

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

Vol. 58/No. 1

September/October 2014



 **94.6%**

Up Front from the President



Alone we can do so little. Together we can do so much.

~ Helen Keller

Nora Loreto, in her book *From Demonized to Organized* defines union as "...a formalized relationship among workers in a particular workplace..." She states, "Together, workers are always stronger than when they're forced to bargain separately."

Whether we refer to ourselves as an "Association" or a "union" we are nevertheless united by our common interests and desire to improve our teaching conditions and those of our colleagues so that we can improve the learning conditions of our students.

While I believe that an individual has a significant role to play, it is only when we unite – only when we pull together – that we achieve the most. And that's why I like Helen Keller's statement so much. It speaks to the essence and heart of what a union is. More importantly, it speaks to what it is to be a teacher. We collaborate; we work together to achieve a common goal. You've heard this message from me before, most recently in my year end message.

So why start the year with this sentiment? It's simple. By the time you read this article, you will have ratified our newest collective agreement. While it did not achieve everything we hoped for, we made significant achievements. Most importantly, we achieved them together.

I have been congratulated by many on reaching a tentative agreement. While I appreciate the kind words, I played my part – no more no less. To the best of my ability, I articulated our frustration with government demands and made sure the public was aware of our concerns. I attempted to live up to my commitment to be your voice.

The fact is this is OUR tentative agreement. It is not the result of one person.

There would be no agreement were it not for the incredible people working together to achieve a fair and equitable contract.

I think we will all agree that our negotiating team deserves full recognition. The professionalism, knowledge of the issues and commitment by members of the team were essential. While the chief negotiator and chair of the team has changed, our team has been working together for over two years. That's dedication.

They come from all geographical areas of the province, with a wide range of teaching experience and years of service. They know the issues because they live them. In addition to their own experience, they did the necessary research and advised our chief negotiator based on the experiences of teachers in the field.

Our chief negotiator, Steve Brooks, knows the issues facing teachers. He deals with them daily. He spoke for us at the bargaining table, articulated our demands, and countered the demands put forward by the employers' bargaining team. Together with our negotiating team he prepared and argued our case to the conciliation officer and the conciliation board.

We also had the benefit of one of the most experienced, geographically and professionally diverse provincial executives in a very long while. They monitored the progress of negotiations and provided the necessary advice, direction and support.

Underpinning all of this is the staff at our office. Everyone from our Communications Officer to our Executive Director, Administrative personnel and support staff worked hard to keep teachers informed and promote our concerns with government proposals.

Most of all, it was your support and your solidarity that helped achieve this new collective agreement. When you were asked to contact your MHAs the vast majority of you did. You flooded government offices

with your emails and letters. When cabinet ministers and government MHAs visited your schools, you made it clear to them that you supported your association throughout the collective bargaining process.

I can only be an effective voice for you when the employer believes I speak for all of you. You made believers out of them. There were even ministers who argued on our behalf at the cabinet table as a result of our one strong voice.

So where do we go from here? In my *Up Front* article and my video message in June I spoke of the challenges we will need to face together. Now that we have put the collective agreement behind us for the time being, our next challenge looms before us – pensions. Our sister unions have reached a deal to secure and stabilize their pension plan. While it gives us hope that we too can reach a deal, it has also caused us some anxiety as to what type of deal.

We know that changes are coming. It will take our collective wisdom, commitment and participation to ensure the changes are reasonable and that we maintain a long term sustainable defined benefit plan that is fair to all members. It will test our resolve as a union and our commitment to each other. We successfully faced one challenge. I know we are up to this one.

T H E
bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

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

Linda Farrell
Online Services

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

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

Subscription Rate: \$18 per year. For subscriptions and address changes contact Michelle Lamarche, Ext. 227 mlamarche@nlta.nl.ca.

Deadlines for material are:
November/December Issue: November 3
January/February Issue: January 5

ISSN-1189-9662



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

Printed on Recycled Paper

CONTENTS

Features

10 Executive Director's Message
Lots to Do Again This Year
by Don Ash

12 Programs and Services
Private Lives and Professional Concerns: Teachers and Information and Communication Technology
by Miriam Sheppard

13 When Facing Possible Disciplinary Action: When to Call the NLTA
by Steve Brooks

14 Going on Leave?
Things You Should Know

15 Effective September 1, 2014: Changes to Teacher Payroll and Group Insurance Coverage
by Perry Downey

18 Living Well
Responding to High Conflict Personalities
by Judy Beranger

20 Professional Development
Project Overseas: Why I left a Part of Me in Haiti
by Lisa Thistle

22 Tech@Work
Summer Institute of Technology Integration: A Tremendous Success
by Tom Kennedy

24 Autism in the Classroom
Supporting Students with Autism Spectrum Disorder
by Kendra Lane

26 Profile of a Teacher
Dennis Moulton: NL Teachers Possess Hidden Talents
by George Tucker

28 Dans la salle de classe
L'artiste, la langue et la salle de classe
par Laun Shoemaker

31 CONTACT 2014

Departments

Up Front from the President 2
On Location News 4
Calendar back cover

Important Notice for New Teachers

TO RECEIVE NLTA's Information for New Teachers please contact:

Susan Cardoulis
Newfoundland & Labrador Teachers' Association
Tel: 726-3223, ext. 246
or 1-800-563-3599 (toll free)
scardoulis@nlta.nl.ca

APPLYING FOR EDUCATIONAL LEAVE

Applications for Educational Leave for the 2015-16 School Year will be posted on the NLTA website at **www.nlta.nl.ca.**

Application is made to the District. Districts deadlines are as follows:
NLESD: January 16, 2015
CSFP: January 16, 2015

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

LOURDES

Students at Lourdes Elementary learn all about insects

This past spring, Kindergarten classes at Lourdes Elementary completed an Insect Unit where they learned about various insects such as caterpillars, butterflies, spiders, worms, beetles and ants. They then held an insect “show and tell” and students were encouraged to bring along any type of insect in a jar or container to show the class. Other students brought in pictures which were discussed as well. The unit was clued up by having the students make these great clay spiders. Students were given the opportunity to be creative with their designs and colors and used modeling clay, pipe cleaners and eyes. Their artwork was displayed in the downstairs main corridor of the school for viewing.



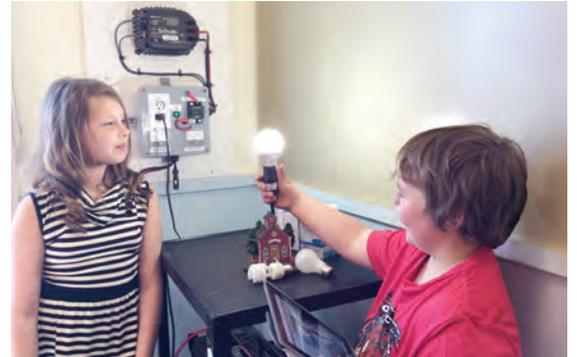
Kindergarten students at Lourdes Elementary display artwork from their insect theme.

DILDO

Woodland Elementary Going Green

Woodland Elementary in Dildo is doing various projects to reduce their carbon footprint on the world. The Grade 4 classes and teacher Gerald McCarthy are learning about Solar Energy. “We have our own solar panel, converter and battery, so that students know

how Solar Energy works,” said Mr. McCarthy. “One experiment we did was with incandescent (regular), fluorescent and LED bulbs to see what type used the most energy. LED was the winner with the fluorescent a close second. Students are learning about Solar Power and the Scientific Process.” A grant of \$1,000 from Youth Engagement Funding Initiative from the Conservation Corps Newfoundland and Labrador helped purchase the solar panel, converter and battery.



Students at Woodland Elementary experiment with various light bulbs.

KELLIGREWS

St. Edward's School holds annual Shave for the Brave

On May 30, St. Edward's School in Kelligrews held its annual Shave for the Brave. It is always a successful fundraiser that brings together students, local community members and businesses. Students from Kindergarten to Grade 6 collected donations weeks in advance of the actual day to raise money for the organization that supports young Canadians dealing with cancer.



St. Edward's Principal, Sharon Collett, prepares to have her head shaved.

“It is a wonderful event in which many children independently raise funds from \$20 up to \$9,000 in some cases, and may be able to donate their own hair to ‘Locks for Love,’” said Trina Leaman, Instructional Resource Teacher at St. Edward’s. “Each person has their own reason(s) for partaking in the event – often in support of a family member or friend experiencing cancer, or just to be a part of something great.”

During the 2012-13 school year, St. Edward’s students raised \$17,000. Last year the school’s principal, Sharon Collett, challenged the school to match or beat that number. Should they succeed, she agreed to shave her own head. “The excitement this instilled in the students was wonderful,” said Ms. Leaman. Grade level after grade level, amounts were announced and the willing students were called to the stage to have their heads shaved. As each brave student went under the razor and the amount went up and up the excitement continued to rise. With a few last minute donations from a local business, the school’s staff and supporters of the cause, the final total was just over \$17,036. The total was announced during the recess break and the students went wild. Everyone clamored back to the gym to watch their brave principal have her beautiful hair shaved completely off. The scene was inspiring to the staff and the students. When the deed was done, the already shaved students rushed to the stage to hug or high five their principal in support of her brave decision. “The courage our students and their principal showed was inspiring and is a true example of how a community could and should come together for the betterment of this world and how just a few small people can make a big difference,” concluded Ms. Leaman.



Students of St. Edward’s with their heads shaved surround their principal.

ST. JOHN’S

NLTA Medal Winner announced

Bridgette Abbott, originally from Musgrave Harbour, is this year’s recipient of the Newfoundland and Labrador Teachers’ Association Medal. Bridgette graduated from Memorial University at the Spring 2014 convocation with a Bachelor of Education Degree (Primary/Elementary).

During her studies in the Faculty, Bridgette maintained an excellent academic record with an overall average of 83% in her Education courses. She was the recipient of numerous scholarships and awards throughout her degree for both her academic merit and her active involvement and leadership in student life. Bridgette also demonstrated fine teaching in the classroom receiving a glowing reference from her cooperating teacher for her internship placement in Harlow, England.

While maintaining a consistently excellent academic record, Bridgette was extremely involved as a volunteer both within the Faculty of Education and in other areas of Memorial.

Bridgette managed to balance her studies and volunteerism with numerous student jobs on campus including positions as resident assistant and student assistant with the Student Answers Office, Faculty of Education CMC, Academic Advising Centre, Bookstore and Campus Food Bank.

As demonstrated from her amazing involvement, Bridgette has clearly embraced volunteerism as a focus in her life. Her willingness to give so freely of her time to so many worthwhile causes within and outside of Memorial is a testament to her commitment to making a difference. She undoubtedly made a significant and outstanding contribution during her time at Memorial.

Bridgette is most deserving of the NLTA Convocation Medal. She has demonstrated qualities of a true leader with the dedication and values that will make her an exceptional teacher.

The NLTA Medal is awarded annually to an Education student who, during his/her academic career, has made an outstanding contribution to the Faculty of Education and to the University. The recipient must be a graduating student and have a consistently good academic record in the professional courses required for the degree. The award is made by Memorial University on the recommendation of the Dean of Education.



