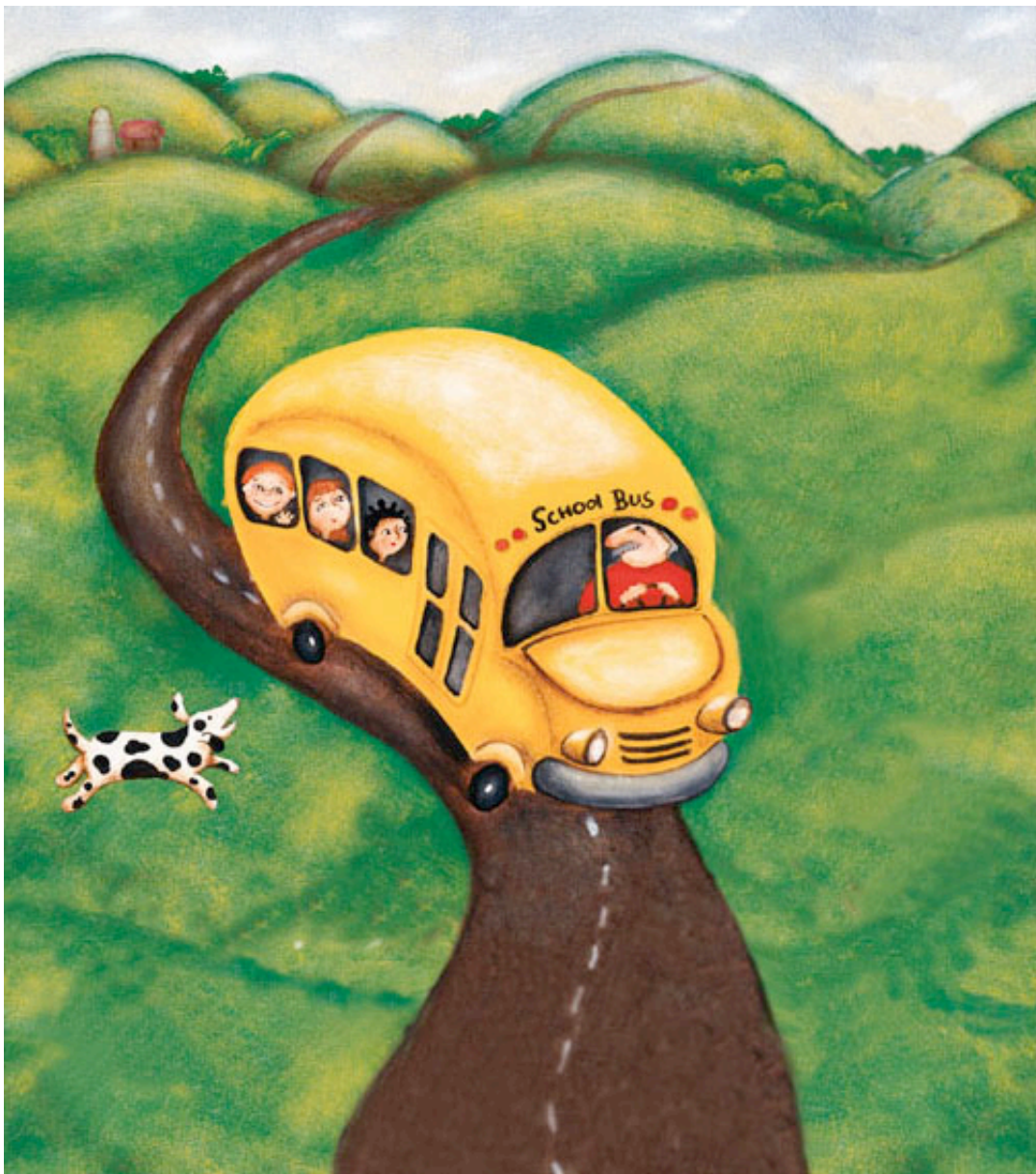


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A TIME FOR RENEWAL

by Lesley-Ann Browne

Welcome back! It is going to be a great year! How do I know? Well, I don't, but I have all the confidence in the world that it will be.

It has been several years since I was a student in a classroom. In both primary and secondary school I recall the anticipation of the first days. I was always excited to be back but anxious about the unknowns. Who would be in my class? What would the teachers be like? The possibilities were endless, and a little scary.

My days of school are pretty well completed, but I still view September as a time for new commitments, rejuvenation, and revitalization. Some people view the Fall of the year as a time of closure and to prepare for winter. I see it as a time of renewal.

It must be extremely exciting and rewarding to be a teacher at this time of year. Each September when teachers walk into their classrooms they offer a new world of learning to their students. While many people do mundane jobs day after day, teachers have the opportunity of new phases of teaching and learning. I remember seeing a Charlie Chaplin movie in which he was a factory worker. Day after day on a factory line he turned a wrench to tighten bolts. It was mindless and gave no chance for discovery, ingenuity or imagination. Not like the opportunities that face a teacher.

There are also challenges and frustrations, as well as good and bad. However, the rewards appear endless. Every September teachers meet a new group of students. Having the opportunity to mold and create -- to teach them, is exciting.

In the few years that I have been with NLTA I witnessed the commitment of teachers. I have learned that there is a level of dedication that goes far beyond the classroom. I have also learned that teachers have a story they are bursting to tell. They want to get it off their chests in the hopes that others will understand. But very seldom will an outsider from the profession understand what it means to be a teacher.

Every parent in Newfoundland and Labrador should have the opportunity to observe teachers in action. I had great teachers while in school. Being the student, however, is different from seeing what happens behind the scenes for the children of this province.

As I said, it is going to be a great school year. There are endless possibilities ahead and I am looking forward to what I will again learn as I observe our teachers in action. Have a great year!

MIXED EMOTIONS

by [Fred Andrews](#)

September is a month of mixed emotions for teachers. For some of us, the vacation was too short; for others, it may have been too long; but, for most, we look forward to a new year. A year that renews us as we face new students, new colleagues, new challenges and new solutions.

I felt a pinch of reality as I began my first days as President on August 2, and the realization struck home that my vacation was over. As September approached rapidly I experienced mixed emotions. I would miss the excitement of another school year, the new faces, the renewal of old friendships, the vivid recounting of how summer holidays were spent, and yet, an ever growing excitement was racing through me as I prepared to undertake my responsibilities as your President to meet with you, to listen to your concerns, and to help address those concerns on your behalf. Concerns such as teacher workload, health and safety in our schools, teacher certification, and a host of others must be met head on.

For the past number of years, I represented you on Provincial Executive with a group of dedicated individuals who worked extremely hard on your behalf. For those who will not be returning to Executive this year, I thank you for your contribution to the Association and your dedication to the teachers of this province. I also welcome our new members to Provincial Executive and look forward to working with you and those who are returning as we continue to work towards improving the teaching conditions of our colleagues and the learning conditions of students. Finally, I want to thank outgoing President Brendan Doyle for his outstanding leadership, tremendous energy, and commitment to the teachers of this province and wish him well as he begins his retirement.

I welcome you back from what I hope was a relaxing and fun-filled summer break. I wish you all the best for the school year ahead. I will try to speak to as many of you as possible over the next two years and will visit as many schools as I can. Please do not hesitate to contact me for any reason during my term of office. There is no topic or issue, great or small, which cannot be addressed.

Have a successful and enjoyable school year.



NEWS
Provincial / National / International

CORNER BROOK

Professional development for French Immersion teachers

On March 25 and 26, School Districts 3, 4 and 5 (Corner Brook-Deer Lake-St. Barbe, Stephenville-Port aux Basques, and Baie Verte-Central-Connaigre respectively) held a joint professional development session for K-6 French Immersion teachers. The session was held at C.C. Loughlin Elementary School in Corner Brook and partially funded through the NLTA Professional Development Fund.

Agenda items for the two days included a discussion of the French Immersion curriculum and philosophy, supplementary resources and innovative teaching practices. Time was also set aside for teachers to express their concerns and issues as French Immersion teachers. Facilitators for the session were: Margaret Wakeham, Language Programs Manager at the Department of Education; Barry Rowe, French Specialist with District 3; Denise Francis, French Specialist with District 4; Harold Warr, French Specialist with District 5; Betty King, Primary/Elementary Specialist with District 3; June Abbott, a teacher at C.C. Loughlin; and Denise MacDonald, the teaching Vice-Principal at C.C. Loughlin.

Approaches to teaching reading and writing which incorporate multi-skill development and assessment practices were presented to participants and discussed in a forum setting. In addition, participants had the opportunity to see these types of methodologies in practice by visiting classrooms at both C.C. Loughlin and St. Peter's Academy in Benoit's Cove.

The session was deemed to be a tremendous success. One of the facilitators, Barry Rowe, commented that "teachers left the session with more ideas about different approaches to teaching reading and writing they left somewhat reassured in knowing at least one other person in their teaching situation, and, in fact, networks were created -- teachers exchanged telephone numbers and e-mail addresses."

Tentative plans for a follow-up session are ongoing.

GANDER

School wins national award

St. Paul's Intermediate School in Gander has been chosen by Industry Canada for membership in the first year pilot of its Network of Innovative Schools. Twenty-four schools in Canada were chosen through a rigorous process to be the first members of the Innovative Network. Each of the schools are models of the exciting developments taking place in Canadian schools through the integration of information and communication technologies. St. Paul's was awarded a \$10,000 grant to help further its work in information and communication technologies.

Throughout the 1999-2000 school year St. Paul's will be supported in its work by a Canadian coordinator provided by the Canadian school internet program called SchoolNet. The school will be a part of a network of schools who will help promote the integration of information and communication technologies in other schools in Canada. Each school in the Innovative Network will be asked to share best practices, encourage mentoring opportunities with other schools and promote research on the effects of information and communications technology on learning.

Communication opportunities will be developed over the next few months to allow member schools to get

to know each other and work together to build the Network.

