences for your household only
- Provide a personal place for each child/teen regardless of how long they spend at the other parent’s house

**8. Risking Involvement Despite Little Societal Support** – Teachers are strong advocates in schools, churches, sports, activities etc. and are quite supportive to and often members themselves of stepfamily constellations. Parents can:

- Give legal permission for stepparents to act when necessary
- Continue stepparent-stepchild relationships after death or divorce of parent when caring has developed
- Stepparents include self in stepchild’s activities
- Find groups supportive of stepfamilies
- Remember that all relationships involve risk

Children in stepfamilies have often been compared to people who have dual citizenship in two countries. Food, language, customs, traditions, music, roles, birth order, religion, money, leisure time, pace of life, schedules are often quite different. Every time they move from one home to the other home it is likened to flying international to a new culture. Things are different, not wrong, and it takes a little while to adjust.

In *Growing Up Divorced*, Linda Bird Francke says that children actually suffer the most in bad marriages and/or in bitter divorces. As much as some children take a longer time to adjust and grieve and let go of the hope that their parents will get back together, others invest in the stepfamily formation where there are wonderful opportunities to experience what a happy couple and a happy family is like, often for the first time. In the nurturing stepfamilies children report perks in being able to add step-brothers and step-sisters, more grandparents, aunts and uncles, pets and family friends to the list of who can love them and who they can love back.

Traditionally we know that nuclear families have family trees – stepfamilies have family forests!

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*Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Claudette Coombs (ext. 242). Suggestions for future articles for this section are welcomed.*



## Professional Development Opportunity

# Curriculum 21: Bold Moves for the Transition

by GEORGE TUCKER



Dr. Heidi Hayes Jacobs

The Atlantic Canada Connected Community, in partnership with the Newfoundland and Labrador Teachers' Association, is proud to present internationally renowned author, consultant and presenter, Dr. Heidi Hayes Jacobs, October 20 (St. John's).

In her most recent book, *Curriculum 21: Essential Education for a Changing World*, Dr. Heidi Hayes Jacobs asks: "What year are you preparing your students for? 1973? 1995?" Further, she asks us to consider if what we are currently doing in school is preparing students for 2015 or 2020; or even for today! In a time when we are being barraged with a sea of information, how do educators decide what is most important to teach students to best prepare them for the 21st Century? What are the strengths of our current system and what changes, if made, would better prepare our young people for their future success? How do innovations, inventions, and technological advancement impact what is taught? How can your school ensure that students are equipped with the knowledge and skills they need to succeed in the complex and challenging new context of the 21st century? What does education that centers on a "new millennial" learner look like? These are just a few of the questions that will

be explored in more depth as participants focus on rethinking the curriculum for the 21st Century.

Dr. Hayes Jacobs will address both the "short term" and "long term" upgrades that we need to consider if we are to have schools that are relevant to meeting the needs of students who will be living and working in the 21st Century. Dr. Hayes Jacobs will clarify that Curriculum 21 work is not about adding to what we are already doing, but transforming it according to a more complete picture of the world and the purpose of education. When most people hear the term "21st Century Curriculum" their first thought is that this is focused on educational technology. However, Curriculum 21 is not about tacking on technology tools; it is not about turning on an LCD projector or using a SMART Board. While technology will play a major role in 21st century learning/teaching, it is not just whether you use technology to support 21st century curriculum, it's if you use it in a way that will benefit the learner. Dr. Hayes Jacobs will provide examples of how we can make integrative use of technology that enhances content.

Using examples of schools from around the world, Dr. Hayes Jacobs will help us develop a clear understanding of what we need to "cut, keep, create" to ensure that students are learning today for the future. Dr. Hayes Jacobs will provide practical, proven strategies to help schools transition from a 1890s model of schooling to the 21st century. Dr. Hayes Jacobs will share new resources compiled by her Curriculum 21 team to assist you in your efforts.

This workshop will be of interest to everyone who is interested in ensuring we are offering the best educational experience to our students and is applicable to Kindergarten to Post-secondary, Department, District and School Leaders, and Classroom Teachers. No matter what role you play in the education of students in our province, Dr. Hayes

### CURRICULUM 21 Essential Education for a Changing World



Edited By  
HEIDI HAYES JACOBS

Jacobs will inform, educate, and challenge you to start making the bold moves for the transition to a 21st century system of teaching and learning.

Dr. Heidi Hayes Jacobs is president of Curriculum Designers, Inc. and Executive Director of the Curriculum Mapping Institute. She is an author and internationally recognized education leader known for her work in curriculum mapping, curriculum integration, and developing 21st century approaches to teaching and learning. Dr. Hayes Jacobs has served as an education consultant to thousands of schools across the US and internationally. She works with schools and districts, K-12, on issues and practices pertaining to curriculum reform, instructional strategies to encourage critical thinking, and strategic planning.

