

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

Vol. 59/No. 1

September/October 2015



NLTA Executive Members 2015-17

Front Row (l-r): Dean Ingram, Vice-President; James Dinn, President; Jeanne Williams. **Second Row (l-r):** Donna Reddick, Derek Drover, Craig Hicks. **Third Row (l-r):** Colin Short, Bill Chaisson, Maureen Doyle-Gillingham.

Back Row (l-r): Trent Langdon, Sherri Rose, Gabriel Ryan

Up Front

from the President



*We would never let businessmen design bombs.
Why would you cut out educators when you're designing education policy? ~ Matt Damon*

First of all, welcome back to a new school year. Despite the poor start to summer, I hope you found it restful and enjoyable. The new school year has started and by now schools are in full swing and many of you are feeling as if you had never left school. I too wonder where the time has gone. I finished the first term of my presidency in July and began my second term in August.

The past two years have been busy to say the least. We ratified a collective agreement which made significant gains and signed a pension deal which will provide long-term sustainability and security of the plan for all members. What's left to do?

Lots. We have undertaken a number of initiatives and we will need your support and the strength of your voices for them to be effective.

As teachers we deliver quality education to our students, but we face significant challenges in doing so – child poverty and mental health issues, resourcing of inclusive education, to name a few. On top of that we saw the loss of 77.5 teachers last year as a result of increasing the class caps in grades 4 - 9. It doesn't seem like a large number and it can be argued it could have been worse. However, it will significantly impact the ability of affected schools to meet the needs of all students in their care.

So what can we do? Fortunately, we have federal and provincial elections taking place which will allow us to put education front and centre.

By the time you read this article, the NLTA Panel on the Status of Public Education in NL (in partnership with the NL Federation of School Councils and the Faculty of Education) will have started public consultations throughout the province on the status of public education.

The reasons for taking on this initiative are many. The main reason, however, is grounded in the belief that teachers are experts on education, are in the best position to know the system, and should be leading any discussion on reforming education policy. Most importantly, we seek to be proactive rather than reactive.

While we will, no doubt, get many criticisms, we also hope to receive acknowledgements of the strengths of our school system. Most importantly, we hope to generate discussion within the profession and with the public about a vision of what public education needs to be. At the end of the process, we will have a report that we will present to whatever party forms the next provincial government. It will help shape and inform our discussions with government so that we can create an education system that meets the needs of all students.

I encourage you to participate in these forums and I ask that you encourage colleagues and members of your community to get involved. Present a submission of your own, on behalf of your branch or special interest council, or attend one of the public forums and listen to the discussion. The more voices the better. We're either at the table leading the discussion or we're on the menu. It's our choice.

We will be publishing a special edition of *The Bulletin* which will present answers of our provincial political leaders to questions on education posed to them. Take the time to read their responses when the edition arrives at your school. Be informed. Ask candidates in your area about educational issues important to teachers and the public education system.

We are also participating in the NL Vote4 Coalition with other public sector unions to promote the importance and

value of the public sector (and teachers are part of the public sector) in the upcoming provincial election. We have focussed on four key issues: privatisation, education and youth employment, health care and the economy. Look for the brochures when they arrive at your school. We want government to know that investing in our public services is an investment in the people of the province; cutting those services hurts everyone.

Nationally, the Canadian Teachers' Federation through its *Hear My Voice* campaign (*Our Canada, Our Students, Our Profession*) is asking all teachers to engage federal candidates on how the federal government can better support our students and public education. As professionals, we know that we can implement whatever curriculum reforms we want, but if we do not deal with the mental health and poverty issues facing many of our students there can be no real change. Check out vox.ctf-fce.ca or the link on the NLTA website to see how you can get involved in advocating for change.

These are just some of the initiatives planned to promote education and teachers in the months to come. We hope to make education one of the key election issues.

The effectiveness of these initiatives will depend on our willingness to engage with colleagues, politicians and the public on the importance of quality education for our children.

Note: Steve Brooks has written an article for this issue of *The Bulletin* establishing guidelines for teachers who wish to get involved.

THE bulletin

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NLTA Membership Cards

If you require an NLTA membership card, please visit the NLTA website at www.nlta.nl.ca, click on the membership card icon and follow the instructions. Cards will be mailed to the home address we have on file for you. If you have had a recent address change, please update your current address.



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Note: You may need your NLTA membership card to access discounts from the NLTA Teacher Discount List which can be found on the NLTA members-only website at www.nlta.nl.ca.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

PORT HOPE SIMPSON

Bayside Academy helps support the Janeway

Mary Ward's Grade 2 and 3 class at Bayside Academy in Port Hope Simpson wanted to raise money for the Janeway so last year they decided to hold a bake sale. The class of 15 students was divided into groups of four and every Wednesday for eight weeks one of the groups took a turn baking cookies to sell at recess time. "They did really well as they only had four people per week," says Ms. Ward. The students provided cookies twice in that eight-week period and also contributed some leftover change. In total, they raised \$515.63 for their effort and were glad to help support the Janeway.



Mrs. Ward and her grades 2 & 3 class of Bayside Academy in Port Hope Simpson used their baking skills to help support the Janeway.

SPANIARD'S BAY

LNT Program at Holy Redeemer Elementary

For the past two years four teachers at Holy Redeemer Elementary in Spaniard's Bay (Mary Hutchings, Norma Jean Burden, Sharon Giles, and Mary Rankin) have participated in the LNT Program with Literacy Numeracy Teacher Carol Ann Crane. These teachers benefited greatly from the profes-

sional discussions and instructional planning that occurred. "Students' engagement in the learning activities was high and the students' ability to apply new knowledge was very rewarding to see," says teacher Mary Hutchings. "These instructional practices will continue to enhance the learning and teaching of all students at Holy Redeemer Elementary."



LNT Program at Holy Redeemer (photo credit: Chad Stokes)

EASTPORT

Holy Cross students learn mountain biking skills through Sprockids program

Physical Education Teacher Andy Poole says Newfoundland and Labrador has a growing population of mountain bikers spread out over a large geographical area. "Not often did our paths cross but through a few conversations with excited riders, I had heard about several biking clubs operating quite successfully in communities scattered around the island. My school (Holy Cross School in Eastport), population less than 100 children, was looking for a new activity." Having gotten away from many traditional sports, Mr. Poole and his students have kept themselves active with cross country skiing, snowshoeing, hiking and other outdoor adventure pursuits. Always looking for ways to keep his students

active, he decided to try mountain biking. Beginning in 2013 with just six riders, steadily with lots of support, they began building their skills and learning how to maintain the bikes, etc. Looking for a way to keep this program growing and sustainable, Mr. Poole came across Sprockids, an innovative program designed by Doug Detwiller, a retired elementary school teacher living in British Columbia. In November 2014, thanks to the generous support of Bicycling Newfoundland and Labrador and Parks Canada (Terra Nova National Park) a small, rag tag group of bikers nestled away on the Eastport Peninsula on Newfoundland's northeast coast were treated by a visit from Mr. Detwiller. It was his first visit to the island.

"Connecting with Doug, and Sprockids, was a natural fit," says Mr. Poole, now a Sprockids Leader himself. "We hosted our first leader training session last fall with some other interested teachers and volunteers from around the island. And now with the help of my original riders we are growing our program with humble beginnings in the Terra Nova region. Combined with a grant to help buy a few bikes, tools, and helmets, this past spring we officially offered our first elementary Sprockids camps. This summer we booked two more community camps and are in discussions to do others. This fall, Holy Cross School will be able to run a Primary – learn to ride club, Elementary – Sprockids, and continue our growing Junior/Senior High club. The interest for biking is growing!!"



The Originals – "Old Trails" Happy Adventure, NL.

Student feedback has been very positive with comments as follows:

- *Sprockids teaches us how to be safe on the trails. Our teachers help us with going up hills and dirt. My favorite trick is ratcheting. We have lots of fun!!* (Carleigh Robinson, Grade 4, Holy Cross School)
- *Sprockids is an awesome club! We learn how to properly use our brakes, go down hills, ratchet, etc. My favorite thing about Sprockids is that we have fun because we go on trails, and just get to ride our bike. It*

gives us the experience we need to learn to enjoy riding our bike and still be safe. Some of the things we learn in Sprockids are, how to use our front brakes without flipping over the handlebars, how to not slam on our back brakes and still stop, how to ratchet, and lots of other things. (Arianna Lowery, Grade 5, Holy Cross School)

The past few years have helped Mr. Poole see that mountain biking could fill a void, not only in Eastport but many communities across Newfoundland and Labrador. The idea...through the Sprockids program we can bring mountain biking to our towns and watch it grow; grow participation, community development, youth engagement, and inter-generational opportunities. Maybe in the future even tourism, employment, and so on.

Mr. Poole says it is becoming ever apparent to parents, teachers, health care providers, and governments that our youth are increasingly inactive and subsequently unhealthy. Being a Physical Education teacher over the past 10 years, he has seen his students change. "They are harder to engage and less focused on traditional sport due to lack of facilities, smaller populations, and lack of interest," explains Mr. Poole. "But biking has proven to be exciting, challenging and rewarding to those who have tried it. This province is blessed with beautiful natural landscapes, perfect for biking. The Sprockids program and Giant Canada help us take that even further. It gives us a guide to develop skills, learn safely, and help youth become confident and foster their own identity for themselves and their community. They're mountain bikers and they love it!!"



Henry Poole riding a tricky little drop.

1975 - 2015

Congratulations!



Congratulations are extended to **Geralyn Costello,** Executive Assistant – Governance, Corporate Services, who celebrated her 40th anniversary with the NLTA this past September.

NEWFOUNDLAND AND LABRADOR

Kids Eat Smart helps busy families with busy schedules

With the hustle and bustle of back to school life, most families are busy getting back to their fall routines. It can take time to get a routine going and fit everything in on busy school mornings.

Ensuring your children go out the door with full bellies can be difficult and challenging for some families. Kids Eat Smart Foundation Newfoundland and Labrador understands the challenges and has great resources to help you get organized so you can provide healthy breakfast choices for your family.

Kids Eat Smart Foundation supports a morning breakfast or snack program in 90% of our province's schools. Some schools offer a sit down meal while others offer a grab and go option. Whatever kind of KES Club breakfast program your school has, every child is welcome to participate – at no cost.

To help families get organized and prepare healthy meals at home Kids Eat Smart Foundation has quick, easy and nutritional recipes shared on their Blog (www.kidseatSMART.ca), or follow them on Facebook and Twitter @KidsEatSmartNL. If you have a healthy recipe your family enjoys share it with Kids Eat Smart by using #ieatsmartNL.

