

bulletin

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January/February 2014



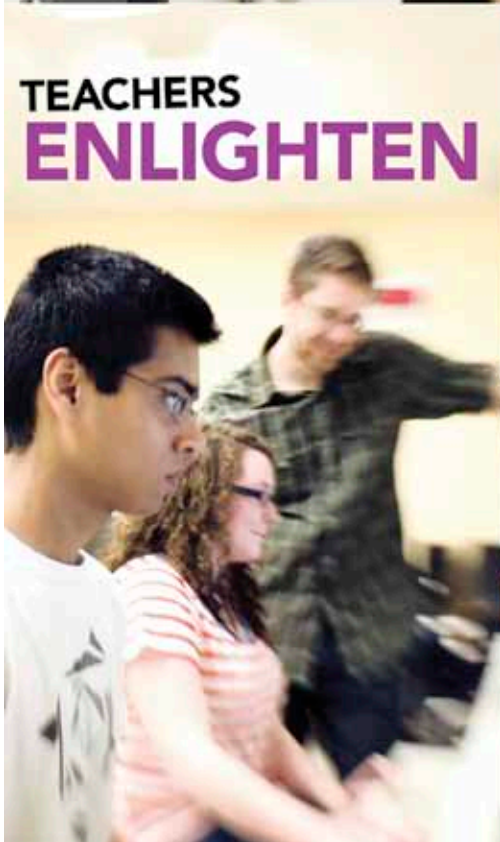
TEACHERS
ELEVATE



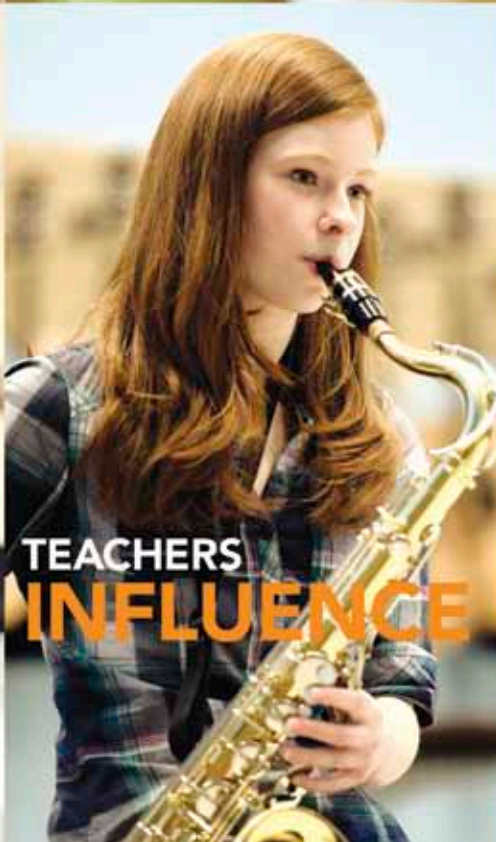
TEACHERS
EMPOWER



TEACHERS
ENCOURAGE



TEACHERS
ENLIGHTEN



TEACHERS
INFLUENCE



TEACHERS
MOTIVATE

Up Front from the President



The new year affords each of us an opportunity to make resolutions which will make us better people and professionals. This *Up Front* is about

looking after ourselves first.

If you have ever travelled by plane then you have probably seen the prerequisite safety video outlining the procedures to follow in the “unlikely” event of a serious malfunction. One part of the video instructs passengers to put on their own oxygen masks before helping other people put on theirs. The rationale: you can’t help others if you don’t first look after yourself.

As teachers, our main responsibility is the formal instruction and well-being of our students. But if we are to serve our students properly and offer them our best, sometimes we need to put on our own oxygen mask first. In other words, we have to look after ourselves if we are to look after the students in our care.

For me, one of the most constructive ways of looking after ourselves is to assert our rights under the collective agreement. It contains rights negotiated for us at the bargaining table by generations of teachers before us. If we are to avail of this protection, then we must be willing to exercise the rights afforded to us by the contract.

Article 29 of our contract requires a teacher’s consent to participate in extra-curricular activities or on a school-based or board-based committee. Coaching a school sports team, supervising a school dance, or serving on a school development team is voluntary and entirely within your control. While such things are worthwhile, Article 29 is designed to give you the ability to focus on your job of teaching students and maintain control over your work and personal life.

Schedule E prevents the employer from altering the length of the workday for teachers. This schedule sets limits on a teacher’s workday and prevents the employer from arbitrarily lengthening it. It acknowledges the complexity of the teacher’s job, and the fact that it does not end when the students leave for the day. Teachers still have to prepare for the next day, correct, meet with parents, attend staff meetings and a myriad of other responsibilities. Without Schedule E you would see your work day increased, further eroding the time you have to prepare and devote to your personal life. We should all be vigilante against any initiative which lengthens the school day and undermines the intent of this schedule.

Article 18:03 provides teachers three paid leave days per year to attend to the temporary care of a sick family member, needs related to the birth of a child, and medical or dental appointments among other things. I do not need to remind you of the angst teachers face in deciding whether or not to apply for this leave. Since it is discretionary, there exists the possibility it will be denied.

Many times teachers are told there are no days left and the suggestion is made to rely on a relative, to get colleagues to cover classes, or even to use sick leave to bring a family member to a doctor’s appointment. As a result, the allotment of paid family days is not used up, and each time your Association argues for the need to make these days non-discretionary, government questions the necessity.

One of my favourite articles is 31.16 which allows a teacher to “present a personal complaint to the School Board or Department of Education at any time.” I’ve used this one to my advantage to obtain family leave. To the credit of the CEO at the time, he agreed with my rationale.

If we feel our professional rights are being abused, if we plan to assert our

rights under the collective agreement, the first step we need to take is to call our Association to seek an opinion, advice, or clarification. Many teachers who call looking for help with an issue do not want their name or school mentioned. Other teachers do not call even when they know they have been treated unfairly – choosing, rather, not to exercise their rights.

I understand the reasons; I’ve heard them. I’ve lived them. You can probably give me many reasons yourself. As caregivers, choosing to look after ourselves first can place us outside of our comfort zone. It can be frightening and isolating. And sometimes there are risks – real or perceived. We may fear retaliation, black-listing, the loss of job opportunities, being labelled a trouble maker. Better to “suck it up” and carry on.

However, anonymity effectively negates the ability of the NLTA to resolve an issue. And no complaint can be resolved if the Association does not hear about it. Furthermore, nothing changes this way. If we ever hope to control our professional lives to best serve the children in our care, then we must be willing to at least call the NLTA, if for no other reason than to seek information so we can make an informed decision.

In my last *Up Front*, I suggested we pick up a copy of the collective agreement and read it. It’s time we start making it work for us. I realise our collective agreement is not a perfect document, but it is only as strong as we want it to be. So, let’s do ourselves and our profession a favour. Let’s be prepared to put on our oxygen masks first every now and again and exercise our rights. Let’s resolve to look after ourselves so we can better look after the students entrusted to our care.

THE bulletin

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The Leonard Foundation Scholarship

Do you know of a student who is currently or will be attending a post-graduate institution (college or university) next year? He or she may qualify for the Leonard Foundation Scholarship. The scholarship amount of **\$1,000 or \$1,500** is awarded based on an application plus nomination process.

Further information, including selection criteria, and applications are available on the NLTA website (www.nlta.nl.ca). Click "**Online Forms**" and go to "**L**" for Leonard Foundation Scholarship.

Please address any questions and forward completed applications to the attention of Beverley Park at bpark@nlta.nl.ca

Applications for this scholarship are due at the NLTA on or before **February 15**.



PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

NEWFOUNDLAND & LABRADOR

NLTA Scholarship Winners

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2012-13. They are: Patrick Butler (Queen Elizabeth Regional High), son of Marilyn Gail Butler, Conception Bay South; Elizabeth Hicks (Carbonear Collegiate), daughter of Catherine Hicks, Carbonear; Sarah Kingsley (Corner Brook Regional High), daughter of Deborah Lindahl, Corner Brook; Alycia Leonard (Gonzaga High School), daughter of Carolyn Bartlett and Thomas Leonard, Portugal Cove-St. Philip's; Rebecca Tizzard (Baccalieu Collegiate), daughter of Wendy Clarke-Tizzard, Old Perlican; and Evan Wheeler (Corner Brook Regional High), son of Lisa Wheeler, Corner Brook.

The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Patrick Butler



Elizabeth Hicks



Sarah Kingsley



Alycia Leonard

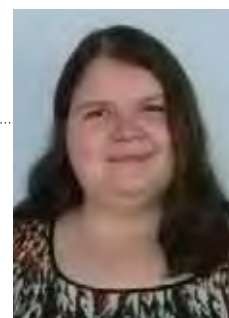


Rebecca Tizzard



Evan Wheeler

NLTA Scholarship Winner



Julianne Fost from Heart's Delight has been named the 2013-14 recipient of the NLTA Scholarship.

This past fall Julianne completed her teacher internship in a Kindergarten classroom at Acreman Elementary in Green's Harbour. "I had an amazing experience," says Julianne. "I definitely loved interacting with and teaching the students, and I cannot wait until I can begin working and have a classroom of my own. I feel very honoured to have been chosen for this award." Julianne loves to read and write and hopes to write her own book in the future in addition to teaching.

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

SPANIARD'S BAY

Students participate in Remembrance Day contest

As part of its Remembrance Day celebrations, the students of Holy Redeemer School in Spaniard's Bay participated in a poster, poem and essay contest sponsored by the Royal Canadian Legion, Branch 9 in Spaniard's Bay. A winner from each category was selected from each grade level (K-9) and displayed at the annual Remembrance Day dinner held at the Royal Canadian Legion, Branch 9 on November 23, 2013. During this dinner, the first and second place essay winners from grade 9 (centered around the theme of Remembrance) read their winning essays. The winning entries of the poster (Primary), poem and essay (Elementary and Intermediate) were sent

to the Provincial Command of the Royal Canadian Legion to be judged on a Provincial basis. Holy Redeemer extends congratulations to first place essay winner Jalisa Clarke and to Katie Drover for her second place essay entry.