Her doctoral work was completed at Columbia University's Teachers College in 1981 where she studied under a national Graduate Leadership Fellowship from the United States Office of Education. Her master's degree is from UMASS at Amherst and her undergraduate studies were at the University of Utah in her hometown of Salt Lake City. The fundamental backbone of her experience comes from her years as a teacher of high school, junior high school, and elementary children in Utah, Massachusetts, and New York. She is married with two children and lives in Westchester County, New York. Visit her website at [www.curriculum21.com](http://www.curriculum21.com).

Dr. Heidi Hayes Jacobs' bestselling books include: *Interdisciplinary Curriculum: Design, Implementation and Mapping the Big Picture: Integrating Curriculum and Assessment K-12*, *Getting Results with Curriculum Mapping*, and *Century 21: Essential Education for a Changing World*.

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Registration information for Dr. Heidi Hayes Jacobs' workshops will be disseminated to all schools in the near future. In the interim, if you require additional detail, please contact George Tucker, Administrative Officer in the PD Division of the NLTA at [gtucker@nlta.nl.ca](mailto:gtucker@nlta.nl.ca).



# Rethinking How Students Learn

by JIM MURPHY

I am borrowing the subtitle from a book I recently read (Yes, I still read actual books!) on 21st century skills and how today's students learn. All the educational gurus are in this resource; Dede, Dufour, Gardner, Hargraves, and all offer interesting perspectives on where we are in the evolution of teaching and the direction we need to take in education to meet the needs of the 21st century learner. Interestingly, in all chapters the book runs a common thread, that technology is integral to the delivery of engaging learning opportunities for students. A teacher at a recent session I attended quite astutely pointed out that technology is a "means to an end, not the end to a means", and that has reverberated with me since. It is also what the experts are indicating; that the line between our physical and digital lives is blurring. For our students, social networking and Web 2.0 is as much a real component of their lives as snow days, and yet, for the most part, when they enter the halls of learning, we ask them to turn it all off and leave it in their pockets.

## Who is our 21st century learner and how does he or she learn differently than me?

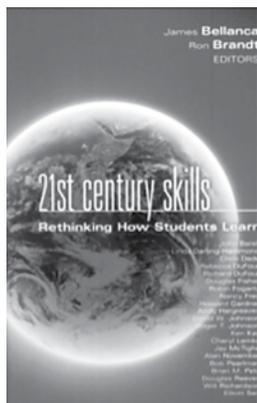
Let's put it in perspective. Students do not think about how a piece of technology works, or how to use it, or how to turn it on, or what it is used for, or that they need four days of training on how to use it. They simply use it. Hand a never-before-used digital video camera to a group of students and there will be a video posted to YouTube within the hour if not sooner. Today's student is a technologically savvy, multi-tasking, social networking, highly-evolutionary consumer of content via a veritable mound of readily available and easily accessible devices. Ask them a question, they Google it, they research it, they YouTube it and they bring back answers. Knowledge has been democratized (Bellanca and Brandt, 264) and is available everywhere through computers, mobile devices, gaming boxes – even their DSIs are wireless. Our task is to ensure that they can interact with this content with a critical eye and harness the

information to solve problems, communicate with others with solutions to the problems, and bring expertise from the field to the classroom to engage students in the active resolution of real world problems. The themes permeate our daily lives: climate, politics, engineering, culture, social justice, environment, food, sports, global trends, population, space exploration, oceanography and the list continues.

Educators need to recognize the profile of today's learners and empower them through real-world technologies in the completion of real-world tasks and projects that allow them to achieve the outcomes of programs and hone the skills necessary for the world today. Ask or observe any of our more innovative teachers who have embraced the dogma of 21st century skills, technology integration, and how today's students learn, and they will attest that students are engaged by these approaches.

## Who are the agents of change?

What happens in the classroom is critical. If curriculum is still being delivered using a single modality, many children will still learn. But, are they really engaged? Will they remember what they learned? Think about what you remember from your own learning experiences? What have you retained? Why? Chances are there were pedagogical approaches that appealed to your intelligences and learning style, but you were also actively engaged. I personally cannot recall a single physics formula beyond the most basic ones, but I understand the principles of electricity and how many watts I can put on a single 20 amp circuit because it was meaningful in the context of my interests. Teachers can empower students through problem-based learning and differentiation, where students pose questions and actively seek answers. But the answers cannot be sought without embracing available technologies. Students can go global when it comes to finding solutions to problems and it is important that we become that link, that manager in the classroom who makes it all happen. From accessing a repertoire of pedagogies,



Source: <http://reviews.productwiki.com/nintendo-dsi/>

to negotiating the terms of an end-of-project assessment with individual students, students expect to be active participants in learning, not passive observers (Bellanca and Brandt, 264). This is what the technologies associated with Web 2.0 and social networking can bring to the classroom. From these interactive platforms, students learn critical literacy, acceptable norms and courtesies, cultural awareness, teamwork and collaboration, creativity and innovation, not to mention digital competency, adaptability and effective communications skills while achieving the outcomes of the curriculum.

