

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

Vol. 55/No. 6

May/June 2012



Have a Great Summer . . .

T H E
bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

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

Linda Farrell
Online Services

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1. Tel: 709-726-3223; 1-800-563-3599 Fax: 709-726-4302; 1-877-711-6582 labrowne@nlta.nl.ca www.nlta.nl.ca

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product. Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227 mlamarche@nlta.nl.ca

Subscription Rate: \$18 per year. For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
Sept/Oct Issue: September 4

ISSN-1189-9662



Member of the Canadian Educational Press Association, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

Up Front from the President

"The bad news is time flies. The good news is you're the pilot." ~ Michael Altshuler

In March I attended the CTF Women's Symposium in Winnipeg, *Living as an Ally: Individually and Collectively*. The agenda was interesting and while I thought I had a little background on each of the topics, I was blown away by my seemingly lack of awareness to what was happening in my own backyard.

One such topic at this conference was human trafficking. I thought I knew a little about this area as I have read books about human trafficking of women, girls and boys in the developing world. Therefore when Diane Redsky, Project Director, Canadian Women's Foundation National Task Force on Sex Trafficking of Girls and Young Women in Canada, started her presentation I thought I would have some knowledge of what she would be revealing to us. But I quickly learned I did not. I was shocked to learn what is happening in Canada and very close to home.

As teachers we are always ensuring that our students are aware of all the human rights violations that are happening around the world. We engage discussions and frequently follow up with positive actions to support individuals and or groups who are exploited or disadvantaged. The question has to be asked, "Are we engaging and/or discussing with our students about sexual exploitation?" Often discussing and acting to support people in other parts of the world is easier than addressing these difficult topics which are happening here and possibly to some of our students. It is frightening. However, as educators we have to step up to the challenge, educate ourselves and our students about such behaviours that are occurring in our backyards and how to protect ourselves.

Some startling facts about human trafficking: Canada is a source, transit, and destination country for trafficking; the victims in Canada are mostly marginalized women and girls who have been sexually exploited

at a young age; there has been an increase in demand for younger and younger girls, some as young as 10, and; there is an overrepresentation of Aboriginal women and girls and homeless youth and children in child welfare systems.

There are two distinct groups involved in sex trafficking – individuals who financially gain from the recruitment and exploitation of women and girls; the other group is made up of the individuals who purchase sex.

In Canada it has only been since 2005 that the Criminal Code of Canada was changed so that it was illegal to be a slave and you could not purchase someone for sexual exploitation. That in itself is an awful statement of the Criminal Code of Canada. Why did it take that long?

The people who purchase sex and exploit women, girls and boys are not who I thought they would be. They are mostly white men, average age between 30 and 39, the majority are married, well educated with university degrees, and most of them earn annually more than \$60,000 a year and on average purchased sex around 100 plus times during their lifetime. Many of these same men encourage and/or take their sons to sex workers as a rite of passage into manhood. Hence, one of the reasons the exploitation continues.

I recommend that you read *Canada's Underground World of Human Trafficking Invisible Chains* by Benjamin Perrin. He quotes, "In 2007, when I began the research for this book, not a single person had been convicted of human trafficking in Canada. Only a handful of victims had been helped, and only one Canadian pedophile had been convicted under Canadian laws that make it an offence to sexually exploit children overseas." If nothing else, we should be outraged at this record.

We all need to be educated on the exploitation that is occurring and how to help those traumatized by such acts. Again it

is “education” that is important. If we are not knowledgeable about such exploitations how can we hope to help? Putting our heads in the sand and saying it does not happen is unacceptable. We will continue to help those in far off lands where we are aware that such exploitations exist and we must begin to understand what is happening at home. As educators we make a difference, and through our efforts I am confident that positive influence and change will occur.



Another journey in education has come to an end and we reflect on the many moments that have made up this year. There are many days of complete exultations, enjoyment, satisfaction, contentment, pride, triumph, and others of frustration, disappointment, and exasperation. Such is the life of a teacher. All of these moments and others make up the sum of another school year and reflection is always good. I can attest that no matter how frustrated you have been at times throughout the year, as you look at your students who have grown so much in a variety of ways in 10 months, you are smiling. As a teacher you should feel very proud and pleased with your commitment to the education of the students of this province.

I cannot stress enough the reason we have such a fabulous education system in Newfoundland and Labrador, as it is the direct result of the dedication, commitment and professionalism of our teachers. Each and every day you give completely of yourselves, often sacrificing time with your own families to ensure that the students you teach flourish in every aspect of their development. You are truly valued and respected for going above and beyond for the students of this province.

If we ever get those “lazy, hazy, crazy days of summer” where we can sit in the sun and take some precious time to rejuvenate and relax, make the most of it because as we all know, “time flies”.

Happy summer everyone, you deserve it!

Hilary B.

CONTENTS

Features

- 8 **Hats Off!**
 - National Teaching Award Recipients
 - Inclusive Education Award Winners
- 11 **Benefits & Economic Services**
Do the Proposed Changes to OAS Affect the Teachers’ Pension Plan?
by Perry Downey
- 12 **Article 22: Three-Week Pay Period Gap**
by Steve Brooks
- 14 **Living Well**
When Facing Conflict, What is Your Approach?
by Claudette E.S. Coombs
- 16 **Sharing Our Cultures**
Sharing Our Cultures – À la découverte de nos cultures
by Lloydetta Quaicoe
- 18 **Virtual Teacher Centre**
Professional Learning: Constantly Varied, Functional and Intense
by Jim Murphy

- 20 **Professional Development**
From Classrooms to Lecture Rooms: Professional Associates and the Professional Education of Teachers
by Amanda Coady, Richard Churchill & Ken Stevens
- 22 **American Education Research Association Conference: To Know Is Not Enough**
by Dr. Patricia Briscoe
- 24 **Viewpoint**
The Case of the Missing School Library
by Alison Edwards & Beth Power
- 26 **Fun is #1**
by Kellie Baker
- 28 **Benefits & Economic Services**
Pre-Retirement Seminars 2012
- 30 **Financial Information Seminars 2012**

Departments

- Up Front from the President 2
- On Location News 4
- In Memoriam 7
- Calendar back cover



Province-Wide Election for 2013-15 NLTA President and Vice-President

In accordance with NLTA By-Law XVA., the 2012-13 Electoral Committee has announced the date for the Province-Wide Election for the 2013-15 NLTA President and Vice-President as **Tuesday, December 4, 2012.**

The **Nomination Form for the Office of President and Vice-President**, which includes a package of information on the policies and procedures for the conduct of the election, is available from the NLTA Office.

VOTE ✓ 2012

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

CARMANVILLE

Phoenix Academy “scoops up” funds for The Janeway!

The K-6 students of Phoenix Academy in Carmanville showed the true spirit of kindness as they participated in a “friendly competition” to raise money for a very worthy cause. As students contributed \$1.00, they were each given a paper ice cream scoop to add to their classroom ice cream cone. “Students began asking friends and family members to contribute and before long, ice creams sprouted up walls and along ceilings,” said Trina Whitt, Grade 4 teacher at Phoenix Academy. The grade 3 class enjoyed an ice cream reward to celebrate their accomplishment of raising the most money. In total, an outstanding amount of \$1,200 was collected!

CONCEPTION BAY SOUTH

Students pay it forward and raise money for the Make-A-Wish Foundation

A student at Upper Gullies Elementary School in Conception Bay South recently received a wish from the Make-A-Wish Foundation. The Foundation grants wishes to children with life-threatening medical conditions.

The student wanted to “pay it forward” by helping raise money for the Foundation to give another child their wish. The three Grade 2 classes and one of the Grade 4 classes organized a cupcake sale for February 14. All the students brought in cupcakes and sold them to the students, as well as to parents, grandparents and friends following the Grade 1 concert. The students raised a total of \$525 for the Make-A-Wish Foundation.

The teachers, Mrs. Coffin, Mrs. Foote, Mrs. Bennett and Mrs. Carroll, are very proud of their students who wanted to help their grateful classmate

enrich another child’s life with his/her own special wish. Keep up the fantastic job of giving back to your community Upper Gullies!

To learn more about Make-A-Wish Atlantic Provinces go to www.makeawish-atl.ca.

NEWFOUNDLAND & LABRADOR

NLTA Scholarship Awarded

Shannon Webb from Nain, Labrador has been named the 2011-12 recipient of the Newfoundland and Labrador Teachers’ Association Scholarship.

Shannon just completed her professional year in the Faculty of Education (Primary/Elementary) and says she is very eager to finish her degree and begin her career as a teacher. “Growing up in an isolated community and seeing how hard it was to keep good teachers, helped me to understand the need for permanent staff members on the north coast of Labrador,” says Shannon. “I am very thankful to those teachers who helped shape me into the person I am today. It is my dream to become a teacher who can help young students see their full potential and realize all of the great things that they can achieve in life. I come from a very supportive family and a great circle of friends who helped me every step of the way, and for that I am very thankful. I am honored to be selected for this scholarship, and take great pride in knowing that I will be joining the Newfoundland and Labrador Teachers’ Association in the near future.”

The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at \$570, is awarded annually by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.



MUN Faculty of Education 2012 Graduate Summer Institute for French Teachers (SIFT)

The Faculty of Education of Memorial University will offer (subject to enrolment) a SIFT during July 2012 at the St. John's campus. Applicants will be French teachers, principals, assistant principals, program specialists, etc., who have an undergraduate degree with a major in French or have significant experiences in the French language giving a proficiency level of B2 – C1 on the Council of Europe's common reference levels. For further information, please contact Camilla Stoodley, French Program Liaison Officer, Faculty of Education: camillas@mun.ca, 709-864-6923.