Bridgette Abbott

St. Matthew's Silly Squad earns VOCM Local Heroes Award

The Silly Squad at St. Matthew's Elementary in St. John's, run by Greg Woolgar and Wendy Turner, along with the support of staff, students and community, were nominated and awarded the VOCM Local Heroes Award for their work with local and national charities this past spring.

Each month the Silly Squad chooses a funny dress up theme (Hawaiian Day, Hat/Jersey Day, Neon Day, etc.) and they encourage all students and staff to dress in the theme and bring along spare change to support the charities selected each month.

The main goal of the program is to encourage social justice and school spirit and to date, the Silly Squad has raised over \$10,000 in funds for charities in the last ten years.

MUN announces annual Honour Band

Memorial University's School of Music is pleased to announce that the 2014 MUN Honour Band will be held November 21-23. Once again, they will be bringing together young musicians from across Newfoundland and Labrador, and beyond, for a weekend of great music making. They are very pleased to be welcoming to campus their guest conductor, Dr. Scott Jones, Associate Director of Bands at The Ohio State University.

The 2014 format will be as follows:

- There will be one band of approximately 65 musicians;
- The group will be nomination-based;
- The process will aim to ensure a balanced ensemble that represents the entire province;
- Priority will be given to students who: a) are close to graduation; and b) successfully auditioned for the 2013 Honour Wind Ensemble.

The cost for the weekend is \$50. This includes supper on Friday, lunch on Saturday, all the music, master classes with MUN faculty, and admission to the MUN Wind Ensemble concert on Saturday night. Those students selected as members of the MUN Honour Band will be able to audition to perform with the MUN Wind Ensemble during their November 22 concert. Those auditions will take place during the Friday night.

For more information, go to www.mun.ca/music/ycprograms/honourband.php or email Jason Caslor at jcaslor@mun.ca.

NEWFOUNDLAND & LABRADOR

Kids Eat Smart proud to be a part of Education Week

October 6-10 is Kids Eat Smart Week. It is also Education Week and Kids Eat Smart (KES) are pleased to partner with NLTA. This year's Education Week theme, "I Remember, I Learn," fits well with the mission of the Kids Eat Smart Foundation, to provide nutritious food to school-aged children so they can learn and be their very best.

As most of us know, a good start to the day should begin with a healthy breakfast. For many children this is simply not possible. Some kids can't or won't eat in the mornings, some children have long bus rides, many children live in busy households and some children just do not have access to healthy food at home.

That is why Kids Eat Smart Clubs are so important. The Foundation, with the help of a dedicated volunteer team and generous donors, operates 232 KES Clubs in schools and community centres throughout the province.

The majority of KES Clubs serve breakfast, while a small number serve lunch or snacks. The Foundation's mandate is to provide nutritious food to school-aged children in this province, at no cost to families. Every school day KES serves over 22,000 meals to children. The KES Registered Dietitian works with Regional Coordinators and volunteers to ensure a balanced healthy meal plan is followed in all KES Clubs.

Kids Eat Smart week is a celebration of that accomplishment. It is a time to promote the organization in the community and to raise money to support 232 KES Clubs. The hallmark of Kids Eat Smart Week is the annual TD Province Wide Walk to Breakfast to be held on Wednesday, October 8, 2014. Children in schools around the province participate in a walk around their school or community and raise money and awareness of their KES Clubs.

To register for the TD Province Wide Walk to Breakfast please call 726-1996 or info@kidseatSMART.ca

If your school does not have a Kids Eat Smart Club, give KES a call and see how they can help you start one.

Kids Eat Smart are very pleased that the NLTA has included them in Education Week. Together we will ensure our children "Remember and Learn!"

School Sports NL announces 2014-15 Board of Directors

Congratulations to Mike Ball who was elected President of School Sports NL by the delegation at the recent Annual General Meeting. Mike is a teacher at Elwood High School in Deer Lake. He has been a member of the Board of Directors of SSNL for many years, serving as an AGM delegate, Regional Director, and Vice President Administration. Mike takes over from Dennis Lush who has served as the SSNL President for five years.

Sheldon Stringer from Discovery Collegiate in Bonavista takes over the position of Vice President Administration. Sheldon is the former Regional Director from Avalon West.

Glenn O'Driscoll from St. Mark's School in King's Cove will be the new Avalon West Regional Director. The Board of Directors for the 2014-15 school year are: President, Mike Ball, Elwood High; Past President, Dennis Lush, Smallwood Academy; VP Programs, Rosemary Ryan, St. Thomas Aquinas School; VP Tournaments, Chad Legge, Dorset Collegiate; VP Administration, Sheldon Stringer, Discovery Collegiate; St. John's Director, Shawn Doyle, Mobile Central High; Avalon Director, Ed Jarvis, Carbonear Collegiate; Avalon West Director, Glenn O'Driscoll, St. Mark's School; Burin Peninsula Director, Scott Bishop, Holy Name of Mary Academy; Central East Director, Jody Tiller, Centreville Academy; Central Director, Jordan Tibbo, King Academy; Central West Director, Adam Matthews, Valmont Academy; Western Director, Randy Alexander, Stephenville High; Northern Peninsula Director, Rhonda Martin, Cloud River Academy; Southern Labrador Director, Rod Beals, Labrador Straits Academy; Northern Director, Terry Holmes, Eric G. Lambert School.

Congratulations are also extended to the winners of the SSNL Annual Awards for 2013-14, which were handed out at the recent AGM. Congratulations as well to the students who were awarded the SSNL School Sportsmanship Award at their school and those recognized as the inaugural Scholar Athletes.

School Sports NL would like to thank teachers and the NLTA for their support once again this year. "In order for our programs to have the tremendous impact that they do on the students in the province, we need to have the support of our partners in the education system," says Karen Richard, Executive Director of SSNL. "As most of our 1000 volunteers are teachers, it does make a difference to them, to know that their union supports the important work they do outside the classroom as well as inside."

POETRY
in VOICE

les VOIX de
la POÉSIE



Some students
memorize.
Others analyze.
Olivia recites.

Poetry In Voice is a recitation contest that begins in the classroom.

Students choose poems and get to know them — intellectually, emotionally, and even viscerally.

The hook? Your students compete for \$75,000 in travel and prizes.

The payoff? They will make the poems their own and remember them forever.

**Teachers, sign up your school for the
2015 competition**

poetryinvoice.com
lesvoixdelapoesie.com

OLIVIA PERRY FROM LARK
HARBOUR RECITES "THESE
POEMS, SHE SAID" BY
ROBERT BRINGHURST

NL Federation of School Councils announces new president

The Newfoundland and Labrador Federation of School Councils is pleased to announce that Mr. Peter Whittle has been appointed as the organization's new president. Mr. Whittle replaces Nathan Whalen who informed the Board of Directors that he would be leaving the position of NLFSC President due to the demands of a new role within the financial services sector.

Mr. Whittle is currently the chair of the Virginia Park Elementary School Council where he coordinates the Kids Eat Smart Program. He is also a co-chair of the St. Paul's Junior High School Council. He is a former Grand Knight of the St. Paul's Knights of Columbus, past co-chair of the St. Paul's Parish Council, Vice-President of Capital Toastmasters, and a member of the Healthcare Lions.

Mr. Whittle has three boys – Aiden 14, Liam 12 and Conor 10, and expects to be advocating for education issues for many years to come.

The Newfoundland and Labrador Federation of School Councils strives for excellence in education for all children in Newfoundland and Labrador and acts as a collective voice for school councils and for all parents/guardians.

Ella Manuel Scholarship and Bursary winners announced

The Ella Manuel Scholarship for 2014, valued at \$3000, has been awarded to Jade Roberts, a graduate of J.M. Olds Collegiate in Twillingate. Jade was selected from many excellent applications received from high schools around the province. An outstanding student, and a leader in school and community affairs, she aims to become a surgeon in her hometown. Jade has a passionate concern for the role of women in rural Newfoundland.

An Ella Manuel Bursary (\$1,500) has been awarded to Regan Burden of Bayside Academy, Port Hope Simpson in Labrador. Regan plans to study political science and communication studies. Her student travel experiences in the Arctic and Norway have spurred her to head for an eventual career in environmental law.

This is the twenty-seventh year in which scholarships and other awards have been given in memory of Newfoundland writer, broadcaster, peace activist and feminist Ella Manuel. These awards are given to young women graduating from high schools around the province to assist in their further education. The support of Suncor Energy and individual donors is gratefully acknowledged.

PAID ADVERTISEMENT



Le Gaboteur

Le journal francophone de Terre-Neuve-et-Labrador depuis 1984

Contenu unique et diversifié • Matériel pédagogique impossible à trouver ailleurs

Tarifs spéciaux pour les écoles :
abonnements annuels à partir
de 10,25 \$ par exemplaire

Pour de plus amples informations :
www.gaboteur.ca/en-classe
abonnements@gaboteur.ca • (709) 753-9585

CANADA

Nominations sought for Canada's Outstanding Principals

The Learning Partnership is seeking outstanding principals who are doing something truly remarkable. Canada's Outstanding Principals demonstrate innovation, have an entrepreneurial spirit and are creative in finding solutions and opportunities. Nominations are invited from school boards, colleagues, parents, teachers, students and all community members. To nominate a principal visit the COP website at cop.thelearningpartnership.ca. Deadline for nominations is November 3, 2014.

For more information contact John Powell, Canada's Outstanding Principals Program Manager, 416-440-5112, jpowell@thelearningpartnership.ca.

Pride Week 2014

submitted by TRENT LANGDON

For the first time, this past summer, the Newfoundland and Labrador Teachers' Association formally supported the St. John's Pride Week festivities from July 14-21.

As a Rainbow Sponsor for this event, the NLTA demonstrated its support for our members, our students, our school-based Gay-Straight Alliances, and the LGBTQ community.

"As St. John's Pride Week attracts participants from all parts of the province and has become a pre-imminent event for the LGBTQ community, it was highly fitting that our Association become involved with this human rights initiative," says Jim Dinn, President of the NLTA.

Many teachers and students participated and volunteered in the Pride Parade with several of our members acting as parade marshals for the event.

There were approximately 1800 participants in the parade, representing the strongest turnout to date.

The Pride flag was raised at 3 Kenmount Road for the entire week as a public acknowledgement of our support. In addition, President Jim Dinn, Vice-President Dean Ingram and Provincial Executive Member Trent Langdon attended the Pride Gala held at the end of the week to show thanks to community sponsors.

Special thanks are extended to Pamela Sheaves (St. John's Pride Board) and Lesley-Ann Browne (NLTA Communications Officer) for helping to build this partnership. We look forward to continuing and increasing our participation in this highly worthwhile event.



l-r: Tamsyn Russell (student), Trent Langdon, Tonya Kearley-Russell, Michael Losinski, and Katrina Vanta. Missing from photo: Angela O'Brien

Re-Elect Jim Dinn for NLTA President

A strong association for all teachers.

