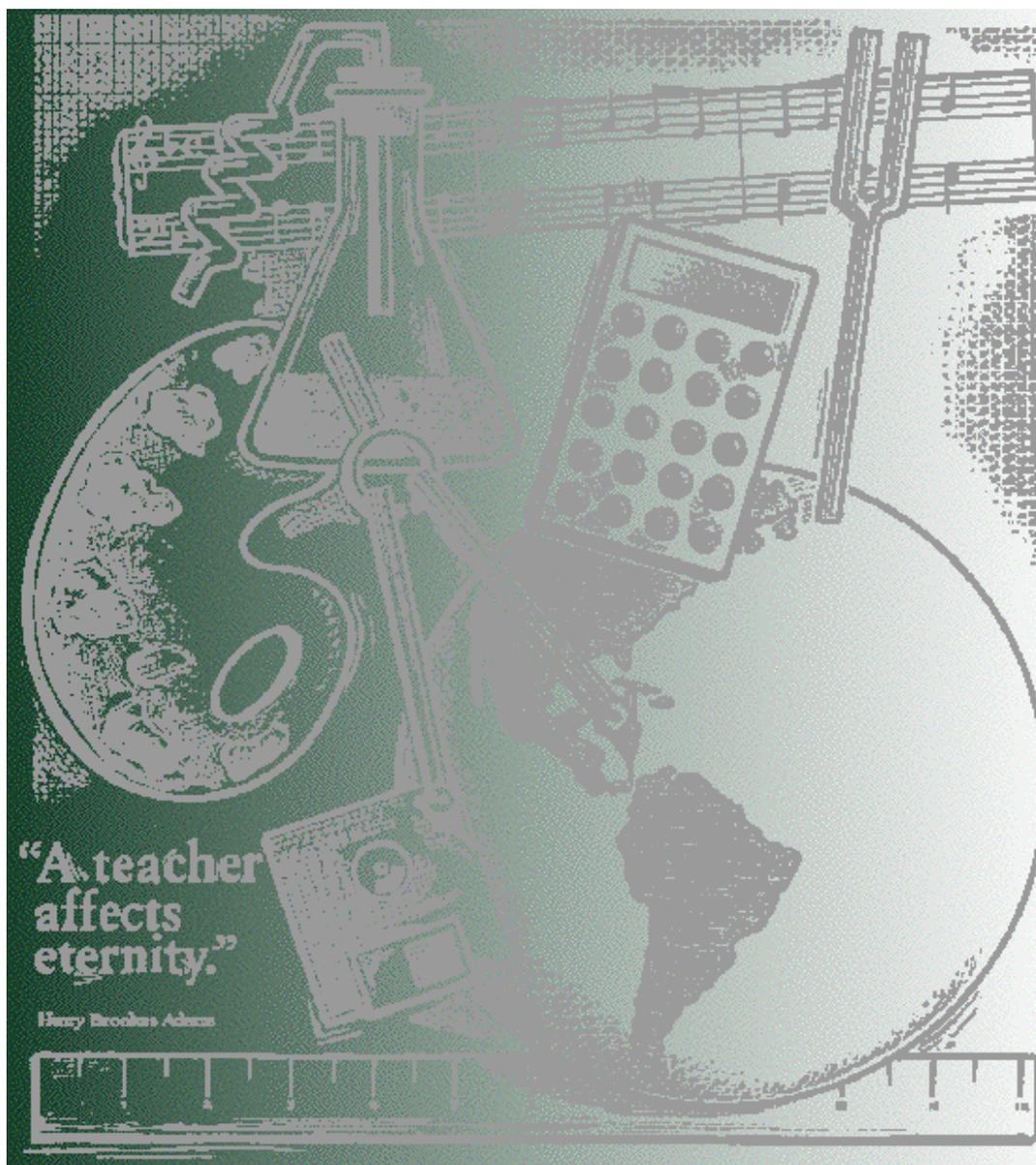


T H E
bulletin

Newfoundland and Labrador Teacher's Association

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**"A teacher
affects
eternity."**

Henry Brooks Adams

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TRIBUTE TO A FRIEND

by Lesley-Ann Browne

A friend died on a Friday night in September. It was supposed to have been a routine hospital procedure. As routine, I guess, as any hospital procedure is these days within the health care system. But a heart attack and other complications developed.

My friend was 34 years old. He was warm and funny, sincere and incredibly easy to be around. He was a husband, a daddy, and a friend to some very lucky people. But I never got to tell him this or even to say how much I valued his friendship over the years. My loss and how I feel about this loss cannot even come close to that of his family, his wife and beautiful little boy, or the people who had the benefit of his friendship for so long. I believe that it was my privilege to have been called a friend and I feel a tremendous sadness at his death. This is my tribute to a friend.

I met Andre at university, a friend of a friend. And soon his friends were my friends. As fate would have it we ended up working together one Summer at the public exams division of the Department of Education and had an incredibly enjoyable summer as public servants. Andre eventually continued his career with the department and I went off to Graduate School.

It had been almost two years since I had seen Andre or any of my old friends from university and high school. These were the people whom I had shared an important part of my life and whose friendship I had valued a great deal at one time. It is with great sadness that I realize that I will never again see Andre and share his jokes and laughter. He always had a joke, usually corny, but it always made me laugh. At the time of his death, and when friends came together to mourn, I could not help but question where I have been for two years that I couldn't and didn't take the time to keep in contact. The only explanation is that time has gone by and I have been spending my time doing other things. In these hectic days of career moves, paying bills, constant challenges of balancing work and home, preparing a child for Kindergarten, and just basically surviving, I feel I have lost touch with what is really important.

Of course my career and family are important but it seems that I, like many people, have gotten so involved in the everyday routine of trying to survive that some of the more important elements have been forgotten. Andre's death has brought me back to reality and to the realization that life is much too short to waste. And if Andre were here to listen to my concerns, he would tell me, in his lighthearted manner, not to worry about it. But I will always regret not keeping in touch.

Andre loved music and was a wonderful singer. He had a love of life and an exuberance for the good things that family and friends brought into his life. I think he would appreciate and understand the following verse from a song I heard the day after his death and that he would sit back, smile his winning smile and listen intently. It goes like this:

I'm lookin' back through the years

Down this highway

Memories. They all lead up to

This one day

And many dreams lost along the way

Haunt me still

I guess they always will.

It has been said many times in the last few weeks that Andre's death is not goodbye to a friend but that, through faith, we will meet again some day. If this is the case, then Andre is united with his Mom and his brother Marcel. Well, I sincerely hope that this is correct and I, like many others whose lives Andre has touched, hope we do meet again. Andre will be always loved and missed by many.

Student wins national writing award

Angela Duffett, a Grade 6 student of Matthew Elementary School, has won the 1996 Prism Award Trophy for her age group for her entry Getting Back at Rodney, in the Play category.

Winning the national Prism Award is a great honour and achievement. The Prism Award is designed to honour children who "reach within themselves and share who they are, their imagination and what they understand through storytelling". Winners are chosen based on how original and entertaining the story is, and how well the story is written.

At the time of her entry, Angela was a Grade 5 student in Mrs. Patricia Hewitt's class. She will now join the "Kids Network Training Program" where editors will work with Angela on her winning manuscript to further develop her talent to a professional writing level. Upon completion of this training program, the Kids Network will publish a select few of the stories that have achieved a professional level.

Angela and her family have been invited to attend the official awards ceremony in Toronto later this Fall where Angela will accept her trophy and a \$500 cash prize.

Angela is the daughter of Peggy and Bruce Duffett of Bonavista. Peggy is a Grade 4 teacher at Matthew Elementary.

Students learn history of community through art

Last year Level I and II students at King Academy created an art gallery of historical and cultural events of their community with the use of wall displays through sketches, maps, posters, charts, photos, etc.

These items are displayed in the stairway of the school and include the Harbour Breton Landslide of 1973, the famous Newman & Company firm that once controlled commercial life in Harbour Breton, a Harbour Breton War Plaque (WWI), John Cabot's Discovery display showing the Matthew and when she will be arriving in Harbour Breton in 1997, a 150th anniversary of teaching in Harbour Breton display, and several sketches of schooners like the Sherman Zwicker and the Cathelia, the last Harbour Breton Schooner.