La faculté de l'éducation de Memorial University offrira (en fonction > de la demande) un institut d'été (SIFT) en juillet 2012 dans le campus de St. John's. Cet institut s'adresse aux professeurs de français, aux directeurs, sous-directeurs, aux spécialistes des programmes de français ayant un diplôme de premier cycle avec une majeure en français ou maîtrisant suffisamment bien le français pour avoir une aisance de communication aux B2 – C1 des niveaux de références communs du Conseil européen. Pour toute autre information, veuillez contacter Camilla Stoodley, French Program Liaison Officer, Faculty of Education: camillas@mun.ca, 709-864-6923.

CANADA

MNet releases new program to address bias and hate in media

On March 28, 2012, Media Awareness Network (MNet) launched a new suite of digital and media literacy resources to help educate young people about how media representations can negatively influence how we view certain groups in society. The *Diversity and Media Toolbox*, a web-based program for teachers, students, law enforcement representatives and the general public, looks at issues relating to stereotyping, bias and hate in mainstream media and the Internet. The program is broken into two distinct but complementary topic areas: online hate and media portrayals of ethnicity and race, religion, disability, sexual orientation and Aboriginal people.

“What young people see and hear in media helps them to understand the world, and who and what are valued in our society. The Internet, in particular, presents challenges to a tolerant, diverse society

with its easily accessible messages of hate,” said Jane Tallim, Co-Executive Director of Media Awareness Network. “These new resources will help young people – who may lack life experience and critical development – to recognize and challenge stereotyping and hateful messaging in the media they consume.”

The *Diversity and Media Toolbox*, which comprises online tutorials, lessons, interactive student modules, and background articles, is freely available at: www.media-awareness.ca.

The *Toolbox* was made possible with financial support from the Government of Canada through Justice Canada’s Justice Partnership and Innovation Program.

CANADA

Our Dreams Matter Too Walk

On June 11, 2012, First Nations Child & Family Caring Society of Canada encourages children, youth, families, schools and organizations in your area to write letters to your MP and the Prime Minister supporting culturally based equity for First Nations children and organize a walk to a mailbox in your community.

The Our Dreams Matter Too walk is to show how many people support First Nations children receiving the same opportunity to succeed as all other children in ways that respect their cultures and languages.

June 11, 2012 is the fourth anniversary of the Prime Minister’s apology for Residential Schools. Despite this apology, inequitable funding by the Government of Canada has led to three times more First Nations children being in child welfare care than at the height of the residential school era. Additionally, First Nations receive \$2000-3000 less per child for education. This makes it hard for First Nations children to achieve their dreams and grow up proud of who they are.

This peaceful and respectful walk supports three campaigns:

- Shannen’s Dream (www.shannensdream.ca) for “safe and comfy schools” and quality education.
- Jordan’s Principle (www.jordansprinciple.ca) to ensure equitable access to all government services.
- I am a witness (www.fnwitness.ca) to help First Nations children grow up safely at home.

First Nations children deserve the same chance to grow up safely at home, get a good education, be healthy, and proud of their cultures.

While the walks are encouraged, First Nations Child & Family Caring Society also very much appreciate people who take the time to send letters. Postage is free for letters to the Prime Minister and

CTF Project Overseas Participant Reunion July 3-5, 2012 Ottawa, Ontario

Come and celebrate the 50th anniversary of CTF International Programs 1962-2012

Anniversary Dinner – July 4
PO Alumni Complimentary
Guests \$40

Follow “Events” on the CTF Website
for Information and Registration

Together we made a difference!



Your class away from class.

The Railway Coastal Museum tells the story of the Newfoundland Trains and Coastal Boats. The museum is the perfect spot to plan your class outing. We offer tours, videos and a variety of activities for you to choose from.

History comes alive as you tour the 1940s train diorama or watch our model train take a simulated trip from St. John’s to Port-Aux-Basques. Your students can try their hand at decoding morse code or hunting who, what and wheres in our photo hunt. It’s your tour and your choice!

Hop on board for a great experience!

Contact us at:
(709) 724-5929 or

Members of Parliament. Download a sample letter at <http://fncfcs.com/our-dreams-matter-too/participate>.

Sign up to support Our Dreams Matter Too (it's completely free and easy to do!): <http://fncfcs.com/our-dreams-matter-too/sign-up>. If you need more information or to order buttons and posters for your Our Dreams Matter Too walk, please contact info@fncaringsociety.com or visit www.fncaringsociety.com/our-dreams-matter-too.

NORTH AMERICA

ASCD seeks outstanding young educators for recognition and \$10,000 Award

For the past ten decades, the Association for Supervision and Curriculum Development's (ASCD) Outstanding Young Educator Award (OYEA) Program has recognized creative and committed teachers and administrators under the age of 40 who demonstrate excellence in educating the whole child.

Do you know an emerging education leader who exemplifies excellence and equity in teaching and learning? Do you have a colleague that should be recognized for his or her outstanding work?

Recognize their efforts and share them with the education community by submitting a nomination for ASCD's prestigious Outstanding Young Educator Award Program.

Anyone can nominate a colleague or you can nominate yourself. Go to www.ascd.org/oyea and complete an online application. Nominations for 2013 close on August 1, 2012.

OYEA winners will receive a \$10,000 award and will be honoured at the 2013 ASCD Annual Conference in Chicago, Illinois, March 16-18, 2013. The winners will also participate with OYEA Honourees in a year-long program of professional development and networking. All honourees will receive a \$500 award.

REGINALD COX, 1930-2011

Reginald Cox (Reggie) was born on September 19, 1930, in the community of Rencontre West on the south coast of the island. He finished schooling at age 18 and taught for two years in a one-room school in nearby Richard's Harbour, followed by one year each in McCallum and Francois, and five in his hometown.

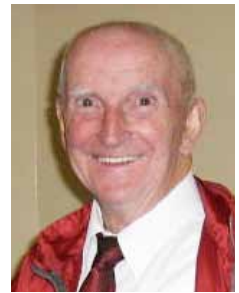
After a year at Memorial University, he returned to Rencontre West for twelve years, and then moved to Hermitage in 1970 where he taught Grade 3 until he retired in 1986 after 37 years of teaching.

Besides his teaching, Reggie was a lay reader in the Anglican Church, a role he continued until the family moved to Hermitage where he was active with the volunteer fire department for a few years. When he retired, Reggie and his wife, Myrtle, became very active with the local 50-Plus club (he was treasurer for eight years). It was with that organization that they socialized with their friends and enjoyed card playing – something he was always passionate about.

In his retirement years he also continued to hunt moose and partridge, to snare rabbits, and perfect his woodcrafting hobbies, selling such items as birds, models of churches, and scam boxes.

It was while Reggie, now 81, was rabbit hunting in the fall of 2011 that he got a shortage of breath, and a visit to the doctor saw him in St. John's for open-heart surgery, an operation he sadly did not pull through. A quiet, humble man, Reggie Cox passed as quietly as he lived – a gentle teacher, a good friend to all and a loving family man. His wife Myrtle lives alone in Hermitage; she has a son Perry nearby in St. Alban's and two other children, Allan and Lillian, in Nova Scotia.

(Submitted by Wesley Harris, colleague)



Reginald Cox



National Teaching Award Recipients

Physical Education Teaching Excellence (PETE) Award



Debbie Shortall

Congratulations to **Debbie Shortall**, the 2012 recipient of the Physical Education Teaching Excellence (PETE) National Award. This is a tremendous honour as it is the only national award in Canada that recognizes physical education teachers for their hard work and dedication in helping to build strong, healthy and physically active children. The award honours exceptional teachers for their excellence in teaching physical education and their ability to motivate children and youth to participate in physical activity. Debbie exhibits these qualities and more at Vanier Elementary in St. John's where she teaches K-6 Physical Education.

As part of the award, Debbie received an all-expenses paid trip to Physical & Health Education (PHE) Canada's National Conference, *A Harbour of Hope: Healthy and Physical Literacy*, May 10-12 in Halifax, Nova Scotia.

As well, last year it was announced that **Jason Desai**, a physical education teacher at Holy Spirit High in Conception Bay South was the 2011 National recipient. At the 2011 PESIC Conference, *Learning from the Past, Building for the Future*, Jason was recognized for this accomplishment but he also received an all-expenses paid trip to the National conference where his fellow Newfoundlanders and Labradorians were proud to see him also grace the stage to accept his award.

This past April, Jason travelled with a group of students to Iceland for an experience in adventure tourism. There are many teachers who go the extra step – Jason always goes the extra mile.

In the last eight years, NL has had seven National recipients. This is a tremendous testament to the quality of Physical Educators in NL as there is only one National winner from each grade level (K-6, 7-9, 10-12) per year for a total of only three National awards per year Canada wide.

The following is a list of National and Provincial PETE award recipients over the last eight years:

- 2012 Debbie Shortall (Provincial & National)
- 2011 Jason Desai (Provincial & National)
- 2010 Mike Butler (Provincial & National)
- 2009 Ellis Coles (Provincial & National)
- 2008 Loyola Fitzpatrick (Provincial)
- 2007 David Constantine (Provincial & National)
- 2006 Kellie Baker (Provincial & National)
- 2005 Ben Osmond (Provincial & National)

The physical educators above have been nominated by students, principals, co-workers, and other physical educators. There are many more deserving Physical Educators in our schools, but it takes a nomination for them to be considered. The next call for nominations will be late fall but it's never too early to have a look at the nomination form and start preparing an application for a worthy teacher in your school. For more information on the award go to www.phecanada.ca/awards/pete-award.