*"Alone we can do so little;
together we can
do so much."
-Helen Keller*



For more information please email:
jamesdinn@nf.sympatico.ca

Visit Jim on Facebook through his website:
www.jimdinn.com

Or follow him on Twitter:
[@JimDinn](https://twitter.com/JimDinn)



Lots To Do Again This Year

by DON ASH

“A Pension Forum for teachers is being scheduled in 24 locations across the province this October, and I urge all teachers to attend and become as informed as possible about their pension plan.”

By the time you read this article, the hot days of July will be fading from your memory, and you and your students will be well into your plans for another productive and hopefully rewarding school year. The staff of the NLTA are also busy with plans for another productive and challenging year.

When I wrote my article for the June issue of *The Bulletin*, I used a weather analogy to describe the challenging environment which we were facing to describe our collective agreement negotiations and pension issues, and stated “while we are hoping for and looking forward to reaching a collective agreement and having successful pension discussions, the current forecast does not look promising.” I also wrote that “while the weather in Newfoundland and Labrador is difficult to predict and can change in a hurry, so too is the progress of negotiations difficult to predict and subject to rapid change.” Well, the weather did change in a hurry. The sun did shine in July, both literally, and figuratively with respect to reaching a tentative collective agreement, which was ratified by teachers on September 25, 2014 with a 94.6% vote in favour of acceptance. I want to express my appreciation for the professional expertise, the hard work, and the dedication of your negotiating team and the staff of the NLTA, many of whom cancelled, postponed, or came back from holidays to negotiate, to prepare the conciliation board report and various presentations, to design, print, and copy the tentative agreements and voting packages, and to prepare for a Joint Council meeting in early September. We should be proud of ourselves and our NLTA staff.

However, as the title of this article states, there's still lots to do, and the NLTA Provincial Executive and staff of the NLTA will be working diligently to attempt to achieve the plans and address the challenges that are in store for this year. The following

are some of the significant events on which we will be working in 2014-15:

- Negotiation and ratification of a new Labrador West Collective Agreement
- Negotiation and ratification of a new Labrador Benefits Agreement
- Pension Forum for teachers in multiple locations throughout the Province
- Pension reform discussions with Government and a pension agreement which will secure the sustainability of a defined benefit Teachers' Pension Plan for current and future generation of teachers
- Province-wide vote for the election of the NLTA President and Vice-President
- Biennial General Meeting

These events are in addition to the usual myriad of programs and services provided to teachers from professional development, pre-retirement and financial planning seminars to EAP counselling, grievance representation, and lobbying efforts aimed at meeting the needs and interests of teachers.

With regard to pensions, Government and the other public sector unions have reached an agreement to reform and properly fund the Public Service Pension Plan (PSPP) which protects and ensures the sustainability of their defined benefit pension plan. The unfunded liability of the Teachers' Pension Plan (TPP) has been identified as a major concern for Government, and we know that addressing the unfunded liability has been declared as a major priority. The NLTA shares Government's concern about pension funding and shares Government's commitment to a sustainable defined benefit pension plan for teachers. We are amenable to discussions to address the concerns. In that regard, the NLTA is utilizing our lawyers and a pension actuary to provide expertise and advice in these discussions that we hope will be collaborative and consultative in nature.

For those teachers unsure of pension terminology, the Teachers' Pension Plan is an employer sponsored defined benefit plan, defined in the sense that the benefit is determined in advance based on a formula involving earnings history, service and age. This is in contrast to a defined contribution plan, like an RRSP, where the benefit is determined solely on contributions plus interest. The Association produced and distributed a special edition of *The Bulletin* dedicated to "Pensions" in June 2014 which provided more detailed information to teachers regarding the Teachers' Pension Plan, funding levels and concerns, and pension reform initiatives across the country. A Pension Forum for teachers is being scheduled in 24 locations across the province this October, and I urge all teachers to attend and become as informed as possible about their pension plan. By now details of a forum in your area should be posted in your school.

It is my hope that the NLTA meets your expectations this year and, in turn, that teachers appreciate the professional staff working to achieve our mission of 'dedication to the professional excellence and personal well-being of teachers, through support advocacy, educational leadership, and the development and delivery of outstanding programs and services.'

Best wishes for a successful and memorable 2014-15 school year.

Don Ash is Executive Director of the NLTA. He can be reached at ext. 224 or dash@nlta.nl.ca.

PAID ADVERTISEMENT

On December 2nd



Re Elect Dean Ingram as Vice President

email - dingram@persona.ca

Phone - 427 2250

Follow me
@dean_ingram

users.eastlink.ca/~deaningram

Our Working Conditions are Student Learning Conditions

PAID ADVERTISEMENT



From

front gate

to

tailgate



For all your lending needs we've got you covered. From a mortgage that gives you 5% Cash Back to use as your downpayment to a pre-approved vehicle loan.



CREDIT UNION
NEWFOUNDLAND AND LABRADOR



Private Lives and Professional Concerns

Teachers and Information and Communication Technology

by MIRIAM SHEPPARD

It goes without saying that information and communication technology (ICT) is a regular part of everyday life for most people. Texting, e-mail, chats, blogs, YouTube, Instagram, dating websites, Twitter, and Facebook (to name just a few examples) have changed the way we communicate and socialize, both personally and professionally. It is now possible to take a picture digitally and send it almost immediately to anyone we please. We take for granted our ability to share thoughts, pictures and events with others quickly and easily. Our daily lives and thoughts are chronicled on social media. However, these activities can be risky.

“While technology has changed dramatically in recent years, the standards of professionalism that apply to teachers have not.”

While technology has changed dramatically in recent years, the standards of professionalism that apply to teachers have not. Teaching is a “role model” profession and this reality extends outside the four walls of the classroom. As professionals, teachers are expected to model ethical and appropriate behavior both inside and outside the classroom. The Supreme Court of Canada has ruled that teachers’ off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. This means that teachers should be conscious of appropriate standards of professionalism at all times – in both their private and professional lives. If a member’s off duty use of ICT has harmed the school board’s reputation, adversely affected the member’s ability to discharge teaching duties and responsibilities, or the conduct has affected the employment rights of other employees, discipline may be possible.

Teachers should be well informed and cautious about their ICT use. Consider the following before you press send, post or participate in social media:

- Would I want this picture, e-mail or posting on a billboard? (If the answer is no, don’t send or post it. Be extremely cautious of posting, or allowing others to post, your personal information and images on-line, as well as when participating in blogs, chats, social media and dating sites, etc.)
- Once you provide a recipient with a picture or text, you effectively lose control of that information. Are you comfortable with that loss of control? Does it matter to you if the recipient sends it elsewhere or gives it to someone else? (Remember, images can live forever on the internet...and your friendship or romance might not. Never use electronic communications to share confidential information or criticize students, parents, colleagues, administrators or your employer. This information could be accessed by or forwarded to others without your knowledge or consent.)
- Does this picture, posting, or e-mail exemplify the same conduct that you expect of your students? (If no, there might be a problem if it finds its way back to your employer.)
- Have you maintained a professional demeanor in electronic communications with students, parents, colleagues and administrators? (Avoid slang or casual language and use Canadian grammar and spelling checks as well as a signature that includes your name, assignment/title and school name.)
- Have you maintained your professional boundaries? (**Students should NOT be your “friends” on Facebook** or be connected with you on any other social media site. Maintain appropriate professional boundaries at all times.)
- Have you considered how your message might be perceived? (For example, do not write messages in all CAPITAL letters – this comes across as aggressive.)
- Have you used your work account for work related

communication? (Do not use your personal e-mail account or cell phone for such contact with students or parents. Place reasonable professional limits on contact with students and parents outside of regular work hours and exercise extreme caution in using texts, e-mail, or other forms of electronic communication for personal contact with students or parents.)

- Are you privacy aware? (Ensure your privacy settings on social media sites, such as Facebook, are at the highest possible level for all content. Never leave your work or personal computer unattended if it is logged into the school district server. Protect your user name and password from identity theft in order to prevent unauthorized e-mail under your name or access to school documents and other confidential information. Be aware of and comply with your school and district acceptable use policies.)

Teachers who have questions regarding these and other matters are encouraged to contact NLTA Programs and Services for advice.

Miriam Sheppard is an Administrative Officer with Programs and Services at the NLTA.

When Facing Possible Disciplinary Action: When to Call the NLTA?

by STEVE BROOKS

Hopefully you will never need the answer to this question. Unfortunately, teachers do sometimes find themselves in situations in which they may be subject to discipline by their employer. Disciplinary action is dealt with under Article 10 of the Provincial Collective Agreement (Article 49 of the Labrador West Collective Agreement). Specifically, the agreements provide that, no teacher shall be suspended, dismissed, or otherwise disciplined except for just cause. A letter of reprimand is also considered a form of discipline. Generally speaking, a negative performance evaluation or a warning that is not documented in the teacher's personnel file would not be considered to be disciplinary in nature.

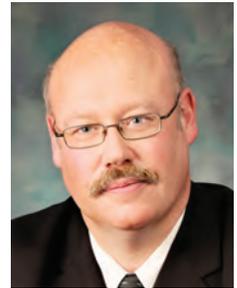
In Newfoundland and Labrador, the Association (NLTA) is the legally recognized representative of teachers. Section 4 of the Teachers' Association Act sets out the objectives of the Association, which

include elevating and unifying the teaching profession by giving advice, assistance and legal protection to members in their professional duties and relationships. In Article 2 of the Provincial Collective Agreement (Article 8 of the Labrador West Collective Agreement) the school boards recognize the Association as the exclusive bargaining agent for all teachers. This includes not only the collective bargaining process, but also all other situations in which teachers require representation as it pertains to the administration of either the Collective Agreements or the Schools Act.

As a result of these statutory designations as the exclusive representative of teachers, the NLTA has a fundamental, substantive right to represent teachers during disciplinary meetings. Arbitrators have tended to interpret this to also include meetings at which there is a reasonable possibility of disciplinary action being taken. This however does not mean that the Association has an unfettered right to attend any and all meetings between a teacher and the employer. In fact, there are many circumstances in which the employer may have legitimate and operational need to speak with an employee that would not necessitate a representative role for NLTA staff.

If you find yourself in a situation in which disciplinary action may be warranted, the best advice is to contact an Administrative Officer in Programs and Services at the NLTA. If you feel that the employer, through questions or requests made to you, may believe that you have done something that could warrant disciplinary action you should clarify this with the employer. This can be done by simply asking the school board to clarify its intent and the likely consequences. If the board responds by stating that there may be disciplinary consequences, then you are entitled to representation. You should notify the employer that you wish to speak with an NLTA representative before providing any additional information. It is important to understand that it is not the role of NLTA school representatives to provide representative services or advice in these types of situation.

Steve Brooks is Assistant Executive Director of the NLTA.



GOING ON LEAVE? THINGS YOU SHOULD KNOW

Whether you are going on maternity leave, approved leave without pay, unpaid sick leave, educational leave, or deferred salary leave, it is your responsibility to ensure your desired benefits are maintained while on leave. The purpose of this article is to ensure teachers going on leave are aware of the steps which must be taken to maintain these benefits which include NLTA Membership, Group Insurance and Pension service. As well, we are often asked about the impact of such leaves with respect to pension and salary increments. The following table has been prepared to assist teachers in addressing these questions.