Everyone involved had fun and learned a great deal about the community's history. The Cultural Heritage 1200 course and this art gallery activity enabled students to understand and admire the community's interesting and unique history.

Students meet French dignitary

During a recent field trip to the islands of St. Pierre & Miquelon, Grade 6 students of Grand Falls Academy Elementary, had a special treat. The Prime Minister of France, M. Alain Juppé, was visiting the island and

spent some time talking to the students.

BURIN BAY ARM

School remembers the Dunblane Primary tragedy

Students and staff at D.C. Jamieson Academy were particularly saddened by the terrible loss of young lives at Dunblane, Scotland, in the Spring of 1996. Being a model global school for the past three years, they are always looking for ways to show those in places, far and near, that we are a global community and that what affects one affects us all.

Ross Tilley, Vice Principal, organized a memorial ceremony that included messages of sympathy from the Principal, School Board Chairperson, Superintendents and School Clergy. Laura Rowsell, representing elementary students, and Ashley Kenway, representing intermediate classes, read messages of condolence. Dave Shears played the bagpipes during a moment of silence.

The ceremony ended on the lawn in front of the school where Reverend Bob Peddle, school chaplain, dedicated a Scotch Pine tree in memory of those who died, and reminded all that the tree will ensure that they will live forever in our memory.

The entire ceremony was videotaped and sent to the school in Dunblane, Scotland.

MANUELS

NLTA Medal Winner

Heather Lynn Stockley of Manuels is winner of the Newfoundland and Labrador Teachers' Association Medal for the Spring Convocation 1996. She convoked this past May with a Bachelor of Music Education Degree.

While at Memorial, Heather was active as Music Representative with the Council of Students' Union (1993-1995), Student Representative with Music Education Admissions Committee, School of Music Program Review Committee, Memorial's Distinguished Teacher Award Committee and Music Society. She was also President of the Orientation Committee for the School of Music and held the position of Music Education Assistant.

MAKKOVIK

Teacher honoured by National History Society

Joan Andersen, a Grade 5/6 teacher of Inuit and Settler Ancestry at J.C. Erhardt Memorial School in Makkovik, is one of 12 winners of the Awards for Excellence in Teaching Canadian History recently awarded by Canada's National History Society.

Ms. Andersen's fresh innovative approach to teaching history was best exemplified by the play entitled "A Trip Through Time", that her students wrote together. With the help of a well known theatre group from Winnipeg, the students staged the play at the 20th Labrador Creative Arts Festival in Goose Bay, where they

received a standing ovation from the 350 people in attendance.

The 1995-1996 Awards, which recognize teachers who lead the way in popularizing Canadian history, were open to all teachers of Canadian history in Grades 1-12. The national grand prize winner will be announced by Governor General Romeo LeBlanc at an official ceremony this October in Ottawa. The grand prize winner will receive a medal and cash prize of \$5,000 as well as other prizes and a computer to be donated to his/her school.

Nomination brochures for the 1997 Awards for Excellence in Teaching Canadian History will be available in schools in January 1997 or can be obtained by contacting Canada's National History Society, York/Toronto 1833, 260 Adelaide Street East, P.O. Box 59, Toronto, ON, M5A 1N1, Tel: 1-800-861-1008; Fax: 416-955-0815; e-mail: coedcomm@globalserve.on.ca.

PORT UNION

School undertakes different approach to teaching

In September 1995, St. Catherine's Elementary undertook a different approach to education in our primary and elementary classes.

In this teaching approach called multi-age, students of various ages are grouped together and progress at their individual rate. Students are provided with the opportunity to associate and work with others on the basis of skills, abilities, interests, personality and age. Theresa White, Principal at St. Catherine's, says that although new to our school system, multi-age has been ongoing for many years in other countries such as England, United States and over the last few years it has also been brought into many school systems in Newfoundland and Labrador.

Ms. White says some of the many positive outcomes of this multi-age approach to teaching include a fostering of an independent learning style in young children; a promotion of social skills and cooperation behavior; an appreciation for the diversity of talents, skills and abilities of classmates; builds on what the child already knows in an unthreatening environment; interaction by which children learn from one another; and an easy transferral of knowledge of different areas.

WINTERTON

Contest winners meet famous author/illustrator

Last Fall, while Anne Walker, a Grade 2-3 teacher at Perlwin Elementary, was doing an author study of Phoebe Gilman, she entered and won the "Win Phoebe Gilman for a Day Contest". Entrants in the contest were required to write why they thought they should win. One of the reasons Ms. Walker gave was that perhaps Ms. Gilman had never been to Newfoundland and her visit would give her an idea for a new book.

Ms. Walker says she was thrilled when she found out she had won and even more delighted knowing that this would be Ms. Gilman's first visit to Newfoundland. Ms. Gilman spent the better part of the morning in Ms. Walker's classroom, and held a whole group session in the afternoon and autographed copies of *The Gypsy Princess*.

"I truly believe Perlwin staff and students are the real winners for having been exposed to such a talented

author and illustrator," concluded Ms. Walker.

MOUNT PEARL

Teacher honoured for distinguished service by Canadian School Library Assn.

Vicki Pennell, Past President of the Association for Teacher-Librarianship in Canada (ATLC), is this year's recipient of the Margaret B. Scott Award of Merit. Presented annually by the Canadian School Library Association for distinguished service in school librarianship, the award this year recognizes Ms. Pennell's leadership in the field of education and her contributions at the provincial and national levels as conference speaker, workshop presenter and advocate for quality school library programs. Earlier this year, Ms. Pennell was given the Barnes Award, the highest honour that the Newfoundland and Labrador Teachers' Association bestows. Ms. Pennell is currently a learning resource teacher at Mount Pearl Senior High School.

ST. JOHN'S

Co-op student exposed to world of banking

In September 1995, Lorelee Butt, a student at the Newfoundland School for the Deaf, began a Co-operative Education class at her school. She expressed an interest in the field of banking and requested that her Co-op teacher/coordinator, Des McCarthy, arrange a work placement for her in this area. Mr. McCarthy approached the Bank of Montreal as they had indicated they were willing to allow Lorelee to complete the work experience segment of her Co-op course with them. As part of her work experience, Lorelee was trained as a teller. She was treated like any other employee, with the exception of the sign that shared a space next to her name asking customers to submit their requests in writing. Lorelee says she experienced no difficulty dealing with the bank clientele.

This past June, Lorelee completed her work experience training for the Co-op course; however, the bank, which was pleased with her performance and being very much an equal opportunity employer, asked if she would like to work as a casual employee during the Summer months. Lorelee gladly accepted their offer.

Mr. McCarthy says that the many lessons learned through Lorelee's exposure to the work world during the Co-op Education experience should be invaluable to her in the months ahead.

NLTA staff changes

The Newfoundland and Labrador Teachers' Association is pleased to announce the appointment of Beverley Park to the position of Administrative Officer, Professional Development, and Sarah Mills to the position of Legal Counsel/Research Officer.

Beverley has worked as a teacher and Program Co-ordinator with the Port aux Basques and Avalon Consolidated School Boards, and most recently as Professional Development Officer with the Provincial Professional Development Centre. She began her post-secondary education at Lester B. Pearson United World College of the Pacific in Victoria, British Columbia, receiving an International Baccalaureate in 1978. In 1981 she received a Bachelor of Arts Degree from Université Laval in Quebec, and in 1993 her Masters of Education from Memorial University of Newfoundland. She was a member of the Canadian

Teachers' Federation professional development team to Tanzania in the Summer of 1994 and has presented at numerous provincial and national professional development conferences in Newfoundland and Labrador and across Canada.

Sarah has worked as an Executive Assistant with the Teacher Welfare Division of the NLTA since 1995. She received her Bachelor of Arts, majoring in French in 1987, and her Bachelor of Education from Memorial University of Newfoundland in 1988. Sarah taught for three years at Vanier Elementary in St. John's and Park Avenue Elementary in Mount Pearl until she decided to continue her post-secondary education. In 1994 she received her Bachelor of Laws Degree (LLB) from Osgoode Hall Law School at York University and articulated primarily with the Newfoundland Legal Aid Commission. Sarah was called to the Newfoundland Bar in 1995 and worked with Torbay Legal Services before taking her position with the NLTA.