Front Row (l-r): Nicole Curlew (teacher), Calvin Crane (President – Branch 9 Spaniard's Bay), Katie Drover (runner-up, Gary Churchill Memorial Essay Contest), Jalisa Clarke (winner, Gary Churchill Memorial Essay Contest), Dan Churchill, (sponsor, Gary Churchill Memorial Scholarship), Mary Hutchings (teacher); Back Row (l-r): Marion Sheppard (teacher), Shelley Drover (student assistant), Catherine Downey (Principal, Holy Redeemer School), Robert Bishop (Assistant Principal, Holy Redeemer School), Paul Sheppard (teacher sponsor).

ST. JOHN'S

MDJH Outreach group gives back to Ronald MacDonald House

On November 25, 2013 students of Macdonald Drive Junior High's (MDJH) Outreach group visited Ronald MacDonald House Newfoundland and Labrador. Macdonald Drive Junior High's Outreach group aims to support local organizations and charities through various outreach activities, and on November 25 they did just that.

The Ronald MacDonald House of Newfoundland and Labrador provides accommodations for children, their siblings, and their parents who travel to St. John's for medical treatment and care at the Janeway. The house is more than just a place to stay; it hopes to create a home environment.

As part of the Ronald MacDonald House "Home for Dinner Program" the MDJH Outreach group had the opportunity to cook a comforting meal for the families staying there to enjoy at a time when they need it most. In hopes of alleviating some stress for the families coping with their child's illness, the Outreach group loaded up the cars with supplies to cook homemade spaghetti, teamed with garlic bread, Caesar salad and delicious desserts and transformed the kitchen and dining area into an Italian Bistro.

(continued on page 6)

PAID ADVERTISEMENT



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science
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Teachers Kerri Mercer and Christine Anderson said that the smiles on the families' faces as they enjoyed a home cooked meal, after spending most of their day in hospital, was a reward that can never be matched. "The Outreach group was proud to cater to the families of Ronald MacDonald House as they provided support and care to them at this most difficult time."



Students and teachers at MDJH: (Top Photo): Kerri Mercer; Suzanne Marshall; Dawson O'Neill; Jenna Vincer; Tara Salah; Abby Randell; Madison Rowe; (Bottom Photo): Alicia Cadigan; Ally Bowes; Heather Dormody; Liam Wells; Victoria Dowden; Sara Burton; Katelyn Mayo; Sophie Lawson

Macdonald Drive Junior High launches the Green Apple Alliance

Macdonald Drive Junior High (MDJH) in St. John's has launched the Green Apple Alliance, an initiative aimed at emphasizing the school's supportive and respectful school culture by branding, with their Green Peace Apple logo, all initiatives aimed at positively enhancing school life, as they occur. Over time MDJH anticipates community members, in particular their students, will become aware of the frequent appearance of the logo in association with any positive initiatives that take place.

Initiatives included in the Green Apple Alliance include school based groups such as sports teams, Student Council, Lego Robotics Team, Environmental Group, Social Justice Outreach Group, LGBTQ-ummmunity, Comic Book Club, After School Jazz Band and Choir, Breakfast Club, etc... the list is extensive. The Alliance includes those who coordinate and participate in school based spirit and



Macdonald Drive Junior High's Green Peace Apple logo

academic acknowledgement initiatives.

Furthermore, MDJH works closely with outside agencies that are community partners. "This collaboration ensures the school is sensitive to supporting the various elements of our diverse community, a community that includes students from 29 different countries, speaking 25 different first languages other than English and students from all provinces and territories in Canada," says Terry Ryan, Guidance Counselor at Macdonald Drive Junior High.

"Our first initiative was a fundraiser for the people of the Philippines who were affected by Typhoon Haiyan. Our Student Council collaborated with our teachers and students and \$2,250 was raised in four days and these funds were matched by the Red Cross. Stay tuned for more exciting news from our Alliance!"

CONCEPTION BAY SOUTH

School fills 202 shoeboxes for Operation Christmas Child

Again this year, the grades Kindergarten, Two and Three students as well as several other families at Upper Gullies Elementary School in Conception Bay South participated in the Operation Christmas Child Project. This project provides underprivileged children around the world with a shoebox filled with items for the child. Items can include a toothbrush, comb/brush, hairclips, small books, notebooks, pencils, erasers, solar calculators, rulers, crayons, coloring leads, socks, t-shirts, facecloth, soap, hand towel, tissues, toys, stuffed animals, jewellery, dinkies, etc. Many of the children who receive these shoeboxes do not get many or any presents at Christmastime.



Students at Upper Gullies Elementary proudly display the shoeboxes they filled for Operation Christmas Child.

"The students are all learning about giving to others and helping people around them," says Andrea Coffin, Kindergarten Teacher at Upper Gullies Elementary. "The teachers, students, and commu-

nity are very proud of the efforts made this year to fill a total of 202 shoeboxes for this extremely valuable project. We look forward to another successful year filling shoeboxes next year. Keep up the giving Upper Gullies Elementary!"

CANADA

Government of Canada History Awards – \$300,000 in prizes for students and teachers

Canada's History will soon help launch the biggest award program in Canadian history and they want your school to participate. The Government of Canada History Awards will recognize exceptional students and teachers through two new programs.

The **student awards** will feature a new national student essay competition with up to \$225,000 in prizes. Students in grades 10 and 11 will answer one of five essay questions about Canadian history. Up to 225 prizes of \$1,000 will be awarded.

The **teaching awards** will recognize up to 30 exceptional projects that help recognize important upcoming milestones and anniversaries in Canadian history such as the 100th anniversary of the First World War. Submitted projects must be for a registered high school course taught in Canada. Up to 30 awards of \$2500 will be awarded.

The awards are set to officially kick off on February 4th, but you can register your classroom of students to participate now by going to CanadasHistory.ca/HistoryAwards. The more students and teachers that participate in each program, the more awards they can present.

Register now and don't miss any updates on this exceptional program. For further questions, contact Joel Ralph, Director of Programs, Canada's History at jralph@canadashistory.ca or 204-988-9300 ext 221.



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THE ELLA MANUEL SCHOLARSHIP 2014

The Ella Manuel Scholarship is being offered in 2014 to assist a young **woman** from Newfoundland and Labrador to further her education in topics related to social, cultural and environmental well-being of the province. Valued at **\$3000**, the award is in memory of Ella Manuel, Newfoundland writer, broadcaster, feminist, and peace activist.

Applicants expecting to graduate this year from high schools in Newfoundland and Labrador are asked to submit through their school Principal a **two-page essay** (*1000 words maximum*) describing how their interests and ambitions relate to environmental and social issues in their communities. This must be accompanied by the Principal's Recommendation Form, duly signed and completed. This can be found at the Trust website.

Copies of the transcripts of marks for Grade 10, 11 and 12 are also required. Only one application from each school will be accepted. Preference may be given to applicants from rural areas.

The Ella Manuel Trust gratefully acknowledges the support of Suncor Foundation, Crosbie Group Ltd., and individual donors.

Completed applications must be received by **April 30, 2014** and sent to:

Professional Development Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL, A1B 1W1
Fax: 726-4302 or toll-free 1-877-711-6582
scardoulis@nlta.nl.ca

For more information see www.TheEllaManuelTrust.weebly.com.



JENNIE "IRENE" LEFEUVRE, 1941 - 2013

Irene was born on January 28, 1941 in Burin, one of five children of the late John and Jennie Hollett. Growing up in Burin, Irene married George LeFeuvre from nearby Bull's Cove on July 9, 1964. Following their wedding the newlyweds moved to Labrador City where George was employed by the Iron Ore Company of Canada.

Following a summer of teacher training at Memorial University, Irene's first teaching assignment was in Little Burnt Bay (1958-59). After a year enrolled in the Primary Teacher Program at Memorial (1959-60) she accepted a teaching position in Botwood (1960-61) and then taught in Corner Brook from 1961-64. Following her marriage to George, Irene settled in Labrador City and immediately secured a Grade Four classroom teaching position, one she held until 1979, at which time she accepted a Vice-Principal position at A.P. Low Elementary (1979-93). During her 14 years in administration Irene's extensive knowledge of the elementary curriculum allowed her to have a substantial impact at the school level. She excelled in the role of Vice-Principal and was instrumental in introducing the concept of Inclusion, new instructional techniques and the French Immersion program to the teachers at A.P. Low Elementary. Irene enjoyed tremendous respect as an administrator and teacher and was known for her compassionate nature, her sincere and thoughtful way and her complete dedication to educating the children of Newfoundland and Labrador. Irene retired from education in June of 1993.

A lifetime learner, Irene received a BA(Ed.) from Memorial University in October 1978 and then received a Master's Degree in Curriculum and Instruction from the University of New Brunswick in October 1992. She enjoyed the challenge of change and was an A++ student in the course entitled *Common Sense*.

Irene and George relocated to spend their retirement years at Robertson's Point, New Brunswick. Irene's thirst for learning continued in retirement as she developed and presented a course on Human Memory, designed a course on writing, established a local writing group and published magazine articles on wildlife, cross-country skiing and education. The community library in Cambridge Narrows, New Brunswick stands as a testament to Irene's tenacity, dedication, enthusiasm and ability to lead.

Irene was physically active throughout her teaching career and retirement. An accomplished cross-country skier, she was always at home on the Menihek Nordic Ski Trails in Labrador City as well as the many

trails around the Maritime provinces. She also enjoyed playing golf, kayaking on Grand Lake and walking with her many friends and colleagues. A true sporting highlight for Irene was accompanying her husband George to three different Winter Olympic Games.