For more information regarding your Kids Eat Smart Club or to start a KES Club in your school please call the KES office at 709-722-1996, toll free 1-877-722-1996 or email info@kidseatSMART.ca.

2015 Ella Manuel Scholarship/Bursary winners announced

The Ella Manuel Scholarship for 2015, worth \$3000, has been awarded to Chelsea Hobbs-Regular, a graduate of Indian River High School in Springdale. Hers 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 plans to study pharmacy. Chelsea is an ardent feminist with a passionate concern for the role of women in rural Newfoundland and Labrador.

An Ella Manuel Bursary (\$1500) is being awarded to Angela Power of Tricentia Academy in Arnold's Cove. Angela is heading for a B.A. in English, on her way to a career in editing. She is a strong supporter of community libraries, and wants to write a book for youth about feminism and equality.

A second Ella Manuel Bursary (\$1500) is going to Cayley Thoms from Lewisporte Collegiate. Undaunted by a field that is often described as "a man's job," Cayley is aiming for a career in civil engineering. She is very active in sports, cadets, student council, and fire fighting.

This is the twenty-eighth year in which scholarships 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 individual donors is gratefully acknowledged.

HUMAN RIGHTS COME TO LIFE IN THE CLASSROOM

Coming this Fall

Projects:

- What are human rights?
- Rights and Responsibilities
- Lesson Plans
- Community Defenders for Human Rights and more

PIKISKWE TAPWEWIN TITA
SOHKIHTAYIN KAKANATAHK
KA NIPAW'STAHKIK AYSINIWIWIN

TKAIERIWAIERIHAK TSI IETHIHRÓRI
NE THONNÓNHTONS, KORÁHNE
TITWÁHNHE NE ON:KWE
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SPEAK TRUTH TO POWER CANADA
DEFENDERS FOR HUMAN RIGHTS

PARLER VRAI AU POUVOIR CANADA
DÉFENSEURS ET DÉFENSEUSES DES
DROITS DE LA PERSONNE



PARTNERS

Canadian Teachers'
Federation

Canadian Museum for
Human Rights

Assembly of First
Nations

Inuit Tapiriit
Kanatami

Robert F. Kennedy
Human Rights

JASPER LAKE, 1928 - 2015

He wrote no renowned work of literature, he composed no symphonies, he had no great achievements in science or business. Nevertheless, he leaves a legacy far richer than any of these things – a legacy of love and quiet devotion to his family, and a legacy of simple Christian life sincerely and honourably lived.

Slipped away in the presence of his family at the Palliative Care Unit of the Central Newfoundland Hospital, Grand Falls-Windsor on May 24, 2015, Jasper Lake of Cranley Place, Grand Falls-Windsor, in his 87th year.

Jasper was born in Fortune, Newfoundland, on December 29, 1928. He was the son of the late Grace (Hickman) and Jasper Lake. A cook on a fishing schooner, his father was lost at sea in the Bay of Biscay just weeks before Jasper's birth. As a young widow, his mother had little formal schooling; however, she valued education and all three of her surviving children completed high school and became teachers.

Jasper received his early education in Fortune and began his teaching career in 1946. He received his Bachelor of Education from Memorial University College in 1954 and his Bachelor of Arts through summer school. In 1967, Jasper was one of the first two students to graduate with a newly minted Masters Degree in Education from the Faculty of Education at Memorial University. He held teaching and administrative positions at the school and district levels in Grand Beach, Durrell, Twillingate, Lewisporte, Norris Arm, Bishop's Falls, and Grand Falls-Windsor.

Throughout his career, Jasper was regarded by his students and colleagues as a highly principled person. He was a dedicated educator and a member of the Canadian College of Teachers. He held positions at the branch level of the Newfoundland and Labrador Teachers' Association and served on the executive of the Newfoundland and Labrador Association of Superintendents of Education.

Jasper served as an executive member of the Central Newfoundland Chapter of the Alumni Association of Memorial University. He supported Air Cadets, worked with Boy Scouts, was a keener with the local garden club, an active member of the Memorial United Church family, and served on the Harmsworth Public Library Board. He was admitted to the Eaton Society of Memorial University of Newfoundland in 1993.

Following retirement in 1989, Jasper travelled, spent time with family and friends, walked every day, and enjoyed many hobbies including reading and gardening. Photos and memories of excursions to parts

of Britain, Europe, Newfoundland and Labrador, and the Maritimes made for a winter's entertainment.

Jasper was a loving, attentive husband and a nurturing father who treasured his grandsons. Left to celebrate his life and legacy of distinction are his wife of 59 years, Marion, daughters Sharon (Dr. Kevin Giles) of Bay Roberts, NL; Janet (Thomas Deveaux) of Halifax, NS; son Jeffrey (Donette Ivany) of Lewisporte, NL; and grandsons Adam Giles, Nicholas Giles, Jonathan Lake, and Jared Lake. His sister Clara Reid of Bishop's Falls, her children, and Harvey's children were blessed by his presence and are saddened by his passing. Brothers-in-law Harry (Elvina) Stryde of Lewisporte, Ivan (Gladys) Stryde of Gander, and Dr. Sherman Stryde of St. Philips, and their families feel a deep sense of emptiness in their lives.

Many of Jasper's life-long friends and crowd circle are greeting him with open arms while others including his neighbours on Cranley Place miss him dearly. A large circle of relatives and friends are left to reflect on his contributions to the greater good and to celebrate his achievements.

Sunset and evening star, And one clear call for me! I hope to see my Pilot face to face, When I have crost the bar.

~ Alfred Lord Tennyson

(Submitted by Kevin Giles)



Jasper Lake

In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.

Rededication of the Mosquito One Room School House

The Bristol's Hope Historical Society (2010) Inc., rededicated the Mosquito One Room School House to the residents of Bristol's Hope, Conception Bay on August 8 of this year. Since 2010 a committee of the Historical Society had been working diligently on the restoration of the one room school house and it was completed and dedicated this past summer. The committee was comprised of all volunteer members of the community, some of whom did actually attend the school.

The original structure was built sometime between 1818 and 1828. It was originally constructed by the Rev. Kingwell when there were 360 people living in Bristol's Hope. In the latter half of the 1800s (1850-70) the school house was moved from its original location to a position further down the valley.

One of the last of its kind in Newfoundland, the Mosquito School in Bristol's Hope is a rare example of what wooden schools in outport communities looked like in the 1800s. After using it as a school for more than 100 years, the United Church converted the structure into a church. It was last used as a site for community meetings and social gatherings.

The NLTA partnered with the Historical Society and provided funding to complete the project and to see the old school-house restored and set up as a museum.



Historical Society members in front of the sign for the school.



The storybook "Dick and Jane" in extra large format is one of the pieces on display at the school museum.



The original pot belly stove



Mrs. Yvonne (Noel) Sheppard, one of the first teachers at the school. Her annual salary was \$500.

Introducing Your 2015-17 Provincial Executive Council

1 James Dinn, President

Jim is on leave from his position at Holy Heart High School in St. John's. He can be reached at jdinn@nlta.nl.ca or 726-3223 or 1-800-563-3599, ext. 223.

2 Dean Ingram, Vice-President

Dean is a member of the Table Officers of the Association and chair of the NLTA Negotiating Team. He is a Biology/Chemistry/Science teacher at the Centre for Distance Learning and Innovation (CDLI) in Clarenville. He can be reached at dingram@nlta.nl.ca.

3 Derek Drover, Table Officer

Derek is a teaching principal at Victoria Academy in Gaultois. Besides being a Table Officer, he is chair of the NLTA Staff Negotiations Committee and a member of the Member Engagement Committee and Teacher Certification Committee. He can be reached at ddrover@nlta.nl.ca.

4 Jeanne Williams, Table Officer

Jeanne is a Grade 5 teacher at St. Bernard's Elementary in Witless Bay. Besides being a Table Officer, she is a member of the Group Insurance Committee. She can be reached at jwilliams@nlta.nl.ca.

5 Bill Chaisson

Bill is a teaching principal at St. Gerard's Elementary in Corner Brook. He is chair of the Group Insurance Committee and chair of the 2015-16 Pooled Investment Committee as well as a member of the Group Insurance Collective Agreement Committee and the NLTA Staff Negotiations Committee. He can be reached at bchaisson@nlta.nl.ca.

6 Maureen Doyle-Gillingham

Maureen is IRT/Social Studies teacher at Baccalieu Collegiate in Old Perlican. She is Chair of the Curriculum Committee and a member of the Finance and Property Committee and the Educational Leave Committee. She can be reached at mdoyle-gillingham@nlta.nl.ca.

7 Craig Hicks

Craig is Vice-Principal/Librarian and Junior High Social Studies teacher at Phoenix Academy in Carmanville. He is chair of the Finance and Property

Committee, chair of the Substitute Teachers Committee and chair of the 2016-17 Pooled Investment Committee. He can be reached at chicks@nlta.nl.ca.

8 Trent Langdon

Trent is a Guidance Counsellor at St. Peter's Junior High School in Mount Pearl. He is chair of the Ad Hoc Committee on Membership Engagement and a member of the Finance and Property Committee, the Advisory Committee on Student Support Services and the Inclusive Education Committee. He can be reached at tlangdon@nlta.nl.ca.

9 Donna Reddick

Donna is a Grade 4 teacher at St. George's Elementary School in Long Pond, Conception Bay South. She is chair of the Equity Issues in Education Committee and a member of the EAP Coordinating Committee. She can be reached at dreddick@nlta.nl.ca.

10 Sherri Rose

Sherri is a Grade 6-9 Music and Grade 7 Core French teacher at Xavier Junior High School in Deer Lake. She is chair of the Communications/Political Action Committee and a member of the Pensions Administration Committee. She can be reached at srose@nlta.nl.ca.

11 Gabriel Ryan

Gabriel is Social Studies Department Head at Crescent Collegiate in Blaketown. He is chair of the Membership Benefits and Services Committee and chair of the Collective Bargaining Committee as well as a member of the Deferred Salary Leave Committee. He can be reached at gryan@nlta.nl.ca.

12 Colin Short

Colin is a Grade 4 teacher at St. James Elementary School in Port aux Basques. He is chair of the Professional Issues Committee and a member of the Finance and Property Committee, Pooled Investment Fund Committee and the NLTA Staff Liaison Committee. He can be reached at cshort@nlta.nl.ca.