Take the time to nominate someone in your area, or pass this information along to others and encourage them to nominate a worthy candidate. PESIC can offer advice on the application content to help you provide the best possible nomination (pescic.weebly.com).

Congratulations again to Debbie and Jason, and to all past recipients of the award.



Jason Desai (far left) walking toward the Glacier tongue Sólheimajökull with students on his recent trip to Iceland.

Dr. Andy Anderson Young Professional Award

Dana Pittman, a physical education teacher with the Nova Central School District, has been awarded the 2011 Dr. Andy Anderson Young Professional Award by PHE Canada.

The Dr. Andy Anderson Young Professional Award is a yearly award presented to one professional per province that best epitomizes exemplary work on behalf of the physical and health education profession. Selection of the award recipient is made by a PHE Canada representative in each province or territory.



Dr. Antony Card, Dean of HKR and a member of PHE Canada's Board of Directors presents Dana Pittman with her 2011 award.

Dana is in her 10th year of teaching, having spent the last four years teaching K-6 physical education at Sprucewood Academy in Grand Falls-Windsor. She has been a volunteer coach for most of her career, implements a successful intramurals program at her school, and participates in many sports in her community. Dana has been a leader in professional development sessions in physical education both in her District as well as at the provincial PESIC (Physical Education Special Interest Council) conference. She recently completed her Masters in Physical Education at Memorial University, is a member of the NCSD physical education committee, as well as the Central NL representative for the PESIC executive. Currently, Dana is working with individuals and the Town of Grand Falls-Windsor to revive their cross-country ski club. She is the current president of the club executive and has completed training to offer children's programming in the sport in her community.

Dana received her award in September 2011 at the HKR (Human Kinetics & Recreation) 50th anniversary celebration banquet, which was the kick-off to the provincial PESIC Conference. All recipients receive an engraved plaque with the Joy of Effort medallion.

2012 NLACL Inclusive Education Award Winners

Inclusive Education is about how we develop and design our schools, classrooms, programs and activities so that all students can learn and participate together. Each year the Newfoundland and Labrador Association for Community Living awards two inclusive education awards – one to a school and one to an individual.

Bill Chaisson, principal of St. Gerard's Elementary in Corner Brook is the winner of the 2012 individual inclusive education award. "This principal works tirelessly to ensure everyone feels valued and included," says Sherry Gambin-Walsh, Community Inclusion Coordinator with the Newfoundland and Labrador Association for Community Living. "He leads with lots of heart, compassion and respect as he unconditionally accepts and shows appreciation for each and every member of his school community. Mr. Chaisson's beliefs about inclusion, strong leadership skills and positive, personable nature have enabled him to be viewed as a leader for inclusionary practices which has allowed him to contribute significantly at

the school, district, and provincial levels. He believes that schools must prepare children to live in society by teaching them about unconditional acceptance. He is a principal who sits in on every IEP developed for the students in his school and understands the value of teacher collaboration by stepping in to allow teachers to do just this. Mr. Chaisson fosters a school culture of belonging."

Bishops College in St. John's is the winner of the 2012 school inclusive education award. "In a time when inclusive education continues to be controversial even though it is a right adopted by Canada in the Convention on the Rights of Persons with Disabilities, Article 24, schools like Bishops College exemplify the student's right to be included," says Ms. Gambin-Walsh. "Bishops College has worked hard over the past decade to put the philosophy of inclusion into action. The administration, staff and student body believes and embraces the importance of belonging, acceptance and community."



Bill Chaisson



Bishops College High School is presented with the NLACL Inclusive Education Award. Pictured l-r: Anne Murphy, Learning Resource Teacher and School Lead Teacher for Inclusion; Joanne Walsh, School Lead Teacher for Inclusion; Bridget Ricketts, Principal; Sherry Gambin-Walsh, Community Inclusion Coordinator, NLACL; Gerry Rogers, NDP MHA, St. John's Centre; and Education Minister Clyde Jackman. (Photo by Gary Hebbard/The Telegram)



Do the Proposed Changes to OAS Affect the Teachers' Pension Plan?

by PERRY DOWNEY



During the Federal Budget 2012, it was announced that proposed changes to the eligibility age to receive the Old Age Security (OAS) would be phased in over a six-year period starting in April 2023. These proposed changes are expected to be approved in 2012. The eligibility age for both OAS pension and the Guaranteed Income Supplement (GIS) will increase from 65 to 67. The ages at which the Allowance and the Allowance for the Survivors are provided will also increase from 60-64 today to 62-66, starting in April 2023. The Federal Government also proposed to introduce a voluntary deferral of the OAS pension, starting in July 2013, to provide more flexibility and options to Canadians as they transition from work to retirement.

The proposed changes to OAS to increase the eligibility age from 65 to 67 will begin in 2023 and will be completely phased in by January 2029. Anyone aged 54 or older as of March 31, 2012 (born on or before March 31, 1958) will not be affected by the proposed changes. If eligible, they will begin receiving their OAS pension and GIS at the age of 65.

If eligible, people born between April 1, 1958 and January 31, 1962 will begin receiving their OAS pension and GIS between the ages of 65 and 67, depending on their birth date. They will be part of the phase-in period. For more information, see the details for OAS/GIS eligibility based on your date of birth on the Service Canada website at: www.servicecanada.gc.ca/eng/isp/oas/changes/index.shtml.

If eligible, anyone born on or after February 1, 1962, will begin receiving their OAS pension and GIS at the age of 67.

Given these announcements, teachers have contacted the NLTA office to inquire as to whether or not these proposed changes to OAS will have an effect on when the provincial Teacher Pension Plan integration formula becomes effective. The answer to that enquiry is "no". Any teacher who retired on or after September 1, 1998 will have their integration formula applied when they reach the age of 65.

Presently, when a teacher retires, s/he is notified at the time of retirement of the amount that his/her provincial teacher's pension will be reduced on an annual basis when they reach age 65. This annual reduction, referred to as the "bridge benefit", is calculated at the time of retirement, based on the following formula: 3 year average of the YMPE x number of pension service years x 0.6%. (Note: YMPE refers to Yearly Maximum Pensionable Earnings.) However, this formula is not based on any relationship to OAS or Canada Pension Plan (CPP) benefits a person is entitled to receive or at what age they are entitled to receive the benefits. When the integration formula was negotiated in 1998, the agreement that was reached between the NLTA and the Provincial Government was that the bridge benefit would be calculated at the time of retirement, but the actual reduction to the teacher's pension would not occur until the teacher reached age 65. The proposed changes to OAS and the changes that were introduced to the CPP in January 2012 do not change the effective date of when this reduction to the teacher's pension will occur; it will still occur at age 65.

If you would like to receive further clarification on the phasing in of the OAS proposed changes, please visit the Service Canada website at www.servicecanada.gc.ca/eng/isp/oas/changes/index.shtml.

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



Article 22: The Three-Week Pay Period Gap

by STEVE BROOKS

Teachers who have come into the profession in the past six years may be surprised to learn that this coming August 2012, they will experience a three-week gap between pay periods. Teachers who have been in the system prior to 2006 (the last time the three-week gap occurred), know the importance of financially preparing for that extra week. The last pay period for the current 2011-12 school year will occur on Thursday, August 16, 2011. The first pay period of the 2012-13 school year will be Thursday, September 6, 2012.

In the 1988-90 Collective Agreement teachers agreed through collective bargaining to change the method by which they receive their pay. Prior to the 1980s, teachers were paid semi-monthly with payment made on the 15th and last day of each month. The new method of calculating payment allowed teachers to be paid bi-weekly, with the exception being those years in which there would be 27 pay periods.

Articles 22.01 and 22.02 of both the Provincial Collective Agreement and the Labrador West Collective Agreement read as follows:

22.01: Annual salary and allowances shall be paid in twenty-six (26) equal installments. In a school year in which payment in accordance with Clause 22.02 would yield twenty-seven (27) pay periods, the final pay period in August will be eliminated and each pay period in the subsequent year will occur one week earlier.

22.02: Teachers shall receive their pay cheques every second Thursday. If a holiday falls on Thursday, teachers will be paid on the last teaching day prior to that Thursday. If a holiday falls on Thursday during the months of July and August, teachers will be paid on the last banking day prior to that Thursday.

The two questions most often asked by teachers when the three-week gap occurs is why does it occur and how often will it occur?

Why?

Teachers have agreed, through collective bargaining, to have their salaries paid in 26 equal installments, as per the articles referenced above. These 26 intervals of 14 days only account for 364 days, resulting in a



missing day each year and two days in a leap year. These missing days eventually accumulate on the calendar, creating a year in which there would be 27 pay periods. Rather than having a teacher's salary divided into 27 equal pay periods in those years, resulting in a net loss in bi-weekly pay of approximately 3.7 percent, it was considered better to negotiate an alternative. The alternative was that the final pay period in August would be eliminated and that each pay period for the subsequent school year would be advanced one week earlier. This has resulted in the situation where teachers actually begin receiving payment prior to the first day of classes in some school years.

How Often?

In a regular 365 day year, the first pay period in September occurs one day earlier each year. This means that it would normally take seven years for the 27 pay period situation to repeat itself. However, when we consider the impact of a leap year every four years, it means that the cycle repeats itself every five or six years depending on when the leap year occurs. The next time the cycle will repeat itself will be August 2017.