School launches Media Internship Program

This past May, the Gonzaga Media Internship Program, an educational partnership between Gonzaga High School and Cable Atlantic, was officially launched. Funded by the Youth Internship Program of Human Resources Development Canada, the Media Internship Program is comprised of an in-school component, Media and Society 3122 and on-the-job training at Cable Atlantic. Under the supervision of producers at Cable Atlantic, interns learned all aspects of TV production. After a period of training, interns began producing shows for broadcast on Cable Nine. Several Public Service Announcements were produced for the Royal Newfoundland Constabulary. The final production was a video entitled Right Now: Making Choices, Facing Consequences, followed by a live panel discussion.

Further information on the Program can be obtained by contacting Tom Donovan, Program Coordinator, Gonzaga High School, Smithville Crescent, St. John's, NF, A1B 2V2, Tel: 709-753-7570 (studio); Fax: 709-753-2117; e-mail: tdonovan@calvin.stemnet.nf.ca.

Retired teacher volunteers needed

The assistance of retired teachers is required for a remedial programme at Macpherson Junior High School. The programme requires oral testing for several students and volunteers who could read tests for the students.

If you are interested in volunteering, contact: Lynda Younghusband, Guidance Counsellor, Macpherson Junior High, Tel: 709-579-7191; Fax: 709-579-5019.

NEWFOUNDLAND & LABRADOR

Historical essay contest winners announced

Roxanne Garnier, a Level II student at St. Joseph's High School in St. George's, and Roseanne Leonard, a Level III student at Holy Spirit High School in Manuels, are winners of the \$200 first prize in the second annual essay contest sponsored by the Newfoundland Historical Society.

Ms. Garnier wrote her essay on Father Alexis Belanger, the first resident Roman Catholic priest on the west coast. Ms. Leonard composed a series of letters by an imaginary United States serviceman stationed at Argentia relating wartime experiences.

The second place prize of \$100 was shared by Erin Bennett, of St. Joseph's High School, who wrote on the Sisters of Mercy, and Cara Tracey Holley, of St. Lewis Academy, Labrador, who told the story of the American radar base operating in her community in the 1950's.

Dwane Poole of St. Lewis Academy received honourable mention for his essay on the origins of Fox Harbour residents.

Cash prizes are provided by the Johnson Family Foundation which also pays the administrative costs of the contest. Book prizes for all the winners are provided by Harry Cuff Publications, Jespersen Publishing, and Robinson-Blackmore Printing and Publishing. The essay contest is open to all high school students in the province.

CTF ANNUAL GENERAL MEETING

"A major part of the meeting was spent debating recommendations contained in the Report of the Task Force to review CTF Structures and Procedures."

Some 200 teachers representing every province and territory in Canada gathered in Calgary, Alberta, from July 17 to 19 to attend the 1996 Annual General Meeting of the Canadian Teachers' Federation. A major part of the meeting time was spent debating recommendations contained in the Report of the Task Force to review CTF Structures and Procedures.

At the end of the discussions, delegates adopted a revised mission statement for CTF, directed the Federation to seek closer ties with the Fédération des enseignantes et enseignants de commissions scolaires (CEQ), disbanded the Advisory Committees on Economic Services and Educational Development Services, and approved in principle a recommendation to expand the CTF Executive Committee to six members.

However, the bulk of the Task Force Report was referred to the Executive Committee for further study and action. As well, member organizations will be encouraged to provide a written response to the Report and its recommendations.

In other matters, delegates adopted a recommendation that will see CTF establishing a work group to investigate the advantages and disadvantages of CTF affiliating with the Canadian Labour Congress. The work group was directed to present its report, with recommendations, to the Spring 1997 CTF Board of Directors' meeting. Meanwhile, the Federation will be approaching the Canadian Labour Congress and other appropriate partners with a view to conducting a joint national conference to promote full employment.

Delegates recognized the increasing role of the Council of Ministers of Education, Canada on the education scene and asked CTF to provide member organizations and OTF affiliates with regular written reports, documents and information on the activities of the CMEC, including CTF's interaction and interventions with the Council.

Because changes to the Income Tax Act may be necessary before provincial pension plans can extend same-sex benefits, delegates asked that CTF lobby the Federal Government to amend the appropriate Federal legislation to permit same-sex pension benefit entitlements.

CTF will also be lobbying the Federal Government for laws which limit the access of children under the age of 18 to violent movies, videos and video games.

Delegates adopted a comprehensive policy statement on public education and private sector partnerships which stresses, in part, that successful partnerships are based on sound educational principles and are built on trust and mutual respect between the contracting parties.

The annual meeting was punctuated by two special sessions. The first studied the Report of the Task Force to Review CTF Structures and Procedures, while the second heard Norman Henchey, Emeritus Professor of Education at McGill University. He presented a discussion paper to help teachers and their organizations prepare various scenarios for public education in the year 2001.

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

The AGM also featured two sessions honouring meritorious educators. This year, two prominent Canadian educators were each presented with the CTF Special Recognition Award. The recipients were Arthur Jorgensen from Alberta and Clarence LeBlanc from New Brunswick. The second session featured the winners of the \$10,000 Roy C. Hill National Award for Outstanding Merit. The team of Louise Sarrasin and Marie-France Bélair showed delegates a video which outlines the highlights of their winning project titled "Child Star".

During the last session of the AGM, Jan Eastman from British Columbia was elected President-designate, while Linda York from Manitoba and John MacDonald from Nova Scotia were elected to serve one-year terms as CTF Vice-Presidents. Maureen Morris from Quebec begins the second of a two-year mandate as CTF President.

During their stay in Calgary, delegates and their families were superbly hosted by the Alberta Teachers' Association. The CTF Annual General Meeting next year will be hosted by the Provincial Association of Protestant Teachers of Quebec and will be held in Montreal where planning is already well underway.

PROJECT OVERSEAS 1997/98

sponsored jointly by the Canadian Teachers' Federation and its Member Organizations

Each year about 50 Canadian teachers are chosen to work, without salary, on CTF's Project Overseas. Their assistance is given, upon invitation, to teachers in Africa, the Caribbean, and Asia to improve teaching skills and strengthen professional teacher organizations.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are Members of CTF, the Canadian International Development Agency, the Superannuated Teachers of Ontario, and the Alberta Agency for International Development.

It should be noted that the sponsors of Project Overseas do not pay any salaries or honoraria to teachers who apply to Project Overseas. Furthermore, the sponsors do not pay any costs associated with substitute teachers or release time.

Requirements:

- membership in a provincial or territorial organization which is a CTF Member
- an appropriate teachers' certificate
- a minimum of five years teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgement

In 1997-98 CTF will require teachers for two types of projects as follows:

Project Overseas I (the Summer Project) will operate during the months of July and August 1997 in English- and French-speaking countries. In 1996, teachers at the primary, elementary, and secondary levels were requested to teach the following: Biology, Chemistry, Classroom Management, Computers, English, Family Life Education, French, Guidance and Counselling, Language Arts, Leadership, Management and Supervision, Math, Pédagogie, Physics, Reading, School Administration, Science, Special Education, Staff Development, Team Building, Woodworking.

Project Overseas II (the Winter Project) refers to all in-service projects which take place anytime other than July and August. Currently, Project Overseas II operates in English-speaking countries only. Participants must be ready to devote their time to this project for a four- to sixteen-week period between September 1997 and June 1998. Project Overseas II often uses the services of retired teachers or practising teachers who have obtained an extended leave of absence from their school boards. In 1995-96 primary and secondary teachers were requested to teach the following: Biology, English, Geography, History, Leadership Training, and Mathematics.

APPLICATIONS:

Deadline date for applications: **November 15, 1996.**

Further information and application forms are available from:

Newfoundland and Labrador Teachers' Association

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

Tel: 709-726-3223 or 1-800-563-3599;

Fax: 709-726-4302

TEACHING IN CANADA

"The tensions and uncertainties in our schools are eating the heart out of our teaching population. To ignore or deny this would be to ignore or deny the fact that on the front lines, all is not well."