COVER PHOTO



Update on Progress of the Teachers' Pension Plan (TPP) Reform Implementation

by DON ASH

By the time you read this, the 2015-16 school year will be in full swing, teachers will be immersed in their myriad of responsibilities, and summer 2015 will seem like a distant memory. Besides extending best wishes for a successful and rewarding school year, the purpose of this article is to update you on the progress of implementation of the pension reform agreement reached between the Government of NL (GNL) and the NLTA, and ratified by teachers last spring. Together with our legal counsel – Tom Johnson, QC of O'Dea Earle, the Association has been very busy throughout the summer and fall working through the technicalities and establishing the legal framework necessary to implement the Pension Reform Agreement.

On June 15, 2015, the Pension Reform Agreement was officially signed by the Government of NL and

the NLTA. The highlights of the agreement include ensuring the plan is fully funded in 30 years; a defined benefit plan being maintained; establishing joint sponsorship and joint governance between the GNL and the NLTA; and making changes to the contribution rate and the plan design. On June 23, 2015, legislation – Bill 15, An Act to Amend the Teachers' Pension Act – passed third reading in the House of Assembly with unanimous approval of all three parties in the House of Assembly, and was proclaimed on August 31, 2015.

Effective September 1, 2015, the following changes were enacted as per the Agreement. The pension premium contribution rate was increased by 2% to 11.35% of salary, matched by Government. The formula for the calculation of pension benefit is now based on a combination of past service (prior to September 1, 2015) and future service (after August 31, 2015). For future service the calculation will be based on an 8-year best average earnings (BAE) and for past service the calculation will be based on the higher of a 5-year BAE frozen as of September 1, 2015 or the 8-year BAE. Indexation on future service will be suspended.

Effective September 1, 2016 teachers who terminate from teaching prior to being eligible for pension (with between 5 and 24.5 years of pension service) to become a deferred pension will have to wait until age 62 to draw pension. Teachers with less than 24.5 years of pension service who teach to age 60 will still be able to draw pension at age 60.

Bill 15 requires, where Government has entered into a joint sponsorship that provides for a framework for a corporation to be established to administer the TPP and act as a trustee of the TPP Fund, Government to deliver a \$1.862B promissory note to the Teachers' Pension Plan (TPP) Corporation. This note will be considered an asset of the plan, will be non-marketable and non-transferable. Execution of the note will be through annual payments of \$135M



Official signing of the NLTA Pension Agreement on June 15, 2015. Pictured seated l-r: James Dinn, NLTA President; Premier Paul Davis. Standing l-r: Don Ash, NLTA Executive Director; the Honourable Ross Wiseman, President of Treasury Board

beginning on August 31, 2016, such payments will be made regardless of the funding level of the plan.

The NLTA and Government are still in the process of finalizing the formal Joint Sponsorship Agreement which, besides the roles and structures of the Sponsors, will contain the Funding Policy and the Pension Corporation Framework. This work is proceeding smoothly and moving along on schedule. While the legal agreement and technicalities are still a work in progress, there are a few definites that I can share. The Teachers' Pension Plan Corporation will be an independent corporation and not a crown corporation. The TPP will become a non-statutory plan, the Sponsors being the GNL and the members of the plan represented by the NLTA. Through common agreement, the Sponsors will be responsible for determining contribution rates and any future plan design changes. In other words, any future changes to the Plan will require the consent of both the NLTA and Government. The Framework for the Pension Corporation will be established in legislation. The Funding Policy will not allow for any reduction in accrued benefits in response to any future surpluses or deficits. No change will be permissible to the benefits that a pensioner is receiving. There will no longer be any Government guarantee of any deficiency in the Plan; rather, Government's liability will be to contribute to the Plan in accordance with the Joint Sponsorship Agreement. Actuarial surpluses and deficits shall be shared equally between the GNL and the plan members.

In summary, everything is on track to implement the terms of the April 2015 agreement reached between teachers and Government. There are many technical and legislative steps along the way that are proceeding according to the roadmap that was developed by our respective legal counsels. The goal is to have the Teachers' Pension Plan Corporation established in legislation and operating by April 1, 2016. Administration and investment of the TPP Fund will continue in a seamless manner from a teacher's perspective. We are well along the way in our plans to have joint sponsorship of a sustainable, properly funded and governed Teachers' Pension Plan. Teachers will be kept well informed as we progress. If there are any questions or concerns please be encouraged to contact the Association.

On behalf of the very dedicated staff of the NLTA, best wishes for a great school year.

Please exercise your democratic right and responsibility and vote for the candidates of your choice in the upcoming federal and provincial elections.

Don Ash is Executive Director of the NLTA.

APPLICATIONS SOUGHT FOR HORATIO ALGER CANADIAN SCHOLARSHIP PROGRAM

Starting this year, students in Newfoundland and Labrador will be eligible to apply for a group of scholarships offered through the Horatio Alger Association of Canada. That Association (which is named for Horatio Alger, Jr., an author who wrote about the merits of honesty, courage and perseverance as the means to success) has been offering scholarships in other parts of Canada since 2009. The Association awards scholarships to full-time Canadian high school students who have a critical financial need and have demonstrated integrity and perseverance in overcoming adversity, as well as strength of character, a good academic record, a commitment to pursue higher education, and a desire to contribute to society.

In 2015, the Horatio Alger Canadian Scholarship Program will award 85 need-based scholarships to high school students across Canada. Eighty scholarships are valued at \$5,000 each. As well, five national scholarships are valued at \$10,000 each, for students who are planning to pursue a business related degree or have a commitment to following an entrepreneurial career. Those five students will also be invited to Washington, D.C. during the spring of their final year in high school to participate in the National Scholars Conference. In addition, there are 45 need-based scholarships offered through the Horatio Alger – Fairfax Financial Holdings Scholarship Program. These scholarships are valued at \$5,000 each and are awarded annually to students attending select Canadian post-secondary institutions.

The application process for June 2016 is now open and closes on **October 25, 2015**. Further information and applications are available at www.horatioalger.ca.

Teachers who have questions regarding this and other matters are encouraged to contact an NLTA Programs and Services Administrative Officer for information at 726-3223 or 1-800-563-3599 or mail@nlta.nl.ca.





Better Education for a Better World

by JAMES DINN

The profit motive has no place in dictating what is taught in our schools, how it is taught, how it is assessed, nor how our schools, colleges and universities are organised.

~ Angelo Gavrielatos, Senior Consultant to the General Secretary of EI

No doubt we are all aware of the debate within our province around the provincial government's plans to use public private partnerships in the provision of long term health care. Criticism was swift from NAPE, the NDP and the Newfoundland and Labrador Federation of Labour, and government was condemned for allowing the privatisation agenda and profit motive to influence the delivery of public services. Critics were swift to point out the negative effects of doing so.

As teachers, we may believe that such a debate hardly concerns us and that the privatisation of education is unlikely. Yet, this very issue is threatening public education on a global scale. The Global Education Reform Movement (or GERM) with its corporate agenda seeks to reform public education by offering free market solutions. It is shaping public discourse around education and influencing education policy globally. It would be naive to think our province is shielded from it.

The Canadian Teachers' Federation has raised awareness on this issue for the past number of years, and it was one of the main subjects at the 7th World Congress of Education International (EI) whose theme was *Unite for Quality Education – Better Education for a Better World*.

Education International believes a quality publicly funded public education for all children is a fundamental human right and a public good. But it is under threat globally and one of the most significant threats to a quality education is privatisation. So much so that EI passed a resolution urging governments "to recognise education as fundamental for social development and justice, and, therefore, protect the public education sector from privatisation and commercialisation."

According to Angelo Gavrielatos approximately

\$4.5 trillion globally is spent on public education and the private sector would like a share of it. He succinctly outlined the threat large Global Edu corporations such as Pearson (creators of Power School) pose to public education. They seek the weakest entry point into the public system and expand from there. In developing countries where public education is precarious for many, corporations establish low fee for profit chains of schools. This system creates a burden on families and does not reach the poorest of the poor.

In developed countries large corporations undermine confidence in the public system. Based on their analysis of data (test scores), the public system is failing, but they can help fix it. However, they will need to collect more data and to test students some more to verify their data. Fortunately, they are able to provide the necessary standardized tests and student resources to help them do well on those tests. In order to make the system more accountable, they are also able to offer teacher evaluation and training programs and even low cost publicly funded private alternatives to the public school system.

The fact is, there are many in society who lay the blame for the ills of society at the feet of our education system, teachers and the unions which represent them. Therefore reform is needed. Education is an easy target. One only has to look at the education reform document put out by the Nova Scotian government to see that. Unfortunately, overhauling and reforming education systems, often has more to do with politics.

Our colleagues to the south have experienced what Matt Damon referred to in a 2011 interview as "MBA style thinking" in education policy where corporatisation and privatisation were promoted as panaceas to the perceived failures of the public education system. The reporter from reason.tv (a right wing

libertarian organisation) believed that tenure and unions protect poor and lazy teachers, and that job security for teachers should be based on standardized test scores.

In an interview a number of years ago Matt Damon said "...a teacher wants to teach. Why else would you take a shitty salary and really long hours and do that job unless you really want to do it?"

I would say that is the reason many of us (if not all of us) do the job. It is why we invest so much of our time, resources and even our own money into the children we teach. It's what defines us as professionals.

Diane Ravitch, in her book *The Death and Life of the Great American School System (How Testing and Choice are Undermining Education)*, says "...schools cannot solve all our social problems, nor are they perfect. But in a democratic society, they are necessary and valuable for individuals and for the commonweal." Two things stand out in Ms. Ravitch's comment. The social problems facing our schools are larger and more complex than the schools. Our democratic way of life depends on educated individuals. Ms. Ravitch also demonstrates that many of the "MBA style" education reforms in the US have failed those children they were meant to help.

While public education in Newfoundland and Labrador has not been influenced by the corporate agenda in quite this way, we can see the influence of this global trend. Power School, which is a product of Pearson is in many, if not all, of our schools. While the program allows us to manage our grades and assessments, it is also a powerful data collection and management program. And no doubt we are familiar with the criticisms of our schools similar to those above and the calls for a review of our provincial system.

For teachers it's important to be aware of the global forces and players seeking to reform education. More importantly (as the 7th World Congress made clear), if we are to protect and nurture our public education system, we must engage in the public debate about the problems facing our schools and our vision of education. After all, we know the system best.