- Create a participatory environment – Look to students for direction as to what they want to learn, negotiate the curriculum with them and individualize the assessment. They all have different interests, learning styles, viewpoints, and levels of creativity. Let them decide how they want to demonstrate their learning. Where possible, be a manager of learning for the students and allow the role of teaching to be everyone's role.
- Use visualization – Bring the visual aspects of learning to your classroom and balance them with auditory and kinesthetic. Students learn better when



Source: [www.intoon.com/Index.cfm/id/68559](http://www.intoon.com/Index.cfm/id/68559)

**How can we shift our pedagogies and increase our repertoire?**

- Awareness – this is the start. You have access to as much content and resources as anyone else on the planet. Take the time to research the innovators in the field and expand your awareness of what more and more teachers are doing by embracing technologies as the inevitable tools of the trade to engage learners. Do some keyword searches around 21st century learning and around 21st century students and use your critical literacy skills to separate the wheat from the chafe.
- Small Steps – consider some work around one or two particular 21st century skills that you would like to integrate. Weave them into a problem that will illicit engagement, and give students access to the tools they require to solve the problem. It may be a simple math concept, but make it relevant, make it interactive, give the ability to reflect and share using technologies. Set up a classroom blog and let them talk about it beyond the classroom walls. There are many student safe Web 2.0 portals on the web. Plan and deliver a WebQuest as an approach to a unit and integrate the technology components into the project.

corresponding text and visuals are physically integrated rather than separated. Students who are engaged in learning that is multimodal in nature out-perform students exposed to the single modes of traditional approaches (Bellanca and Brandt, 264).

- Increase the repertoire of pedagogies and integrate the technologies that will engage learners and allow them to learn in meaningful ways.

I was recently involved in a professional learning day at a school. I was asked to do

some work with the school around 21st century skills and pedagogies. What I did was a reflective activity around the concept of learning and the skills required for the 21st century. It did not take long for the group to realize they already implicitly knew the skills that were important for this century. They were quite pleased with themselves about this, and I with them. But now, the challenge has been issued. Many among us are already aware of the skills required by our students and we realize that technologies are often catalytic in engaging our learners. Now, the task is to create a school environment that embraces 21st century skills and integrates whatever technologies are necessary to allow students to make meaning of the curriculum through real-world connections and interactions.

.....  
 Jim Murphy is Coordinator of the Virtual Teacher Centre.

**Resources**

Bellanca and Brandt, (2010) 21st Century Skills: Rethinking How Students Learn. Solution Tree Press, Bloomington, IN



## *Rising to the Challenge* Student Leadership at St. Kevin's Senior High

by PHORSHA NOSEWORTHY

According to Joe Fenbert, Editor of *The Leader*, “Student leadership programs are important because they keep students in school, they teach lifelong skills, and they are the critical component for creating inclusive schools.”

Student leadership has always been recognized as an important initiative within schools. Its role continues to be an active and necessary one. However, the face of what student leadership looks like and what student leadership means has changed. A recognition of the importance and potential of student leadership in education has emerged making it a professionalized organization within the school.

Throughout schools in the province, young people have raised the profile of student leadership. They advocate for increased awareness of political and social issues at the community and global level. They recognize the necessity and benefit of partnering with community organizations and promote acceptance of all citizens within the school system and society, thereby modelling tolerance and acceptance.



St. Kevin's Senior High student council along with Mr. Tony Power, Principal, Mr. Christopher Druken, Vice-Principal, and Mr. Shaun Galloway, facilitating teacher.

St. Kevin's High School's leadership team has met the challenge of all that leadership presents with great gusto. The interest in the leadership program includes a number of students across several committees including the Maverick Motivators and the Student Council. These students are responsible for raising money, planning school events, organizing activity days, and hosting last year's provincial leadership convention. Their agenda this year has included a run-for-the-cure Terry Fox Day in memory of Mr. Clarence Sutton, a beloved teacher at the school who struggled with cancer; a teacher and student mug up day; a skiing trip to Marble Mountain; the presentation of a video from Mothers Against Drunk Driving (MADD). More recently, the students have raised money to purchase furniture and e-readers for the school resource centre as well as organized a book drive for the school. These are but a few of the many undertakings these young people have committed to. Their inspiration is fueled by the reward of affecting a positive change in the social climate of the school through enthusiasm, energy, and commitment.

Leadership opportunities encourage the emergence of a social conscience, improve speaking skills, develop problem solving skills, promote collaboration among young people and staff, and build confidence. It empowers students to participate in their own learning experience and school career. These are skills that students carry with them throughout their lives.

Stephanie Harbin, in her article *Leadership Training – 5 Benefits Youth Gain From Leadership Training* states, “A solid youth leadership program sets teenagers on the right path – one paved with opportunity. It positions youth for ongoing positive results. Skills are developed, information is imparted, and experience is gained.”