Irene passed away peacefully on October 9, 2013 at the Oromocto Hospital in New Brunswick. Her funeral was held on October 12, 2013 at the Oromocto funeral home chapel with her family and friends present and the Rev. Sandra Hounsell Drover presiding – a wonderful Newfoundland and Labrador "send-off". Our sincere sympathy goes to George, Irene's family and many friends. Irene will be sadly missed by those who were blessed to have known and spent time with her and we'll easily identify her many fine qualities in this poem entitled *The Essence of Irene*.

The Essence of Irene

*A caring way, a thirst to learn
Compassionate and kind
Fair, resourceful, humble, loyal
No child was left behind.*

*Consistent, driven and sincere
No goal too hard to reach
Jennie "Irene" LeFeuvre, no doubt
Was placed on earth to teach.*

*Her love of A. P. Low was strong
She proudly cheered the "green"
Instilled school pride in all she met
She was eager, fun and keen.*

*Her Grade Four class was fortunate
To have one with such drive
She shared her love of learning and
In each student felt great pride.*

*As Vice Principal at A. P. Low
She showed her gift to lead
Was calm, cool and collected
A role model – yes, indeed.*

*Respected by her peers and class
She cheered each one's success
Was genuine and generous
To have known her we are blessed.*

*She touched us in so many ways
We carry her in part
In memories, in smiles, and prayers
And more important, in our heart.*

(Submitted by Eric Hart, former colleague at A.P. Low Elementary)



Irene LeFeuvre



Some Things You Should Know

Teacher Safety and Violence at School

by STEFANIE TUFF

I certainly would prefer to write about a more positive topic as we ring in a new (calendar) year. However, aggressive and sometimes violent student behaviour is an unfortunate reality that teachers sometimes face in their professional lives. In such situations, every case is unique, but there is some basic information that all teachers should be aware of which can play a part in helping educators deal with and, in some cases, minimize the risk inherent in working with students who exhibit such behaviour.

The *Schools Act, 1997* states that students shall comply with school rules and discipline. In some cases, it may be necessary to remove a student from the classroom in order to address incidents of violent/aggressive behaviour and ensure safety. Under section 36 of the *Schools Act*, teachers have the authority to suspend a student from a class period, as long as this is done in accordance with the process for student suspension set out in school board by-laws. Teachers should be careful to adhere to relevant school discipline procedures and/or policies in imposing class suspensions for any reason. A school principal may suspend a student for up to a maximum total of 30 days in a school year. The *Schools Act* also provides for the expulsion of students from school where circumstances warrant. Proper process must be followed in such cases and the decision to expel a student can only be made by the school board director after the student and parents have had an opportunity to make representations. In situations where a student's violent behaviour has resulted in the destruction, damage or loss of school board or employee property, section 21 of the *Schools Act* imposes liability for the student's actions on his/her parents.

Department of Education and school board policies also address concerns related to school safety. Much attention has been paid in recent years to creating safe schools and developing effective ways of preventing bullying. The provincial Department

of Education recently launched a new Safe and Caring Schools Policy, the stated intent of which is to "provide guidance to educational stakeholders, particularly to schools and districts, in the development and maintenance of a safe, caring and inclusive learning environment". The Safe and Caring Schools Policy defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation". Violent and threatening actions are noted in the list of inappropriate behaviours contained in the school Code of Conduct Template which accompanies the Policy. The Policy further states that schools have an obligation to implement violence prevention initiatives and recognizes the need for schools to impose consequences for inappropriate student behaviour. The school Code of Conduct states that consequences, including suspensions, should be in proportion to the severity and frequency of the actions, as well as the specific circumstances of the incident(s).

Young people from ages 12 to 17 are subject to the provisions of the *Youth Criminal Justice Act (YCJA)*. Under this federal legislation, a youth can be charged with criminal acts ranging from theft to first degree murder. The YCJA differs from the *Criminal Code* in its approach to laying charges, sentencing and confidentiality of criminal records; however, the youth justice system does have the objectives of preventing crime and holding young offenders responsible for their actions, as well as rehabilitation. While school boards and schools do have policies and procedures in place for student discipline, teachers have the right to and should make a complaint to the police if they feel the law has been broken, such as if a teacher is assaulted or threatened by a student. With respect to the disclosure of information, authorities are able to

release certain details from a student's youth justice record to school officials if such disclosure is necessary to ensure the safety of school staff, students or other persons. Students who are 18 or older are subject to the regular provisions of the *Criminal Code*.

Children under 12 are not subject to the YCJA; however, the *Children and Youth Care and Protection Act* (CYCPA) does address the issue of violent behaviour by younger students. Teachers are well aware of their obligation to report to proper authorities if they have information that a child is in need of protection. For most of us, this brings to mind situations of child abuse or neglect, but section 10 of the CYCPA includes in its definition of a child in need of "protective intervention" a person under the age of 12 who: has allegedly seriously injured or killed another person or caused serious damage to their property; or, has, on more than one occasion, caused or threatened to cause (with or without weapons) injury to another person or other living thing. In such circumstances, teachers are obligated to make a report to proper authorities – generally, child protection officials or the police. Reports of such behaviour can lead to intervention by social workers and/or medical professionals that may help address the child's behaviour as well as enable the school to successfully make a case for additional school-based supports.

Pursuant to section 4 of the *Occupational Health and Safety Act* (OHSA), employers must, within reasonably practical limits, provide a work environment that ensures the health and safety of its employees. This includes conducting its affairs in a manner that does not endanger employees and providing any information or training reasonably required to ensure the health and safety of employees. In the school setting, this means that, with respect to students who are physically aggressive/violent, school boards have a legal responsibility to ensure that the proper supports and training have been put in place to enable teachers to work with the students without unreasonable threat to their own safety. What is necessary to ensure employee safety is case specific and depends on the nature of the student and the situation. In some cases, it may be reasonable to expect specialized training and one-on-one, full-time student assistant support; in others, a formalized crisis response protocol might be sufficient to address infrequent incidents. Ultimately, if a teacher has reasonable grounds to believe that specific work circumstances are dangerous to his/her health and safety and has brought this to the attention of his/her principal, that teacher has the right, pursuant to the OHSA and OHS regulations, to refuse unsafe work until remedial action has been taken. Any teacher

who feels that their situation may warrant this type of response is advised to contact the NLTA before exercising the right of refusal under the OHSA.

Teachers have the right to work in an environment that is as safe as is reasonably practicable. No law or policy can eliminate all risk in any workplace; however, schools and districts should have clear expectations and effective protocols in place for managing unsafe student behaviour. Teachers and administrators should be aware of these procedures and policies and apply them consistently. Violence and aggression must always be taken seriously and teachers should also be aware of the legislative and policy provisions that can help them to ensure that their schools are as safe as possible. Any teachers who feel that their work situation poses unreasonable risks to their health or safety should contact an Administrative Officer in the Benefits and Economic Services Division to discuss the matter.

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

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Newfoundland and Labrador Credit Union cordially invites you to attend a Retirement Planning Seminar.

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 St. John's Holiday Inn, 180 Portugal Cove Road - February 5
 Gander - Sinbad's Hotel & Suites, 133 Bennett Drive - February 5
 Carbonear - College of the North Atlantic, 4 Pike's Lane - February 10
 St. John's - Capital Hotel, 208 Kenmount Road - February 17
 Clarenville - Clarneville Inn, 134 Trans-Canada Highway - February 10
 Churchill Falls - E.G. Lambert School, Town Center - February 17
 Labrador City - Two Seasons Inn, 96 Avalon Drive - February 20

Time: All seminars 7:00 - 9:00 p.m. except Churchill Falls 7:30 - 9:30 p.m.

RSVP required. Contact us at 1-800-563-3300 or email@nlcu.com

Each attendee will receive a ballot for a door prize - 16GB iPad Air.
 Bring a friend and receive an extra ballot.





Information for Teachers

Changes to Employment Insurance

by MIRIAM SHEPPARD

Significant recent changes to the Employment Insurance Program include new benefits for parents of critically ill children, and changes to the reconsideration and appeals process.

PCIC Benefits

Effective June 9, 2013, eligible parents who need to be absent from work to provide care or support to their critically ill or injured child can receive Employment Insurance (EI) special benefits for Parents of Critically Ill Children (PCIC) for up to 35 weeks. To be eligible for the PCIC benefit, an applicant parent must show that:

- His/her regular weekly earnings from work have decreased by more than 40% because they need to provide care or support to their critically ill or injured child;
- He/she has accumulated 600 insured hours of work in the 52 weeks prior to the start of the claim, or since the start of their last claim, whichever is shorter; and
- The child is under 18 years of age at the time the 52-week window during which PCIC benefits can be paid opens (based on the date the specialist medical doctor states that the child became critically ill or injured); however, if the child turns 18 years of age during the 52-week PCIC window, the parent remains eligible to receive the PCIC benefit.

Applicants for PCIC benefits are also required to provide a medical certificate completed and signed by a specialist medical doctor attesting that their child is critically ill or injured and requires their care or support, as well as an Authorization to Release a Medical Certificate form.

For further information regarding PCIC benefits, see Service Canada's website at www.servicecanada.gc.ca/eng/sc/ei/pcic/index.shtml.

Reconsiderations and Appeals

As of April 1, 2013, there is a new process for challenging decisions of the Canada Employment Insurance Commission (CEIC) relating to EI benefits. Persons seeking to do so must first request a reconsideration of the decision to be completed by the CEIC. Generally, a request for reconsideration must be submitted within 30 days from the date the decision was communicated. If dissatisfied with the reconsideration results, a written appeal can be made to the General Division of the Social Security Tribunal (SST). (It is important to note that the appeal is not considered filed until all required information has been provided, and appeals of reconsideration decisions must be submitted within 30 days of receiving that decision.) If the General Division's decision is still unsatisfactory, an appeal to the SST's Appeal Division may be possible. However, unlike appeals to the General Division, parties need permission to appeal to this second level, unless appealing the General Division's decision to summarily dismiss an appeal.