James Dinn is President of the NLTA.



Do you know an educator who could be Health and Safety Educator of the Year 2015?

Organized by WorkplaceNL, 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 administrators, peers, and students.

The 2015 Health and Safety Educator Award includes a plaque, \$500 for the winner and a presentation of health and safety equipment to the school.

Closing date for nominations is the 6th of November 2015

Find out more at workplacenl.ca

WorkplaceNL

Workplace Health, Safety and Compensation Commission



Panel on the Status of Public Education in Newfoundland and Labrador

Can Teachers Participate and How?

by STEVE BROOKS

On September 10, 2015 President James Dinn announced the formation of the Panel on the Status of Public Education in Newfoundland and Labrador. This Panel will include: James Dinn (Chair); Dr. Kirk Anderson, Dean of Education at Memorial University of Newfoundland; and Denise Pike, Executive Director of the Newfoundland and Labrador Federation of School Councils. The Panel's mandate is to listen to the people of this province and to collect information regarding the public's general level of satisfaction, concerns, suggestions for improvement and vision for public education in Newfoundland and Labrador. The Panel will compile a report and set of recommendations to be presented to government.

According to the Newfoundland and Labrador Teachers' Association Act:

The objectives of the Association are:

A. to promote the cause of education in the province by:
i. affording to educational authorities, teachers and the public in general the benefits of the collective experiences and advice of teachers on practical education matters,
ii. circulating information regarding educational methods and movements in the province and elsewhere,
iii. stimulating through the media of communication an interest in education among the people generally, and
iv. organizing and supporting groups for improving the knowledge and skill of teachers.

As can be seen in the Act, the Association has a legislated objective to promote the cause of education in the province. In addition, the Association has the legislated authority to stimulate interest in education and to circulate information regarding education in the province. The Association has a clear mandate to engage with the general public with respect to

attitudes, concerns and interest in the public education system. Members of the general public, special interest groups and teachers will be provided the opportunity to provide submissions to the Panel. Submissions will be accepted at one of twelve public forums, through online submissions or by mail. For more information on submission guidelines and the schedule of public meetings please check the NLTA website at www.nlta.nl.ca.

“...comments should be limited to matters of public interest, based on fact, recognizable as a comment and made without malice.”

The Association encourages all teachers, administrators, branches and special interest councils to participate in the consultative process. Mailed or online sub-

missions received by the Panel are not considered public documents and will be treated confidentially as part of the Panel's consultations.

Should teachers or administrators wish to participate in the public forums, the following advice is offered. When speaking publicly, employees of the school district(s) must be careful not to cross over the line separating fair comment from unacceptable conduct. Therefore, comments should be limited to matters of public interest, based on fact, recognizable as a comment and made without malice.

Teachers, like all Canadians, are granted the constitutional right to freedom of expression in matters of public concern. That being said, freedom of expression is limited for teachers, as it is for all employees, when public comments are deemed to undermine his or her employer. It is a well-established expectation of Canadian labour relations that employees have a duty of fidelity and loyalty to their employer, which limits employees' right to make public comments that can be seen as undermining the public's opinion of the employer or that interferes

with the functioning of the employer's operations.

For the majority of teachers in this province the employer is either the Newfoundland and Labrador English School District or the Conseil scolaire francophone province de Terre-Neuve-et-Labrador. Teachers of these school boards are advised to restrict any public comments to general areas of public policy which are in the domain of government, not the school boards. These domains include, but are not limited to: class-size caps, teacher allocations, educational funding, curriculum development, bus-sing policy, public exams, criterion referenced tests, and teacher certification. Teachers should refrain from making comments about specific school circumstances, students, parents or the school board. Teachers wishing to comment on issues associated with the employer (i.e. evaluation policy) should refrain from making public comment; however, are encouraged to include these comments in their online submission to the Panel.

Teachers who work with the Department of Education and the Centre for Distance Learning and Innovation are seconded and are still considered employees of the school district. That being said, due to the nature of secondments, these teachers could be seen as also having an employment relationship with government. Teachers at the Whitbourne Detention Centre are considered employees of government. The Association advises seconded teachers and those at the correction centre to make their submissions to the Panel outside the public forum process.

Any teacher wishing clarification on the mandate of the Panel on the Status of Public Education and/or advice on possible public statements should contact the NLTA.

Steve Brooks is Assistant Executive Director of the NLTA. He can be reached at 726-3223 or 1-800-563-3599, ext. 231 or sbrooks@nlta.nl.ca.

PANEL ON THE STATUS OF PUBLIC EDUCATION IN NEWFOUNDLAND AND LABRADOR

The Panel on the Status of Public Education in Newfoundland and Labrador invites submissions from all individuals and special interest groups in the province. Beginning on Thursday, October 8, 2015 the Newfoundland and Labrador Teachers' Association, the Faculty of Education, Memorial University and the Newfoundland and Labrador Federation of School Councils will begin cross-province public consultations providing all interested parties with the opportunity to express opinions, concerns and/or general satisfaction with the public education system. For more information: www.nlta.nl.ca.

Panel Members

James Dinn, President, Newfoundland and Labrador Teachers' Association
Kirk Anderson, Dean, Faculty of Education, Memorial University of Newfoundland
Denise Pike, Executive Director, Newfoundland and Labrador Federation of School Councils

Schedule of Public Consultations

Date	Location	Hotel	Meeting Room	Time (approx)
Oct. 8	Goose Bay	Hotel North 2	Meeting Room – C1	6:30 p.m.
Oct. 9	Labrador City	Two Seasons Inn	Meeting Room 2	6:30 p.m.
Oct. 9	Nain	Atsanik Lodge	Meeting Room	6:30 p.m.
Oct. 13	Corner Brook	Glynmill Inn	Tudor Room	6:30 p.m.
Oct. 14	St. Anthony	Grenfell Heritage Hotel and Suites	Conference Room	6:30 p.m.
Oct. 19	Carbonear	Fong's Restaurant	Banquet Room	6:30 p.m.
Oct. 20	Clareville	Clareville Inn	Cormack Room	6:30 p.m.
Oct. 21	Harbour Breton	Southern Port Hotel	Conference Room	6:30 p.m.
Oct. 22	Grand Falls-Windsor	Mount Peyton	Mary March Room	6:30 p.m.
Oct. 26	Mount Pearl	Hotel Mount Pearl	Meeting Room	6:30 p.m.
Oct. 27	St. John's	Capital Hotel	Salon B	6:30 p.m.
Nov. 2	Port aux Basques	Hotel Port aux Basques	Portside Meeting Room	6:30 p.m.

Submission Guidelines

Submissions can be made either in person at one of the public forums scheduled across the province or through our online submission form at www.nlta.nl.ca. Submissions may also be made by fax or mail to:

Newfoundland and Labrador Teachers' Association
 3 Kenmount Rd., St. John's NL, A1B 1W1 Fax: 726-4302 or 1-877-711-6582

Submissions must be limited to 1,000 words. Supporting documents can also be provided. Individuals or special interest groups will be required to identify themselves and provide contact information.

Public Meeting Submissions

Individuals or groups wishing to make submissions at the public meetings will be required to:

- Register at least 48 hours prior to the meeting by contacting Susan Cardoulis (scardoulis@nlta.nl.ca) at 726-3223 or 1-800-563-3599 (ext. 246)
- Provide a written copy of their submission at the meeting
- Limit their public statements to 10 minutes

Non-scheduled public meeting submissions will be accepted subject to time.





Personal Property at School

by STEFANIE TUFF

It is a good idea, during the first months of a new school year, for teachers to give some thought to what the collective agreement says about issues related to teachers' personal property at school, and how this will influence the choices they make. What happens if a teacher's personal property is lost or damaged at school? From time to time, this question arises, and it is important for teachers to understand the employer's and their own responsibilities in this regard.

This issue is addressed in Article 34 of the Provincial Collective Agreement (Article 35 of the Labrador West Collective Agreement). Two types of personal property are identified – “personal effects which the teacher would reasonably have in his/her possession during the normal performance of his/her duty” and “tools, equipment, or other materials” which the teacher has received prior written permission from the School Board to use in the performance of teaching duties.

Personal effects include items such as clothing, footwear, eyeglasses, purses and briefcases, etc. – the usual things that teachers would be wearing or have with them at school on a regular basis. If, in the performance of his/her duty, a teacher suffers loss of or damage to any such personal effects (and the loss/damage does not result from the teacher's own negligence), he/she may be entitled to monetary compensation, up to a maximum amount of \$325. The amount of compensation will depend upon proof of the value or repair cost of the item(s) damaged or lost.

The second category of personal property covers items used by teachers in the performance of their duties. A teacher's own personal resources (books, art work, displays, etc.), equipment, computer, tablet, camera, musical instrument, etc. are not personal effects. In order to be protected by the employer in the event of loss of or damage to such items (as long as the loss/damage does not result from the teacher's own negligence), teachers need to have written

authorization from the school district to use the item(s) in the course of their teaching duties before bringing the item(s) into the school. In light of the widespread proliferation of personal, portable technology today, this is something teachers should give serious thought to in deciding if/when to use these personal devices at school.

Some personal home insurance policies may provide coverage for items that fall into the “tools, equipment, or other materials” category if/when such items are being used at school; however, this would depend on the particulars of each individual situation and teachers are advised to consult with their insurer

and request written confirmation of coverage before taking personal belongings into the workplace.

Any incident of loss or damage to personal effects or other items must be reported in writing to the

Director of the School Board (or his/her designate) within five working days of the discovery of the loss or damage. If this deadline is not met, a claim that would otherwise qualify for compensation could be denied. As indicated above, the School Board is not obligated to compensate a teacher for any loss of or damage to personal property that is caused by the teacher's own negligence.

If you have any questions regarding the above, please contact an Administrative Officer in Programs and Services.

Stefanie Tuff is an Administrative Officer in Programs and Services at the NLTA. She can be reached at 726-3223 or 1-800-563-3599, ext. 232 or stuff@nlta.nl.ca

“If...a teacher suffers loss of or damage to any such personal effects...he/she may be entitled to monetary compensation, up to a maximum of \$325.”

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: Corporate Services, 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 at the NLTA at mail@nlta.nl.ca or www.nlta.nl.ca.





Developing Successful Schools (DSS) 2015

by GEORGE TUCKER

The Newfoundland and Labrador Teachers' Association once again this year partnered with the teacher associations in the three Atlantic Provinces to sponsor the DSS 2015 Institute. The event took place at Mount Allison University in Sackville, New Brunswick on July 6-9, 2015 and some 60 participants were in attendance. The Newfoundland and Labrador Teachers' Association was represented by a delegation of 11 educators. The teacher representatives were all first-time DSS participants.