Over the years teachers have repeatedly expressed concerns about the inconvenience and hardship the three-week gap creates. Through the years attempts have been made to make changes to Article 22 through the collective bargaining process. To date, these efforts have not resulted in changes to the current provisions.

Steve Brooks is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.



When Facing Conflict, What is Your Approach?

by CLAUDETTE E. S. COOMBS

Conflict is a mental state of disagreement within or between individuals. It presents a level of instability and can pose a serious threat to personal health and social connectivity.

Conflict occurs in many circumstances, whether internal or external, but can be categorized into these general areas – occasions when: a private view and requirement for action are incongruent; personal and work goals intersect; home and family responsibilities are not shared; personal interests differ from interests of others, and; unrealistic expectations meet realistic resources.

This disharmony, and resulting mental and physiological reaction, causes discomfort and ill-ease. We tend to think and act to restore our innate preference for balance. When faced with conflict we deliberately engage in a process to find a (personally) satisfactory resolution, or to deny its importance and refuse to explore it further. One flaw to avoid in attempting to resolve conflict is the presumption that there is always a right and wrong answer.

If a conflict is transient, has potential for minimal impact or there is little difference between one value or action and the opposing one, the ensuing tension may gradually dissipate. However, if the conflict represents a substantial deviation from an individual's comfort zone, the tension may result in internalized distress or open confrontation.

The resolution process can be a basic re-interpretation of a belief or action. We can mentally go from “the irresponsible driver who dented my car door on the parking lot” to “the poor driver probably didn't realize they bumped my door! It's not that noticeable anyway.” The resolution can also be as elaborate as referring the issue for a court decision.

Unfortunately, the most common approach to conflict is to avoid confronting the source and potential resolution. Although most people do not like conflict, they like confrontation even less. The personal consequences of this approach can be devastating as resentment begins to take its toll. The absence of internal serenity, trust and harmony and

the presence of feelings of being devalued or humiliated causes mental health to suffer.

Internal Conflict

Internal conflict occurs frequently. As we decide which route to take when travelling to work or determine whether or not to confront a partner or colleague about a perceived injustice, we mentally process the pros and cons of each choice and may finally decide by weighing the consequences of *not* making a specific choice. We put an option “on the table” because we imagine its potential for a very positive outcome and minor negative consequences.

In the best case scenario we speak to a colleague about an injustice, the flaw is recognized and acknowledged with little distress, and behaviour is changed. Nevertheless, prior to making this choice, it would be wise to also anticipate a not-so-congenial reaction to confrontation. If the colleague becomes defensive, or even offensive, the imagined outcome is no longer a realistic expectation. Unfortunately, too often individuals dwell on the negative potential, choose not to explore a modified approach, and take no action. This may result in a range of undesirable consequences, starting with resentment.

Cognitive Dissonance

Conflict creates physiological discomfort which can lead to physical symptoms. To avoid tension, conflict is addressed and resolved through change or appropriate, genuine dismissal.

Cognitive dissonance is the mental state that exists when our beliefs, or a belief and action, are inconsistent with each other. Philosophically, intellectually, morally or spiritually we may not agree with a behaviour or we believe that it is harmful, yet we may engage in it. As EAP Coordinator, this conflict is seen in areas such as smoking, physical inactivity, extramarital relationships, and time or energy limitations.

Individuals who experience such significant emotional distress direct their response toward minimizing the psychological distress but can take an

irrational approach. The response ultimately involves changing the thinking or the behaviour.

Changing Thoughts or Beliefs

Individuals can dismiss health hazards and justify continued smoking by using one example of a smoker who lived to age 90. The change might also occur in dismissing the emotion accompanying an affair by arguing that the legal bonds of marriage are out-dated or inconsequential. In both situations, continuing the “desired” behaviour was enabled by dismissing select emotional or intellectual information.

Changing Behaviours

Given the same scenarios, individuals may come to different conclusions due to the introduction of new information or emotional factors. This prompts a personal review of the internal conflict between beliefs and behaviours. The smoking behaviour might change when the smoker receives a medical report identifying a treatable, smoking-related illness. Likewise, the affair may end when a third party enters the picture bringing a different emotional perspective on the distress caused. In both scenarios, these behaviours were changed by the introduction of additional intellectual or emotional information.

When faced with decisions to give work a higher priority than personal health or family issues, the conflict may be resolved differently, by the same individual, in various contexts. Some beliefs and behaviours are relative and determined by the hierarchy existing in that situation. Common influencing factors are: perceptions of job security; school deadlines; the presence of a critical illness, or; a relationship crisis.

External Conflict

We each develop a unique sense of our world, resulting from different combinations of influences and experiences such as those in education, family, politics, health and skills development. Therefore, we expect different views and behaviours to stimulate conflict. This conflict can lead to personal and intellectual growth, or to contention. It is our choice.

Ideally, a key to successfully managing conflict is to identify it, understand it and implement a carefully developed plan to resolve it. Well, we don't often have that luxury. So what are our options?

Interpersonal Conflict

Resolving the source of the conflict is necessary if we wish to prevent further negative outcomes. Developing good conflict resolution skills equips us to more appropriately face conflict. This means developing our personal conflict management pro-

ocol. Taking a stepwise approach, we would: remain calm (otherwise it becomes an unproductive argument); don't personally absorb the “attack” (this invites a return attack); try to determine the trigger (what just happened to spark this); explore the real reason for conflicting views or actions (inadequate information, personal differences, breach of rules, life is unfair, etc.); account for other influences (fatigue, accumulated stress, emotional vulnerability, history, etc); listen to the issues, needs and reason of each view; clearly present the opposing view; define commonalities and differences; work to meet needs while respecting differences and minimizing harm; agree that life can be complicated and accept that opportunities and disadvantages are not distributed equally (a.k.a “Life can be unfair!”).

Workplace Conflict

Differences in personalities, values, and leadership style all present the context for conflict. In many situations these differences can be overlooked or accepted as being an individual's right to personal expression. However, this is more of a challenge when there is a risk for personal loss or the conflict occurs within teams or in administrative action. Clear expectations, consistent implementation and defined protocols are critical to reducing the occurrence of conflict and minimizing the impact when it does occur. It is beneficial to have an established protocol for resolving conflict.

Conflict resolution does not mean that at the end of the process, everyone has the same view or opinion. But, it does mean that each person respects the other's right to a reasonable opinion or action and where necessary, everyone agrees to behave in a prescribed manner. This is particularly critical in the functioning of organizational committees or boards. Although it is necessary to air varying views and discuss options and consequences, it is equally necessary to come to a mutual agreement on direction and action. Otherwise, the system as a whole is dysfunctional and presents a chaotic image which does not instill trust in those served by the organization.

We may not like an organizational decision, just as we may not like a colleague or the posted speed limit. However, if we choose to reject the defined behavioural standard and insist on acting, based only on our personal view, we must be prepared for the potential of very unpleasant consequences.

.....
Claudette Coombs is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Judy Beranger (ext. 265).



Sharing Our Cultures - À la découverte de nos cultures

by LLOYDETTA QUACOIE

The excitement in the air was palpable during the official opening ceremony of the 13th annual Sharing Our Cultures-À la découverte de nos cultures event which occurred at The Rooms on March 18-20, 2012. The space was aglow with the rich tapestry of cultures, traditional clothing, and colourful flags of over 70 high school students representing 23 cultures – cultures indigenous to Canada, others of European descent, and some from other parts of the world.

The three-day event began with “Wetjkwete’ji’k”, the Gathering Song, by the Mi’kmaq Drummers and Dancers, students from Se’t Anewey School in Conne River. It was a fitting way to start by reflecting on our shared humanity as about 300 people gathered to experience this sharing of cultures. The guest speaker was Remzi Cej, originally from Kosovo, a Rhodes Scholar, and currently the Chair of the Human Rights Commission. As a former participant of Sharing Our Cultures, what was special for Remzi on his arrival in St. John’s was that culturally diverse students from different parts of the world were working together in harmony. The Assistant Deputy Minister of Citizenship and Immigration Canada, Les Linklater, and the Executive Director of the Office of Immigration and Multiculturalism, Nellie Burke, brought greetings and reflected on the significance of the event. Sheldon Barry, principal of Holy Heart Regional High School in St. John’s, presented the

ESL Scholarship to Maby Sanchez in absentia and spoke about the benefits of cultural diversity in his school, which was followed by the “World Voices” choir from his school. Gabrielle Atkins-Brannigan of Prince of Wales Collegiate sang both national and provincial anthems.



Students of Mushuau Innu Natuashish School with their flag.

The day was filled with activities as students from Mushuau Innu Natuashish School performed a heartwarming play, entitled “A Day at the Beach”, three children from Colombia danced the Carnavalito in grand style, and the Chinese Lion Dancers delighted the crowds. Two students, Candace Toma from Natuashish and Tyler Campbell from Cap Saint-Georges, read the stories they had written for *Cultural Con’txt’* in English and French



Visiting grade six students participating in a Mi’kmaq dance.

respectively. *Cultural Con'txt'* is a collection of stories published twice a year by Sharing Our Cultures. It is supported and distributed by the Department of Education to all grade six students in the province. Electronic copies can be found at <http://myvtc.ca/soc/context.html>.



Mi'kmaq Drummers and Dancers.