Primary, elementary, intermediate and senior high schools applied to become a part of this new Canadian network. St. Paul's joins three other Newfoundland schools in the Network. The other 20 schools are shared among Alberta, British Columbia, Manitoba, Nova Scotia, Ontario, Prince Edward Island and Quebec.

Over the past decade St. Paul's has been involved with many provincial and national programs. To learn more about the Network of Innovative Schools and St. Paul's involvement with information and communications technology, please visit the school's Internet site at www.k12.nf.ca/sptech.

PARADISE

Students assist Kosovo refugees

As part of the social studies and religious education curricula in the primary and elementary grades, children learn about communities around the world and about caring for others. With this in mind, the staff of Paradise Elementary took on a project to help students show their concern and care for a community of people in desperate need the Albanian refugees from Kosovo.

In conjunction with the Newfoundland chapter of the Kids Can Free the Children Foundation, health kit items and cash donations were accepted for these people living in a crisis situation. The kits included items such as hand towels, washcloths, soap, toothbrushes, toothpaste, bandages, baby items, and small toys.

Within a week the students of the school donated 10 box loads and six garbage bags full of health kit items as well as cash donations totalling \$250. Representatives from the Kids Can Free the Children Foundation and the Red Cross accepted the donations for distribution to the refugees.

L'ANSE AU LOOP/WEST ST. MODESTE

Arts Smarts

Students at St. Paul's Elementary in L'Anse au Loop, Labrador, and Our Lady of Labrador, West St. Modeste, Labrador, took part in an Arts Smarts Project this past spring. Mrs. Julia Pickard, a well known Newfoundland artist, conducted drawing and painting activities where students drew and developed pictures. After three weeks of working on the project, two murals were completed. The murals measure 4 x 16 each and will be on permanent display at both schools.

The murals were the result of the work of 66 students and six teachers at St. Paul's Elementary and all K-6 students and teachers at Our Lady of Labrador School.

Besides learning about mixing colors and techniques of painting, the students also had a great deal of fun. Grade 3 student Mandy Halbert said, "It was a lot of fun and enjoyable because she was nice and taught us how to draw." Elizabeth May, Grade 4-6 teacher at St. Paul's said, "This was a wonderful experience for all of us and helped us gain an appreciation of art."

MOUNT PEARL

Reading Blitz

In March, 112 students, as well as five teachers, at St. Peter's Primary in Mount Pearl embarked on a reading blitz not to be forgotten. In a period of one month, the four Grade 1 classes read approximately 4,900 books. An ice-cream cone graph displayed a scoop of ice-cream each time 100 books were read. Each night the students would sign out a book and under the direction of their parent/guardian(s), the children were asked to share-read or read the book and sign their homework notebook when completed. After 100 books were read, the teacher added a scoop of ice-cream to a cone that was placed in a special designated corner of

each classroom. Once the Blitz was completed, children sampled a variety of flavors of ice-cream to celebrate their major accomplishments. The excitement grew throughout the school as each class's book reading total was announced over the P.A. system and the principal and assistant principal visited each class to extend congratulations. As well, photographs were taken and students were told that their pictures were being displayed on the school's bulletin board. "We feel the students acquired many of the skills associated with literacy development and community building as well as becoming much better emergent readers," says Grade 1 teacher Yvonne Callahan.

PORT AUX BASQUES

Self-Esteem Day

A "Self-Esteem Day" was held at St. James Elementary School on May 28. The day's activities included a general session in the gym where students and teachers participated in a number of action songs and watched a series of skits focusing on "respect". Following the opening session, students returned to their classrooms to participate in smaller group activities centered around confidence building and self-esteem. Guest presenters (including guidance counsellors, school psychologists, program specialists, RCMP officers, and a retired primary teacher) visited each class to conduct these activities. After lunch, students gathered in multi-age groups to design large wall murals depicting the theme of the day. Several parent and community guests participated in the event and students thoroughly enjoyed the various activities.

"The day was organized to highlight our strengths, special talents, and respect for each other," says Wendy Osmond, Guidance Counsellor and Workshop Facilitator. "Positive self-esteem is important in the overall healthy development of an individual. Therefore this student workshop was a worthwhile event."

One Grade 4 student stated, "I really enjoyed the play about respect because it taught people to be nice to their friends and to stick up for them when they are in trouble."

NEWFOUNDLAND AND LABRADOR

1999 Ella Manuel Award winners

The 1999 winner of the Ella Manuel Award, valued at \$1,000, is Grade 12 student Gillian Chatman from Gander Collegiate. A second award of \$500 was possible this year, and it goes to Amy Edwards of Holy Name of Mary Academy in Lawn, Placentia Bay. Both winners were selected from over 30 applicants nominated by high schools from around the province.

This is the fourteenth year the award has been given in memory of noted Newfoundland writer, broadcaster, peace activist, and feminist Ella Manuel, whose children's novel "That Fine Summer" was re-issued by Breakwater in 1995. The awards assist young women graduating from high schools around the province in their further education.

Both winners are top students, active in athletics, and both are heading for careers in medicine. Ms. Chatman is particularly involved in piano performance and music teaching, and Ms. Edwards is active in drama, regional science fairs, and public speaking.

Launching into space

Ten primary/elementary schools across Newfoundland and Labrador will live the dream of travelling into space when their signatures travel aboard a U.S. Space Shuttle mission in October 1999 with the third annual Student Signatures in Space (S3) Program.

Organized by the National Aeronautics and Space Administration (NASA) and funded by Lockheed Martin Corporation, Signatures in Space is an international project to celebrate International Space Day, May 6, 1999. International Space Day is intended to inspire future generations with the possibilities of space science and technology while encouraging science, math, technology and education.

Each participating school was sent a variety of materials including an "Embrace Space" poster. This is the poster that the students signed and returned to the program administrator on International Space Day. A photograph of each poster was then taken and the negatives were transferred to NASA, prepared for flight and are to be included in the payload of the STS-130 mission on October 14, 1999. After the mission, the posters will be returned, along with a photo of the astronaut crew that carried the signatures into space and an official flight certification from NASA verifying that the signatures did, indeed, fly on the Space Shuttle.

This year, 547 schools (489 from the United States and 47 international) will participate in Signatures in Space. International participants include schools from Canada, Chile, the Czech Republic, England, Hungary, Israel, Poland, Russia, Scotland, Turkey and Wales.

Participating schools from Newfoundland and Labrador include: Vanier Elementary, St. John's; Park Avenue Elementary, Mount Pearl; Memorial Academy, Wesleyville; St. Thomas' School, Grand le Pierre; St. James All-Grade, Lark Harbour; Holy Cross All-Grade, Daniel's Harbour; James Cook Memorial, Cook's Harbour; Our Lady Queen of Peace, Goose Bay; Northern Lights Academy, Rigolet; Jens Haven Memorial, Nain.

The Newfoundland Science Centre is a sponsor of the S3 program for Newfoundland and Labrador. As a sponsor, the Newfoundland Science Centre was asked to contribute, at random, the names of interested schools based on diversity in school population, cultural composition and geographic location. Schools worldwide were then gathered into a database and chosen at random and all ten of the schools entered from Newfoundland and Labrador were chosen.

MONTREAL

Newfoundland teachers attend history conference

On January 29-31, 1999, the largest conference on the teaching of history, with approximately 750 people took place in Montreal. The purpose of the conference was to increase knowledge that Canadians have of the historical events that have shaped our country. Teachers, students, researchers, multimedia specialists and musicologists were in attendance.

Teachers Mary van Thiel and Douglas Gosse attended from Macdonald Drive Junior High School in St. John's. Doug Gosse was one of the 12 finalists for the Governor General's Award for Excellence in Teaching Canadian History 1997-98. Consequently, he was able to select one of his students, Emma Hann, to attend the conference.

The conference was called "Innovation in Teaching and Learning History" and it was a major step forward in reviving our nation's sense of history. It promoted the importance of giving our young people a strong knowledge of our heritage. The conference was built around plenary sessions on issues such as "Where do we learn history?"

One of the first Canadian shows of new multimedia history learning resources was held at the Learning Innovation Expo during the conference. Exposures to Canada's newest historical CD Roms, films, videos and Websites were displayed. Dr. Terry Murphy, one of the presenters, was from the Newfoundland Heritage Site.

It was a positive learning experience. The most important outcome of the conference was the sharing of ideas with teachers across Canada on how to continue to get students actively involved in the learning of history.

CANADA

Schools honoured in national competition

In June, the Minister of Industry, John Manley, announced schools that took top honours in a national SchoolNet [GrassRoots Communities@ca](#) competition to research communities and profile them on the internet. Four of these schools were from Newfoundland and Labrador.

Schools receiving top honours were Fatima Academy for their Virtual Tour of the Cape Shore, St. Kevin's Elementary for The Goulds in Newfoundland, and Mount Pearl Junior High School, for their Mount Pearl Heritage Site. An honourable mention was received by St. Catherine's Academy for Mount Carmel-Mitchell's Brook-St. Catherine's. Across Canada there were five national winners and ten honourable mentions from more than 100 participating schools.

"This inaugural SchoolNet [GrassRoots Communities@ca](#) competition recognizes the power of cooperation among teachers, students and the community in developing collaborative online learning resources," said Minister Manley. "It helps Canadian youth develop crucial skills in information and communication technology while showcasing the uniqueness of Canadian communities."

The winning schools each receive \$600 from SchoolNet's GrassRoots Program, as well as software and hardware prizes donated by private sector sponsors. The honorary mention award winners each receive \$300 and software and hardware prizes. Private sector sponsors are Hewlett Packard, Corel, Apple Canada, Brother, Polaroid, Protec Microsystems, Spectrum Software and White Pine.

UNITED KINGDOM

Teachers visit the United Kingdom

In April, five teachers and an employee of the department of Development and Rural Renewal departed Newfoundland and Labrador to participate in a Canada/European Community Partnership Project promoting learning for enterprise through a teacher education exchange program. Alicia Dean of St. Gerard's Elementary in Corner Brook, Susan Howell of Peacock Elementary in Happy Valley-Goose Bay, André Richard of Gill Memorial in Musgrave Harbour, Darryl Rideout of Upper Gullies Elementary in Upper Gullies, Gail Temple of Norman's Cove Elementary, Norman's Cove, and Denise Murphy of Development and Rural Renewal took part in this 24 day professional development throughout the United Kingdom. This was the third part of a three-year exchange program.