Teachers who have questions regarding the Employment Insurance Program, or who wish to challenge a decision relating to Employment Insurance Benefits, are encouraged to contact an NLTA Benefits and Economic Services Administrative Officer for advice. The NLTA will represent a teacher at the appeal if the case is valid in the opinion of the Association.

Miriam Sheppard is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Fair Dealing Guidelines

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair”. In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a) as a class handout;
 - b) as a posting to a learning- or course-management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution;
 - c) as part of a course pack.

4. A short excerpt means:
 - a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audio-visual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia annotated bibliography, dictionary or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

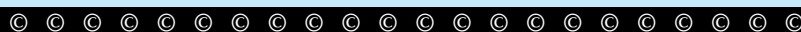
Teachers' Copyright Checklist

Copyright in schools has changed! Teachers and students now have new rights **and** obligations under copyright law. Know that if you infringe copyright, you, your school, and your school board can be held responsible by the copyright owner for damages.

- ✓ Set an example of respect for copyright for your students.
- ✓ Know and respect the limits of the *Fair Dealing Guidelines*.
- ✓ Know your copyright rights and obligations under copyright law by reviewing *Copyright Matters!*
- ✓ Know who the “go-to” copyright person is in your school.
- ✓ Know the established procedure for seeking copyright advice and obtaining permission.

A copyright presentation especially developed for teachers can be seen at

www.cmec.ca/copyrightinfo





2014 – This Isn't a Dress Rehearsal!

by JUDY BERANGER

So it's that time of year again...the gift of another 365 days, a fresh start to further discover and transform our lives with the conviction that the more we are, the more we consciously affect not only our own lives but the lives of those we touch. We are already cast as the lead role in our own lives and it helps to become more intentional as to what that means. We sometimes remind our students that life is not a dress rehearsal and the early months of 2014 are a great time to reflect on what that really means. There is something about the arrival of a new calendar year that makes many of us want to be better in some way. Teachers can choose not to be included in the statistics that cite high numbers of people abandoning resolutions in the first three months of the year.

Shakespeare once said, "There is nothing either good or bad, but thinking makes it so." If you want to squeeze even more out of 2014, think about the value of life, health, relationships and success. We all know that we only showcase a small speck of our potential and most of us want to be more of what we are capable of becoming. So let's beat the stats and set a few realistic, achievable goals that will heighten personal power and excitement, adding to our quality of living – both at home and at school.

What might work for you?

Reflect on what went well last year. What didn't go well? Why? What did I take for granted? Is there anything in hindsight I might have done differently? Are there any habits I want to transform? Mark Twain reminds us that "habit is habit, and not to be flung out the window easily, but coaxed downstairs a step at a time". Where would you like to be a year from today? Are your current goals in sync with this? Things happen in life that can distract us from our goals, bringing along its share of discouragement and setbacks. It is then we most need to refocus, revise and recommit.

Tips for keeping on track of goals

1. **Give other people more slack** – There will always be disloyal, defensive people who say or do unkind things, and it has nothing to do with you. They may have had disappointments or setbacks adding to their unpleasant stance. Resist the temptation to retaliate when people are less than they should be. A helpful mantra is repair if you can, detach if you can't.
2. **Make two or three resolutions** – write them down and review and/or revise them weekly to strengthen commitment. Social psychologist Chris Berdik, author of *Mind over Mind: The Surprising Power of Expectations* makes a short list of resolutions every year and suggests that the reason we often do not follow through with resolutions is that we make too many of them. "We only have so much willpower to go around."
3. **Write down what might get in the way of accomplishing goals** – Sports psychologist Michael Gervais advocates this is where you begin to identify the thoughts that are causing you to "not go for it." Writing can help you identify reasons that may keep you distracted from moving toward success. Making lists of small steps can also help.
4. **Work with your best time of the day** – Energy is usually highest in the morning so it is the best time to create the routines necessary to accomplish your goals. Some research suggests that willpower steadily declines throughout the day as people fatigue. Nighthawks be aware!
5. **Be specific** – Instead of saying I will be more active in my loving to that special someone this year, say that at least once a day I will tell/show that special someone how I feel by (*state an action here*). Saying I will show appreciation by sending four thank-you notes a month to those deserving is a realistic and measurable goal and builds energy and willpower for the tougher goals. Instead of general health statements, add detail. "I will drink six to eight glasses of water each day; have at least one veggie at each meal,

walk an extra ten minutes a day and be snuggled for the night by 10:30 p.m.”

6. **Consider sharing your goals** with a special someone and assist in coaching each other.

7. **Be creative and unique** – Some write a yearly family Christmas letter. Others capture a family story. Write a story to pass on to other family members or tell it to someone who will write it for you. One story – even a little one for each year is an achievable family goal as we keep people present in our lives even when they have passed. Here is a handed-down story once shared with me by a teacher about her great-grandparents:

My great-grandparents ran a farm. One spring their hens starting disappearing at the rate of two or three per night. Each night the men in the family would sit up to watch for the thief but would eventually fall asleep. Finally, out of frustration, Great Grandma said she could do it and decided to go on watch herself. Late in the night, when she eyed a shadow moving across the yard, she thought to herself, “I have the thief!” She turned on all the lights and bravely ran out into the yard to confront the intruder. She was shocked to see a startled, huge black bear looking back at her. Quicker than lightning her braveness passed and she rushed back into the house.

This cute story has been embellished with lessons learned and retold for years. Story telling can touch immeasurable lives as family members learn more about their heritage.

8. **Grow your willpower** – In her book, *The Willpower Instinct: How Self-Control Works, Why It Matters, and What You Can Do to Get More of It*, psychologist Kelly McGonigal says that willpower is like a muscle. The more you work on developing it, the more you can incorporate it into your life. McGonigal suggests starting with small feats of willpower before trying to tackle more difficult feats. Willpower is contagious and she encourages the importance of finding a willpower role model – someone who has accomplished what you want to do.

9. **The importance of sleep** – In her research, McGonigal reported on why proper sleep is a healthy goal. With less than six hours of sleep per night, the prefrontal cortex loses control over the regions of the brain that create cravings. Science shows that getting seven to eight hours each night helps people recovering from addictions to avoid a relapse. The prefrontal cortex regains control and it can certainly help you resist a food temptation, a cigarette and keep one focused on particular goals.

Setting resolutions gives us active opportunities to deepen our commitment to growth, increase our generosity and responsibility to life. A University of

Michigan study showed that people who are generous live longer, are generally healthier and less stressed, and have a greater sense of purpose and meaning.

Susan Breathnach in *Simple Abundance* offers principles to use as guides to further develop well-being. They include gratitude – making a daily habit to note one or two things for which we are grateful. Hardly a day goes by without my Dad (paralysed on his entire right side) reminding me of how fortunate he is that he still has his mind and his left hand. What a model for gratitude! Simplicity flows from gratitude – naming the essentials of what we need to live well; order is next – both internally and externally followed by harmony which allows us the inner peace to appreciate and value each day. Harmony flows out of our sense of order and of changing unwanted ways of thinking and behaving. Considering these principles can guide and inspire goals.

“It is only when we truly know and understand that we have a limited time on earth that we begin to live each day to the fullest, as if it was the only one we had.” (Elizabeth Kubler Ross) Set a few commitments – if you mess up, start again – don’t give up. Have a glass of water and toast the good that you have accomplished – indeed this is not a dress rehearsal. I wish you a year to be savored – a transformative year of discovery and joy.

Judy Beranger is a Wellness and Employee Assistance Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Gail Carroll (ext. 242). Suggestions for future articles for this Living Well section are welcomed.

Smartphone apps that may help with your resolutions



- **My Fitness Pal:** Turns your smartphone into a personal trainer, allowing for calorie counting, exercise monitoring and weight management
- **Sleepbot:** For those resolving to get more rest, this app logs sleep, tracks movement and sound, and wakes you up at the ideal time each day (see also: Sleep Cycle)
- **Expensify:** Record-keeping of your purchases, document receipts using your phone’s camera, and auto-generate expense reports for tax season
- **Commit:** Catch-all app for goal reminders and progress-tracking
- **Livestrong MyQuit Coach:** Smoking cessation app



2013 Prime Minister's Awards for Teaching Excellence Recipients

On November 20, 2013, Prime Minister Stephen Harper announced the recipients of the Prime Minister's Awards for Teaching Excellence. Gregory Smith and Crystal Smith were recipients from Newfoundland and Labrador.

"Good educators guide, inspire and motivate us to want to learn on our own. They sow the seeds of knowledge that yield well-educated Canadians who are able to compete with the best in the world and generate new ideas and prosperity," said the Prime Minister in a news release. "I would like to congratulate all of the recipients of this year's awards on their remarkable achievements."

The Prime Minister's Awards for Teaching Excellence recognize the efforts of outstanding teachers in all disciplines who instil in their students a love of learning, helping them excel and build a successful future. The Awards, offered at the Certificate of Excellence (national) and Certificate of Achievement (regional) levels, carry cash prizes of \$5,000 and \$1,000 respectively. Recipients receive program pins, letters and certificates signed by the Prime Minister.

Gregory Smith, a teacher at Amalgamated Academy in Bay Roberts, was presented with a Certificate of Excellence at a special awards ceremony in Ottawa on November 19. Gregory was one of 21 national-level winners who came to Ottawa to take part in

events including a private meeting with the Prime Minister, a tour of Parliament Hill, and more.

Gregory teaches all subjects for Grade 5 and 6 (apart from core French in Grade 5). He believes doing equals learning ... and it's a hard point to argue after seeing his students in action. Often taking the road less travelled, never afraid to try new things, and always exploring new ideas and learning with his students, Gregory has been invoking imagination and creativity in his classroom for decades.

Gregory provides his students with

a framework through which they can comfortably explore the world around them, while gaining the technical skills they need to succeed. With a commitment to authentic learning, he ensures that students can make a solid connection between their lives and their learning activities.