Students are developing the necessary skills that employers are seeking in today's competitive global economy and will be better prepared to meet the future challenges of our ever-changing world. Effective teacher guidance, strong student commitment and a multitude of opportunities can partner to ensure that these young people see their vision of potential leadership come to fruition.

It is such leadership that promises of great leaders for the future. St. Kevin's students have risen to the challenge and will probably continue to do so throughout their lives.

*Phorsha Noseworthy is a teacher at St. Kevin's High School in Goulds, NL.*

## Educators Who Take an Active Interest in Student Nutrition

by JULIEANNE FOSS

Kids Eat Smart (KES) Foundation celebrated its more than 5,500 volunteers last month during National Volunteer Week, April 10-16, 2011. Kids Eat Smart Clubs are run by volunteers who recognize that good nutrition has a significant impact on a child's performance in school and in life. No one understands the link between education and nutrition more than educators themselves. A poor diet negatively affects the classroom, as students may experience lethargy, hyperactivity, and increased absenteeism due to illness. Fortunately, many educators have realized that a child's ability to learn can be affected by factors outside of the classroom, such as a child's nutritional intake, and have taken steps to address these factors. Principals and teachers in schools with Kids Eat Smart Clubs report improved attention and focus in the classroom, as well as less tardiness and absenteeism since the start of their Club. Seeing these positive results, many educators give generously of their time and resources to volunteering with the Kids Eat Smart Club in their school.

Home Economics teacher, Jill Rowe at St. Paul's Junior High, St. John's, saw the need in her classroom, linking a child's poor academic performance to poor diet, and introduced a Kids Eat Smart Club into her school. She quickly saw an improvement in the child's ability to learn. She has been the Coordinator of the Kids Eat Smart Club since its inception and not only helps to prepare breakfast in the morning, but also actively fundraises for the program and recruits other volunteers to help, many of whom are students at the school. Ms. Rowe finds the experience of volunteering with the KES Club very rewarding. "I couldn't imagine not being a part of such a wonderful program," she says. "It fulfills my life in a way I never thought possible." In addition to coordinating her school's Kids Eat Smart Club, Jill is also a member of the Foundation's Program Committee, bringing a school/community perspective to staff and volunteers at the Foundation level.

Accessing the point of view of educators who are on-site at their school's Kids Eat Smart Clubs is important to Kids Eat Smart Foundation. In addition to Jill Rowe, Ralph Percey, Principal of Roncalli Central High in Avondale, is a volunteer member of the Kids Eat Smart Foundation Board of Directors. Their insights help the Foundation understand the dynamics of running a Kids Eat Smart Club in the school community and better assist volunteers in operating a successful Club.

Kids Eat Smart Foundation recognizes the contribution made by so many people, teachers, parents, grandparents, students, and community members to make Kids Eat Smart Clubs possible at over 200 sites in Newfoundland and Labrador. Each year the Foundation presents volunteers with a small gift as a token of appreciation and also avails of public opportunities to acknowledge them with articles in publications and on the website, thank you ads, and Volunteer Week activities. This year KES Coordinators Ruby Williams, Paradise Elementary and Bernadette Coady, Elizabeth Park Elementary, received an invitation to attend the Volunteer Week Reception at Government House in St. John's.

If you are interested in volunteering with a Kids Eat Smart Club in your area or starting a Kids Eat Smart Club in your school, please contact the Kids Eat Smart Foundation by calling 1-877-722-1996, email [meals@kidseatsmart.ca](mailto:meals@kidseatsmart.ca), or visit [www.kidseatsmart.ca](http://www.kidseatsmart.ca).

*Julianne Foss is Communications and Information Coordinator with the Kids Eat Smart Foundation.*



Kids Eat Smart Club Coordinator Jill Rowe (back row in apron) along with volunteers at St. Paul's Junior High in St. John's.

# Media Literacy in Canada

by BARRY DUNCAN & CAROL ARCUS

Teachers from many disciplines have exploited the teachable moments which surface so readily from the immense territory generated by media and popular culture and the new digital media – discussing 9/11, Katrina, Britney Spears having a psychic meltdown, or debating the pros and cons of Angelina Jolie and Brad Pitt engaging in celebrity diplomacy in Africa. In this discussion, it's easy to dismiss youth's involvement in the media, especially because of the bad rap given to social networking and video games, (whose violent content is allegedly responsible for provoking aggressive behaviour).

Until recently, popular culture has always been contrasted with 'high culture.' Opera, Beethoven, Shakespeare, and Michelangelo would fall in this category, whereas Beyoncé, Harlequin romances, blockbuster films and reality television were 'low culture.' The distinction is obviously arbitrary, obscuring rather than illuminating debate and discussion. Media and pop culture are ubiquitous and inhabit the lives of our students. Cultural critics want to make the term culture refer to popular culture as well as to that culture we associate with the so-called classics. Cultural critics are as likely to write about *The Simpsons* as they are to analyze Macbeth. They want to break down the boundary between high and low, and to dismantle the hierarchy that such a distinction implies. They also want to discover the reasons why a certain kind of aesthetic product is more valued than others.