Some of the many goals of this trip were: to examine a variety of models of Enterprise and Entrepreneurship Education throughout the grade levels; to promote the exchange of innovative teaching and learning methods and strategies being piloted by the eight partners in the field of Enterprise and Entrepreneurship Education; and to promote and facilitate new levels of networking and dialogue with the participating Canadian and European communities and new trans-Atlantic partnerships in research and teaching.

This was a very intense but rewarding experience for all those who were involved. The participants were continually on the move visiting various schools, attending university workshops and presenting at international seminars. These various sessions were attended by teachers from the Atlantic provinces as well as five other countries. This professional development enabled teachers to witness and participate in an Enterprise Education approach to teaching. This approach uses the overall curriculum to develop the many employability skills necessary in today's society. The development of such skills as problem solving, communication and creativity are emphasized throughout this form of teaching. These skills were quite obvious in the students of the schools that were visited.

This trip took the teachers throughout Wales, Scotland and England. It was a very memorable time and a very valuable learning experience. If any one would like to have more information about this trip please contact any of the five members who participated or the NLTA to receive a copy of the group's final report.

CUBA

International studies at Prince of Wales Collegiate

International study has taken a hands-on approach at Prince of Wales Collegiate. In January and February 1999, 17 students and three teachers traveled to Mantanzas, Cuba, to partake in a two-week language and cultural immersion program at the Pedagogical Institute of Mantanzas. The PWC-Cuba International Study Program, a partnership with Canada World Youth and the Cuban Ministry of Education is a comprehensive educational experience that seeks to provide meaningful cultural immersion for its participants in independent and group learning.

Interested students are encouraged to apply in their second or third year of high school. Bursaries are offered to encourage the application of any student keen to partake in such an exciting learning experience. Corporate funds are garnered to supplement tuition for students who need financial support.

Educationally, the program seeks to immerse participants in experiential learning, hence the intensive two weeks in Cuba which expose the students to Spanish language and instruction, to Cuban literature, theatre, and dance. Field trips to museums, schools, cooperative farms, and historic towns complemented the academic nature of the morning classes. A day long visit to Havana, the nation's glorious capital, highlighted aspects of Afro-Cuban history, Spanish colonial architecture, and an exposure to Cuba's diverse ethnic culture.

This year's Steering Committee included Allister Dyke, Jeanne O'Brien, Elisabeth Mouland, Valerie Pike, and Daryl Pinksen. The students participating were Colin Andrews, Erika Balsom, Megan Carter, Robyn Davis, James Dyke, Margaret Forsey, Lorraine Garland, Kent Foran, Janys May, Paul McMillan, Kerry Sears, Neil Sparkes, Rhonda Squires, Harry Taylor, Kate Vallis, Kelly White, and Tim Wotherspoon. For further information, please visit the program's web site at www.pwc.k12.nf.ca/~cuba.

WELCOME BACK

by [Wayne Noseworthy](#)

It is incredible to think that two years have passed since I assumed the role of Executive Director of NLTA. Even in that short span of time so many changes have occurred, so much new ground has been broken. But these are the times that surround us; change and redefinition are everywhere. The education system that we grew up in is transformed forever, and in large measure for the good --; but with some challenges for improvement.

It is against this backdrop that I welcome you back to what I hope will be an exciting and rewarding year in education in Newfoundland and Labrador. In particular, I invite you to a year of involvement and contribution within your Association which has proven itself to be a benchmark for service to the profession and a leader for educational change and improvement.

It is also appropriate at this time to offer commendation to President Fred Andrews and the members of our Provincial Executive Council, almost half of whom are taking on the responsibilities of leadership at the Provincial level for the first time. They are all to be congratulated for their success within the electoral process and the courage to take on the mantle of leadership in these often difficult and always challenging times.

I must also seize this opportunity to bid farewell to a person who has become not merely a colleague to me but also a life-long friend. I refer of course to outgoing President Brendan Doyle. Brendan assumed the presidency one month prior to my hiring as Executive Director and during the past two years, I have come to admire him greatly, and to respect his determination in meeting the goals of the Association. Brendan's retirement is very well deserved, even if a little unexpected. It is my understanding that Brendan will be in hot pursuit of West coast salmon, (the Codroy version, not B.C.) and a new career in golf. However, having seen him cast the line and swing the club, I suspect that the fish are to become an endangered species much sooner than the little white balls. But I shouldn't talk!

As I prepare this article, it is June 25 and you will be reading my contribution in September. For obvious reasons, it is difficult for me to define what the priorities of your new Executive will be. Meetings will have occurred in Lewisporte in the latter part of August to help define the major priorities for the year ahead. For me and your entire staff at 3 Kenmount Road, it will be our obligation to ensure that the goals set in Lewisporte are pursued and realized in the appropriate fashion. Nevertheless, I cannot resist the temptation to offer some commentary, and prediction, as to what will likely dominate the agenda for the next 12 or even 24 months.

▶ Reorganization of the educational system in this province is practically complete. However, much remains to be done bringing about real change and more improvement at the school level. Both you as teachers and the students we serve require greater resources and a reallocation of savings to make our system the equal of any.

▶ As an advocate for quality education, NLTA must continue to build alliances within the larger community to ensure that we are all pulling in the same direction . We must continue to work ever more closely with our partners in education, for example the Directors of Education, the School Boards Association, the Faculty of Education at MUN and the Federation of School Councils, in ensuring that the Department of Education --; as the significant partner in this endeavor --; meets its overriding responsibilities.

▶ Schools of our province are facing a continuing exodus of seasoned and highly educated professionals as

hundreds of teachers retire. However, not only is the profession losing a cadre of its most experienced and capable people, our organization is also losing a generation of outstanding builders and leaders. This is both an opportunity and a challenge. It is critical that NLTA, as a dynamic organization, reach out and attract a new generation of professionals who will guide and inspire a new agenda for the years ahead. The issues that were prevalent when I began teaching 30 years ago and which propelled me into the political and bureaucratic ranks of our Association are not the same ones that face today's generation of teachers and teacher leaders; in many ways the problems of today are more complex and require very creative solutions.

▶ In the cycle that never seems to end, we will once again be entering the eve of collective bargaining. 1999-2000 will see the Association prepare diligently for the next round of negotiations which is likely to occur during the 2000-2001 operating year. My experience tells me that the proposals which we ultimately define a year or so from now will break new ground that we have not yet explored. I suspect that the next round of negotiations and the next collective agreement will put a face on our profession and on education in this province that we have not seen before.

▶ Professional Development, in its broadest sense, has been given a heightened priority within NLTA. The energy and creativity within that Division of our Association has rekindled a fire within our membership that will see the professional side of the organization raised to the level that it deserves. It is imperative that opportunities for professional growth and rejuvenation become an integral part of what we are about as a profession and as a body representing teachers.

▶ For the first time in our history, NLTA will be staging a series of school representative seminars in September. These will attract teachers from every school and Board office in this province; this team of leaders will start to regenerate our organization at the grassroots level; will help redefine what we are as an Association and will develop a new relevance with respect to NLTA for every teacher. As I traveled to many parts of this province over the past two years with President Brendan, I am convinced the NLTA takes its life and its reason for being from what happens in every school in every community in Newfoundland and Labrador. It is not for me to say what our Association will become; but it is imperative that recognition be given to the need for revitalization and for building an infrastructure that will allow every teacher to see NLTA as its own; teachers have to be encouraged to get directly involved in setting the goals of the organization into the next century.

As I conclude, I once again welcome you to a new school year and implore you as the building blocks of this organization to become evermore involved at the local and provincial level. As Executive Director, I pledge that all my energies, and those of our entire staff, will be dedicated to meeting your needs within your Association and ensuring that the students of this province have the best possible education system that the province's substantial resources can provide.

I look forward to visiting with you in your schools and sharing your ambitions for NLTA.

Have a great year.

Wayne Noseworthy is Executive Director of the NLTA.

CTF ANNUAL GENERAL MEETING

Some 200 teachers representing every province and territory in Canada gathered in Vancouver, British Columbia, from July 15 to 17 to attend the 1999 Annual General Meeting of the Canadian Teachers' Federation.

Sessions at the AGM included presentations on "Safe and Caring Schools", violence and efforts to counteract it, poverty, teacher supply and demand, technology and education. Following the presentations delegates adopted a number of resolutions. One of them calls on members of the community to ensure that safe and caring schools become a national priority. Delegates adopted a series of recommendations endorsing the Oxfam International and Oxfam Canada "Education Now Break the Cycle of Poverty" campaign. CTF will also be encouraging its member organizations to use the "Education Now" campaign as a focus for activities on World Teachers' Day, October 5, 1999.

A resolution was also passed whereby CTF will undertake a comprehensive study to determine the impact of a teacher shortage in Canada over the next five to 10 years. The study will also look, where possible, at a number of factors which affect the supply and demand issue.

CTF will be lobbying governments and others in coming months on a number of issues including mandatory teacher testing, the priority of children in the year 2000 federal budget, privatization, air quality standards in schools, and teacher mobility between provinces and territories.

Delegates also adopted a comprehensive fifteen-part policy statement on assessment and evaluation, as well as a "CTF Vision for Public Education" statement.

Recognizing that many new teachers will be entering the profession in the coming years, delegates instructed CTF to coordinate a comparative examination of issues related to teacher involvement in their professional organizations, with special attention paid to the involvement of beginning teachers, teachers from diverse cultural groups and women.

The Honourable Paul Ramsey, Chair of the Council of Ministers of Education until September, spoke to delegates of his concerns about this country's commitment to public education. These concerns included what he called the dismantling of the public function of public education, and the increasing desire for corporate involvement in education with children seen not as future leaders, but, as with YNN, as an uncaptured market to be exploited.