From the days of 16mm film projectors and audio cassettes, to Moodle and mobile netbook labs, Gregory works hard to bring new resources and technologies to his classroom and his school, and is often ready to pilot programs to implement their use.

He regularly finds ways to connect his students with classrooms in other countries through collaborative online projects. Through the Global Virtual Classroom Community, Gregory's students partnered with a school in Japan to create and share a digital video production that presented an overview of each community, school and their daily routines.

Gregory has developed many electronic pen pal projects for his students through ePals, and has inspired and helped his colleagues do the same.

Gregory is always looking to tap into the history and culture of Newfoundland and Labrador and participated in a large-scale Arts Smarts project with his students to showcase the beauty of this province through a video production project. His students are regularly inspired by the skills of their grandparents as they put together presentations for the provincial Heritage Fairs programs.



Gregory Smith and his son Nicholas at the Prime Minister's Awards for Teaching Excellence awards ceremony in Ottawa.



Photo Credit: Jill Thompson

Crystal Smith, a teacher at Long Range Academy in Cow Head, is a recipient of a Certificate of Achievement. Crystal teaches all subjects except Art, Physical Education and Music for Grade 4.

Crystal's lessons do not come from a box. Having taught in rural schools all over Newfoundland and Labrador, she draws inspiration from current events and random circumstances, and weaves together class activities and discussions that are pertinent to each specific group of students, their particular interests and surroundings. Crystal teaches in the moment and shows her students the value of seizing the day.

With only one computer room available for K-12, Crystal teamed up with a high school class and worked collaboratively with the technology teacher to develop lessons that had the older students acting as mentors to the younger students. Lessons included media awareness, cyber-bullying, internet safety and how to use reliable sources.

Current events are a large part of Crystal's day-to-day teaching: students write letters to persuade decision makers; they can easily identify their Premier; they can talk about what is happening with oil exploration; what fracking entails; or what the latest news is regarding the Muskrat Falls Hydro Project.

Through her participation in the Western Health Community Group, Crystal has also brought healthy eating promotions to the school and has held parent sessions on nutrition.



Crystal Smith

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by

let's talk  science

PHE Canada's 2012-13 National Recipient of the Physical Education Teaching Excellence Award – Charlene Shears

by ZOE HAMILTON

Charlene Shears is the K-12 physical educator at Gros Morne Academy in Rocky Harbour, NL. She is a strong advocate for a quality physical education and health program and works tirelessly to meet the needs of her diverse students with a multitude of interests and ability levels. Charlene delivers a K-12 curriculum that is all-inclusive; embracing a wide range of activities that meet the needs of learners of all abilities. This is done through the use of differentiated instruction, group activities, interactive/cooperative learning and tiered instruction. Charlene runs before school programs and supervises and coaches many curricular and extra-curricular programs. Her love of outdoor activity has motivated her to create outdoor lessons for her students so they can utilize the opportunities provided by her community and environment.

Charlene was awarded a beautiful plaque, \$500 gift certificate from Wintergreen and an all expense paid trip to the PHE Canada National Conference in Winnipeg, Manitoba. PESIC would like to take this opportunity to thank Charlene for her contributions to PE and also thank her nominators: Principal, Lisa Shears-Smith; Teacher, Eileen Gerrow; and Speech-Language Pathologist, Sheila Rowe. Without their recognition and initiative to complete the nomination process Charlene's efforts would have gone unrecog-

nized nationally. Charlene was also the recipient of the PESIC Honour Award at PESIC's provincial conference this past February in Corner Brook. What a year!

Charlene is the eighth national winner in the last nine years from Newfoundland and Labrador! Only three awards are presented annually across the country. There are many deserving physical educators in our province. We depend on teachers and administrators in our schools to acknowledge their contributions to not only PE, but also to positive school culture and the growth of comprehensive school health. PESIC provides an avenue of recognition through our provincial award program and PHE Canada encompasses a wider program on the national front. Please encourage your physical educator by nominating him/her for an award!

Past Winners

- 2011-12: Debbie Shortall, Vanier Elementary (National Recipient)
- 2010-11: Jason Desai, Holy Spirit High (National Recipient)
- 2009-10: Mike Butler, Frank Roberts Junior High (National Recipient)
- 2008-09: Ellis Coles, Paradise Elementary (National Recipient)
- 2007-08: Loyola Fitzpatrick, Cowan Heights Elementary (Provincial Recipient)
- 2006-07: Kellie Baker, Macpherson Elementary (National Recipient)
- 2004-05: Benjamin Osmond, Clarendville High (National Recipient)

Zoe Hamilton is President of PESIC.



I-r: Charlene Shears; representative from Wintergreen; PHE Canada President Jacki Nylen

Mind the Gap

by BEVERLEY PARK



There are times I drive into the parking lot at work without any real awareness of the getting there. I leave home and I am seemingly on autopilot and pass by the same roads with the same landmarks, the same people at the same bus stops – and I don't even see them. When I travel, and I suspect this is true for others, I get a heightened sense of awareness of my surroundings. The very common becomes "uncommon". That which the locals do not even notice for its over-familiarity becomes the subject of my photographs.

"This year I am resolving to try and be more mindful of the gaps around me – wherever I happen to be in the world, whether at home or halfway around the globe."

I suspect that the Londoners commuting to and from work or some mundane appointments are oblivious to the sights and sounds on the subway, while people like me have eyes wide and ears cocked for everything that is different. No matter how many times I go, on my first ride on the tube I still listen for that gentle reminder to "Mind the gap." Then, on subsequent trips, I soon start to ignore it until I do not hear it at all. Last time I was in London was near Christmastime and I started thinking about gaps – not the spaces between the train and the platform, but the many other more significant gaps around me – gaps that I have stopped seeing because they are accepted as commonplace to the point that they are no longer in mind or minded. A few obvious things come to mind: the gap between the rich and the poor, the educated and uneducated, the free and the enslaved, between men and women. And don't be fooled into thinking that these gaps are all "somewhere else", somewhere far removed from where we are or that I see them only when I travel to some

foreign and far land that is not "privileged" to have our western values. These *are* our values. Recently Nelson Mandela used the example of poverty in his country to remind us that these gaps are a human rights issue because poverty took away people's fundamental and basic right to food, to shelter and to education.

Like many, I have made numerous New Year's resolutions over the years – and I've broken just about the same number. This year I am resolving to try and be more mindful of the gaps around me – wherever I happen to be in the world, whether at home or halfway around the globe. This mindfulness is the first step to bridging those gaps. I am not setting out to save the world and I am painfully aware of how negligible the impact of one individual. However, I also know that sometimes one thing leads to another. This year, for example I received gifts of chickens and a goat. They are not in my backyard in Paradise but somewhere in Pakistan and the Sudan. There's a girl in India who has received school supplies which was someone else's gift to me. Interestingly, these came from people who had received similar gifts from me in the past...so there was a multiplier effect to my small action! [You've likely heard of these alternative gifts such as seeds for farmers, tuition for girls to attend school, goats and cows and chicks. Organizations such as OXFAM and PLAN have made gift-giving a way to share the things we take for granted. That's just one way to take action!]

My challenge is to extend this mindfulness and my own actions, no matter how small, beyond the Christmas season. I would challenge you to do the same. Speak up. Write a letter. Challenge injustice. Give more than you take. Mind the gap.

Beverley Park is Senior Administrative Office, Professional Development Division, with the NLTA.

Beginning Teacher Profile: Jessica Ropson

by BEVERLEY PARK



Jessica Ropson

At the age of 23 Jessica Ropson is in her second year of teaching. Jessica teaches Kindergarten at Jakeman All-Grade School in Trout River in a 50% permanent contract.

At its August Planning and Priorities meeting, the newly elected 2013-15 Provincial Executive identified supports for Beginning Teachers as one of the Association priorities for their term of office. To offer relevant programs and services we need to hear the voice of our novice teachers. When we approached Jessica to find out how she is experiencing the teaching profession and the NLTA, she graciously agreed to answer some questions to help us develop this profile.

Q. Describe a typical day in your professional life.

A. Our classroom is one that is very active and full of energy. Our mornings typically start out with morning routines and circle time, which include activities such as calendar, weather, songs, and morning message. This may lead us into a language arts lesson, literacy centres, and math. After recess we may have anything from science to music and then we end the day with play centres and shared reading. Since I am part-time, I am fortunate enough to get the majority of the substitute time available. Afternoons usually consist of substituting for teachers from all grade levels, primary ages to high school. When I am not substituting, I spend my afternoons in my classroom planning and organizing!

Q. How/When did you decide you wanted to become a teacher? What response did you get to your decision?

A. As a child I always wanted to be a teacher. I had many wonderful teachers and growing up in an isolated community with small class sizes really

made me love school. When I went into high school, I had no idea what I wanted to do, other than I knew that I was going to go to university. In my graduating year I began a co-op program and was placed in a primary school – a Kindergarten class at that. During the very first day of the program I fell in love with the students and the profession, and decided that that was what I wanted to do. I heard a variety of opinions about my career choice, and now that I am in this profession, I still hear those comments. Many friends could not believe that being in a classroom of 16 Kindergarteners would make me want to become a teacher – but it did! My family has always been supportive and was happy with my decision.

Q. What are your greatest sources of satisfaction as a teacher?

A. My students are so excited to learn, happy to share their thoughts and ideas, and are very eager to participate in activities. The greatest source of satisfaction for me is seeing my students' excitement as they begin to learn new things, especially when they learn to read. Watching them grow from September when they begin recognizing letter sounds to June, when I hope that they are independently reading, is definitely the most rewarding experience.

Q. What are your greatest challenges?

A. My greatest challenge is trying to balance home and work life. Although I believed my second year teaching Kindergarten would be easier, I still find myself sitting in bed at night doing hours of lesson planning. Being a brand new teacher last year I focused on knowing the ins and outs of the curriculum and making sure I was meeting each outcome. This year, I find myself adding on to lessons by using my students' interests combined with my own ideas.