Sharing Our Cultures engages high school students from diverse cultural backgrounds in meetings and workshops which culminate in their sharing their cultures in a public forum. The project, which complements the grade six Social Studies curriculum, also provides opportunities for grade six students to interact with the high school students and learn about their cultures, thereby gaining valuable firsthand experience in addition to learning from a textbook. The participation of grade six students in this event is beneficial to their understanding and appreciation of world cultures and global education.

For the two days following the opening ceremony, over 1200 grade six students attended four sessions, some from rural communities where students have little or no exposure to other world cultures. On arrival, these students were each given a "passport", placed into groups of eight or ten, and each group was assigned a "tour guide" to take them on their journey around the world. The tour guides were 45

volunteers from Prince of Wales Collegiate and some had attended previous Sharing Our Cultures events while in grade six. This year's theme was "sharing our languages"/«partager nos langues» and students learned words and phrases, as well as their etymology from native speakers of Arabic, Cantonese, Dari Persian, Dinka, Dzongkha, Innu-Aimun, Mandarin, Mi'kmaq, Nepalese, Romanian, Spanish, Swahili, Telugu, Tigrinya, Urdu, and Yoruba.

Sharing Our Cultures was established after the findings of my research study on the "Psychosocial Needs of New Immigrant and Refugee School Children" were released during a workshop in 1999. Both newly arrived and local mainstream high school students who attended the workshop recommended opportunities to share their cultures as a way of assisting newcomer students to integrate into the school system in Newfoundland and Labrador. During the course of the project from September to March, these students learn valuable academic and social skills such as research, literacy, computer technology, interpersonal and time management skills. Memorial University staff offer workshops specific to the needs of participating students, which are facilitated by MUN international students.

The success of the project is due to the collaboration and contribution of its partners: Citizenship and Immigration Canada, Office of Immigration and Multiculturalism, Department of Education, The Rooms Corporation, Newfoundland and Labrador Teachers' Association, Eastern School District, Memorial University, Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, and CBC Radio Canada.

Please encourage your high school students from diverse cultural heritage to share their cultures and participate by contacting the coordinator at sharimgourcultures@nl.rogers.com.

.....
Dr. Lloydetta Quaicoe is the founder and coordinator of Sharing Our Cultures-À la découverte de nos cultures.



Participating students and tour guides.



Professional Learning: Constantly Varied, Functional and Intense

by JIM MURPHY

From universities to third party providers, from employers to not-for-profit agencies, professional learning opportunities through both face-to-face and the Web are numerous and ever expanding. These opportunities abound everywhere. Some may be as simple as a subscription to a listserv. Others may be as complex as a second university degree. But the challenge is being able to recognize what constitutes a quality professional learning experience; one that will positively impact you and the learner.

Professional learning, in some respects, is similar to working out. If you work out infrequently and don't follow up on it routinely, then it is unlikely you will experience any transformation. But, if you regularly attend quality workouts, particularly those that are constantly varied, functional and intense, then the results will become apparent in due course. Reflect on this for a second: constantly varied, functional and intense. If we could access professional learning that was constantly varied in nature, that was functional (easily embedded in practice), bringing instant returns to our profession, and that was intense and very targeted, then I believe these three criteria would suffice in the right quantities. As you look forward to our professional learning needs, keep these criteria in mind as we examine some online resources that offer a good balance of real-time and anytime learning, allowing for flexible access to content and experts.

Web Conferencing/Webinars

On a daily basis I am inundated by emails offering web conferences and webinars. I am very selective in what I attend. What I have discovered is that they are often offered by publishers or companies looking to capitalize on the education system. Buyers beware!

If it is free, then the catch often is that there is something being sold. Look for web events from quality sites that are well established and have a proven track record of delivering quality sessions. Sessions from researchers can be a little dry, but can offer great perspectives in transforming practice. Sessions offered by practitioners who are sharing ideas and best practices can be invigorating. Variety is the key, finding balance between the research and the practical is the challenge. Here are a couple of places to visit and through which you may find the variety, functionality and intensity you are seeking. But remember, this is only one means of accessing professional learning opportunities. There are hundreds of others.

www.ascd.org/professional-development/webinars.aspx

Although somewhat U.S.-based, it offers quality live web sessions that will suit the aforementioned criteria.

www.classroom20.com/

Sign up and subscribe and pick and choose from a variety of sessions. Steve Hargadon is a gifted interviewer and many of the webinars are very functional and transferable to practice.

www.futureofeducation.com/

Steve runs this site as well and many of the sessions are interviews with educators who are implementing innovative approaches in the classroom.

www.wiziq.com

Not only does it offer interesting webinars (I have attended several), it also offers an online virtual classroom for those of you looking to investigate such things as blended learning or flipped classrooms.

Below are some others to get you started. Of course, all the these have archived previous sessions and you can access them at any time through the

Simple K12 webinars (Lots of iPad stuff here)	simplek12.com/tlc/webinars/
Global Education Conference (I have attended several. Lots of variety, some very functional sessions.)	globaleducation.ning.com/page/2011-conference
Early Childhood Investigations Webinars (The name indicates the content area)	earlychildhoodwebinars.org/
TL Virtual Café	tlvirtualcafe.wikispaces.com/
Australia Series Webinars (Many technology-based sessions)	australiaseries.wordpress.com/

sites. Incidentally, the NLTA and the Virtual Teacher Centre also host a series of webinars. Visit the NLTA site often for up and coming events! If you can't find what you are looking for, then perhaps you can contact us through our various online forums at www.myvtc.ca and we can help. Maybe you want to run your own webinar, and we can make that a reality as well!

Online Communities/Communities of Practice

If “live” is not possible for you due to your particular circumstances, then perhaps getting involved with other educators through social media or through various communities of practice will allow you to bring more intensity to your professional learning. Here are some starting points for you:

Art Education 2.0	arted20.ning.com/
Classroom 2.0	classroom20.com/
Cognitive Dissonance	cognitivedissonance.guildportal.com
Discovery Educator Network	community.discoveryeducation.com/
EFL Classroom 2.0	community.eflclassroom.com/
English Companion Ning	englishcompanion.ning.com/
Global Education Collaborative	globaleducation.ning.com/
Making Curriculum Pop	mcpopmb.ning.com/
Music Education Professional Learning Network	musicpln.org/

Blogs n Blogs n Blogs

If you prefer to be less interactive in your approach to professional learning (and, of course, in keeping with the pre-established criteria), you will find a constantly varied array of educational blogs available online.

Here, from Edublogs.org, is a list of the more popular/interesting blogs from various sources. I cannot possibly read or visit them all. Please provide affirmative feedback through the Virtual Teacher Centre if you should happen to find a nugget of knowledge worth sharing! Is there someone blogging on your staff? Share it with us! Do you want to do some blogging? We have an “app” for that!

Best teacher blogs

Brunswick Acres Art Blog	baart.weebly.com/
allatc343	allatc.wordpress.com/
Teacher Tom	teachertombsblog.blogspot.com/
Ms Mac's Website	kmcfadzen.wordpress.com/
In search of Scientific Creativity	problemfinding.labanca.net/

Best librarian/library blogs

Try Curiosity	trycuriosity.com/
Bulldog Readers Blog	bellbulldogreaders.edublogs.org/
The Daring Librarian	thedaringlibrarian.com/
Never Ending Search	blog.schoollibraryjournal.com/neverendingsearch
A Media Specialist's Guide to the Internet	mediaspecialistsguide.blogspot.com/

So whether it is professional learning specific to your discipline or even earning a new degree, whether it is subject-based, strategy-based, school-based, web-based, district-based, association-based, group-based or highly individualized, self-directed or self-paced learning, remember that it is about constantly varied solutions that are functional and intense (frequent) as opposed to impractical and infrequent. Take the time to participate in all the above, supporting them with as much professional reading as you can muster, not to mention conferences (online and face-to-face), PLCs, action research, communities of practice, social media sites and software, (FaceBook and Twitter offer tons of fabulous content) and your own self-directed learning. Remember as well that the strategies you seek may well be in the adjoining classroom, so don't hesitate to confer with colleagues and mentor each other. And lastly, get active, professionally and personally, but keep it constantly varied, functional and intense!

Jim Murphy is Coordinator of the Virtual Teacher Centre

Sources and Resources

publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf
edublogawards.com/
crossfit.com



Amanda Coady

From Classrooms to Lecture Rooms Professional Associates and the Professional Education of Teachers

by AMANDA COADY, RICHARD CHURCHILL & KEN STEVENS



Richard Churchill



Ken Stevens

Universities are responsible for ensuring that students of education who are preparing to become teachers are aware of current research across a range of disciplines that inform classroom practice. It is sometimes difficult, however, for pre-service teachers enrolled in faculties of education to appreciate the place of some theories, particularly those of a sociological nature, in the development of their teaching careers. At Memorial University of Newfoundland a relationship between sociological theories of education and teaching practice has developed based on practicing teachers who are recent graduates of the BEd (Intermediate-Secondary) program, who have volunteered to become Professional Associates of the faculty. The professional associate program enables classroom teachers to participate in lecture and seminar rooms at the university by sharing their practical skills and recent academic studies to enrich the preparation of pre-service teachers for imminent classroom work.