The AGM also featured two special sessions honouring meritorious educators. In the first, Ian Andrews from New Brunswick, winner of the \$10,000 Roy C. Hill National Award for Outstanding Merit, took delegates through a transparency and musical presentation of his winning project titled "From Bach to Billy Joel". The second special session saw the presentation of three CTF Special Recognition Awards. Honoured were Julius Buski from Alberta, Ronald LeBreton from New Brunswick and David Lennox from Ontario.

One highlight of the AGM saw the Federation of Nunavut Teachers welcomed as a new CTF Member organization.

Delegates also studied a long series of proposals which will see CTF, next year, continuing its ongoing work in the following areas: National Issues in Education; Research and Technology; Educational Development; Economic Services; International Development; French as a First Language Program; Advocacy and Liaison.

During the last session of the AGM, Marilies Rettig from Perth, Ontario, was installed as CTF President for a two-year mandate. Donnie MacIntyre from Nova Scotia, Françoise Beaulieu from New-Brunswick, Diane Chénier from Ontario, Doug Willard from Saskatchewan and Fran Galbraith from Alberta were elected to serve one-year terms as CTF vice-presidents. The election of a fifth vice-president was necessary because Jan Eastman has accepted a position with the British Columbia Teachers' Federation and will be unable to serve as past-president.

During their stay in Vancouver, delegates were warmly hosted by the British Columbia Teachers' Federation. The CTF Annual General Meeting next year will be held in Charlottetown, P.E.I., where planning is already underway.

NEW CTF PRESIDENT

Marilies Rettig, a secondary school teacher from Perth, Ontario, was installed as President of the Canadian Teachers' Federation (CTF) during the Annual General Meeting of CTF held in Vancouver. Rettig, a past president of the Ontario English Catholic Teachers' Association, served as President Designate and as a Vice-President of CTF before assuming the office of President.

"CTF must ensure that children and education will be at the forefront of every government's political agenda as Canada moves into the 21st century", Rettig told the delegates in her inaugural address. "Our first commitment to children surpasses the walls of our schools and our classrooms, as we urge the political leaders of this country to address the needs of all children and youth. Every child in Canada has the right to grow in a healthy, safe and secure environment which ensures equity of opportunity for children to learn and to develop".

"As teachers we also recognize that a strong viable education system is central to the well-being of children", the new President added. "We know that the future well-being of the children of this country is dependent, in large measure, on the conditions under which they learn, and the conditions under which we teach."

Rettig, a teacher with 16 years of experience, has taught with the Eastern Ontario District Catholic School Board both at the elementary and secondary level. She became active in her local unit of the Ontario English Catholic Teachers' Association (OECTA) during her first year as a teacher. After serving at the local and provincial level in a variety of capacities, Marilies assumed the office of Provincial President of OECTA and served in that capacity from 1995-1997. She also served as an Executive member of the Ontario Teachers' Federation during those years as OECTA President.

SUBSTITUTE TEACHERS'

PENSION PLAN

by [Perry Downey](#)

Many substitute teachers who are members of the Government Money Purchase Pension Plan (GMPP) have been asking questions and seeking advice concerning the provisions of that plan. This article will focus on the GMPP and the questions/concerns being raised by substitute teachers.

The type of plan to which a substitute teacher contributes pension contributions is called a Money Purchase Pension Plan (MPPP). The GMPP, as it is known by substitute teachers throughout our province, came into effect in 1989 and the current recordkeeper is Canada Trust. This type of plan is often referred to as a "defined contribution pension plan" since participants in the plan are eligible to make defined contributions in accordance with Revenue Canada regulations. The contributions of the participant are often matched by the employer and in certain cases, additional voluntary contributions can also be made to the plan.

With respect to the GMPP, a substitute teacher must contribute 5% of his/her gross salary to the plan for each day teaching as a substitute teacher, since plan membership is mandatory. This percentage is matched by Government. However, a substitute teacher may also elect to make additional voluntary contributions to their GMPP, in accordance with Revenue Canada regulations governing retirement investment. The total contribution made to the plan, i.e., the employee's, employer's and any voluntary contributions, cannot exceed the maximum allowed under Revenue Canada regulations; presently established at 18% of one's gross yearly earnings or \$13,500, whichever is less. If you decide to make additional voluntary contributions, you are responsible for monitoring your contribution level to ensure that your plan has not exceeded the limits as established by Revenue Canada. Both the substitute teacher's contribution and the employer's contribution are reported as Pension Adjustment (PA) on one's T4 slip and are deducted from the individual's maximum allowable limit when calculating the Registered Savings Plan (RSP) contribution limit. Employee contributions are deducted from income, however, the employer's contributions are not deductible, nor taxable as income until one begins withdrawing from the plan and/or one has established a retirement vehicle to access the accumulated funds. Many of the following questions have been raised by substitute teachers during the past few months and focus on how the GMPP is expected to operate prior to, during, and after retirement.

Q: What does it mean for someone to be vested and/or locked-in to the GMPP?

A: The simple answer is if you are vested and locked-in, it means that you are not allowed to withdraw the value of your account in cash, but **MUST** use those funds to purchase certain types of retirement income for life. You are deemed to be vested upon the completion of two (2) years of plan membership. Once you are vested, you own all contributions and investment earnings paid to your GMPP account on your behalf.

Vesting criteria is outlined in the GMPP Act and the Pension Benefits Act. It includes one of the following:

- 1) Completion of two years plan membership --; if you become vested after January 1, 1997 under the two year criteria, only those contributions received after this date will be vested and locked-in. Prior employee contributions may be withdrawn only upon termination, retirement or death. All employer contributions prior to this date will be forfeited upon withdrawal.
- 2) Completion of five years of plan membership --; you are vested and all contributions are locked-in.
- 3) Completion of ten years continuous service with the same employer, and attained an age of 45 --; you are vested and locked-in.

Q: Can I withdraw from the GMPP at any time?

A: If you are seeking active employment as a substitute teacher, withdrawals from the plan are not permitted. However, if you decide to terminate employment as a substitute teacher and you are not vested or

locked-in, you can avail of one of the following options.

1. A cash rebate, less applicable taxes (teacher's contributions only);
2. Your contributions only (not the Employer's) can be transferred to a tax free Registered Savings Plan (RSP) or a Registered Income Fund (RIF); or
3. Your contributions only (not the Employer's) can be transferred tax free to an annuity.

Q: What are my options if I am vested and locked-in and wish to terminate my employment as a substitute teacher?

A: If you are vested and locked-in, a cash rebate is not permitted under the GMPP Act, unless certain requirements are met. If you decide to terminate employment or you are eligible to retire (age 55 years or older), there are several options available to you.

Option 1: If the total amount of funds in your personal account (i.e. the total contributions of employee, employer and additional voluntary contributions) is less than 10% of the Yearly Maximum Pensionable Earnings (YMPE), you are entitled to receive a lump sum cash rebate of the total accumulated benefit, less applicable taxes. The 1999 YMPE value is set at \$37,400. However, this value may change each year in accordance with the factors affecting the level of inflation.

Option 2: If a life annuity yearly value, as quoted by an insurance company, based on your total accumulated value in your personal account, is less than 4% of the YMPE, you can receive a cash rebate for the total contributions accumulated in your plan, less the applicable taxes. For example, currently the YMPE equals \$37,400; 4% of \$37,400 is \$1,496. Therefore, if a life annuity yearly quote, based on your total accumulated value in your GMPP, is less than \$1,496 per year, you can opt to receive a cash rebate, less taxes, for the total accumulated amount.

Option 3: If you have obtained a teaching position, such that you are making contributions to the regular Teachers' Pension Plan (TPP), you can transfer the accumulated value in your GMPP to the TPP in accordance with the legislation governing the TPP. If you decide to avail of this option, you are advised to contact the Department of Finance, Pensions Division, in order to obtain additional information as to how your transfer request is to be processed.

Option 4: If you are vested and locked-in, but not eligible to retire, i.e. not age 55 or older, you can choose one of the following:

(a) Purchase a locked in Registered Savings Plan (RSP) or a Locked-In Retirement Account (LIRA). The monies from your GMPP can sit in an RSP or a LIRA until you reach the age of 69. In other words, you can leave your accumulated GMPP value in a tax free shelter up to prior turning 70 years old. During your 69th year, you must transfer the total value of your RSP or LIRA to either a life annuity, or to a Life Income Fund (LIF). These options will enable you to begin withdrawing from the accumulated total, a fixed annual income for life as determined by the company of your choice.

Option 5: If you are vested and locked-in and are 55 years old:

a) you can begin receiving benefits from your GMPP accumulated total immediately upon retiring. However, in order to do so, your total GMPP value must be transferred from the GMPP plan into a life annuity with an insurance company of your choice. An insurance company will quote you an annual income, known as an annuity, that you can expect to receive for each year during your retirement. The regular income an annuity pays depends on its type, the purchase amount, your age and interest rate levels at the time of purchase. The higher the rates, the more your payment will be and vice versa. Once established, the payment amounts will not change. Payments are taxable as income in the year received. Life annuities are sold only by insurance companies, but term and certain other types of annuities are sold by other financial institutions.

b) Transfer the total value of your RSP or LIRA to a Life Income Fund (LIF). This option offers flexibility by enabling you to defer the purchase of a life annuity until the end of the year in which you turn 80. In the meantime, you may exercise control over your investment and make withdrawals from the plan, subject to minimum and maximum payment requirements. Details of this option are available from any financial institution or insurance company.

It is therefore very important for individual plan members who are considering terminating their employment as a substitute teacher or who become eligible for retirement to consider all the options available. Before you make your decision, you are encouraged to seek financial assistance and retirement advice from a financial advisor, bank or other financial institution.

Any questions concerning your individual accounts should be directed to Canada Trust by calling 1-800-668-2648.

Remember financial and/or retirement decisions are expected to last a lifetime.

Employer/Employee Contributions + Investment Earnings = Amount Available for Retirement Income.

Perry Downey is an Administrative Officer, Benefits and Economic Services Division, with the NLTA.