A cultural critic writing on a revered classic might concentrate on a movie or even a comic strip version. Or she might see it in light of some more common form of reading material (a novel by Jane Austen might be viewed in light of Gothic romances or ladies' conduct manuals, showing how texts move back and forth across the alleged boundary between "low" and "high" culture). We need to recognize that in the last twenty years cultural studies departments have gained a strong foothold on North American campuses, offering rich academic opportunities for students. The courses offer focus on the dynamics of gender, race and class; and on the social, economic and political issues surrounding the media, including the importance of ownership and control of the media industries.

To navigate our multimodal world, students need multiliteracies and media education strategies to survive. Mark Bauerleine, author of the recent *The Dumbest Generation*, a sadly reactionary rant on media and computers, is a key source liberally quoted by Don Cowans in his *Forum Magazine* article "The Reading Mind." Both critics contrast popular culture with traditional culture, denounce those immersed in the quest for relevance and make the case against digital media as having sabotaged 'the great tradition,' leaving educators hanging dry. Above all, the notion of a happy co-existence of both domains never enters their minds. (It should also be pointed out that kids on the net are reading/text messaging. Surely this should count?) Cowans recommends that computers be pulled from the library and the classroom replaced with books. To banish media educators, he would eliminate the media strand from English.

Initially a "movement" of enthusiastic teachers, it was not until the 1990s, largely due to the proliferation of digital media, that Canadian media education began to be taken seriously by education policy makers. In 1986, Ontario became the first jurisdiction in North America to make media literacy a mandatory part of the curriculum, from Kindergarten to Grade 12. Following that decision, the widely acclaimed *Media Literacy Resource Guide* was conceived by the Ontario based Association for Media Literacy (AML) and published in 1989. (Teachers who wish more information about the resources and special services of AML should check the Web site [www.aml.ca](http://www.aml.ca))

By 1997, the rest of Canada had followed suit and media literacy was embedded in provincial policy guidelines for all English/language arts programs. Regrettably, few teachers are adequately trained to teach media literacy. As more teachers receive in-service training through Additional Qualification (AQ) courses, schools will feel comfortable in including it as an essential part of the curriculum. While the Toronto area has AQ courses at York University and the University of Toronto, the rest of Ontario lags behind and interested teachers should agitate for their availability at other faculties of education. Alternatively, and as a stop-gap measure, teachers accessing the AML resources can conduct their own

research. While English teachers are the only ones required to include media literacy in the curriculum, there are some marvelous opportunities to infuse it in subjects such as History, Geography, Health, Sociology and Gender Studies.

Teachers will welcome the media literacy in their classroom, not as an add-on but as a creative and culturally relevant opportunity for learning. In several provinces, media studies is offered as a complete stand-alone credit, usually at the Grade 11 level. University professors in the humanities tell us how pleased they are with the quality of critical thinking skills manifested in high school grads who have taken media literacy courses.

Media education is concept-driven and there is an international consensus on identifying the areas needed to be covered. These key concepts become the organizing elements that give our work the required intellectual coherence and academic rigour. These include the following:

*N.B. To make this list relevant, imagine discussing a Coca Cola commercial or a beauty product with a class and trying to apply the key concepts.*

- **Media Codes and Conventions** – Technical codes such as camera angle and distance, and how they shape the message.
- **Values and Ideology** – A set of beliefs about the world. Typical questions raised: Who has power? Who does not and why? How are stereotypes used in this text?
- **Media and Industry** – The commercial implications of media need to be recognized, especially since most of the world's information and entertainment industries are owned and controlled by a handful of media conglomerates.
- **Media and Audience** – Used in two different ways: 1) How we as consumers become target audiences; 2) How we as active participants make sense of the media.

English teachers are usually the ones who are required to implement media studies even though it could be positioned equally comfortably within the social sciences. Good documentaries are needed in history; media and gender studies should be part of sociology. The crucial point here is that these subject-based endeavors need more teaching 'about' and not just 'through' the media, otherwise we neglect the use of important critical tools developed by media educators.

Media education should be seen as an entitlement both for our students and for the community at large. While many educators insist on denigrating the mass media and popular culture and wish to shield young people from its alleged harmful effects, we should make the case that our endeavor is not about protec-

tion but rather about preparation. Now that much of our media use is for creative or social networking purposes, media education has become participatory and collaborative and, let's admit, it can be fun: the days of the zoned out media loner are coming to an end.

*N.B. Some of the material in this article has been taken from the OISE publication Orbit Media Literacy, issue 2005*

There are plenty of media literacy resources available. Here is a sample.