Type of Leave	NLTA Membership	Group Insurance	Pension	Salary Increments
Maternity/ Parental Leave	N1	G1	P1	S1
Approved Unpaid Leave	N1	G2	P1	S3
Approved Unpaid Sick Leave	N3	G2	P1	S3
Paid Educational Leave	N2	G3	P2	S1
Approved Unpaid Educational Leave	N1	G2	P1	S2
Deferred Salary Leave	N2	G3	P2	S1
Injury on Duty	N3	G3	P2	S3

NLTA Membership

N1: Payment of \$5.00 per month must be made to the NLTA to maintain membership rights and benefits as per NLTA policy. Normally, one cheque covering the entire period of leave is mailed to the NLTA, attention: Finance and Administration, 3 Kenmount Road, St. John's, NL, A1B 1W1.

N2: Membership dues continue to be paid as normal via deduction from paid salary.

N3: Dues not required in order to maintain membership.

Group Insurance

G1: Teachers must arrange with the plan administrator, Johnson Inc., to pay their share of the group insurance premiums by bank deductions. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage. Should a teacher take more than 39 weeks, they must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share of the group insurance premiums for the additional leave

period. Otherwise, if insurance is allowed to lapse during a period of parenthood leave, medical proof of insurability may be required in order to be reinstated in the plan.

G2: Teachers must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share (Life, Accidental Death and Dismemberment, and Health plans only) of the group insurance premiums. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

G3: Payment of group insurance premiums continue to be paid via normal payroll deduction and government's contribution of their share continues.

Pension

P1: Pension premium is unpaid and no pension service accrues while on leave. Teachers may arrange with Pensions Division to purchase lost pension service within six months from return to work. If the service time is purchased within this window, the cost is at current contribution rates matched by government. After six months, the cost is at full actuarial value.

P2: Pension premium continues to be paid on the full salary, not the reduced salary, and full pension service accrues.

Salary Increments

Teachers' placement on the salary grid is reviewed and changes made once per year at the beginning of the school year or at the date of initial employment of a teacher. To determine the number of teaching years for salary increments, all teaching days to the date of calculation are totalled and this total divided by 195, which is the number of days in a school year. A fraction of half a year or more is required to move to the next step on the salary grid.

S1: Credited fully as time taught for the period of leave (maximum 39 continuous weeks for maternity/adoption/parental purposes) for the purpose of salary increment.

S2: Most unpaid leave is not credited for salary incremental purposes; however, it is credited fully as time taught when leave is related to upgrading qualifications or experience.

S3: Not credited for the purpose of salary increment.

Inquiries should be directed to Programs and Services of the NLTA.



Effective September 1, 2014 Changes to Teacher Payroll System and Group Insurance Coverage

by PERRY DOWNEY

Over the past two years, the Government of Newfoundland and Labrador have been developing and testing a new teacher payroll system. For the most part, the transitioning from the old system to the new system will be seamless for all teachers. However, there is one change that will be implemented in September that all new teachers should be aware of. This change is related to Group Insurance coverage and the automatic enrolment of benefits.

Effective September 1, 2014, new teachers who are employed in the province for the first time in a term, replacement or permanent contract will be automatically enrolled under the NLTA Group Insurance Program based on Family coverage and will be deducted a premium associated with this coverage for: Basic Life (Family); Basic Accidental Death & Dismemberment (Single); Health (Family); Dental (Family); Long Term Disability (member under age 40); and Basic Critical Illness (member only).

Upon enrolling, all new teachers will receive a letter from Johnson Inc. confirming the coverage and the premium by benefit. Teachers who have dependents, i.e., a spouse and/or child(ren), will be required to complete and submit a form notifying Johnson Inc. of their dependent information. If this information is not received within the time limit specified in the letter from Johnson Inc., they will receive a second request for information. If you do not require Family coverage you should contact Johnson Inc. immediately to have your coverage changed to Single coverage, and reimbursed retroactively for the difference in premium deducted. Retroactive premium refunds will only be provided for the current school year. If you have Single coverage and at a later date wish to change your coverage to Family coverage due to an eligible life changing event (e.g., a change in marital status or an addition of a dependent child) you must contact Johnson Inc. at 709-737-1528 or 1-800-563-1528 within 31 days from the effective date of such change to have your request processed;

otherwise you will have to submit an application to the insurance company for their approval.

Any teacher requiring changes to their coverage or who wishes to avail of additional coverage under the Group Insurance Program should contact Johnson Inc. at 709-737-1528 or 1-800-563-1528. Optional benefits available through application under the NLTA Group Insurance Program are:

- Long Term Disability (for new members over age 40)
- Voluntary Life (Member); Voluntary Life (Spouse)
- Voluntary Accidental Death and Dismemberment (Single and Family)
- Voluntary Critical Illness (Member, Spousal, Child)
- Long Term Care
- MEDOC Travel Health

It is critical for all teachers to ensure that they are adequately insured in order to protect themselves and/or their families from the unpredictable and unexpected. If you have any questions, please contact an Administrative Officer in Program and Services at the NLTA.

Perry Downey is an Administrative Officer in Programs and Services at the NLTA.

PAID ADVERTISEMENT

ELECT SEAN WEIR FOR NLTA VP

Email:

seanweir2014@hotmail.com
sweir@nlta.nl.ca

Telephone:

709 960-0244 (h)
709 690-5451 (cell)

Website:

www.facebook.com/seanweir4NLTAVP

"With 15 years as a classroom teacher, 3 more as a substitute, 4 years as a branch president, and 2 terms as a provincial executive member, your issues are my issues!"

**A straight-forward, dedicated advocate for the rights
of teachers in Newfoundland and Labrador.**



2014 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Mailing Address

Postal Code

Home Telephone

Social Insurance Number*

School Name

School Telephone

Email

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

Please check which session you will be attending:

- Oct. 16-17** – Holiday Inn, St. John's **FULL**
- Oct. 30-31** – Greenwood Inn & Suites, Corner Brook
- Nov. 6-7** – Mt. Peyton Hotel, Grand Falls-Windsor
- Nov. 27-28** – Hampton Inn & Suites, St. John's
- Dec. 4-5** – Holiday Inn, St. John's

Will your partner be attending? Yes No

Name of partner (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

Yes No

- Note:**
- Teachers within two years of retirement (on or before June 2017) are eligible to attend.
 - All participants must pre-register.
 - You will receive confirmation prior to seminar.
 - Travel costs will be paid according to policy and only to the nearest seminar.
 - Teachers are advised to bring a calculator.

Please submit registration form to:

Melanie Jaster
 Newfoundland and Labrador Teachers' Association
 3 Kenmount Road, St. John's, NL A1B 1W1
 Fax: 709-726-4302; 1-877-711-6582 (toll free)

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

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

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

2014 Financial Information Seminars Registration Form

(please print)

Name:

Mailing Address:

Postal Code:

Home Telephone:

Social Insurance Number*:

School Name:

School Telephone:

E-mail:

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

Have you attended a previous financial information session? Yes No

Please check which session you will be attending:

Nov. 1 – Greenwood Inn & Suites, Corner Brook

Nov. 29 – Hampton Inn & Suites, St. John's



FULL

Please submit registration form to:

Melanie Jaster

Newfoundland and Labrador Teachers' Association

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

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

or submit online at www.nlta.nl.ca. Go to "Forms".

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

FOR NLTA OFFICE USE ONLY

FOR NLTA OFFICE USE ONLY	
Date Received	Confirmation Sent



Responding to High Conflict Personalities

by JUDY BERANGER

The price of anything is the amount of life you pay for it. ~ Henry David Thoreau

What percentage of your life have you invested in conflict to date? How much energy and attention have you lost to conflict? Unresolved conflict can come with a high price tag. It can have a significant, detrimental effect on your attitude and performance as a teacher or administrator. Such conflict spreads negative energy which in turn weakens our mental, emotional, spiritual and physical health. Recognizing “high conflict personality types” and learning ways to work within their sphere can reduce stress. Understanding high conflict personalities can be the first step towards giving you the skills to remove yourself from the dysfunctional dance.

The importance of getting along with colleagues and students and the ability to be able to effectively manage conflict in our schools is a widely accepted expectation. The occurrence of conflict is recognized as a necessary part of a dynamic, creative, and competitive working environment. In their book *Toxic Co-workers*, Cavaiola and Lavender review one study where more than 80% of employees reported that at least one person in their workplace caused them stress. In a 2006 study, J. Hudson stated that the number one work life stressor was “people problems”. As we start the school year we are surrounded by people, where interactions may bring potential for conflict.

Bill Eddy, a recognized researcher and founder of the High Conflict Institute (www.highconflictinstitute.com) defines high-conflict people (HCP) as people who act in self-defeating ways while being unaware that their own behaviour is the cause of many of their problems. HCP would clearly benefit from changing or stopping their self-defeating behaviour, but are highly resistant to self-reflection and change. People with high conflict personalities tend to increase their relationship conflicts rather than manage or resolve them. If you are expecting an apology from a person who has a high conflict personality it is not likely to happen as that person would not compre-

hend that there is anything for which to apologize.

There are many theories on high conflict behaviours along with recommendations as to the necessary skills and techniques that can help in managing situations that arise as a result of them. Researchers studying high conflict patterns suggest that the problem is growing. Fortunately they agree that there are effective strategies for managing interactions with people who simply will not engage in collaborative, conflict resolution efforts. You can’t “fix” the person but you can find ways to manage the situation or, if need be, move away from the situation.

Bill Eddy suggests that skills to manage high conflict situations are often different from ordinary conflict resolution methods. Eddy often reiterates throughout his teaching that the intent of his work is not to label people but rather to promote a deeper understanding of how this particular person deals with conflict. His research identifies the following patterns of behaviour, of which some or all are exhibited by people with high conflict personalities:

- All-or-nothing thinking
- Preoccupation with blaming others
- Draining energy, time and resources
- Rigid and uncompromising
- Unable to accept loss or heal from a loss
- Negative emotions dominate their thinking
- Unable to reflect on their own behaviour
- Difficulty empathizing with others
- Avoids responsibility for the problem or the solution.

Any one of us is capable of engaging in some of these patterns on occasion but they are not a typical response nor are we accustomed to act on those thoughts. High conflict thinking has been likened to protecting information on a computer. Our computers have a reliable anti-virus program to protect them from malicious, destructive and unwelcomed programs or data that might compromise our security and productivity. However, even with the anti-virus and other protective services up and running we still need to be diligent about our interaction with the information presented. Of course, we are not

responsible for what might come over the internet but we are responsible for how we respond to that information. Similarly, Eddy asserts that we have little control over all the thoughts that might pop into our heads, but we are completely responsible for the behaviour we choose in response to those thoughts. HCPs do not have a working anti-virus program. They believe their distortions with conviction and act on them as if they were true.