RECALL RIGHTS FOR LAID-OFF TEACHERS

by [Edward Hancock](#)

Article 9.10 of the Provincial Collective Agreement (Article 48.11 in Labrador West) provides that teachers who are laid off at the end of a contract year have the right to be recalled to a teaching position when the required circumstances apply. Clause 9.10(a) states as follows: "If a vacancy comparable to the position a teacher held should occur in a subsequent two school years, it shall be offered to any teacher who has been laid off as a result of redundancy and is still unemployed as a teacher or is still employed in less than a full-time position."

This clause gives the laid-off teacher first rights to any vacancy that occurs in the subsequent two school years, provided the vacancy is comparable to the position which the teacher held. "Comparability" is not specifically defined in the collective agreement but would be subject to grievance and potential arbitration procedures should it come into question. The intent of 9.10(a) is clearly that such a comparable vacancy "shall be offered" to the laid-off teacher.

A new sentence was added to Clause 9.10(a) during negotiations leading to the contract signed in June, 1998. It reads: "It is the responsibility of the teachers to inform the appropriate School Boards prior to September 1 in each of the subsequent two (2) school years of their interest and availability to fill positions that become vacant on or after September 1."

Teachers who are laid off and on recall must ensure they provide this notification to the Board office. The NLTA has requested Board offices, through NLSBA, to ensure that laid-off teachers are aware of this new addition to 9.10(a).

Clause 9.10(c) further expands on the rights of laid-off teachers, providing for recall to substitute, replacement and term positions, as follows: "Teachers who are laid off and eligible for recall shall, subject to Clause 6.03, be given priority for substitute, replacement and term positions; however, rejection of offers of such positions does not eliminate the teacher's right to recall for available permanent positions."

Clause 9.10(c), then, requires that for a period of two years following layoff, a laid-off teacher must be given priority for substitute, replacement and term positions. This requirement is subject to Article 6.03; that is, subject to the teacher having the "competence, suitability and qualifications" to fill the position. A 1995 arbitration board ruling on a case concerning the application of this clause concluded that the expression "be given priority" in 9.10(c) can be defined as "shall be entitled to". The arbitration further concluded that "the intention is clear that teachers who [are laid off and are on recall] are entitled to have substitute, replacement and term positions above other candidates".

Clause 9.11 of the collective agreement requires that "the filling of vacancies in accordance with Clause 9.10 shall be in order of seniority". This requirement is subject to Clause 9.04, that is, subject to the senior teacher being capable of filling the position.

The effect of Article 9.10 for laid-off teachers, then, is that:

- For the period of two school years following the layoff, the teacher shall be offered a comparable vacancy which occurs.
- Teachers who are laid off and are on recall are entitled to substitute, replacement and term positions, subject to their being competent, qualified and suitable to fill the position.
- Laid off teachers are responsible for informing the School Board of their interest and availability to fill vacant positions.

EXCELLENCE IN TEACHING

DAVID DIBBON, Principal of Bishops College in St. John's received the 1999 Distinguished Principal of the Year Award at the Annual Meeting of the Canadian Association of Principals held in St. John's in June.

The Distinguished Principal of the Year Award is awarded each year to one school-based administrator in Canada by the Canadian Association of Principals. The criteria for selecting the Principal of the Year include school based activities that have assisted students and teachers' professional growth and community service.

CONNIE POWELL, a teacher at Roncalli Central High in Port Saunders is recipient of the 1999 Bayer Rubber Inc. Award for High School Chemistry Teachers.

The Award, from the Chemical Institute of Canada, pays tribute to outstanding contributions in high school chemistry teaching in Canada. The Award was set up to stimulate interest in the Chemical Institute of Canada among teachers and to facilitate the Institute's efforts to improve chemistry teaching at the high school level.

BRIAN VARDY, entrepreneurship teacher at Bishops College in St. John's was named Entrepreneurship Educator of the Year for Atlantic Canada at the Young Entrepreneurs Going Places Conference '99 held in May.

The award is sponsored by the Centre for Entrepreneurship Education and Development, a Division of the Nova Scotia Department of Education and Culture. The award is presented annually to an educator who exhibits outstanding entrepreneurial leadership, ignites the entrepreneurial spirit in his/her students, and is a champion of entrepreneurship within his/her school and/or community.

JAMES MOORE, English Language and Literature Department Head at Bishop's College, and PATRICK WELLS, Science Department Head at Bishops College, are recipients of the Prime Ministers' Awards for Teaching Excellence. The awards are at the Certificate of Excellence level and a cash prize is given to recipients' schools to be spent under their direction.

The awards were presented by Prime Minister Chrétien at a special ceremony in Ottawa last May.

ALPHONSUS WHIFFEN, a technology, chemistry and co-operative education teacher at Brother Rice High School in St. John's is recipient of the Certificate of Achievement Award through the Prime Minister's Awards for Teaching Excellence.

The Prime Minister's Awards honour elementary and secondary school teachers across Canada who have best prepared students for the challenges of a changing society and knowledge-based economy.

IMPROVING RELATIONSHIPS

by [Claudette Coombs](#)

This is the introduction to a series on improving relationships. This year expect to see a series of articles with topics on: Past Influences; Future Expectations; Communication; Listening; Making Time; Understanding Anger; Fighting Fairly; Crisis Management; Surviving Betrayal; and Enhancing the Positives. The intent is to offer insight into the difficulties experienced in relationships and provide practical suggestions which can alleviate problems and strengthen constructive interactions.

This month's article will address the expectations we have when we enter a relationship and how they set the tone for further development or difficulties. For ease of communication, the article references a couple's relationship. However, many issues are similar in relationships with family members, colleagues and friends.

Understanding Human Nature

Before we can understand a partner, and even before we can really understand ourselves, it helps if we know about human behaviour in general. We are each born with unique traits, talents and predispositions and then the environment takes over. This "nature vs. nurture" philosophy has been used to explain, excuse and describe all sorts of good and evil. If we can accept that we are all born with a specific genetically pre-determined potential, then we can begin to understand our level of control in influencing the direction of that potential. Although our physical appearance, intellectual capacity and personality styles have already been programmed by the time we are born, what happens afterwards actually determines our development. Our experiences, both joys and disappointments, and our lessons learned and reinforced throughout childhood and adolescence lead us into a distinct and unique adulthood.

By the time we reach adulthood we have adopted fairly fixed behaviours and patterns of interactions. Some of these have been beneficial during certain phases of our lives but may now be obstacles to establishing mutually satisfying relationships. For example, during our single university years we may have settled into a rigid cycle of study and time off which was repeated on a weekly and semester basis. If we are stuck in that cycle, it doesn't work well for the required flexibility and demands of family life. We have also explored and refined our interests and personal abilities. We may excel in some areas but may have very little insight into, or awareness of, the skills and talents in other areas. This is obvious when we research theories on knowledge development, multiple intelligences and personality styles. It also becomes very real when we try to understand others from our vantage point. We experience conflict and frustration if we fail to see the innate and learned differences among ourselves. Understanding our commonalities and divergence does not guarantee that we get along perfectly with others but it does give us the tools to live in harmony with others and support their differences without challenging our own credibility and value.

Understanding the Players

Self: Our comfort level with ourselves plays a significant role in the success of any relationship in which we engage. When we understand our needs and how they differ from the needs of others we are in a better position to have our needs met in a relationship. What do we enjoy or detest? What do we find comforting, stimulating, relaxing or exciting? What things are important? What things give us a sense of achievement or success? What criteria have we used in making significant life decisions in selecting career, friends, home and hobbies? How do our interests and choices compare to those of our friends?

By clearly defining what we expect from ourselves and from others we can understand why some things give us pleasure and some things cause us pain! Self awareness is a prerequisite to being content with ourselves and creating fulfilling relationships with others. It gives us the necessary ammunition to identify

personal gaps, then to fill them. For example, we may not realize that we are poor listeners but performing a self assessment of our communication skills will reveal the weakness and enhancing our listening skills will open a whole new avenue for personal growth.

The Partner: We enter a relationship with ideas about the new partner. Some are realistic, others not. As time progresses we become more familiar with our partner's thoughts, values and behaviours and we develop a more comprehensive picture of our partner. While the excitement of a new relationship may allow us to overlook things, later revelations will likely cause us to revise our understanding. The more we know and the more willing we are to openly accept the realities in our partner's life, the better equipped we are to make the relationship work. We don't use this idea to excuse flaws which are unhelpful and can be changed. Instead, we use this information to identify areas where improvements are possible. It is important to know that we do not begin with a premise that we must change our partner! We have enough of a job trying to make changes within ourselves, we don't need the added stress of trying to change other people.

Understanding the Relationship

Inviting someone else into our personal space is done for only one reason we see a personal advantage in doing so! This is true even in helping out a complete stranger. We "feel good" because we have been able to provide assistance to another. And of course, we all want to "feel good" and therefore we engage in behaviours that cause us to feel that way. Sometimes the feeling is short lived, such as eating a calorie-rich dessert to make up for a disappointment; sometimes it is the anticipation of feeling good that inspires behaviour, such as saving for the downpayment on a new house; and sometimes we incorporate behaviours and changes into our lives that provide an ongoing and long-term good feeling. This is experienced when we feel that we are doing the "right thing" for ourselves. Selecting a partner should bring this kind of feeling. NO this does not mean that there will never be questions, frustrations, anger, hurt, or a sense of loss! It does mean that we establish a baseline and even with the natural lows in a relationship, we feel good about ourselves and the relationship. If that feeling has somehow gone into hibernation, it is time to re-examine our goals and behaviours.

The perceived advantages to uniting with a partner vary greatly and depend on the needs, personalities and expectations of the two involved. For example, I may enjoy socializing and being around people and activity. When I realize that and clearly explore the consequent implications on an intimate relationship, I can look for ways to satisfy my social needs without overwhelming a partner. By understanding where my partner's comfort level fits in the spectrum of social contact, I am also able to work with him to accommodate our discomforts and heighten our pleasures. If instead I expect my partner to feel the same as I do and want things exactly as I do, then I am headed for certain conflict.