Q. What supports do you have to assist you in meeting those challenges? What further supports do you need?

A. I would like to collaborate with other Kindergarten teachers to discuss year plans and lesson ideas.

Q. In November 2013 you attended Joint Council of the NLTA representing your Branch. How did you come to be there?

A. At the time, our branch president was unable to attend and an email was sent out to members asking if someone was interested in representing our branch on her behalf. Being new to the teaching profession, I was eager to learn more about the NLTA and volunteered to travel to St. John's to attend meetings.

Q. Can you comment on that experience and your involvement in the NLTA.

A. It was a wonderful experience and an eye opener for a new teacher. I was unaware of many of the roles of the NLTA and sitting in on meetings helped me gain a great perspective. The meetings allowed me to meet face-to-face with executive members and teachers from all over the island. Hearing the issues that other schools face and the ideas brought up from discussion was very insightful.

Q. As you reflect on your experience, brief though it is, what are your thoughts on the teaching profession in general and your experience as a professional teacher?

A. I feel that although teaching is a very challenging, and sometimes stressful career, it is also a very rewarding one and I absolutely love it! I have made connections and learned so much about my students – their talents, needs, outlooks, and their unique and often humorous personalities. I have a passion for teaching children and I feel that having that passion is what makes me continue to learn and grow as a teacher so that I can meet the needs of my students.

If you are a novice teacher or if you know an early career teacher who you think would be interested in being profiled in The Bulletin, please contact Beverley Park at bpark@nlta.nl.ca or 1-800-563-3599 ext. 244.

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The High Cost of Dropping STEM

by CRAIG WHITE

Andrea lives in British Columbia where she is the science and medicine manager at Canadian Cycling – but her path to get there was not an easy one. She dropped chemistry after Grade 10 and physics after Grade 11 because she felt science was only taught as ‘black and white’ and she wanted to be more creative than that. At university she chose to pursue arts versus sciences for the same reason and spent her first year taking a variety of arts courses. Between first and second year Andrea discovered scuba diving and decided to pursue sciences instead of arts. Upon returning for her second year, Andrea enrolled in all science courses trying to make up for the year she had lost. Lacking the necessary science background, Andrea struggled with some of her science courses and as a result had to attend summer school, re-take a few of her courses and was burdened with an overloaded course schedule. All of which meant additional costs. Andrea believes that if science was taught as the art that it is, rather than as facts to memorize, a lot more bright and creative students would stay in the sciences. “Spotlight on Science Learning: The High Cost of Dropping Science and Math” (www.letstalk-science.ca/our-research/spotlight2013.html).

It is generally accepted that one of the key purposes of education is to prepare today’s youth for their future, whether that future entails direct entry into the world of work or further study at the post-secondary level. What many people do not realize is that, regardless of which route graduating students take, they will require an ever increasing knowledge and understanding of Science, Technology, Engineering, and Mathematics (STEM) related disciplines. A recent report published by Let’s Talk Science and AMGEN Canada makes this abundantly clear. This report also points out that a lack of an understanding of the importance of STEM-related disciplines has long term implications and costs for our graduates and our country. These implications and costs can be measured in terms of direct **financial** costs, missed **opportunity** costs, and broader **societal** costs.

Unfortunately, many youth do not give sufficient time or effort to planning their post-secondary education. Many academically able students will indicate plans to attend college or university but often may not realize the variety of programs available or are unaware of specific program requirements, many of which require specific STEM knowledge. When our graduates return to high school in order to make up missing courses, or have to take “foundation” courses at the post-secondary level, the financial costs – to students and parents, taxpayers, and post-secondary institutions – soar. This has a significant impact on our economy and increases the cost of a post-secondary education.

Disengagement from STEM disciplines also presents opportunity costs in the form of lost job options and future earnings. When one considers that people employed in STEM fields can earn salaries that are 26% higher on average, and are less likely to experience job loss, the impact of lost opportunity becomes more apparent. Further, given that 70% of current top jobs require a STEM background, students who complete secondary school with senior-level mathematics, science and technology courses have futures with far greater options, a wider range of career opportunities, and excellent prospects for career advancement.

For example:

- Of the 10 top-paying jobs in Canada, seven are STEM careers
- In the list of the 10 top starting salaries in Canada, eight are STEM careers
- Of the 10 top jobs in Canada, seven are STEM careers and/or require STEM literacy and skills.

The message is clear: “say goodbye to STEM in school and you say goodbye to most well-paying job options”.

When youth opt out of STEM disciplines at the secondary school level there is also a huge impact on our society. The greater the diversity of backgrounds, perspectives and experiences among those who pursue STEM careers, the greater the potential for inno-

vation. Lost innovation results in lower economic activity which affects the quality of everything from social programs to education to health care. As is pointed out in the report, we require all our citizens, regardless of gender or culture, "... to maintain our labour force, sustain a higher standard of living and remain competitive in the evolving world economy." To achieve this, we require all secondary school graduates to have a strong background and understanding of STEM.

"...given that 70% of current top jobs require a STEM background, students who complete secondary school with senior-level mathematics, science and technology courses have futures with far greater options, a wider range of career opportunities, and excellent prospects for career advancement."

This is not to suggest that students should only study STEM disciplines. Languages, arts and humanities still remain valuable and necessary courses of study. The point made in the report is that even those careers that follow from an interest in these subject areas have an increasing requirement for STEM skills or knowledge. Journalists are required to complete courses in quantitative research methods (math and science); film or television actors study electronic media (computer technology); cooks take nutrition courses (biology/chemistry); health and fitness instructors study anatomy, physiology, and nutrition (biology/chemistry) as well as business management (mathematics); and business administrators must study finance, accounting, and economics (mathematics) as part of their program of study.

While our educational system cannot fully prepare students for all the challenges they will face after graduation, we can provide them with experiences, programs and opportunities to develop skills which will help them face these challenges successfully. To help educators with this monumental task, Let's Talk Science has developed a variety of free programs and activities that help develop critical thinking, communication, literacy, numeracy as well as technical and analytical skills. These skills help provide a strong foundation for lifelong learning and also prepare youth for the evolving employment needs they will encounter. Let's Talk Science is a national, charitable

organization, dedicated to helping educators improve science, technology, engineering and math literacy (including the above mentioned skills) among Canadian youth. The following is a brief description of these programs and materials:

- Let's Talk Science **IdeaPark** is a unique suite of tools, resources and services for early years and primary grade educators (K – 3).
- **Outreach** programs (grades K – 12) help stimulate student interest in, or expand their knowledge of a particular topic by having university or college student volunteers conduct curriculum-aligned, hands-on science activities with your students at no cost.
- The annual **Let's Talk Science Challenge**, a full-day team-based competition that tests grade 6 – 8 students' science knowledge and provides them with an engineering design challenge (registration now open for 2014 competition).
- **CurioCity** provides teachers of grades 7 – 12 access to free, curriculum based, classroom ready resources to enrich their teaching of STEM subjects.
- CurioCity's **Energy4Travel** action project begins this February and is currently accepting registrations. This action project is a national citizen science project in which students collect data about their personal transportation usage and then compare their data with their classmates and other students across Canada. This project will encourage students to think critically about the travel energy they consume. Curriculum-aligned educator resources will be available at no cost to groups participating in the project.

For more information on these Let's Talk Science programs please click the "Educators" button at www.letstalkscience.ca. The complete report, *Spotlight on Science Learning: The High Cost of Dropping Science and Math*, can be accessed from www.letstalkscience.ca/our-research/spotlight2013.html.

Craig White is a former science teacher, school administrator, school district and Department of Education Program Specialist for science. He is currently the 7 – 12 Education Program Consultant for Let's Talk Science and can be reached at cwhite@letstalkscience.ca.

Teaching Internationally

An Enriched Life and Globe-Trotting Lifestyle

by NATHAN GILDART

Recently I had an opportunity to discuss the experience of teaching overseas with a young educator, Nathan (Nate) Gildart. Nate is a Maritimer who has taught for several years at international schools. For those educators who might like to experience teaching in a foreign country, this article provides valuable insights and information. (George Tucker, Administrative Officer, Professional Development Division, NLTA)

Living abroad and in a culture very different from your own isn't a frightening experience. There are moments when you think to yourself "Where did my life go?" or "What was I thinking?", but that's part of the enjoyment. When you learn to appreciate and deal with awkward situations you eventually develop a sense of empowerment and an ability to laugh at yourself and those bizarre moments you never thought could possibly happen. Some countries are excellent springboards to travel throughout a region. In Asia, Singapore is a great hub with quick access to many countries.

This is life as an international school educator.

Kinds of International Schools

There are several kinds of international schools. Some are nationally based, for example 'The German School (in Tokyo)'. Most of the children will have one or both parents from that country and the curriculum matches the nation represented. In Tokyo, for example, there are German, French, Indonesian, and Korean schools. You'll find this in many major cities around the world.

Proprietary International Schools. These international schools often serve the local community, offer curriculum imported from other countries, and often likely have a student body of non-native English speakers. Some of these schools have lucrative packages, but many are a business and tend to focus a great deal on the "business" side of education.

International Baccalaureate (IB) schools are growing in number worldwide. Experience in IB teaching

is now a definite advantage to prospective educators. Schools will send you on training, but you can do online workshops independently. The growing appeal is due to the international nature of the curriculum, which is recognized by most major universities. IB schools are not based with international schools, however. Many school boards around the world are adopting the IB. The IB is also increasing the languages of instruction. For example, IB education in Japanese for Japanese schools is now in development.

There are many American, Canadian and British schools worldwide, and most use the Advanced Placement curriculum, if not a provincial or state curriculum. However, many of these schools are now also offering the IB curriculum, as it is a growing force in international school education. Canadian schools are not as numerous as American or British schools. Most of these schools don't exclusively hire teachers from the country the school represents. You'll find faculty from around the world, especially at schools in which accreditation isn't tied to hiring from the nation of the school's curriculum. Thus, at IB schools, for example, the faculty must have IB training, which is world-wide, as opposed to training from a specific country.