Jean Twenge, in her 2006 research in *Generation Me*, suggests the emphasis over the past thirty years for parents and teachers is to focus on building children's self-esteem. She says this has actually spiralled into some of today's young adults being more narcissistic, anxious and depressed than ever before. Twenge says: "Two-thirds of college students score high on narcissism. The average college student in 2006 scored higher in narcissism than 65% of students in 1987." Twenge further suggests this generation is more assertive and entitled and has less empathy and less successful relationships. They are more impulsive and aggressive when they feel insulted or threatened.

Narcissistic personalities (ones who act very superior, are absorbed in themselves, take advantage of relationships, lack empathy for others) are present in a large number of high conflict cases. People with narcissistic personalities would say they have high self-esteem while in reality they are easily triggered by anything that might threaten their self-image. They cannot handle direct criticism.

What to do about it

In Bill Eddy's book: *12 tips for Managing People Who Blame Others for Everything*, we are challenged to be mindful of our strategies. Some of the tips include:

- Do not take attacks personally. People with high conflict personalities blame others, distort information and do not reflect on or change their own inappropriate behaviour;
- Do not give negative feedback. HCPs tend to defend themselves by going on the attack. They see all negative feedback as criticism. They believe their thoughts and act on them without checking for accuracy.
- Set limits as to how much time you give to this conflict. HCPs lack awareness of their own behaviour and the effects on others. When something goes wrong – someone else caused it. Set limits. HCPs may or may not ever be able to shift their awareness but there is a chance with the proper professional help.
- Do the opposite of what you would like to do. That means showing the person we recognize and are trying to understand what they are experiencing. We may not agree but we are also not judging.

- If you know someone is a high conflict personality Bill Eddy suggests to use an "EAR" approach (Empathy, Attention, and Respect) from the very beginning. Try not to get hooked. It is important to remember that it is a waste of time to attack or criticize.

Teaching assignment changes are common every September. Whether you are an administrator trying to impact on a teacher the importance of taking on new courses, or a teacher trying to impact on an administrator how these new courses are going to create more stress in life, there are ways to talk about it that can help. If either of the people involved have a high conflict personality it is helpful to move immediately to empathy, attention and respect (EAR) conversations.

Sometimes the change is understood, sometimes not. An example of an EAR statement: *I can understand your frustration at having to take on new courses, this is a very important decision and a difficult one to make. I will pay full attention to your concerns and any ideas you want to suggest. I have a lot of respect for your commitment to working on a solution to accommodate our needs, the schedule, our students and our school. I want to do the best we can for everyone as well.*

By practicing the use of statements similar to this we manage to avoid agreeing with content or fixing things. This allows us to be honest, to stay at arm's length from the situation and to practice the profound act of paying attention while moving from rigidity to flexibility. It is important to understand that a HCP is just reacting to the situation. Rather than criticizing or pointing out this fact, it's much more helpful to focus on talking about what might happen in the future. Choose your battles.

Transformation

Transformation occurs when we decide to use strategies and skills that keep us arm's length from that which we cannot change. How many days in your remaining precious life are you prepared to invest in conversations over expectations that will never be met, discussions that will never go anywhere, with people you do not like or trust? Understanding high conflict personalities and the importance of responding with empathy, attention and respect followed by letting go will help us develop the habits and disciplines necessary for reflective practice.

In *The Summer Day*, Pulitzer Prize winner Mary Oliver reminds us to reflect and respond in all we do. ***Tell me, what is it you plan to do with your one wild and precious life?***

.....
Judy is a Wellness and Employee Assistance Coordinator with the EAP for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Gail Carroll (ext. 242).



Project Overseas

Why I Left a Part of Me in Haiti

by LISA THISTLE

Transformational. Exhilarating. Humbling. How can I possibly summarize the experience of a lifetime? This past July, the NLTA, in partnership with CTF, afforded me the opportunity to participate in Project Overseas. Thanks to this incredible program, hundreds of teachers in eight developing countries are heading back to class equipped with a cornucopia of new teaching strategies to engage, enlighten, and inspire their students. Fifty teachers left Canada armed with expertise, passion, and hope. We returned with a whole lot more.



Our mode of transportation – a Tap-Tap.

Jacmel, Haiti was my destination. My team of two Franco-Ontarians, one Quebecoise teaching in Ontario, and I, a French teacher from Newfoundland and Labrador, spent three glorious weeks in a country of paradoxes. Nothing could have prepared me for what I encountered. Unfathomable poverty amidst the ever-present chaos of the 2010 earthquake quickly became our new normal. The visual quickly faded as I began to meet and interact with the welcoming, gracious, and sincere people of Haiti. I learned that it is not what you have but who you are and what you do that creates a life. The Haitians were my proof.

Upon arrival in Port au Prince, we met our four co-tutors, the Haitian teachers with whom we would collaborate and team-teach during the professional development sessions. Professional, highly educated,

hungry to learn, and quite simply, wonderful, best describes the four. Intense collaboration ensued during our first week in preparation of what we do best – teaching others.

Extreme heat – the hottest summer in as long as anyone could remember – did not deter eighty dedicated teachers to attend our sessions. Laughter, a sense of wonder, excitement, and gratitude filled our classrooms. We imparted our best practices, and then some, in Français, Science, and Mathematics. Our strategies were highly interactive and thought provoking. In an educational culture of ‘sit and git,’ Haitian teachers were amazed and excited to see how working together in a classroom setting could enhance learning exponentially. Their only complaint was that we were not staying long enough. I have to concur.

Teachers in Haiti face many challenges unheard of in first-world countries. Education levels of teachers vary from university graduates, which are few, to those who have completed some schooling. More often than not, elementary teachers have completed grade six or seven while high school teachers may have completed grade 12 only. The need for teaching strategies and knowledge of concepts is enormous. It became immediately apparent that educational reform in Haiti needs to begin at ground level.



A Haitian teacher completing a science experiment – making ice cream. They were so excited that they got to eat the fruits of their labours.

The physical challenges of the school setting were numerous. A slow Wi-Fi connection is never a concern since electrical service is often non-existent. In classes which often exceed 80 students, one of the biggest challenges a teacher faces is a lack of resources, chalk being the first. Classroom visitors are frequent. A chicken and a tarantula greeted me on consecutive days during my stay. Washroom facilities for students and teachers alike consist of outhouses in the corner of the schoolyard. Yes, I was humbled and somewhat ashamed of my petty grumbles in my own blessed teaching situation.



During our Canada Night celebration, the Haitian teachers became honorary Canadians in Newfoundland and Labrador Screech-in style. We substituted maple syrup for the Screech and maple cookies for the cod.

I returned from Haiti under protest. I wanted to stay. Professionally and personally, I grew. I evolved. I was transformed. My pre-travel research opened me to many new strategies I had not yet attempted. 'Why' became my new go-to. I questioned many of my practices, tried but not necessarily true, and realized that I didn't know why I did some of the things I did in the classroom. Scratch those activities from here on in. When you know better, you do better.

Personally, Haiti profoundly affected me. More than ever, I realize that happiness is not measured by things acquired but by relationships forged. I experienced a people who had little but shared all. Smiles and laughter were in abundance and given freely wherever I ventured. Life was a team effort.

My Project Overseas experience taught me so much. I learned how to become a better teacher, a better citizen, a better person. I learned that giving trumps getting every time. I learned that I have so much left to learn.

Lisa Thistle is a French and English Language Arts teacher at Corner Brook Intermediate. She has taught many courses in French Immersion and the English streams at the elementary, junior and senior high levels. She has just begun her twenty-fifth year of teaching.



PROJECT OVERSEAS 2015 Teachers' Action for Teaching

Volunteer for Project Overseas
with the Canadian Teachers' Federation!

*Are you ready for something more in your professional life?
Are you looking for a larger, more global view of education?
As a teacher, do you feel you have more to offer, and more to learn?
Are you ready for a personal and professional adventure?*

If yes, Project Overseas (PO) might be for you!

CTF seeks English and French-speaking Canadian teachers at the primary, elementary, and secondary levels who are interested in volunteering to offer in-services in a wide-range of subjects in countries throughout Africa and the Caribbean. Many current projects include special education, literacy acquisition, peace education and gender equality as well as the core subject areas of English, Math, Science and Social Studies, within a child-centred methodology.

Each year, over 50 Canadian teachers are chosen to volunteer on CTF's Project Overseas. On PO, Canadian teachers give their time and talent to offer professional development in-service programs in partnership with teacher organizations in developing countries. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January and in-service projects take place in July and August.

Application criteria include:

- be a member of a provincial or territorial teacher organization that supports PO
- hold a valid teachers' certificate
- have completed at least five full years of teaching in Canada by July 2015
- be a Canadian citizen
- be in excellent health and able to work in developing country conditions
- show evidence of flexibility, mature judgment, skills and a strong willingness to put the team and project needs above personal needs
- hold a Canadian passport valid until at least **March 2016** (proof that a passport application has been made will be accepted)

PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF and provincial and territorial teachers' organizations that are CTF members. No salaries or honoraria are paid to participants in PO, sponsors do not cover costs associated with substitute teachers or release time, and no family or friends are permitted during pre-departure orientation or overseas programs.

TO APPLY:

If you are considering applying, please contact
Beverly Park, bpark@nlta.nl.ca, Tel: 726-3223 ext. 244 or 1-800-563-3599

Application forms are available by calling the NLTA or online at
www.nlta.nl.ca; Click "FORMS", then P – Project Overseas

Please forward application to:

Susan Cardoulis, Programs and Services
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Tel: 726-3223 or 1-800-563-3599

Deadline for applications: **November 7, 2014**



Summer Institute of Technology Integration A Tremendous Success

by TOM KENNEDY

In response to a general need for professional learning (PL) highlighting technology integration, the Technology Education Special Interest Council (TESIC) recently facilitated a three-day event over the summer break, an event offering teachers the opportunity to participate in practical and theoretical sessions grounded in the NL classroom. The Summer Institute of Technology Integration (SITI), hosted at Memorial's Faculty of Education July 25-27, was a tremendous success due to its committed facilitators, dedicated attendees and supportive partners. While SITI@MUN 2014 was a TESIC PL initiative, the event relied on the successful partnership between the special interest council (SIC) and educational stakeholders.

Success through partnership

By securing partnerships with educational stakeholders that share the TESIC vision of professional learning, the SIC is able to offer a diverse catalogue of PL to individuals across the province. In general, these partnerships provide the Council with venues, expertise and opportunity, which serve as the necessary scaffolding to support the delivery of PL. Like most events offered through the TESIC catalogue, SITI@MUN was no exception.

Venue / facilities

When the framework for TESIC's Summer Institute of Technology Integration was discussed with representatives of Memorial's Faculty of Education, the Faculty was eager to offer its resources and support for the initiative. A partnership with the Faculty of Education allowed the SIC to host a professional learning event on site at Memorial and avail of the recently renovated facilities within the Education building. Sessions were hosted in rooms such as the newly upgraded Teaching Commons, STEM room and McCann Centre, all of which offered a comfortable setting for professional learning. The Institute attributes a portion of its success to the sheer volume of participants and sessions the Faculty of Education facilities could accommodate. As a result, SITI could

offer registration to a high volume of interested individuals without having to impose limitations on general registration. While individual sessions had limited seats available, these sessions could accommodate larger numbers due to the spacious classrooms slated for the event.