As educators we constantly seek improvements. Too often that search focuses on our professional rather than personal capacity; however, improving relationships can have a tremendous impact on the quality of our lives in any capacity. To create change we must first be aware of the need for, and benefit of, making that change. The next step is collecting the information and support to make the changes and finally, we must practice the new patterns until they become automatic. The upcoming articles will provide the opportunity for self assessment and the instruction for change. It is up to you to analyze the status of your relationships and incorporate the actions that can bring about improvements.

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

A TEACHING PRINCIPAL

by Hector Earle

My job as a teaching principal in a rural school like Ridgewood Academy offers unique challenges and opportunities. In my two decades of experience at this school, I have seen the enrolment go from a medium elementary size school with almost 150 children to a small and declining one with enrolment of just below 60 students. Like all principals, most days bring new challenges that are rewarding and fulfilling while other days can bring unexpected events that can either make or break even the most seasoned and battle-hardened warrior.

A typical day for me usually begins at 6:30 a.m. with a quick breakfast (if I'm not interrupted too much) and the normal morning routine. I try to get to bed at a decent hour except some nights require me to stay up late finishing administrative tasks or working on daily plans for my home room class of grades five and six and two other additional grades. I teach just about all the elementary curriculum plus a number of subjects in grade three. Some mornings I find myself rushing to get to school because I spent too long on the phone trying to get a substitute teacher. Sometimes I'm successful and sometimes I'm not. Today I arrive at the school at around 8:00 a.m., and discover that this is my day on supervision. After letting in the first group of bus students at 8:10, I go to my office where there are already numerous messages. Among them a message from the janitor who ran out of a cleaning supply, an "are you aware" message about a faulty furnace and a broken pencil sharpener. Oftentimes there are messages from parents requesting me to call them back before I go to class. These return calls range from the very trivial -- "Could you tell so and so he or she has to go to such and such a place for dinner", to "Are you aware that there's head lice on the go over at the school?" After letting in the second group of bus students and listening to the dozen or so incidents on the bus, I rush to contact the health nurse before the first bell. In between phone contacts, teachers are coming with their concerns that require my attention. The final morning bell rings and I almost get the door closed to my class when the bus driver brings me a list of names of delinquent bus students. I politely take the names and assure him I will attend to it as soon as I can.

My first reading class has hardly begun when I hear the first of countless phone calls. This morning, I remember that my secretary is not in (I have ten hours a week of secretarial services) and I let it ring a few times hoping my Special Needs teacher is nearby. A knock comes on my door; sure enough it's Mr. Steele informing me the nurse is on the phone and demands my immediate attention. After quickly searching around the staff room for my student assistant to "have an eye to my class", I spend about ten minutes on the phone going over strategies of how best to deal with the head lice problem. Upon arriving back to class I find that I have "lost" the students and have to start all over again to set the scene of where we left off. It takes a while before they are in the reading mood again. In the back of my mind I remember that this is the day the milkman arrives. I'm hoping he won't arrive until recess. I'm not so lucky, and before I can read again, I'm out of class unlocking the canteen door and signing invoices. Just when I think I've made good progress, the meter man arrives looking for the key to the furnace room. After reading class, we get into the Language Arts block time. This is one area I can afford to cross grade. Ordinarily, I have to deal with four different reading levels within all the various components of the Networks Program. I made it through until recess with no more interruptions.

I quickly dismiss my class and rush out to ring the bell. During recess supervision, I'm walking about the corridors trying to keep an eye on the students, and attending to their needs (e.g., opening their milk, cleaning up spilled drinks, etc.), while trying to read the many fax messages that are passed along to me from the board office. Some faxes demand my immediate attention and I make a mental note to get back to the Director as soon as I can. Today I'm summoned to the staff room with a phone call from a lady in Ontario who has this fantastic book promotion. One of my teachers has volunteered to cover for me. After

listening to the usual sales pitch, I politely tell her our school has no money for such expensive books. By the time I arrive back in the corridor, recess has ended.

The first period after recess is mathematics. I am heavily involved with 3-digit multiplication with the grade six's and Geometric Solids with the grade five's when another knock is heard on the door. The Hostess man has arrived with this week's supply of chips. After the usual, "Okay class you know where we are, I'll be back in a minute" routine, I leave them once again to process the chip order, then back to class again to finish up the teaching of the math concepts and to attend to individual needs. It is extremely rare to get through the last period before lunch without any interruptions. Today, I'm lucky. The kids were fascinated with Discovery's new web site in computer class. Before I remind everybody to log out, I discover I'm slightly overtime and the lunch bell needs ringing and there's an announcement that I have to make over the intercom. Meanwhile, I'm supposed to be at the door, lining up the students before leading them out to the bus. I rush to do all three in record time (it pays sometimes to be in good physical shape for this job).

During lunch, I'm on the phone returning parents' calls, faxing back the board office, listening to a concern that happened in some other teacher's class and putting the finishing touches on a staff meeting I have planned for this afternoon. Before I know it, lunch period is almost half over and I have forgotten to eat. I quickly drop by the local post office to pick up the day's mail. During lunch I normally read my mail (where else can you get the time) and separate the good from the junk. It is not uncommon to get a phone call or two from a parent during lunch period who "call you at this time because they didn't want to interrupt you during class time."

After lunch, the normal afternoon supervision starts by getting everybody safely from the bus to the school and the normal walk-about before the first afternoon bell. The afternoons see me teaching the grade three and four classes for most of the afternoon while Mr. Preston teaches a couple of subjects in the grades five and six classes. I get about halfway through the study of Labrador City in Social Studies when I'm interrupted by two parents who want to meet me right away concerning the new zoning regulations. I politely tell them I'm in class and perhaps we could meet some other time. But before I know it we are heavily involved in the debate over zoning procedures and we have reached the point of no return (most administrators can relate to this). I resort to my back up plan and put on the video of Labrador City and quickly arrange for Mr. Preston to oversee my students. The 20 minute meeting in my office with the parents leaves me somewhat drained due to a difference in opinion over zoning regulations. However, I have to quickly recover because my next class in Health requires me to be down in the gym to demonstrate a number of exercise moves in our chapter on "How to Keep Fit" (I have to set the example and practice what I teach). My last class is gym with the grade five and six's. After enduring the loud yells and screams of excited eleven-year olds who view every game like the NBA finals, I dismiss them for the day.

The last leg of the afternoon supervision requires me to settle everybody down, line them up and lead the first group out to the bus. Ten minutes later, the last bus arrives and I have to repeat the same routine with the second group.

The pace speeds up another notch after the kids are dismissed as I rush to get all the staff meeting material together, if I'm to start on time at 3:30. I hastily arrange the agenda and the appropriate materials at each teacher's usual place around the staff room table. In today's staff meeting, we have to deal with a number of problematic issues that my staff is looking to me for leadership and answers. I add another one under the "other items" --; the confirmed head lice cases. I brace myself for a long session. Before I get through the reading of the minutes from the last meeting, the phone rings again. It is one of our parent school council members wanting to know if the school council meeting is going ahead tonight. Being the acting chairperson of our school council (my former chairman has resigned), I assure her that the meeting is still on for 7:30 in the school library. In between the active and lively debate over the many items on the staff meeting agenda, other school council members call either to confirm the date of the council meeting or

inform me they cannot attend. After about a two-hour meeting, I rush home for a quick supper and go back to school to finalize the agenda for our school council meeting.

During my council meeting preparations, the janitor reminds me about the furnace problem and we spend about a half hour discussing the seriousness of the problem. Around 7:30, only four members show up for the meeting and I am disappointed because I have very important items on the agenda. Besides, I have enough photocopies done for ten members to fill nearly half their binders. The main issue of the position of chair is still unresolved. I volunteer to remain on as chair until a suitable candidate is found. The meeting ends an hour later with many of the issues unresolved.

After the council meeting, I go to my class to begin preparing my lesson plans for the next day. Much of the planning requires searching for materials to enhance my lessons. When resources are scarce, sometimes this can take quite some time. After my lesson plans are complete, I go to my office to outline my "To Do List" for the next day. The list is long and includes a number of unfinished items from my previous list.

It's late when I get home. My fifteen-year-old daughter is at the table doing homework. She asks me to review some questions on her Canadian Geography course. I take a few minutes to review the notes with her. My wife has already gone to bed but is awake and informs me that I have to return a call from a parent about a situation with her son on the bus this evening (oh no! I had forgotten to deal with these names the bus driver gave me this morning). I elect to wait until tomorrow morning. I reflect upon what has happened throughout the day and my mind is spinning. I take a few moments of meditation before retiring after a most interesting and challenging day.

Hector Earle is Principal of Ridgewood Academy in Stoneville.

A REFLECTION

by Gordon Brockerville

Holy Thursday, April 1, 1999 must be remembered as a 'black day' for the labour movement in Newfoundland and Labrador. That day provincial union heads of all public sector unions called for an immediate protest to the back-to-work legislation (Bill 3) that was imposed on nurses. Their request was directed to local union branches throughout the province. That evening, I and a number of other teachers from the Burin-Marystown NLTA Branch rubbed shoulders with representatives from other local public sector unions and private sector union representatives as we stood in for the nurses at the Burin Peninsula Health Care Center. The nurses went to a branch meeting (Local 21) to prepare for a response to Bill 3. This particular show of support lasted for approximately three hours.

On that cold Thursday night, when nurses returned to the picket line at the hospital, all union supporters rallied around them. The local branch president for CUPE, Julie Mitchell, stood at a fire-barrel perched near the corner of the hospital entrance, where she spoke to more than 100 picketers. Very succinctly, Mrs. Mitchell stated that Bill 3 was a draconian measure that squashed nurses' rights to collective bargaining. She noted that Holy Thursday had turned into 'Black Thursday', something we must never forget.