The focus for the institute was "Cognitive Coaching© for Educational Leaders".

John Clarke, DSS 2015 Institute facilitator, opined, "The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative and better problem solvers. It is the invisible skills of teaching, the

thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model that capitalizes upon and enhances teachers' cognitive processes."

During DSS 2015, participants learned how to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting, and collaborating
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- distinguish among the five forms of feedback
- use data to mediate thinking

Feedback from the DSS 2015 Institute participants was once again very positive. A sampling of the feedback comments include:

- *The presenter was extremely knowledgeable and*



DSS 2015 delegates on the steps of Hesler Hall at Mount Allison University.



John Clarke

practical with his craft. The workshop focussed on skills that are so vital to building staff capacity. I enjoyed the sessions! The opportunity to model the skills and receive feedback were very beneficial.

- A fabulous seminar! Worth the time and cash. Has to be most helpful to school administrators.
- I will take many ideas/suggestions back to school and use them ASAP. The presentations were very professional and flowed nicely during the day. I enjoyed the many breaks provided and the opportunities to meet new people.
- This was a fantastic professional learning opportunity that I truly enjoyed. I look forward to attending DSS again in future years. Thank you all.
- Couldn't have asked for a better three days. John was amazing, engaging and I made many new connections with other professionals in my field. Well done!
- This was a fantastic conference! John was amazing. He had a fantastic understanding of the content and made everyone feel welcome and validated. The format of the workshop was excellent. John mixed content with movement breaks and made them user friendly so we can take them back to our schools and use them. Such a fantastic week! Thank you.

Developing Successful Schools (DSS) is an annual event made possible through a partnership between the four Atlantic teacher associations (NLTA, NBTA, PEITU and NSTU) and the New Brunswick Department of Education. DSS 2016 will be held once again at Mount Allison University. The tentative dates are July 4-7. More detailed information on DSS 2016 will be available in the New Year.

Contact George Tucker, Administrative Officer in Programs and Services (NLTA) at 726-3223 or 1-800-563-3599, ext. 245 or gtucker@nlta.nl.ca if you are interested in being a participant.

PAID ADVERTISEMENT

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There's a poem for that

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Help your students find poems they love,
learn them by heart, and share them aloud.
poetryinvoice.com

Project Overseas 2015 – St. Lucia

A Professional Development Opportunity of a Lifetime

by DIANA DURDLE

As educators we seem to share an innate predisposition for lifelong learning. The most rewarding professional development opportunities occur when we collaborate with colleagues and share best practises. Professional development opportunities such as Project Overseas enable Canadian teachers to volunteer and share their expertise while working with teachers in various partner countries.

During the month of July I participated in the professional development opportunity of a lifetime. I was a member of team St. Lucia 2015. Our team consisted of four Canadian and four St. Lucian teachers. It was an amazing partnership! Even though each of us presented different educational backgrounds, experience, and personal interests, our unique qualities complemented each other quite positively.

Participation of the 80-100 teachers from St. Lucia was voluntary as well. These dedicated teachers chose to take the first two weeks of their summer vacation and attend workshops designed to learn new teaching strategies, assessment practises and how to identify student learning needs and best mode of instruction in order to enhance student learning and achievement of outcomes in their classrooms. Many of these teachers travelled two hours to and from the school where the workshops were held each day, which demonstrated their commitment to their students and their own professional growth.

As with all teachers, they were genuinely concerned about the individual learners they worked with each day. Large class sizes, minimal IRT support and resources are major challenges in the daily teaching and learning environments within the schools in St. Lucia. Many of the teachers have multiple degrees which often include courses and PD on multiple intelligences, literacy, numeracy, visual and hearing impaired, ASD and learning disabilities in order to provide the best possible opportunities for success among individual students in their classrooms. Our role as a team was to assist participants in adding to their repertoire of strategies and techniques to ensure that all learners in their classroom experienced success.

While on Project Overseas we were involved for many hours each day with planning and preparing for our sessions. This was an amazingly reflective process. We take so many things for granted in our daily interactions with our students and colleagues. We have abundant resources, professional support, and technology at our fingertips; however, the teachers we worked with in St. Lucia may have been lacking in one or all of these areas. Their genuine concern for the well-being of their students, enthusiasm for learning, and an interest in the collaborative process motivated them to attend each day.



Project Overseas Canadian Team at school with students.



St. Lucian teachers applying a strategy for story writing.

While our focus was academic and professional there were several opportunities for cultural immersion. We were treated with the utmost of respect and welcomed like family. We attended many local events which included a visit to the mud baths and sulphur springs, local music performances, school visitations, a pre-school graduation, Catholic mass, local fish fry (the catch of the day was barracuda – delicious!), and a visit with a local woman who demonstrated how to make cocoa tea. A highlight for me was a visit to a local orphanage where we donated the school supplies that each of us brought to St. Lucia.



St. Lucian teachers enjoying a literacy activity.

Our team also shared Canadian culture with our colleagues and friends. We shared music, and games considered uniquely Canadian, while our St. Lucian partners shared their food, music, art and local crafts.

This was such a powerfully positive professional development experience. The partnerships and friendships will undoubtedly continue as we share resources and ideas with our St. Lucian colleagues. I would highly recommend Project Overseas to any teacher, especially if you are team oriented, adventurous, highly motivated, adaptable and desire a positive professional learning experience. Participation in Project Overseas will transform your teaching and

learning. Your philosophy of teaching and life in general will be enhanced as well.

Special thanks to the Canadian Teachers' Federation in partnership with the Newfoundland and Labrador Teachers' Association along with the St. Lucia Teachers Union, for a life-changing professional growth opportunity.

Diana Durdle is a Kindergarten teacher at Holy Trinity Elementary in Torbay.



PROJECT OVERSEAS 2016 Teachers' Action for Teaching Volunteer Overseas with CTF!

*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 needs English and French-speaking Canadian teachers who are interested in volunteering during July and August to offer in-services in a wide range of subjects and levels, in various developing countries.

Application criteria include:

- membership in a provincial or territorial teacher organization that supports PO
- at least five full years teaching in Canada by program start
- Canadian citizenship
- excellent health and ability to work in developing country conditions
- flexibility, mature judgment, and a strong willingness to put a team and project's needs above personal needs

PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF, provincial and territorial teachers' organizations (which are CTF members). No salaries or honoraria are paid.

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:

Beverly Park, 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 6, 2015**

2015 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. 22-23** – Mt. Peyton Hotel, Grand Falls-Windsor

☐ **Oct. 29-30** – Hampton Inn & Suites, St. John's

☐ **Nov. 5-6** – Greenwood Inn & Suites, Corner Brook

☐ **Nov. 19-20** – Hampton Inn & Suites, St. John's

☐ **Dec. 3-4** – 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 2018) 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.

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2015 Financial Information Seminar 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

The session will be held:

December 5, 2015 – Holiday Inn, St. John's

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.



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What Color Are You?

by GAIL CARROLL

So don't be afraid to let them show your true colors. True colors are beautiful like a rainbow.

~ Cyndi Lauper

Just like the rainbow our many personalities shine in the workplace and because, thankfully we are all different, together we can make an amazing difference to our colleagues, students, parents and the school communities we serve.

Do you ever wonder why you get along so famously with some people and not with others? Or why some people just seem so different that you struggle to understand them? Some people zig while other people zag? What we all really crave though is to be understood.

Over the years many people have written about personality types and temperaments. From Isabel Myers and Dr. David Keirsey to True Colors with Don Lowry and Color Types with Mary Miscisin, there have been letter types, name types and with True Colors, color types. I have completed many of these certifications in my career. I love to talk about True Colors because it simplifies personality in a quick way that everyone can understand. Personality type and temperament give us a language to build understanding of our own behaviours and motivators and helps us to understand others. It can be used to build stronger teams and to manage conflict.

What do the colors mean?

Gold personalities are Guardians and they represent structure and responsible behaviour. Golds are often referred to as the rule makers. Some of the other attributes and values of gold are: punctual; predictable; practical; loyal; responsible; rule and policy makers; formal; list makers; prefer detail; precise; strong work ethic; strong sense of security; love history and tradition; traditional family values.

Golds perform best when work is structured and clearly defined. Rules and directions help keep them on the right track. Golds like to work as part of a team and share the work load. It is easy to see why so many teachers test as Gold. Other professions that attract Golds are law, policy makers, government,

politicians, banks and finance, to name a few.

Orange personalities are Artisan types who represent adventure and entertainment. Oranges are often the life of the party. They love a challenge and are gifted in crisis management. Some of the other attributes and values of oranges are: risk-takers; high energy; quick wit; creative; entertainers; hands on learner; playful and fun; charismatic; competitive; impulsive; natural negotiator; likes tangible rewards; prefers informal environments; live in the present.

Oranges perform best in competitive situations and atmospheres because they enjoy the fun and excitement. Oranges love hands on activities and prefer a looser structure. They learn by doing and really need to see immediate results which sometimes can make them seem a little impatient. They love to act. Oranges tend to be attracted to work in the arts, health and safety, sales, fitness, politics and different trades.

Blue personalities are Idealists who represent authenticity, harmony and love. Blues love people and are passionate about making a difference in the world. Some of the other attributes of blues are: skilled mediators; full of positivity; peacemakers; cultivates the potential in others; more cooperative than competitive; authentic; spiritual; strongly desire to make a difference in the world; compassionate; empathetic; gifted writers and speakers; sensitive.

Blues perform best in open interactive atmospheres with lots of personal touches. They like to feel that others really care about them. They also appreciate feedback and thrive in people-oriented environments. They tend to turn off when conflict arises and flourish in atmospheres of cooperation. They are very intuitive and imaginative and all of this makes for great counsellors. Check the color of your Guidance Counsellor at school. Other professions attractive to Blues tend to be theatre and the arts, writers, artists, human resources and entrepreneurs, to name a few.

Green personalities are Rational and represent problem solvers who are global and visionary. Green people view work as play and play as work. They are strong intellectuals. Some other attributes of greens

are: innovative; question everything – key word is “why?”; often misunderstood by others; solution oriented; dislike redundancy and repetition; philosophical; perfectionistic; independent; abstract, analytical and logical thinkers; curious; competence is a high priority; many interests; curious by nature.