Dr. Kirk Anderson, Dean of the Faculty of Education, addressing SITI attendees and facilitators.

Sessions and Facilitators

An integral element of the Institute's framework was emphasizing hands-on PL for teachers looking to integrate technology in their respective curriculum. Therefore, the SITI slate was scheduled to offer both practical and theoretical sessions on technology integration during the morning and afternoon slots, respectively. Participants could choose from a wide range of sessions and piece together an event schedule customized to their integration focus.

Monday morning sessions included breakout groups on iPad deployment, Web 2.0, inclusive technology integration, project-based learning, iPad basics, Firstclass as an instructional tool, elements of visual design, Minecraft as an educational tool, and 21st century learning and social media. As a compliment to its practical counterpart, afternoon sessions drew on the theoretical by offering discussion-based sessions highlighting trends in technology integration, teaching and learning in the 21st Century, barriers to technology integration and assistive technology for exceptional learners. Together, all sessions were reflective of current trends in technology and

drew on the experiences of the facilitator.

SITI facilitators formed a diverse group with a healthy mixture of experiences and specialty areas. With representation from Memorial's Faculty of Education (staff and students), the Department of Education, the Newfoundland and Labrador English School District (NLESD), the Centre for Distance Learning and Innovation (CDLI), industry leaders and classroom teachers, the Institute left no resource untapped. And, while this diverse group as facilitators was a great feather in the Institute's hat, their participation as attendees added to the collegial tone of the event. As one participant commented, "...seeing facilitators as attendees was a great thing as well. The notion that these experts were still learners as well was very empowering."

Gauging Success

Often when individuals judge the success of an event like SITI, they link success to numbers. Number of participants, number of sessions, number of facilitators. With over a 100 attendees, 37 breakout sessions, 25 facilitators and a slate offering 6 concurrent streams of PL, many would say these statistics alone indicate a successful institute. However, for the SIC, the positive feedback from attendees which praised the relevance, diversity and necessity of the Institute's professional learning painted a better picture of SITI's success. Participants were pleased with the grounded nature of the sessions, as one such participant explained, "It is my experience that some of the best PD comes from fellow teachers sharing their practices and the advantages and challenges they have experienced. Also, because they are still in the classroom, it makes the material more current and relevant". Others enjoyed the collegial, relaxed nature of TESIC's approach to professional learning. At the Institute's closing, many attendees were already asking about SITI@MUN 2015.

SITI@MUN was undoubtedly a successful offering of professional learning in our province. Feedback from attendees and facilitators has already provided important information on how to improve future offerings of the Summer Institute of Technology Integration. SITI@MUN 2015 will be a PL event you will not want to miss. Check back at TESIC.org throughout the year for more information regarding SITI and other PL events being offered in the coming months. And remember, free membership is only a click away.

Tom Kennedy (B.A., B.Ed., Dip. Tech Ed, M.A. & Ed. (E.F.L.C.)) is a teacher at Carbonear Collegiate and President of the Technology Education Special Interest Council (TESIC).



Do you know an educator who could be

Health and Safety Educator of the Year 2014?

Organized by the Workplace Health, Safety and Compensation Commission, the Health and Safety Educator of the Year Award is awarded annually to an educator who has demonstrated a commitment to the promotion and advancement of young worker health and safety.

Nominations for this award will be accepted from the Department of Education, school districts, peers, and students.

The 2014 Health and Safety Educator of the Year Award includes a plaque and \$500 for the winner and a presentation of health and safety equipment to the school.

Find out more at www.whscc.nl.ca




Supporting Students with Autism Spectrum Disorder

by KENDRA LANE

It is the beginning of another exciting school year and students across the province are experiencing changes – new schools, new classrooms, new teachers, and new classmates. Some students are excited by the novelty and others are a little anxious, but changes in routine and transitioning into new experiences are exceptionally challenging for individuals with Autism Spectrum Disorder (ASD). Setting up the right routine is so important for this population of students and we must use what we know about autism to be proactive and create a comfortable learning environment that ensures every student has their best year yet!

The Classroom

The physical structure of the learning space can have the greatest impact on a student with ASD's ability to learn. For students experiencing difficulty the first consideration is given to his/her immediate environment. Think about the classroom setting through the lens of autism's heightened sensitivities: Are there bright lights or reflections? Is there white noise or fluctuating sounds? What kind of visual information surrounds the student? Does the student know what visual information is relevant and when?

We often provide visual information but do not clarify when or how the student is expected to reference it. As with all systems of support, visual cues in the classroom must go through a teaching phase before they can be used to help the student understand expectations. It is important to teach only one or two visuals at a time. Once these have been understood and used independently by the student, you can move on to the introduction of additional visuals. Students with ASD can easily become overwhelmed with too much visual information and begin to associate these cues with stress rather than clarity. Remember, the purpose of a visual cue is to provide clearer understanding – not create confusion.

A student's seated position in the classroom can also have a significant impact on his/her ability to

focus and understand instruction. Although each student is unique, a general approach to the best seat for a student with autism will be one that limits social pressure and distraction, is in close proximity to transition or schedule areas, and involves the least amount of sensory stimuli. For example, being seated at the end of the table or aisle will demand less social pressure and being seated near necessary materials helps prevent distractions when having to travel across the classroom. If there are specific sources of light or sound in the room the student should be seated in a location that lessens their intensity. Sometimes just turning off fluorescent lighting in a room can alleviate a considerable amount of stress for students with ASD.

Concerts and Assemblies

Throughout the school year there are many opportunities for large groups of students to come together for special events. These can be exciting breaks from the regular routine and provide opportunities for students to interact with different peers and teachers. For some students with autism, activities like these can be among the most stressful experienced at school. There are several approaches we can take to help our students with ASD participate comfortably in these special celebrations.

First and foremost, students with ASD should understand in advance that this change to their regular routine is occurring. Communicated either visually or verbally (appropriate to the student), allowing a student time to prepare themselves is very important to their ability to be successful. As stated above, if you are using a visual it is important to teach the association between the visual and the event ahead of time. For example, having the student match the visual at the gym when all the chairs and physical structure is set up (not when it is empty).

Similar to the classroom seating, it is crucial to consider sensory overload for the seat location in an assembly. A seat on the end gives the student more

space and taking the location of speakers or amplifiers into consideration can help reduce the potential of sound sensitivity. Some students may even find ear plugs comforting – especially if they are anxious because of negative experiences in the past.

Some individuals may find it easier to cope with the additional stress by bringing a preferred activity, book, or sensory item along with them. Also to help reduce anxiety a time tracker can be used to help the student understand how long this event will last. For example, a timer, stopwatch, or checklist of agenda items that the student can follow along with. Providing a clear beginning and end to this type of event allows the student to be confident in his/her ability to participate. Most importantly, the student should always have an appropriate way to communicate the need to leave. Whether it is a gesture, word, or picture, allowing the student to communicate “this is too much” proactively prevents any further escalation or frustration. Lastly, allowing the student to leave earlier and in a small group helps reduce the stress created by crowds of students moving back to their classrooms.

Conclusion

The start of a new school year is a fun and exciting time for students and teachers alike. Students with autism may have a harder time adjusting to a completely new routine, but with the right approach to their sensitivities to change and using what we know about autism to set up for success, we can help each and every student achieve more than even they imagined! Sometimes the simplest changes can have the biggest impact on any student – especially those with ASD. Check back in the next issue for tips on the value of independence and how to build it.

Kendra Lane is Manager, Programs & Services, with the Autism Society, Newfoundland & Labrador. She is a certified TEACCH Practitioner and is completing her graduate work in providing training and education around Autism Spectrum Disorders. Kendra can be contacted at 709-722-2803 or klane@autism.nf.net.

PAID ADVERTISEMENT

 **CTRI**
CRISIS & TRAUMA RESOURCE INSTITUTE INC.

Fall/Winter Workshops
coming to
**NEWFOUNDLAND
AND LABRADOR**

Helping Communities and Organizations with Issues of Crisis and Trauma



To register or for
more information:

www.ctrinstitute.com
204.452.9199
info@ctrinstitute.com

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION STRATEGIES

St. John's: October 20-21, 2014

The first day of this workshop will teach caregivers the skills needed to identify and assist those at risk of suicide. The second day focuses on providing caregivers with tools to minimize the impact of a suicide on survivors. Participants will gain valuable insights into why suicide post-vention is also suicide prevention.

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™

St. John's: November 13, 2014

This workshop is designed to teach people to de-escalate potentially violent situations through assertiveness and interpersonal communication. The training will explore how anger and violence interplay, including opportunities for self-assessment of personal styles.

ANXIETY - Practical Intervention Strategies

St. John's: December 9, 2014

Participants of this workshop will explore the natural purpose of anxiety and how it can become 'disordered,' including the link with panic, depression, trauma and other health concerns. The main focus of this training will be to learn practical and accessible strategies to assist both adults and children in reducing anxiety.

UNDERSTANDING MENTAL ILLNESS

St. John's: February 12, 2015

This workshop is designed for managers, human resource professionals, social service providers and anyone seeking a better understanding of the complexities that surround mental illness. Participants will learn about common adult and adolescent mental illnesses and their symptoms, causes and treatment.

RESTORATIVE JUSTICE

- Guiding Principles for Communities and Organizations

St. John's: March 11, 2015

This workshop provides a framework for incorporating restorative justice principles into your environment. The timeless philosophy of restorative justice invites people to look beyond a merely punitive view of justice and discipline, and instead emphasizes direct accountability, reparation, prevention, dialogue and, in some cases, renewed relationship.

MINDFULNESS COUNSELLING STRATEGIES

- Activating Compassion and Regulation

St. John's: April 8-9, 2015

This workshop is designed to teach participants how to facilitate the development of these skills with their clients, and develop their own capacity for using mindfulness-based strategies in their counseling work. The skills learned in this workshop are relevant and applicable for working with clients of all ages - from children to elders.

www.ctrinstitute.com



Dennis Moulton

NL Teachers Possess Hidden Talents

by GEORGE TUCKER

It is always interesting to learn about the hidden talents that teachers in our province hold. Some are musicians, craftspeople and actors. Recently, I met with a substitute at a meeting that we both attended. Dennis Moulton enthusiastically told me that he was fortunate to recently see the release of his first novel, *The Everything Factor*. The title spurred an interesting conversation about the book.

“I’m very lucky because I love both teaching and writing. I am very fortunate to have two things I love and two ways to share knowledge and ideas, as well as learn from others.” ~ Dennis Moulton

The obvious first question was, “What’s it about?” Dennis explained that, “It is the story of Jepsen Cross. In trying to help with an Anthropology project at a university, he gets dragged into an age old secret war between two clandestine groups. The project and the war center on an ancient box known as the everything factor. As legend has it, if left untouched, the world will go on as we know it. If it is opened, then every question that anyone has ever pondered would be answered. One group seeks to protect the box, fearing it is a danger to society. The other seeks to share its knowledge with the world. There is also a third mysterious group. In the end, the truth of Jepsen and the box will stretch back to the beginning of time.” He added that, “No, it is NOT Pandora’s box and no, it was not placed here by aliens. There is an internal logic to the story.” For more information, and an add-on series to the book called, “Jep’s Journals”, Dennis suggested I visit and “like” The Everything Factor Facebook page and/or wordpress website.