Intermediate-secondary students at Memorial University spend the winter semester in schools as interns, returning to campus in early May. Before spending the winter semester in schools, all students complete several academic courses including one in the sociology of education. In the final semester of the BEd (Intermediate-Secondary) program, following the winter internship, students complete several more academic courses including one that focuses on sociological considerations of classrooms and schools. Learning circles are used to discuss intern experiences in schools and consider the sociological implications of classroom teaching, classroom culture and school culture. Learning circles are heterogeneous in composition in that they each consist of around eight students, as far as possible from different subject backgrounds. For example, history interns (teachers) sit with mathematicians, art educators, physical education specialists and others to find common sociological dimensions in

their recent experiences in schools. This involves reflection, discussion and academic reading as well as whole class presentations of their interpretations. In learning circles, collaboration is emphasized and students are encouraged to share their ideas and their readings on a range of sociological theories ranging from consensus and conflict, critical pedagogy and social and cultural reproduction and relate them to their recent internship experiences. Members of learning circles are in this way expected to link their recent classroom experiences with academic reading and, if possible, relate both to an appropriate sociological perspective. To facilitate this, the concept of cybercells is introduced. Cybercells are face-to-face groups whose members invite participation from virtual visitors (Stevens & Stewart, 2005). In this case the face-to-face groups are learning circles in a post-internship course at Memorial University and the virtual visitors are Professional Associates in schools, all former members of the same intermediate-secondary education course. Learning circles are intended to promote collaboration between teachers (in actual and, in this case, virtual ways) and the development of shared realities that promote discussion and understanding of classrooms, schools and teaching.

In the first year of the program students in the intermediate-secondary program were asked about the value to them of having a Professional Associate to guide them. A small number (14%) thought the idea had “high value” and just over half (51%) reported that it had “moderate value”. A year later in the program 62% of students thought having a Professional Associate had high value and 36% considered it to have moderate value. Some examples of collaboration between pre-service and practicing teachers included discussion about rural-urban differences in the provision of education, ways in which teachers can contribute to student career choices, how e-learning can enhance educational opportunities and even discussion of sociological theories and

their application in day to day classroom life.

Commencing in the 2007 academic year, 27 students signed up to become Professional Associates, expanding to 66 the following year, after which a further 49 students leaving the university voluntarily joined them. Professional Associates were invited to comment on and contribute to the design of the course that was taught through learning circles in which teaching, classroom culture and school culture were examined, linking recent intern experiences with academic reading.

In Newfoundland and Labrador the Professional Associate program has meant that teachers in the province's schools participated in the preparation of pre-service teachers for classrooms. One Professional Associate noted that: *"For the past three years I have been in consultation with teachers in training who benefit from my opinions on pedagogy and the sociology of education. In particular, I have offered students pertinent information on the benefits of distance learning in rural schools, the impact teachers have on student's future studies, and the challenges we face every day. Why do I take the time to do this? Certainly, I am a busy educator, however the value in being a PA is that someone helped me when I was a student in that same situation. The connection of teachers in training to teachers working 'in the trenches,' so to speak, is an incredible concept. I am a firm believer in professional learning communities and I believe that being a PA for Memorial University's Faculty of Education is an excellent way for teachers to maintain a healthy relationship with academia and to help new professionals on their journey to becoming excellent educators. I make time to help students as a PA because I know that my assistance will assist their learning. I may not know, directly, how my thoughts help them in their journey, but I also do not know the full extent of how I touch the lives of the students I teach every day. I am reminded of a quote by Robert Louis Stevenson, who said: "Judge each day not by the harvest you reap, but by the seeds you plant." If teachers in training nurture the ideas I share, then together we will direct education to meet the diverse needs of 21st century students."*

A second Professional Associate recounted her experience when asked what it was like to be a teacher in a school and also involved in university teaching: *"I have had several conversations with staff and faculty pertaining to my connection with MUN. All think this 'sharing experiences' with future generations of teachers is a great way to expose them to the realities of teaching before they enter into their careers. All too often new teachers are not aware of the realities in schools such as overcrowding, mixed age groups in smaller communities and the range of jobs and rural locations that are avail-*

able to them when they graduate."

This Professional Associate was asked how she thought she had been of use to pre-service teachers at the university: *"I think my advice, stories and experiences in my own career over the past six years have demonstrated to pre-service teachers that the range of teaching goes far beyond the realm of teaching they know as students. When they experience their own careers and begin teaching they will have a wealth of knowledge that is usually only obtained from first-hand experience."*

Several advantages of the relationship between the Faculty of Education and Professional Associates in schools have emerged. Firstly, as one Professional Associate noted, there is "fusion between academic and practical" aspects of pre-service teacher education in the links that have been created with schools. Another Professional Associate noted that she welcomed "the opportunity to learn from another teacher's style and experience" and gain "exposure to new ideas" (in the classroom).

An important aspect of the relationship between the Faculty of Education and schools was expressed simply by a student who observed that the relationship enabled pre-service teachers and Professional Associates to "learn from each other and to create together." At the end of the course another student leaving the university to take up a first year teaching position observed that "teacher collaboration is important for professional development." This could possibly be the most important lesson to emerge from the relationship between pre-service and practicing teachers as they consider together the relationship between educational theory and practice.

.....
Amanda Coady is an Academic Instructor, English and Communications, with the College of the North Atlantic in Happy Valley-Goose Bay; Richard Churchill is an Intermediate/Secondary English teacher at Random Island Academy, and Dr. Ken Stevens is with the Faculty of Education at Memorial University of Newfoundland.

Reference

Stevens, K. & Stewart, D. (2005). *Cybercells – Learning in Actual and Virtual Groups*, Melbourne, Thomson-Dunmore Press.



American Education Research Association Conference

To Know Is Not Enough

by DR. PATRICIA BRISCOE

From April 14 to 17, I attended the American Education Research Association (AERA) 93rd annual conference in Vancouver, BC. Once every four years AERA hosts the conference in Canada. AERA is the largest national research society with members across the world. Its mission is to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. In Canada the equivalent is the Canadian Society for the Study of Education (CSSE) and its annual conference is in late May at the University of Waterloo.

The AERA conference hosted approximately 13,000 delegates with 2,000 scholarly papers, posters, and roundtable presentations. Unfortunately due to Air Canada's illegal strike, I was unable to arrive in Vancouver in time for my own presentation. However, this did not deter me from attending in the following days.

This year's AERA conference theme was *Non Satis Scire: To Know Is Not Enough*, which proved to be conveyed throughout the numerous sessions that I attended. The message that tied the sessions together was the need to promote more applicable, real solutions to problems that knowingly and continuously exist in providing equal education opportunities to *all* students.

The conference theme stems from the increased attention on diversity in education and the abundance of research confirming the achievement gap that continues to exist among diverse students or non-cultural capital students. The existence of such a theme dates back as far as Bowles's (1971) theory of social and cultural reproduction. These theories have been proven by numerous researchers that there is a relationship between socioeconomic status and educational attainment to the extent that a child's success with schooling depends on his/her parent's social standing. As McLaren (2005) has noted, socioeconomic status (which includes family income, education level of the parents as well as the prestige

of the parents' occupation), is strongly correlated with educational success. With the increasing diversity in our student population this appears to be an ever-increasing area of concern and to this point has not been effectively addressed, however effectively researched to identify the problem.

This suggests that social mobility is limited to those who are from the 'correct' cultural capital. Therefore one can deduct that life success is predetermined based on your social economic status even before birth. This is a difficult and an astonishing ideology to accept as educators work tremendously hard to provide educational opportunities for *all* students. However, time and time again research indicates that for the majority of students, this is not the case. So what seems to be the cause? Why are schools, educators and students diversified from the non-cultural capital unable to be more successful with closing the achievement gap and increase student's chances for social mobility?

The conference focused on these questions and provided valuable insight. Schools are set up on the framework of Eurocentric, white middle class values (i.e. the cultural and social capital), which are mismatched to alternative values (i.e. lower social economic status, non-white race, and so forth). From the beginning of school years and onward schools assess students, then sort and label those who can and cannot based on "curricular expectations". Undoubtedly students become aware of their academic abilities or inabilities. Also, educators are aware of those who have been stimulated at home prior to school entry to better meet the curriculum demands based on a particular cultural capital. From this point on students are sent messages, both direct and subtle, that negatively affect their self-image and self-esteem. Students start to become disengaged and disenfranchised with school to the length that some will not successfully graduate or drop out. Again research has repeatedly confirmed that schools are not effective at reducing student inequalities or producing equal educational opportunities

for *all* students, but in actual fact reproducing and strengthening these inequalities in both conscious and unconscious ways. Some researchers (McLaren, 2005, Sleeter, 2005) argue however that we are good at “redressing” or giving the appearance of taking action without making real changes; in other words, implementing programs and initiatives without any fundamental changes to system or agency. Consequently, this identifies the need for all initiatives to be conceptualized in a critical framework in order to increase the chance of *real* changes.

The response to these above affirmations from the presentations that I attended was specific to the reproduction theory and diversity. Many of the sessions addressed conceptual frameworks that confronted systemic resilience created by historical perspectives, issues of colonization, capitalism and individual resistance stemming from neoliberal ideologies, deficit thinking, and oppressive misconceptions of values. I also attended sessions that specifically discussed social justice, diversity, racism, inclusive education, antiracism education, critical race theory, critical whiteness studies, decolonization, African studies and culturally relevant curriculum (or ethnic curriculum).

The encouraging message that I took from this conference is that knowing is NOT enough; to know there are inequalities in schools is not enough to make systemic changes. There was a definite call for researchers to become more involved with their research in practice. As well, a compelling argument that educators need to be more active and collaborate to make progress with difficult systemic changes. Most importantly is that change is contextual. Therefore, within your own school you need to collaborate and dialogue with each other to find suitable entry points for what will work best in *your* school community. Otherwise you may be trying to fit a square peg in a round hole!