In her presidential address to delegates attending the 1996 Annual General Meeting of the Canadian Teachers' Federation on July 17th in Calgary, Maureen Morris gave a moving account of what a teacher's life is like in the 1990's. Ms. Morris, having just completed the first of a two-year mandate at the helm of the 240,000 member CTF, spoke about what she saw and heard during that first year as she met with thousands of teachers in meeting rooms and schools across Canada.

The teacher leader says that the unfounded lack of public confidence in Canadian schools and the constant barrage of public and media criticism have caused teacher morale to plummet. "What I have observed this year," she says, "is that the critics of education are so visible and so vocal that teachers are left feeling saddened and confused. While trying to develop pride and self-esteem in the students they teach, teachers themselves are being robbed of their pride and self-esteem."

Ms. Morris says she recognizes that individual classroom teachers are the best advocates of public education. But she also acknowledges that teacher organizations need to pay more than lip service to this belief. "We must provide the training and the materials necessary for our colleagues to speak comfortably and confidently on the issues." She says that teacher organizations must continue to show leadership through well-planned public awareness campaigns.

"Teachers," she says, "are pushing themselves to the limit to compensate for cutbacks in their schools. The effect has left many of our colleagues reeling. The personal toll has been exhausting and for some, debilitating."

What is of concern to her is that teachers themselves, and community groups such as parents who are normally supportive of public education, are buying into the "we must downsize school funding rhetoric." "Time and time again," says Ms. Morris, "the teachers I met expressed their frustration that the school system seemed to be meeting the needs of everyone but students."

"Recently," says the teacher leader, "a national education agenda has emerged, spearheaded by the Council of Ministers of Education, Canada. We see regional curriculum being developed, similar versions of reform happening in various provinces and territories, standardized testing, the creation of parent councils, the cutting of teachers' contracts, and so on."

Ms. Morris says that all of the issues have combined to create a climate of instability in our schools. "Many education policy-makers do not follow the belief espoused by CTF that change in schools is natural and healthy provided it is based on sound research and reasoning. Rather, their idea of reform is based on very different principles. Often they view change as an event, like a concert, and not as a process that should be well thought out, involving key education players such as teachers."

The teacher president also sees societal changes having had a tremendous impact on the quality of teachers' lives. She considers that teachers are often blamed for the discipline problems in schools, as well as for the increase in violence both in schools and in society. "In fact," she says, "teachers who follow up on issues of discipline and violence are often over-ruled by parents and other adults in charge. If teachers do not get the

support from other adults on questions of responsibility, what is the message received by children? Many teachers have indicated that they feel paralyzed and powerless."

"Teacher organizations, schools and school jurisdictions need to monitor the quality of teachers' lives," says Ms. Morris. "We need to assess the physical, mental and emotional state of teachers, and find ways to promote teacher wellness." She added: "The tensions and uncertainties in our schools are eating the heart out of our teaching population. To ignore or deny this would be to ignore or deny the fact that on the front lines, all is not well."

Maureen Morris concluded her address on a more positive note, stating: "I have seen things that have frustrated me, angered me, or reduced me to tears. But I have also seen things that made me roar with laughter, that reinforced my sense of pride as a teacher, and that left me feeling exhausted but exhilarated. We must talk about our successes for they are numerous; we must promote our public schools with pride; and, we must attribute the success for our schools to those people who deserve the credit Canada's teachers."

SUCCESSOR RIGHTS

by Edward Hancock

" the successor board 'inherits' the responsibilities of the previous board to its employees, and the employees' contracts continue with the successor board."

With the ongoing consolidation of denominational school boards in the province into 10 interdenominational school boards, questions naturally occur concerning the rights of teachers who are currently employed by the consolidating boards. These rights are outlined in Article 45 of the Provincial Agreement (Article 53 in Labrador West) entitled Successor Rights.

Article 45.01 states as follows: In the event that a school board absorbs another school board or part of another school board, or two school boards join to form one board, the teachers so affected will, subject to Article 9, continue employment in the same position within the successor board, without loss of rights and accrued benefits.

This clause provides that teachers' employment status with their current school board will continue with the successor board. Essentially, the successor board "inherits" the responsibilities of the previous board to its employees, and the employees' contracts continue with the successor board. The phrase "subject to Article 9" means that teachers' rights to continue employment in the same position with the successor board are subject to the normal redundancy, reassignment and layoff procedures that might occur if the consolidation were taking place at the end of the school year. Teachers should remember that layoffs shall only be effective at the end of a contract year.

Article 45.02 spells out the specific circumstances of teachers at the time of consolidation relative to tenure, probationary period and seniority. These articles state as follows:

- A. Notwithstanding Article 7, tenured teachers moving to the succeeding board will retain tenure.
- B. Notwithstanding Article 7, teachers in the first year of a two-year probationary contract who move to the succeeding board shall be deemed to be in their second year of probation. Probationary teachers who have successfully completed the final year of probation and who move to the succeeding board shall have tenure.
- C. Notwithstanding 9.01, all teachers moving to the succeeding board shall, for seniority purposes, retain their years of service which they had to their credit with the previous board.

These clauses provide for continuity of teacher status relating to probationary period and tenure, and the retention of seniority credit with the successor board.

At the point of consolidation, the seniority lists from the consolidating boards would have to be merged to form a single seniority list for the successor board.

The Association has a number of ongoing concerns regarding the successor rights of program coordinators with the new boards. As most teachers would be aware, the Department of Education last spring ordered all school boards to reduce the number of program coordinators at board offices to two. (Several exceptions were later made to this order in three areas of the province where the consolidating boards would not have

included at least five coordinators in total.) The subsequent reassignment of program coordinators to teaching positions in schools has caused major concern regarding the status of these individuals for program coordinator positions under the successor rights article for 1997-98. Discussions concerning this matter are ongoing with Government and it is hoped to have the matter resolved in the near future. It is the Association's position that all teachers in program coordinator positions for 1995-96 on a continuous contract would be eligible for reassignment to the new coordinator positions created for the 1997-98 school year on the basis of seniority, subject to capability, in accordance with Articles 9 and 45 of the Collective Agreement.

In other words, the particular position the program coordinator holds in 1996-97 should not detrimentally impact upon their successor rights for program coordinator positions in the new boards.

A number of amendments to the Schools Act and the Education Act were passed by the House of Assembly in July 1996. These amendments were mainly concerned with providing authority for the province to establish the 10 interdenominational school boards and for these boards to proceed with appointment of directors and assistant directors. We have not yet been provided with details of further amendments to the Schools Act, other than the draft Act which was circulated last winter and to which the Association reacted in detail to the Government. Although further amendments to the Schools Act are certainly pending, the Association's position on teachers' rights as employees of the successor boards is that those rights are as prescribed by Article 45 and Article 9 of the Collective Agreement.

Edward Hancock is Administrative Officer, Benefits and Economic Services, with the NLTA.

LEGAL ASSISTANCE FOR TEACHERS

by Edward Hancock

The NLTA offers a program of legal aid to teachers who are Association members. The basic aim of this program is to render professional or legal advice to members of the NLTA to assist them in dealing with problems which arise from situations contingent on their teaching positions.

All requests for legal assistance must be initiated through the Benefits and Economic Services Division at the NLTA office. The Association would not, for example, normally cover the legal expenses of a teacher who, of his or her own volition decided to contact a law firm in order to seek advice on some matter. Administrative staff at the Benefits and Economic Services Division will, based upon a brief outline of the facts of the case from the teacher, determine whether the matter falls within the Legal Assistance Policy. If such is the case, the matter would be referred to legal council to provide advice to the teacher. In any case of doubt as to whether the matter falls within the policy, the Table Officers Committee of the Provincial Executive is authorized to grant or deny legal aid following a recommendation from the investigating administrative staff officer.

NLTA members should be aware of the following specific statements from the Legal Assistance Policy:

1. All requests for legal assistance must be initiated through the Benefits and Economic Services Division at the NLTA office.
2. Following the appropriate investigation of the facts by the Benefits and Economic Services Division, and subsequent recommendation, Table Officers are authorized to grant or deny a request for legal assistance.
3. A member will be entitled to free legal service in any case in which the member is the defendant provided the Association considers that the case arises from a situation contingent on the member's position as a teacher.