International School Teaching Packages

You can make a lot of money, especially if you're a teaching couple. Teaching couples, and especially experienced couples, are in high demand. A good school will offer return airfare upon completion of a contract, housing in part or in full, pension options, and health care, in the least. Packages also include some form of professional development fund, though how this is distributed varies. Schools normally have someone meet you at the airport, put you up in a hotel and help you find accommodation. New faculty usually have to arrive a week or two early to settle in, find a place to live and undergo orientation. Avoid schools that don't offer these things. The last thing you need is 'arrival stress' due to a poorly managed school.

Depending on the strength of the economy in which you live, there may be an expectation to hire a driver and a house cleaner. International-school teachers are usually held in high regard, but since they are well paid they are also expected to give back to the local economy by hiring locals for domestic work. This is rare in countries with strong economies.

Many couples (or individuals) have a plan to return home eventually. Something to keep in mind is that some provinces or states don't recognize teaching abroad. When you return home you may find that school districts choose 'loyal' teachers who have substituted for a few years. Essentially, having more experience teaching in your field, and a wealth of travel experience, doesn't mean you will be more attractive to schools when you choose to go home. Keep this in mind if you choose to teach abroad for a few years, and perhaps even do some research or speak to some administrators.

Family

Being away from family and friends can be tough, especially when there are special celebrations, and particularly during times of crisis. However, no matter how cliché "absence makes the heart grow fonder" may seem, it's true. Family relationships can become stronger. Some friends will grow more distant, but others will grow closer. You'll pick up where you've left off and appreciate each other more. Remember, we're connected globally, so with Google Hangouts, Skype and other web 2.0 technologies we're very close both personally and professionally.

Accreditation

Schools usually have accreditation from one or more of the major accreditation agencies such as the IBO, AP, WASC and national curriculums, such as those offered by Canadian provincial education ministries. Schools must go through inspection procedures to attain, and then maintain, accreditation. This is usually a long process over a period of one or two years.

Some Websites of Interest

- TIE Online – www.tieonline.com
- Search Associates – www.searchassociates.com
- International Schools Services – www.iss.edu
- International Baccalaureate – www.ibo.org
- Advances Placement – apstudent.collegeboard.org/home
- WASC – www.acswasc.org

Nathan Gildart is currently a faculty member at the Seisen International School in Tokyo, Japan. He can be reached via email at nathangildart@gmail.com.

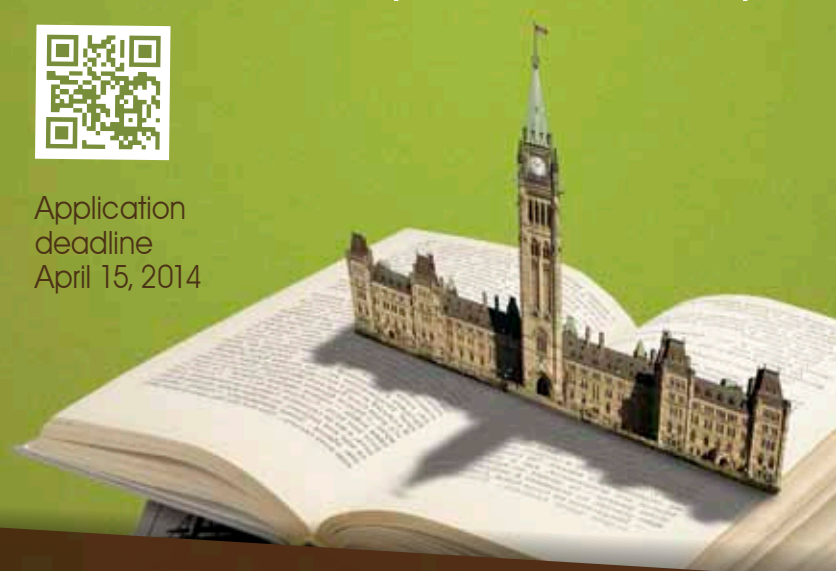
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Inspiring Students to Become Stem Cell Donors

Team Davidson Stem Cell Campaign of Hope

by IAN DAVIDSON

Six years ago life was awesome for my family and then everything changed. My wife and I had great jobs and three beautiful children who were seven, four and two at the time. I was packing my bags for Bermuda. We had spent two years working on a school exchange with Somersfield Academy in Devonshire and were terribly excited to finally go. They had been to visit us in October so friendships had been formed and expectations were high. I didn't get to go. Instead of Bermuda, I ended up at the Health Sciences Centre for six weeks with my wife.

“...one of the positive things to come out of our situation is that we have unintentionally inspired young people at Clarendville High School to become stem cell and blood donors in record numbers.”

Since 2008 we have been battling an aggressive strain of Leukemia. That same year we achieved remission and, so we thought, a cure. My wife remained cancer free until the winter of 2011 when she relapsed. This time she underwent a stem cell transplant but she used her own cells. They basically got her into remission again, extracted stem cells from her blood, cleaned them and put them back in her body. Sadly, this did not work and she relapsed again in March of 2013. This time the stakes were much higher.

My wife needed to have an allo stem cell transplant this time to have any chance at a cure. This type of transplant required the insertion of a donor's stem cells into her body in the hopes that the immune system of the donor would replace the broken immune system of the host and stamp out any

residual cancer cells in the body. Twenty-five percent of people who need a transplant find a match via a family member, but those who cannot, depend on finding a match via the OneMatch network and the generosity of an unrelated donor. This is the route my wife took and, thankfully, we found a perfect 10/10 match. She had the transplant in July and is doing well thus far. We have been filled with gratitude for both the OneMatch network and our unrelated donor...now, we want to give back and pay it forward.

The most successful transplants happen when the stem cells come from young adults ages 17 – 35, with young males being the top choice. In many countries around the world, it is a rite of passage to sign up for the stem cell registry (a simple process of swabbing cells from your cheek) and, should the need ever arise, donate your stem cells and save a life. Many misconceptions exist with respect to the donation process (it is painful, life-threatening, complicated) and we'd like to clear up these inconsistencies and encourage young people in Canada to make giving the gift of a life an automatic thing they do when of the appropriate age. In Germany, for example, they have staggering numbers of young people in their registry and ready to give. Canada should be the same given our generous nature and inherent sense of kindness toward others. If my wife and I can reach senior high students with our message of hope, we can pay it forward in a powerful way that has the potential to save many, many lives.

It is easy to find the negative in our situation, but we are 'glass is half full' kind of people. To this end, one of the positive things to come out of our situation is that we have unintentionally inspired young people at Clarendville High School to become stem cell and blood donors in record numbers. Virtually every able child in the graduating class for the past two years has signed up to save lives. In addition

to being so proud of them, we are now encouraging them to help us pay it forward by reaching out to their friends. My wife and I started the 'Team Davidson Stem Cell Campaign of Hope' this year and have eight schools signed on to hold drives thus far. We have been busy contacting schools via the Principal to seek out student leaders who want to organize drives at their schools, but would appreciate any school contact who is interested in helping. This year we plan to increase our efforts and take our campaign across Canada with your help. Donating stem cells is a painless, safe and easy process. At present there are just under a thousand patients looking for a stem cell donor and many will require an unrelated donor. We can easily imagine the desperation these patients must feel waiting for a stem cell match to be found for them and want to do our part to help others in need. If you are reading this article and want to help change the world, please feel free to contact me. Sadly, you never know when you may need to access this life-saving service.

To close, if we even encourage one of our students to become a stem cell donor we have thrown one more starfish back into the ocean. We have so much gratitude for our unrelated, unidentified donor who selflessly gave my family the gift of life that we cannot choose to not speak out and use our story to inspire others. We all have students in our schools who are leaders, let's work together to give them a chance to save lives in 2014.

Ian Davidson is Principal at Clarendville High School.

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let's talk  science

Nathan Whalen, President, NL Federation of School Councils



Nathan Whalen

Nathan Whalen has been involved in the community his entire life and deeply cares about our province and the people who live in it. He is currently employed in the banking sector at TD Bank Group while developing his entrepreneurial spirit as Owner and Manager, Business Development of a First Aid and Safety Training firm called “The Lifesaving Team.”

In his spare time he enjoys travelling and volunteering with various community organizations. Focusing on making education better for all students is a part of his regular volunteer activities, currently serving on Bishops College School Council (Chairperson), the West End High School Naming Committee (Chairperson), and now leads the NL Federation of School Councils (President). While he has neither an education degree nor children, Nathan’s passion can be found in his recognition of the strong needs of children and families and how education creates opportunities for young people as it has for him. In 2011 Nathan was recognized with three prestigious awards, including the Canadian Association of Principals’ Student Leader of the Year, City of St. John’s Youth of the Year, and the TD Scholarship for Community Leadership; in 2012, he was honoured as the recipient of the Provincial URock Volunteer Award.

Role at the NL Federation of School Councils

The Federation is the voice for school councils and school communities across Newfoundland and Labrador. Working with partners like the NLTA, Department of Education, and School Districts, the Federation has the opportunity to bring concerns of schools across the province to the forefront and involve parents, teachers, community members, and students in education.

As President, Nathan is responsible for speaking on behalf of the organization; working with the Board of Directors, school council members, and partner organizations to discuss issues in education; and encourage public discourse surrounding the importance of education.

Q. During your term, what opportunities have you had to discuss educational issues?

A. Before I became involved at this level, I wasn’t long out of high school – I already had a sense of some of the struggles that parents and teachers face on a daily basis, but I didn’t understand the magnitude of some of these issues. Since April I have had a golden opportunity to learn from educators, parents, students, and school council members, the pulse of the education community.