Another union spokesperson stepped up to the fire-barrel to state that we need solidarity in response to Bill 3. Fellow NLTA members prodded and poked at me to step up to the fire-barrel. I couldn't. For the first time, I was speechless and had to slip back into the crowd. This was also the first time that I stood on a picket line with other union representatives. It was certainly a new experience that made me think about why we need unions and how unions are being attacked and marginalized by the anti-union policies of our provincial government (not to mention the federal government, big business and industry). The draconian measure of Premier Tobin turned collective bargaining into a sham. As noted by former NDP leader, Peter Fenwick, we haven't seen the likes since the anti-union legislation that Premier Smallwood used to break an IWA strike in 1959.

On reflection, I asked a number of questions. Why did it take Bill 3 to bring public sector unions and private sector unions together? What do public sector and private sector unions have in common? Can NLTA learn from these unions? Was rubbing shoulders for three hours enough to draw public attention to the problems inherent in Bill 3? Should we do more? What can we do? What can be done locally? How? Whose interests will be served? Those questions require collective wisdom from people in the union movement. On further reflection, I thought that representatives from local unions might wish to come together to discuss grass roots political ideas. Is there a need to create a long term protest against Bill 3 and prepare for any future legislative measures? I contend that we should and that we forge local political ideas upward to the top ranks of provincial unions to be directed at employers whether they be government or business and industry.

Not knowing all the local unions that stood on the picket line on Black Thursday, and not knowing the names of local union representatives, I made some inquiries. My inquiry led me to the South Coast and District Labour Council, which has connections with the Canadian Labour Council. Representatives from the South Coast and District Labour Council invited me to their next district meeting. It is through this local council that I will pose a collaborative venture to draw long term attention to the anti-union tactics of Bill 3. As well, we may have other concerns as workers and community activists. How about the concept of new unionism? I'll keep you informed.

IS YOUR VOICE CUTTING GLASS

by Colleen Kearney

Do you experience some of the following when speaking or singing? Tired feeling when speaking; losing words mid-sentence; loss of high notes when singing; reduced vocal flexibility; frequent episodes of voice loss; tight feeling in the throat; pain or soreness in the muscles at the front of the neck; change in voice quality; persistently hoarse/breath voice.

You may have laryngeal hyperfunction or excessive muscle action of the larynx which can occur commonly in professional voice users --; like teachers. When laryngeal hyperfunction occurs, the vocal folds and the area around the vocal folds squeeze together too tightly. It is important to be aware of the above signs of laryngeal hyperfunction as typically singers and speakers are completely unaware that this is occurring. Only careful attention to the increasing occurrence of the above mentioned symptoms will alert you to the presence of this condition.

It is this lack of awareness which often leaves the teacher to wonder why the problem has occurred suddenly. But, laryngeal hyperfunction may initially be a "righting" response which the teacher uses after a brief illness such as a cold or flu. When most of the other symptoms of the illness have resolved, teachers often go back to work or persist in using their voices even though voice recovery is lagging behind with reduced flexibility and stamina. Hearing these slight changes in the voice, the typical reaction is to do something (change how we normally speak) to correct the problem. These compensatory muscle movements, which initially improve the sound of the voice, can form into a bad habit which, in time, causes damage to the muscles of the larynx.

Some typical scenarios in the development of laryngeal hyperfunction in teachers include:

1. The first year teacher who depends much more on his/her voice for demonstration and discipline than other possible techniques.
2. The primary and elementary teacher for whom behavior management is a significant part of the day.
3. The French immersion teacher who needs to do more repetition and explanation.
4. The teacher who ignores general health concerns and continues to teach when his/her voice is vulnerable to damage.
5. Music teachers who sing with all their classes and try to speak or shout over musical instruments without the benefit of a microphone.
6. Teachers engaged in preparations for Christmas concerts, assemblies, etc., in large gymnasiums or rooms with poor acoustics and without the benefit of a microphone system.

Yet long time teachers may experience these same symptoms and wonder why these problems are occurring well into their teaching career. Teachers who have never previously had significant voice problems often wonder why speaking style or techniques which they have been using throughout their career, are now resulting in voice breakdown. But one must remember that the voice is produced by a complex combination of the respiratory system, the larynx and the characteristics of each individual's oral cavity including lips, tongue, jaw, etc. When any of these systems is vulnerable (i.e. during or after a chest cold, asthma, scratchy throat, jaw tension or teeth clenching) we may begin to implement compensatory strategies. This often includes using shoulder and neck muscles for breath support instead of appropriate abdominal/diaphragmatic muscles or pushing from the throat to project the voice. One can only tolerate compensatory strategies for a short time before the technique breaks down and the voice begins to change in a negative way.

Excessive muscle tension is also one of the body's responses to life stress. With increasing muscle tension of the body, breathing moves higher and higher in the respiratory system until the focus of energy is at the

laryngeal level. Without the benefit of proper abdominal/diaphragmatic muscles, laryngeal hyperfunction generally ensues. Physical exhaustion may also result in laryngeal hyperfunction for similar reasons.

"So if I think I have laryngeal hyperfunction, what do I do about it?" First see your family physician for a referral to an Ear, Nose and Throat Specialist (ENT) and Speech-Language Pathologist (S-LP). The ENT Specialist will do an examination of the larynx to identify or rule out any physical changes to the structure of the larynx. This information is then sent to the Speech-Language Pathologist who performs a functional evaluation of the voice. This evaluation includes a detailed history of the development and duration of the problem, patterns of voice use, medical history, symptomatology and vocal hygiene or environmental factors. In addition, an objective assessment of the characteristics of the voice including pitch, volume, quality and respiration is conducted, as well as a hearing screening. According to the information collected, the Speech-Language Pathologist will provide you with an explanation of the problem and contributing factors as well as recommendations for change and a plan and timeline for treatment specific for your particular needs.

If you are experiencing any of the above signs or symptoms, **DO NOT IGNORE THEM**. The problem may already be worse than you think. Contact your physician for appropriate referrals as soon as possible.

REFERENCE

Radinoff, Sharon L., Ph.D., "**Is Your Voice Tied Up In Knots?**", Voice Talk, Vol. 4, Issue I, Fall 1998, Canadian Voice Care Foundation

Colleen E. Kearney is a Speech-Language Pathologist at the Leonard A. Miller Centre in St. John's.

UNDERSTANDING THE INTERNET

by [Kevin B. Andrews](#)

When people used to ask for your address they were mainly interested in what street you lived on. Today, the question "what's your address?" is just as likely to refer to a friend's or business acquaintance's E-mail or Web page address. Those inscrutable "something dot something dot com" web addresses are popping up all over the place these days. From business cards to billboards, just about every print advertisement urges readers to find more information by visiting their company's Web site. Fact is, the Internet is fast becoming an indispensable tool, both for business and personal use.

Defining The Net

It isn't easy to explain exactly what people mean when they talk about "going online." For some it means sending E-mail; for others it's browsing the Internet looking for information or just chatting to others on a chat page. No one is ever "on " the Internet as you might be "on" a boat or airplane. The Net waits in the background transferring information via a series of linked computers back to your computer. In one sense, the Net has a lot in common with our telephone system. One person picks up the phone receiver which opens up a channel consisting of copper wires and voices are converted into electronic signals that the phone system can manipulate. On the Net you have to ensure there is a connection (Internet Service Provider), type in a Web or E-mail address (phone number) and the information that you request is sent over the telephone line (depending on your Internet connection) and directed to your computer. For instance, parts of a single E-mail message might travel through computers and lines owned by numerous companies, schools, and government entities. That is why no single organization owns the Net. In fact, the Net is a conglomeration of computers owned in bits, small and large, by many organizations who share their data to the rest of the world.

How And Why The Internet Was Developed

The Internet was primarily developed as a communications tool designed by the U.S. Department of Defense in the 1960's. During the Cold War, the military sought a communications network to exchange research information between cities, but if some of the computers or communication lines were rendered unusable, the information could be routed around and reassembled into a readable message at another designation. After this system proved successful, military scientists and researchers began using this technology to discuss their work and share ideas across the miles. At the same time, universities and larger businesses began seeing the benefits that connecting to a larger network of computers could bring which enabled a rapidly growing roster of machines to connect online. The Internet took a leap forward in the 1980's, when the National Science Foundation (NSF) constructed a new, faster network that was primarily based on specific Internet protocols to link colleges and research institutions to several supercomputing centers in the United States. As more companies joined the ranks, the value of the network increased, fueling an upward spiral that continues today on a worldwide level. This electronic village seemed to reach a critical mass in the early 1990's, when the World Wide Web sent the number of computers and people accessing it on an exponential curve that keeps climbing higher. In 1995, recognizing the increasingly commercial nature of the Internet, the NSF sold the last parts of its backbone still financed by the government. The present Net is a broad collection of large networks mostly run by big telecommunication companies such as Sprint and MCI. At several major access points, these top-level networks are connected to smaller and mid-level systems, and then to independent Internet Service Providers.

The Future Of The Net

The Internet is a measuring stick for technology. Companies climb over each other to announce their products are Internet-ready or -compatible. Practically every day brings an announcement of a new standard

or service. Even though this constant change brings new possibilities, it becomes troublesome, as things get more complex. It is hard for most users to see where the Internet is going and how it will change the way we use the World Wide Web. One thing that's bound to happen eventually is convergence. Convergence is the merger of Internet sites with other media companies, including TV networks, newspapers, and magazines, to provide extended Internet functionality.

An example of this at work right now is Inter casting, which combines the interactive nature of the Web with television programming. Users who have the proper equipment (an Internet connection, a TV card, a subscription to cable TV, and the appropriate software) can use the Internet to access information that complements a participating television program. Another event that is sure to happen is an improvement in Internet connectivity. Most Internet experts agree that access must become ubiquitous and data must be transmitted at higher speeds. Living in Newfoundland and Labrador presents a unique opportunity to experience the ultimate speed of the Internet. With the development of the Cable Modem and most recently DSL technology, Cable Atlantic and Newtel seem to be ahead of most Internet Service Providers throughout the world in regards to high speed Internet access. If you have recently upgraded to one of these new technologies you can appreciate the difference it makes to browsing the Net and downloading files. If you have spent anytime chatting to people over the Internet you will realize that most have not even heard of these two technologies, which will put into perspective how advanced this province is when it comes to Internet connectivity.