### Resources for Getting Started

Media Awareness Network has an extensive web site dedicated to media literacy, with excellent resources and classroom lesson plans. Over 300 teaching lessons from K-12, searchable by topic and grade or province and learning outcomes; over 100 essays on topics such as gender, racial and Aboriginal stereotyping, media violence, online hate, electronic privacy and Canadian cultural policies; and extensive Web awareness resources including several educational games for kids with extensive teachers' guides, all accessible online. ([www.media-awareness.ca](http://www.media-awareness.ca))

- The Toronto-based Association for Media Literacy is responsible for key Ministry of Education documents and guidelines for Ontario media education and publishes a bibliography as well as holding workshops and forums for members and providing Additional Qualification courses in Media Studies. ([www.aml-ca](http://www.aml-ca))
- *Orbit*, OISE's magazine for schools, produced a Media Literacy issue in 2005 which provided a comprehensive overview of the field. ([www.orbitmagazine.ca](http://www.orbitmagazine.ca))
- Media Literacy Resource Guide. Ministry of Education, Ontario, 1989. Order from the Government of Ontario Book Store, 5th Floor, 880 Bay Street, Toronto ON M7A 1N8. (416) 326-5300 or 1-800-668-9938. A bargain at \$7.00, buy it while it lasts!
- Buckingham, David. *Media Education: Literacy, Learning Contemporary Culture* (Blackwell is North American distributor) 2003. This is the best general background book to address the numerous debates in media education. A comprehensive book, it covers all the hot topics from ideology to using the new digital media.
- Duncan, Barry, Janine D'Ippolito, Cam Macpherson and Carolyn Wilson: *Mass Media and Popular Culture (Version Two)*. Toronto: Thomas Nelson 1997. There is also a set of four videos, "Scanning Television" Parts One and Two, which correlate with the themes of the text.

*Written by Barry Duncan and Carol Arcus. Originally appeared in Forum Magazine.*



# *Action Research and Self-directed Learning*

## The Unconscious (and Deliberate) Work of Teachers

by DR. BARRY ROWE

Two of my academic passions as a university professor are action research (AR) and self-directed learning (SDL). I never really thought of these “issues” when I worked in the public school system. Like many of my colleagues, I was too busy with “other things” – the more important duties and tasks assigned to teaching. I thoroughly enjoyed my years in the public school system, and continue to work with classroom teachers and preservice teachers in my current role. I see clear evidence of AR and SDL on a very regular basis.

Classroom teachers enjoy their jobs. They prefer the classroom to other environments within our profession. Many often pursue graduate studies for career advancement or financial stability purposes. Being very close to the realities, being “front-liners” and being “in the trenches” day in and day out, they are often reluctant and not welcoming to the analysis of large qualitative and/or quantitative research studies. The hated and dreaded required research “course” in many Masters programs leave teachers with additional, unnecessary stress. While they see these empirical studies as necessary to the advancement and enhancement of pedagogical practices, the preference is often to wait for a professional development session for further exploration. Their classroom duties and responsibilities are more important and pressing in their minds.

I think action research is the answer to many of our conundrums in education. It’s where the “Nike hits the pavement” in my opinion. It’s the “word” research itself that causes much stress and concern. We often envision a nerdy guy in wide rim glasses and a lab coat when we think of research. We think of Tylenol commercials or why we would buy certain makes of cars or eat the foods we eat. We try to

eat our fruit and vegetables, based on research we read somewhere. We often never think of our work milieu – the school or the classroom when we think of research. But why not?

AR is not unlike any research process – we are talking of “systematic inquiry”. Mertler (2010) posits that “action research allows teachers to study their own classrooms” (p. 4). It allows us to dig deeper and uncover other possibilities. I would submit that classroom teachers conduct AR on a daily basis – even if unconsciously. After a failed lesson plan, we often talk to the inner self and suggest “I’ll never do that again”. Or when things go well, and as planned, we say to ourselves “I must remember that”. These are examples (at the basic level) of AR. Teachers participate in AR unconsciously and deliberately.

Another element of current research literature that I can relate well to is self-directed learning (SDL). It is often cited in adult learning literature. I make the link between adult learning and teacher professional development. I see teachers as adults participating in learning endeavours at these local, provincial or national sessions. I also feel that teachers are “unconsciously” self-directed. They do so because they want to do so. They do so because they value the opportunity. They DECIDE to do this.

The preparation of lesson, unit and yearly plans, the continual assessment of student progress, the manipulation of learning outcomes, the attention to special services, and a whole other range of pedagogical activities compel us to be self-directed. How can we not direct our own learning? How can we not make priorities for ourselves? We actively organize and participate in our own lives – we plan for the success of our students.

Anyway – as the old Kris Kristofferson song suggests: “If you waste your time a-talkin’ to the people who don’t listen to the things that you are sayin’, who do you think’s gonna hear? And if you should die explainin’ how the things that they complain about are things they could be changin’, who do you think’s gonna care?” I hope I have reached an audience. I hope you appreciate my commentary. You need not agree with my thoughts – but I encourage you to continue to self-reflect, to promote active learning amongst your students and to view AR (or research in general) from a different angle.