Two major stipulations within the policy are:

1. No legal case initiated by a member will be supported at NLTA expense unless the Association has authorized support. Such support would have to be sought in advance of engaging legal services.
2. Legal services or legal assistance provided in accordance with this policy shall mean the legal services of the law firm retained by the Association.

As many members would be aware, for 1996-97 the Association has on staff a lawyer who will act as legal counsel for the Association in all matters related to the provision of legal aid to NLTA members and who will also be responsible for undertaking legal research for the Association on a variety of issues. This individual is Sarah Mills, who served in a replacement position as Executive Assistant for the Teacher Welfare Division during Barbara Lewis' absence in 1995-96. Members should be aware that legal matters on behalf of individual teachers will only be referred to legal counsel through the appropriate contacts in the Benefits and Economic Services Division in accordance with the above policy. Therefore, any teacher who requires legal advice on a matter arising from their position as a teacher must first contact an administrative staff member in the Benefits and Economic Services Division before the matter would be referred to the NLTA legal counsel.

For further details on the Legal Assistance Policy please request a copy of the policy or a copy of Infosheet No. 17 from the Benefits and Economic Services Division.

Edward Hancock is Administrative Officer, Benefits and Economic Services, with the NLTA.

DIRECTION TO TEACHERS

"As noted in the NLTA position statement on teacher participation in extra-curricular activities, the Association is asking members to resume their involvement in extra-curricular activities without the necessity of signing a contract."

The following is being provided as direction to all members who volunteer their services in extra-curricular activities.

Teachers may volunteer for any and all extra-curricular activities as per Article 29.02 of the Provincial Collective Agreement.

At the point of beginning your involvement in that activity, make it clear to the school administration and to the students involved in the activity (in writing, if possible) that any part of the activity which requires your absence from school during school hours will only be undertaken by you if a substitute teacher is provided by the school board to assume your duties during that absence.

When and if such a required absence from school during school hours is imminent because of your involvement in the activity (e.g., an upcoming tournament, inter-school competition, student conference, etc.) request from your school board that the necessary release time be provided with the accompanying provision of a substitute.

If approval for the release time with a substitute is given, proceed with the activity which takes you out of school during school hours.

If such approval is not given, or if approval for the release time is given on the condition that no substitute be provided, immediately advise the school administration, the school board and the students involved in the activity that this aspect of the activity cannot go ahead and give the reason why.

Under no circumstances is any member to request a colleague to take on additional duty in order to accommodate the member's absence from school for the purpose of undertaking any work-related activities, be those activities curricular, extra-curricular or related to inservice.

We still have a remaining difficulty with the lack of availability for "discretionary" leave under the Collective Agreement (e.g., family emergencies 18.03, professional leave 18.04, reasons deemed valid by the school board 18.08). It is the NLTA position that if a teacher is granted leave, a substitute must be provided. If a member requires such leave, the procedure is to request the leave from the school board. If the leave is granted only under the condition that arrangements be made within the school to cover, members can make such arrangements but also should notify NLTA that no substitute was provided. The Association will grieve all such refusals to provide substitute teachers.

The Association is requesting that members continue to act in a professional and collegial manner by assisting one another if release time is required for personal reasons or for Association-related activities. These are areas where we should continue to support one another as usual.

As indicated above, members are not to request colleagues to fill in so they can be absent for work-related activities. If a circumstance occurs whereby a teacher is directed to fill in for an absent colleague, we recommend that, to avoid situations of insubordination, the teachers so affected do as directed and contact

the NLTA office immediately to provide details of the situation. We can then determine whether the situation warrants the filing of a grievance.

As per the directive in the Teacher Alert issued in late May, the Association is asking all members to continue to remove themselves from all inservice and professional development activity organized by school boards or the Department of Education, which take place outside of the regular teaching time. This would include evenings, weekends, and all such activities during the Summer.

Your Association finds these actions regrettable but essential. The cuts in the provision of substitute teachers have now reached the point where the system has become unworkable and teachers are forced to take a united stand against them.

Please contact the Benefits and Economic Services Division at the NLTA office: Tel: 709-726-3223, 1-800-563-3599, John Staple, Ext.230, Ed Hancock, Ext.226, Barbara Lewis, Ext.231, or Wayne Noseworthy, Ext.232.

A COLLECTIVE RESPONSIBILITY

by Barbara Lewis

In early September, all members insured with the NLTA's Insurance Plan received through their home addresses details about changes to the various benefits effective October 1, 1996. These changes were the result of an extensive review of the entire NLTA Insurance Program carried out in the last school year. During that review, through the means of a questionnaire, focus groups in various geographic areas, consultation with Branches and input from individuals at large, decisions were taken at AGM 1996 governing how the various insured benefits will be funded and structured for the next few years. That work is now done and is NLTA history. Your Insurance Plan is on sound financial ground. All decisions are made by teachers, for teachers. NLTA owns and operates this massive insurance business for you, the insured teacher. It is one of the largest group insurance operations in the Atlantic Region.

Who is minding the insurance shop? You, the teachers, are. No one else. Through a Board of Trustees (all NLTA members) appointed by the Provincial Executive, this complex financial enterprise of insured benefits includes coverage for full-time teachers, substitute teachers, teachers on leave, retired teachers, dependents of active and deceased teachers and dependents of retired and deceased retired teachers. The purpose of any group insurance plan is to meet the needs of its members, as determined by them, within reasonable financial parameters. That has been accomplished through the review carried out last year and approved by AGM 1996.

With any group insurance plan, not all the insurance needs of each insured member will be met. That is understood. The plan is designed and funded for the group, not the individual. Living within the range of benefits negotiated for the most reasonable cost is the responsibility of us all. With any enterprise this large and complex, human nature tells us that there will most probably be a few (very few, we trust) who do not fully comprehend that any abuse of the benefits structure will harm not the insuring company, but the financial stability of the plan, and hence the insured membership, as increasing costs to the members, not the insuring companies, will be the result.

The administrators of the Plan, Johnson Incorporated, who are under contract to the Group Insurance Trustees to provide servicing of the benefits, from payroll deductions to claims payment, are obliged to adhere to the conditions of plan design and payment as in the underwriting agreements. They do not make the governing decisions. They simply carry out the wishes of the NLTA as approved by the Group Insurance Trustees, the Provincial Executive Council and the AGM, the latter being the Parliament of the Association.

All insured members are expected to follow the benefit guidelines. Failure to do so will be considered not only an act of bad faith against the Association and your fellow colleagues; but also a fraudulent action.

So minding the NLTA's group insurance shop is the responsibility of all insured members. Only those benefits which have been approved by NLTA will be paid. In the Insurance Report accepted by AGM 1996, the following motion was ratified:

Misuse of plan benefits by members will be addressed through a comprehensive education, communication, and monitoring program and, where misuse is identified, appropriate legal action will be taken.

Attempts to defraud your Insurance Program are attempts to defraud your NLTA colleagues, no one else, since they, and only they, in the end, will bear the extra financial burden as insurance costs increase.

Help keep your Group Insurance Plan financially healthy. It is your insurance shop to mind. Adhering to the benefit guidelines for coverages is not only an individual, but also a collective responsibility.

Barbara Lewis is Administrative Officer, Benefits and Economic Services, with the NLTA.

LAYOFFS AND RECALL

by Wayne Noseworthy

In order to avoid inconsistencies in the application of certain aspects of Article 9 in the Provincial Collective Agreement and Article 48 of the Labrador West Collective Agreement, discussions were held during the winter of 1996 between representatives of the NLTA, the Department of Education and Training, and Treasury Board, and the Newfoundland and Labrador School Board Association. The purpose of the meeting was to reach an agreement with regard to some common aspects of the application of seniority rights with regard to layoffs and recall.

As a result of discussions between the parties, the following procedures will apply:

1. For the purpose of layoff, under Article 9.07 (a) (Provincial) and Article 48.08 (Labrador West), seniority of teachers is to be determined as of the last day of the school year during which reassignment and or layoff decisions are to occur. This means, for example, that for the 1996-97 school year decisions with respect to the relative seniority of teachers in all boards will be based on the seniority that teachers would have as of the last teaching day in June of 1997. This will be the case, even though May 7 is the deadline for layoff notices.