Greens perform best when exposed to the overall theory behind their role with the organization. They prefer to work independently. They are curious by nature and love to explore new ideas and new concepts. You will find very few Greens in education at the K-12 level. They are most often found in post-secondary, especially in the areas of research, medicine, engineering and the sciences. Greens are true intellectuals. I have seen Greens so caught up in their work that they have totally lost track of time and have forgotten to eat and/or the work place has been empty for hours when they leave.

What color do you think you are? If you want to know for sure you can go to www.positivelymary.com or www.truecolorsintl.com.

The reality is that we are all of the colors, but one shines brighter than the others. We have shades of all of the colors. Some professions attract certain colors more than others. For instance, the teaching profession attracts more golds and oranges than the other colors. Golds make up about 40% of the general population while oranges make up about 35%. I have seen more gold and orange types as teachers than any other type. Blue personalities make up about 20% while Greens make up only 5% and are certainly rare. When all of the colors come together, if they can build an understanding of one another, they can build a formidable team as all of the skill sets and strengths balance well. In teaching, because the balance is more gold and orange, when a green is thrown into the mix conflict often arises. Part of the reason for that is the difference in information processing and values.

When you look at the color types above you can see variations in what each of these colors value or may value. It is a good base guide to getting along with each type. Our values provide guidance and direction in our lives. It often helps pave the road to harmony, but when one of our values has been crossed, it can create turmoil. The turmoil can be with other people and inner turmoil (emotional) within you. Think about the last time you had a disagreement or a conflict with someone...anyone. It could be a family member, colleague, student or other person. What was the conflict about? Now think about your own core values. Make a list of your values if it helps. Look at your top five values. Chances are that this conflict has crossed with one of

your top values. This is then what fuels our emotions and many times we become so attached to our position that the conflict festers and goes on for a longer period or sometimes it goes unresolved. If you can gain an understanding of what is fuelling the conflict though, you may be able to resolve it through an open dialogue with the individual(s) involved. Try to gain an understanding of which of your values has been crossed and discuss and share this with the other party(ies).

Go to your **DESC**. Clearly **D**escribe the conflict. Explain how this has impacted you and your emotions and how it has crossed a core value. Then **S**uggest a way or ways that you could resolve it. The situation should then **C**orrect or **C**onsequences will be experienced.

Take the time to understand yourself and others. Understand your color and your values. Take the time to understand the colors and values of others. Commit to using DESC when dealing with the resolution of a conflict. To learn more about color values and what happens when a color is stressed or conflict is happening, read *Showing our True Colors* by Mary Miscisin or plan an education session to learn more and to gain a valuable understanding of your working relationships.

Gail M. Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail (ext. 242), gmc Carroll@nlta.nl.ca or Judy Beranger (ext. 265), jmberanger@nlta.nl.ca.

References:

Miscisin, Mary “Showing Our True Colors” True Colors International, Sacramento, California, 2010

www.truecolorsintl.com

Keirse, David “Please Understand Me II”, Prometheus Nemesis Book Company, Del Mar, CA, 1998

Article 28: Opening New Doors for Teacher-Directed Professional Development

When the new collective agreement was signed in the fall of 2014 and Article 28 came into effect teachers gained input into their own learning. Article 28 states that of the 195 days within the school year, there shall be three professional development/in-service days to be scheduled by the Board...one of which shall be reserved for professional development at the school level. In determining the topics to be covered, in consultation with the principal, priority will be given to professional development needs identified by teachers at the school level.

This is consistent with the research literature which points to the effectiveness of teacher-directed professional development. It is an opportunity for members of staff to do an individual and staff analysis – to identify what in their unique set of circumstances would best suit their professional learning needs, and by extension, the needs of their students. Once that is done, you need to consider how to meet those needs. Below is a wide variety of sessions offered by the professional staff at the NLTA. If we do not currently offer a topic which you feel is timely and relevant to teaching and learning or to you in the practice of the profession, we are also prepared to research and develop a session to meet your identified needs.

PROGRAMS AND SERVICES SESSIONS:

- Assessment Practices (using the latest research on assessment of/for/as learning)
- Classroom Instruction – Proven Strategies
- Brain Research – Knowing “How” We Learn and the Implications for How We Teach
- Student Motivation/Engagement
- Multiple Intelligences
- Classroom Organization & Management/ Cooperative Discipline
- Staff Dynamics and Working Effectively as a Team/ Maximizing Your Potential
- Personal/Professional Balance
- Creating and Maintaining a Respectful Workplace
- Dealing with Difficult People/Difficult Situations
- Time/Energy Management
- Stephen Covey’s 7 Habits of Highly Effective People
- Effective Use of Technology in Teaching
- Retirement Planning and Financial Wellness
- Professional Relations and Managing Conflict in the Workplace
- Social Media: Protecting Yourself and Your Students
- Legal Issues in Education
- Professionalism and The Code of Ethics
- Knowing Your Collective Agreement
- Teacher Abuse/Harassment
- Teaching in Rural Newfoundland and Labrador

EAP SESSIONS:

DEALING WITH STRESS:

- Exploring Best Practices on Stress Management
- Critical Incident Stress Debriefing
- Making Stress Work for You – Is it Stress or Distress?

DEALING WITH CONFLICT:

- Understanding High Conflict Personalities
- High Conflict Personalities – How Does That Affect Me?
- What Do I Do Now? An Introduction to Conflict Resolution Theory
- Addressing and Transforming Conflict
- Getting to the Heart of Conflict
- Critical Skills for Communicating in Conflict

RELATIONSHIPS:

- Responsible and Respectful Relationships
- Promoting a Community of Caring and Respect
- Ethics as a Tool to Strengthening Interpersonal Relationships
- The Art of Reframing
- Integrating Change: Transforming Teams

PERSONAL WELL-BEING:

- Questions and Their Ability to Transform
- Seasonal Affective Disorder – What Can We Do?
- On Grief – Integration Over Time
- Values Clarification: Practical Strategies for Congruent Goal Setting
- The Extraordinary Within
- Implications of Brain Health Issues for teachers

For more information or to book a session, contact the NLTA at 726-3223 or 1-800-563-3599 or mail@nlta.nl.ca. Please note that **advance booking is required** and **bookings will depend on availability of staff**.





NLTA SPECIAL INTEREST COUNCILS

Special Interest Councils are professional learning communities dedicated to life-long learning and the ongoing professional growth of NLTA members. Their mandate includes offering a range of professional development programs, including conferences, institutes, focus groups, teleconferences, and e-learning initiatives. Councils communicate with their membership using a variety of current technologies. As part of their mandate, the councils will respond to curriculum and program concerns, develop position papers on critical issues, work with government on curriculum development and advise the NLTA on matters of importance.

Currently there are nine special interest councils as follows:

Council of Special Services (COSS)

Math/Science

Music Council

Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPA)

Physical Education Council (PESIC)

Second Languages Council

School Administrators' Council (SAC)

Teacher Librarians Newfoundland Labrador (TLNL)

Technology Education Council (TESIC)

Executive positions are currently available on the Council of Special Services (COSS) and the Second Languages Council.

If you are interested in serving on the executive of either of these special interest councils or have any questions, concerns or ideas re the NLTA Special Interest Councils, contact George Tucker, Administrative Officer, Programs and Services with responsibility in the area of Professional Development for teachers, at gtucker@nlta.nl.ca or by calling 726-3223 or toll-free at 1-800-563-3599, ext. 245.

Expression of Interest

ARE **YOU** INTERESTED IN JOINING A **HEALTH** SPECIAL INTEREST COUNCIL?

WHY: To support the many great teachers teaching K-12 health by providing professional development and current resources (timely as new health curricula continue to be created).

HOW: Become a non-executive member by providing your work e-mail address to kelliebaker@nlesd.ca by **October 30, 2015** indicating you'd like to become a member of a newly forming Health Special Interest Council.

NOTE: This is a call for general membership only.



More details to follow once the Health Special Interest Council is up and running. For more details on current SICs go to www.nlta.nl.ca/councils.



Expression of Interest

ARE **YOU** INTERESTED IN JOINING **THE SMALL SCHOOLS** SPECIAL INTEREST COUNCIL?

If so, please complete the following and return by **October 30, 2015**.

Name:

School:

Email:



Please fax to 726-4302 or
1-877-711-6582 (toll free)
or email your information to
mail@nlta.nl.ca





Teaching and Learning with PBL

by TOM KENNEDY

For many teachers, assigning projects has been common practice for many years. Tasks have been given to extend classroom teaching with the expectation that the assignment would reinforce curriculum that has already been taught. In keeping with this traditional project model, learning remains teacher driven and, for students, stagnant. Project-based learning (PBL) shifts the pedagogical paradigm towards active learning, an instructional model where student learning goes beyond passive listening.

The Dynamics of Teaching

The classroom is ever changing. As a result, factors that stimulate student achievement are constantly changing. One could even argue that teachers are unsure what stimulates some students from the start. Lessons can incorporate the latest trends, whether it is by integrating technology or attempting to link curriculum to current events, yet attempts to make a connection with students can often be “hit or miss”. Similarly, what works one year might not work the next, what works for one slot of any given course may not work for another on that very same day. If students determine their intrinsic motivation, how can they remain in their traditionally passive role in education? A dynamic classroom requires dynamic teacher-student roles. Roles assigned to teachers and students cannot be universally defined when the frame of reference is not constant. The shift from teacher-driven to student-centered learning – a pedagogical framework whereby the student is empowered in their own learning – gives a voice to students who would otherwise continue to be unmotivated. Project-based learning can offer a blended solution to issues in student motivation provided an appropriate framework has been established.

A Framework for PBL

Perhaps the most important aspect of successful PBL is ensuring students feel the project is meaningful. Too often are projects assigned as ‘busy work’ or a medium to regurgitate chalk-and-talk notes. By balancing teacher expectations and curriculum outcomes with student choice and interest, students tend to be more receptive of the assigned task and see value in its meaning. The aim of PBL is still to teach

the required outcomes but through a task. Students learn by doing while still being guided by the teacher who is mindful of timelines, project benchmarks and students on task. PBL assigns the student as captain and the teacher as the knowledgeable first mate. Students are given choice of approach and output while working towards their learning of both course outcomes and added skills that may prove beneficial.



A frame from a Lego stopmotion project captured with the Lego Movie Maker App and edited with iMovie. Novel: Aller Retour.