*Dr. Barry Rowe is an Associate Professor of Education at Université Sainte-Anne’s Halifax campus. For many years, he was a teacher and program specialist in several NL school districts. For further discussion, references or questions, please contact him at [barry.rowe@usaintanne.ca](mailto:barry.rowe@usaintanne.ca).*

# RESOURCES

## MNET LAUNCHES TOOL TO ENSURE TEENS ARE SAFE AND WISE CYBERCITIZENS

In March, the Media Awareness Network (MNet) launched *MyWorld: A digital literacy tutorial for secondary students*. This engaging interactive resource helps teens develop critical thinking skills that can be applied to their online lives.

Made possible through financial contributions from Inukshuk Wireless Learning Plan Fund and TELUS, *MyWorld* places students in online settings that mimic their own digital world. As they navigate through popular environments such as search engines, instant messaging systems, social networking sites and filesharing services, students learn and practice the skills they should be using online every day.

“Young people in Canada are increasingly living their lives online, but they don’t necessarily know how to deal with – or avoid – the potential downside of their online activities,” said Jane Tallim, MNet’s Co-Executive Director. “We’ve designed *MyWorld* to mirror their life experiences so they can learn how to manage these risks and challenges in the safety of a classroom setting.”

To reflect the complexity of teen’s online activities, students playing *MyWorld* assume a variety of roles – student, friend, peer and mentor – as they use online tools for homework, managing relationships, researching topics of personal interest and participating in social activism.

*MyWorld* is a follow-up to *Passport to the Internet*, MNet’s highly acclaimed interactive Internet literacy tutorial for students in Grades 4-8. Licences for *Passport to the Internet* are held in every province and territory in the country.

For more information on *MyWorld*, visit [www.mediaawareness.ca/english/catalogue/products/descriptions/myworld.cfm](http://www.mediaawareness.ca/english/catalogue/products/descriptions/myworld.cfm)

Media Awareness Network (MNet) is a Canadian not-for-profit centre for media literacy and digital literacy. Its vision is that young people have the critical thinking

skills to engage with media as active and informed digital citizens. MNet’s programs are funded by its public and private sector sponsors, donors and partners, who include: CTV • Shaw • Bell • TELUS • Canadian Internet Registration Authority • Google • National Film Board of Canada • Government of Canada.

## LE RÉSEAU PROCÈDE AU LANCEMENT D’UN OUTIL AIDANT LES ADOS À DEVENIR DES CYBERCITOYENS AVISÉS ET EN SÉCURITÉ

En mars, Réseau Éducation-Médias (Le Réseau) procède au lancement de la ressource *MonUnivers: un tutoriel de littératie numérique destiné aux élèves du secondaire*. Cet outil interactif saura captiver les ados tout en les aidant à développer leur esprit critique pour en faire bon usage, au cours de leurs activités en ligne.

*MonUnivers* a été créé grâce au soutien financier du Plan d’apprentissage d’Inukshuk sans-fil et de TELUS. Cette ressource simule les environnements numériques et les situations que nos jeunes internautes rencontrent au quotidien dans Internet. Les élèves navigueront dans des environnements populaires tels les moteurs de recherche, les messageries instantanées, les sites de réseautage social et le partage de fichiers. Par la pratique, ils développeront leurs compétences et seront guidés à faire les bons choix en ligne ; ils pourront ensuite mettre en pratique ces nouvelles connaissances dans le cadre de leurs activités quotidiennes sur le Net.

« Au Canada, les jeunes sont de plus en plus enclins à vivre leur quotidien en ligne ; mais ils ne savent pas nécessairement comment gérer – ou éviter – le côté sombre du monde virtuel qui peut venir entacher leurs activités en ligne, affirme Jane Tallim, codirectrice exécutive du Réseau. *MonUnivers* est un simulacre de leurs expériences en ligne de sorte qu’ils apprennent à gérer ces situations, à évaluer les risques et à relever les défis qui les guettent sur Internet et ce, dans le con-

fort et la sécurité de la salle de classe. »

Afin de rendre compte de la complexité des activités en ligne de nos ados, les élèves qui s’adonnent au jeu *MonUnivers* sont appelés à endosser divers rôles – élève, ami, pair et mentor. Ils utilisent les outils numériques pour faire leurs devoirs, gérer leurs relations, mener des recherches sur des sujets d’intérêt personnel et faire de l’activisme social.

*MonUnivers* est le pendant de *Passport pour Internet*, le tutoriel interactif hautement acclamé qui enseigne la littératie numérique aux élèves de la quatrième à la huitième année. *Passport pour Internet* est maintenant présent dans tout le pays puisque chaque province et territoire en détient la licence.