I encourage you to reframe the question what school is doing for our children to what school is not doing for our children? As Cuban (1990) suggests, “like students, teachers, administrators, superintendents and school boards are mere participants in a process willed by larger forces. Schools and classrooms go largely unchanged, although the noise and motion do give an appearance of fundamental reform is predominate” (p. 10). What these comments suggest is if one needs to be able and willing to challenge the status quo, they too must become aware of the role they play in perpetuating social and cultural reproduction in schools.

If you would like any information on the conference or have questions please feel free to contact me by email at patriciabriscoe@ncsd.ca.

.....
Dr. Patricia Briscoe is a Grade 6 Intensive Core French teacher at Riverwood Academy in Wing's Point.

References

- Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education* (p. 487-510). New York: Oxford University Press.
- Bowles, S. (1971). Unequal education and the reproduction of the social division of labor. In Karabel and Halsey (Eds.) *Power and ideology in education*. New York: Oxford Press.
- Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 3(13).
- McLaren, P. (2005). *Life in Schools: An Introduction to Critical pedagogy in the Foundations of Education* (5th ed.). Boston: Pearson Education Inc.
- Sleeter, C. (2005) *Un-standardizing curriculum: Multicultural teaching in the standardsbased classroom*. New York: Teachers College Press.



School Representative Seminars

Coming in Fall 2012

A series of School Representative Seminars will take place as a continuation of the ongoing triennial program in October 2012. 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 – Avalon

October 12-13, 2012 – Sheraton Hotel, St. John's

Branches Attending: Conception Bay Centre, Conception Bay South, St. John's Centre, St. Mary's Bay, Southern Shore, Waterford Valley

Group 2 – Grand Falls-Windsor

October 19-20, 2012 – Mount Peyton Hotel, Grand Falls-Windsor

Branches Attending: Bay d'Espoir, Belleoram-Wreck Cove, Exploits Valley, Green Bay, Harton, Seagaulher

Group 3 – Corner Brook

October 26-27, 2012 – Greenwood Inn & Suites, Corner Brook

Branches Attending: Appalachia, Burgeo, Humber, Port aux Basques, Rameaux



The Case of the Missing School Library

by ALISON EDWARDS AND BETH POWER

Within schools in Newfoundland and Labrador, there has been a strong library tradition. You can probably remember visiting the library during school time, borrowing the latest installment in your favorite series and having reading time in the centrally located, well organized room. The librarian would greet you with a smile, help you with your research or just give you a quiet study space to prepare for your upcoming exams. Unfortunately, for many current students in Newfoundland and Labrador, this is not a reality. Allocations have changed, budgets have been cut, and availability of trained professionals has dwindled. The role has become one with no job description and no Department of Education representation. As concepts such as differentiated instruction, 21st century learning and the learning commons are integrated into our professional lives, the loss of the school library has become noticeable and people have begun asking the question – when did that happen?

Having a school library open all day, staffed with a full time teacher-librarian improves educational outcomes. Through collaboration with teachers, the teacher-librarian improves the literacy and technology skills of the students in their school. They are also able to direct spending of meager budgets more efficiently towards materials that are useful, interesting and curriculum relevant. Higher spending on books and other materials – both for recreational reading and curriculum assignments – correlates with increased reading scores. (Haycock, 2003)

Investigating the role that libraries play in elementary schools, the group People for Education conducted research in Ontario with Grade 3 and 6 students. Findings of that group included the following facts:

- Having a teacher-librarian in a school is the single strongest predictor of reading enjoyment for students in both Grades 3 and 6.
- Reading enjoyment is a significant factor in improving student performance in literacy, science, and mathematics.
- The presence of trained library staff is associated with higher reading achievement for Grades 3 and 6 students.
- School libraries also help even the playing field for students whose parents might not be able to provide print, audio, and electronic learning resources at home. (Queen's University and People for Education, 2006)

This research contains answers to many of our

questions as educators. Given our diverse population distribution, our diverse socio-economic distribution and our desire to have all kids meet their personal goals, how do we help

all our students succeed? It seems that having a full time teacher-librarian is the key to beginning the route to success.

In 2002, allocations for teacher-librarians in this province changed from 1:500 to 1:1000 and libraries were forever changed. The only schools that had access to a full time trained teacher-librarian were ones with over 1000 students – rural areas suffered the most. At the time, there was only one school in Newfoundland and Labrador that qualified. Many schools only received tiny allocations which at times were funneled elsewhere. Due to this, researchers found that 50% of schools in Newfoundland had no teacher-librarian (Coish, 2005). Teacher-librarians returned to the classroom for the majority of their time with limited time to take care of the library. The use of the library and expectations of the teacher-librarian did not diminish, just the time to accomplish the work involved in meeting those

□...the loss of our school library has become noticeable and people have begun asking the question – when did that happen?□

expectations. Computers were added to the mix with many teacher-librarians filling the role of the network administrator as well as classroom teacher and teacher-librarian. The government allocation of \$8 per student for the purchase of resources was also cut, so resources and literature had to come out of the operational budget of the school. Eventually, library programs began to dwindle and resources suffered. Many trained teacher-librarians chose to leave the library and become full time classroom teachers so they could focus their efforts.

It was not until the Newfoundland and Labrador Government Report by the Teacher Allocation Commission in 2007, that the recommended allocation improved. Their recommendation was to return to the ratio of 1:500 as, "Students and classroom teachers require the professional assistance of learning resource specialists to assist and guide them in compiling, organizing, and developing resources to enhance individual student and class-wide learning." (Teacher Allocation Commission 2007, p. 110). Eventually, influenced by the ratio given in the report, the government changed the allocation to 1:750 students beginning in the 2008 school year. The NLTA then furthered the request, recommending that any school with over 150 students should have a full time trained teacher-librarian. If there were less than 150 students, money should be provided so that the school would have a half time trained teacher-librarian (NLTA, June 24, 2009).

But what does a teacher-librarian do? There is no job description for teacher-librarians, and often, no training for the person who is filling the role. There are also few chances to get experience. MUN no longer actively offers or supports their Masters in Learning Resources and there are no accredited graduate level programs offered by distance anywhere in Canada. At times, people who are placed in the positions do not have an understanding of what they are supposed to do. There is no one who can easily answer questions for them and there is very little PD given in the area. Simply placing someone in the library in your school is not enough to ensure your students and staff are benefitting.

Teacher-librarians are people who can answer questions quickly. They are able to provide a book for even the most reluctant reader just by asking the question, "what are you interested in?" They can find a resource that is hidden from the view of everyone else. They work in a school community making connections between the unconnected and making sure it is all tied to the curriculum. Teacher-librarians teach safe and effective ways to search the Internet, find online resources and activities including a vari-

ety of Web 2.0 applications and show students and teachers how to use them.

Our students are connected 24/7 via their tablets, phones and netbooks. They carry around technology that is, at times, much better than what schools can provide. As a province we need to take the initiative to ensure there is someone in all our schools who can help guide the curriculum and help the classroom teacher prepare their students from all parts of the province for the road ahead. Teacher-librarians know how to harness the technology, use it in an efficient way and show teachers and students how to use it. In this age of digital literacy and 21st century learning, the world is wide open to those students who want to take advantage of it. They can't be left behind, they can't be pushed ahead. They have to be ready.

.....
 Alison Edwards is a Learning Resource Teacher at Prince of Wales Collegiate in St. John's and Beth Power is a Learning Resource Teacher at Macdonald Drive Junior High in St. John's. Alison and Beth were both introduced to Nancy Drew by their elementary school librarians.

WE ARE PLEASED TO ANNOUNCE...

**The Teacher Librarians NL SIC
has returned to *active status!***

**An Interim committee is
organizing an executive.**

For further information contact:

kathy.rowsell@wnlsd.ca

heathergodden@esdnl.ca

Looking for...

- resources to support inclusionary strategies?
- information about creating a Learning Commons?
- help organizing your school resource center?

Check out the TLNL page at myvtc.ca



FUN IS #1

by KELLIE BAKER

Have we gotten so lost in our attempt to validate physical education as a curriculum area that we have left out what is most important to the students? Have we spent so much time providing new curricula, new outcomes, new models, and new ideas that we are ignoring what is at the heart of keeping our students wanting to come back? If we are working towards the objective of using physical education to help students become physically literate and active for a lifetime as supported by PHE Canada and Canadian Sport for Life, then we should listen to what students are saying!

“Research indicates that most children participate in sport to have fun” (Payne and Isaacs, 2012, p. 422). Yes, I know, physical education is so much more than sport, but do you honestly think that offering a class rich in physical literacy experiences, with the new curriculum that arrived on your desk with its new and improved outcomes and your commitment to provide physical education with new models and new ideas, can ever outweigh the “fun factor”? What utopia it would be if we could have it all – fun, physical literacy, new curricula, outcomes, models, and ideas. Well, it is possible!

This year I had the opportunity to take second year physical education students from Memorial University of Newfoundland’s (MUN) School of Human Kinetics and Recreation (HKR) to a local junior high school. For both groups, the MUN students and the grade 8 students, it was a new experience. It was new curriculum, new outcomes, a new model and a new idea and it was fun. As second year physical education students this was their first exposure with teaching in a school setting. It offered them a chance to provide dance instruction while interacting with grade 8 students. The MUN students drew upon their experience with Canada’s National Ballet School to involve the grade 8 students in creating their own warm up to music by integrating suggested movements into a sequence. Dances that were performed included *The Hustle*, both to the original song as well as current music such as *Moves Like Jagger* and *Party Rock Anthem*, as well as two multicultural folk dances – the French Canadian, *Frère Jacques* and

The Agadoo, a Hawaiian folk dance. In addition to all this learning and teaching – it was fun!