I next asked him about availability. He said, “Right now, it is an e-book release. I had a choice to do a print release in a limited geographic area or immediately reach a national and international audience by taking an online route. Since my publisher is in Ottawa, the larger scope made sense. It was first released on May 21st on Amazon. They had a ninety day head start, but as of August 19 it saw a wider release for other e-readers outside of the Kindle, such as Kobo, Sony Readers and others. However, if people don’t own a Kindle, there is a FREE app for mobile devices, PCs and Macs. So, anyone can access it and the book. As for a paper release, that will depend on sales, where they are strongest and whether or not it warrants a future paper release.” I wondered if a paper release had more challenges than an online release. Dennis said that, “The book is rather large, 743 pages. I had publishers who wanted to work with me and do the story as two books. However, it is one complete story and my current publisher wanted to present it as such. In order to be cost effective, a print run needs to be significant for that size. That is why online support is so important. Plus, I can keep the price modest online, about \$10, taxes in. We’ve all spent that much on a fast-food take out meal.”

The Everything Factor has seen success during the summer months. Dennis added, “Since the release, there has been a steady growth pattern. I have had sales and popularity numbers fluctuate day-by-day, but there has been an upward trend, and I’m thankful for that. I have sales and feedback across Canada and a few from the US.”

Dennis explained that while everything with the first book has been exciting, he isn’t stopping there. He has been steadily working on his next release. I asked him if it was a sequel. He replied with, “I think that everyone expects a trilogy. I don’t want to be like everyone else. The second book overlaps with the first and happens in the same world and reality cre-

ated. For example, a minor character from the first book is a major one in the second. At the end of the first book, between the last chapter and the epilogue, a week passes, the second book occurs during that week. It is more of a side-quel than a sequel. In the end, I hope to have a few books that do not need to necessarily be chronologically read but will each have complete stories that will culminate in an official sequel to *The Everything Factor*. It is about long term goals and planning.”

I wondered if the process of publishing was daunting. Dennis explained, “There is a lot of research and querying to do. Also, you need to edit, edit, edit and then, edit, edit and edit. The technology is still relatively new. In fact, after the initial release, the publishing program made some unfortunate spelling and grammatical errors. We had to take it down for about a week to remedy those. Since reposting, the support and ball has kept rolling.”

When asked about influences, Dennis said, “I have always been a storyteller, since childhood, and I always try and encourage that creativity in students and others too. I’ve drawn inspiration from several science fiction writers, television programs and even, believe it or not, from video games. In feedback I have been compared to a few authors that I hold in high esteem and have had people come to me or the Facebook page with questions. I’m always happy to answer. Perhaps the greatest compliment is that those who know the book have asked me about my next one. It is humbling really.”

Finally, I asked him if he still likes writing or thinks of it as work. He simply stated, “I teach in the day and write, typically, in the evenings and weekends. I’m very lucky because I love both teaching and writing. I am very fortunate to have two things I love and two ways to share knowledge and ideas, as well as learn from others. Any artist wants to be a success, especially at home. Hopefully, Newfoundlanders and Labradorians and my colleagues will check out the book, be entertained, who knows, maybe even be inspired and help spread the word. Hopefully, my adventure is only beginning.”

George Tucker is an Administrative Officer, Programs and Services, at the NLTA.

PAID ADVERTISEMENT



\$10,000 FOR YOU. \$5,000 FOR YOUR SCHOOL.

At Johnson, we know that teachers always put others first. So today we're putting you first. Welcome to **The Big Payoff:** a contest that could help you pay off whatever you've been dreaming of, with \$10,000. **Plus,** \$5,000 for your school of choice, to spend on whatever they may need. **Contest ends December 31, 2014.** Current Johnson customers are automatically entered.

Call us for a quote today and enter to win!
1-855-616-6708 | johnson.ca/bigpayoff

Ask us about **Special Discounts for Educators.**

JOHNSON 

HOME+AUTO INSURANCE

Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Eligibility requirements, limitations or exclusions may apply and/or may vary by province or territory. Conditions apply and contest rules and regulations prevail. No purchase necessary. For full contest details visit johnson.ca/bigpayoff.



L'artiste, la langue et la salle de classe

par LAUN SHOEMAKER

« Une des meilleures façons de rendre la langue et la culture française vivantes pour les élèves d'immersion est le contact avec les Francophones. Enseignant doit donc organiser les rencontres réelles et virtuelles avec des Francophones... » (Programme d'études-Le français en immersion 4e année, 2009, p. 122)

Ici à Terre-Neuve, avec une population francophone d'environ 1500 personnes éparpillée sur le territoire, l'occasion d'offrir aux élèves des expériences authentiques et communicatives en français est difficile. En fait, un sondage de Netten et Al fait en 1999 indique que les 2/3 des élèves de français de base n'ont jamais rencontré un francophone. Malgré l'absence de ces types de données pour les élèves d'immersion, il est évident que les occasions de parler aux francophones hors de l'école sont limitées. Toutefois, nos élèves profiteront d'une motivation élevée de ces rendez-vous. D'un côté, la visite d'un Francophone met en contexte tangible toutes les raisons pour apprendre une deuxième langue. De l'autre côté, en communiquant en français avec un interlocuteur qui ne fait pas partie de la salle de classe régulière, les élèves se sentent fiers et capables.

Bien que la valeur de ces rencontres soit évidente, leur coordination est souvent un défi pour l'enseignant. Une solution efficace au problème se présente grâce à « Cultural Connections » un programme du Ministère de l'éducation. Ce programme vise à améliorer le contenu culturel dans nos classes et à encourager des liens entre l'alliance artistique et les écoles. Le plan est bien fait pour nous aider recevoir la visite d'un francophone tout en réalisant les objectifs artistiques et culturels en même temps. Cultural Connections se compose d'ArtsSmarts, The School Touring Program, Arts and Culture Infused Curriculum et The Legacy Project. Il comprend des demandes de fonds différentes selon les besoins de l'enseignant.

Bien connu dans notre système scolaire, ArtsSmarts fait partie des programmes du Newfoundland

Labrador Arts Council (NLAC). Les projets d'ArtsSmarts peuvent s'adresser à tous les élèves d'une école ou seulement à une classe, mais en remplissant le formulaire de demande, le boursier doit montrer un lien fort entre le projet d'art proposé et un domaine non-artistique du curriculum. Cette année, notre école a proposé quelques projets qui seront dirigés par des artistes bilingues. Ces artistes travailleront en français avec nos classes d'immersion et donneront aux élèves des occasions de pratiquer le français avec quelqu'un de nouveau. Pour en savoir plus, veuillez regarder www.nlac.ca/grants/artsmarts.htm.

The School Touring Program se trouve également sous l'égide du NLAC. Ce programme invite les artistes à présenter leurs projets uniques directement au NLAC. Ces projets incluent souvent des aspects bilingues et culturels, comme : « Le nez de la sorcière » d'Opera RoadShow ou « Florence » et « Taking in Strangers » de Louise Moyes. En général, ces tournées comprennent un spectacle et des ateliers. Les ateliers, dans lesquels les élèves apprennent des éléments théâtraux, offrent plus de temps pour les échanges dans la langue visée. Grâce à la bourse, le spectacle et les ateliers sont gratuits à l'école. Pour en savoir plus, veuillez consulter www.nlac.ca/news/grant_school.htm à la mi-octobre.

L'année passée, j'ai reçu des fonds du programme « Arts and Culture Infused Curriculum (www.ed.gov.nl.ca/edu/k12/culturalconnections/arts_culture_infused_curriculum2013-14.pdf) » pour un projet vidéo. J'admets qu'à ce moment-là j'étais enseignant de français intensif et que la plus grande partie de ce projet était dirigé en anglais, cependant l'expérience avec notre artiste français a motivé les intérêts langagiers de mes élèves.

L'idée de ce plan m'est venue du fait que, de nos jours, les enfants commencent à YouTube pour s'informer sur n'importe quel sujet. Dans ma classe j'ai vu l'émergence de la vidéo comme une façon d'expression naturelle pour les élèves. Il me semblait, donc, que des leçons avec un véritable cinéaste

seraient très utiles pour moi et mes élèves. Je comprendrais mieux le plan technique et didactique des films et les élèves vivraient tous ces processus du premier concept au générique.

Avant de préparer les formulaires, j'ai consulté le réseau de francotnl.ca et j'y ai trouvé le lien <http://www.francotnl.ca/francophonie-terre-neuve-et-labrador-343-repertoire-des-artistes.php>. Ce lien m'a amené au nom de Xavier Georges, un Montréalais qui habite maintenant à Terre-Neuve. Il a eu une carrière longue et passionnante dans le domaine du film. Je lui ai envoyé un courriel qui donnait l'aperçu de mes idées. Il a répondu avec enthousiasme et j'ai commencé à écrire la proposition. Jennifer Nakashima, notre spécialiste d'arts du conseil scolaire, m'encourageait pendant qu'elle m'aidait à peaufiner ma demande.

Pour la démarche de ce projet, les élèves ont créé une entreprise publicitaire imaginaire dont le client venait d'engager ces jeunes entrepreneurs pour concevoir une campagne de publicité afin d'attirer les touristes français à Terre-neuve. D'abord, les enfants ont étudié des pays francophones à travers le monde. Avec cette recherche, les groupes ont produit une présentation au sujet de la population, de leurs sports, des intérêts et des événements culturels, ainsi que sur la situation économique de leur pays choisis. Tout ensemble, la classe a examiné ces Keynotes et, après avoir discuté des données, ils ont identifié le Québec, la France et la Suisse comme marchés idéaux pour notre belle province.

Ensuite, Xavier Georges est venu pour nous enseigner comment faire une vidéo publicitaire. Il nous a introduit au processus complet de toute vidéo ou film. Au début, il a visionné des publicités uniques et amusantes. Nous avons discuté de ces promotions au niveau de leurs conceptions techniques et de leurs effets sur les spectateurs. En plus, Xavier nous a demandé de faire un commentaire sur les messages sociétaux cachés dans ces annonces. Les élèves ont apporté de perspectives différentes de celles de Xavier et moi et ils ont souvent partagé une perception manquée par les enseignants. Ensemble, nous avons découvert qu'une publicité vend beaucoup plus qu'un produit; elle vend des idées, parfois malsaines.

À sa prochaine visite, Xavier nous a présenté quelques synopsis des projets réels. Il a expliqué l'importance de cette rédaction brève qui guide la production éventuelle et qui attire l'appui des actionnaires. Le synopsis est une rédaction courte ou le contenu, l'organisation et le choix des mots jouent des rôles sig-

(suite à la page 30)

PAID ADVERTISEMENT

beyondimages

a self-esteem and body-image curriculum

GRADES
4-8

LESSONS
20+

\$0

at www.beyondimages.ca

MORE than half of children report being involved in appearance based bullying. *Be part of the solution.*

A positive body-image can lead to better self-esteem, emotional stability, happiness and confidence in children.