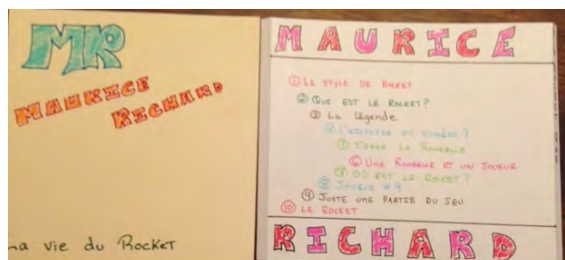
Linking PBL to Tech Integration

While 21st Century Learning does not require the integration of technology, the aim of the 21C framework is to foster the essential skills for student success inside and outside the classroom. Although the 4Cs – communication, collaboration, critical thinking and creativity – are often identified as the only skills associated with 21st Century Learning, there is also an added emphasis on information, media, and technology skills. Consequently, the framework supports the potential of project-based learning.

According to the Partnership for 21st Century Learning (p21.org), the technology skills emphasized by the framework can be further broken down into three categories:

- Information literacy – access, evaluate, manage information
- Media literacy – analyze and create media
- Information/Communications Technology (ICT) literacy – apply technology effectively

The aforementioned skills become the added bonus of course work. Students learn curriculum and develop their hard skills through the completion of their project, hard skills that are necessary in the 21st Century workplace.



A student CD case insert for a thematic unit on Maurice Richard. Songs recorded with Voice Memo App and compiled in iTunes.

Connecting Culture w/ PBL

Project-based learning emphasizing the integration of technology can place a modern twist on traditional projects. For example, by using a digital recording device (as easy as using a voice recorder on a smartphone), an interview activity can quickly become a class-based media artifact project. Remembering of course to connect the project with curriculum outcomes, to guide students with a meaningful question and to allow students choice, students can record and compile a digital database rich in culture, an archive similar to one pieced together by a real-world historian. The project becomes meaningful and task oriented. Students learn both targeted outcomes and necessary skills for success beyond the K-12 system. A simple project, similar to the one mentioned above, teaches students hard skills – data management, file conversion, recording data – and soft skills – communication, collaboration and critical thinking. Depending on the choice of final output, students work to create a combined media project where each group contributes to produce a final digital media artifact representative of the entire class.

PBL, Teacher Comfort, Technology

Ultimately, PBL rollout relies on two primary factors (1) teacher comfort and (2) curriculum area. First, when offering PBL emphasizing the use of technology, teachers with limited exposure to technology are reluctant to offer these choices as projects. While some base knowledge would be beneficial, there would be no expectation for the teacher to teach their students the hard skills required for each option. For example, a teacher offering the option for students to use animation for a final output of their required project is not required to teach the skills to complete said output. Students are given the option based on their interest and experience and therefore would be encouraged to make their selection based on their individual skillset. Second, there are some limitations to where project-based learning would benefit teaching and learning. Not all curriculum areas would benefit from a PBL approach, especially

those with evaluations still dependent on traditional methods of evaluation such as standardized tests/ common pen-and-paper assessments.

Ultimately, integrating project-based learning requires a solid knowledge of the curriculum and the vision to link meaningful projects to specific outcomes. Establishing a framework for PBL takes time and a firm timeline with set benchmarks. While project work, at times, may seem unstructured, curriculum driven PBL is built on a firm foundation with clear expectations for both students and teachers. In the end, students complete their respective projects and retain the content because the project is theirs – in design and completion.

Tom Kennedy (B.A., B.Ed., Dip. Tech Ed, M.A. & Ed. (E.F.L.C.)) is a teacher at Eric G. Lambert in Churchill Falls and President of the Technology Education Special Interest Council (TESIC).

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at cmdillon80@yahoo.ca





Relationships First

Nurturing a Healthy School Culture at Coley's Point Primary

by ROXANNE SKANES

Students and staff at Coley's Point Primary School (CPP) in Bay Roberts have been involved in the implementation of Restorative Justice practices as a way to build positive school culture and to promote healthy relationships among students, staff, parents and the school community for the past three years.

Started as a pilot project when I first joined the staff as Assistant Principal in September 2012, the philosophies behind Restorative Justice have been utilized to help develop "Relationships First" (RF) practices at the school. After completing an intense two-week Restorative Justice in Education training with MUN Professor, Dr. Dorothy Vaandering, and 20 other teachers from the, then, Eastern School District, I felt I had a place to utilize the philosophies as part of the school district's Safe and Caring Schools' initiative and as part of our School Development plan.

Restorative Justice in Education (RJE) cultivates a relational school culture that honours the worth and well-being of all. The three core RJE values of RESPECT, RESPONSIBILITY and RELATIONSHIPS, have been firmly fixed and practiced in the everyday life at Coley's Point Primary. From their school-wide 'Tree of Virtues' project to the implementation of "Circle Time" in all classrooms and staff meetings, CPP's school community has been growing and fostering a culture of character and respect, while promoting positive relationship building ever since.

Circle time is used often by teachers and staff to teach curriculum, for fun, and when disputes or harmful issues occur. Administration and Guidance often carry out individual or small group talking circles or CHATs to discuss minor incidents on the school behaviour matrix. I coined the term "CHAT" to mean a 'Caring Harm Awareness Talk', which quickly became and is still a big part of the RF language at CPP. Students and a 'facilitator' sit

in a circle to allow everyone to see one another and to emphasize connectedness and equality among the participants. Usually a 'talking piece' is passed around to allow everyone the opportunity to express their ideas about what happened, what they were thinking/feeling, who was harmed/hurt, and discuss what may need to be done to go forward to repair the relationship(s).



Students at Coley's Point Primary enjoy circle time.

A group of staff members, including guest teachers, student assistants, and other support staff, meet in circle once a month to discuss school operations, culture, and school life to ensure that the voices of all staff members are heard. As well, as part of the administration team, I invite bus drivers to the school each year for a Meet and Greet to discuss bus- ing issues and concerns. The intent of this circle meeting is to promote open communication and support for the drivers, as well as help to further build relationships with those who bring our children to and from school on a daily basis.

The teachers and staff at Coley's Point Primary believe that education is all about relationships and learning to develop, maintain, and repair relationships helps provide a safer, more positive environ-



ment for everyone. In all circles, whether curriculum related or just for fun, everyone works together to help real conversations happen and to build better relationships. Staff and students are learning that no matter what is going on in or around the school, there is always a 'story' that needs to be heard and they feel that their 'voice' or opinions will be heard.

In the past year, the Relationships First: Restorative Justice in Education NL Consortium, which is a not-for-profit organization whose partners recognize the significance of authentic relationships in healthy development of youth in NL, was formed. The Consortium, of which I am an active founding member, has as its aim "to nurture and support educational organizations where children, youth, and adults alike thrive because their inherent worth, well-being, and interconnectedness is recognized". The Consortium, which is planning a launch for the end of October 2015, provides professional development and a variety of services to create environments of belonging and respect where challenges and harm are addressed proactively using restorative justice. More information on our initiatives can be found at www.rfrje.com or twitter @relatfirstnl.

Relationships First at Coley's Point Primary continues its journey with the aim this year to implement PD for parents and school community members to introduce the philosophies of Restorative Justice and its implementation successes at CPP. It is my belief that this evidence-based initiative's purpose, to promote healthy relationships and build community partnerships to support and maintain safe, caring, and inclusive learning environments through positive role modeling and open communication, is being felt throughout the corridors and the entire school community. Also, I believe that, as expressed in our school song, "Coley's Point Primary makes me feel loved, secure and needed!"

Roxanne Skanes is Assistant Principal at Coley's Point Primary in Bay Roberts and a founding member of the Relationships First: Restorative Justice in Education Consortium for Newfoundland and Labrador.


We are broken within the context of relationships; and we are also healed within the scope of relationships.

~ Hilda Nadjiwan

Before you assume, learn the facts; Before you judge, understand why; Before you hurt someone, feel; Before you speak, think.

~ Anonymous

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Explore-Engage-Empower STEM for Girls Series

by WRDC-ERC STAFF

We have the opportunity to create the future.

~ Mae Jemison (NASA Astronaut and Physician)

“Ensuring that all youth, and especially girls, have the information, experience, and supports needed to make informed decisions about careers in skilled trades and Science, Technology, Engineering and Mathematics (STEM) related fields is absolutely critical,” insists Cheri Butt, CEO of Women in Resource Development Corporation (WRDC). “Education, industry, community, and government must all work together to offer effective career exploration programs for our youth. And I highlight the word effective, because not all programs are created equal for all participants.”

WRDC is a provincial non-profit organization committed to increasing women’s participation in trades and technology since 1997. With private and public funding, WRDC offers a variety of programs and services to address the challenges surrounding the attraction, recruitment, retention, and advancement of women in these sectors.

WRDC’s Educational Resource Center (ERC) has been offering a series of practical, hands-on career exploration programs for girls since 2002. Our educators work in collaboration with the Newfoundland and Labrador English School District (NLESD), the Department of Education and Early Childhood Development, public and private post-secondary education institutions, industry, and community organizations.

All ERC programs engage girls in hands-on interactive learning activities, provide opportunities to connect with female role models working in industry, and instill the confidence required to make informed career choices. “Many of these components are essential for programs delivered to all youth. However, it is absolutely imperative that girls are provided the opportunity to explore these types of careers in a girls-only environment, where they are able to fully participate and receive maximum benefit from the experience,” emphasizes WRDC’s CEO, Cheri Butt.

One example would be the Mind Over Metal Camp delivered at the College of the North Atlantic, Prince Philip Campus this past summer. WRDC’s Educational Resource Center partnered with the Canadian Welding Association Foundation (CWAFF) to introduce 16 girls aged 11-15 to welding in this weeklong camp. These girls can now make an informed decision regarding a welding career because they know what welding is, believe that women can be welders, and are confident that they have the talent, skills, and ability to be successful in this career.

I loved the hands-on experience and how we got to build things ourselves and the satisfaction of knowing you accomplished something. (Welding participant)

At first I had no intention of getting into trades but now I want to be a welder 100%. (Welding participant)



Summer Welding Camp 2015

Our current STEM for Girls Series programs include Techsploration Newfoundland and Labrador, GUSTO and Tech Tours for Girls.

Techsploration Newfoundland & Labrador is a program in which grade nine girls explore careers in skilled trades and STEM occupations through industry research, interaction with female role models, work-site tours, and hands-on workshops and demonstrations. The four-six month long program culminates in a two day Techsploration event in St. John’s.