2. For the purpose of recall in accordance with Article 9.11 (Provincial) and Article 48.06 (a) (Labrador West), seniority shall be applied as measured at the point that a teacher's layoff from contract became effective. For example, if a teacher were laid off from a school board in the Province of Newfoundland and Labrador at the end of the 1994-95 school year (June 1995) then that person's placement on the seniority list for the purpose of recall only, would be as measured on the last teaching day in June 1995. This application of seniority recognition does not in any way interfere with or negate any other understandings or applications of seniority, or seniority accumulation, as referenced in either the Provincial or the Labrador West Collective Agreement.

These determinations were felt to be necessary since there have developed, from time to time, a wide variety of understandings and approaches to deciding at what point seniority should be measured relative to both layoff decisions and application of recall rights.

Inquiries with respect to the above may be referred to the Benefits and Economic Services Division at NLTA.

Wayne Noseworthy is Administrative Officer, Benefits and Economic Services, with the NLTA.

LET'S TALK ABOUT TEACHING

by Beverley Park

In an opening statement in a discussion paper, dated March 1992, a Provincial Professional Development Advisory Committee stated: "Continuing Professional Development is the hallmark of any profession. Teaching is no exception".

It is now conventional wisdom to link education with economic and social betterment. The education of our youth is widely regarded as the key to economic prosperity and education is seen as the potential cure for virtually all of our social, environmental and health problems.

It was as a result of the ever increasing societal demands on the teaching profession, and as teachers under pressures sought solutions to enhance the profession that the Atlantic Provinces Teacher Organizations, among them the Newfoundland and Labrador Teachers' Association, realized that more assistance had to be provided to teachers on a continuing basis to achieve the aims of educational reform. There is a greater realization than ever before that the process of becoming a teacher is a lifelong pursuit and organizations such as teacher affiliates must have in place professional growth programs to enhance and support the work of the professional teacher throughout his or her career.

In 1993 the Professional Development Officers of the four Atlantic Provinces pursued a joint venture for the professional growth of the teachers in Atlantic Canada. This resulted in a program entitled "Let's Talk about Teaching". This program, a series of three components, seeks to support the teacher throughout the various stages of his or her career. It recognizes that just as the life cycle of the individual presents different challenges, changes and responsibilities, and places additional demands on him or her, likewise the teaching cycle presents different challenges.

The first program, entitled "Invitation to the Conversation", is an induction program for beginning teachers. It recognizes that the beginning teachers of today are the educational leaders of the future. It takes into account the critical nature of the first three to five years of entry into the profession: 30 percent of teachers leave the profession during the first two years; as many as 50 percent leave after five years. This program seeks to provide a supportive transition from teacher preparation to practise and hopes to ensure early and continuous professional support from the education community to the beginning teacher.

The second program, directed at teachers in mid-career, is called "The Joy of Teaching". It is well documented that opportunities for personal growth contribute significantly to the joy of teaching, and maintaining a positive professional outlook is particularly important at mid-career. This program identifies 10 major issues and challenges facing teachers at this stage of their professional lives and presents a strategy for facing these challenges.

Finally, a program named "Planning Transitions" helps the late career teacher plan for his or her transition from the classroom. During the past 20 to 25 years, late career teachers have experienced change at a previously unprecedented rate. They have unique personal and professional development needs which are often overlooked, with the result that many feel uncertain, unrecognized, unappreciated and unfulfilled. This program is designed to give these teachers an opportunity to examine life changes as they relate to career challenges and to examine strategies to take charge of their lives, both personal and professional.

In a report called *The Effective School Report*, published October 1995, Thomas B. Corcoran stated "If teachers are to be adequately prepared to work effectively in the classrooms and schools envisioned by

reformers, policy makers must establish a coherent and more effective approach to professional development and begin to understand professional development as an essential and integral part of teachers' work." The Newfoundland and Labrador Teachers' Association Professional Development Division recognizes this and, with its partners in the Atlantic Provinces, has committed to the development and implementation of the "Let's Talk About Teaching" program.

Teaching is complex practise. The last decade has contributed much through research as to how the process may better provide more rewarding experiences for our students. One way is to increase the professionalization of the profession through the establishment of support and renewal programs for its members. The quest to become a better teacher is a lifelong pursuit but the journey can be enhanced by support and encouragement. Our teachers need help on a continuing basis. The young teacher, the mid-career teacher and the mature teacher all experience difficulties from time to time but these difficulties can be lessened by helpful programs developed through cooperation within a collegial framework as exemplified in this current project by the Atlantic Provinces Teachers' Association.

The Newfoundland and Labrador Teachers' Association has been proud of this initiative and is pleased to have been a part of the development. Our challenge is now to continue into phase two with the implementation of these programs. Certainly the current context provides certain challenges when one considers the need for both funding and release time which will be required to ensure successful introduction of these programs. If you are interested in further information regarding the "Let's Talk About Teaching" series, the teacher induction program, the mid-career program or the late career program, please contact Beverley Park, Professional Development Division of the Newfoundland and Labrador Teachers' Association, Extension 244.

Beverley Park is Administrative Officer, Professional Development, with the NLTA.

THE HUMAN SIDE OF CHANGE

by Kathy Burford

PART II

The change resulting from a re-assignment of a job position can sometimes be described as similar to having lost one's best friend. Often overlooked is the importance and meaning that people place on their work.

As one person commented some time ago, "when I got the news that I would be doing something different next year, it was like tearing my heart out ... I was devastated." Others who have experienced change in their work have shared that their feelings were ones of shock, disbelief, sadness, numbness, and a high degree of stress.

Change is in the air and we can expect more changes to occur over the next few years. If you are a teacher or a school administrator affected by the recent changes and restructuring in our education system, you may be asking yourself what a person can do to cope successfully with the changes that are occurring and what you can do to minimize the impact of these changes. First of all, it might be helpful to understand some of the current knowledge about change and then to provide some suggestions about what one can do to meet the challenge of maintaining a sense of balance and wellbeing during what can sometimes prove to be a difficult time.

Some of the basic assumptions about change are:

- Change is a normal part of life, but any change, large or small, is often stressful.
- Most change is outside of our control but we can control our reaction to it.
- Change comes in stages and the transition stage is the most difficult.
- The uncertainty experienced during the transition stage, which begins with leaving the "old" behind and ends with a "new" beginning, is a highly stressful time.
- An unacknowledged component of change can include a feeling of loss and grief which is similar to a person's reaction to the death of a friend or a loved one.
- A wide range of emotions not only affects those who are laid off, reassigned, or displaced, but can also affect those who remain after the change event.
- Change can be viewed as a challenge to let go of the old, to reassess outmoded thinking or beliefs, and to start new beginnings.
- Change can be stimulating and can be a catalyst to focus on strengths, successes, and creativity.

Schools and school boards can take steps to minimize the effects of change on the staff. Individuals can also use effective strategies to help themselves cope with this stressful period in their lives.

J. Shep Jeffreys (Ed.D), in his recent book *Coping with Workplace Change: Dealing with Loss and Grief*, makes some interesting points. In his work with organizations that have gone through changes, he has found that, "many managers are afraid that talking with employees about restructuring will only make things worse but, in fact, the opposite is true; not talking about it forces employees to bury their feelings, or express them through cynicism or hostility." He stresses the importance of acknowledging the feelings of loss and grief which are a normal reaction. He also suggests that it is important for the organization to listen and to listen more. People need to be encouraged to talk about what they are feeling and to be listened to without being judged or given advice about how to fix the problem. This, he says, is an important part of the healing process.

Schools and school boards being re-structured can help their employees cope with change and transition by keeping the channels of communication open. Jeffreys advises organizations to "communicate openly about what is happening, to recognize that people affected will be experiencing feelings of sadness and grief, and to offer support during the transitional period."

Jeffreys cites other helpful strategies that organizations can use to lessen the pain, such as holding regular meetings to provide staff with up-to-date information about forthcoming changes, providing opportunities for people to share their feelings about the changes through individual counselling, support groups, or workshops, using ending rituals to mourn what is lost and to honour and celebrate the successes of what once was (e.g., tree planting, plaque, memorial book or photo album).