TEACHER ADVANTAGES: a comprehensive media literacy curriculum written by teachers that includes:

- Lesson objectives
- Lesson plans and contemporary mixed media examples
- Student worksheets
- Evaluation rubrics
- Curriculum outcomes matched for all provinces
- Free!

Beyond Images helps students understand how and why media messages are constructed – and then learn to make their own. *Beyond Images* explores current concepts of what it means to 'fit in'.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard. *Beyond Images* meets students where they're at and takes them further.

Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project

nedic



nificatifs. Xavier nous a donné les étapes et des conseils pour créer notre propre synopsis et, en groupes de 4 à 6, les élèves ont mis leurs concepts sur papier.

Le lendemain, la classe a revu tous les synopsis. Comme concepts publicitaires, ils étaient super, mais Xavier nous a averti qu'il y avait des scènes qui seraient difficiles ou dangereuses à filmer. Il a souligné l'importance de la sécurité pendant le tournage et il a noté que, dans un tournage réel, chaque membre de l'équipe s'investira dans toute pratique sécuritaire. Entre les commentaires du groupe et ceux de Xavier, nos plans sont devenus plus clairs et plus raffinés. Nous étions presque prêts à dessiner les découpages.

Dans une vidéo, le réalisateur utilise des clichés variés pour raconter l'histoire et la rendre plus vivante. Le plan de situation, par exemple, étant un cliché de l'extérieur d'une école, nous indique que l'action à venir se trouvera dans une salle de classe ou un gymnase. Un gros plan capturait une émotion subtile ou indiquait une pensée. Xavier nous a défini beaucoup de clichés et il a montré que chacun sert un rôle spécial dans le déroulement d'un film. Avec cette connaissance, les élèves se sont chargés de la création d'une maquette qui guiderait leurs tournages.

Les découpages faits, Xavier nous a introduits aux équipements de base d'un tournage. Il a décidé que l'iPad et l'App «Filmic Pro» serviraient de la caméra pour nos publicités. À travers Airplay et le Smartboard, Xavier a démontré que Filmic Pro offre des contrôles pour les effets sonores, la vitesse du tournage ainsi que le zoom avant et le zoom arrière... Et après avoir passé une dizaine de minutes avec l'App, les élèves ont découvert d'autres fonctionnalités qu'ils ont enseigné à la classe et aux enseignants. Xavier nous a montré comment utiliser effectivement le trépied avec l'iPad et la micropêche pendant qu'il a mis l'accent sur l'importance d'être respectueux des instruments coûteux et partagés. Avant de quitter cette leçon, Xavier a discuté de l'app iMovie et mes élèves l'ont aidé en ajoutant plus de détails. À partir de ce moment, les enfants avaient tout pour faire leurs propres tournages. On leur a donné trois semaines pour filmer et pour préparer leurs premiers montages.

À la fin de la troisième semaine, nous nous sommes rassemblés pour voir ces projets. Xavier a commencé cette réunion avec quelques histoires drôles de ses tournages à l'extérieur et les élèves l'ont suivi, partageant des exploits amusants et aventureux. Le tournage a inspiré beaucoup de bons souvenirs, toutefois, en visionnant leurs publicités, l'écoute et l'apprentissage étaient évidents. Xavier a félicité les élèves pour ces vidéos captivantes et originales. Ensemble, nous les avons vues avec un œil critique et l'esprit d'amélioration.

On a rencontré Xavier deux autres fois. Il est revenu en classe pour voir les publicités dans leurs états finals avec la musique, les titres et les génériques. Nous avons fêté cette projection comme une première d'Hollywood et tout le monde était fier des efforts de la classe. Notre dernière visite était une sortie éducative au plateau de Xavier. Cette expérience culminante était magique. Elle nous a permis de revoir le processus de tournage ainsi que de comprendre la planification complexe et la coopération énorme exigées dans une production vidéo.

Au début, mon plan était d'enseigner et d'apprendre le processus de vidéo tandis que mes élèves auraient l'occasion de parler en français à quelqu'un hors de notre communauté scolaire. Heureusement, ces projets touchent un grand nombre de résultats. Du point de vue des arts langagiers; les élèves ont considéré les médias et leurs impacts subtils, ils ont fait de la recherche afin de planifier et de créer un projet vidéo, ils ont partagé leurs opinions respectueusement en les soumettant à l'évaluation de pairs et ils ont répondu effectivement aux commentaires. On peut également énumérer des résultats accomplis dans les domaines des sciences humaines, du français et même des mathématiques!

Le succès de l'effort vidéo m'a inspiré de proposer un «Legacy Project» (www.ed.gov.nl.ca/edu/k12/culturalconnections/LEGACY_2013_14.pdf). Encore sous révision, ce projet fera connaître aux élèves la vie franco-terre-neuvienne au cours des années. Ils apprendront de cette culture à travers les vieux clichés, les contes et les chansons locales. Avec l'aide de l'artiste francophile Chris Driedzic, ils traduiront ces moments en tableaux vivants. Dans la deuxième partie de cet effort, les écoliers utiliseront ces connaissances pour créer des images en feutre avec un processus traditionnel. J'espère que ces expositions à la langue, à la culture et aux arts des Franco-Terre-Neuviens vont amener les élèves à être plus fiers et plus motivés de leur français.

L'étude d'une deuxième langue apporte plusieurs avantages, mais pour les jeunes, ces avantages sont souvent abstraits et utiles seulement dans un avenir lointain. En plus de l'occasion d'entendre parler un français authentique des visiteurs francophones et francophiles, ceux-ci donnent de nouveaux amis, de nouvelles motivations et des habiletés aux élèves. Les programmes de NLAC et Cultural Connections fournissent aux enseignants un moyen excellent de faire vivre une deuxième langue.

.....
Laun Shoemaker est père, mari et enseignant. Il a reçu son diplôme de maîtrise ès arts et éducation le printemps passé. Avec sa classe de la quatrième année, il apprend à l'école élémentaire Beachy Cove.

RACONTONS NOS HISTOIRES **CONTACT 2014** **TELLING OUR STORIES**

Hosted by NLTA in Corner Brook

It has been said that every picture tells a story. This is the story of CONTACT 2014 in Corner Brook, where colleagues from Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador came together to tell their tales. There was intrigue and humour and lessons to be learned. This story had all the usual characters, and even some unusual ones, including a 7-month old "delegate" and the King of Karaoke. There was a magical moment when

everyone's fashion sense was suspended temporarily and they dressed in neon t-shirts! But, like all good stories, it came to an end...and that end was bittersweet as people said their goodbyes to strangers who had become friends, as there is always something else to learn; one more conversation to be had; one more idea to share. And we'll do it all again next summer – in New Brunswick!





NLCPA ANNUAL CONFERENCE AND AGM 2014

October 15-17, 2014

Capital Hotel, St. John's. Featuring renowned speaker and bestselling author Dr. Gabor Maté. For more information contact: Peggy Hann, NLCPA, peggyhann@nlesdca.

TLC – TEACHER LIBRARIANS CONNECTING WORKSHOP

October 24, 2014

St. Paul's Intermediate, Gander (Library). TLNL SIC (Teacher Librarians of NL Special Interest Council) is hosting a PD Workshop. Sessions include Round Table Q&A; Connecting to other TLs through our FirstClass Conference; and special guest Beth Maddigan, Education Librarian, MUN Faculty of Education with her fun-filled relevant presentation which she lovingly calls "Teacher Librarian Superheroes: Extending the classroom into the school library and vice versa". Please register by October 17, either in the PD Calendar in the Member Services section of the NLESD website, or you can email bethpower@nlesd.ca.

CONNECTING LITERACY AND 21ST CENTURY SKILLS: MAXIMIZING AND DEEPENING STUDENT LEARNING

November 6, 2014 (St. John's)

November 7, 2014 (Corner Brook)

NLCC (formerly ACCC) is pleased to announce that international presenter and award-winning author, Dr. Sue Beers, will deliver a one-day workshop on the development of general literacy skills within a 21st century framework. Participants will

examine a model for integrating literacy skills, content outcomes and the 21st century learning skills of critical thinking, creativity, communication and collaboration into a comprehensive instructional plan that raises learning expectations for students of various abilities. Registration \$120. For more information and to reserve space contact: cwhiteacc@gmail.com. Presented by the Newfoundland and Labrador Connected Community & the Newfoundland and Labrador Teachers' Association.

LEARNING DISABILITIES ASSOCIATION OF NL FALL CONFERENCE

November 21, 2014

Fairfield Inn, St. John's. For more information contact: 709-753-1445 or info@ldanl.ca.

MATH SCIENCE SIC BGM & CONFERENCE

December 4-6, 2014

Education Building, Memorial University, St. John's. For more information contact: Craig White at cwhite@letstalkscience.ca

NLCPA ANNUAL CONFERENCE AND AGM 2015

October 21-23, 2015

Capital Hotel, St. John's. Featuring renowned psychologist Dr. Danie Beaulieu, founder and president of Académie Impact in Lac-Bauport, Quebec. For more information contact: Angie Wilmott, NLCPA, angiewilmott@nlesd.ca.

2015 Convention and Province-Wide Vote Deadlines

November 2, 2014

- Mailing of Election issue of *The Bulletin*.
- Final deadline for receipt of nominations for offices of President and Vice-President.

December 2, 2014

Province-wide vote for the election of President and Vice-President.

December 16, 2014

Run-off ballot for the election of President and Vice-President (if required).

January 8, 2015

Proposed changes, amendments or repeal of NLTA By-Laws to be actioned by Convention must be presented in writing to the NLTA.

February 8, 2015

- All nominations for Provincial Executive for publication in the Convention issue of *The Bulletin* must be postmarked or hand delivered to NLTA Office.
- Names of elected delegates and alternates to Convention should be forwarded to the NLTA Office for printing in the Convention issue of *The Bulletin*.
- Resolutions to Convention must be received at the NLTA Office.

March 8, 2015

Mailing of Convention issue of *The Bulletin*.

April 7-10, 2015

Biennial General Meeting.

April 9, 2015

Final deadline for receipt of nominations for Provincial Executive.

Dates to Remember

October 2014

- Oct 16 **Deadline:** PD Fund applications
- Oct 16-17 Pre-Retirement Seminar, St. John's
- Oct 23 NLTA Executive Meeting
- Oct 24-25 Joint Council Meeting
- Oct 30-31 Pre-Retirement Seminar, Corner Brook

November 2014

- Nov 1 Financial Information Seminar, Corner Brook
- Nov 6-7 Pre-Retirement Seminar, Grand Falls-Windsor

Nov 7 **Deadline:** Project Overseas Applications

- Nov 20 **Deadline:** PD Fund applications
- Nov 27-28 Pre-Retirement Seminar, St. John's
- Nov 28-29 NLTA Executive Meeting
- Nov 29 Financial Information Seminar, St. John's

December 2014

- Dec 4-5 Pre-Retirement Seminar, St. John's
- Dec 18 **Deadline:** PD Fund applications
- Dec 31 **Deadline:** 2015 Christmas Card Contest entries