Since the first offering in 2001, this program has been offered in over 65 schools, including rural, remote, urban and Aboriginal communities. To date, over 750 girls have participated, exploring STEM related fields and gaining the confidence to pursue these careers.

In the 2014-15 offering, 51 girls participated from seven schools throughout the province: St. Kevin's Junior High, Mealy Mountain Collegiate, Pearce Junior High, Frank Roberts Junior High, Tricentia Academy, St. Joseph's All Grade, and Laval High. A total of 26 role model volunteers participated in the program.



Techsploration 2015 A. Harvey Offshore Supply Services site tour

I liked that I got to hear about different jobs that I never heard of before, and it got me thinking about what interests I had for my future! (Techsploration participant)

Great program! An amazing opportunity for young girls on many different levels. (Coordinating High School Teacher)

I think the Techsploration program is a great way to introduce girls to the different roles that are played in the different industries out there. To open their minds to the possibilities for them, but mostly we role models are here to let them know how important their education is for their future. (Kayla Trowbridge, Welding Engineering Technologist, Role Model)

GUSTO (Girls Understanding Skilled Trades Opportunities) is a one-day workshop for high school girls to explore carpentry and electrical trades training and careers through the construction and wiring of their own lamps. The program is delivered in high school skilled trades workshops with qualified female role models from carpentry and electrical trades.

Since its inception in 2013, the ERC has delivered 17 GUSTO programs to 145 female students in 16 schools across the province. They include Holy Heart of Mary (St. John's), St. Kevin's (Goulds) Crescent

cont'd. on page 34

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Collegiate (Blaketown, South Dildo), O'Donel High (Mount Pearl), Roncalli High (Avondale), Holy Spirit High (CBS), St. Michael's High (Bell Island), Corner Brook Regional High (Corner Brook), Mount Pearl Senior High (Mount Pearl), Indian River High (Springdale), Lakeside Academy (Buchans), Holy Trinity High (Torbay), Gander Collegiate (Gander), Riverwood Academy (Wing's Point), Mealy Mountain Collegiate (Happy Valley-Goose Bay), Sheshatshiu Innu School (Sheshatshiu).

I liked that I had the chance to have my own hands-on experience, instead of just watching a video or having it demonstrated by someone else. (GUSTO participant)

I strongly believe your program should be expanded in terms of the number of students you reach as well as extending its length and complexity. I offer you my full support for a job well done. (Lawrence Berger, Principal, Sheshatshiu School)

The confidence and pride displayed at the end of the day was an experience that I am very proud to have witnessed. I fully encourage other schools within the province of Newfoundland Labrador to actively support such opportunities from WRDC. (Dianne Hickey, Guidance Counsellor, Lakeside Academy)



GUSTO Gander Collegiate 2015

Tech Tours for Girls was designed for Grades 9-12 girls to tour post-secondary educational institutions and explore/experience various technology related training programs and careers.

In October 2014, the ERC offered the first ever Tech Tours for Girls. In total, 43 girls from four high schools on the Avalon Peninsula participated in the pilot program. These schools included Holy Spirit High (CBS), O'Donel High (Mount Pearl), Carbonear Collegiate (Carbonear), and Laval High (Placentia). The second offering of Tech Tours is scheduled for October 13 and 14, 2015.

This experience has really opened my eyes to the different roles women can do in the tech field. (Tech Tour participant)

I truly feel this has been an outstanding experience for our students. The amount of hands-on activities was

incredible and very motivational. (Teacher)

It was fantastic to give the girls exposure to non-typical career choices, along with enabling them to gain hands-on practical experiences with these careers. (Teacher)



Students at thermoforming and 3D demonstration

Additional ERC services include information sessions, presentations, and research, as well as scholarship coordination and administration. Currently the ERC is in the process of developing supplementary programming to increase our impact and reach throughout the province. Some components of our upcoming STEM for Girls Series will include new areas of focus such as general STEM exploration and engineering modules. The new programs are intended to reach younger girls in grades five, six and seven.

Overall participant feedback from all ERC programs has been extremely positive. Participants, educators and role models have all indicated that ERC programs are successful in engaging students in careers in trades and STEM. These programs are externally funded, with no cost for schools or students.

More detailed information about any of our programs can be found by visiting our website wrdc.nf.ca or emailing info@wrdc.ca.

RESOURCES

RICK HANSEN SCHOOL PROGRAM: PROACTIVE ACTIVITIES TO BUILD CLASS CLIMATE

Teachers know that creating a positive learning environment in the early days of school is key to establishing a climate conducive to learning for the whole year. The work starts in the first days of school when we emphasise that all students have different strengths and needs, and everyone has something valuable to contribute to the class community. This involves making positive relationships a priority, providing students with opportunities to develop and practice empathy, compassion and conflict resolution skills. Teachers need activities that are engaging and promote these skills in students.

Not-for-profit educational resources, such as the **Rick Hansen School Program**, provide educators with a range of practical teaching tools that support the development of a positive school environment beginning with the first days of school. The Program provides lessons and activities that engage students in a number of key ways:

- Students learn to set goals, support others, and take leadership. Through practical activities and projects the Program fosters respect for differences and social responsibility. In a recent survey, 94% of students said taking part in the Program inspired and empowered them to make a difference in their communities.
- The Program focuses on disability awareness, which promotes key characteristics of a positive class climate such as equity, fairness, caring and sensitivity. An independent report by leading consultancy firm Deloitte LLP found that 100% of educators saw positive change in student willingness to interact with people with disabilities after an introduction to the Program.
- Moreover, the impact of the Program goes beyond people with disabilities. By supporting acceptance of diversity, respect and understanding of differences, disability awareness programs encourage positive interactions among all students. As part

of the Deloitte report educators reported that the Program resulted in decreased bullying; increased student initiatives to improve the classroom, school or community; and increased volunteerism.

- The Program supports the Ministry philosophy for developing an Inclusive School Culture. It has been carefully designed to increase awareness and acceptance that all people have unique abilities and needs and teaches that we all belong and have a place in our communities.

A key feature of **Rick Hansen School Program** lessons and activities is that they are easy to use and support Newfoundland and Labrador curriculum. Teachers comment, "We are very impressed by the quality and scope of the materials. They provide the foundation and framework for a challenging and beneficial unit of study involving a true Canadian hero and a wonderful role model for our students."

The Program can be used to establish a positive climate at the beginning of the year and to maintain that climate by using individual lessons and activities throughout the year. Students can start learning about equity, fairness, caring and sensitivity through activities in September, and then learn about community responsibility and leadership through different activities throughout the year. One teacher who used the materials with her class in 2015 commented that the activities and lessons "fit into our learning about being caring, thoughtful, and mindful" and were "very enlightening. It's important for kids to experience this earlier in life so they grow up to be more inclusive and mindful."

The **Rick Hansen School Program** includes free, ready-made resources to support teachers and schools, and is suitable for delivery even in low-income communities, as well as rural and remote schools. Start the year off with fun, active and inclusive activities, while developing your class climate. It's free, easy and fun!

Free resources can be downloaded or ordered at www.rickhansen.com/schools.



HATS OFF!

Have you recently won an award or know of a teacher who has been recognized for their contribution to the education of children in Newfoundland and Labrador? If so, we'd like to hear from you. Please send information on the award as well as a profile of the award winner(s) to:

Lesley-Ann Browne, Editor,
The Bulletin
Newfoundland and Labrador
Teachers' Association
3 Kenmount Road
St. John's, NL A1B 1W1
E-mail: labrowne@nlta.nl.ca

Notice for Substitute Teachers

Information for Substitute Teachers is available on the main page of the NLTA website at www.nlta.nl.ca

For any questions re substitute teacher issues please contact:

Miriam Sheppard
Administrative Officer
NLTA Programs and Services
726-3223 or 1-800-563-3599,
ext. 230
msheppard@nlta.nl.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-Beauport, Quebec. For more information contact: Angie Wilmott, NLCPA, angiewilmott@nlesd.ca.

5TH CANADA MOODLE MOOT CONFERENCE

October 21-23, 2015 (Pre-conference: Oct. 20)

Montreal, QC. "Connecting with Moodle". Moodle is an open-source Learning Management System used throughout K-12, higher education, business and non-profits. Register at: <http://moodlemoot.ca/>. For more information contact: canadamoot@gmail.com.

TLC – TEACHER LIBRARIANS CONNECTING WORKSHOP

October 23, 2015

Corner Brook Regional High School 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; and special guest Beth Maddigan, Education Librarian, MUN Faculty of Education with her fun-filled relevant presenta-

tion which she lovingly calls, "Teacher Librarian Superheroes: Extending the classroom into the school library." Please register by October 16, either in the PD Calendar in the Member Services section of the NLESD website or contact Kathy Rowsell at kathyrowsell@nlesd.ca.

AUTISM SOCIETY NL – THE ZONES OF REGULATION

November 13, 2015

Holiday Inn, St. John's. Presented by Leah Kuypers, a leading autism presenter, on the topic of fostering self-regulation in children and youth with ASD (www.zonesofregulation.com). This conference is designed for classroom teachers, instructional resource teachers, student assistants, parents and caregivers, speech/language and occupational therapists, behavioural management consultants, and others working with individuals with ASD – in the school, home and/or community. Registration: \$269 (Deadline: November 6, 2015). Contact ASNL for registration details: 709-722-2803; info@autism.nf.net.

Dates to Remember

October 2015

- Oct 15 **Deadline:** PD Fund applications
- Oct 22-23 Pre-Retirement Seminar, Grand Falls-Windsor
- Oct 29-30 Pre-Retirement Seminar, St. John's

November 2015

- Nov 5-6 Pre-Retirement Seminar, Corner Brook
- Nov 6 **Deadline:** Project Overseas Applications
- Nov 19 **Deadline:** PD Fund applications
- Nov 19-20 Pre-Retirement Seminar, St. John's
- Nov 26 NLTA Executive Meeting
- Nov 27-28 Joint Council Meeting

December 2015

- Dec 3-4 Pre-Retirement Seminar, St. John's
- Dec. 5 Financial Information Seminar, St. John's
- Dec 17 **Deadline:** PD Fund applications

APPLYING FOR EDUCATIONAL LEAVE

Applications for Educational Leave for the 2016-17 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 15, 2016

CSFP: January 15, 2016

Important Notice for New Teachers

Information for New Teachers is available on the main page of the NLTA website at www.nlta.nl.ca

If new teachers wish to receive any of the information on the website on a flash drive, please email:

newteachers@nlta.nl.ca