Pour obtenir plus d’information sur *MonUnivers*, visitez : [www.educationmedias.ca/francais/catalogue/descriptions/monunivers.cfm](http://www.educationmedias.ca/francais/catalogue/descriptions/monunivers.cfm)

Le Réseau Éducation-Médias est un organisme canadien sans but lucratif, reconnu pour son expertise en éducation aux médias. Il a pour objectif de veiller à ce que les enfants et les jeunes acquièrent l’esprit critique et les outils nécessaires pour comprendre les médias et s’en servir judicieusement. Les programmes du Réseau sont financés par des parrains, donateurs et partenaires des secteurs public et privé, dont CTV • Shaw • Bell • TELUS • L’Autorité canadienne pour les enregistrements Internet • Google • l’Office national du film du Canada • Gouvernement du Canada.



**SCHOOL ADMINISTRATORS' COUNCIL**

**ANNUAL CONFERENCE & AGM**

May 18-20, 2011

Terra Nova Park Lodge. "Leading and Learning Together". Featured Speaker: Dr. J. Tim Goddard, Dean, Faculty of Education, UPEI. For more information visit [www.cdli.ca/sac2011/sac2011.html](http://www.cdli.ca/sac2011/sac2011.html).

**HUNTSMAN MARINE SCIENCE CENTRE**

**ACTIVE RESEARCHERS**

July 11-15, 2011

St. Andrews, New Brunswick. This institute will provide a firsthand experience collecting data for a variety of projects including invasive species and seabird, whale and seal surveys. Includes multiple excursions to the local shore, a boat trip, and lab time to learn about the marine creatures you collect during your field work. Cost is \$590. For more information visit [www.huntsmanmarine.ca](http://www.huntsmanmarine.ca), call (506) 529-1220 or email [tdean@huntsmanmarine.ca](mailto:tdean@huntsmanmarine.ca).

**HUNTSMAN MARINE SCIENCE CENTRE MARINE**

**BIODIVERSITY INSTITUTE**

July 25-29, 2011

St. Andrews, New Brunswick. This institute is designed to assist teachers in delivering science in the classroom in a fun, hands-on way. Discover the intertidal zone, how to identify marine creatures, and how it all ties in with the science curriculum. The schedule includes excursions to the local shore, a boat trip, lab time, and a tour of our new aquarium. Cost is \$590. For more information visit [www.huntsmanmarine.ca](http://www.huntsmanmarine.ca), call (506) 529-1220 or email [tdean@huntsmanmarine.ca](mailto:tdean@huntsmanmarine.ca).

**PHYSICAL EDUCATION SIC CONFERENCE**

September 15-17, 2011

St. John's. Further details to be announced.

**2011 NATIONAL STUDENT LEADERSHIP CONFERENCE**

September 27 - October 1, 2011

Corner Brook. Corner Brook Regional High will play host to 1,000 student delegates as well as up to 250 teacher delegates for

a week-long conference entitled "A New Found Energy". For information on the conference and Call for Presenters visit [www.cslc2011.ca](http://www.cslc2011.ca).

**COSS WORKSHOP: BARBARA COLOROSO LECTURE\***

October 7, 2011

COSS proudly presents international bestselling author and speaker Barbara Coloroso. She will be presenting two lectures: "Just Because It's Not Wrong Doesn't Make It Right: Teaching Students to Think and Act Ethically" and "The Bully, the Bullied, and the Bystander." Workshop information has been posted on the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)). For more information contact Keith Adey (709) 489-6481 or [keithadey@nf.sympatico.ca](mailto:keithadey@nf.sympatico.ca)

**ATLANTIC CANADA CONNECTED COMMUNITY (ACCC)**

October 20, 2011

Delta Convention Centre, St. John's. Heidi Hayes-Jacobs will give a presentation on 21st Century Learning. Further details to be announced.

**NL COUNSELLORS'/PSYCHOLOGISTS' ASSOCIATION AGM/ CONFERENCE**

October 26-28, 2011

St. John's. Further details to be announced.

**TECHNOLOGY EDUCATION SIC (TESIC) CONFERENCE CALL FOR PRESENTERS**

November 9-10, 2011 (tentative)

TESIC would like to make a call for presenters for the upcoming fall conference tentatively scheduled for November 9-10, 2011. The theme of the conference is *21st Century Learning – Are We There Yet?* Interested persons should contact Thomas Sheppard at [thomassheppard@esdnl.ca](mailto:thomassheppard@esdnl.ca).

**PRIMARY/ELEMENTARY COUNCIL AGM/CONFERENCE**

November 2011

Terra Nova Park Lodge. Theme: *Differentiated Instruction*. Precise date and further details to be announced.

**NLTA Scholarships**

To obtain an application form visit the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca)

and click "Online Forms" or contact the NLTA Professional Development

Division,

Tel: 726-3223 or

toll free at 1-800-563-3599.

**Application Deadline:**

**July 31, 2011**

**Dates to Remember**

**May 2011**

May 7 **Deadline:** Notification by Board of layoff

May 8-14 Branch Election Week

May 19 **Deadline:** PD Fund applications

**June 2011**

June 10-11 NLTA Executive Meeting

June 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests

June 16 **Deadline:** PD Fund applications

**July 2011**

July 31 **Deadline:** NLTA Scholarship Applications