From the ability to discuss education issues in a public forum such as on *Open Line*, we have the opportunity to educate individuals on our concerns. In a short time we have been able to bring attention to concerns such as funding cuts, reduction in specialist teachers and programs, inclusion, safe and caring schools, drug and alcohol abuse, guidance supports, and most recently, the School Climate Survey.

In October 2013 I was fortunate enough to represent our province at the Atlantic Caucus of Home and School Federations. Similar organizations to ours met in Charlottetown, Prince Edward Island, to learn about supports, strategies, and best practices deployed in our respective provinces to help each student achieve. I was surprised to learn about the disparity of non-academic supports available to youth in other schools in Atlantic Canada versus right here at home. Other provinces boasted higher guidance-student ratios, child and youth workers, and well-executed strategies and resources to prevent illicit drug use.

This year, our Federation was tasked by its membership to advocate for increased guidance counselors, a new child and youth worker allocation, a reversal of budget cuts to education, improved community engagement during infrastructure projects, and the reinstatement of funding for RCMP anti-drug programs.

Q. There are many challenges in education. Are there any noteworthy stories that you have heard during your travels?

A. I'm consistently amazed at the ability of teachers to make a difference. Over the past several months, I have learned about the incredible creativity of many teachers to supplement their own classrooms with resources and differentiated instruction in the face of cutbacks. Parents have told me that's the reason why "Johnny" passed school or was able to overcome a serious drug addiction. I have heard from students themselves that the only reason why they didn't take their own life is because a caring administrator was there for them. I have spoken to families that told me that the only reason why their child has the supports needed to succeed was because a school fought for them. Schools are incredible centres for learning, but they are really the focal point of care in our communities; they serve as a place for students to go and to belong.

Q. What are your priorities as we enter 2014?

A. Every morning I wake up invigorated about the opportunity to make a difference. If we can make school a better experience for both children and our teachers, we will live in a province that will be better equipped to handle the increasing complexity of problems in the 21st century.

We look forward to continuing to strengthen our great working relationships with partner organizations, working with School Councils to help them fulfill their mandate in supporting schools, and being a stronger voice for school communities across Newfoundland and Labrador.

As our Annual General Meeting approaches, my hope is to increase our attendance this year in Grand Falls-Windsor. This conference is an opportunity to network and participate in discussions relating to education – we need teachers and administrators to share in that discussion and help us increase momentum on community engagement in our schools.

I'll see you in April!

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It's Not Easy Buying Green

by MATTHEW JOHNSON

There's an old urban legend called "the water engine," which tells of the discovery of a way to turn water into fuel. There are variations to the story – sometimes it's tap water, sometimes sea water; in recent versions it's specified the fuel is nonpolluting – but the ending is always the same: the invention is suppressed by the oil companies, either by buying the invention and burying it or by forcing the inventor into ruin and suicide. One reason the legend has persisted so long – it's been recorded as early as the 1950s, and probably dates to the first time someone grumbled about the cost of filling up his car – is because it confirms something we already believe, which is that the oil companies are evil and would rather murder a man and doom the world than sacrifice a dime of profit.

“... in our consumer society, what we buy has more influence on the world around us than nearly anything else we do. (Depending on where you live, it may count more than your vote.)”

Today, of course, we know better: instead of suppressing the invention, oil companies would promise to develop it – sometime soon. (Remember the ad that ends with a single drop of water falling from a car's tailpipe?) Now the name of the game, whether ads are selling cars, computers, paper towels or electricity, is to promote your product as being environmentally friendly, if not now, then in the near future. Just like the water engine, though, many of these claims evaporate on close inspection.

The exaggeration of environmental claims is common enough to have a name, "greenwashing," and to have provoked a backlash (*The Guardian* even has a column devoted to exposing it.) Few countries have specific regulations about what can be called "green," but specific claims can be investigated; the U.K. Advertising Standards Authority received more than 500 complaints about environmental claims in ads

in 2007. No product category is immune to the green appeal, from cars to household cleansers and even green bullets. Some of these claims are laughably thin – a Japanese SUV that's advertised as being from the home of the Kyoto Accords – while some are harder to judge, such as claims by Procter and Gamble that washing dishes in a dishwasher uses less energy than washing them by hand. Green can be more grey in cases where the environmentally friendly option is simply less bad for the environment than its competitors, such as water that comes in glass bottles instead of plastic. (Those glass bottles, incidentally, don't generally get refilled or recycled as bottles; instead they're crushed for a variety of industrial uses.)

For high-end items, green is often more of a fashion statement than a genuine environmental commitment. Bamboo, for instance, is frequently touted as a green alternative to wood – it grows much more quickly, being a grass, and can be used to make paper or for many of wood's other functions – but has found its most visible role as a veneer applied to high-tech items such as computers and stereos. It's a visible (and stylish) way to say "I'm concerned about the environment" that recycled toilet paper just can't match.

The biggest green fashion, of course, is for hybrid cars: automakers have retired their humble-but-honest gas-sippers and replaced them with design-conscious status symbols. Though you might brag about the mileage you get from one of these cars, they're priced high enough that you'd have to be constantly driving to actually save money with them. Now automakers are scrambling to produce the next season's fashion, which will make hybrids look old and dull, the all-electric hydrogen car. This is the car mentioned at the beginning of this article, which will have no emissions other than water, and be the quintessential green car – except that the electricity it runs on has to come from somewhere, and in North America that somewhere is most often a coal-fired plant. If it's not, it's likely to be a nuclear plant or else a hydroelectric dam, which the James Bay Cree can tell you is not necessarily environmentally friendly. The electric car is really a tool for pushing the environmental costs of driving out of sight and, automakers hope, out of mind.

There's no question that consumers are keen to buy green: a recent study shows that over three-quarters of consumers identified themselves as "green," 71 per cent of those surveyed said they were interested in buying a more environmentally friendly car, and just over half had made a purchase they identified as green in the previous six months. The disparity between those numbers – half again as many people said they made environmentally sound purchases as actually did it – suggests that for many people, green may be no more than skin deep. Many people, it would seem, are happy to greenwash themselves.

For those who are serious about making a difference through their purchases, though, it can be tough to tell which green claims are legitimate. It's worth trying: in our consumer society, what we buy has more influence on the world around us than nearly anything else we do. (Depending on where you live, it may count more than your vote.) As with all advertising claims, the best defense is critical thinking and an understanding of how ads work. Fred Pearce, in *The Guardian's* "Greenwashing" column, suggests a number of warning signs to watch for: vague claims, use of "nature" imagery in packaging, and profiles of scientists on staff working on green projects.

Matthew Johnson is Director of Education, MediaSmarts.

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NL FEDERATION OF SCHOOL COUNCILS AGM

April 4-6, 2014

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Information packages will be mailed to schools in January. For more information Tel: 229-2094 or 1-877-739-4830.

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May 8-9, 2014

Holiday Inn, St. John's. Two-day session with Susan Boswell of Division TEACCH at University of South Carolina. Registration: \$395; Early Bird Registration: \$365. For information contact: Scott Crocker, Executive Director, Autism Society NL, scrocker@autism.nf.net or Tel: 722-2803, ext. 221.

COSS WORKSHOP: THE EFFECTIVE AND SUCCESSFUL TEACHER: THE KEY TO STUDENT ACHIEVEMENT

September 29, 2014

Holy Heart Theatre, St. John's, 8:30 am - 3:30 pm. The Council of Special Services proudly presents two of the most sought after speakers in education today – Dr. Harry Wong and Dr. Rosemary Wong. Special rates available for schools wishing to send the entire staff. Registration forms with full details available on the NLTA website. For more information contact Keith Adey, keithadey@nf.sympatico.ca or Tel: 709-489-6481.

Dates to Remember

February 2014

Feb 14 Janeway Day in the Schools
Feb 20 **Deadline:** PD Fund applications

March 2014

Mar 20 **Deadline:** PD Fund applications
Mar 27 Provincial Executive Meeting
Mar 28-29 Joint Council Meeting
Mar 31 **Deadline:** Centennial Study Award Applications
Mar 31 **Board Deadline:** Notice for retirement at end of school year

April 2014

Apr 1 **Deadline:** Johnson Bursary Applications
Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 17 **Deadline:** PD Fund applications
Apr 30 **Deadline:** Deferred Salary Leave Applications
Apr 30 **Deadline:** Year-end resignation from contract

May 2014

May 2-3 Provincial Executive Meeting
May 7 **Deadline:** Notification by Board of layoff
May 15 **Deadline:** PD Fund applications

June 2014

Jun 13-14 Provincial Executive Meeting
Jun 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
Jun 19 **Deadline:** PD Fund applications

July 2014

July 1 **Deadline:** NLTA Scholarship applications

BOYS' UNDERCOVER READING PROGRAM (BURP) WINNERS

In November, the Teacher Librarians of Newfoundland and Labrador NLTA Special Interest Council and the Rotary Club of St. John's East partnered to raise awareness and improve reading resources in schools throughout the province. Submissions were received from all over Newfoundland and Labrador for the Boys' Undercover Reading Program (BURP®) and there were 13 successful schools. They are:

- Mary Simms All-Grade, Main Brook
- Lakeside Academy, Buchans
- St. Michael's Elementary, Stephenville Crossing
- Stephenville Primary School, Stephenville
- St. Andrew's Elementary, St. John's
- Baltimore School, Ferryland
- Truman Eddison Memorial, St. Lunaire-Griquet
- Riverside Elementary, Clarenville
- A.P. Low Primary, Labrador City
- St. Bernard's Elementary, Witless Bay
- St. Teresa's Elementary, St. John's
- J.J. Curling Elementary, Corner Brook
- Belanger Memorial, Doyles

Each of these schools will receive a BURP library cart plus \$1000 to purchase books for the cart.

Congratulations to all successful submissions and to all schools who entered.



Newfoundland and Labrador
Teachers' Association
Teacher Librarians
Newfoundland Labrador
Special Interest Council