Individuals can cope more effectively by:

Talking and sharing with others

The expression of feelings is a necessary part of being human and is healthy but burying emotions and denying their existence is not a healthy strategy in the long run. Share your feelings with those you trust and feel comfortable around. Sharing with others who are going through similar changes can also be useful since others can share how they are coping and dealing with the change event. Other people can often be good sounding boards and can validate what you are feeling, and also put you on a positive track if your thinking is centering on self-blame and self-doubt.

Taking care of yourself

When experiencing high levels of stress related to change, it is easy to forget some simple but effective practices that help maintain your health and wellbeing. If you ignore your physical and emotional needs, burnout may result. Eat well-balanced meals and get regular exercise, adequate rest and relaxation.

Maintaining contacts with others

Build a support system into your life whereby you spend time with others who make you feel good about yourself. Plan time with others who value you, and listen to what these people say about you. Try to avoid spending time with people who make you feel worse about yourself.

Becoming a friend to yourself and being a good self-nurturer

Make time in your busy schedule to develop habits that support you. A good habit to start and one in a step in the right direction is to have even a few minutes planned just for you in each and every day.

Acknowledging your emotions

Acknowledge to yourself that your emotions are legitimate and not to be feared or buried. Seek an ear from trusted friends, family or colleagues, or a professional who will help you put your emotions in perspective and seek solutions that make sense to you.

Keeping fit and healthy

Regular exercise through walks, runs, or structured activities can help counteract the effects of stress. If you haven't exercised in a long time, seek advice from your physician on the type and level of exercise that would be safe for you to start. Have you had your blood pressure checked lately? A regular health check-up could pinpoint health issues that need your attention.

Slowing down

If you are feeling swamped with work, this is time to develop a good time management program which helps list and plan those activities that need your attention now and leaves those that are less important to be addressed at a later date. We can sometimes be our own worst enemy by unrealistically setting expectations that cannot be met even if we had powers beyond what is humanly possible.

Developing new activities and interests.

Because the needs of the workplace are constantly changing at such a rapid pace, jobs will change too. We can no longer expect that what we do today will remain the same or be carved in stone. New knowledge, experiences, or skills might open doors for us in the future.

Developing a passion for life and what you do.

Our passions are those aspects of life which motivate us to try new things, and increase our skills and experiences. How will we ever know what we are capable of if we don't take risks and develop ourselves?

Briefly, to summarize the key points of this article:

- 1) Acknowledge the effects of change and understand that it is a process which has aspects related to loss and grief.
- 2) In anticipation of changes, have support systems in place and people in whom you can confide.
- 3) Communicate within organizations and with other supportive individuals.
- 4) Take care of yourself physically and emotionally.
- 5) Slow down and utilize effective time management.

If needing assistance, keep in mind that you have an Employee Assistance Program (EAP) in place that can provide help, information, referrals to professionals, and support. Contact Kathy Burford (Ext. 242) or Claudette Coombs (Ext. 260), EAP Coordinators who are available to take your call.

PROVINCIAL HIGHLIGHTS

edited by Lesley-Ann Browne

"Newfoundland students tend to be more positive about their schooling than students in the Atlantic region as a whole."

Achievement and Attainment

The overall educational effort aimed at encouraging students to stay in school and improve overall education levels in the Province appears to have been effective, according to the APEF Educators for Atlantic Canada Report. Increases in participation rates, graduation rates and levels of educational attainment are evidence that efforts to keep students in school are yielding a better educated population in Newfoundland.

High school graduation rates in Newfoundland are on the increase and rose by seven percentage points to 72% between 1990-91 and 1994-95. Graduation rates are still below the other Atlantic provinces, however, the rate of increase has been greater than New Brunswick and Prince Edward Island.

Indicators from the School Achievement Indicators Program which tested Reading and Writing (in 1994) and Mathematics Content and Mathematics Problem Solving (in 1993) were reported in this document. Thirteen-year-olds and 16-year-olds were tested.

In Reading and Writing, 13-year-old and 16-year-old students in this Province performed at or slightly above the national average.

In Mathematics Content and Problem Solving, 13-year-old students in Atlantic Canada achieved at levels that were lower than the Canadian average. Newfoundland's performance was similar to the other Atlantic provinces.

For 16-year-olds, the average performance of Newfoundland students on the Mathematics Content part of the test was lower than the Canadian average. However, these older students achieved at the national average on the Mathematics Problem Solving part of the assessment.

As measured by the 1991 International Assessment of Educational Progress in mathematics and science, students in Newfoundland achieved at levels that were the same as the international average but slightly lower than the national average.

Participation

Over the five year period, 1990-91 to 1994-95, the participation rates of 16-year-old and 17-year-old students, in Newfoundland, increased by five and seven percent, respectively, and are among the highest in the country. Among 18-year-olds, there is a substantially higher participation rate for males than for females. While it is positive that more males are remaining in school to complete their education, this also indicates that males are taking longer to complete their schooling.

Students at the K-12 Level in this Province have been very successful in progressing through the education system in the normal 12 year period. Eighty-five percent of graduates in Newfoundland complete their program of studies in the requisite 12 years compared to only 73% in the Atlantic region as a whole. These indicators also show males are taking longer to complete their schooling than females. Females, in each of the Atlantic provinces graduate in the normal 12 years at rates that are substantially higher than those of

males.

The annual dropout rate was calculated for the 1993-94 school year. In this Province, at 11.4%, our annual dropout rate was comparable to Prince Edward Island, higher than New Brunswick and substantially lower than Nova Scotia. The rate for males was higher for all provinces, than females. In Newfoundland, approximately 10 males dropped out for every 7 females.

The subject area participation indicator is the approximate number of courses a student attempts in a given subject area during their high school years and provides an indicator of the relative emphasis placed on different curriculum area. Relative to the average for the Atlantic provinces, for 1994-95, students in this Province enroll in a greater number of Language Arts, Social Studies and Fine Arts courses, fewer Mathematics courses and the same number of Science courses.

The latest indicators on university enrolment show that about four out of ten students in Newfoundland enrol in university immediately following high school graduation. This proportion is higher than New Brunswick and Prince Edward Island but lower than Nova Scotia. A greater proportion of females than males are enrolling and this is the case in all four Atlantic provinces.

Considerable variation exists among provinces with respect to French immersion participation. In the 1994-95 school year, participation among provinces ranged from about 4.5% in Newfoundland and Nova Scotia to 18% in New Brunswick.

Cost of Education

The most current date (1993-94) shows the operating cost per student was comparable for all four Atlantic provinces, ranging from about \$4900 to \$5200, and was substantially lower than the Canadian average of approximately \$6000. In Newfoundland, the amount was \$4929, the lowest of the four Atlantic provinces. However, Newfoundland's spending on education as a percent of per capita gross domestic product, at 30.7%, was the highest in the Atlantic region. This means that, relative to our ability to fund education, Newfoundland spends more than any other province.

Student Satisfaction

As measured by the Quality of School Life (QSL) attitude survey, about four out of ten Grade 8 students in Atlantic Canada indicate a level of dissatisfaction with school.

About three out of ten Grade 8 students surveyed say they do not feel safe in school and over half say school is a place where students pick on each other all the time.

Grade 8 students throughout the region have a high regard for their teachers. In Newfoundland, about eight out of ten students perceive them as fair and competent in helping them. They also have a clear understanding of the need to get along with other students and believe school helps them do this.

Grade 8 females are overwhelmingly more positive about all aspects of their school life, than males.

While attitudes, as measured by the QSL assessment, are generally comparable across the provinces, Newfoundland students tend to be more positive about their schooling experiences than students in the Atlantic region as a whole.

Conditions of Schooling

The level of university education completed by educators is increasing. Over the four year period 1989-90 to 1993-94, in the Atlantic region, there were fewer teachers in the "no degree" category and a greater number who had completed a Master's degree or higher. In Newfoundland, 22% of teachers had Master's degrees - the highest percentage in the Atlantic region.

Over the five year period, 1989-90 to 1994-95, the pupil-teacher ratio (PTR) in Newfoundland was and continues to be the lowest in the Atlantic region.

In 1994-95, our PTR was about 15 students per teacher compared to approximately 17 students per teacher in the other Atlantic provinces.

During the 1994-95 school year, school-based educators comprise the vast majority of all positions in the education systems in the Atlantic region. About 97% of all professionals are employed at the school level in the region. In Newfoundland, the percentage of school-based educators was slightly lower at 96.5%. District-based educational staff comprised 3.5% of the total.