It was fun for the MUN students like Shelley Sturge who said, “I had so much fun learning and teaching at the same time! It was great to get this type of experience so early on in the studying of my career choice and realize how enjoyable it will be to enter a gym everyday and help students learn while learning myself!” Shiann Park reflected that it was not only personally rewarding, but that she noticed it was enjoyable for the students as well. “Physical activity is about being active and maintaining a healthy balanced lifestyle, but it is also about having fun; and to see a smile on each and every young person’s face shows they are enjoying the activity and that tattoos a smile on my heart...” As Shiann alluded to, it was a fun learning experience for the grade 8 students as visible in their smiles and body language. It was also fun for the teacher at the school who now recalls offering dance at a previous junior high and remembers how fun it was for her and the students. The lesson was fun and it provided a brief, yet rich physical literacy experience for all involved.

The second opportunity for Human Kinetics and Recreation (HKR) to link with the community was through basketball. Not a new curriculum, nor new outcomes or idea, but a new model for these students and the teacher? Yes. Teaching Games for Understanding (TGfU) has been in existence for over three decades, but is still new to many and continues to evolve as a curriculum model. Basketball is classified as a “territorial game” in the TGfU model and the concepts learned in the basketball unit can be transferred to other territorial games such as flag/touch football, hockey, lacrosse, rugby, soccer, and Ultimate Frisbee, to name a few. In only one 47-minute class, students were vigorously active, discovered the concept of high percentage shooting areas and were also actively engaged in an authentic practice opportunity and a chance to integrate that back into a small-sided game. This basketball class was about having fun with friends while also gaining an in-depth understanding of the concepts of the game they are actually playing. Students had rave reviews with

comments such as: “I really like the basketball class you did with us”; “when are you coming back to do more basketball?”; and “that was fun, I learned a lot!” Fun and learning all in the one sentence! Can it get any better?

We often “listen” to the research and use it to inform our curricular decisions. It is time we listened to what the students are telling us. Children and young adults want to have fun. If you want them to be active, make it fun. If you want them to stop dropping out of activity, make it fun (Payne, p.424). If you want to get them re-engaged, make it more fun (Payne, p.424). If you want the opportunity to enrich their lives and help them work towards physical literacy for a lifetime, make it fun. If you want to hook someone on physical activity for life: MAKE IT FUN!

.....

Kellie Baker is currently on deferred leave and is teaching at MUN's School of Human Kinetics and Recreation. Kellie has been teaching physical education for 16 years and is currently on PHE Canada's Board of Directors and Council of Province & Territories as well as President of the provincial physical education special interest council, PESIC (pesic.weebly.com).

References

- Payne, V. G., and Isaacs, L. D. (2012). *Human motor development: A lifespan approach* (custom publication). New York: McGraw-Hill.

Suggested Readings

- Canadian Centre for Ethics in Sport. (2008). *What Sport Can Do: The True Sport Report*. Retrieved from www.cces.ca/files/pdfs/TS_report_EN_webdownload.pdf
- Canadian Sport for Life. (2012). *Physical Literacy*. Retrieved from www.canadiansportfor-life.ca/learn-about-canadian-sport-life/physical-literacy.
- Griffin, L., and Butler, J. eds. (2005). *Teaching Games for Understanding: Theory, Research and Practice*. Windsor, Ont.: Human Kinetics.
- Mitchell, S., Oslin, J., Griffin, L. (2006). *Teaching Sport Concepts and Skills (2e): A Tactical Games Approach*. Windsor, Ont.: Human Kinetics.
- Physical and Health Education Canada. (2012). *Physical Literacy*. Retrieved from www.phecanada.ca/programs/physical-literacy.



Pre-Retirement Seminars 2012

Teachers within two years of retirement eligibility should register for one of the NLTA's five Pre-Retirement Seminars scheduled to be held in the fall of 2012 in Corner Brook, Gander, 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 2015 will be eligible to attend.
 - Registration should 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). 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.

2012 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Mailing Address

Postal Code

Home Telephone

Social Insurance Number*

School Name

School Telephone

Email

*** By providing your SIN you are authorizing the NLTA to request your pension information from the NL Department of Finance. This information will be used for NLTA internal purposes only.**

Please check which session you will be attending:

Oct. 18-19 – Greenwood Inn & Suites, Corner Brook

Oct. 24-25 – Hotel Gander, Gander

Nov. 15-16 – Holiday Inn, St. John's

Nov. 29-30 – Holiday Inn, St. John's

Dec. 6-7 – Holiday Inn, St. John's

Will your spouse be attending? Yes No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

Yes No

- Note:*
- Teachers within two years of retirement (on or before June 2015) 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)

or submit online at www.nlta.nl.ca. Go to Forms Online and click "P".

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

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

Important Notice to All Teachers

NLTA's Financial Information Seminars

Fall 2012

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, Clarenville and St. John's last year 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 seminars for Fall 2012 in 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 2012 are as follows:

- **Saturday, October 20 – Greenwood Inn & Suites, Corner Brook**
- **Saturday, December 1 – 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 **2012 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).
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!

2012 Financial Information Seminars Registration Form

(please print)

Name:

Mailing Address:

Postal Code:

Home Telephone:

Social Insurance Number*:

School Name:

School Telephone:

E-mail:

** By providing your SIN you are authorizing the NLTA to request your pension information from the NL Department of Finance. This information will be used for NLTA internal purposes only.*

Have you attended a previous financial information session on a Saturday? Yes No



Please check which session you will be attending:

- Oct. 20 – Greenwood Inn & Suites, Corner Brook
- Dec. 1 – 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)

or submit online at www.nlta.nl.ca. Go to Forms Online and click "P".

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

FOR NLTA OFFICE USE ONLY	
Date Received	Confirmation Sent



**GETTING STARTED WITH TI-NSPIRE CAS
HIGH SCHOOL MATHEMATICS**

July 4-6, 2012

Brother Rice Junior High, St. John's. In this three day professional development workshop, teachers will get to explore the next generation of handheld and software technologies from Texas Instruments. Participants will use TI-Nspire CAS technologies as they learn more about the interactive mathematics and science classroom. They will learn how to create interactive objects for web deployment and for use with all types of interactive whiteboards. Best of all, teachers take home both a TI-Nspire CX CAS handheld and the Teacher Edition software as a part of the \$350 registration fee. Contact: Richard Snow at richardsnow@cdli.ca or go to the website <http://education.ti.com/calculators/pd/>

CTF PRESIDENT'S FORUM

July 9-10, 2012

Halifax, NS. What does "quality" mean in the context of education? To what extent does "perspective" inform the answer to the question? This two-day dialogue will examine the meaning of *quality* in education from a broader perspective. Add your voice to those of educators, parents and learners as we share our knowledge and views about the many dimensions that contribute to educational quality. For information and registration visit www.ctf-fce.ca.

YOGA IN SCHOOLS SUMMER INSTITUTE

August 6-9, 2012

Corner Brook. Who would have imagined that one day Yoga would be a credit course within public schools? What began as a pilot program in a rural high school in NS has grown to where over 200 teachers are now certified and sharing yoga with students and staff. Former school teacher, Jenny Kierstead, has six programs for students such as Yoga Grade 11, Yoga for Autism and Yoga for Special Needs. This new movement is spreading and currently 25 teachers are being trained in NB. And for the first time, they are

doing a weeklong session in NL. Fee: \$500 + HST. Contact Jenny Kierstead and Blair Abbass, Tel: 902-444-YOGA (9642), info@BreathingSpaceYogaStudio.ca or Jason Reid, Western School District, 709-637-6734, jason.reid@wnlsd.ca. If you cannot make the NL date there is also an Institute in Halifax from July 23-26.

**COSS WORKSHOP: PEER-MEDIATED SOCIAL SKILLS
DEVELOPMENT: USING PEERS TO ENHANCE THE SOCIAL
SKILLS OF ALL STUDENTS**

September 21, 2012

Mount Peyton Hotel, Grand Falls-Windsor. Featuring Dr. Kimberly Maich and Dr. Carmen Hall. Sponsored by the Council of Special Services. More information is available on the NLTA website at www.nlta.nl.ca. Click on "Professional Development Opportunities".

**COSS WORKSHOP:
DYSLEXIA, SYMPTOMS AND SOLUTIONS**

September 22, 2012

Mount Peyton Hotel, Grand Falls-Windsor. Presented by Susan Barton (author of the Barton Reading and Spelling System). Registration form available on the NLTA website at www.nlta.nl.ca. Click on "Professional Development Opportunities". For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

LEADERSHIP FOR CHANGING (CHALLENGING) TIMES

October 22-23, 2012

Holiday Inn, St. John's. Join internationally renowned author, consultant and presenter, Dr. Andy Hargreaves as he describes his experiences studying schools from around the world to draw out what we can learn from existing practices of these inspirational schools. This topic is relevant to all educators interested in developing their leadership ability and fostering leadership in others. Presented by the Atlantic Canada Connected Community (ACCC) and the NLTA. For information contact cwhiteaccc@gmail.com.



NLTA Scholarships

To obtain an application form visit the NLTA website at 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, 2012**