It's an exciting time to use the Net. What started as a way for scientists to better share experimental data has grown to include everything from the local multiplex movie schedule to NASDAQ. The Web offers an amazing amount of information on a myriad of topics. Opportunities are infinite. From the comfy chair in front of your computer, you can video conference with a distant friend, make travel reservations, purchase books, groceries or houses, and do all your banking. It's possible to find nearly anything on the Net, and dreamers who can't find what they want can create it themselves. The Internet is like a television, radio, and telephone rolled all into one. Combine this with people's ability to market and develop the Net and there is no telling where it will take us.

Internet Terms

Using the Internet is one thing. Talking about it is another. Except for the few industry insiders who have nothing better to do than invent terms to describe every technology that comes along, people find it difficult to keep the mess of acronyms and jargon straight. It would take hundreds of pages to define all of the Internet- related terms you might encounter in your travels on the Net. As an integral part of my technology column, two new Internet terms will be featured in each Bulletin.

Chat room --; An online forum where users gather to hold real-time, text-based conversations. Most chat rooms have a dedicated subject and are monitored by a moderator, but discussions can wander into unrelated topics. Actually, it is a stretch to call most of the babbling that occurs in a chat room a conversation. Much --; but not all --; of the time, chat rooms are filled within coherent fragments that scarcely resemble human speech. A Web browser is the only equipment needed to participate in most chat rooms.

Cookie --; A cookie is a string of programming code used to identify a visitor to a Web site so that the site can present customized data to the visitor either when the individual completes a short registration form at the site or by monitoring the behavior of the visitor at the site. The cookie then is transmitted from the site to the visitor's computer, where it is stored until he or she returns to the site. At that point, the cookie is transmitted back to the Web site, which reads the identifying information about the visitor and presents an interface that is customized to suit the preferences of the visitor. Some users mistakenly believe that cookies are an invasion efficiency of an individual who frequently uses the Web. For example, a news site may employ cookies to offer a personalized news service to its registered users. A cookie keeps track of which

type of news articles an individual accesses each time he or she visits the news site. When a registered user returns to the news site, the site reads the individual's cookie and presents news headlines that match the types of articles the person has accessed in the past.

Kevin B. Andrews, B.A., B.Ed., is a High School Technology teacher at Beaconsfield High School in St. John's. He will be writing a series of articles for upcoming issues of The Bulletin including such topics as webpage design, search engines, and publishing online. Kevin can be reached at kevin@bhs.k12.nf.ca.

RESOURCES

Cabot and his World Symposium

The Newfoundland Historical Society has published the proceedings of the highly acclaimed Cabot and his World Symposium held in St. John's and Bonavista in June 1997.

The book contains 22 articles ranging from fully footnoted academic papers to passionate statements, flowing narratives, and interesting solutions to intriguing puzzles, including the landfall debate, and Colin Mudie's reconstruction of the Matthew.

The book sells for \$20. Members of the Newfoundland Historical Society receive a 15% discount. To order or for more information contact Mary Bridson, Office Manager, Newfoundland Historical Society, Colonial Building, Military Road, St. John's, NF, A1C 2C9; Tel: 709-722-3191; Fax: 709-729-0578; e-mail: nhs@thezone.net.

Nunavut '99

This special commemorative publication celebrates the new territory of Nunavut. Nunavut '99 is a stunning souvenir publication that captures all of the excitement, drama and history that unfolded in creating Canada's newest territory.

This 136-page, limited edition publication is filled with beautiful northern imagery and is presented in both Inuktitut and English by some of Nunavut's and Canada's most distinguished writers.

Nunavut '99 is FREE to schools and libraries --; you pay only shipping and handling. For more information or to order, contact One Up Publishing Services, c/o University of Toronto Press Fulfillment Services, 5201 Dufferin Street, North York, ON, M3H 5T8, Tel: 1-800-565-9523 or 416-667-7791; Fax: 1-800-221-9985 or 416-667-7832; e-mail: utpbooks@utpress.utoronto.ca. If ordering by e-mail please indicate that you wish to order Nunavut '99, ISBN 1-55036-629-7, quantity, billing and shipping information.

The All About Series

Reidmore Books has released a new Kindergarten to Grade 3 series, The All About Series. Young children will learn "all about" Canada through this innovative, nonfiction, reference series.

There are seven different topics in the series which are: Canadian Animals, Provinces and Territories of Canada, Capital Cities of Canada, Canadian Geographical Regions, Canadian Attractions, Famous Canadians, and Canadian Sports. Each topic contains seven to 14 books and comes packaged as a box set.

For more information contact Roberta Lidberg, Sales and Marketing, Reidmore Books Inc., 18228-102 Avenue, Edmonton, AB, T5S 1S7; Tel: 780-444-0912, ext. 229 or toll-free 1-800-661-2859; Fax: 780-444-0933.

Smoke-Free, For a New Generation of Non-Smokers

The Newfoundland and Labrador Division of the Canadian Cancer Society has a limited supply of the educational resource Smoke-Free, For a New Generation of Non-Smokers.

Smoke-Free is a classroom resource appropriate for children aged 3 to 6. It was developed as a positive, fun and interactive resource that enforces the many benefits of not smoking.

Smoke-Free includes a short VHS video, an audio cassette, colourful poster boards and a teacher's guide book. It tells the story of Ruffy the puppy and Rosie the dragon who learn how much fun it is to be smoke-free. Through song and dance they share this message with Uncle Smokey and Aunt Sniffy who also find out it's more fun not to smoke.

To receive a copy or for more information contact the Newfoundland and Labrador Division of the Canadian Cancer Society at 709-753-6520, or 1-888-753-6520. If desired, a trained Canadian Cancer Society Smoke-Free volunteer can come to your classroom to facilitate.

Editor's Choice for Resources on the Web

Check out these web sites:

www.earthday.ca

This site is worth the surf for information on the history of Earth Day, updates on Earth Day Canada's programs and resources, Top 10 Eco-actions, Eco Trivia, and useful web links.

www.nunavut.com/nunavut99

Visit this site for great information about the newest territory of Canada Nunavut. An excellent resource containing information about the Nunavut culture, beliefs, education, business, health system, tourism, recreation, technology and much more.

www.canadiana.org

This site is a full text on-line collection of more than 3,000 books and pamphlets documenting Canadian history from the first European contact to the late 19th century. The collection is particularly strong in literature, women's history, nature studies, travel and exploration, and the history of French Canada.

www.connect.gc.ca

The Connecting Canadians web site is designed to help Canadians take advantage of the Internet. The federal government has created a number of innovative programs and services designed for public schools and libraries, First Nations Schools, the voluntary sector, rural and remote communities, small businesses, and recent graduates. Some great links too!

CALENDAR OF UPCOMING EVENTS

School Counsellors Association of Nfld. (SCAN)

September 23-24, 1999

St. John's. Contact: Wade Prior,
Tel: 709-279-2870.

Home Economics/Family Studies

October 1-2, 1999

Gander. Contact: Joy Sceviour,
Tel: 709-884-5931.

Humanities

October 7-8, 1999

St. John's. Contact: Geoffrey Booth,
Tel: 709-944-7628.

Learning Resources

October 14-16, 1999

Corner Brook. Contact: Kathy Rowsell,
Tel: 709-634-6837.

Music

October 15-16, 1999

St. John's. Contact: Mary Dinn,
Tel: 709-745-1253.

Primary

October 20-22, 1999

Gander. Contact: May Keats,
Tel: 709-256-7785 (w); 709-679-2162 (h);
e-mail: mkeats@stemnet.nf.ca. Ideas or suggestions for presenters would be welcome.

Professional Development Conference

October 21, 1999

Lion's Club, Coley's Point. The English Language Arts Committee of the Avalon West School District will be conducting a Professional Development Conference for all High School English teachers in the Avalon West District. The agenda includes a keynote address and various sessions on matters of concern for all English teachers. For further information contact David Hickey, Roncalli High School, Tel: 709-229-3381, Fax:

709-229-4435, e-mail: dhickey@stemnet.nf.ca; or Laura Lee Scott, Carbonear Collegiate,
Tel: 709-596-3911, Fax: 709-596-0462.

10th Annual Newfoundland and Labrador Student Leadership Conference

October 21-23, 1999

Leo Burke Academy, Bishop's Falls. The biggest student leadership conference in the history of the province. There will be over 500 delegates in attendance, with a large variety of events to thrill, inspire, and teach our student leaders the skills they can use to exercise leadership activities in their schools. There will also be a variety of entertainment activities, including music and dance, parties, and songs. All delegates will receive a conference backpack, conference t-shirt, and conference kit. Registration fee covers all expenses except travel. For further information contact: George Saunders, Registrar, 10th Annual Student Leadership Conference, c/o Leo Burke Academy, P.O. Box 430, Bishop's Falls, NF, A0H 1C0, Tel: 709-258-5209; Fax: 709-258-6093.

CEC National Institute '99 --; Newfoundland Council for Exceptional Children (in conjunction with

NLTA Council of Special Services)

November 11-13, 1999

St. John's. Special Matters Beyond 2000: Newfounde Frontiers. Join us as we explore frontiers in the provision of special services to exceptional children for the year 2000 and beyond. Keynote address: Dr. William Jenson, University of Utah, author of "Tough Kids Tool Box", will present Practical Behaviour Management Strategies. Contact: Dr. Wayne Nesbit (CEC), Tel: 709-737-8606; David Philpott (CEC), Tel: 709-739-7443; or

Dr. Ajit Bedi (COSS), Tel: 709-738-4081.

SAC AGM and Conference

April 5-7, 2000

Hotel Gander. Contact Wayne Witherall, Principal, Gander Academy,

Tel: 709-256-8662, Fax: 709-256-8551; or George Tucker, Tel: 709-726-3682 (s) or 709-753-4001 (h),
Fax: 709-726-1012.