Lifelong Learning

Library use in this Province was relatively low for each of the three years examined: 1991-92, 1992-93 and 1993-94. The number of items borrowed from libraries annually was about 3.5 items per person, the lowest in the region.

More adult Atlantic Canadians are involved in formal learning activities than in previous years. Over the period 1991 to 1993 participation rates for adult education and training increased in all four Atlantic provinces. Those who had continued their education beyond high school were more likely to participate in adult education and training. The most recent data, for 1993, shows Newfoundland's participation rate at 21.4% which is below the Canadian average of 29.6% and the Atlantic average of 24.0%.

As percentage of household income, Atlantic Canadians spend as much or more on reading materials as the average Canadian. Newfoundland and New Brunswick residents spent 0.5% of household income on reading material. The figure was 0.6% for Nova Scotians and Prince Edward Islanders. The Canadian average was 0.5%.

In Newfoundland, television viewing during 1993, the most current year for which data are available, was highest among 18-24 year olds. At 24 hours per week it was the highest in the Atlantic region and six hours higher than the Canadian average. Compared to other Atlantic provinces, television viewing among 12-17 year olds was lowest in Newfoundland at 17 hours per week.

Resources

THE STATE OF CANADA'S ENVIRONMENT

The State of Canada's Environment is the most comprehensive information base on Canada's environment ever compiled. Even with such a large volume of information, the sophisticated search tools of the electronic versions of the report make it simple for teachers and students to get directly to the information needed. The design of the report's Internet and CD-ROM search mechanisms make it an ideal tool for teaching students how to use electronic research instruments.

The State of Canada's Environment is available in three distinct formats Internet, CD-ROM and print. The CD-ROM and print versions are enhanced by complimentary Internet access to the Environmental InfoBase until April 1998.

Environment Canada is encouraging educators and students to get involved in contributing to the databank of users for this state-of-the-art learning tool by participating in SchoolNet's Grassroots Program. Participating in the Grassroots Program can have concrete financial rewards as well as pedagogical ones.

For a no-cost preview of the report on the Internet, visit their World Wide Web site at <http://www.doe.ca>, then click on The State of Canada's Environment InfoBase. Ordering information can be found on the Web or by contacting the order line at 1-800-734-3232.

THE TEACHING OVERSEAS INFORMATION HANDBOOK

The Teaching Overseas Information Handbook is researched and prepared annually by Bob Barlas, a practising Canadian educator with over 20 years teaching and administrative experience, much of it in international schools all over the world.

Written especially for Canadian teachers interested in furthering their careers overseas. *The Teaching Overseas* Information Handbook provides answers to questions you will want to ask before embarking on such a venture.

The four sections provide ways of evaluating your own personal and professional effectiveness in a cross-cultural environment; make suggestions on what to do to make the hunt for an overseas position more successful; give hints on how to prepare effectively for a prolonged stay overseas; and provide many and varied suggestions for further reading in all areas of the overseas experience.

The Teaching Overseas Information Handbook is available for \$12.50 (including postage) by cheque or money order made payable to Robert Barlas, R.R.#5, Belleville, ON, K8N 4Z5, Tel: 613-967-4902; e-mail: rbarlas@connect.reach.net.

NEWFOUNDLAND AND THE FIRST WORLD WAR BOOKS OF REMEMBRANCE

To mark the 80th anniversary of the beginning of the Battle of the Somme and the Newfoundland Regiment's tragic engagement with the enemy at Beaumont-Hamel, the electronic versions of the Newfoundland and First World War Books of Remembrance were launched this past June on SchoolNet.

The digitized versions of the The First World War and Newfoundland Books of Remembrance were prepared by junior high school students at Holy Redeemer School in Spaniard's Bay. The Newfoundland Book of Remembrance contains the names of citizens of Newfoundland, then a British colony, who were

killed during the First and Second World Wars. The First World War Book of Remembrance contains the names of Canadians who were killed during the Great War.

Further information can be obtained by visiting the Books of Remembrance at <http://www.schoolnet.ca/collections> or for more information on the Battle of the Somme at Beaumont-Hamel and the wartime contributions of Canadians, visit the Veterans Affairs Canada Homepage on the World Wide Web at <http://www.vac-acc.gc.ca>.

THE EDDIE FILES

The Eddie Files is the latest in a series of programs which the non-profit Foundation for Advancements in Science and Education (FASE) has developed to help students see how their classroom lessons can open doors to challenging and rewarding careers.

This new FASE series for elementary students features Presidential and Disney Award-winning teacher Kay Toliver of New York City's East Harlem. The Eddie Files is told from the point of view of "Eddie," an 11-year-old student in Ms. Toliver's classroom. It is a unique combination of fiction and real-world mathematics. Ms. Toliver's classroom lessons fire Eddie's imagination, prompting him to explore the ways that the adults around him are using math and science to make things work. He talks to people engineers, inventors, bug farmers, veterinarians, architects, musicians and keeps files about things he might like to do someday.

For information on The Eddie Files and other FASE programs, call 1-800-404-FASE.

MICROMEDIA: FOUR NEW INITIATIVES

The Canadian Education Index, published by Micromedia on behalf of the Canadian Education Association, is now available in an electronic version for licensing on your server or through an Internet subscription. Canadian Education Index will be also available on CD-ROM before the end of 1996. The Canadian Education Index provides information on Canadian education, covering over 200 education periodicals, as well as reports and monographs from the educational research community across Canada. This is an indispensable resource for professional educators in building curriculum and managing the educational needs of their students. The new versions of Canadian Education Index are available for review by editors of Canadian education periodicals, upon request.

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Calendar

ANNUAL PROVINCIAL WOMEN'S CONFERENCE

October 18-20, 1996

This conference will take place at the Battery Hotel, in St. John's, NF. The theme of the conference "Women for a Caring Society" will feature workshops and lobby sessions. Topics for discussion will include women and poverty, using the Internet, media relations, feminist management, violence against women, child centered policies, women's health, lesbian issues, francophone concerns, and civil legal aid. For more information please contact the Provincial Women's Conference Coordination Committee Coordinator, Angela Drake, 709-753-7314.

CANADA'S CHILDREN...CANADA'S FUTURE CONFERENCE

November 24-27, 1996

This conference is a follow-up to a conference on children held in 1996 at the Chateau Laurier in Ottawa. Co-sponsored by the Child Welfare League of Canada and the Ontario Association of Children's Aid Societies. Contact: Canada's Children 613-235-4412 or 416-366-8115.

11TH INTERNATIONAL SYMPOSIUM FOR ADAPTED PHYSICAL ACTIVITY

May 13-17, 1997

This symposium will be held at Le Château Frontenac, Quebec City, and allows researchers, professionals and clinicians to share their knowledge, know how and expertise for adapted physical activity -- Active Living ... Differently. Contact: 11th ISAPA, Centre François-Charon, 525, boul. Wilfrid-Hamel Est, Bureau A-102, Quebec City, Quebec, G1M 2S8, Phone 418-529-9141, Ext. 6271, Fax 529-7318

BRIDGING THE GAP CONFERENCE

July 6-11, 1997

This conference to be held in Vancouver, British Columbia, is for teacher-librarians, school library media and technology specialists, library educators and school district administrators, on emerging issues for schools and school libraries, sponsored jointly by The International Association of School Librarianship (IASL) and The Association for Teacher-Librarianship in Canada (ATLC).

For further information or to request a registration package, contact: Lynne Lighthall, Conference Coordinator, 4093 West 14th Avenue, Vancouver, BC, Canada, V6R 2X3, Tel: 604-822-2704, Fax: 604-822-6006, e-mail: iaslatlc@unixg.ubc.ca, Conference Web Site: http://www.rhi.hi.is/~anne/conf_van.html.html.

DEPARTMENT OF NATIONAL DEFENCE REUNION '97

August 15-17, 1997

This DND reunion "Star Trek '97" is taking place at Silver Star Mountain Resort in Vernon, British Columbia, for teachers who served on military bases in Europe. For more information, look under DND Reunion '97 on the internet at www.schdist21.bc.ca or contact the Veenstras, 8215 Westkal Rd., Vernon, BC, V1B 1Y4.